

Mario Herrera  
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# BIG ENGLISH



2ND EDITION  
TEACHER'S EDITION

5

# 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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2ND EDITION  
TEACHER'S EDITION

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# Welcome to Big English!

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

## Why Big English?

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

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

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

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

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

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

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

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

## So what's new in Big English?

New components and features to engage your learners.

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

## Global Scale of English

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

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

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

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

# COMPONENT Walk-through

1 PLAN > 2 TEACH > 3 PRACTICE > 4 ASSESS

## 1 PLAN: Before class

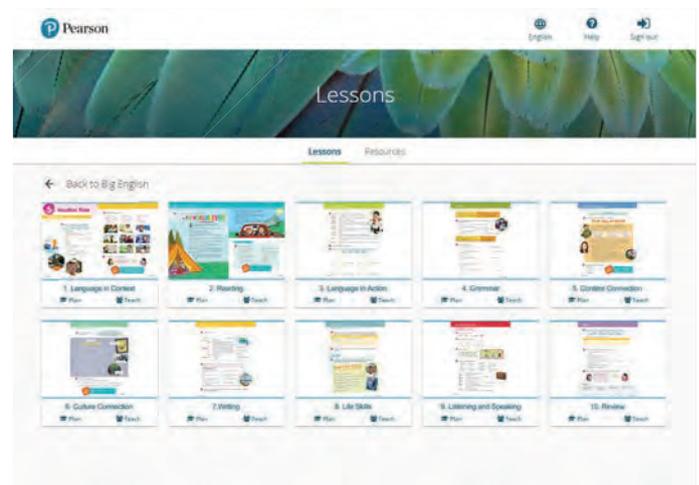
### Teacher's Edition

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

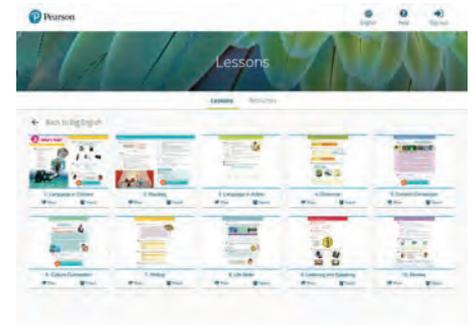


Students review key language at the start of the school year.

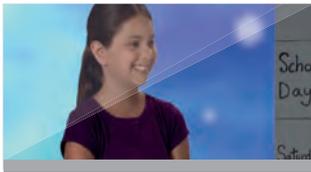
### Workbook



### NEW Teacher Presentation Tool



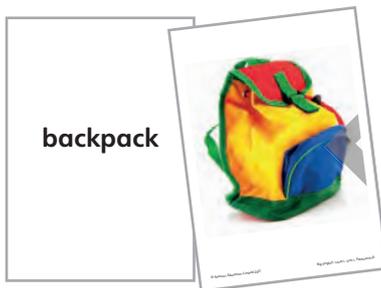
### Audio CDs, Documentary and Dramatic videos



### 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**

- Tell students that they will talk about how the Olympics is different to other sporting events.
- Have partners work together to discuss the question.

**MONITOR**

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



How are the Olympic Games different from other sports competitions?

# 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** | History

I will learn about the history of money.

 Listen and read. When were the first coins used?

**CONTENT WORDS**  
bartering bronze coin currency  
exchange grain livestock seal trade

## Money. Money, Money!

Most people today use coins, paper money, or credit cards to buy things. However, shopping wasn't always as easy as that.

About 10,000 years ago, people farmed and grew the food they needed. They raised livestock, like cows and goats, and grew grain, like rice and wheat. During that time, people used bartering. This means they exchanged goods between them. They mostly used livestock and grain instead of money in many different parts of the world.

Over the years, things changed, and about 3,000 years ago, people started to use other things as money. Shells from the ocean, for example, such as the cowrie shell, were traded as money in places like China, Thailand, India, and some countries in Africa.

It wasn't until about 2,000 years ago when the first coins appeared. China, Greece, and India were probably the first places to use metal coins. Most coins were made of expensive metals like bronze, silver, or gold. They made them by heating small amounts of metal and then putting a seal on them (Greece) or putting a hole in the middle (India and China).

But carrying around a lot of heavy coins wasn't very practical. That's probably why paper money started to be used in China, almost 1,000 years ago. In Europe, paper money began as "bank notes." The first bank notes were made in Sweden, in 1661.

Almost every country has its own currency (a specific kind of money). For example, the USA has American dollars, and the United Kingdom has British pounds. We can tell how much one unit of a certain currency is worth in another currency. This is a very useful thing when you want to travel abroad!



# 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 in multiple contexts from real world examples to classroom situations 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.

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, personalization, critical thinking, 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.



The sample page is titled "7 What's That?" and is divided into two main sections: "Language in Context" and "Presentation/Practice/Checkpoints".

**Language in Context:** The objective is "I will learn to talk about gadgets." The main activity is "1 Look at the pictures and read the questions. Choose the correct answers. Then listen and check." The questions are:

- What's this used for?
  - looking at the sun
  - playing video games
  - shopping

**Presentation:** "1 Look at the pictures and read the questions. Choose the correct answers. Then listen and check." Activities include asking volunteers to read questions and answer aloud, and reading directions aloud.

**Practice 1:** "1 Look at the pictures. Match the gadgets with their uses. Write the letters." Activity includes reading directions aloud and asking volunteers to read uses aloud.

**Practice 2:** "2 Match the gadgets with the words or phrases from the box. Then listen and check." Activity includes reading directions aloud and matching pictures with words from a box.

**Checkpoints:** "3 Listen again. Take notes about each gadget and what it was used for." and "4 Read and complete the sentences. Use the words from the box. Then listen and check."

**Speaking:** "4 Work with a partner. Ask and answer. Use your notes from 3." Activity includes reading directions aloud and modeling talking about gadgets.

**Think BIG:** "21st Century Critical Thinking" activity: "Ask students if they have ever seen any of these gadgets or if they have any similar ones at home. Read the questions aloud and write students' answers on the board."

**Lesson Objective:** "Revisit the lesson objective: Now I have learned to talk about gadgets." Encourage awareness of what students have learned by quickly eliciting a few gadgets.

**Homework:** "2 Which gadgets in 1 do you like? Rate them. 1 = It's amazing! 2 = It's cool. 3 = It's OK. 4 = It's boring/not interesting." "3 Match the old things with the modern things. Write the numbers." "Direct students to WB Activity 3 on page 67. Tell students to look at the pictures and match the old gadgets with the new gadgets." "4 Read and complete the sentences. Use the words from the box. Then listen and check."

## Why is grammar instruction important?

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 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 will and won't to make predictions about the future.**  
**I will learn to use indefinite pronouns.**

Do you think we'll have cars 100 years from now?

Yes, we **will**. But cars **won't have** drivers! They'll **use** computers.  
 No, we **won't**. We'll **have** spaceships.



**10** Make predictions about the future. Use **won't** and **will**.

- 1 (write letters/send emails) \_\_\_\_\_
- 2 (buy things in stores/shop online) \_\_\_\_\_
- 3 (use smartphones/use video messaging) \_\_\_\_\_
- 4 (attend school/use virtual classrooms) \_\_\_\_\_
- 5 (play with dolls/play with robots) \_\_\_\_\_

Who will use video messaging in the future?

**Anyone** with a computer and internet access will use video messaging.  
**No one/Nobody** will send letters to communicate with friends.  
**Everyone/Everybody** will use email.  
 Well, **someone** might write a letter!

Who will send letters to communicate with friends in the future?

**11** Make predictions about the future. Use **no one, someone, or everyone** with **will** or **might**.

- 1 Who will use tablets instead of laptop computers?  
\_\_\_\_\_
- 2 Who will use a smartphone 100 years from now?  
\_\_\_\_\_
- 3 Who will use driverless cars?  
\_\_\_\_\_
- 4 Who will use a DVD player?  
\_\_\_\_\_
- 5 Who will go to virtual malls?  
\_\_\_\_\_



Unit 6 73

# 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 section within each unit. 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. 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 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.

**Listening and Speaking**

I will review the sounds pp, bb, dd, mm, nn, and tt.  
I will talk about inventions.

37 Listen, read, and repeat.

1 p-p pp 2 b-b bb 3 d-d dd  
4 m-m mm 5 n-n nn 6 t-t tt

38 Listen and blend the sounds.

1 h-a-pp-y happy 2 h-a-bb-y hobby  
3 s-u-mm-er summer 4 l-a-dd-er ladder  
5 t-e-nn-is tennis 6 b-u-tt-er butter

39 Listen and chant.

My favorite hobby  
In the summer,  
Is playing tennis  
And eating bread and butter!



26 Discuss with a partner. Which of the inventions in this picture do you think we'll have one day? What other inventions do you think we'll have in the future?



78 Unit 6

**Listening and Speaking Lesson**

**Lesson Flow**

Warm-up Lesson Objective Presentation Practice 1 Practice 2 Speaking Lesson Objective

**Lesson Objectives**

I will review the sounds pp, bb, dd, mm, nn, and tt.  
I will talk about inventions.

**Listening and Speaking**

I will review the sounds pp, bb, dd, mm, nn, and tt.  
I will talk about inventions.

37 Listen, read, and repeat.

1 p-p pp 2 b-b bb 3 d-d dd  
4 m-m mm 5 n-n nn 6 t-t tt

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78 Unit 6

# UNIT Walk-through

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## Language in Context Lesson

**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.

**1 My Interests**

**Language in Context**

I will learn to talk about my interests.

Read about these famous people. What were they interested in? Complete the sentences with a word from the box. Then listen and check.

baseball computer mathematics money music

- Growing up, actor George Clooney was interested in sports. He \_\_\_\_\_ when he was 16, he had to quit for the Cincinnati Reds.
- One of the richest people in the world, Carlos Slim was interested in managing his \_\_\_\_\_ of young age. He bought shares in his first bank when he was just 12 years old.
- World-famous scientist Albert Einstein was interested in \_\_\_\_\_ in a boy. He played the violin and the piano.
- Actress Emma Stone always wanted to act. She was also good at singing. \_\_\_\_\_ when she was 14, she used a PowerPoint presentation to convince her parents to let her begin a career in acting.
- As a young woman, architect and artist Maya Lin loved bird-watching, fishing, and studying \_\_\_\_\_.

Match the names of the school groups with the pictures. Then listen and check.

baseball team school orchestra drama club school newspaper science club fan-karaoe club

- Read. Look at 1. Which school group should each student join?
  - Dina loves jogging and playing sports. He has a **baseball team**.
  - Dina loves acting. Someday, she would like to **act in a play**.
  - Milan is good at writing and has his own blog.
  - Paul likes doing martial arts and is **interested in karate**. He likes **karate**.
  - Sara is interested in building **robots**. She likes **robotics**.
  - Sara likes playing the **guitar**. She's good at **music**.
- Work with a partner. **Answer** the questions.
  - What's **interesting** and **fun** to do?
  - What's **interesting** and **fun** to do?
  - What's **interesting** and **fun** to do?
  - What's **interesting** and **fun** to do?

What activities could you still do as an adult? Which activities are similar interests to young people? Why?

Unit 1

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.

## Reading Lesson

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

**Reading School blog**

I will understand **the** after-school activities.

Listen and read. When are the soccer team try-outs?

Home School Library Cafeteria Menu For Parents

**The Grove School News**

**GET BUSY AFTER SCHOOL!**

Welcome back to school from all the staff here at your school news blog. We hope you're ready for another great year. Have you signed up for an after-school activity yet? If not, don't worry! There's still time. Here are some of the activities you can try.

**SPORTS TEAMS**

Do you love sports? How about joining the soccer or track team? Both teams have try-outs next Monday and Tuesday at 3:00. Last year, our school soccer team won the county championships, but many of our best players have moved up to high school. To see the team roster and sign up, contact our sports advisors, Ms. Miller or Mr. Stegals.

**BOOD AT ART!**

This year, our competitors in the school art competition are on the scene. Are you planning to join the art club? It's for the school at 3:15 in Greenway.

**NEW THIS YEAR**

There are some new activities you can try. Try the new after-school science club! It has plans to enter the national Junior Robotics competition this year. So if you want to try building a robot, this club is for you. See Mr. Larson in room 103 for more details. The club meets every Thursday.

Do you like acting? Are you good at singing? The school play this year is a musical - The Sound of Music. Come and try out next Monday or Wednesday afternoon in the school auditorium. Sign up sheets for auditions are on the wall outside room 125.

For a list of all the after-school activities this year, click here. Or pick up a membership form from the advisor's office - room 103.

**Comments**

charleson  
Don't forget the karate club! We need members, too!  
Anyone interested in joining should contact Mr. Stegals.  
agnell  
Robert! Cool! Count me in!  
aprilcheer  
Acting in the school play was so much fun! See you! And I love singing. I want to try out again!

**Reading Comprehension**

Answer the questions with a partner.

- Which school group is a big competition last year? Where can you get more information about the science club? Are you planning to do this year? What are you planning to do this year? Is it a complete list of all the after-school activities?
- Which activities in the article interest you? Why? Are you interested in doing any of your school's activities or joining any club? Why/why not?

Unit 1

Target vocabulary is practiced through engaging reading texts.

# 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 after-school clubs.

**1** Listen and read. What's Henry good at?

**Ms. Parks:** Henry, I was wondering. Are you interested in joining a club this year?

**Henry:** I am, but I'm not sure which one to join.

**Ms. Parks:** How about joining the science club? You're good at building things.

**Henry:** Maybe... When do they meet?

**Ms. Parks:** Every Monday after school.

**Henry:** Oh, I can't. I have guitar lessons on Mondays.

**Ms. Parks:** OK. Well, how about joining the art club?

**Henry:** The art club?

**Ms. Parks:** Yes. You're so good at drawing. And they meet on Tuesdays.

**Henry:** Tuesdays are fine for me. I think I'll do it.

**2** Practice the dialog in 7 with a partner.

**3** Look at the students' current schedules. Listen and stick. Color in their new schedules. Then write what each student is interested in.

acting   playing baseball   reading comics   writing

busy =

M	T	W	T	F

**8** Unit 1

### Grammar

I will learn to use the gerund form with expressions How about, love, like, be good at.

**How about joining the baseball team?**   **OK, I love playing baseball.**  
**How about trying out for the school play?**   **No, thanks. I'm not good at acting.**  
**How about playing a musical instrument?**   **Good idea. I'm interested in playing the trumpet.**

**Tip:** Use the gerund form of the verb (verb + ing) after How about, love, like, enjoy, be interested in, and be good at.

**10** Use the words to help you write questions.

- soccer team/try out \_\_\_\_\_
- school newspaper/join \_\_\_\_\_
- school musical/try out \_\_\_\_\_
- English club/join \_\_\_\_\_

**11** Complete the sentences with the correct form of the verb in parentheses.

- No, thanks. I'm not really good at \_\_\_\_\_ (sing)
- Sounds great. I'm really interested in \_\_\_\_\_ more English. (learn)
- I guess so. I like \_\_\_\_\_ soccer a lot. (play)
- I don't think so. I'm not interested in \_\_\_\_\_ articles. (write)

**12** Match the questions and answers in 10 and 11. Practice the dialogs with a partner. Then take turns asking and answering the questions again with your own answers.

Unit 1 9

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

# Content Connection and Culture Connection Lessons

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

### Content Connection | Science

I will learn about **two** sides of the brain.

**1** Listen and read. Which side of your brain is **stronger** if you're **good at acting**?

**CONTENT WORDS**  
analyze   logical   imaginative   practical   creative

## Left Brained or Right Brained?

Did you know that what you're **good at doing** might have something to do with the side of your brain you use most?

Left-brained people are logical and practical. They're good at analyzing details. They enjoy doing things like solving math problems and playing chess. Right-brained people are creative and imaginative. They're good at activities like painting and acting. But there are also scientists who say that, although there may be some truth in this theory, things aren't so simple. They say that the brain works in a very complicated way, and we don't know everything about it yet.

**Which side of your brain is stronger?**

If you would like to find out which side of your brain is stronger, take this short quiz. Choose (A) or (B) to answer each question.

- Do you prefer going to (A) math lessons or (B) art lessons?
- Do you like (A) planning everything or (B) not planning at all?
- Do you like (A) a lot of instructions or (B) not many instructions?
- Do you remember things more easily (A) with words or (B) with pictures?
- When you meet people, do you remember (A) their name or (B) their face?
- When you read a story, do you look for (A) details or (B) the big picture?

How did you score? If you have more As, the left side of your brain may be stronger. If you have more Bs, the right side is probably stronger. How think about the kinds of activities you like to do. Do they match your brain type?

**14** Look at the passage. Circle the correct words.

- Left-brained people like **playing chess / acting**.
- Most people have a **stronger side / only one side** of their brain.
- Both sides / The stronger side** of the brain is connected with what we're good at.

**10** Unit 1

### Culture Connection | Around the World

I will learn about **unusual** Olympic sports.

**15** Listen and read. Which of the events were part of the 1900 Olympics?

**CONTENT WORDS**  
competition   event   motor vehicle   race course   variation

## You'd Never Guess These Were Olympic Sports!

Some of the early Modern Olympic events are the same ones we see today. But some of them came and went so fast that few people remember that they once were part of the Olympic Games.

**Ski-joring**

The name **ski-joring** means "ski-driving" in Norwegian. In this sport, a horse pulls a person on skis over a race course covered in snow. It actually looks a lot like water skiing! This strange sport from Norway was part of the Winter Olympics only once, in 1928. Dogs or a motor vehicle instead of a horse pull the skier in variations of this sport.

**Hot Air Ballooning**

During the Paris Olympics of 1900, hot air ballooning was introduced to the Olympic Games. Pilots competed to see how far and high they could go or how long they could stay in the air.

**Tag-of-War**

Did you know that in 1900, 1904, 1908, 1912, and 1920, tug-of-war, a popular game with children all over the world, was a regular Olympic event? The Olympic tug-of-war competition had eight players at each end of a long rope. The team that pulled the other team 2 meters won the event. In the five years of this Olympic game, Great Britain won the most medals in this event.

**16** Look at the passage and put the sentences in the correct place.

- You could say that for the British team, winning was "child's play".
- It's still played in countries where there's a lot of snow in the winter.
- They also had to land as close as possible to a spot marked on the ground.

Games different from other

Unit 1 11

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

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

# Writing and Life Skills Lessons

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

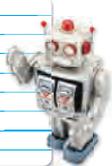
Students gain experience of different text types that they will encounter later in their education.

**Writing** | News article

I will learn to write a news article.

17 Read the article. Then study the questions and answers below.

The Grove School News  
Our school science club went to the national Junior Robotics Competition last month. The competition took place at the Science Museum in Boston. The science club won fifth place. We're very proud of our science club! All of the students in it are good at designing and building robots. We're sure they'll be happy to show you the award-winning robots. Just ask any member of the science club.



1 Who?	school science club
2 What?	national Junior Robotics Competition
3 Where?	Science Museum, Boston
4 When?	last month
5 What happened?	they won fifth place

18 Copy the chart below into your notebook and answer the questions about a club, team or group at your school. Then use it to write a news article.

1 Who?	
2 What?	
3 Where?	
4 When?	
5 What happened?	

19 Display your articles on a school notice newspaper of your own.

12 Unit 1

**Life Skills** | Be a team player.

I will learn to talk about being a team player.

20 Which person in each picture is not being a team player? How can that person become a team player? Discuss with a partner.



21 Are you a team player? Discuss with a partner. When do you need to work in a team? Give three examples.

**Project**

22 Make a poster to find new members for a club, team, or group at your school.



Unit 1 13

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

Projects promote collaboration and creativity.

# Listening and Speaking and Review Lessons

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

**Listening and Speaking**

I will review the sounds /e/, /i/, and /r/.  
I will learn to talk about interests and after-school clubs.

23 Listen, read, and respond.

1 c-e ce 2 c-i ci 3 c-ir cir

24 Listen and blend the sounds!

1 c-e-ll cell 2 c-i-ir-ly 3 c-i-r-us circus 4 c-i-r-c-le 5 c-e-n-ter center 6 c-i-r-c-le circle

25 Listen and chant.

Have fun in the city!  
Go to the circus.  
Have fun in the city!  
Go to the center.

26 Play the School Clubs game. Work with a partner, listen to the model, and play.

School Club or Group Cards

- chess club
- school orchestra
- drama club
- school newspaper
- soccer team
- the Kwon do club

Interest Cards

- sing
- play board games

Unit 1

**Review**

27 Match the activities with the correct groups.

- school newspaper
- school orchestra
- tae kwon do club
- art club
- science club

- building robots
- writing articles
- drawing
- playing a musical instrument
- painting
- taking pictures
- doing martial arts

28 Complete the dialog with words from the box. Use the correct verb form. Then practice the dialog with a partner.

jog join act sign up try out write practice

John: What do you do after school? Are you in any school clubs this year?  
Sally: No, but I'm thinking about \_\_\_\_\_ for one.  
John: Well, how about the track team? You're interested in \_\_\_\_\_, right?  
Sally: That's true, but I don't have time for that team. They \_\_\_\_\_ five days a week.  
John: How about \_\_\_\_\_ for the school musical?  
Sally: I'm not very good at \_\_\_\_\_ or singing.  
John: Really? Well, do you like \_\_\_\_\_?  
Sally: Yes, I do.  
John: How about \_\_\_\_\_ the school news bloggers? They always need people. And blogging doesn't take much time!  
Sally: Hmm... good idea. I might just do that.

write a short news article.

Unit 1 15

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

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

# Checkpoint

There are four Checkpoint lessons after every third unit.

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

**Checkpoint | Units 1-3**

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

1 Think about it. Read and circle. Practice.

😊 I know this.    😐 I need more practice.    😞 I don't know this.

Activities: act, build robots, do martial arts...	Pages	😊😊😊😊
Clubs/Teams: baseball team, drama club, school newspaper...	5	😊😊😊😊
Life events: was born, got married, graduated...	17	😊😊😊😊
Family members: mom, uncle, baby sister...	17	😊😊😊😊
Fundraising activities: have a cake sale, raise money...	29	😊😊😊😊
Advertising: design a poster, write an article...	29	😊😊😊😊
How about joining the science club? I'm interested in writing articles. She's good at acting.	9	😊😊😊😊
My family moved <u>when</u> I was five. He graduated <u>six years ago</u> .	21	😊😊😊😊
Mary's <u>taller</u> than Sam and John. Mary's <u>the tallest</u> person in our class.	21	😊😊😊😊
How <u>could</u> we raise money for our drama club? We <u>could</u> have a cake sale.	33	😊😊😊😊
What <u>are you going to do</u> for the cake sale? I'm <u>going to bake</u> some cookies.	33	😊😊😊😊

I can do it!

Get ready.

A. Complete the dialog with the correct form of the verbs. Then listen and check.

**Ms. Rogers:** Class, I have news. Do you remember Mr. Finnegan?

**Sandra:** Sure. He <sup>was</sup> (be) our music teacher when we <sup>were</sup> (be) in elementary school.

**Jackson:** Yeah. I <sup>had</sup> (have) my first violin lesson with him when I <sup>was</sup> (be) six.

**Ms. Rogers:** Well, Mr. Finnegan <sup>retired</sup> (retire) at the end of this school year. The principal <sup>wants</sup> (want) us to think of something we can do for him. Any ideas?

**Will:** I have one. Everyone could <sup>write</sup> (write) a poem about Mr. Finnegan. How about <sup>putting</sup> (put) them all together in a book?

**Sandra:** I don't know. I like <sup>reading</sup> (read) poems, but I'm not good at <sup>writing</sup> (write) them.

**Jackson:** I like <sup>writing</sup> (write) poems. But I have another idea. I think we should <sup>take</sup> (take) a lot of photos around the school and we should <sup>put</sup> (put) them on a big poster.

**Will:** Yeah. We could <sup>write</sup> (write) funny notes by the pictures. Mr. Finnegan would like that!

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

40 Checkpoint Units 1-3

I can do it!

Checkpoint Units 1-3 41

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**

Get set!

STEP 1: Cut out the cards on page 133.

STEP 2: Divide the cards into two sets: A cards in one set and B cards in another. Now you're ready to Go!

4 Go!

A. Look at the pictures. Make a dialog for each picture using the A and B cards.

Dialog 1: Amanda and Kelsey



Dialog 2: Jacob and Tyler



B. Practice the two dialogs with a partner.

C. Now make up your own dialog. Choose one of these situations. Role-play your dialog in front of another pair.

**Situation 1:**

Student A	Student B
You're new at this school, and you want to join a club.	You and your brother play sports. You're in several clubs at school, too. Give your new friend advice.

**Situation 2:**

Student A	Student B
You're moving to another town soon. You're upset about moving.	You moved to this town a little while ago. You remember moving. Give your friend advice.

Write about yourself in your notebook.

- Do you play sports at school or are you a member of a club?
- What kinds of things are you interested in doing in your free time?
- When did you start going to your current school?
- What school are you going to go to after this one?

All About Me

Date: \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

○ \_\_\_\_\_

How well do I know it now?

6 Think about it.

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

B. Check (✓).

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

How well do I know it now?

How well do I know it now?

★ easy    ★ not fun    ★ OK    ★ fun

Get set!

42 Checkpoint Units 1-3

Write about yourself in your notebook.

Checkpoint Units 1-3 43

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

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

XV

# BIG ENGLISH

## Lesson Flow

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



### Warm-up

This is an activity which either recycles previously learnt target vocabulary or grammar in a fun or game-like way, or reminds students what they already know 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

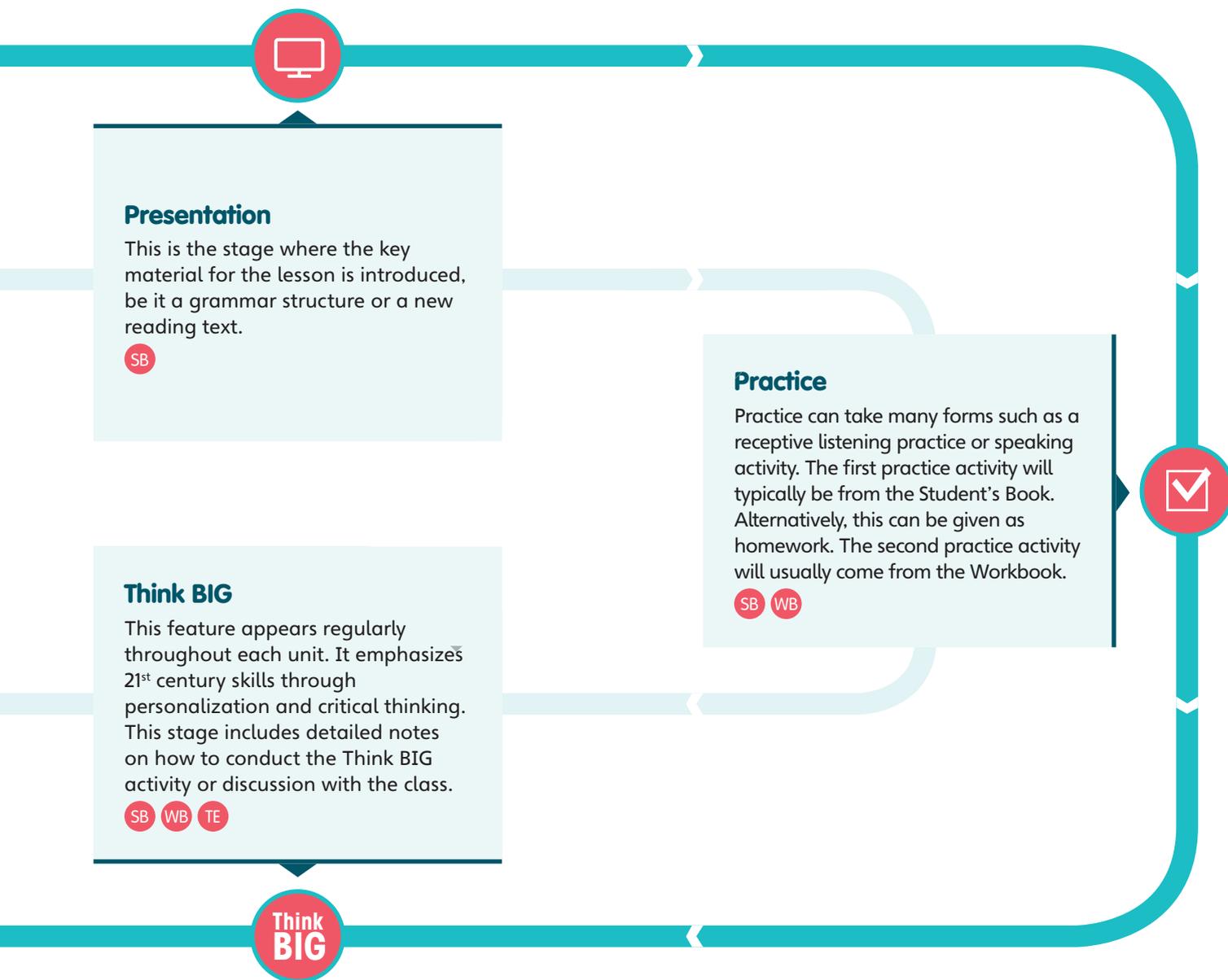
In the Teacher's Edition the lesson flows appear at the start of each lesson and tell the teacher how many activities are included and what their purpose is, for example, presentation or practice. The teaching notes follow this sequence of activities, providing guidance every step of the way as well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

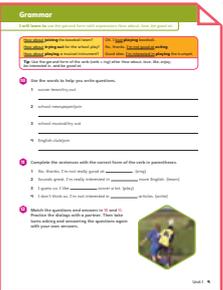
The Big English Teacher Presentation Tool gives you access to all the support of the lesson flows and teaching notes as well as:

- 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.**



		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	









# Big English Song



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



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



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

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



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

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



# Welcome to Class!

## Objectives

### Reading

- Can understand the main points of short, simple dialogs related to everyday situations.
- Can identify specific information related to a familiar topic in a short, simple text.

### Listening

- Can identify specific information in short, simple dialogs.

### Speaking

- Can talk about their hobbies and interests, using simple language.
- Can ask someone simple questions about their life and experiences.

### Writing

- Can write short, simple texts on familiar topics in linked sentences.

### Grammar

- Can ask and answer questions about ability, using *good at*.
- Can ask and answer questions about past activities, using affirmative and negative forms.
- Can use regular and irregular verbs.

## Key Language

### Key Vocabulary

#### Activities

play baseball

play the guitar

#### Sports and Hobbies

acting

chess club

drama club

#### Adjectives

difficult

interesting

good at

#### Times

today

this morning

tonight

#### Expressions

That's great!

Wow!

It's time for bed.

I can't wait!

### Grammar/Structures

She **played** tennis yesterday.  
She **didn't play** tennis today.

They **ate** grilled cheese sandwiches.

They **didn't eat** pasta.

# Lesson 1

## Lesson Flow



## Lesson Objective

I will talk about my daily activities.

## Key Language

have piano lessons, play basketball, play the guitar; English, math, P.E.

### Welcome to Class!

**1** Read. What musical instruments does Diana play?

September 15, 2017

Dear Diary,

Today is Friday. What a busy day - I am so tired! At school, I had lots of interesting lessons and learned a lot. We had English first, then math. After that we had lunch - I was really hungry! At lunchtime, I played games with my friends, Veronica and Alejandra.

After lunch, we had a music lesson. We have music lessons once a week at school. We are learning how to play the guitar. Our last lesson was P.E. We played basketball in teams, which I really enjoyed. However, I find it difficult to play basketball because I can't run very fast - and it's a fast game! Even though my team didn't win, it was fun anyway.

After school, I had a piano lesson at home. I have piano lessons twice a week. My aunt Josefina teaches me. She is really musical, she can play a lot of instruments, the piano, the guitar, and the flute. While I had my piano lessons, my brother José had a guitar lesson at home too. We all love music - we're a musical family. We're good at reading music because we practice a lot. After our music lessons, José and I had our dinner - grilled cheese sandwiches - our favorite!

Now, it's time for bed. Tomorrow is Saturday. I can't wait. That's my rest day!

Diana



**2** Read and say true or false.

- Diana had noodles for lunch.
- Diana had a music lesson at school today.
- José has piano lessons at home.
- Diana and Jose didn't eat grilled cheese sandwiches.
- Diana played basketball at school.

### Welcome to Class!

**3** Answer the questions with a partner.

- What school subjects did Diana have today?
- What sport did she play?
- Who had a guitar lesson?
- How often does Diana have music lessons at school?
- Where does Diana have piano lessons?
- What is Diana's favorite dinner?

**4** Make notes for you. Then ask and answer with a partner.

play any sports / Mondays	
how often / English lessons	
have / music lessons	
play / musical instrument	
what / hobbies / have	
what / school subject / good at	
what / find difficult	



Do you play any sports on Mondays?



Yes, I do. I play tennis on Mondays.

**5** Why is it good to have hobbies? Discuss with a partner.

a Welcome Unit

Welcome Unit b

## Warm-up

- Use photos to revise the names of sports and hobbies students already know.
- Ask different students to come to the front of the class to mime a sport or hobby. The rest of the class should guess which sport or hobby is being mimed.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will talk about my daily activities.*

- Students will read a diary entry and answer comprehension questions about it, and then ask and answer questions about sports, hobbies, and school subjects.

## Pre-reading

- Have students read the rubric and look at the photo next to the diary entry. Elicit the name of the musical instrument in the photo (*piano*).
- Ask students to name any musical instruments they can play.

## Reading



### 1 Read. What musical instruments does Diana play?

- Make sure students understand that they need to read to find out the names of the musical instruments which Diana plays.
- Give students sufficient time to read the diary entry.

#### MONITOR

Check answer as a class. (Answer: Diana plays the piano and the guitar.)

## Comprehension 1



### 2 Read and say true or false.

- Make sure students understand that they have to decide if each sentence is true or false.
- Tell students to do the activity without re-reading the diary entry, to test what they can remember.
- Then allow them to re-read the diary entry, to see how many of their answers were correct.

#### MONITOR

Check answers as a class. (Answers: 1 False (actually we don't know), 2 True, 3 False, 4 False, 5 True)

## Comprehension 2



### 3 Answer the questions with a partner.

- Put students into pairs and tell them to take turns to ask and answer the questions about Diana's diary entry.
- Give the pairs sufficient time to ask and answer the questions. Allow them to re-read the diary entry again, if necessary.

#### MONITOR

Check answers as a class. Accept short or full answers, depending on the ability of your students. (Answers: 1 She had English, math, music, and P.E. 2 She played basketball. 3 Jose, Diana's brother, had a guitar lesson. 4 She has music lessons once a week at school. 5 She has piano lessons at home. 6 Her favorite dinner is grilled cheese sandwiches.)

## Practice



### 4 Make notes for you. Then ask and answer with a partner.

- Tell students that they are going to make notes about their daily activities. They should follow the words in the left-hand column to complete the table, making notes which are true for them.

- Put students into pairs and explain that they should make questions using the words in the left-hand column. They should take turns to ask and answer the questions, using their notes.

#### MONITOR

Give the pairs sufficient time to do the activity, then invite different pairs to tell the class some of their answers.

## Speaking



### 5 Why is it good to have hobbies? Discuss with a partner.

- Make sure that students understand the question.
- Give the pairs sufficient time to think about the question and to take turns to give their ideas.

#### MONITOR

As students work, listen for proper pronunciation, appropriate intonation, and correct use of language. Ask confident students to tell the class some of their ideas.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about my daily activities.*

- Encourage awareness of what students have learned. Tell students to close their books. Ask various questions about daily activities (e.g. *Who plays soccer on Saturdays?, Who is good at English?*). Tell students to put up their hands if the question is true for them.

## Extra Practice and Application Activity

- Divide the class into three groups. Tell the groups that they are each going to do a different class survey. One group is going to find out the class's favorite sport. One group is going to find out which hobby is done by most students. One group is going to find out which school subject most students find difficult.
- Give the groups sufficient time to do the activity. They should take turns to ask and answer questions with the other groups.
- When they have finished, invite each group to present their survey findings to the rest of the class.

# Lesson 2

## Lesson Flow



## Lesson Objective

I will talk about hobbies and school, and write about activities in the past.

## Key Language

play the clarinet, drama club, acting, chess club; today, this morning, every Tuesday, soon, now; math, music

### Welcome to Class!

**6** Listen, read, and write. What is everyone doing?

**Uncle:** Hi Mason. How are you? How was your day today?  
**Mason:** Not bad – busy. It's a 1 \_\_\_\_\_, so I had math this morning. I love math, but it was really difficult today – we started learning about algebra.  
**Uncle:** That sounds hard. But I'm sure you did your best. What are you doing 2 \_\_\_\_\_?  
**Mason:** Well, I'm going to my 3 \_\_\_\_\_ lesson. I have lessons every Tuesday. I'm learning to play the clarinet.  
**Uncle:** That's great! And where's your 4 \_\_\_\_\_?  
**Mason:** She's out at drama club.  
**Uncle:** Oh yes, she loves 5 \_\_\_\_\_, doesn't she?  
**Mason:** Yes, she does. She's getting really good at acting now.  
**Uncle:** And what about your brother? Where's he? Can I speak to him?  
**Mason:** No, sorry. Danny's at 6 \_\_\_\_\_ club. His chess team are going to be in a competition soon, so he has to practice a lot.  
**Uncle:** Wow, everyone is busy! Bye, Mason!

**7** Find words from the text to put into the chart. Write four more.

Time Phrases	Sports and Hobbies

**8** Work with a partner. Ask and answer about sports and hobbies.

What sport do you like to do?

I like to play soccer, but I'm not good at skating! What about you?

Well, I'm good at swimming, but I think soccer is difficult.

### Welcome to Class!

**9** Write sentences. Use the correct form of the verb.

- I \_\_\_\_\_ (not eat) noodles for dinner today. I \_\_\_\_\_ (eat) pizza.
- She \_\_\_\_\_ (have) math lessons today. It was great.
- He \_\_\_\_\_ (not play) basketball today. He was ill.
- I \_\_\_\_\_ (be) at school on Monday. Monday is a school day!
- She \_\_\_\_\_ (have) a guitar lesson today. She has lessons every day.

**10** Complete the blog post. Use the correct form of the verbs.

learn walk have think enjoy eat miss

**Snow Day!** January 9, 2017

Going to school in the morning, in the dark, is half the fun of living in Alaska. It makes going to school exciting and special. But today was even more special. There was so much snow that they had to close the school. We 1 \_\_\_\_\_ "Yes, no lessons today!" but we were wrong. We 2 \_\_\_\_\_ our lessons. We all walked to the sports hall down the road instead. We 3 \_\_\_\_\_ there in our snow boots and found our teachers waiting for us. They had walked in the snow too! In the morning, we 4 \_\_\_\_\_ our lessons as usual – history, math and geography. Geography was really interesting – we 5 \_\_\_\_\_ all about how to read maps. Then we had lunch – the teachers 6 \_\_\_\_\_ lunch with us, too. After lunch, instead of having skiing lessons, we had gymnastics. It was great fun. I did gymnastics when I was younger, so I really 7 \_\_\_\_\_ it. I was quite good at it, too. At the end of the day we all went sledding. It was amazing!

We were quite sad when the school day ended. I hope tomorrow will be another snow day!

**11** Write a blog post about your day.

## Warm-up

- Write three categories on the board: *Sports; Hobbies; School Subjects*. Divide the class into two groups.
- Have the groups take turns to send a student to the board to write a word in one of the categories. They win a point if the word is written in the correct category, and they win another point if the word is spelled correctly.
- The first group to win twenty points is the winner.

## Lesson Objective

### INVOLVE

Introduce the lesson objective. Say: *Today, I will talk about hobbies and school, and write about activities in the past.*

- Students will listen to and complete a dialog, ask and answer about sports and hobbies, complete a blog post, and write their own blog post.

## Pre-listening

- Have students look at the photo next to the dialog. Ask students who they think the boy might be talking to (students may guess a friend, a family member, etc.).
- Explain that the boy is talking about his day to his uncle.

## Listening

### 6 Listen, read, and write. What is everyone doing?

- Read the directions aloud. Play Audio Track 4 and have students listen and follow in their books. Play the audio again, pausing after each gap so that students can write the missing words.

MONITOR

Check answers as a class. (Answers: Mason is going to his music lesson, Sheena is at drama club, Danny is at chess club. 1 Tuesday, 2 tonight, 3 music, 4 sister, 5 acting, 6 chess)

## Comprehension



### 7 Find words from the text to put into the chart. Write four more.

- Read the directions aloud and make sure that students know what they have to do. For each category, they should look in the dialogue to identify words and phrases. Then they should think of four more examples.
- Give students time to complete the activity.

MONITOR

Check answers as a class. (Answers: Time Phrases – today, this morning, every Tuesday, soon, now; Sports and Hobbies – clarinet, drama, chess)

## Speaking



### 8 Work with a partner. Ask and answer about sports and hobbies.

- Review sports and hobbies with the class.
- Read the directions aloud and ask two volunteers to read out the speech bubbles. Put students into pairs and tell them to take turns to ask and answer about sports and hobbies they are good at.
- Give students time to complete the activity.

## Presentation 1



- Have students read the sentences in the first grammar box aloud.
- Point out that some of the verbs are irregular. Elicit the verbs in their past simple and present simple form.
- Elicit that when we use past simple verbs in their negative form, we use *didn't* + the present simple form (e.g. *didn't have*).

## Practice 1



### 9 Write sentences. Use the correct form of the verb.

- Read the directions aloud and complete Item 1 as a class.
- Have students complete the rest of the activity independently.

MONITOR

Check answers as a class. (Answers: 1 *didn't eat, ate*; 2 *had*; 3 *didn't play*; 4 *was*; 5 *had*)

## Presentation 2



- Have students read the sentences in the second grammar box aloud.
- Point out that past simple verbs take the same form for both singular and plural subjects (e.g. *I played, we played*).

## Practice 2



### 10 Complete the blog post. Use the correct form of the verbs.

- Read the directions aloud and explain that students should complete the blog post using the correct form of the verbs in the word pool.
- Have students complete Item 1 and check the answer. Then give them sufficient time to complete the rest of the activity.

MONITOR

Check answers as a class. (Answers: 1 *thought*, 2 *didn't miss*, 3 *walked*, 4 *had*, 5 *learned*, 6 *ate*, 7 *enjoyed*)

## Practice 3



### 11 Write a blog post about your day.

- Read the directions aloud. Elicit ideas from students about what they could write about for each of the paragraphs in their blog. Write ideas on the board.

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to talk about hobbies and school, and write about my activities in the past.*

- Encourage awareness of what students have learned by quickly eliciting a few things they did yesterday. Ask: *What school subjects did you study yesterday? What did you eat yesterday? etc.*

## Extra Practice and Application Activity

- Hand out a piece of paper to each student and tell them to divide the paper into two columns. Have them label the columns ✓ and ✗.
- Put students into pairs. They should make sentences about activities they did and did not do last week. Then write the sentences in the appropriate column. (e.g. We had math lessons. We didn't play the guitar. I ate pizza. John didn't eat pizza.)
- Invite pairs of students to read out their findings to the class.



# My Interests

[www.majazionline.ir](http://www.majazionline.ir)

## Objectives

### Reading

- Can identify specific information related to a familiar topic in a short, simple text.
- Can derive the probable meaning of simple unknown words from short, familiar contexts.
- Can find specific information about typical free-time activities for young people in simple illustrated information leaflets.

### Listening

- 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 main information in short, simple dialogs about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures.

### Speaking

- Can talk about their hobbies and interests, using simple language.
- Can express their opinions on familiar topics, using simple language.

### Writing

- Can write short, simple structured paragraphs on familiar topics, given prompts or a model.
- Can write a simple text (e.g. an invitation to a party) containing key information, given a model.

### Grammar

- Can make suggestions using *how about* with verbs in the gerund.
- Can use verb + *-ing* forms as the complement of a sentence.

## Unit Projects

### Family Connection

Encourage students to talk with family members about clubs, groups, and teams they belong to now or joined when they were at school. Then have students talk about groups they would like to join this year and how they would fit the activities into their schedules. Provide students with information about school clubs and groups or tell them where they can find this information at school.

# Key Language

## Key Vocabulary

### Activities

act  
build robots  
do martial arts  
draw  
jog  
paint  
play chess  
play sports  
play the trumpet  
read comics  
sing  
take pictures  
write articles

### Clubs/Teams

art club  
baseball team  
drama club  
school newspaper  
school orchestra  
school play/musical  
science club  
soccer team  
tae kwon do club  
track team

### Expressions

contact/see (someone)  
for more information  
Count me in.  
Don't worry.  
No way!  
try out (something)  
Welcome back!

## Content Words

analyze  
logical  
imaginative  
practical  
creative  
competition  
event  
motor vehicle  
race course  
variation

## Grammar/Structures

How about **joining** the baseball team? OK. I love **playing** baseball.

How about **trying out** for the school play? No, thanks. I'm not good at **acting**.

How about **playing** a musical instrument? Good idea. I'm interested in **playing** the trumpet.

## Phonics

**The sounds:** ce, ci, cir

## Sign Up! Bulletin Board

Create a bulletin board entitled *Sign Up!* Use card squares or circles with the names of some teams, clubs, and groups at your school. Include pictures of groups in action or the handiwork of individuals, such as students' drawings and pictures for an art club. Encourage students to add information about new groups to the bulletin board as they find out about them in Unit 1.



## Practice 1



WB p. 2/ act. 1



### 1 Listen and write the number.

- Read the directions aloud. Say: *Listen and write the number you hear in the box next to the correct interest.*
- Ask volunteers to read the interests aloud, then play Audio Track 6. Have students complete the activity.

## Practice 2



P. T140



### 2 Match the names of the school groups with the pictures. Then listen and check.

- Read the directions aloud. Have students preview the pictures and the words in the box.
- Say: *Match each school group with a picture.* Then have students complete the activity.

#### MONITOR

Play Audio Track 7 and have students check their answers. (Answers: 1 drama club, 2 school newspaper, 3 baseball team, 4 science club, 5 tae kwon do club, 6 school orchestra)

## Practice 3



### 3 Read. Look at 2. Which school group should each student join?

- Read the directions aloud and have volunteers read the sentences aloud.
- Model Item 1 and have students complete the rest of the activity.

#### MONITOR

Check answers as a class. (Answers: 1 baseball team, 2 drama club, 3 school newspaper, 4 tae kwon do club, 5 science club, 6 school orchestra)

## Speaking



### 4 Work with a partner. Ask and answer.

- Read the directions aloud. Have two volunteers read the speech bubbles.
- In pairs, have students take turns asking and answering similar questions about the students in Activity 3, using the speech bubbles as a guide.

## Think BIG



### 21st Century Critical Thinking

- Ask students to call out the different activities from the lesson and write them on the board. Discuss which of the activities you could still do as an adult.
- Have students look at Activity 1 and compare each person's interests as a child with his or her current career to see whose interests changed as they grew older.
- Discuss whether adults have or don't have similar interests to young people and why/why not.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about my interests.*

- Encourage awareness of what students have learned by quickly eliciting a few interests and activities from the lesson.

## Homework

WB pp. 2 & 3/ act. 2, 3, 4 & 5



### 2 Look at the pictures in 1. Which of the activities do people usually do alone (A)? Which do they usually do with others (O)? Which do they sometimes do both alone and with others (AO)? Write A, O, or AO.

- Direct students to WB Activity 2 on page 2. Tell students to write A for activities they do alone, O for activities they do with others, or AO for activities they do both alone and with others.

### 3 Which of the activities in 1 do you do in your free time? Write the numbers.

- Direct students to WB Activity 3 on page 2. Tell students to write only the numbers for their free-time activities.

### 4 Match the interests with the school groups. Write the letter.

- Direct students to WB Activity 4 on page 3. Explain to students that they must match each interest on the left with the correct school group on the right.

### 5 What are you good at? What school group do you want to join? Complete the sentences

- Direct students to WB Activity 5 on page 3. Tell students to complete the two sentences so that they are true for them.

### Think BIG

- Direct students to the Think Big WB Activity on page 3. Tell students to write the school group for each person.

## Extra Application and Practice Activity

- Have students work together in small groups and imagine that the famous people in Activity 1 are students at their school. Have them match each person with a school group in Activity 2 and give reasons for their choices. Model: *I think Carlos Slim should join the school newspaper. He could write great tips for fifth graders about saving their money.*

# 1

# My Interests

## Language in Context

I will learn to talk about my interests.



Read about these famous people. What were they interested in? Complete the sentences with a word from the box. Then listen and check.

baseball    computer    mathematics    money    music

- 1 Growing up, actor George Clooney was interested in sports like \_\_\_\_\_. When he was 16, he tried out for the Cincinnati Reds.
- 2 One of the richest people in the world, Carlos Slim was interested in managing his \_\_\_\_\_ at a young age. He bought shares in his first bank when he was just 12 years old.
- 3 World-famous scientist Albert Einstein was interested in \_\_\_\_\_ as a boy. He played the violin and the piano.
- 4 Actress Emma Stone always wanted to act. She was also good at using a \_\_\_\_\_. When she was 14, she used a PowerPoint presentation to convince her parents to let her begin a career in acting.
- 5 As a young woman, architect and artist Maya Lin loved bird-watching, hiking, and studying \_\_\_\_\_.



7  
2

Match the names of the school groups with the pictures. Then listen and check.

baseball team    drama club    school newspaper  
school orchestra    science club    tae kwon do club



3

Read. Look at 2. Which school group should each student join?

- 1 Dan loves jogging and playing sports. He has a lot of free time.
- 2 Dina loves acting. Someday, she would like to star in a movie.
- 3 Milan is good at writing and has his own blog.
- 4 Paul likes doing martial arts and is very athletic. He likes playing chess, too.
- 5 Jane is interested in building robots. She's good at science and math.
- 6 Sara likes playing the trumpet. She's good at it, too.

4

Work with a partner. Ask and answer.

What's Dan interested in doing?

Which school group should he join?

He's interested in jogging and playing sports.

The baseball team!

**THINK  
BIG**

Which activities could you still do as an adult?  
Do adults have similar interests to young people?  
Why/Why not?

# Reading Lesson

## Lesson Flow



## Lesson Objective

I will understand a text about after-school activities.

## Key Language

act, build robots, jog, play sports, sing, try out; art club, school play/musical, science club, soccer team, track team, try-out; contact/see (someone) for more information, Count me in., Don't worry., Welcome back!

Reading | School blog

I will understand a text about after-school activities.

5 Listen and read. When are the soccer team try-outs?

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## The Grove School News

**GET BUSY AFTER SCHOOL!**

Welcome back to school! From all the staff here at your school news blog, we hope you're ready for another great year. Have you signed up for an after-school activity yet? If not, don't worry! There's still time. Here are some of the activities you can try:



**SPORTS TEAMS**

Do you like sports? How about joining the soccer or track team? Both teams have try-outs next Monday and Tuesday at 3:00. Last year, our school soccer team won the county championships, but many of our best players have moved up to high school. So now the team needs new players. For more information, contact our sports advisors, Ms. Matte or Mr. Stergis.

**NEW THIS YEAR**

There are some new activities you can try. Try the new after-school science club! It has plans to enter the national Junior Robotics competition this year. So if you want to try building a robot, this club is for you. See Mr. Larson in room 105 for more details. The club meets every Thursday.

Do you like acting? Are you good at singing? The school play this year is a musical – The Sound of Music. Come and try out next Monday or Wednesday afternoon in the school auditorium. Sign-up sheets for auditions are on the wall outside room 125.

For a list of all the after-school activities this year, click [here](#). Or pick up a membership form from the advisor's office – room 103.

**Comments**

**dharrison**  
Don't forget the karate club! We need members, too! Anyone interested in joining should contact Mr. Silver.

**agrell**  
Robots? Cool! Count me in!

**apritchett**  
Acting in the school play was so much fun last year. And I love singing. I want to try out again!

**GOOD AT ART?**

This year, your classmates in the school art club plan to paint a mural on the wall by the office. So they need new members to help create it! Are you interested in drawing, painting, or taking pictures? This club is for you. The first meeting of the school year is next Wednesday at 3:15 in room 221. Please see Ms. Greenway for more information.



Sam Penny showing his artistic talents

**Reading Comprehension**

**6 Answer the questions with a partner.**

- 1 Which school team won a big competition last year?
- 2 Where can you get more information about the science club?
- 3 When are the auditions for the school play?
- 4 What's the art club planning to do this year?
- 5 Where can you find a complete list of all the after-school activities?

THINK BIG

Which activities in the article interest you? Why? Are you interested in doing any of your school's activities or joining any clubs? Why/Why not?

6 Unit 1
Unit 1 7

## Warm-up

**Materials:** Index cards

- Write these school groups on the board: *soccer team, art club, science club, school play, karate club*. Ask each student to write his or her favorite on an index card.

- Ask: *Which school group do you think is the most popular?* Have students write down their guesses. Then call out each group name and have students hold up their cards when their favorite is called. Add up and announce the most popular group. Ask students why they think that group is the class favorite.

- Say: *An online newsletter is one way to share information about school groups. An online newsletter is found on a website. It has news and information.*
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

- Introduce the lesson objective. Say: *Today I will understand a text about after-school activities.*
- Students will listen to and read a blog, answer questions about it, and discuss ideas related to it.

## Pre-reading

- Have students read the title aloud and preview the pictures. Point to and read the headlines aloud. Say: *This newsletter is called The Grove School News. There are different headlines and sections. The first headline tells what the newsletter is mainly about: "Get Busy After School!" Ask: What do you think you'll find out about in the newsletter? (Answer: activities students can do after school)*

## Reading

### 5 Listen and read. When are the soccer team try-outs?

- Read the directions aloud. Play Audio Track 8 and have students listen and read along.
- Allow students to preview the headlines and sections before listening. Suggest that they note down important words to help them find the topic of each. Model: *The headline Sports Teams tells me what information will come next. I'll find out about sports. But the headline New This Year isn't as obvious. I have to keep reading to find out what this part is about. As I read, I note down the words science club and robot from the first paragraph. This paragraph is about a science club that makes a robot.*
- Ask the question in the directions: *When are the soccer team try-outs? (Answer: The soccer team try-outs are next Monday and Tuesday at 3:00.)*

## Comprehension 1

### MONITOR

Use questions to check for understanding. Ask: *What sports teams need new players? (soccer and track) Why? (The best players from last year are now at high school.) What is the art club going to do this year? (paint a mural) What will the science club do? (build a robot)*

### ASSIST

- Replay Audio Track 8 as needed. Pause after each paragraph and use simple language to explain unfamiliar words and phrases.
- Draw students' attention to the sentence "Count me in!" in the comment by Agrell. Say: *Count me in means "include me in this activity".*

## Comprehension 2

### 6 Answer the questions with a partner.

- Read the directions aloud. Have partners work together to find answers in the newsletter.

### MONITOR

Check answers as a class. (*Answers: 1 The school soccer team won a big competition last year. 2 You can get more information about the science club in room 105. 3 The auditions for the school play are next Monday or Wednesday afternoon. 4 The art club is planning to paint a mural on the wall by the office. 5 You can find the complete list of all after-school activities on the website or in the advisor's office in room 103.*)

## Think BIG

### 21st Century Communication

- Model changing your mind about an interest: *I used to stay away from sports. I didn't like running. Then I tried it again. I found out I love it now!*
- Read the directions and questions aloud with students.

### 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 understood a text about after-school activities.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the blog.

## Homework

WB p. 4/ act. 6 & 7

### 6 Listen and read. Then answer the questions.

- Direct students to WB Activity 6 on page 4. Tell students to play Audio Track 9, listen and read along, and answer the questions.

### 7 What do you think about the newsletter? Write your own comment.

- Direct students to WB Activity 7 on page 4. Tell students to write a comment about the newsletter.

## Extra Application and Practice Activity

- Invite students to write comments to post on a real or pretend school newsletter. Have each student choose a user name and write a brief comment about one of the groups discussed in the newsletter.

I will understand a text about after-school activities.

**5** Listen and read. When are the soccer team try-outs?

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## The Grove School News

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Tony Underwood scoring the winning goal at last year's county championships

### SPORTS TEAMS

Do you like sports? How about joining the soccer or track team? Both teams have try-outs next Monday and Tuesday at 3:00. Last year, our school soccer team won the county championships, but many of our best players have moved up to high school. So now the team needs new players. For more information, contact our sports advisors, Ms. Matte or Mr. Stergis.



Sam Penny showing his artistic talents

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For a list of all the after-school activities this year, click [here](#). Or pick up a membership form from the advisor's office – room 103.

## Comments

**dharrison**

Don't forget the karate club! We need members, too! Anyone interested in joining should contact Mr. Silver.

**agrell**

Robots? Cool! Count me in!

**apritchett**

Acting in the school play was so much fun last year. And I love singing. I want to try out again!

## Reading Comprehension

**6** Answer the questions with a partner.

- 1 Which school team won a big competition last year?
- 2 Where can you get more information about the science club?
- 3 When are the auditions for the school play?
- 4 What's the art club planning to do this year?
- 5 Where can you find a complete list of all the after-school activities?



Which activities in the article interest you? Why? Are you interested in doing any of your school's activities or joining any clubs? Why/Why not?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about after-school clubs.

## Key Language

art club, science club; acting, playing sports, read comics, write articles; No way!

### Language in Action

I will listen to a dialog about after-school clubs.

**7** Listen and read. What's Henry good at?

**Ms. Parks:** Henry, I was wondering. Are you interested in joining a club this year?

**Henry:** I am, but I'm not sure which one to join.

**Ms. Parks:** How about joining the science club? You're good at building things.

**Henry:** Maybe... When do they meet?

**Ms. Parks:** Every Monday after school.

**Henry:** Oh, I can't. I have guitar lessons on Mondays.

**Ms. Parks:** OK. Well, how about joining the art club?

**Henry:** The art club?

**Ms. Parks:** Yes. You're so good at drawing. And they meet on Tuesdays.

**Henry:** Tuesdays are fine for me. I think I'll do it.



**8** Practice the dialog in 7 with a partner.

**9** Look at the students' current schedules. Listen and stick. Color in their new schedules. Then write what each student is interested in.

acting playing baseball reading comics writing

busy = ■

M	T	W	Th	F

1 \_\_\_\_\_

M	T	W	Th	F

2 \_\_\_\_\_

M	T	W	Th	F

3 \_\_\_\_\_

M	T	W	Th	F

4 \_\_\_\_\_

8 Unit 1

## Warm-up



**Materials:** Index cards

- Write *advice* on the board. Say: *You give advice to let others know what you think they should do. Teachers can give advice to students.*

- Write *teacher* and *student* on index cards. Give two students the cards and invite them to role-play a teacher and a student talking about school clubs. After hearing one or two sentences, have others guess which student is playing the part of the teacher.
- 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 after-school clubs.*
- Students will read, listen to, and practice a dialog, then answer a question about the dialog.

## Pre-listening



- Point to the student in the picture and to the woman. Introduce them as *Henry* and his teacher named *Ms. Parks*. Tell students that they will hear Ms. Parks and Henry talking about what he is good at.

## Listening



### 7 Listen and read. What's Henry good at?

- Read the directions aloud. Play Audio Track 10 and have students listen and read along.
- Have volunteers answer the question. (Answer: *Henry is good at building things and drawing.*)

## Comprehension



- Replay Audio Track 10 and have students listen and read along.

### MONITOR

Ask questions to check for understanding. Say: *Why does Ms. Parks think Henry might be interested in the science club?* (He's good at building things.) *Why can't Henry join the science club?* (He takes guitar lessons on Mondays.) *What else is Henry good at?* (He's good at drawing.)

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Read the directions aloud. Invite pairs to read the dialog aloud, swap parts, and repeat.

### MONITOR

As students work, listen for proper pronunciation and appropriate intonation.

## Practice 1



**Materials:** Stickers

### 9 Look at the students' current schedules. Listen and stick. Color in their new schedules. Then write what each student is interested in.

- Help students find the Unit 1 stickers at the back of the Student's Book. Play Audio Track 11 and have students complete the activity.
- Have students place each sticker by the correct number.

### MONITOR

Check to make sure that students place the stickers and write labels correctly. (Answers: *1 playing baseball, Monday colored in; 2 acting, Monday and Friday colored in; 3 writing, Tuesday and Thursday colored in; 4 reading comics, Wednesday and Friday colored in*)

## 21st Century Cross-Cultural Skills

Explain that manga comic books come from Japan. Tell students that *manga* in Japanese means both "comics" and "cartooning". Ask: *Have you ever seen manga comic books? How are they different from other comic books?*

## Practice 2



WB p. 5/ act. 8



### 8 Listen. Then read and circle T for true or F for false.

- Read the directions aloud and ask volunteers to read the statements aloud.
- Play Audio Track 12. Have students complete the activity.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about after-school clubs.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog, for example, which school activities students joined.

## Homework



P T141

WB p. 5/ act. 9 & 10



### 9 Look at 8. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

- Direct students to WB Activity 9 on page 5. Tell students to match the expressions in the left-hand column with the words with the same meaning in the right-hand column.

### 10 Complete with three of the expressions in 9. Listen and check your answers.

- Direct students to WB Activity 10 on page 5. Tell students to complete the sentences with the expressions in Activity 9 and then to play Audio Track 13 to check their answers.

## Extra Application and Practice Activity

- Have students role-play dialogs between a teacher like Ms. Parks and a student from Activity 7. Tell the student role-playing the teacher to talk about what the student is good at and to suggest a school group. Invite volunteers to share their dialogs.

# Language in Action

I will listen to a dialog about after-school clubs.

10  
7

Listen and read. What's Henry good at?

**Ms. Parks:** Henry, I was wondering. Are you interested in joining a club this year?

**Henry:** I am, but I'm not sure which one to join.

**Ms. Parks:** How about joining the science club? You're good at building things.

**Henry:** Maybe... When do they meet?

**Ms. Parks:** Every Monday after school.

**Henry:** Oh, I can't. I have guitar lessons on Mondays.

**Ms. Parks:** OK. Well, how about joining the art club?

**Henry:** The art club?

**Ms. Parks:** Yes. You're so good at drawing. And they meet on Tuesdays.

**Henry:** Tuesdays are fine for me. I think I'll do it.



8

Practice the dialog in 7 with a partner.

11  
9

Look at the students' current schedules. Listen and stick. Color in their new schedules. Then write what each student is interested in.

acting    playing baseball    reading comics    writing

busy = ■

M	T	W	Th	F

1 \_\_\_\_\_

M	T	W	Th	F

2 \_\_\_\_\_

M	T	W	Th	F

3 \_\_\_\_\_

M	T	W	Th	F

4 \_\_\_\_\_

# Grammar

**I will learn to** use the gerund form with expressions *How about, love, be good at*.

How about **joining** the baseball team?

OK. I **love playing** baseball.

How about **trying out** for the school play?

No, thanks. I'm **not good at acting**.

How about **playing** a musical instrument?

Good idea. I'm **interested in playing** the trumpet.

**Tip:** Use the gerund form of the verb (verb + *ing*) after *How about, love, like, enjoy, be interested in, and be good at*.

## 10 Use the words to help you write questions.

1 soccer team/try out

---

2 school newspaper/join

---

3 school musical/try out

---

4 English club/join

---

## 11 Complete the sentences with the correct form of the verb in parentheses.

1 No, thanks. I'm not really good at \_\_\_\_\_. (sing)

2 Sounds great. I'm really interested in \_\_\_\_\_ more English. (learn)

3 I guess so. I like \_\_\_\_\_ soccer a lot. (play)

4 I don't think so. I'm not interested in \_\_\_\_\_ articles. (write)

## 12 Match the questions and answers in 10 and 11. Practice the dialogs with a partner. Then take turns asking and answering the questions again with your own answers.



# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the gerund form with expressions *How about, love, be good at*.

## Key Language

How about joining the baseball team? OK. I love playing baseball.

How about trying out for the school play? No, thanks. I'm not good at acting.

How about playing a musical instrument? Good idea. I'm interested in playing the trumpet.

### Grammar

I will learn to use the gerund form with expressions *How about, love, be good at*.

How about <b>joining</b> the baseball team?	OK. I <b>love playing</b> baseball.
How about <b>trying out</b> for the school play?	No, thanks. I'm <b>not good at acting</b> .
How about <b>playing</b> a musical instrument?	Good idea. I'm <b>interested in playing</b> the trumpet.

**Tip:** Use the gerund form of the verb (verb + *ing*) after *How about, love, like, enjoy, be interested in, and be good at*.

**10** Use the words to help you write questions.

- 1 soccer team/try out  
\_\_\_\_\_
- 2 school newspaper/join  
\_\_\_\_\_
- 3 school musical/try out  
\_\_\_\_\_
- 4 English club/join  
\_\_\_\_\_

**11** Complete the sentences with the correct form of the verb in parentheses.

- 1 No, thanks. I'm **not really** good at \_\_\_\_\_. (sing)
- 2 Sounds great. I'm really interested in \_\_\_\_\_ more English. (learn)
- 3 I guess so. I like \_\_\_\_\_ soccer a lot. (play)
- 4 I don't think so. I'm not interested in \_\_\_\_\_ articles. (write)

**12** Match the questions and answers in 10 and 11. Practice the dialogs with a partner. Then take turns asking and answering the questions again with your own answers.



Unit 1 9

## Warm-up



**Materials:** Index cards

- Create word jumbles for the *-ing* form of the verb students will use in the lesson: *acting, trying out, joining, learning, playing, singing, and writing*. Write one letter of each word on an index card, shuffle the cards for each word, and clip or band them together.
- Give pairs or groups of students a set of cards. Challenge students to see which team can arrange its cards to spell the word first. Then have the teams exchange jumbles. After students have completed several jumbles, ask: *What pattern did you notice in the words?* (They all end in *-ing*.)
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the gerund form with expressions How about, love, be good at.*

- Students will use the *-ing* form of the verb after expressions like: *How about, love, be good at* to write questions, complete sentences, and to practice a dialog.

## Presentation



- Have students read the sentences in the grammar box at the top of the page aloud (repeating after you).
- Say: *These -ing forms of the verb name actions and we know them as gerunds.* Ask students to say the gerund for each of these verbs: *join (joining), play (playing), try (trying), act (acting), write (writing), sing (singing), and learn (learning).*
- Have volunteers read the sentences in the grammar boxes aloud. Ask: *What words are used to make a suggestion? (How about?)* Have students identify the gerund in each sentence.
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 10 Use the words to help you write questions.

- Read the directions aloud and have students complete the first item. Check the answer.
- Have students complete the rest of the questions.

### MONITOR

Check answers as a class. (Answers: 1 How about trying out for the soccer team? 2 How about joining the school newspaper? 3 How about trying out for the school musical? 4 How about joining the English club?)

## Practice 2



### 11 Complete the sentences with the correct form of the verbs in parentheses.

- Read the directions aloud. Explain that students need to complete the sentences using the verb in parentheses.
- Have students complete the activity independently.

### MONITOR

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

## Practice 3

WB p. 6/ act. 11



### 11 Look at the pictures and complete the sentences. Use the correct form of the verbs in the box.

- Read the directions aloud. Explain that students have to complete these sentences with the expressions in the box but they have to use the *-ing* form of the verb. Have students work independently.

## Practice 4

WB p. 7/ act. 13



### 13 Write the questions. Use *How about* and the words in the box.

- Read the directions aloud. Explain that students have to write suggestions using *how about* and the words in the box.
- Have volunteers read the words in the box aloud, then have students work independently.

## Practice 5



### 12 Match the questions and answers in 10 and 11. Practice the dialogs with a partner. Then take turns asking and answering the questions again with your own answers.

- Read the directions aloud. Complete Item 1 as a class. Then have students match the questions and answers independently.

### MONITOR

Check to make sure that students match the questions and answers correctly. (Answers: 1 and 3, 2 and 4, 3 and 1, 4 and 2) Then have partners ask each other the questions from Activity 11, but provide their own answers.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use the gerund form with expressions How about, love, be good at.*

- Encourage awareness of what students have learned by quickly eliciting suggestions from the lesson, for example: *join baseball team.*

## Homework

WB p. 6 & 7/ act. 12, 14 & 15



### 12 Complete the dialogs. Circle the correct form of the verbs.

- Direct students to WB Activity 12 on page 6. Tell students to choose the correct form of the verb in each sentence.

### 14 Complete the sentences about a friend. Use *he* or *she*.

- Direct students to WB Activity 14 on page 7. Tell students to think of a friend and to complete the sentences about him or her.

### 15 Write answers that are true for you.

- Direct students to WB Activity 15 on page 7. Tell students to answer the questions for themselves.

## Extra Application and Practice Activity

- Invite students to brainstorm a list of school clubs and activities. Then have them write questions (with suggestions) and answers about them. Students can act out their dialogs in pairs.

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about the two sides of the brain.

## Key Language

analyze, creative, imaginative, logical, practical

**Content Connection** | Science

I will learn about the two sides of the brain.

**WB** Listen and read. Which side of your brain might be stronger if you're good at acting?

**CONTENT WORDS**  
analyze logical imaginative  
practical creative

### Left Brained or Right Brained?

Did you know that what you're good at doing might have something to do with the side of your brain you use most?

Left-brained people are logical and practical. They're good at analyzing details. They enjoy doing things like solving math problems and playing chess. Right-brained people are creative and imaginative. They're good at activities like painting and acting. But there are also scientists who say that, although there may be some truth in this theory, things aren't so simple. They add that the brain works in a very complicated way, and we don't know everything about it yet.

**Which side of your brain is stronger?**

If you would like to find out which side of your brain is stronger, take this short quiz. Choose (A) or (B) to answer each question.

- 1 Do you prefer going to (A) math lessons or (B) art lessons?
- 2 Do you like (A) planning everything or (B) not planning at all?
- 3 Do you like (A) a lot of instructions or (B) not many instructions?
- 4 Do you remember things more easily (A) with words or (B) with pictures?
- 5 When you meet people, do you remember (A) their name or (B) their face?
- 6 When you read a story, do you look for (A) details or (B) the big picture?

How did you score? If you have more As, the left side of your brain may be stronger. If you have more Bs, the right side is probably stronger. Now think about the kinds of activities you like to do. Do they match your brain type?

**14** Look at the passage. Circle the correct words.

- 1 Left-brained people like **playing chess** / **acting**.
- 2 Most people have **a stronger side** / **only one side** of their brain.
- 3 **Both sides** / **The stronger side** of the brain is connected with what we're good at.

**THINK BIG** What do you think of your test score? Was it accurate? Do you think people can be clearly divided like this?

10 Unit 1

## Warm-up

- Write the word *brain* on the board. Ask: *What does your brain do?* (Possible answers: *thinks, remembers, controls the body*)
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about the two sides of the brain.*
- Students will listen to and read about the left and right sides of the brain and take a quiz to find out which side of their brain is stronger.

## Pre-reading



- Preview the article by having students find and circle the Content Words in the passage. Ask volunteers to share meanings of these words.

## Reading



### 13 Listen and read. Which side of your brain might be stronger if you're good at acting?

- Play Audio Track 14 and have students listen and read along.

#### MONITOR

Pause after each section and ask questions to check for understanding. Have volunteers answer the questions and point out where in the text they found the answer. Ask: *What are left-brained people like?* (They're good at analyzing details.) *What are right-brained people like?* (They're creative.) Then ask the rubric question: *Which side of your brain might be stronger if you're good at acting?* (The right side of your brain might be stronger if you are good at acting.)

- Next, play the part of the audio that includes the quiz. Have students listen and read along.
- Pause after each item and explain any unfamiliar words. Say: *If you prefer something, you like doing it more than something else.*
- Have students complete the quiz independently.

#### ASSIST

Replay Audio Track 14 as necessary. Have students point to each Content Word in the text and use context clues to determine its meaning. Model for students how to use context clues to understand the meaning of new words.

- After students complete the quiz, say: *Count the number of As and the number of Bs in your answers.*
- Play the last part of the audio. It explains how to interpret the quiz results.

## Practice 1

WB p. 8/ act. 16



### 16 Match the words with the definitions. Write the letters.

- Read the directions aloud. Explain that students have to match each word in the left-hand column with its definition in the right-hand column.
- Have volunteers read the words aloud. Students will then work independently.

#### ASSIST

Remind students they can use Activity 13 in the Student's Book to help them.

## Practice 2



### 14 Look at the passage. Circle the correct words.

- Call students' attention to the bold-faced words and answer Item 1 as a class. Tell students to choose the correct word to solve each item. Remind students that the answers are in the passage.

#### MONITOR

Walk around checking on comprehension. Invite volunteers to read answers out loud. (Answers: 1 *their chess*, 2 *a stronger side*, 3 *The stronger side*)

#### ASSIST

Take advantage of this activity to work on pronunciation and intonation of affirmative statements.

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud. Have students discuss with their partners.

#### MONITOR

As students discuss the questions, listen for proper pronunciation, appropriate intonation, and correct use of language.

#### ASSIST

Suggest a list of activities for students to categorize as left-brained or right-brained: building a robot, drawing, painting, playing the piano, playing video games, singing, solving crossword puzzles.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned about the two sides of the brain.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example ask, which side of the brain is more logical and practical? Which side of the brain is more creative and imaginative?

## Homework



WB p. 8/ act. 17



### 17 Listen and read. Then circle the correct name.

- Direct students to WB Activity 17 on page 8. Tell students to play Audio Track 15 and to listen and read along. Tell students to circle the correct name for each question.

## Extra Application and Practice Activity

Materials: Index cards

- Ask: *Do you think there are more left-brained or right-brained students in our class?* Have students write down their predictions. Then have each student write *left* or *right* on an index card. Collect the cards and create a scoring sheet to record the results. Compare the results with students' predictions.

I will learn about the two sides of the brain.



Listen and read. Which side of your brain might be stronger if you're good at acting?

**CONTENT WORDS**  
analyze logical imaginative  
practical creative

## Left Brained or Right Brained?

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- 3 **Both sides** / **The stronger side** of the brain is connected with what we're good at.



What do you think of your test score? Was it accurate?  
Do you think people can be clearly divided like this?

I will learn about unusual Olympic sports.

16  
15

Listen and read. Which of the events were part of the 1900 Olympics?

### CONTENT WORDS

competition event motor vehicle  
race course variation

## You'd Never Guess These Were Olympic Sports!

Some of the early Modern Olympic events are the same ones we see today. But some of them came and went so fast that few people remember that they once were part of the Olympic Games.

### Skijoring

The name *skijoring* means “ski-driving” in Norwegian. In this sport, a horse pulls a person on skis over a race course covered in snow. It actually looks a lot like water skiing! This strange sport from Norway was part of the Winter Olympics only once, in 1928. Dogs or a motor vehicle instead of a horse pull the skier in variations of this sport.




### Hot Air Ballooning

During the Paris Olympics of 1900, hot air ballooning was introduced to the Olympic Games. Players competed to see how far and high they could go or how long they could stay in the air.




### Tug-of-War

Did you know that in 1900, 1904, 1908, 1912, and 1920, tug-of-war, a popular game with children all over the world, was a regular Olympic event? The Olympic tug-of-war competition had eight players at each end of a long rope. The team that pulled the other team 2 meters won the event. In the five years of this Olympic game, Great Britain won the most medals in this event.




16 Look at the passage and put the sentences in the correct place.

- You could say that for the British team, winning was “child’s play”!
- It’s still played in countries where there’s a lot of snow in the winter.
- They also had to land as close as possible to a spot marked on the ground.



How are the Olympic Games different from other sports competitions?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about unusual Olympic sports.

## Key Language

competition, event, motor vehicle, race course, variation

### Culture Connection | Around the World

I will learn about unusual Olympic sports.

**15** Listen and read. Which of the events were part of the 1900 Olympics?

**CONTENT WORDS**  
competition event motor vehicle  
race course variation

## You'd Never Guess These Were Olympic Sports!

Some of the early Modern Olympic events are the same ones we see today. But some of them came and went so fast that few people remember that they once were part of the Olympic Games.

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**16** Look at the passage and put the sentences in the correct place.

- You could say that for the British team, winning was "child's play"!
- It's still played in countries where there's a lot of snow in the winter.
- They also had to land as close as possible to a spot marked on the ground.

**THINK BIG** How are the Olympic Games different from other sports competitions?

Unit 1 11

## Warm-up

- Help students plan a classroom Olympics with sports that are safe to play indoors, such as slow-motion tag. Encourage students to develop their own game ideas and game rules.

## CHALLENGE

- Have students play a word game as part of their Olympics. Each player writes the alphabet on a sheet of paper. When a timer begins, players try to name one gerund/-ing verb that begins with each letter of the alphabet. When time is up, players score one point for each correct word.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn about unusual Olympic sports.*

- Students will listen to and read about the history of Olympic sports including sports that are no longer part of the Olympics.

## Pre-reading



- Have students form groups of three or four. Read the title aloud: *You'd never guess these were Olympic sports.* Ask: *What sports do you think were Olympic sports?* Have groups discuss the answers.

### MONITOR

Invite groups to share their answers with the class. Make a list of the sports.

## Reading



### 15 Listen and read. Which of the events were part of the 1900 Olympics?

- Read the directions aloud. Play Audio Track 16 and have students listen and read along.
- Read out the list of Content Words in the box and have students find them in the text.

### MONITOR

Ask the question again and elicit the answers. (*Answers: ski-driving/"skijoring", hot air ballooning, tug-of-war*)

### CHALLENGE

Have students write a sentence using each Content Word. Then ask them to read their sentences aloud, leaving out each vocabulary item for others to guess.

## Practice 1



### 16 Look at the passage and put the sentences in the correct place.

- Read the directions aloud. Invite students to read out the sentences.
- Have students read the passage silently and place the sentences.

### MONITOR

Walk around and check students are answering correctly. Check answers as a class. (*Answers: a tug of war, b skjoring, c hot air ballooning*)

- Invite individual students to read out the completed sections. After each section have students summarize it. Ask: *What is skjoring?* (a sport in which a horse pulls a person on skis) *What are the goals of ballooning?* (to go far and high, and to see how long they could stay in the air) *What were the rules of Olympic tug-of-war?* (Eight players were on each side tugging a rope. The first team to pull the other team 2 meters won.)

## Practice 2

WB p. 9/ act. 18



### 18 Complete the sentences with the words from the box.

- Read the directions aloud. Explain that students have to complete each sentence using the words in the box.

## Think BIG



### 21st Century Critical Thinking

- Tell students that they will talk about how the Olympics is different to other sporting events.
- Have partners work together to discuss the question.

### MONITOR

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

## 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 unusual Olympic sports.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, what sports are no longer part of the Olympics.

## Homework



WB p. 9/ act. 19



### 19 Listen and read. Then rewrite the sentences so that they are true.

- Direct students to WB Activity 19 on page 9. Tell students to play Audio Track 17 and to listen and read along. Tell students to rewrite the sentences so they are true.

## Extra Application and Practice Activity

### 21st Century Media Literacy

- Tell students they will role-play being sports reporters for a TV or radio program about one of the Olympic sporting events described in the passage. Encourage students to use new vocabulary items in their reports.
- Allow students time to create and practice their reports and then present them to the class.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Practice 4



Lesson Objective



Homework

## Lesson Objective

I will learn to write a news article.

### Writing | News article

I will learn to write a news article.

**17** Read the article. Then study the questions and answers below.

The Grove School News

Our school science club went to the national Junior Robotics Competition last month. The competition took place at the Science Museum in Boston. The science club won fifth place.

We're very proud of our science club! All of the students in it are good at designing and building robots. We're sure they'll be happy to show you the award-winning robots. Just ask any member of the science club.



1 Who?	school science club
2 What?	national Junior Robotics Competition
3 Where?	Science Museum, Boston
4 When?	last month
5 What happened?	they won fifth place

**18** Copy the chart below into your notebook and answer the questions about a club, team or group at your school. Then use it to write a news article.

1 Who?	
2 What?	
3 Where?	
4 When?	
5 What happened?	

**19** Display your articles on a school noticeboard or use them to put together a school newspaper of your own.

## Warm-up



**Materials:** School or local newspapers

- Give students school or local newspapers. Have each student choose one headline and draw a simple sketch that conveys the meaning of the headline visually. Then have students cut out the headline.
- Display student sketches on the board and place the headlines in an envelope. Invite students to take turns taking a headline from the envelope and trying to match it with the correct sketch.
- Write these words on the board: *Who? What? Where? When?* and *What happened?* Remind students that they can answer these five *wh-* questions to summarize a news article.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to write a news article.*
- Students will read a news article and answer basic questions about it. They will then write their own news article about a school group.

## Practice 1



### 17 Read the article. Then study the questions and answers below.

- Read the directions aloud. Then have volunteers read the article aloud. Point out the sample answers to the questions.

CHALLENGE

- Have pairs of students use the answers to the questions to write their own version of the news article.

## Practice 2

WB p. 10/ act. 20



### 20 Read the answers (A). Complete the questions (Q) with *Who, What, When, Where, or What happened.*

- Read the directions aloud. Explain that students should first read the answers and then complete the questions with the correct *wh-* question word.
- Have volunteers read the answers aloud.
- Have students work independently.

MONITOR

- Have students compare answers with a partner and then check answers as a class.

## Practice 3



### 18 Copy the chart below into your notebook and answer the questions about a club, team or group at your school. Then use it to write a news article.

- Read the directions aloud. Tell students they can prepare an article about a real or imaginary school activity.

- Have students copy the chart in their notebooks and answer the prewriting questions independently. Then allow students time to write their news articles.

MONITOR

- Check to make sure that students have answered all five questions before they begin writing.

## Practice 4



### 19 Display your articles on a school noticeboard or use them to put together a school newspaper of your own.

- Read the directions aloud.
- Allow students time to read one another's writing. Encourage them to find answers to the five *wh-* questions in each article.

MONITOR

- Have students read their articles aloud. Listen for proper pronunciation, appropriate intonation, and correct use of language.

## 21st Century Media Literacy

Point out that newspaper articles are often organized in sections such as news, arts, sports, money, and so on. Encourage students to display their articles in labeled "sections" posted around the class or in their class newspaper.

## Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have learned to write a news article.*
- Encourage awareness of what students have learned by quickly eliciting the five *wh-* questions words they used to organize and write an article.

## Homework

WB p. 10/ act. 21



### 21 Write a news article. Use the information in the chart. Add interesting information.

- Direct students to WB Activity 21 on page 10. Tell students to write a news article using the information in the chart and ideas of their own. Tell students to answer the question.

## Extra Application and Practice Activity

- Invite students to answer the five *wh-* questions about the articles they illustrated the headlines for in the Warm-up activity.

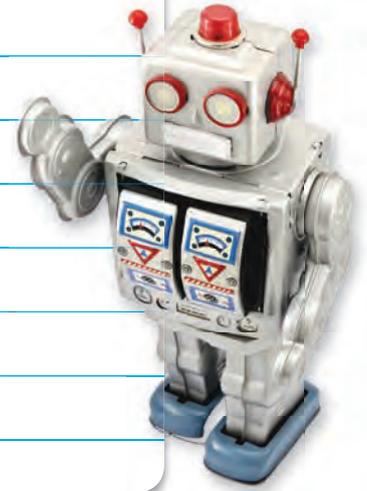
# Writing | News article

I will learn to write a news article.

**17** Read the article. Then study the questions and answers below.

The Grove School News

Our school science club went to the national Junior Robotics Competition last month. The competition took place at the Science Museum in Boston. The science club won fifth place. We're very proud of our science club! All of the students in it are good at designing and building robots. We're sure they'll be happy to show you the award-winning robots. Just ask any member of the science club.



1 Who?	school science club
2 What?	national Junior Robotics Competition
3 Where?	Science Museum, Boston
4 When?	last month
5 What happened?	they won fifth place

**18** Copy the chart below into your notebook and answer the questions about a club, team or group at your school. Then use it to write a news article.

1 Who?	
2 What?	
3 Where?	
4 When?	
5 What happened?	

**19** Display your articles on a school noticeboard or use them to put together a school newspaper of your own.

# Life Skills | Be a team player.

I will learn to talk about being a team player.

**20** Which person in each picture is not being a team player? How can that person become a team player? Discuss with a partner.



He needs to pass the ball!

I agree.



**21** Are you a team player? Discuss with a partner. When do you need to work in a team? Give three examples.



## Project

**22** Make a poster to find new members for a club, team, or group at your school.



# Life Skills Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice



Speaking



Project



Lesson Objective

## Lesson Objective

I will learn to talk about being a team player.

## Key Language

Be a team player.

### Life Skills | Be a team player.

I will learn to talk about being a team player.

**20** Which person in each picture is not being a team player? How can that person become a team player? Discuss with a partner.

1



2



3



He needs to pass the ball!

I agree.



**21** Are you a team player? Discuss with a partner. When do you need to work in a team? Give three examples.



## Project

**22** Make a poster to find new members for a club, team, or group at your school.



Unit 1 13

## Warm-up



**Materials:** Plastic building bricks

### 21st Century Collaboration

- Use a few plastic building bricks to create a simple structure. Don't show it to your students. Divide the class into teams and give each team enough plastic building bricks to replicate the structure. Invite a student from each team to come and study the structure for a minute at a time. Suggest that the student draw a sketch of the structure or take notes about it to help him or her remember what it looks like. Then have students return to their teams and tell their teammates how to build a structure that matches yours. The team that matches the structure most closely wins the challenge.
- After students finish the task, ask: *How did teamwork help you?*

- 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 a team player.*
- Students will share ideas about being a team player. Then they will create posters to find new members for a school team or a group.

## Practice



### 20 Which person in each picture is not being a team player? How can that person become a team player? Discuss with a partner.

- Read the directions aloud. Say: *The people on a team need to work together. A team player helps the team reach its goals.*
- Have partners work together to talk about the pictures. Suggest that they begin by saying what is happening in each picture. Then have them talk about the person in each who is not a team player.

### MONITOR

Make sure that students correctly identify the three students who are not being team players. (Possible answers: 1 The boy with the ball isn't being a team player. He needs to pass the ball. 2 The girl on the right isn't being a team player. She needs to sing more quietly. 3 The boy on the right isn't being a team player. He needs to stop using his cell phone.)

### ASSIST

Provide students with vocabulary to discuss actions that do and do not help a team: *being selfish, showing off, not paying attention; sharing, working together, paying attention.*

## Speaking



### 21 Are you a team player? Discuss with a partner. When do you need to work in a team? Give three examples.

- Read the directions aloud. Have students work in pairs to talk about working in teams.

### ASSIST

Have students look at the picture frames in Activity 20 to help them think of times at which they work in a team.

## Project



**Materials:** Poster paper, art supplies

### 22 Make a poster to find new members for a club, team, or group at your school.

### 21st Century Collaboration

- Read the directions aloud. Have students work in pairs or in small groups to complete the poster. Say: *One way to work on a team project is to give each person a different job. You might have one team member work on creating artwork, another on writing and another on deciding how to put everything together on the poster.*

### MONITOR

Check that students are working as a team and using appropriate language to complete their posters.

### ASSIST

Suggest that students refer to previous lessons in the unit to help them find language to put on their poster.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about being a team player.*
- Encourage awareness of what students have learned by quickly eliciting how someone is and isn't being a team player.

## Extra Application and Practice Activity

- Have students display their posters in the classroom. Allow students to view the posters and then stand in front of the poster that they think is the best. Ask: *Which poster got the most people interested? What makes that poster so effective?*

# Listening and Speaking Lesson

## Lesson Flow



Warm-up



Lesson Objective



Presentation



Practice 1



Practice 2



Speaking



Lesson Objective

## Lesson Objectives

I will review the sounds *ce*, *ci*, and *cir*.

I will learn to talk about interests and after-school clubs.

## Listening and Speaking

**I will review** the sounds *ce*, *ci*, and *cir*.

**I will learn to** talk about interests and after-school clubs.

**18**  
**23** Listen, read, and repeat.

1 c-e ce      2 c-i ci      3 c-ir cir

**19**  
**24** Listen and blend the sounds.

1 c-e-ll cell      2 c-i-t-y city  
3 c-ir-c-u-s circus      4 c-i-v-i-l civil  
5 c-e-n-ter center      6 c-ir-c-le circle

**20**  
**25** Listen and chant.

Have fun in the city!  
Go to the circus.  
Have fun in the city!  
Go to the center.



**21**  
**26** Play the **School Clubs** game. Work with a partner, listen to the model, and play.

School Club or Group Cards



Interest Cards



## Warm-up



- On the board, write the sounds *ce*, *ci*, and *cir*. Have students say words they know that contain these sounds. Write the words under each sound.

### CHALLENGE

Have students make sentences using the words on the board.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the sounds ce, ci, and cir, and learn to talk about interests and after-school clubs.*

- Students will review the sounds by identifying and distinguishing the letters and sounds. Then they will work with a partner and talk about different activities.

## Presentation



### 23 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 18 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



### 24 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 19 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.

### MONITOR

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

### ASSIST

Replay Audio Track 19 as needed.

## Practice 2



### 25 Listen and chant.

- Read the directions aloud. Read the chant while students follow in their books.
- Play Audio Track 20 and have students listen. Replay Audio Track 20 several times and encourage them to join in.

### MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Speaking



### 26 Play the School Clubs game. Work with a partner, listen to the model, and play.

- Write *School Club or Group* and *Interest* on the board. Have students brainstorm six school clubs or groups and six interests and add the ideas to the board.
- In pairs, have Partner A write the school clubs or groups from 1–6 in a random order in their notebook. Partner B write the interests in their notebook from 1–6 in a random order.
- Partner A makes their first suggestion and Partner B answers using their first interest. If the suggestion and interest match, the team gains one point. The team with the most points wins.
- Play Audio Track 21 and have students listen to the model. Then have them play the game in pairs.

### MONITOR

Listen to students' questions and answers and make sure they are using the target vocabulary and grammar correctly.

### ASSIST

Students might prefer to copy the clubs or groups and interests onto colored index cards and shuffle them to complete the activity. Remind students to keep the School Club/Group Cards separate from the Interest Cards.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have reviewed the sounds ce, ci, and cir, and learned to talk about interests and after-school clubs.*

- Encourage awareness of what students have learned by quickly eliciting the activities from the lesson with the sounds *ce*, *ci*, and *cir*.

## Application and Practice Activity

### 21st Century Social Skills

- Say: *You don't always have to take someone's suggestion, but you should always be polite in your response.* Demonstrate impolite and polite responses to the questions in Activity 26. Model: Q: *How about joining the karate club?* A: *No way! I hate karate.* (not polite) OR *I don't think so. I don't really like martial arts.* (polite) Then have students share similar examples.

# Listening and Speaking

I will review the sounds *ce*, *ci*, and *cir*.

I will learn to talk about interests and after-school clubs.



Listen, read, and repeat.

- 1 **c-e** **ce**      2 **c-i** **ci**      3 **c-ir** **cir**



Listen and blend the sounds.

- 1 c-e-ll      cell      2 c-i-t-y      city  
3 c-ir-c-u-s      circus      4 c-i-v-i-l      civil  
5 c-e-n-ter      center      6 c-ir-c-le      circle



Listen and chant.

Have fun in the city!  
Go to the circus.  
Have fun in the city!  
Go to the center.

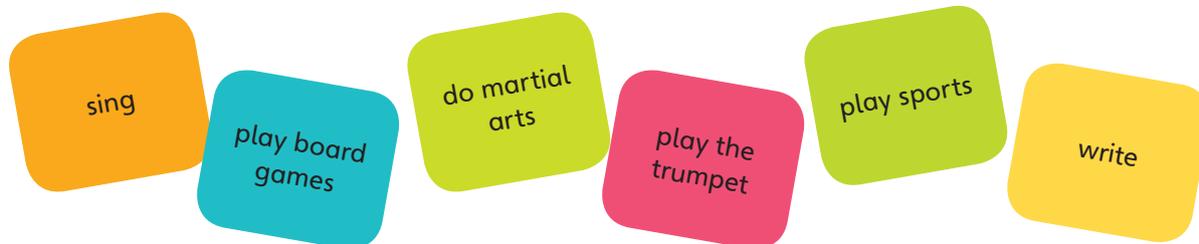


Play the **School Clubs** game. Work with a partner, listen to the model, and play.

## School Club or Group Cards



## Interest Cards



# Review

## 27 Match the activities with the correct groups.

- |                    |                                |
|--------------------|--------------------------------|
| 1 school newspaper | a building robots              |
| 2 school orchestra | b writing articles             |
| 3 tae kwon do club | c drawing                      |
| 4 art club         | d playing a musical instrument |
| 5 science club     | e painting                     |
|                    | f taking pictures              |
|                    | g doing martial arts           |

## 28 Complete the dialog with words from the box. Use the correct verb form. Then practice the dialog with a partner.

jog join act sign up try out write practice

**John:** What do you do after school? Are you in any school clubs this year?

**Sally:** No, but I'm thinking about <sup>1</sup>\_\_\_\_\_ for one.

**John:** Well, how about the track team? You're interested in <sup>2</sup>\_\_\_\_\_, right?

**Sally:** That's true, but I don't have time for that team. They <sup>3</sup>\_\_\_\_\_ five days a week.

**John:** How about <sup>4</sup>\_\_\_\_\_ for the school musical?

**Sally:** I'm not very good at <sup>5</sup>\_\_\_\_\_ or singing.

**John:** Really? Well, do you like <sup>6</sup>\_\_\_\_\_?

**Sally:** Yes, I do.

**John:** How about <sup>7</sup>\_\_\_\_\_ the school news bloggers? They always need people. And blogging doesn't take much time!

**Sally:** Hmm... good idea. I might just do that.



## I Can

- use words related to interests and after-school clubs.



- talk about interests using the gerund form.



- write a short news article.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit

### Review

**27** Match the activities with the correct groups.

1 school newspaper	a building robots
2 school orchestra	b writing articles
3 tae kwon do club	c drawing
4 art club	d playing a musical instrument
5 science club	e painting
	f taking pictures
	g doing martial arts

**28** Complete the dialog with words from the box. Use the correct **verb** form. Then **practice** the dialog with a partner.

jog   join   act   sign up   try out   write   practice

**John:** What do you do after school? Are you **in** any school clubs **this year**?

**Sally:** No, but I'm thinking about **1** \_\_\_\_\_ for **one**.

**John:** Well, how about the track team? You're **interested in** **2** \_\_\_\_\_, right?

**Sally:** That's true, but I don't have **time** for that team. **They** **3** \_\_\_\_\_ five days a week.

**John:** How about **4** \_\_\_\_\_ for the school musical?

**Sally:** I'm not very **good** at **5** \_\_\_\_\_ or singing.

**John:** Really? Well, do you like **6** \_\_\_\_\_?

**Sally:** Yes, I **do**.

**John:** How about **7** \_\_\_\_\_ the school news bloggers? **They** always need people. And blogging doesn't take **much time**!

**Sally:** Hmm... good idea, I might just do that.

<ul style="list-style-type: none"> <li>• use words related to interests and after-school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• talk about interests using the gerund form.</li> </ul>	<ul style="list-style-type: none"> <li>• write a short news article.</li> </ul>
★ ★ ★	★ ★ ★	★ ★ ★

Unit 1 15

## Warm-up



- Divide the class into teams. Have a student choose a vocabulary word or phrase learned in this unit and share it with the group. Then have another student start a sentence for the word or phrase. Each following player adds one more word to the sentence until it is complete. Encourage teams to write down their finished sentences and share them with the class.

- Students will review ways of making suggestions and talking about interests by doing activities that involve matching, completing dialogs, columns, and answers.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Lesson Objective



INVOLVE

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

## Practice 1



### 27 Match the activities with the correct groups.

- Read the directions aloud. Point out that some groups do more than one activity. Complete the first item as a class. Ask: *Which two activities might members of the school newspaper do?* (writing articles, taking photos) Have students complete the rest of the activity independently.

#### MONITOR

Check answers by naming a group and asking students which activities they matched with it. (Answers: 1 b, f, 2 d, 3 g, 4 c, e, 5 a)

#### CHALLENGE

Ask students to brainstorm other activities that each group might do (for example: school newspaper – editing, writing headlines; school orchestra – practicing; taekwon do club – practicing kicks; art club – sculpting; science club – doing experiments).

### Practice 2 WB p. 11/ act. 22



#### 22 Where do these activities usually take place? Write them in the correct column.

- Read the directions aloud. Explain that students should write each activity in the correct column.

### Practice 3



#### 28 Complete the dialog with words from the box. Use the correct verb form. Then practice the dialog with a partner.

- Read the directions aloud. Read Item 1 aloud and model the response: *No, but I'm thinking of signing up for one.*

#### MONITOR

Invite volunteers to take turns reading the dialog aloud. Have classmates check to see if the volunteers have completed the dialog correctly. (Answers: 1 signing up, 2 jogging, 3 are practicing, 4 trying out, 5 acting, 6 writing, 7 joining)

#### ASSIST

Write this rule for forming gerunds on the board: *gerund = verb + -ing*. Suggest that students begin by changing each word in the box into a gerund. Remind them to drop the e at the end of the word *write* before adding *-ing*.

Have students form a gerund for each possible answer and test the choices in the blanks that they are not sure about. Model: *For the first sentence, I'll try using the word doing: No, but I'm thinking about doing for one. This doesn't make sense. So I'll try another verb.* Have students repeat until they find the correct verb. (*signing up*).

### Self-assessment



#### I Can

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

## Suggestions for Remediation

### Assessment Pack

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

WB Unit 1/ p. 98

- Direct students who need help with grammar in particular to the Unit 1 Extra Grammar Practice (Workbook, page 98).

- For further vocabulary work, students can access games in the Big English Student World.



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



#### 23 Write questions with *how about* and the words in parentheses. Then look at the pictures and complete the answers.

- Direct students to WB Activity 23 on page 11. Read the directions aloud. Explain to students that they must write *how about* questions using the words in parentheses and then look at the pictures and complete the answers. Walk students through the first item.

## Extra Application and Practice Activity

- Provide students with a list of clubs or school groups and the days and times they meet. Have students form small groups and work together to arrange their schedules so that each student can join a club or group to fit his or her interests. Model: *Is there something else you are interested in doing? Can you change your schedule so that you can join that club? You're also good at drawing – how about joining the art club?*

### Assessment Pack

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



# Family Ties

## Objectives

[www.majazionline.ir](http://www.majazionline.ir)

### Reading

- Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets).
- Can understand simple details in short animal factfiles containing some unfamiliar language, if supported by pictures.

### Listening

- Can understand basic information about someone's immediate family, if spoken slowly and clearly and supported by pictures or gestures.
- Can understand basic personal information in short, simple dialogs, if spoken slowly and clearly and guided by written prompts.

### Speaking

- Can answer simple questions about their family and friends, using basic phrases.

- Can give an opinion in a structured discussion, if guided by questions.
- Can ask someone simple questions about their life and experiences.

### Writing

- Can write a short, simple biography of a famous person with basic paragraph structure, given prompts or a model.
- Can write short, simple texts on familiar topics in linked sentences.

### Grammar

- Can refer to past events using common irregular past simple forms.
- Can make comparisons with regular shorter adjectives + -er.

## Unit Projects

### Family Connection

Encourage students to interview family members to find out the dates or years in which milestones occurred, including births, marriages, and graduations. Suggest that students browse through photographs and scrapbooks with family members to learn more about important events in their families' pasts. Have students share their own family milestones with the class and have them post pictures or other memorabilia on a bulletin board.

# Key Language

## Key Vocabulary

### Life Events

be born  
find/get a job  
get married  
graduate  
move  
open a restaurant  
retire

### Family members

aunt  
baby sister  
dad  
mom  
older brother  
uncle

### Expressions

be on TV  
Can you believe it?  
Good grief!  
I mean,...  
Really?

## Content Words

alpha  
emotions  
female  
herd  
male  
pack  
pride  
structure  
troop  
into  
ribbon  
sneak  
stuff  
symbolize  
tradition  
treat

## Grammar/Structures

We **went** to Los Angeles when I **was** eight.

When they **were** kids, they **lived** in Mexico City.

She **moved** to Florida three years ago.

A few months later, she **got** a new job.

Sue's **taller than** Yoko and Mark. Yoko is **shorter than** Sue and Mark.

Sue's **the tallest** person in our class. Yoko's **the shortest** person in our class.

## Phonics

**The sounds:** *ge, gi, gy*

## We did it! Bulletin Board

Create a *We Did It!* bulletin display to celebrate accomplishments by students and their family members. Post construction-paper rectangles with bold labels showing unit vocabulary, such as *We Moved*, *He Graduated*, *They Got Married*, and so on. Below each label, add one or two examples from students' own lives. For example, for the label *We Moved*, you might write: I moved here four years ago. Underline the milestone language used in each sentence. Allow students to add new sentences to the display as they continue to explore the unit.

# Language in Context Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about families.

## Key Language

be born, find/get a job, get married, graduate, move, open a restaurant, retire; aunt, baby sister, dad, mom, older brother, uncle; Good grief!

## 2 Family Ties

### Language in Context

I will learn to talk about families.

**1** Read and answer the questions about families. Then listen and check.

**1 How Many Mackenzies?**

Mr. and Mrs. Mackenzie have six daughters, and each daughter has one brother. How many people are in the Mackenzie family?

**2 Family Name Trivia**

What's the most common family name in the world: Chang, Garcia, or Smith?

**3 Big Families**

Which country has the largest average household size: Italy, Canada, or Colombia?

**4 Good Grief, Grandma!**

Bai Ulan Kudanding, a woman in the southern Philippines, has 14 children, 107 grandchildren, 138 great-grandchildren, and two great-great-grandchildren. She knows all of their names! How many children are there in all?



16 Unit 2

**2** Listen and find the family members in the pictures. Use words from the box to name them.

my aunt and uncle    my baby sister  
my dad    my mom    my older brother

Calderon Family



**3** Copy the chart into your notebook. Listen again and complete the chart.

What?	Who?	Where?	When?
1 moved	Andrea, her older brother Pedro, and their mom and dad	Brighton	2012
2 opened a restaurant			
3 was born			
4 got married			
5 graduated from cooking school			

**4** Work with a partner. Ask and answer about the Calderon family.



Would you like to live in another country? What challenges can you think of for a family moving to a new country?

Unit 2 17

## Warm-up



- On the board, model how to create a family tree that shows three generations of a family. Use it to review the words *grandfather*, *grandmother*, *father*, *mother*, *aunt*, *uncle*, *brother*, *sister*, *son*, *daughter*, and *cousin*.
- Have students create their own family trees on large sheets of paper. Display the family trees around the room. Invite volunteers to present their family tree to the class.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about families.*
- Tell students that they will read and talk about families, including major family events, or milestones.



**Materials:** World map or globe

**1 Read and answer the questions about families. Then listen and check.**

- Read the directions aloud. Ask volunteers to read the headings and questions aloud.
- Have students complete the activity independently.

MONITOR

Play Audio Track 22. Have students listen to check their answers. Replay the audio as needed. (Answers: 1 There are nine people in the Mackenzie family. 2 Chang is the most common family name in the world. 3 Colombia has got the largest average household size. 4 There are 261 children).

**Practice 1** 



**1 Match the pictures with the sentences. Write the number.**

- Read the directions aloud. Say: *Match the pictures with the sentences by writing the number of the picture next to the correct sentence.*
- Have students complete the activity.

**Practice 2** 



**2 Listen and find the family members in the pictures. Use words from the box to name them.**

- Read the directions aloud. Have students preview the words in the box and the pictures. Say: *These pictures show Andrea's family members and one important place. Listen to Andrea so you can write labels for them.* Play Audio Track 23 and have students complete the activity.

MONITOR

Check students' work by pointing to a picture and asking them to say which words identify the person. (Answers: 1 my mom, my dad, my older brother, me, 2 my dad's Spanish restaurant, 3 my baby sister, 4 my aunt and uncle)

**Practice 3** 



**3 Copy the chart into your notebook. Listen again and complete the chart.**

- Read the directions aloud. Replay Audio Track 24 and pause after the first section. Have students complete the first row of the chart. Then continue playing the audio, pausing after each section so that students can complete the corresponding row.

MONITOR

Use the chart to ask questions about each picture: *What happened? Who did it? Where is the picture taken? When did it happen?* (Answers: 1 Andrea, her older brother Pedro, and their mom and dad, Brighton, 2012, 2 Andrea's dad, Brighton, 2012, 3 Maria, Brighton, 2012, 4 Uncle Manuel and Elena, 5 Uncle Manuel, Madrid, a few months ago)

**4 Work with a partner. Ask and answer about the Calderon family.**

- Read the directions aloud. Then have volunteers read the speech bubbles aloud. Have partners take turns asking and answering questions about the Calderon family.

Think BIG 

**21st Century Critical Thinking**

- Ask students if any of them have recently moved from their country and how it felt. Encourage students to describe the challenges they faced in their new country and how they dealt with them.

Lesson Objective 

INVOLVE

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

- Encourage awareness of what students have learned by quickly eliciting a few milestones and names for family members from the lesson.

Homework 

WB pp. 12 & 13/ act. 2, 3 & 4 

**2 Answer the questions about your family. Circle Yes or No.**

- Direct students to WB Activity 2 on page 12. Tell students to answer the questions by circling Yes or No.

**3 Match and complete the phrases. Write the words.**

- Direct students to WB Activity 3 on page 13. Tell students to complete the phrases using the words in the left-hand column.

**4 Listen to the events in Ken's life. Then number the timeline in order and write the events.**

- Direct students to WB Activity 4 on page 13. Tell students to play Audio Track 25 and to complete the activity.

Think BIG

- Direct students to the Think Big WB Activity on page 13. Tell students to write the word of the family member to complete the sentences.

**Extra Application and Practice Activity**

- Have students draw or write about important family milestones. Encourage students to use the questions in the chart in Activity 3 as guides.
- In small groups, each student tells the group about each event. Encourage the group to ask questions to elicit more information.

# 2

# Family Ties

## Language in Context

I will learn to talk about families.



Read and answer the questions about families. Then listen and check.

### 1 How Many Mackenzies?

Mr. and Mrs. Mackenzie have six daughters, and each daughter has one brother. How many people are in the Mackenzie family?

### 2 Family Name Trivia

What's the most common family name in the world? Chang, García, or Smith?

### 3 Big Families

Which country has the largest average household size: Italy, Canada, or Colombia?

### 4 Good Grief, Grandma!

Bai Ulan Kudanding, a woman in the southern Philippines, has 14 children, 107 grandchildren, 138 great-grandchildren, and two great-great-grandchildren. She knows all of their names! How many children are there in all?



23  
2

Listen and find the family members in the pictures. Use words from the box to name them.

my aunt and uncle    my baby sister  
my dad    my mom    my older brother

Calderon Family

1



2



3



24  
3

Copy the chart into your notebook. Listen again and complete the chart.

What?	Who?	Where?	When?
1 moved	Andrea, her older brother Pedro, and their mom and dad	Brighton	2012
2 opened a restaurant			
3 was born			
4 got married		~	~
5 graduated from cooking school			

4

Work with a partner. Ask and answer about the Calderon family.



When was her baby sister born?

She was born in 2012.



THINK BIG

Would you like to live in another country? What challenges can you think of for a family moving to a new country?

# Reading Lesson

## Lesson Flow



## Lesson Objective

I will understand a text about a famous family.

## Key Language

find/get a job, get married, retire; aunt, brother, dad, mom, sister, uncle; be on TV, Can you believe it?, I mean,...

**Reading** | Autobiographical story

I will understand a text about a famous family.

**5** Listen and read. How many Flying Maliceks are there now?

### The Biggest Circus Family IN THE WORLD

by Zach Malicek

My name's Zach, and I'm from a big family. I mean, it's a *really* big family. My last name is Malicek. Maybe you don't know us, but we're the biggest circus family in the world. We're "The Flying Maliceks"! We weren't always the biggest circus act, though. When my grandpa Viktor started as a trapeze performer in Slovakia, there was only one Flying Malicek: him!

My grandpa moved to the United Kingdom when he was about 20 years old. He quickly found a circus job working in his new country. A few years later, Grandpa Viktor married my grandma Irina. Grandpa taught my grandma how to perform on the trapeze, and soon there were two Flying Maliceks. My grandma didn't perform all the time, though. She took time off to have a few babies. She had eight of them, actually!

My father Daniel is the youngest child in the family. He has five brothers and two sisters – my uncles and aunts. All of them learned to perform on the trapeze when they were children. The people at the circus love watching the Flying Maliceks. And we all love watching their excited faces when we fly through the air.

My grandpa and grandma are getting older now. They retired from performing about five years ago. But the Flying Maliceks aren't getting smaller – we're getting bigger! I have two older sisters, and we all perform in the act. My aunts and uncles all have children, and they perform, too. In total there are 37 of us! Can you believe it?

Last year, we were on TV. We had our own reality show called *Circus Family*. Some people from the TV show followed us around with cameras all the time. It was exciting, but sometimes I wanted them to go away! One special thing happened when we were on that show. My cousin Gillian met a cameraman, and six months ago they got married. Now he's learning the trapeze, too!

**Reading Comprehension**

**6** Complete the sentences with the correct numbers.

- Viktor moved to the United Kingdom when he was \_\_\_\_\_ years old.
- Zach's father is the youngest of \_\_\_\_\_ children.
- Zach has \_\_\_\_\_ uncles and \_\_\_\_\_ aunts.
- Zach has \_\_\_\_\_ older sisters.
- Gillian got married \_\_\_\_\_ months ago.

THINK BIG

How many people are there in a "big" family?  
What are the good things about being part of a big family?

18 Unit 2

Unit 2 19

## Warm-up

- Have students play *Twenty Questions* (see *Game Bank*, page T138, for details) as a preliminary way of previewing the reading. Invite a student to choose one person or thing shown on pages 18–19. Other students ask *yes/no* questions until they guess the person or thing. Model: *Is it a person? Is the person a woman? Is she wearing something purple?*
- Say: *You will read a story about a boy in a circus family. A circus is a special type of show. A circus often has clowns, acrobats, animal trainers and other performers.*

*Many circuses move from town to town and present their shows in giant tents.*

- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will understand a text about a famous family.*
- Students will listen to and read a text about a large family, answer questions about it, and discuss ideas related to it.

## Pre-reading



**Materials:** World map or globe

- Have students read the title aloud and preview the pictures. Use gestures and simple language to explain different types of circus acts. Ask: *What type of act do you think this circus family does?* (trapeze)
- Have students find Slovakia, or the Slovak Republic, on a world map. Ask: *What countries border Slovakia?* (Austria, Czech Republic, Hungary, Poland, Ukraine)
- Preview the names in the story: Zach, Viktor, Irina (pronounced “ih-REE-nuh”), Daniel, Gillian. Write *Malicek* on the board and underline the letter *c*. Say: *In some languages, the letter c stands for /ch/.* Explain that *Malicek* is pronounced “MAL-ih-chek”.

## Reading



### 5 Listen and read. How many Flying Maliceks are there now?

- Play Audio Track 26 and have students listen and read along.
- Ask the question in the directions: *How many flying Maliceks are there now?* (Answer: There are 37 Flying Maliceks.)

## Comprehension 1



MONITOR

Ask questions to check for understanding. Ask: *Who was the first Flying Malicek?* (Viktor) *Where was he born?* (in Slovakia) *Who was the second Flying Malicek?* (his wife, Irina) *Where did they meet?* (in the United Kingdom) *What was the show Circus Family like?* (It was a reality show. Cameras followed the Maliceks all the time.)

Remind students that people have more than one role in a family. Say: *A family member can be both, a child and a parent. Daniel is Viktor's son. He is also Zach's father.* Have students explain this sentence from the story: “He has five brothers and two sisters – my uncles and aunts”.

CHALLENGE

Have students use clues in the story to create a complete family tree for the Flying Maliceks, based on the information given in the selection. Point out that students will have to make some decisions, such as how many children each of Zach's aunts and uncles has.

## Comprehension 2



### 6 Complete the sentences with the correct numbers.

- Read the directions aloud. Have partners work together to find answers in the story. Have students write the answers in their notebooks.

MONITOR

Check answers with the class. (Answers: 1 20, 2 eight, 3 five, two, 4 two, 5 six)

ASSIST

- Replay the audio as needed and check understanding.

## Think BIG



### 21st Century Critical Thinking

- Remind students that many questions have more than one right answer. Say: *When we share answers, we learn about each other.*
- Read the directions and questions aloud.
- Encourage students to express themselves as best they can.
- Draw students' attention to the quotation marks around the word *big*. Say: *These quotation marks are a clue. They tell you that there is no right answer. Some people might think that a big family has more than five children. Others might think that a big family can have fewer children but include many generations. Share your own opinion with your partner.*

MONITOR

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

ASSIST

Help students extend their vocabulary by writing key vocabulary words and any vocabulary items they refer to on the board.

## Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have understood a text about a famous family.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the text, for example, how many people are in the Flying Maliceks.

## Homework



WB p. 14/ act. 5 & 6



### 5 Listen and read. Then answer the questions.

- Direct students to WB Activity 5 on page 14. Tell students to play Audio Track 27, listen and read along, and answer the questions.

### 6 Answer the questions.

- Direct students to WB Activity 6 on page 14. Tell students to answer the questions so that they are true for them.

## Extra Application and Practice Activity

- Have students create a timeline that shows important events in the history of the Malicek family. Attach a ribbon or a long strip of paper to a bulletin board, oriented horizontally. Invite students to write events on index cards and attach them to the timeline in chronological order from left to right. Encourage students to practice speaking and listening by asking them questions about the order of events. Model: *What happened before Viktor met Irina? What happened after Viktor and Irina retired?*

I will understand a text about a famous family.



Listen and read. How many Flying Maliceks are there now?

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My father Daniel is the youngest child in the family. He has five brothers and two sisters – my uncles and aunts. All of them learned to perform on the trapeze when they were children. The people at the circus love watching the Flying Maliceks. And we all love watching their excited faces when we fly through the air.



My grandpa and grandma are getting older now. They retired from performing about five years ago. But the Flying Maliceks aren't getting smaller – we're getting bigger! I have two older sisters, and we all perform in the act. My aunts and uncles all have children; and they perform, too. In total there are 37 of us! Can you believe it?

Last year, we were on TV. We had our own reality show called *Circus Family*. Some people from the TV show followed us around with cameras all the time. It was exciting, but sometimes I wanted them to go away! One special thing happened when we were on that show. My cousin Gillian met a cameraman, and six months ago they got married. Now he's learning the trapeze, too!



## Reading Comprehension

6 Complete the sentences with the correct numbers.

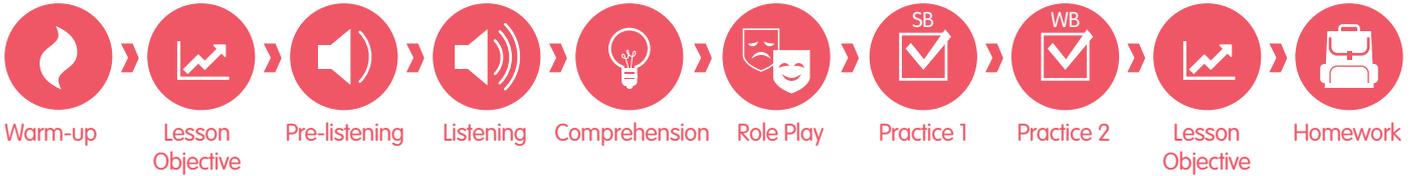
- 1 Viktor moved to the United Kingdom when he was \_\_\_\_\_ years old.
- 2 Zach's father is the youngest of \_\_\_\_\_ children.
- 3 Zach has \_\_\_\_\_ uncles and \_\_\_\_\_ aunts.
- 4 Zach has \_\_\_\_\_ older sisters.
- 5 Gillian got married \_\_\_\_\_ months ago.



How many people are there in a "big" family?  
What are the good things about being part of a big family?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about family photos.

## Key Language

older brother; be born, get married, graduate, move; Really?

### Language in Action

I will listen to a dialog about family photos.

**7** Listen and read. What does Darren learn about Amelia?

**Darren:** Who's that?  
**Amelia:** Oh, that's Armando. That was a long time ago. I think he was about 12 in that picture.  
**Darren:** Oh, is he your older brother?  
**Amelia:** Yes. He's a lot older than I am. He's 25. He lives in London.  
**Darren:** Really?  
**Amelia:** Yes. He moved to London when he was 23. He works in a hotel.  
**Darren:** That's nice. Mmm... you look like him... a little.  
**Amelia:** Do you think so? Maybe. But he's really tall now. Actually, he's about six feet tall. He's the tallest person in our family.



**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Then write. Use the correct form of a verb from the box.

be born   get married   graduate   move



1. She \_\_\_\_\_



2. They \_\_\_\_\_



3. I \_\_\_\_\_



4. We \_\_\_\_\_

20 Unit 2

## Warm-up



**Materials:** Index cards

- Have students play *Odd One Out* (see *Game Bank*, page T138, for details). On the board, write: *was born*, *graduated from high school*, *ate a sandwich*, and *moved to Japan*. Ask: *Which one doesn't belong? Why?* ("Ate a sandwich" doesn't belong: it's not a milestone, an important life event – it's an everyday event).

- On index cards, write phrases that name important life events (such as *got married*) or everyday events (such as *took a shower*). Group the cards in sets of four so that there are three of one type of event and only one of the other. Read each set of cards aloud and have students say which doesn't belong and why.
- 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 family photos.*
- Students will read, listen to, and practice a dialog, and answer a question about the dialog.

## Pre-listening



- Point to the boy and girl in the picture. Introduce them as *Darren and Amelia*. Ask: *What are they doing?* (Answer: *They're looking at a photo album.*) Tell students that they will hear Darren and Amelia talking about Amelia's family.

## Listening



### 7 Listen and read. What does Darren learn about Amelia?

- Read the directions aloud. Play Audio Track 28 and have students listen and read along.
- Have volunteers answer the question. (Answer: *Darren learns that Amelia has an older brother.*)

## Comprehension



- Replay Audio Track 28 and have students listen and read along.

### MONITOR

Ask questions to check for understanding: *Who's Armando?* (Amelia's brother) *Is Armando older or younger than Amelia?* (older) *What did he do when he was twenty three?* (He moved to London). *Who's taller, Amelia or Armando?* (Armando) *How do you know?* (He's the tallest person in Amelia's family).

### ASSIST

Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words. Then help with pronunciation of comparative and superlative adjectives ending in *-er* and *-est*. Model pronunciation of *older* and *tallest* and have students repeat.

### CHALLENGE

Say: *Darren and Amelia are looking at an old picture of Armando. How many years ago was the picture taken?* (13 years ago) *How do you know?* (He was about twelve in the picture; he is twenty-five now).

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Read the directions aloud. Invite pairs to read the dialog aloud, swap parts, and repeat.
- Commonly Confused Words:** Write *than* and *then* on the board. Say: *These words are often confused. Use than when you want to compare two people or things: Alan is taller than Amelia. Use then when you want to say what happened next: We moved to London and then we opened a restaurant.*

### MONITOR

As students work, listen for proper pronunciation and appropriate intonation.

## Practice 1



**Materials:** Stickers

### 9 Listen and stick. Then write. Use the correct form of a verb from the box.

- Help students find the Unit 2 stickers at the back of the Student's Book. Then read the directions aloud. Play Audio Track 29 and have students complete the activity.
- Have students place each sticker in the correct order.

### MONITOR

As students work, make sure that they place the stickers in the correct order. Check answers as a class. (Answers: *1 graduated, 2 got married, 3 was born, 4 moved*)

## Practice 2



WB p. 15/ act. 7



### 7 Listen. Then circle the correct answers.

- Read the directions aloud and ask volunteers to read the numbered sentences aloud.
- Play Audio Track 30. Have students complete the activity.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about family photos.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog, for example, where Amelia's brother moved.

## Homework

WB p. 15/ act. 8 & 9



### 8 Look at 7. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

- Direct students to WB Activity 8 on page 15. Tell students to match the expressions in the left-hand column with the words with the same meaning in the right-hand column.

### 9 Circle the correct expression.

- Direct students to WB Activity 9 on page 15. Tell students to circle the correct expression to complete the dialogs.

## Extra Application and Practice Activity

- Have students extend the dialog in Activity 7. Invite them to begin by drawing a picture of an important event in Darren or Amelia's family. Then have partners talk about the life events they illustrated. Finally, have pairs of students write lines of dialog based on one of their drawings. Invite volunteers to perform their dialogs for the class.

# Language in Action

I will listen to a dialog about family photos.

28  
7

Listen and read. What does Darren learn about Amelia?

**Darren:** Who's that?

**Amelia:** Oh, that's Armando. That was a long time ago. I think he was about 12 in that picture.

**Darren:** Oh, is he your older brother?

**Amelia:** Yes. He's a lot older than I am. He's 25. He lives in London.

**Darren:** Really?

**Amelia:** Yes. He moved to London when he was 23. He works in a hotel.

**Darren:** That's nice. Mmm... you look like him... a little?

**Amelia:** Do you think so? Maybe. But he's really tall now. Actually, he's about six feet tall. He's the tallest person in our family.



8

Practice the dialog in 7 with a partner.

29  
9

Listen and stick. Then write. Use the correct form of a verb from the box.

be born    get married    graduate    move




1 She \_\_\_\_\_




2 They \_\_\_\_\_




3 I \_\_\_\_\_




4 We \_\_\_\_\_

# Grammar

**I will learn to** use the simple past.

**I will learn to** use the comparative and the superlative to make comparisons.

We **went** to Los Angeles when I **was** eight.  
 When they **were** kids, they **lived** in Mexico City.

She **moved** to Florida three years ago.  
 A few months later, she **got** a new job.

**Tip:** Look for signal words like *when*, *later*, and *ago*.

## Simple present → Simple past

go	→	went
am	→	was
are	→	were
live	→	lived
get	→	got
move	→	moved

### 10 Complete the paragraph. Use the correct form of the verbs.

This is my older sister Lisa. She's very happy today because, a few hours ago, she <sup>1</sup>\_\_\_\_\_ (buy) her first car! She saved money from all her part-time jobs. She <sup>2</sup>\_\_\_\_\_ (get) her first job a long time ago when she <sup>3</sup>\_\_\_\_\_ (be) only 11 years old. She delivered newspapers in our neighborhood. Later, when she was 14, she <sup>4</sup>\_\_\_\_\_ (start) to tutor younger children after school. Then when Lisa was 16, she <sup>5</sup>\_\_\_\_\_ (find) a job at a restaurant. She <sup>6</sup>\_\_\_\_\_ (work) there almost every weekend when she was in tenth grade. Then a week ago, she finally <sup>7</sup>\_\_\_\_\_ (have) enough money to buy a car. I'm very proud of my sister. She works really hard!



Sue's **taller than** Yoko and Mark.

Yoko is **shorter than** Sue and Mark.

Sue's **the tallest** person in our class.

Yoko's **the shortest** person in our class.

### 11 Look at the pictures and make sentences.



- (short) Claire is the \_\_\_\_\_.
- (small) Fido is \_\_\_\_\_ than Blue.
- James is \_\_\_\_\_ than Sally.

# Grammar Lesson

## Lesson Flow



## Lesson Objectives

I will learn to use the simple past.

I will learn to use the comparative and the superlative to make comparisons.

## Key Language

We **went** to Los Angeles when I was eight. When they **were** kids, they **lived** in Mexico City.

She **moved** to Florida three years ago. A few months later, she **got** a new job.

Sue's **taller than** Yoko and Mark. Yoko is **shorter than** Sue and Mark.

Sue's **the tallest person** in our class. Yoko's **the shortest person** in our class.

Grammar

**I will learn to use the simple past.**  
**I will learn to use the comparative and the superlative to make comparisons.**

We **went** to Los Angeles when I was eight.  
 When they **were** kids, they **lived** in Mexico City.  
 She **moved** to Florida three years ago.  
 A few months later, she **got** a new job.

**Tip:** Look for signal words like when, later, and ago.

Simple present	→	Simple past
go	→	went
am	→	was
are	→	were
live	→	lived
get	→	got
move	→	moved

**10** Complete the paragraph. Use the correct form of the verbs.

This is my older sister Lisa. She's very happy today because, a few hours ago, she 1 \_\_\_\_\_ (buy) her first car! She saved money from all her part-time jobs. She 2 \_\_\_\_\_ (get) her first job a long time ago when she 3 \_\_\_\_\_ (be) only 11 years old. She delivered newspapers in our neighborhood. Later, when she was 14, she 4 \_\_\_\_\_ (start) to tutor younger children after school. Then when Lisa was 16, she 5 \_\_\_\_\_ (find) a job at a restaurant. She 6 \_\_\_\_\_ (work) there almost every weekend when she was in tenth grade. Then a week ago, she finally 7 \_\_\_\_\_ (have) enough money to buy a car. I'm very proud of my sister. She works really hard!



Sue's **taller than** Yoko and Mark.      Yoko is **shorter than** Sue and Mark.  
 Sue's **the tallest person** in our class.      Yoko's **the shortest person** in our class.

**11** Look at the pictures and make sentences.

1



Mark   Isabelle   Claire

2



Spot   Fido   Blue

3



James   Sally   Robert

- 1 (short) Claire is the \_\_\_\_\_.
- 2 (small) Fido is \_\_\_\_\_ than Blue.
- 3 James is \_\_\_\_\_ than Sally.

Unit 2 21

## Warm-up

**Materials:** Index cards

- Have students play *Concentration* to match present and past forms of verbs. Have students create card pairs for both regular verbs (*work/worked*, *live/lived*) and

irregular verbs (*buy/bought*, *get/got*). Players take turns turning over two cards and reading them aloud. If the two verbs match, the player keeps the cards. The player with the most cards at the end of the game wins.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the simple past and use the comparative and superlative to make comparisons.*

- Students will use verbs in the simple past and comparative and superlative adjectives.

## Presentation 1



- Have volunteers read the sentences in the grammar box aloud. Ask: *What are the verbs in these sentences? (went, was, were, lived, moved, got) What signal words tell you these events happened in the past? (when, ago, later)*
- Say: *Add -ed to regular verbs to show past events. Model forming moved, lived, worked, started. Say: Other verbs do not follow this pattern. List past simple forms of irregular verbs on the board: went, was/were, got, had.*
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 10 Complete the paragraph. Use the correct form of the verbs.

- Read the directions aloud and do the first item as a class. Then have students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 bought, 2 got, 3 was, 4 started, 5 found, 6 worked, 7 had)

### ASSIST

Explain any incorrect responses and help students correct their work. Have students circle verbs that have regular past-tense forms and place a star next to verbs that have irregular past-tense forms.

## Practice 2

WB p. 16/ act. 10



### 10 Find and circle ten past tense verbs.

- Read the directions aloud and ask a volunteer to read the circled verb (*was*).
- Have students complete the activity independently.

## Presentation 2



- Have students name rules for forming comparative and superlative adjectives. (Add *-er* or *-est* to the adjective). Ask: *When do you use each?* (Use an adjective that ends in *-er* to compare two things; use an adjective that ends in *-est* to compare three or more things.)

## Practice 3



### 11 Look at the pictures and make sentences.

- Read the directions aloud and do Item 1 as a class.
- Have students complete the activity independently.

### MONITOR

Check answers as a class. (Possible answers: 1 Claire is the shortest. 2 Fido is smaller than Blue. 3 James is older than Sally.)

### CHALLENGE

Have students make more sentences about the people and dogs in the pictures using comparative and superlative adjectives.

## Practice 4



WB p. 17/ act. 13



### 13 Listen and number the family members.

- Read the directions aloud. Explain that students have to listen and write a number for each family member in the order they hear it.
- Play Audio Track 31 and have students listen and number the family members.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use the simple past and use the comparative and superlative to make comparisons.*

- Encourage awareness of what students have learned by quickly eliciting simple past verbs and comparative and superlative adjectives from the lesson by saying some verbs and then adjectives, for example, *buy (bought)* and *tall (taller and tallest)*.

## Homework

WB pp. 16 & 17/ act. 11, 12, 14 & 15



### 11 Look at 10. Write the past tense form of the verbs.

- Direct students to WB Activity 11 on page 16. Tell students to write the past tense form of each verb.

### 12 Complete the paragraph. Use the correct form of the verbs in 11.

- Direct students to WB Activity 12 on page 16. Tell students to complete the paragraph with the correct form of the verb from Activity 11.

### 14 Look at the picture. Complete the sentences. Use the correct form of the words in parentheses.

- Direct students to WB Activity 14 on page 17. Tell students to complete the sentences with the correct form of comparative or superlative adjectives.

### 15 Think of a good friend. How are you different? Write sentences. Use the words in the box.

- Direct students to WB Activity 15 on page 17. Tell students to write sentences comparing themselves with a good friend. Tell them to use the adjectives in the box.

## Extra Application and Practice Activity

- Have students work in small groups. Within the groups, have students arrange themselves first in age order and then in height order. Then have each student use comparative and/or superlative adjectives to tell the class how he or she compares to the rest of the group in terms of age and height.

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about different types of animal families.

## Key Language

alpha, emotions, female, herd, male, pack, pride, structure, troop

### Content Connection | Social Science

I will learn about different types of animal families.

**12** Listen and read. What is the name of each animal's social group?

**CONTENT WORDS**  
alpha emotions female herd  
male pack pride structure troop

## Animal Families

There are many different types of families, but the purpose of a family is similar: to care for each other. Humans aren't the only ones who live in families. Many other animals have their own family structures, too.



### Elephants

Elephants live in herds, or groups, of six to twelve elephants. After the age of 14, most male elephants leave the herd to live on their own most of the time. One female is usually the leader of the herd, and the group often includes her children, her sisters, her sisters' children, and even grandchildren. Elephants are able to feel emotions, and when an elephant dies, they cry just like humans do.

### Wolves

Some types of wolves live together in a large group called a pack. In the pack, there is an alpha (leader) male and an alpha female. These two wolves are responsible for acting as the parents, and having more babies for the group. Other wolves in the pack help the alpha male and female take turns caring for the young wolves.



### Lions

Lions live in social groups called prides. A pride usually has five or six adult females, one or two males, and their children. Lions travel together, look for food, and help take care of each other. Female lions are very important in the pride, and when the group kills an animal for food, the females eat first.

### Chimpanzees

Chimpanzees live in troops that have a very strong social structure. When a mother chimpanzee gets older, her children will often come back to the troop to take care of her. Chimps have friends in their troop. The friends play games together and pick insects and dirt out of their friends' fur.



**13** Look at the passage. Correct the sentences.

- 1 A male elephant is usually the leader of the herd.
- 2 There is usually only one adult male in a wolf pack.
- 3 Lions cry when they are sad.
- 4 Chimpanzees never come back to take care of their mother.



How do other types of animals take care of each other? List a few examples.

22 Unit 2

## Warm-up



- Create a word web to review ideas about families. Write the word *family* in a circle on the board. Have students

suggest related words. (Possible answers: mother, wife, children, son, daughter, father, husband, take care of, feed, clothe, bathe, listen to, love, etc.)

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about different types of animal families.*
- Students will listen to and read about different types of animal families and discuss ways animals take care of each other.

## Pre-reading



- Preview the article by having students read the Content Words aloud. Ask volunteers to share meanings of these words.

## Reading



### 12 Listen and read. What is the name of each animal's social group?

- Play Audio Track 32 and have students listen and read along.
- Have volunteers answer the question. (Answer: *elephants = herd, wolves = pack, lions = pride, chimpanzees = troop*)

## Practice 1

WB p. 18/ act. 16



### 16 Read the family descriptions. Circle the correct animal.

- Read the directions aloud. Explain that students have to read the animal family description and circle the correct animal.
- Have students complete the activity independently.

## Practice 2



### 13 Look at the passage. Correct the sentences.

- Read the directions aloud. Explain that the four sentences are incorrect and that students must read the passage again and correct the sentences.
- Check answers as a class.

### MONITOR

Pause after each section and ask questions to check for understanding. Have volunteers answer the questions and point out where in the text they found the answer. Ask: *Does a male elephant live with its group its whole life?* (No. A male elephant leaves its group to live on its own.) *Is there only one adult male in a wolf pack?* (No. There is one adult male and one female who are the leaders, but there are other adult wolves in the pack.) *Do lions cry when they are sad?* (No. Elephants cry when they are sad.) *Do chimpanzees come back to the troop to take care of their mother?* (Yes, they do.)

### ASSIST

Have students point to each Content Word in the text and use context clues to determine its meaning. Model for students how to use context clues to understand the meaning of new words.

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud. Have students discuss the answers with their partners.

### MONITOR

As students discuss the questions, listen for proper pronunciation, appropriate intonation, and correct use of language.

### ASSIST

Suggest students talk about animals that they know well first. If they don't know much about other types of animals, tell them to guess, for example: *I think dogs clean each other.*

## 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 different types of animal families.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, ask for the name of an elephant's, a wolf's, a lion's, and a chimpanzee's social group.

## Homework

33 P. T143

WB p. 18/ act. 17



### 17 Complete the text with the words in the box. Then listen and check.

- Direct students to WB Activity 17 on page 18. Tell students to first read and complete the passage and then to play Audio Track 33 and to listen and read along. Tell students to check their answers.

## Extra Application and Practice Activity

- Invite students to write poems about families. They can write about animal families, human families, or both. Remind students that poems often use rhyme and rhythm.

I will learn about different types of animal families.

32  
12

Listen and read. What is the name of each animal's social group?

### CONTENT WORDS

alpha emotions female herd  
male pack pride structure troop

# Animal Families

There are many different types of families, but the purpose of a family is similar: to care for each other. Humans aren't the only ones who live in families. Many other animals have their own family structures, too.



### ► Elephants

Elephants live in herds, or groups, of six to twelve elephants. After the age of 14, most male elephants leave the herd to live on their own most of the time. One female is usually the leader of the herd, and the group often includes her children, her sisters, her sisters' children, and even grandchildren. Elephants are able to feel emotions, and when an elephant dies, they cry just like humans do.

### ► Wolves

Some types of wolves live together in a large group called a pack. In the pack, there is an alpha (leader) male and an alpha female. These two wolves are responsible for acting as the parents, and having more babies for the group. Other wolves in the pack help the alpha male and female take turns caring for the young wolves.



### ► Lions

Lions live in social groups called prides. A pride usually has five or six adult females, one or two males, and their children. Lions travel together, look for food, and help take care of each other. Female lions are very important in the pride, and when the group kills an animal for food, the females eat first.



### ► Chimpanzees

Chimpanzees live in troops that have a very strong social structure. When a mother chimpanzee gets older, her children will often come back to the troop to take care of her. Chimps have friends in their troop. The friends play games together and pick insects and dirt out of their friends' fur.

13 Look at the passage. Correct the sentences.

- 1 A male elephant is usually the leader of the herd.
- 2 There is usually only one adult male in a wolf pack.
- 3 Lions cry when they are sad.
- 4 Chimpanzees never come back to take care of their mother.

**THINK  
BIG**

How do other types of animals take care of each other?  
List a few examples.

I will learn about special family days.

## CONTENT WORDS

into ribbon sneak stuff symbolize tradition treat



Listen and read. Which paragraph talks about: a Birthdays, b Weddings, c Mother's Day?

# Special Days for Families

- All around the world, families celebrate special days together. Traditions for these days are as different as the countries and the people who celebrate them. Some of these traditions may surprise you.
- Getting married is one of the most important days in the lives of many people around the world. In Germany, the friends and family of the bride and groom gather a day before the wedding. They break dishes, flower pots, bottles, and plates. Then the young couple has to clean it all up! This tradition is called *polterabend*. Germans believe that it brings good luck to the new couple. Cleaning up the mess together also symbolizes that they'll have to work together through the good and bad times in their life.
- Families in most countries have a special day to celebrate mothers. In Serbia, this day is on the second Sunday before Christmas. On that day, children sneak into their mother's bedroom and tie her feet with ribbon so that she can't get out of bed. Then they shout, "Mother's Day, Mother's Day! What will you pay to get away?" Then the mother gives them small treats and presents as payment so that the kids "free" her.
- In China, they say that babies are one year old when they are born. After that, all children celebrate their birthday on New Year's Day because that's when they grow a year older. Actual birthdays are usually celebrated with a big family meal. The tradition is that the "birthday boy" or "birthday girl" should stuff their mouth with as many long noodles as they can and then eat them. This is because in Chinese culture, long noodles symbolize a long life.



15

Look at the passage. Complete the sentences. Use words from the text.

- Polterabend takes place a day \_\_\_\_\_ the wedding.
- In Serbia, the kids \_\_\_\_\_ their mom's \_\_\_\_\_ to keep her on the bed.
- The traditional food for a Chinese birthday party is \_\_\_\_\_.



Do you think traditional celebrations are important? Why?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about special family days.

## Key Language

into, ribbon, sneak, stuff, symbolize, tradition, treat

**Culture Connection** | Around the World

I will learn about special family days.

**CONTENT WORDS**  
into ribbon sneak stuff symbolize tradition treat

Listen and read. Which paragraph talks about: a Birthdays, b Weddings, c Mother's Day?

### Special Days for Families

1 All around the world, families celebrate special days together. Traditions for these days are as different as the countries and the people who celebrate them. Some of these traditions may surprise you.

2 Getting married is one of the most important days in the lives of many people around the world. In Germany, the friends and family of the bride and groom gather a day before the wedding. They break dishes, flower pots, bottles, and plates. Then the young couple has to clean it all up! This tradition is called *polterabend*. Germans believe that it brings good luck to the new couple. Cleaning up the mess together also symbolizes that they'll have to work together through the good and bad times in their life.

3 Families in most countries have a special day to celebrate mothers. In Serbia, this day is on the second Sunday before Christmas. On that day, children sneak into their mother's bedroom and tie her feet with ribbon so that she can't get out of bed. Then they shout, "Mother's Day, Mother's Day! What will you pay to get away?" Then the mother gives them small treats and presents as payment so that the kids "free" her.

4 In China, they say that babies are one year old when they are born. After that, all children celebrate their birthday on New Year's Day because that's when they grow a year older. Actual birthdays are usually celebrated with a big family meal. The tradition is that the "birthday boy" or "birthday girl" should stuff their mouth with as many long noodles as they can and then eat them. This is because in Chinese culture, long noodles symbolize a long life.

**15** Look at the passage. Complete the sentences. Use words from the text.

1 *Polterabend* takes place a day \_\_\_\_\_ the wedding.

2 In Serbia, the kids \_\_\_\_\_ their mom's \_\_\_\_\_ to keep her on the bed.

3 The traditional food for a Chinese birthday party is \_\_\_\_\_.

**THINK BIG** Do you think traditional celebrations are important? Why?

Unit 2 23

## Warm-up

- Play a game of *Mad Libs* with the class. Elicit words from the class to fill in the blanks in the following passage, but don't let students know the context: *Today is (holiday). We will celebrate by hanging (plural noun) on a tree. Then my (family member) will wear a (singular noun) as a hat.* Once you have all the blanks filled in, read the passage aloud.
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

Introduce the lesson objective. Say: *Today I will learn about special family days.*

- Students will listen to and read about special family days and how they are celebrated in different parts of the world.

## Pre-reading

**Materials:** World map or globe

- Have students form groups of three or four. Read the title aloud: *Special Days for families*. Ask: *Which days are special for your family? How do you celebrate them?* Have groups discuss the answers.

### MONITOR

Invite groups to share their answers with the class. Make a list of the special days.

- Display the globe or map. Invite students to come up and point to China, Serbia, and Germany. Encourage students to share what they know about the traditions of each country.

## Reading 34



### 14 Listen and read. Which paragraph talks about: a Birthdays, b Weddings, c Mother's Day?

- Read the directions aloud. Play Audio Track 34 and have students listen and read along. Pause after each section and have students identify which paragraph corresponds to the topic in the directions. (Answers: a 4, b 2, c 3)
- Read out the list of content words in the box and have students find them in the text. Encourage students to guess the meanings from context.

#### MONITOR

Ask questions to check for comprehension: *Why do people in Germany celebrate weddings with a Polterabend?* (They believe it brings good luck to the new couple and teaches them to work together.) *When do children in Serbia celebrate Mother's Day?* (They celebrate Mother's Day on the second Sunday before Christmas.) *When do children in China celebrate their birthday after they are one year old?* (They celebrate their birthday on the first day of the Chinese New Year.)

#### CHALLENGE

Have students write a sentence using each content word. Then ask them to read their sentences aloud, leaving out each vocabulary item for others to guess.

### 21st Century Cultural Awareness

- Point out that the special day of *polterabend* celebrated in Germany is done for good luck. Explain that people around the world have different ideas about what brings good luck (animals: crickets, ladybugs, dragonflies, pigs, tigers; other good luck symbols: four-leaf clovers, rainbows, horseshoes, the number seven, bamboo). Ask: *Do you know of any other things that are thought to bring good luck?*

## Practice 1

### 15 Look at the passage. Complete the sentences. Use words from the text.

- Read the directions aloud. Invite students to read out the sentences.
- Have students read the passage silently and complete the sentences with words from the text.

#### MONITOR

Walk around and check students are answering correctly. Invite students to read out the completed sentences and ask the class if they agree. (Answers: 1 before, 2 tie... feet, 3 long noodles)

#### ASSIST

To help students find the relevant words in the text, ask them to underline key words in the sentences and then look for them in the text.

## Practice 2 35 WB p. 19/ act. 18



### 18 Listen and read. Match paragraphs 1–4 with pictures a–d. Who eats Fairy Bread on their birthday?

- Read the directions aloud. Explain that students have to match each paragraph in the article with the correct picture. Play Audio Track 35 and have students listen and read along.
- Have students work with partners.

## Think BIG

### 21st Century Cultural Awareness

- Ask students what they know about traditions, which ones from the text they found surprising and what other traditions they know of. Have students discuss the questions in small groups.

#### MONITOR

As students discuss family and holiday traditional celebrations, listen for proper pronunciation, appropriate intonation, and correct use of language.

#### ASSIST

Help students gain confidence when expressing themselves by writing any new vocabulary items on the board.

## Lesson Objective

#### INVOLVE

- Revisit the lesson objective: *Now I have learned about special family days.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, what the bride and groom do in Germany the day before the wedding.

## Homework WB p. 19/ act. 19

### 19 Read 18 again and circle T for true or F for false.

- Direct students to WB Activity 19 on page 19. Tell students to read the passage again and to circle T if the sentence is true or F if the sentence is false.

## Extra Application and Practice Activity

Materials: Index cards

- Have students play *Charades*. Write these special days and countries on index cards: *wedding in Germany, Mother's Day in Serbia, and birthday in China*. Have student pairs take turns choosing a card and acting out a tradition associated with the special day for others to guess.

# Writing Lesson

## Lesson Flow



## Lesson Objective

I will learn to write my autobiography.

### Writing | Autobiography

I will learn to write my autobiography.

**16** Read Rosie's story.

**My Story**  
by Rosie Harris

I was born in 2003. My family lived in Islington, London. When I was a year old, my family moved to St. Albans. There were just three of us then: my mom, my dad, and me. Two years later, we moved to Nottingham. We lived there until 2010. By then, I had two younger brothers. We needed a bigger house! So when I was seven, we moved to Peterborough. A few months ago, we went back to visit our old neighborhood in Nottingham. I saw my old house. It looked even smaller than I remembered! Our family and our house are much bigger now!



**17** Complete the chart with information from the story in 16.

When?	What happened?
2003	I was born. We lived in Islington, London.
2004	We moved to Nottingham.
2010	
A few months ago	

**18** Copy the chart into your notebook and complete it with information about your life so far. Then use it to write a story about you.

When?	What happened?

**19** Work in a small group. Take turns reading your stories. What's the same? What's different?

24 Unit 2

## Warm-up



- On the board, write the following model autobiography:  
*I was born in 1999. My family lived in Chicago. Then in 2002, my brother Diego was born. The next year, we moved to Buenos Aires, Argentina. We lived there for three years. Now we are back in the United States. We live in Los Angeles, California.*
- Invite a volunteer to read the model aloud. Have students come up to the board and underline the key vocabulary from the unit.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to write my autobiography.*
- Students will read and write short autobiographies that include important life events.

## Practice 1



**Materials:** Map of England

### 16 Read Rosie's story.

- Read the directions aloud. Then have volunteers read the story aloud.

#### MONITOR

Ask questions to check comprehension: *Who is this story about?* (It's about Rosie Harris.) *What happened in 2003?* (Rosie was born.)

#### ASSIST

Have students find years and other time signal words to understand what happened when: *in 2003, When I was a year old, Two years later, until 2010, By then, when I was seven, A few months ago.*

#### CHALLENGE

Have students use a map of England to find the places Rosie lived.

### 21st Century Critical Thinking

- Say: *Rosie doesn't say exactly when her brothers were born. What details can you find about when they were born?* (They were born between 2004 and 2010.) *Could Rosie's brothers be twins? Why or why not?* (They could be twins, they might have been born at the same time.) *Do you think they are probably twins?* (Probably not. Rosie would have mentioned it.)

## Practice 2



### 17 Complete the chart with information from the story in 16.

- Read the directions and chart labels aloud. Tell students they will pretend to be Rosie when they fill out this chart. Model completing the first row. Then have students complete the chart in their notebooks independently.

#### MONITOR

Check answers as a class. (Answers: Read example. 2004, we moved to St Albans. 2006, we moved to Nottingham. 2010, we moved to Peterborough. A few months ago we went back to visit our old neighborhood in Nottingham.)

## Practice 3

WB p. 20/ act. 20



### 20 Read Adele's autobiography. Add events from the chart. Use the correct form of the verbs.

- Read the directions aloud. Explain that students should first read Adele's autobiography and then add the events from the chart using the correct form of the verbs to complete the passage.
- Have volunteers read the years and events in the chart aloud.
- Have students work independently.

## Practice 4



### 18 Copy the chart into your notebook and complete it with information about your life so far. Then use it to write a story about you.

- Read the directions aloud. Say: *Include details about important things that happened to you. Write the events in time order from first to last.*
- Have students copy and complete the chart independently. Suggest that they refer to Rosie's story for ideas about important life events to include.
- After students complete their charts, have them write short autobiographies.

#### MONITOR

Check to see that students complete their charts before writing and make sure they use the chart information in their autobiographies.

## Speaking



### 19 Work in a small group. Take turns reading your stories. What's the same? What's different?

- Read the directions aloud. Have students share their autobiographies and then discuss how they are the same and how they are different.

#### MONITOR

As students read their autobiographies aloud, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Lesson Objective



#### INVOLVE

- Revisit the lesson objective: *Now I have learned to write my autobiography.*
- Encourage awareness of what students have learned by quickly eliciting how to order life events.

## Homework

WB p. 20/ act. 21



### 21 In the Student's Book, you were asked to write a story about your life. Now write a different, imaginary story about your life. Complete the chart below and use it to help you write.

- Direct students to WB Activity 21 on page 20. Tell students to write a different or imaginary autobiography. Tell them to complete the chart and to use the information in it to write their new story.

## Extra Application and Practice Activity

- Have students make collages to illustrate their autobiographies. Suggest that they include drawings, photos, postcards, greeting cards, ticket stubs, and other memorabilia in their artwork. Display the collages and challenge students to match their classmates' autobiographies with their artwork.

# Writing | Autobiography

I will learn to write my autobiography.

**16** Read Rosie's story.

## My Story by Rosie Harris

I was born in 2003. My family lived in Islington, London. When I was a year old, my family moved to St. Albans. There were just three of us then: my mom, my dad, and me. Two years later, we moved to Nottingham. We lived there until 2010. By then, I had two younger brothers. We needed a bigger house! So when I was seven, we moved to Peterborough. A few months ago, we went back to visit our old neighborhood in Nottingham. I saw my old house. It looked even smaller than I remembered! Our family and our house are much bigger now!



**17** Complete the chart with information from the story in 16.

When?	What happened?
2003	I was born. We lived in Islington, London.
2004	
	We moved to Nottingham.
2010	
A few months ago	

**18** Copy the chart into your notebook and complete it with information about your life so far. Then use it to write a story about you.

When?	What happened?

**19** Work in a small group. Take turns reading your stories. What's the same? What's different?

# Life Skills | Keep family traditions.

I will learn to talk about family traditions.

- 20** What kind of family traditions do you have? Copy, read, and ✓. Add one tradition of your own. Then ask a partner.

Tradition	You	Your partner
1 We visit our relatives on special holidays.		
2 We have a special meal on family birthdays.		
3 We have a family night at home every week.		
4		



## Project

- 21** Make a page for a class book about family traditions.

- 1 Include a drawing or a picture of your favorite family tradition.
- 2 Write a short description about it.
- 3 Share your page with the class.

Two years ago, we started a new family tradition. We have family night every Thursday night. We all make time to be together. Last week, we played a board game. I lost, but it was fun.

My family has family night every Thursday.



# Life Skills Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about family traditions.

## Key Language

Keep family traditions.

## Life Skills | Keep family traditions.

I will learn to talk about family traditions.

- 20** What kind of family traditions do you have? Copy, read, and ✓. Add one tradition of your own. Then ask a partner.

	Tradition	You	Your partner
1	We visit our relatives on special holidays.		
2	We have a special meal on family birthdays.		
3	We have a family night at home every week.		
4			



## Project

- 21** Make a page for a class book about family traditions.
- 1 Include a drawing or a picture of your favorite family tradition.
  - 2 Write a short description about it.
  - 3 Share your page with the class.

Two years ago, we started a new family tradition. We have family night every Thursday night. We all make time to be together. Last week, we played a board game. I lost, but it was fun.



## Warm-up



- Write this word jumble on the board and challenge students to arrange the letters to make a word: *A D I I N O R T T* (tradition). Model a solution strategy: *At first, I don't know where to start. There are so many letters! Then I think about word endings. I know that many words end in -tion so I put those letters in order.*
- Ask: *What is a tradition? (Possible answers: a custom, something passed down from parents to their children, something your family has done regularly for a long time)*
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about family traditions.*
- Students will share ideas about family traditions. Then they will create a page for a class book about those traditions.

## Speaking



### 20 What kind of family traditions do you have? Copy, read, and ✓. Add one tradition of your own. Then ask a partner.

- Read the page title, directions, and chart headings aloud. Say: *A family tradition is a tradition that is special to your family. It might be something your parents and grandparents did when they were younger or it might be a new tradition that your parents started.*
- After students have copied the chart, have them complete the first column of the chart independently. Then have partners ask each other about the traditions on their charts.

### MONITOR

Make sure that students add checks for the traditions their family follows, including the family tradition they add in Row 4. Students should ask their partners about all four traditions listed on their own chart.

### ASSIST

Provide students with vocabulary to describe family traditions, if needed. Interview individual students to help them think of a family tradition they can add to the first column of the chart. Ask: *What does your family do every week? Does your family have a special way to celebrate birthdays? How do you celebrate other holidays?*

## Project



Materials: Card

### 21 Make a page for a class book about family traditions.

Read the directions and steps aloud. Give each student a card with holes punched out along one side. Have students work on their own to create a page for a class book. Point out that students can illustrate and describe the tradition they added to the chart in Activity 20 or choose another family tradition.

### MONITOR

Check to see that students are using language that describes family traditions clearly and explains why they are important.

### ASSIST

Suggest that students refer to previous lessons in the unit to help them think of special family traditions.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about family traditions.*
- Encourage awareness of what students have learned by quickly eliciting some family traditions.

## Extra Application and Practice Activity

### 21st Century Collaboration

- Have students work together to assemble their class book. Encourage students to choose a logical order, such as grouping related traditions or organizing pages by color. If students organize their pages by category, they might also create chapter headings to make their organization clear. Have students suggest a title for the book and then vote to decide the most popular suggestion. Students can then collaborate on a cover for their book.
- Share the class book with other classes or with parents.

# Listening and Speaking Lesson

## Lesson Flow



## Lesson Objectives

I will review the sounds *ge*, *gi*, and *gy*.

I will learn to talk about an interesting family member.

### Listening and Speaking

**I will review** the sounds *ge*, *gi*, and *gy*.  
**I will learn to** talk about an interesting family member.

**22** Listen, read, and repeat.

1 **g-e ge**    2 **g-i gi**    3 **g-y gy**

**23** Listen and blend the sounds.

1 g-e-l    gel    2 g-i-n-g-er    ginger  
 3 g-y-m    gym    4 g-y-p-s-y    gypsy  
 5 g-i-r-a-ffe    giraffe    6 g-e-m    gem

**24** Listen and chant.

A giraffe  
 Worked out in a gym,  
 Quick! Get him some gel  
 For his hair!



**25** Complete the story. Make up the information.

#### Aunt Isobel

Aunt Isobel is a very interesting person. She was born in <sup>1</sup> \_\_\_\_\_, but her family moved to <sup>2</sup> \_\_\_\_\_ when she was <sup>3</sup> \_\_\_\_\_ years old. When she was in <sup>4</sup> \_\_\_\_\_ school, she had a collection of <sup>5</sup> \_\_\_\_\_. It was probably the <sup>6</sup> \_\_\_\_\_ collection of <sup>7</sup> \_\_\_\_\_ in the world. People came from all over the world to see it. Now Aunt Isobel is <sup>8</sup> \_\_\_\_\_ years old, and she lives in <sup>9</sup> \_\_\_\_\_ with <sup>10</sup> \_\_\_\_\_.



**26** Take turns asking your classmates about their Aunt Isobel stories.

- |                                   |   |
|-----------------------------------|---|
| 1 Where was Aunt Isobel born?     | 2 When did her family move?                     |
| 3 Where did they go?              | 4 What kind of collection did Aunt Isobel have? |
| 5 Why was the collection special? | 6 How old is Aunt Isobel now?                   |
| 7 Where does she live now?        | 8 Who does she live with?                       |

26 Unit 2

## Warm-up



- On the board, write the sounds *ge*, *gi*, and *gy*. Have students say words they know that contain these sounds. Write the words under each sound.

### CHALLENGE

Have students make sentences using the words on the board.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the sounds ge, gi, and gy, and learn to talk about an interesting family member.*

- Students will review the sounds by identifying and distinguishing the letters and sounds. Then they will work with a partner and talk about important life events in the past and make comparisons.

## Presentation



### 22 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 36 and have students listen and point to each sound as it is said. Have students repeat each sound.

### MONITOR

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

## Practice 1



### 23 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 37 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.

### MONITOR

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

### ASSIST

- Replay Audio Track 37 as needed.

## Practice 2



### 24 Listen and chant.

- Read the directions aloud. Read the chant while students follow in their books.
- Play Audio Track 38 and have students listen. Replay Audio Track 38 several times and encourage them to join in.

### MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Practice 3



### 25 Complete the story. Make up the information.

- Write *collection* on the board and have students preview the pictures of collections on the page. Ask students to talk about the collections they see on the page. Then have them brainstorm a list of other things people might collect.

- Read the directions and the text aloud. Then complete Items 1 and 2 as a class.
- Have students complete the story independently.

### MONITOR

Check that students complete the story with words that make logical sense.

### ASSIST

Help students fill in the blanks by providing clues about the missing words: *place, place, age, type of school, plural noun, superlative adjective, plural noun, age, place, person.*

## Practice 4



### 26 Take turns asking your classmates about their Aunt Isobel stories.

- Read the directions aloud. Remind students that they each wrote a different Aunt Isobel story. Tell them to ask questions to find out how their classmates finished their stories. Have students work in small groups.

### 21st Century Social Skills

- Remind students about polite ways to ask and answer questions: *Make eye contact. Wait until your partner finishes before speaking. If you don't understand something, ask your partner to repeat what he or she said or ask for more information.*

### MONITOR

Listen for correct use of grammar and vocabulary.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have reviewed the sounds ge, gi, and gy, and learned to talk about an interesting family member.*

- Encourage awareness of what students have learned by quickly eliciting the words from the lesson with the sounds *ge, gi, and gy.*

## Application and Practice Activity

### 21st Century Information Literacy

- Help students gather and record data from their Aunt Isobel stories. For example, write the seven continents on the board. Ask: *How many Aunt Isobels were born in Europe? In South America?* Students could also collect information about how old Aunt Isobel was when she first moved, how old she is now, and who she lives with. Suggest that students create charts or bar graphs to show the results and how charts convey a lot of information clearly.

# Listening and Speaking

I will review the sounds *ge*, *gi*, and *gy*.

I will learn to talk about an interesting family member.

<sup>36</sup>  
**22** Listen, read, and repeat.

1 g-e ge      2 g-i gi      3 g-y gy

<sup>37</sup>  
**23** Listen and blend the sounds.

1 g-e-l gel      2 g-i-n-g-er ginger  
3 g-y-m gym      4 g-y-p-s-y gypsy  
5 g-i-r-a-ffe giraffe      6 g-e-m gem

<sup>38</sup>  
**24** Listen and chant.

A giraffe  
Worked out in a gym.  
Quick! Get him some gel  
For his hair!



**25** Complete the story. Make up the information.

## Aunt Isobel

Aunt Isobel is a very interesting person. She was born in <sup>1</sup> \_\_\_\_\_, but her family moved to <sup>2</sup> \_\_\_\_\_ when she was <sup>3</sup> \_\_\_\_\_ years old. When she was in <sup>4</sup> \_\_\_\_\_ school, she had a collection of <sup>5</sup> \_\_\_\_\_. It was probably the <sup>6</sup> \_\_\_\_\_ collection of <sup>7</sup> \_\_\_\_\_ in the world. People came from all over the world to see it. Now Aunt Isobel is <sup>8</sup> \_\_\_\_\_ years old, and she lives in <sup>9</sup> \_\_\_\_\_ with <sup>10</sup> \_\_\_\_\_.



**26** Take turns asking your classmates about their Aunt Isobel stories.

- 1 Where was Aunt Isobel born?
- 2 When did her family move?
- 3 Where did they go?
- 4 What kind of collection did Aunt Isobel have?
- 5 Why was the collection special?
- 6 How old is Aunt Isobel now?
- 7 Where does she live now?
- 8 Who does she live with?

26 Unit 2

# Review

**27** Complete the sentences. Use the correct form of the verb.

be born      get married      graduate      move



**1** My favorite aunt \_\_\_\_\_ from college two years ago.



**2** In 2007, his grandparents \_\_\_\_\_ to Boston.



**3** When Celia's brother \_\_\_\_\_, she was five years old.



**4** Our parents \_\_\_\_\_ fifteen years ago.

**28** Complete the dialog. Use the correct form of the words.

**Anna:** Who's that?

**Ben:** That's a picture of my grandmother. She <sup>1</sup> \_\_\_\_\_ (graduate) from college this year.

**Anna:** That's amazing!

**Ben:** Yes, it is. She <sup>2</sup> \_\_\_\_\_ (start) college when she was fifty-seven years old. Years ago, when she <sup>3</sup> \_\_\_\_\_ (be) young, some of her best friends <sup>4</sup> \_\_\_\_\_ (go) to college, but she was busy with her children. She didn't have time for college.

**Anna:** Was she the <sup>5</sup> \_\_\_\_\_ (old) of all the graduates?

**Ben:** Actually, no. My grandmother's friend Elmer just graduated, too. And he was even <sup>6</sup> \_\_\_\_\_ (old) than my grandmother. He was seventy-two.



## I Can

- use words for family members and words related to important life events.

- talk about important life events using the past simple.

- make comparisons.

- write an autobiography.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

### Review

**27** Complete the sentences. Use the correct form of the verb.

be born    get married    graduate    move



**1** My favorite aunt \_\_\_\_\_ from college two years ago.



**2** In 2007, his grandparents \_\_\_\_\_ to Boston.



**3** When Celia's brother \_\_\_\_\_, she was five years old.



**4** Our parents \_\_\_\_\_ fifteen years ago.

**28** Complete the dialog. Use the correct form of the words.

**Anna:** Who's that?

**Ben:** That's a picture of my grandmother. She <sup>1</sup> \_\_\_\_\_ (graduate) from college this year.

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**Anna:** Was she the <sup>5</sup> \_\_\_\_\_ (old) of all the graduates?

**Ben:** Actually, no. My grandmother's friend Elmer just graduated, too. And he was even <sup>6</sup> \_\_\_\_\_ (old) than my grandmother. He was seventy-two.

**I Can**

<ul style="list-style-type: none"> <li>• use words for family members and words related to important life events.</li> </ul>	<ul style="list-style-type: none"> <li>• talk about important life events using the past simple.</li> </ul>	<ul style="list-style-type: none"> <li>• make comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>• write an autobiography.</li> </ul>
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Unit 2 27

## Warm-up



**Materials:** Newspaper articles

- Have students scan newspaper articles to review present and past tense verbs. Have each student use two colored pencils: one color to circle present verbs and one for past tense verbs. Ask volunteers to share examples. For each past tense verb, students should say whether it is regular or irregular.

## Lesson Objective



INVOLVE

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

- Students will review the vocabulary and grammar they learned in Unit 2. They will review talking about important life events and events in the past. They will also make comparisons.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Practice 1



### 27 Complete the sentences. Use the correct form of the verb.

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

#### MONITOR

Check answers as a class. Ask students to say the verb they chose and then read the completed sentence aloud. (Answers: 1 graduated, 2 moved, 3 was born, 4 got married)

#### CHALLENGE

Ask students to write four new sentences that use the same past simple verbs they used to complete the sentences in Activity 27.

## Practice 2

WB p. 21/ act. 22



### 22 Complete the sentences. Use the correct form of the verbs in the box.

- Read the directions aloud. Explain that students should complete the sentences by writing the correct form of the verbs in the box.
- Have volunteers read the verbs aloud. Do the first item together as a class. Then have students work independently.

## Practice 3

WB p. 21/ act. 23



### 23 Complete the sentences. Use *when*, *ago*, or *later* and the correct form of the verbs.

- Read the directions aloud. Explain to students that they must complete the sentences using the information in the chart. Tell them to use *when*, *ago*, or *later* and the correct form of the verbs.

## Practice 4



### 28 Complete the dialog. Use the correct form of the words.

- Read the directions aloud. Complete Item 1 with the class. Model: *The signal words this year and the picture tell me that the event already happened. So I want to use the past simple form of graduate, which is graduated.*

#### MONITOR

Have classmates check one another's work to see if they have completed the dialog correctly. (Answers: 1 graduated, 2 started, 3 was, 4 went, 5 oldest, 6 older)

### 21st Century Health Literacy

- Say: *Keeping your brain active is one way to stay healthy.* Once students complete Activity 28, ask: *What did Ben's grandmother do to keep her brain healthy?* (She went to college when she was fifty-seven.) Have students suggest things they can do to keep their brains sharp. (Answers might include read, learn new skills, study, and do puzzles.)

## Self-assessment



### I Can

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

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 2 Practice Tests in the Assessment Pack.

WB Unit 2/ p. 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. 24



### 24 Complete the dialog. Use the correct form of the words in parentheses.

- Direct students to WB Activity 24 on page 21. Read the directions aloud. Explain to students that they must complete the dialog using the correct form of the adjective in parentheses.

## Extra Application and Practice Activity

- Have pairs practice and perform the completed dialog in Activity 28. If possible, students can create audio or video recordings of their performances to review their pronunciation and intonation.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 2 Unit Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 2 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

# 3

# Helping Others

## Objectives

### Reading

- Can understand short school-related messages in emails, text messages, and social media postings.
- Can find specific information about typical free-time activities for young people in simple illustrated information leaflets.
- Can draw simple conclusions about the information given in a factual text on a familiar topic.

### Listening

- Can identify specific information in short, simple dialogs in which speakers make arrangements to do something, if spoken slowly and clearly.
- Can extract the key details from extended informational monolog, if delivered in clear standard speech.

### Speaking

- Can take part in a discussion on a topic of general interest, given time to prepare.
- Can give brief reasons for their opinions on familiar topics.

### Writing

- Can write simple letters with appropriate paragraph breaks, given a model.
- Can create a poster to advertise an event or product, given a model.

### Grammar

- Can make offers and suggestions using *could*.
- Can use *going to* with reference to predicted future events and situations.

## Unit Projects

### Family Connection

Have students tell their families that they are learning about helping others through planning and carrying out fundraising activities. Emphasize that participation in fundraising activities does not have to be financial – students learn that contributing time and ideas are important parts of a successful campaign. Students can share ideas from their families with the class or on the bulletin board display.

# Key Language

## Key Vocabulary

### Fundraising activities

donate  
have an art fair  
have a cake sale  
have a concert  
have a dance  
make something  
raise money  
sell tickets

### Advertising

blog  
design posters  
make a video  
post a video/article  
on the school website  
write an article

### Expressions

I'm not so sure.  
Like what?  
looking forward to  
That sounds like a good  
idea!  
Wait a minute.  
Who doesn't like... ?  
You know,...

## Content Words

advertisement  
depressed  
effective  
double  
focus  
intergenerational  
font  
isolation  
get across  
population  
impatient  
pre-school  
layout  
residents  
retirement home

## Grammar/Structures

How **could** we raise money for our club? We **could** have a car wash.

How much **could** they charge to wash one car? They **could** charge \$10 for a small car. For a bigger car, they **could** charge \$15.

**Are you going to have** a concert? Yes, we **are**.

How **is she going to** tell people about it? She's **going to** make posters.

## Phonics

**The sounds:** lk, mb

## Help Is on the Way! Bulletin Board

Create a bulletin board entitled *Help Is on the Way!* Include examples of effective charities and the programs and services they offer. You can include brochures from local, national, and international organizations, as well as printouts from websites. Use labels to identify each group and describe how it helps others. Allow students to add examples of other helpful groups and individuals to the display as they explore the unit.

# Language in Context Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about helping others.

## Key Language

donate, have an art fair, have a cake sale, have a concert, have a dance, make something, raise money, sell tickets; blog, design posters, make a video, post a video/article on the school website, write an article

# 3 Helping Others

## Language in Context

I will learn to talk about helping others.

**1** Read about how children are helping others. Answer the questions with a partner. Then listen and check.

**1 Cupcakes for Cancer** Thirteen-year-old Blakely Colvin had a friend with leukemia, a kind of cancer. Blakely wanted to help her sick friend. What could she do? She decided to sell cupcakes after school. She sold her cupcakes for \$1 each and, with the help of friends, they raised \$5,000 in six weeks.

On average, how many cupcakes did Blakely and her friends bake every day?

**2 Creative Children for Charity** Chirag Vedulaipalli wanted to do something to help others. He always loved to paint and draw. When he was nine years old, he decided he could sell his artwork and donate the money to a local children's hospital in Seattle, Washington, a big city on the west coast of the U.S.A. Chirag's friends loved the idea, too. Chirag and ten of his friends each created one piece of art. They sold them for \$20 each.

How much money did Chirag and his friends raise for the children's hospital?

**3 Biking for America** When Joseph Machado was 13 years old, he decided he could help children who are less fortunate and could do what he likes best, too – bike riding. He created Biking for America. Joseph rode his bike from California to Washington, D.C., raising money along the way. Joseph rode his bike 120 kilometers a day for 39 days.

In total, how many kilometers did Joseph ride?

**2** Read. Use the words from the boxes to complete the sentences. Then listen and check.

**A** The school choir is entering a big singing competition. The choir wants to buy new outfits for it. They need to raise money to buy them. Listen to their ideas:

art fair   cake sale   concert

Fundraising		
1 We could have a/an _____.	2 We could have a/an _____.	3 We could have a/an _____.
We could sell cookies, pies, and cakes!	Local artists could exhibit and sell their work.	We could perform songs and dances with a specific theme.

**B** The choir has ideas for how to advertise their fundraising activities. Listen.

article   posters   video

Advertising		
1 We're going to design colorful _____ and hang them up around school.	2 I am going to write a/an _____ about our activities for the school newspaper.	3 We're going to make a/an _____ of the choir performing and post it on the school website.

**3** Work with a partner. Listen. Ask and answer.

What could they do to raise money? They could bake cookies and sell them.

What are they going to do to tell people about it? They're going to make posters and hang them up around school.

**THINK BIG** What else could they do to raise money? How else could they advertise their fundraising activities?

## Warm-up

- Say: A compound word is made up of two words that are combined to form a new word. Fund means "money" and raise means "collect." So to fundraise means "to collect money."
- Have students brainstorm other compound words and create matching puzzles by writing separate words on index cards. Then have students choose index cards for four or five words and try to combine them to make compound words.

## ASSIST

- Provide students with compound words to use: *artwork, cupcake, newspaper, something, website.*
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about helping others.*

- Tell students that they will read and talk about ways to help others and contribute to their school organizations by raising money.

## Presentation

### 1 Read about how children are helping others. Answer the questions with a partner. Then listen and check.

- Read the directions aloud. Ask volunteers to read the heading for each item aloud and predict what the paragraph will be about.
- Have students read the items independently and work with a partner to answer the questions.

#### MONITOR

Play Audio Track 39. Have students listen to check their answers. (Answers: 1 On average, they baked 120 cupcakes every day. 2 They raised 220 dollars. 3 He rode 4,680 kilometers.)

## Practice 1 WB p. 22/ act. 1

### 1 Which activities do you see in the pictures? Write the numbers.

- Read the directions aloud. Say: *Which of the activities that are listed are in the pictures? Write the number of the picture next to the correct activity.*
- Ask volunteers to read the activities aloud. Students complete the activity independently.

## Practice 2 WB p. 22/ act. 2

### 2 Look at 1. Which fundraising activity would these people be best at doing? Write the numbers.

- Read the directions aloud. Say: *Which of the activities in the pictures would be best for these people? Write the number of the sentences.*
- Ask volunteers to read the sentences aloud. Students complete the activity independently.

## Practice 3 40

### 2 Read. Use the words from the boxes to complete the sentences. Then listen and check.

- Read the directions aloud. Have students preview the words in the boxes and the pictures. Say: *A choir is a group that sings. The texts describe three ways to raise money for a school choir. They also describe three ways to advertise their fundraising events.*
- Have students complete the activity independently.
- Play Audio Track 40 and have students listen to check their work. There is extra audio which they will listen to that is not in their Student's Book. Guide them to listen carefully.

#### MONITOR

Check answers as a class. (Answers: A 1 cake sale, 2 art fair, 3 concert, B 1 posters, 2 article, 3 video)

#### CHALLENGE

Ask: *Why do you see "a/an" before these blanks? (The missing word might begin with a vowel sound. If it does, an is necessary. If it begins with a consonant sound, a is necessary.)*

## Speaking

### 3 Work with a partner. Listen. Ask and answer.

- Read the directions aloud. Say: *You and a partner will talk about these fundraising activities. You'll also talk about how students will tell others about the activities. Have students practice similar conversations in pairs.*

#### MONITOR

Remind students to use the completed charts in Activity 2 as they talk. Listen to make sure that students use *could* to talk about possibilities and *going to* to talk about events in the future.

## Think BIG

### 21st Century Critical Thinking

- Ask students the questions and write their answers on the board. Encourage them to express themselves as best they can.

## Lesson Objective

#### INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about helping others.*
- Encourage awareness of what students have learned by quickly eliciting a few ways to fundraise.

## Homework 41 WB p. 23/ act. 3 & 4

### 3 Unscramble and write the words.

- Direct students to WB Activity 3 on page 23. Tell students to unscramble the letters to make words. The pictures will help them.

### 4 Complete the sentences with the words in 3. Then listen and check.

- Direct students to WB Activity 4 on page 23. Tell students to complete the sentences with words from Activity 3. Tell them to play Audio Track 41 and check their answers.

### Think BIG

- Direct students to the Think Big WB Activity on page 23. Tell students to write about one idea to fundraise for the children's hospital.

## Extra Application and Practice Activity

- Using the notes on the board from the Think Big activity on Student's Book page 29, have small groups make a presentation on how they would raise money for their preferred charity/foundation.

# 3

# Helping Others

## Language in Context

I will learn to talk about helping others.

39  
1

Read about how children are helping others. Answer the questions with a partner. Then listen and check.

**1 Cupcakes for Cancer** Thirteen-year-old Blakely Colvin had a friend with leukemia, a kind of cancer. Blakely wanted to help her sick friend. What could she do? She decided to sell cupcakes after school. She sold her cupcakes for \$1 each and, with the help of friends, they raised \$5,000 in six weeks.

On average, how many cupcakes did Blakely and her friends bake every day?

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How much money did Chirag and his friends raise for the children's hospital?

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In total, how many kilometers did Joseph ride?





Read. Use the words from the boxes to complete the sentences. Then listen and check.

**A** The school choir is entering a big singing competition. The choir wants to buy new outfits for it. They need to raise money to buy them. Listen to their ideas:

art fair    cake sale    concert

Fundraising		
<p><b>1</b> We could have a/an _____ . We could sell cookies, pies, and cakes.</p>	<p><b>2</b> We could have a/an _____ . Local artists could exhibit and sell their work.</p>	<p><b>3</b> We could have a/an _____ . We could perform songs and dances with a specific theme.</p>

**B** The choir has ideas for how to advertise their fundraising activities. Listen.

article    posters    video

Advertising		
<p><b>1</b> We're going to design colorful _____ and hang them up around school.</p>	<p><b>2</b> I am going to write a/an _____ about our activities for the school newspaper.</p>	<p><b>3</b> We're going to make a/an _____ of the choir performing and post it on the school website.</p>

**3** Work with a partner. Listen. Ask and answer.



What could they do to raise money?

They could bake cookies and sell them.

What are they going to do to tell people about it?

They're going to make posters and hang them up around school.



What else could they do to raise money?  
How else could they advertise their fundraising activities?

# Reading Lesson

## Lesson Flow



## Lesson Objective

I will understand a text about fundraising.

## Key Language

have a cake sale, make something, raise money, sell tickets; blog; looking forward to, Who doesn't like... ?

**Reading | School blog**  
I will understand a text about fundraising.

14 Listen and read. What did wburrrington suggest?

**DENTON SCHOOL BLOG**  
On Wednesday, April 15 at 1:37 p.m., Mr. Thompson wrote...  
**FUNDRAISING TIME!**  
The Sports Department is asking students in grades 7–10 to help out with this year's fundraising activities. We're going to use the money to help pay for new equipment, refreshments after games, and trips to games at other schools.  
If you have any ideas for fundraising activities, please post them in the comments section below.

**COMMENTS**

**cromano said**  
We could sell chocolate bars. Who doesn't like chocolate? 😊

**rmcnally said**  
I like chocolate! Let's have a cake sale. We could sell chocolate cake, brownies, and chocolate chip cookies. I'm getting hungry!

**wburrrington said**  
We could have a dance. My brother's class did that at his high school, and they made a lot of money.

**jharmon said**  
Yes, we could make something, like T-shirts with the name of our school on them. And then we could sell them on the school website.

**lscott said**  
I have a good idea! Why don't we have a 5 km fun run around the town? It could end on our school sports field, and we could charge an entry fee and sell our school T-shirts, too.

**tjameson said**  
At my middle school, we had a basketball shoot-out to raise money. Children had to pay to shoot ten balls and the person with the best score in each class got a prize. It was a lot of fun!

Login to add your comment below.

On Monday, April 20, at 9:02 a.m., Mr. Thompson wrote...  
**FUNDRAISING UPDATE**  
Thanks for all the great ideas! The sports teachers and I discussed all the ideas you gave us and a few other ones. Here's the fundraising plan that we came up with for this year:

- **Grade 7:** You're going to sell chocolate bars. We're going to order them from Charlie's Chocolates. They cost a dollar each. Mr. Campbell, the basketball teacher, is going to give you more information on Thursday.
- **Grade 8:** You're going to sell water bottles with our school name and logo on them. The bottles cost \$2.50 each. Miss Carpenter, the tennis teacher, is going to tell you more about it tomorrow after lunch.
- **Grade 9:** You're going to have a dance and sell tickets to it. It's going to be in the school gym on Saturday night, May 8. Ms. Richards and Mr. Benson, the soccer coaches, are going to meet you in the cafeteria next Tuesday before lunch to talk more about it.
- **Grade 10:** You're going to have a cake sale. Mrs. Fenton, the school nurse, is going to meet you this Friday, in the Grade 10 hallway, to give you more information.

We're all looking forward to this year's fundraising events. We know they're going to be a big success!

**Reading Comprehension**

5 Answer the questions with a partner.

- 1 What fundraising ideas did students post?
- 2 What is each grade going to do to raise money?

**THINK BIG** Which fundraising idea do you think is the best? Why?

30 Unit 3 Unit 3 31

## Warm-up



- Create a word cluster around the word *blog*. Say: A blog is a site on the internet. The word blog is short for weblog. In the past the internet was sometimes called "the web"; log can mean "record of events".
- Point out that the word *blog* is short, friendly, and funny and that the writing on many blogs is friendly and informal. Blogs usually include many abbreviations, contractions, and exclamation points.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: Today I will understand a text about fundraising.

- Students will listen to and read a school blog about a fundraising plan. They will answer questions about it and discuss ideas related to it.

## Pre-reading



- Have students read the title aloud and preview the pictures. Say: A blog often has more than one author. For example, one person writes a blog article, called

an entry. Readers then leave their ideas or comments. This school blog has two entries and six comments. Have students use layout and design clues to identify the entries and the comments.

- Preview the names in the story. Point out that each comment has a name, which is an abbreviation. Say: *Each name includes the first letter of the student's first name and the student's whole last name.* Have students follow this rule and say what their abbreviated name would be.

## Reading 42



### 4 Listen and read. What did wburrrington suggest?

- Play Audio Track 42 and have students listen and read along.
- Ask the question in the directions: What did wburrrington suggest? (Answer: wburrrington suggested they could have a dance.)

## Comprehension 1

### MONITOR

Ask questions to check for understanding: *What is the school going to use the money for?* (sports – to buy new equipment, pay for refreshments after games, and take trips to games at other schools) *What did jharmon suggest?* (selling something with the school name on it).

### ASSIST

Replay the audio as needed. Pause after each paragraph and use simple language to explain unfamiliar words and phrases. Say: Refreshments are foods and drinks. Discussed means “talked about”.

## Comprehension 2

### 5 Answer the questions with a partner.

- Read the directions aloud. Have students work in pairs to find answers in the school blog.

**Health Literacy:** Have students think about how healthy each fundraising suggestion is. Ask: *Do you think it is important for the Athletics Department fundraiser to sell healthy items? Why or why not?*

### MONITOR

Check answers as a class. (Answers: 1 The ideas the students posted are: sell chocolate bars, have a cake sale, have a dance, make something like T-shirts, have a 5 km fun run, have a basketball shoot-out. 2 Grade 7 is going to sell chocolate bars, Grade 8 is going to sell water bottles, Grade 9 is going to have a dance, and Grade 10 is going to have a cake sale.)

### ASSIST

Replay the audio as needed, review, and correct any errors in understanding. Suggest that students note down who is going to give each grade more information.

## Think BIG

### 21st Century Communication

- Read each question aloud and write students' answers on the board. Place students in pairs and have them write their answers in their notebooks. Ask students to read their comments to the class.

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have understood a text about fundraising.*

- Encourage awareness of what the students have learned by quickly eliciting a few things they remember about the text, for example, how many fundraising ideas they have planned.

## Homework 43 WB p. 24/ act. 5 & 6

### 5 Listen and read. Then answer the questions.

- Direct students to WB Activity 5 on page 24. Tell students to play Audio Track 43, listen and read along, and answer the questions.

### 6 What new fundraising ideas do you have? Add a comment.

- Direct students to WB Activity 6 on page 24. Tell students to write their own fundraising ideas.

## Extra Application and Practice Activity

- Have students vote to choose the top two or three fundraising ideas from the comments. Then have them say how they would carry out each of the fundraising ideas.

### CHALLENGE

Challenge students to work together to combine two or more suggestions into one fundraising activity. For example, if one student suggests selling T-shirts and another suggests creating a school mascot, they might combine the two suggestions into one activity – selling T-shirts that show the school's mascot on them.

I will understand a text about fundraising.



Listen and read. What did wburrington suggest?

**DENTON SCHOOL BLOG**

*On Wednesday, April 15 at 1:37 p.m., Mr. Thompson wrote...*

## FUNDRAISING TIME!

The Sports Department is asking students in grades 7–10 to help out with this year’s fundraising activities. We’re going to use the money to help pay for new equipment, refreshments after games, and trips to games at other schools.

If you have any ideas for fundraising activities, please post them in the comments section below.

### COMMENTS

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I like chocolate! Let’s have a cake sale. We could sell chocolate cake, brownies, and chocolate chip cookies. I’m getting hungry!

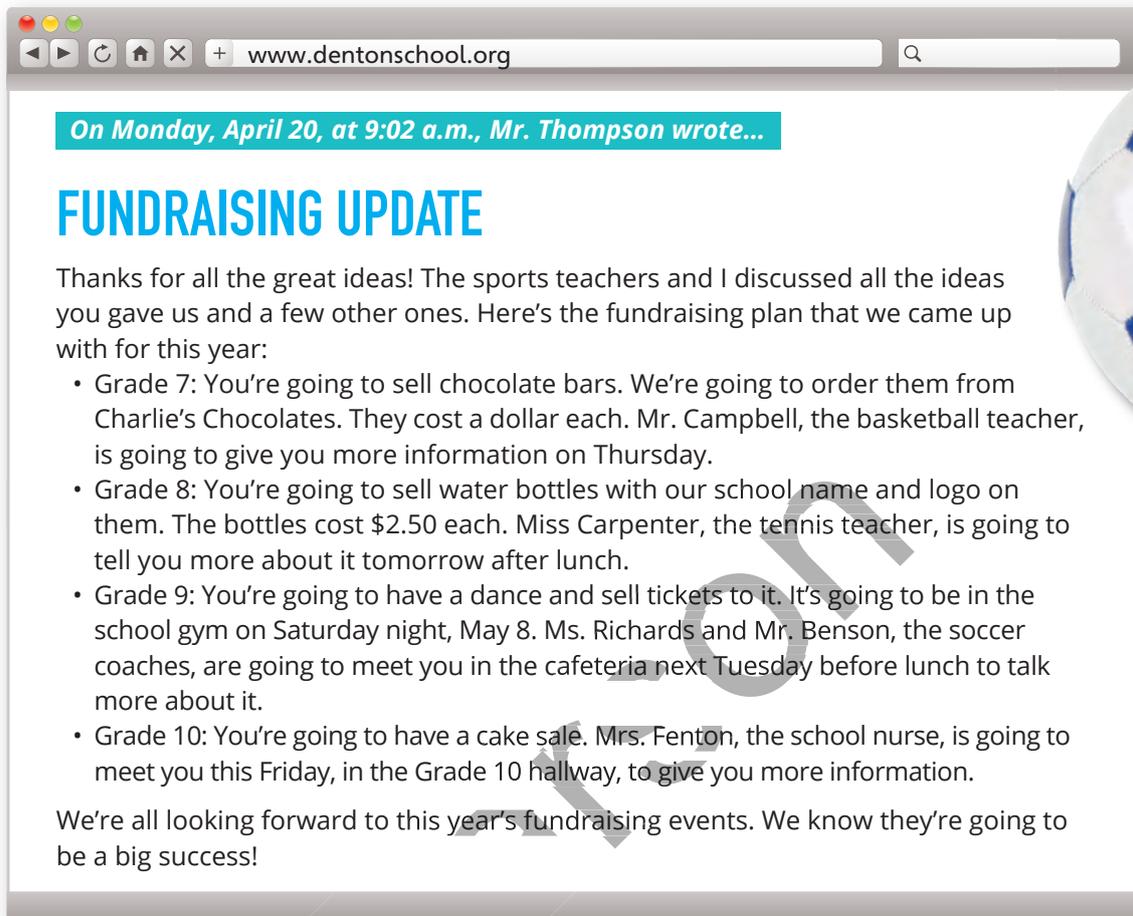
**wburrington said**  
We could have a dance. My brother’s class did that at his high school, and they made a lot of money.

**jharmon said**  
Yes, we could make something, like T-shirts with the name of our school on them. And then we could sell them on the school website.

**lscott said**  
I have a good idea! Why don’t we have a 5 km fun run around the town? It could end on our school sports field, and we could charge an entry fee and sell our school T-shirts, too.

**tjameson said**  
At my middle school, we had a basketball shoot-out to raise money. Children had to pay to shoot ten balls and the person with the best score in each class got a prize. It was a lot of fun!

**Login** to add your comment below.



On Monday, April 20, at 9:02 a.m., Mr. Thompson wrote...

## FUNDRAISING UPDATE

Thanks for all the great ideas! The sports teachers and I discussed all the ideas you gave us and a few other ones. Here's the fundraising plan that we came up with for this year:

- Grade 7: You're going to sell chocolate bars. We're going to order them from Charlie's Chocolates. They cost a dollar each. Mr. Campbell, the basketball teacher, is going to give you more information on Thursday.
- Grade 8: You're going to sell water bottles with our school name and logo on them. The bottles cost \$2.50 each. Miss Carpenter, the tennis teacher, is going to tell you more about it tomorrow after lunch.
- Grade 9: You're going to have a dance and sell tickets to it. It's going to be in the school gym on Saturday night, May 8. Ms. Richards and Mr. Benson, the soccer coaches, are going to meet you in the cafeteria next Tuesday before lunch to talk more about it.
- Grade 10: You're going to have a cake sale. Mrs. Fenton, the school nurse, is going to meet you this Friday, in the Grade 10 hallway, to give you more information.

We're all looking forward to this year's fundraising events. We know they're going to be a big success!

### Reading Comprehension

**5** Answer the questions with a partner.

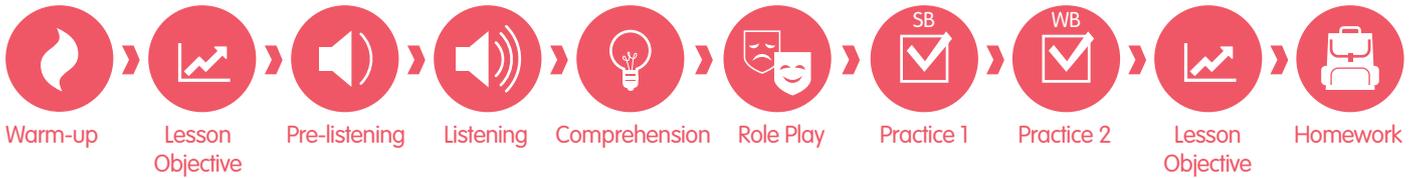
- 1 What fundraising ideas did students post?
- 2 What is each grade going to do to raise money?



Which fundraising idea do you think is the best? Why?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about raising money.

## Key Language

have an art fair, raise money, sell tickets; I'm not so sure., Like what?, Wait a minute., That sounds like a good idea!, You know,...

### Language in Action

I will listen to a dialog about raising money.

**6** Listen and read. What are the raffle winners going to get?

**Vicky:** Let's talk about how we're going to raise money for our class trip. Any ideas?

**Tanya:** I have an idea. We could all make something to sell.

**Vicky:** Like what?

**Tanya:** Well, we all like art. I like painting, you're good at sculpture, and Susie likes taking pictures...

**Caroline:** So we could have an art exhibit here at the school.

**Tanya:** Yes!

**Vicky:** Wait a minute. Are people really going to buy our things? I'm not so sure.

**Caroline:** Well, we could sell tickets to the exhibit. You know, raffle tickets.

**Vicky:** Oh, I see. We sell raffle tickets, and we pick the winners at the exhibit. The winners take home the art!

**Tanya:** That sounds like a good idea. Let's tell the class.

**7** Practice the dialog in 6 with a partner.

**8** Listen and stick. Then answer the questions.



32 Unit 3

## Warm-up

**Materials:** Index cards

- Say: A raffle is a lottery with a prize or prizes. Have the class design a raffle. First, students work together to choose the prize(s). They then decide on a fair way to select the winner(s). For example: Each student might write his or her name on a slip of paper. Place the slips in a bowl or small box, mix them up, and draw a name for each prize.

- Raffle off a small prize using the method that the class describes. Discuss how to keep a raffle fair for all who enter it.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: Today I will listen to a dialog about raising money.

- Students will read, listen to, and practice a dialog, and answer a question about the dialog. Students will also listen to conversations about fundraising ideas.

## Pre-listening

- Point to the three girls in the picture. Introduce them as *Vicky, Tanya, and Caroline*. Ask: *What are they doing?* (Answer: They're talking.) Tell students that they will hear Vicky, Tanya, and Caroline talking about ways to raise money for their class trip.

## Listening

### 6 Listen and read. What are the raffle winners going to get?

- Read the directions aloud. Play Audio Track 44 and have students listen and read along.
- Have volunteers answer the question. (Answer: They are going to get the art.)

## Comprehension

- Replay Audio Track 44 and have students listen and read along.

### MONITOR

Ask questions to check for understanding: *Why does the class need money?* (for a class trip) *What does Tanya think they should sell?* (art) *What is Vicky not sure about?* (She is not sure people are going to buy their art.)

### ASSIST

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

### CHALLENGE

Ask: *What is the difference between selling tickets to an art exhibition and selling raffle tickets at an art exhibition?* (Selling tickets to an art exhibition allows people to enter the fair to see the paintings, sculptures or pictures. Selling raffle tickets at an art exhibition gives people a chance to win a prize.)

### 21st Century Social Skills

- Say: *When you disagree with someone, sometimes the word no can sound harsh.* Have students review the dialog in Activity 7 and find what Vicky says when she disagrees with Tanya and Caroline. ("Wait a minute. Are people really going to buy our things? I'm not so sure.") Discuss why Vicky's statement is not likely to hurt Caroline's and Tanya's feelings.

## Role Play

### 7 Practice the dialog in 6 with a partner.

- Read the directions aloud. Invite pairs to read the dialog aloud, swap parts, and repeat.

### MONITOR

As students work, listen for proper pronunciation and appropriate intonation.

## Practice 1

P. T143  
45

Materials: Stickers

### 8 Listen and stick. Then answer the questions.

- Help students find the Unit 3 stickers at the back of the Student's Book. Then read the directions aloud.
- Play Audio Track 45. Have students place the stickers on the page and then answer the questions.

### MONITOR

As students work, make sure that they place the stickers in the correct order. Check answers as a class. (Possible answers: 1 She could help bake cookies. 2 They're going to hold up the signs by the street. 3 He's going to show her how to upload the video onto the website. 4 She could help them put posters up around the school.)

## Practice 2

46

WB p. 25/ act. 7

### 7 Listen. Then circle the correct answers.

- Read the directions aloud and ask volunteers to read the numbered sentences and possible answers aloud.
- Play Audio Track 46. Students complete the activity.

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about raising money.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog, e.g., Tanya's idea to raise money.

## Homework

WB p. 25/ act. 8 & 9

### 8 Look at 7. Then circle the best meaning for each expression.

- Direct students to WB Activity 8 on page 25. Tell students to read and repeat the expressions, then circle the best meanings.

### 9 Complete with two of the expressions in 8.

- Direct students to WB Activity 9 on page 25. Tell students to complete the dialog with the correct expressions in Activity 8.

## Extra Application and Practice Activity

- Have partners make up an interview with one of the students shown in Activity 8. One student takes the role of the student and the other the role of the interviewer. Model: *What are you doing? I'm making cookies. What are you going to do with them? I'm going to sell them at a cake sale. How are people going to find out about the sale? Our teacher is going to make an announcement in class.*
- Invite volunteers to perform their interviews for the class.

# Language in Action

I will listen to a dialog about raising money.

44  
6

Listen and read. What are the raffle winners going to get?

**Vicky:** Let's talk about how we're going to raise money for our class trip. Any ideas?

**Tanya:** I have an idea. We could all make something to sell.

**Vicky:** Like what?

**Tanya:** Well, we all like art. I like painting, you're good at sculpture, and Susie likes taking pictures...

**Caroline:** So we could have an art exhibit here at the school.

**Tanya:** Yes!

**Vicky:** Wait a minute. Are people really going to buy our things? I'm not so sure.

**Caroline:** Well, we could sell tickets to the exhibit. You know, raffle tickets.

**Vicky:** Oh, I see. We sell raffle tickets, and we pick the winners at the exhibit. The winners take home the art!

**Tanya:** That sounds like a good idea! Let's tell the class.



7

Practice the dialog in 6 with a partner.

45  
8

Listen and stick. Then answer the questions.

1 What could she do?

2 What are they going to do?

3 What's he going to do?

4 What could she do?

# Grammar

**I will learn to** use *could* to talk about suggestions.

**I will learn to use** *be going to* to talk about events in the future.

How **could** we raise money for our club?

We **could** have a car wash.

How much **could** they charge to wash one car?

They **could** charge \$10 for a small car.  
For a bigger car, they **could** charge \$15.

**Tip:** Use *could* to express possibility or make suggestions.

- 9** Complete the questions or answers. Use **How could** or **What could** plus one of the words or phrases in the box.

do to help    help us    make    raise money    tell people

- 1** **A:** \_\_\_\_\_ we \_\_\_\_\_ about the drama club?  
**B:** We could make posters.
- 2** **A:** \_\_\_\_\_ they \_\_\_\_\_ in their community?  
**B:** They could clean up the town park.
- 3** **A:** \_\_\_\_\_ she \_\_\_\_\_ at the cake sale?  
**B:** She could put the frosting on the cupcakes.
- 4** **A:** \_\_\_\_\_ they \_\_\_\_\_ for new equipment?  
**B:** They could have an art fair and sell their art work.
- 5** **A:** \_\_\_\_\_ I \_\_\_\_\_ for the art fair?  
**B:** You could make a collage.



**Are you going to have** a concert?

Yes, we **are**.

How **is she going to** tell people about it?

She's **going to** make posters.

**Tip:** Use *is/am/are going to* to talk about events in the future.

- 10** Complete the sentences with the correct form of **be + going to**.

**Lisa:** Our soccer team <sup>1</sup>\_\_\_\_\_ have a cake sale next week.

**Paul:** Really? <sup>2</sup>\_\_\_\_\_ you \_\_\_\_\_ bake something?

**Lisa:** Uh... no. I'm not into baking.

**Paul:** So what <sup>3</sup>\_\_\_\_\_ you \_\_\_\_\_ do to help?

**Lisa:** I <sup>4</sup>\_\_\_\_\_ post an article on the school website.

# Grammar Lesson

## Lesson Flow



## Lesson Objectives

I will learn to use *could* to talk about suggestions.

I will learn to use *be going to* to talk about events in the future.

## Key Language

How **could** we raise money for our club? We **could** have a car wash.

How much **could** they charge to wash one car? They **could** charge \$10 for a small car. For a bigger car, they **could** charge \$15.

**Are you going to have** a concert? Yes, we **are**.

How **is she going to** tell people about it? She's **going to** make posters.

### Grammar

I will learn to use *could* to talk about suggestions.  
I will learn to use *be going to* to talk about events in the future.

How **could** we raise money for our club? We **could** have a car wash.  
How much **could** they charge to wash one car? They **could** charge \$10 for a small car. For a bigger car, they **could** charge \$15.  
**Tip:** Use *could* to express possibility or make suggestions.

**9** Complete the questions or answers. Use *How could* or *What could* plus one of the words or phrases in the box.

do to help   help us   make   raise money   tell people

1 A: \_\_\_\_\_ we \_\_\_\_\_ about the drama club?  
B: We could make posters.

2 A: \_\_\_\_\_ they \_\_\_\_\_ in their community?  
B: They could clear up the town park.

3 A: \_\_\_\_\_ she \_\_\_\_\_ at the cake sale?  
B: She could put the icing on the cupcakes.

4 A: \_\_\_\_\_ they \_\_\_\_\_ for new equipment?  
B: They could have an art fair and sell their art work.

5 A: \_\_\_\_\_ I \_\_\_\_\_ for the art fair?  
B: You could make a collage.

**Are you going to have** a concert? Yes, we **are**.  
How **is she going to** tell people about it? She's **going to** make posters.  
**Tip:** Use *is/am/are going to* to talk about events in the future.

**10** Complete the sentences with the correct form of *be + going to*.

Lisa: Our soccer team <sup>1</sup> \_\_\_\_\_ have a cake sale next week.  
Paul: Really? <sup>2</sup> \_\_\_\_\_ you \_\_\_\_\_ bake something?  
Lisa: Uh... no. I'm not into baking.  
Paul: So what <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ do to help?  
Lisa: I <sup>4</sup> \_\_\_\_\_ post an article on the school website.

Unit 3 33

## Warm-up

- Write these sentences on the board: *We could make a poster. We're going to make a poster.* Ask: *What is the difference between these sentences?* (The first sentence offers a suggestion. It might happen. The second sentence tells what is going to happen. The speaker is sure it will happen.)
- Bring three students to the front of the class. Put a piece of paper on the board with a smiley face or other simple image on it.

- Hand out a different colored marker to each student. Prompt the students to make sentences with their colors: *You could color it orange. You could color it green,* etc. Take a marker from one of the students. Say to the class: *I'm going to color it blue.* Then color the face in blue. Repeat the activity with four other students and a new image on the board.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use could to talk about suggestions and be going to to talk about events in the future.*

- Students will use *could* to express possibilities and make suggestions and *be going to* to talk about future events.

## Presentation



- Have volunteers read the sentences in the grammar box aloud. Say: *It could rain tonight.* Ask: *Is this a possibility or a suggestion?* (possibility) Say: *If you're hot, you could open the window.* Ask: *Is this a possibility or a suggestion?* (suggestion)
- Say: *Could is a verb. It is usually used with another verb.* Have students name the other verbs in the sample sentences. (*raise, charge, have, charge*)
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



**9 Complete the questions or answers. Use *How could* or *What could* plus one of the words or phrases in the box.**

- Read the directions aloud and do Item 1 as a class. Have students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 *How could, tell people*; 2 *How could, help people*; 3 *What could, do to help*; 4 *How could, raise money*; 5 *What could, make*)

## Practice 2

WB p. 26/ act. 10



**10 Complete the questions. Use *How could* or *How much could*. Then match the questions with the suggestions. Write the numbers.**

- Ask volunteers to read the questions and suggestions in the grammar box.
- Read the directions aloud and have volunteers read the questions. Complete Item 1 together as a class.
- Have students complete the questions independently. Review the questions before students match them with the suggestions.

## Presentation 2



- Have volunteers read the sentences in the second grammar box aloud.
- Say: *Be going to is used with another verb.* Have students identify the other verbs in the sample sentences. (*have, tell, make*)

## Practice 3



**10 Complete the sentences with the correct form of *be + going to*.**

- Read the directions aloud and do Item 1 as a class, then students complete the activity independently.

### MONITOR

Check answers as a class. (Answers: 1 *is going to*, 2 *Are... going to*, 3 *Are... going to*, 4 *I'm/I am going to*)

## Practice 4

WB p. 27/ act. 13



**13 Complete the sentences. Use *am/is/are going to*.**

- Ask volunteers to read the question and answer in the grammar box.
- Read the directions aloud. Explain that the students have to complete the sentences in the news bulletin with *is/am/are going to*.
- Have students complete the activity independently.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use could to talk about suggestions and be going to to talk about events in the future.*

- Encourage awareness of what the students have learned by eliciting sentences with *could* and *be going to*.

## Homework

WB pp. 26 & 27/ act. 11, 12 & 14



**11 Read the sentences. Complete the sign-up sheet with the correct names. Then complete the sentences. Use *could*.**

- Direct students to WB Activity 11 on page 26. Tell students to first read the numbered sentences and then complete the sign-up sheet with the correct name.

**12 Look at 11. How and when could you help?**

- Direct students to WB Activity 12 on page 26. Tell students to think of their own schedule and write a sentence or two about how and when they could help.

**14 Look at the students' schedule for next week. Complete the questions and answers. Use *am/is/are going to* and the verbs in the chart.**

- Direct students to WB Activity 14 on page 27. Tell students to complete the questions and answers.

## Extra Application and Practice Activity

**Materials:** Index cards, envelopes

- Have students create sentence puzzles. Students write a sentence using *could* or *be going to* with each word of their sentence on a separate index card. Students shuffle the cards, and place them in an envelope. Invite students to exchange envelopes and try to make sentences.

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about creating an effective advertisement.

## Key Language

advertisement, effective, focus, font, get across, impatient, layout

**Content Connection | Art**

I will learn about creating an effective advertisement.

**CONTENT WORDS**  
font effective focus get across impatient advertisement layout

### Creating an Effective Poster or Ad

What makes an advertisement effective? You can easily answer this question if you walk around the city. There are thousands of advertisements, but which one catches your eye? A good ad (short for advertisement) is one that gets your attention. If it makes you focus on the important information, too, it does its job very well. Lastly, if you still remember the message after you move on, then it's a great ad!

Do the cupcakes on the poster at the bottom of the page make your mouth water? Do they make you scan the text to find out where you can get them? That's what they're there for!

An ad isn't just color and pictures. You have something to say, so the next thing you should do is to decide how much text you should write. Remember that people are impatient and will rarely read a long text to see what it's about. The amount of text should be just right to get your message across, so focus on your message and say it with as few words as possible. Your choice of font (the style of letters), font size (how big or small the letters are), and font color also play an important role. You want the text to be easy to read, especially from a distance.

Finally, you have to decide how you're going to organize both the pictures and the text on the space you have. A good layout helps people "read" the ad and communicates your message more effectively. If your poster is too busy, your message might get lost!

**12** Look at the passage. Circle the correct words.

- We know that an ad is effective when it makes us notice it / compare it with others.
- Images make us want to read / talk about the ad.
- Most people don't have the time to read / want to read long texts in an ad.

**THINK BIG** Name one ad that you have seen. Why is it effective?

34 Unit 3

## Warm-up

**Materials:** Newspapers or magazines

- Have students look through newspapers or magazines to find advertisements. Ask each student to choose one ad and hang it in the classroom. Have students take a poll. Find out if the class thinks there is one ad that is stronger than the others.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn about creating an effective advertisement.*

- Students will listen to and read about how to create an effective advertisement or poster and talk about effective design.

## Pre-reading

- Have students form groups of three or four. Read the title aloud: *Creating an Effective Poster or Ad*. Ask: *What do you think makes a poster or an ad effective?* Have groups discuss the answers.
- Preview the article by having students read the Content Words aloud. Ask students to share their understanding of these words by using them in sentences.

**11 Listen and read. What makes a great ad?**

- Read the directions aloud. Play Audio Track 47 and have students listen and read along.
- Have students answer the question. (*Answer: An ad with a great design and message grabs your attention and makes you remember its message.*)

## MONITOR

Ask questions to check for understanding: *What does a good ad do? (It gets people's attention.) What is another word for layout? (design) What can happen if an ad uses too many big letters, colors, or pictures? (It can be busy or confusing.)*

Show students models of adverts that use too many visuals or are too busy. Have students describe what they see and explain why the advert is not effective.

**21st Century Media Literacy**

- Explain that using too many fonts is a common design mistake. Say: *It's usually more effective to use only one or two fonts in a poster. There are two types of fonts: display and text. A display font is used in a headline or title. It might be complicated or elaborate and is meant to get attention. A text font is used for explanatory material and is smaller and less eye catching.*

**Practice 1** WB p. 28/ act. 15 **15 Match the words with the definitions. Write the letters.**

- Read the directions aloud. Explain that the students have to match each word in the left-hand column with its definition in the right-hand column.
- Have students work independently.

**Practice 2** **12 Look at the passage. Circle the correct words.**

- Read the directions aloud and invite students to read out the sentences. Ask which words they think best complete the sentences.
- Read out the sentences again and encourage students to identify the paragraphs where they can check their answers. Have students complete the activity individually.

## MONITOR

Ask volunteers to read out the completed sentences and ask the class if they agree. (*Answers: 1 notice it, 2 read, 3 don't have the time to read*)

## ASSIST

Tell students a good way to find the relevant information in the text is to underline key words in the sentences and then scan the text for them.

**21st Century Critical Thinking**

- Have students form groups of three or four. Have students describe one ad that they have and explain why it was effective.

## ASSIST

Help students gain confidence when expressing themselves by writing any new vocabulary items on the board.

**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 creating an effective advertisement.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, what made one ad more effective than the other.

**Homework**  48 WB p. 28/ act. 16 & 17**16 Listen and read. What does a successful ad need to have?**

- Direct students to WB Activity 16 on page 28. Tell students to play Audio Track 48 and to listen and read along. Tell students to answer the question.

**17 Look at the ads in 16. Which one is more effective? Read and check A or B.**

- Direct students to WB Activity 17 on page 28. Tell students to look at the ads again, then read the numbered sentences and check A or B.

**Extra Application and Practice Activity**

**Materials:** Newspapers or magazines

- Invite students to review the ads they looked at during the Warm-Up and repeat the class poll. Discuss how reading the article changed students' opinions about what makes an advertisement effective.

## CHALLENGE

Discuss which ad is the least effective and why. In small groups, challenge students to redesign the ad to make it more effective. Have small groups share their new ads with the class. Repeat the class poll again, and discuss why the winning ad is the most effective.

I will learn about creating an effective advertisement.



Listen and read. What makes a great ad?

### CONTENT WORDS

font effective focus get across impatient advertisement layout

## Creating an Effective Poster or Ad

What makes an advertisement effective? You can easily answer this question if you walk around the city. There are thousands of advertisements, but which one catches your eye? A good ad (short for advertisement) is one that gets your attention. If it makes you focus on the important information, too, it does its job very well. Lastly, if you still remember the message after you move on, then it's a great ad!

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Finally, you have to decide how you're going to organize both the pictures and the text on the space you have. A good layout helps people "read" the ad and communicates your message more effectively. If your poster is too busy, your message might get lost!



12

Look at the passage. Circle the correct words.

- 1 We know that an ad is effective when it makes us **notice it** / **compare it with others**.
- 2 Images make us want to **read** / **talk about** the ad.
- 3 Most people **don't have the time to read** / **want to read** long texts in an ad.



Name one ad that you have seen. Why is it effective?

I will learn about helping older people.

49  
13

Listen and read. What problem do many older people have?

## CONTENT WORDS

depressed double intergenerational isolation  
population pre-school residents retirement home

# Generations of Help .....

The population in many parts of the world is getting older. There are now more than 7 billion people, and it's possible that the number of people who are over the age of 65 will double by the year 2050.

With higher numbers of older people, there is a new problem seen in many parts of the world. Many older people are living alone, and don't have other people to talk to, or to help them if they need something. This can make people feel lonely, depressed, and even cause them to become sick.

The good news is that there are groups around the world that are trying to help. The local government in Adachi city in Japan, started the Zero Isolation Project in 2013. More than 500 volunteers visit people over the age of 70, talk to them, help them if they have problems, and help them to join social groups in their city.

In Seattle, Washington, USA, the Intergenerational Learning Center is a pre-school that is inside a retirement home. Five days a week, young children talk, play, read, and do art projects with the older people living in the retirement home. Being with the children makes the older people feel happy, and the children learn social skills while having fun.



In the Netherlands, a retirement home called Humanitas allows university students to live there for free if they spend at least 30 hours per month helping older residents. Similar programs can be found across Spain, France, and the United States. As the population continues to get older around the world, there will probably be a lot more programs like this in the future.



14

Look at the passage. Match to complete the sentences.

- |   |                                       |
|---|---------------------------------------|
| 1 Older people in Japan are getting...            | a help from the local government.     |
| 2 In Seattle, pre-school children play games...   | b if they help residents every month. |
| 3 Students in the Netherlands get free housing... | c with retirement home residents.     |



In what other ways can younger people help older people?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about helping older people.

## Key Language

depressed, double, intergenerational, isolation, population, pre-school, residents, retirement home

## Culture Connection | Around the World

I will learn about helping older people.

**13** Listen and read. What problem do many older people have?

### CONTENT WORDS

depressed double intergenerational isolation population pre-school residents retirement home

## Generations of Help

The population in many parts of the world is getting older. There are now more than 7 billion people, and it's possible that the number of people who are over the age of 65 will double by the year 2050.

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**14** Look at the passage. Match to complete the sentences.

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|---|---------------------------------------|
| 1 Older people in Japan are getting...            | a help from the local government.     |
| 2 In Seattle, pre-school children play games...   | b if they help residents every month. |
| 3 Students in the Netherlands get free housing... | c with retirement home residents.     |



In what other ways can younger people help older people?

## Warm-up



- Write *Getting Old* on the board. Ask: *What problems do some people have as they start getting old?* Have students form groups of three or four and brainstorm a list of problems.
- Have each group report their list back to the class.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about helping older people.*
- Students will listen to and read about the problem of social isolation and possible solutions.

## Pre-reading



- Preview the article by having students read the title aloud and describe what they see in the pictures. Read the Content Words aloud. Ask volunteers to share meanings of these words. Elicit what students think the article is about.

## Reading



### 13 Listen and read. What problem do many older people have?

- Play Audio Track 49 and have students listen and read along.

### MONITOR

- Pause after each paragraph and have students summarize what they read. Ask questions to check for comprehension: *How are volunteers helping in Japan?* (They are visiting older people to talk to them and help them.) *How often do young children visit the retirement home?* (five days a week) *Who lives in retirement homes for free in the Netherlands?* (University students)
- Have volunteers answer the question. (Answer: *It is when people live alone and don't have other people to talk to, or to help them if they need something. Social isolation can make people feel lonely, depressed, and even cause them to become sick.*)

### ASSIST

- Replay Audio Track 49 as necessary. Have students point to each Content Word in the text and use context clues to determine its meaning. Model for students how to use context clues to understand the meaning of new words.

## Practice 1

WB p. 29/ act. 18



### 18 Complete the sentences with the words in the box.

- Read the directions aloud. Explain that students need to use the words in the word box to complete the sentences.
- Have students read and complete the sentences independently.

## Practice 2



### 14 Look at the passage. Match to complete the sentences.

- Read the directions aloud. Explain that students need to match the first halves of the sentences in the left-hand column with the end of the sentences in the right-hand column.

### MONITOR

- Have students complete the activity independently. Check answers as a class.

## Think BIG



### 21st Century Critical Thinking

- Read the question aloud. Have students form groups of three or four and discuss ways younger people can help older people.

### MONITOR

- As students discuss the questions, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about helping older people.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, ask what social isolation is and ask students to name some of the programs that are trying to solve this problem.

## Homework

WB p. 29/ act. 19 & 20



### 19 Look at page 35 of the Student's Book. Circle Yes or No.

- Direct students to WB Activity 19 on page 29. Tell students to read the sentences and circle Yes or No. Ask students to read the passage in the Student's Book to check their answers.

### 20 How could young people help older people in your country?

- Direct students to WB Activity 20 on page 29. Tell students to think of ideas as to how young people can help older people in their country and write them down.

## Extra Application and Practice Activity

- Have students work in small groups and design another program to help the older generation be more social.

# Writing Lesson

## Lesson Flow



## Lesson Objective

I will learn to write a formal letter.

**Writing | Letter**

I will learn to write a formal letter.

**15** Read Michael's letter to his principal.

**date** → March 19, 2014

**greeting** → Dear Mrs. Miller,

**State the idea.** → My idea for a school-wide community service program is to clean up Jackson Road Park. No one uses this wonderful park any more because it's so dirty.

**State how to carry out the idea.** → We could ask each student to bring one large trash bag and fill it up with litter. Then we could put more trash cans around the park. We could also put up signs asking people not to litter.

**Explain why the idea is important.** → This is important because children need safe clean places to play. My friends are going to write to you, too. We all hope that you will give this idea careful consideration.

**closing** → Yours sincerely,  
Michael Dobson  
Grade 7

**16** What kind of school-wide community service programs could you suggest to your teacher? Discuss with a partner.

We could visit elderly people in a care home.

And we could visit sick children in a hospital.

**17** Choose one of your ideas and write a letter to your teacher. Describe your idea and explain why it's important.

36 Unit 3

## Warm-up



**Materials:** Map of your community or local area

- Display a map of your community. Say: *Our school is part of our community. What other places do you know in our community? What problems does our community face?* Write students' ideas on the board.
- Write *Community Service Program* on the board. Say: *A program is a plan to make something better. A service is an action. So what is a community service program? (a plan to make something in an area better by taking action).*
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

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

- Students will read and write a formal letter.

## Practice 1



### 15 Read Michael's letter to his principal.

- Ask: *What are some reasons you might write a letter?* (Possible answers: to share information with family, to entertain friends, to persuade readers to take action)
- Read the directions aloud. Then have volunteers read parts of the letter and the labels aloud.

MONITOR

Ask questions to check for comprehension: *What information do you find in the greeting?* (The word Dear and the name of the person the letter is written to) *What is the first thing Michael does in the body of his letter?* (He states his idea: to clean Jackson Road Park.) *What other information does Michael include?* (He explains how to carry out the idea and why it is important.) *What information is in the closing?* (the word *Sincerely*, Michael's name, and his grade)

ASSIST

Have students read Michael's letter aloud but leave off the last three or four sentences. Ask: *Why doesn't Michael stop his letter here?* (He has not given enough information to support his idea so his letter is not persuasive.)

CHALLENGE

Have students create an outline that Michael might have used to write his letter. Remind students that an outline includes the main ideas but does not include details or full sentences.

**Practice 2** WB p. 30/ act. 21



**21 Write the parts of the letter.**

- Have volunteers read the tips for writing a well-written letter in the purple box.
- Read the directions and chart labels aloud. Tell students they have to label the different parts of the letter with the words in the box. Then have students complete the chart in their notebooks independently.

**Practice 3** WB p. 30/ act. 22



**22 Look at 21. Circle the answers in the letter.**

- Read the directions aloud. Have students look at Teresa Lee's letter again and circle the sections of her letter that answer to the questions.

**Practice 4**



**16 What kind of school-wide community service programs could you suggest to your teacher? Discuss with a partner.**

- Read the directions aloud. Explain that students should discuss ideas for a school-wide community service program with a partner before suggesting them to you.
- Have volunteers read the examples in speech bubbles aloud.
- Have students work with a partner.
- Have students talk about their ideas with the class.

**Practice 5**



**17 Choose one of your ideas and write a letter to your teacher. Describe your idea and explain why it's important.**

- Read the directions aloud. Say: *Choose one of your ideas and plan your ideas for the letter first. Make sure you include all the key parts found in every formal letter but also include: your idea or suggestion, how people can carry out the idea.*
- Have students make a plan or outline for the letter with their partner first.
- Have students write the letter independently. Suggest that they refer to Michael's letter to make sure they include all the key parts of the letter.

MONITOR

Invite students to read their letters aloud. Check to make sure that the letters are complete and that they use an appropriate, formal tone.

**21st Century Leadership**

- Encourage students to take the next step and send their letters to the principal, the Parents and Teachers organization, or a local newspaper. Remind them that they should be willing to take charge of the community service program they propose. Say: *If your program becomes a reality, you'll need to set aside time for it. An important part of being a good leader is choosing projects that you can complete in the time you have.*

**Lesson Objective**



INVOLVE

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

- Encourage awareness of what students have learned by quickly eliciting the different parts of any formal letter and then the different parts that should be in a formal letter that gives a suggestion.

**Homework** WB p. 30/ act. 23



**23 Write a letter to your teacher. Suggest a plan to raise money for a charity.**

- Direct students to WB Activity 23 on page 30. Tell students to write a formal letter to raise money for a different charity to the one that they wrote about in Activity 17. Tell them to make a plan or outline for the letter before they write it.

**Extra Application and Practice Activity**

- Have students vote on the community service programs suggested in their letters in Activity 17 to see which ones the class thinks are most promising. Discuss how each of the top programs might be improved or how ideas from more than one student might be combined to create an even stronger proposal.

# Writing | Letter

I will learn to write a formal letter.

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**date** → March 19, 2014

**greeting** → Dear Mrs. Miller,

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**State how to carry out the idea.** → We could ask each student to bring one large trash bag and fill it up with litter. Then we could put more trash cans around the park.  
→ We could also put up signs asking people not to litter.

**Explain why the idea is important.** → This is important because children need safe clean places to play. My friends are going to write to you, too.  
→ We all hope that you will give this idea careful consideration.

**closing** → Yours sincerely,  
Michael Dobson  
Grade 7



**16** What kind of school-wide community service programs could you suggest to your teacher? Discuss with a partner.



We could visit elderly people in a care home.

And we could visit sick children in a hospital.



**17** Choose one of your ideas and write a letter to your teacher. Describe your idea and explain why it's important.

# Life Skills | Help others.

I will learn to talk about helping others.

**18** Look at the names of the international charity groups. Match the name of the charity group with the description of the group.

a **UNICEF**      b **Doctors Without Borders**      c **Room to Read®**      d **WWF**

- 1 This international group sends doctors and nurses to help people in almost 70 countries around the world.
- 2 This organization builds libraries and gives books to children in many different countries across Asia and Africa.
- 3 This group, part of the United Nations, works for the rights of children, including their rights to education, food, clean water, and medical care.
- 4 This conservation group works to protect the future of nature and animals. It has more than five million supporters around the world.

**19** Which of the charities in 18 is the most interesting to you? Why? Discuss with a partner.

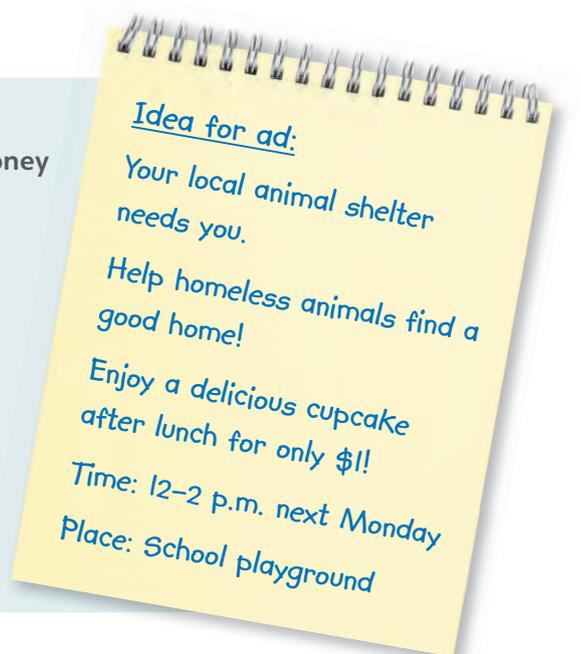


## Project

**20** Work in a small group. How could you raise money for a charity group? Write a fundraising plan. Then create an ad.

### Fundraising Plan

**Goal:** Raise \$200 for animal shelter  
**Activity:** School cake sale  
**What:** Cookies and cupcakes  
**Where:** School playground  
**When:** Next Monday lunchtime  
**How:** Create an ad



# Life Skills Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about helping others.

## Key Language

Help others.

### Life Skills | Help others.

I will learn to talk about helping others.

**18** Look at the names of the international charity groups. Match the name of the charity group with the description of the group.

a **UNICEF**      b **Doctors Without Borders**      c **Room to Read®**      d **WWF**

- 1 This international group sends doctors and nurses to help people in almost 70 countries around the world.
- 2 This organization builds libraries and gives books to children in many different countries across Asia and Africa.
- 3 This group, part of the United Nations, works for the rights of children, including their rights to education, food, clean water, and medical care.
- 4 This conservation group works to protect the future of nature and animals. It has more than five million supporters around the world.

**19** Which of the charities in 18 is the most interesting to you? Why? Discuss with a partner.



### Project

**20** Work in a small group. How could you raise money for a charity group? Write a fundraising plan. Then create an ad.

#### Fundraising Plan

**Goal:** Raise \$200 for animal shelter  
**Activity:** School cake sale  
**What:** Cookies and cupcakes  
**Where:** School playground  
**When:** Next Monday lunchtime  
**How:** Create an ad



Unit 3 37

## Warm-up



- Say: A logo is a symbol or other small design that stands for a company or group. Have students look

through magazines and newspapers to find examples of business logos. Have each student choose one logo and give a classmate instructions on how to draw the logo only by describing and not showing it. After students

complete the drawing, they can compare the original logo with their drawings and name the similarities and differences.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about helping others.*

- Students will consider ways that different charities help others. Then they will create a fundraising plan for an event and an effective advertisement.

## Practice



### 18 Look at the names of the international charity groups. Match the name of the charity group with the description of the group.

- Read the directions aloud. Say: *An international charity is a charity that does work all around the world.*
- Have students read the names of the international charities and say what they think these groups do. Then have volunteers read the charity descriptions aloud. Invite students to complete the matching activity independently.

### MONITOR

Check answers as a class. (Answers: 1 b, 2 c, 3 a, 4 d) Ask students to identify clues that helped them find the answer.

### ASSIST

Use simple language to explain unfamiliar words. Say: *Conservation means “protection”. A conservation group works to keep something safe.*

## Speaking



### 19 Which of the charities in 18 is the most interesting to you? Why? Discuss with a partner.

- Read the directions aloud. Write the names of the charities on the board and as a class, brainstorm facts about each charity and add notes to the board. (Possible answers: *Doctors Without Borders helps adults and children. UNICEF helps children. Room to Read® helps with books and education. WWF helps with the environment and animals. Doctors Without Borders helps people in 70 countries. Room to Read® helps people in Asia and Africa.*)
- In pairs, have students use the information on the board to discuss which charity they like and why. (Possible answers: *WWF is the most interesting because I want to help endangered animals. Doctors Without Borders is the most interesting because they help in 70 countries, they can help the most people.*)

### MONITOR

Invite students to share their answers with the class.

## Project



Materials: Poster paper

### 20 Work in a small group. How could you raise money for a charity group? Write a fundraising plan. Then create an ad.

- Read the directions aloud. Say: *Your fundraising plan should set a goal, name an activity and describe how the activity will be done.*

### 21st Century Critical Thinking

- Say: *There are many ways to help an organization. For example, you don't have to be a doctor to help Doctors Without Borders. You might have a fundraising drive to collect money for the group. You could also create a website or write an article to tell people about how this charity helps people.*

- Have students work in pairs or in small groups. Suggest that they review “Creating an Effective Poster or Advert” on page 34 before they create their adverts. Have students mount their fundraising plans and adverts on posters to display around the room.

### MONITOR

Check to make sure that students are using appropriate language as they talk about charities and helping others.

### 21st Century Technology Literacy

- If possible, allow students to use page layout or graphics software to design their posters. Say: *One advantage of making a poster with computer software is that you can print out many copies. It is also easy to change your design so that it's more effective.*

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about helping others.*

- Encourage awareness of what students have learned by quickly eliciting the ways some of the charities in the lesson help others.

## Extra Application and Practice Activity

- Have students walk around the classroom and view each other's fundraising plans and advertisements. Stick a piece of paper divided into two columns next to each poster. Have students write one comment that praises each poster and one comment that offers a suggestion to make the activity or advert more effective.

# Listening and Speaking Lesson

## Lesson Flow



## Lesson Objectives

I will review the sounds *lk* and *mb*.

I will learn to talk about helping my school clubs.

## Listening and Speaking

**I will review** the sounds *lk* and *mb*.

**I will learn to** talk about helping my school clubs.

**21** Listen, read, and repeat.

1 l-k lk      2 m-b mb

**22** Listen and blend the sounds.

1 w-a-lk walk      2 c-o-mb comb

3 l-a-mb lamb      4 t-a-lk talk

5 c-l-i-mb climb      6 ch-a-lk chalk

**23** Listen and chant.

A lamb can walk,  
But a lamb can't talk!  
A lamb is the color of white chalk!



**24** Read the blog and comments. Follow the instructions. Discuss your choices with a partner. What else could you do?

**HELP BEAUTIFY OUR SCHOOL!**

The art club needs your help! We're going to make our school beautiful this month. We have to be resourceful and use what we have on hand, such as basic art supplies. We don't have money to spend. Look at these ideas people have suggested and choose the best ones. Remember, if it costs money, we probably can't do it.

**Comments**

- We could make a mural and hang it outside the office.
- We could replace the old office door.
- We could paint the old office door.
- We could organize the noticeboard and make it look more attractive.
- We could put some green plants in the cafeteria.
- We could plant some flowers in front of the school.

## Warm-up



- On the board, write the sounds *lk* and *mb*. Have students say words they know that contain these sounds. Write the words under each sound.

### CHALLENGE

Have students make sentences using the words on the board.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the sounds lk and mb, and to talk about helping my school clubs.*

- Students will review the sounds by identifying and distinguishing the letters and sounds. Then they will discuss fundraising ideas with a partner.

## Presentation



### 21 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 50 and have students listen and point to each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



### 22 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 51 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.

### MONITOR

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

### ASSIST

- Replay Audio Track 51 as needed.

## Practice 2



### 23 Listen and chant.

- Read the directions aloud. Read the chant while students follow in their books.
- Play Audio Track 52 and have students listen. Replay Audio Track 52 several times and encourage them to join in.

### MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Speaking



### 24 Read the blog and comments. Follow the instructions. Discuss your choices with a partner. What else could you do?

- Read the directions aloud. Invite volunteers to read the blog post aloud. Say: *You'll look for ideas that you think are strong. You should look for ideas that won't cost any money.*
- Have students work with a partner to choose the best ideas. Encourage students to choose at least three ideas.

### MONITOR

Have students explain their choices by saying what they are going to do. Model: *We're going to make a mural and hang it by the office. Make sure students give answers to the question *What else could you do?* Check to see that students use the target vocabulary and grammar correctly. Be sure they explain why their activities will not cost any money.*

### ASSIST

Point out that some ideas would be more expensive than others. Say: *It might not cost anything to paint the old office door. There may be some leftover paint we could use. Painting the door will definitely cost less than buying a new door.*

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to use the sounds lk and mb, and to talk about helping my school clubs.*

- Encourage awareness of what students have learned by quickly eliciting the words from the lesson with the sounds *lk* and *mb*.

## Application and Practice Activity

### 21st Century Environmental Literacy

- Have each student suggest three or four activities that their school could do to celebrate Earth Day. Then have students get into small groups and, using the guidelines from Activity 24, choose one Earth Day activity to present to the class. Finally, have the class vote on which celebration idea they like the best.
- Say: *Since 1970, Earth Day has included events and activities to make people aware of and appreciate Earth's natural environment. Now, Earth Day is celebrated on 22nd April in more than 175 countries. Some communities extend the holiday to celebrate Earth Week.*

# Listening and Speaking

I will review the sounds *lk* and *mb*.

I will learn to talk about helping my school clubs.



Listen, read, and repeat.

1 l-k lk      2 m-b mb



Listen and blend the sounds.

1 w-a-lk walk      2 c-o-mb comb  
3 l-a-mb lamb      4 t-a-lk talk  
5 c-l-i-mb climb      6 ch-a-lk chalk



Listen and chant.

A lamb can walk,  
But a lamb can't talk.  
A lamb is the color of white chalk!



Read the blog and comments. Follow the instructions. Discuss your choices with a partner. What else could you do?

**HELP BEAUTIFY OUR SCHOOL!**

The art club needs your help! We're going to make our school beautiful this month. We have to be resourceful and use what we have on hand, such as basic art supplies. We don't have money to spend. Look at these ideas people have suggested and choose the best ones. Remember, if it costs money, we probably can't do it.

**Comments**

- We could make a mural and hang it outside the office.
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- We could paint the old office door.
- We could organize the noticeboard and make it look more attractive.
- We could put some green plants in the cafeteria.
- We could plant some flowers in front of the school.

# Review

## 25 Read and write in your notebook.

Your school band wants to raise money to buy some new drums.

- 1 What could you do? Write three ideas.

*We could...*

- 2 Which idea is the best one? Why?

*I think...*

- 3 Write three ways to tell people about your fundraising event. Use complete sentences.

*We're going to...*



## 26 Read the poster and the form. Say what people are doing to support the walkathon.

### PLEASE SUPPORT OUR WALKATHON!

More than 100 participants, old and young, are going to walk from 1 to 10 km. We are going to raise money for Families in Need.



#### Can you help?

#### Pledges

- 1 Mrs. Madison write an article for the newspaper
- 2 Jessie Kincaide walk 5 kilometers in the Walkathon
- 3 Emma Smith sell tickets to watch the Walkathon.

## I Can

- use words related to fundraising and helping others.



- talk about events in the future using *going to*.



- make suggestions.



- write a formal letter.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit

**Review**

**25** Read and write in your notebook.  
Your school band wants to raise money to buy some new drums.  
1 What could you do? Write three ideas.  
*We could...*  
2 Which idea is the best one? Why?  
*I think...*  
3 Write three ways to tell people about your fundraising event.  
Use complete sentences.  
*We're going to...*



**26** Read the poster and the form. Say what people are doing to support the walkathon.

**PLEASE SUPPORT OUR WALKATHON!**

More than 100 participants, old and young, are going to walk from 1 to 10 km. We are going to raise money for Families in Need.

Can you help?

Pledges

- Mrs. Madison *write an article for the newspaper*
- Jessie Kincaide *walk 5 kilometers in the Walkathon*
- Emma Smith *sell tickets to watch the Walkathon.*

**I Can**

- use words related to fundraising and helping others.
- talk about events in the future using *going to*.
- make suggestions.
- write a formal letter.

Unit 3 39

## Warm-up



**Materials:** Newspaper articles

- Write *could* and *going to* on the board. Have students write sentences using these words. Say: *You might write about what we could do to raise money for our class or what we're going to do with the money.* Then have students read their sentences aloud but leave out *could* or *going to* and have classmates guess which words complete the sentences.

## Lesson Objective



INVOLVE

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

- Students will review the vocabulary and grammar they learned in Unit 3. They will review talking about fundraising activities, possibilities, and suggestions.
- They will also review talking about what someone is going to do.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Practice 1



### 25 Read and write in your notebook.

- Read the directions aloud. Have students complete the items independently in their notebooks.

#### MONITOR

Check answers as a class. Ask students to read aloud their suggestions, opinions, and descriptions of future events. Check to see that students use the target vocabulary and grammar correctly.

## Practice 2

WB p. 31/ act. 24



### 24 How can these students raise money at their school fair? Write suggestions with *could*.

- Read the directions aloud. Explain that the students should write a suggestion for each student.
- Have volunteers read the speech bubbles aloud. Do the first item together as a class. Then have students work independently.

## Practice 3



### 26 Read the poster and the form. Say what people are doing to support the walkathon.

- Read the directions and the text on the poster aloud. Say: *A walkathon is a fundraising activity. People give walkers a set amount of money for every mile or kilometer they walk. For example, I might agree to give a walker \$1.00 dollar for every kilometer in a 5K walkathon. I will give \$5.00 dollars in all.*
- Have students copy the chart in their notebooks and complete the activity independently.

#### MONITOR

Check the answers by having students read their ideas aloud. Check to make sure that students use the target vocabulary and grammar correctly.

#### CHALLENGE

Have students estimate how long it would take them to complete the walkathon. Encourage them to explain how they arrived at their estimate.

### 21st Century Communication

- Remind students that they will share opinions to complete Activity 26. Say: *Your opinion will be more interesting and persuasive if you say why you believe it's true. Model: If I just say "I think the first idea is best" and stop there, you don't know very much about my opinion. It's better if I say "I think the first idea is the best because everyone loves cake sales and they're always popular at our school".*

## Self-assessment



### I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate

their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color the stars. They should color three stars if they feel the unit was easy, two stars if they need a little help, and one star if the unit was hard and they need a lot of help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 3 Practice Tests in the Assessment Pack.

WB Unit 3/ p. 100

- Direct students who need help with grammar in particular to the Unit 3 Extra Grammar Practice (Workbook, page 100).
- For further vocabulary work, students can access games in the Big English Student World.



## Homework

WB p. 31/ act. 25



### 25 Complete the dialog. Use *am/is/are going to*.

- Direct students to WB Activity 25 on page 31. Explain to students that they must complete the sentences using the correct form of *be going to*.

## Extra Application and Practice Activity

**Materials:** Local street maps

### 21st Century Creativity

- Have students use a local street map to plan a walkathon route that covers the desired distance. Encourage students to find a route that covers a loop so that walkers will begin and end at the same spot. Suggest that they find possible routes by referring to the map key and using a string to measure the total walkathon distance.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 3 Unit Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 3 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

# Checkpoint 1–3 Lesson 1

## Lesson Flow



## Lesson Objective

To think about how well I can use what I have learned in Units 1–3.

### Checkpoint | Units 1–3

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

1 Think about it. Read and circle. Practice.



I know this.



I need more practice.



I don't know this.

Activities:	Pages	
act, build robots, do martial arts...	5	
<b>Clubs/Teams:</b> baseball team, drama club, school newspaper...	5	
<b>Life events:</b> was born, got married, graduated...	17	
<b>Family members:</b> mom, uncle, baby sister...	17	
<b>Fundraising activities:</b> have a cake sale, raise money...	29	
<b>Advertising:</b> design a poster, write an article...	29	
How about <b>joining</b> the science club? I'm <b>interested in writing</b> articles. She's good at <b>acting</b> .	9	
My family <b>moved</b> when I was five. He <b>graduated</b> six years <b>ago</b> .	21	
Mary's <b>taller than</b> Sam and John. Mary's <b>the tallest</b> person in our class.	21	
How <b>could</b> we raise money for our drama club? We <b>could</b> have a cake sale.	33	
What <b>are</b> you <b>going to do</b> for the cake sale? I'm <b>going to bake</b> some cookies.	33	



## Warm-up



- Have students play *Spell-Off* to review vocabulary from Units 1–3. Players take turns choosing a vocabulary item and spelling it. The first classmate to guess the word gets a point. The student with the most points at the end is the winner.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: *Today I will think about how well I can use what I have learned in Units 1–3.*
- Students will review key language in Units 1–3.

## Self-assessment



**Materials:** Index cards, family photos

### 1 Think about it. Read and circle. Practice.

- Read the directions and picture key aloud. Ask students to explain what each face means, using their own words. (Sample answers: *I can do this. I can sort of do this. I can't do this.*)
- Have students use a colored pencil or marker to complete the checklist. They will choose a different color when they review this list at the end of the Checklist.

### MONITOR

- Follow the suggestions below to review the key language in these units. Listen for correct use of vocabulary and grammar. Remind students that they will be asked to assess their own abilities.

### 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 in the checklist when they need additional support.

### Activities and Clubs/Teams (page 5)

Invite students to act out participating in a school activity, such as a club or group. Have classmates guess the name of the club or group being acted out.

### Life events and Family members (page 17)

Have students create a time line for a fictional character. Encourage them to create a believable family member, such as an uncle or a grandmother. Ask: *What life events will we include in the time line?*

### Fundraising activities (page 29)

Ask: *How can we raise money for our school library? What are some ways we can meet our goal?* Write a list of the students' suggestions on the board.

## Advertising (page 29)

Have students choose one of the fundraising activities named above. Point out that you will use different kinds of advertising to tell people about the event. Ask: *What are some ways we could tell people about our event?*

### How about...? / interested in... / good at... (pages 8–9)

Have students write these phrases on index cards: *how about, interested in, good at*. Then have partners choose two cards and write an exchange that includes those words. Model: *I'm good at acting. Then how about joining the drama club?*

### When I was... / Six years ago... (pages 20–21)

Invite students to share family photos. Students can bring in actual photos, or describe photos they remember seeing in albums or digital collections. Encourage students to use verbs in the past tense to describe what happened in each photo and tell when it happened.

### Mary's taller than... / Mary's the tallest... (pages 20–21)

Have students talk about their family members. Students can use the photos they have brought to class. Model: *This is my sister. She's shorter than me. She's the shortest in our family.*

### How could we...? / We could... (pages 32–33)

Have students name a group or cause in your area that needs help. Have students use *could* to make suggestions about how they could help.

### What are you going to do...? / I'm going to... (pages 31–32)

Continue the discussion by having students tell what they are going to do to help this group or cause.

## Practice

WB pp. 32 & 33/ act. 1, 2 & 3



### 1 Look at the pictures. Write the words. Add your own words on the extra line.

- Read the directions aloud. Ask the students to look at the pictures and write the words under each heading. Then they can add their own words on each extra line.

### 2 Think of a famous person or a cartoon character. Complete the information about him or her.

- Read the directions aloud. Have students think of a person first and then write the information about him or her next to each heading.

### 3 Think about a song your person could like. Use 1 and 2 to help you. Write a letter to your person about it. Explain why you chose this song.

- Read the directions aloud. Have students think of a song they think their person from Activity 2 could like. Have students write a short letter to their person and explain why they chose that song for them.

# Checkpoint 1–3 Lesson 2

## Lesson Flow



Warm-up



Lesson Objective



Pre-listening



Listening



Practice 1



Practice 2

## Lesson Objective

To put together what I have learned in Units 1–3.

### I can do it!

53  
2

Get ready.

A. Complete the dialog with the correct form of the verbs. Then listen and check.

**Ms. Rogers:** Class, I have news. Do you remember Mr. Finnegan?

**Sandra:** Sure. He <sup>1</sup> \_\_\_\_\_ (be) our music teacher when we <sup>2</sup> \_\_\_\_\_ (be) in elementary school.

**Jackson:** Yeah, I <sup>3</sup> \_\_\_\_\_ (have) my first violin lesson with him when I <sup>4</sup> \_\_\_\_\_ (be) six.

**Ms. Rogers:** Well, Mr. Finnegan <sup>5</sup> \_\_\_\_\_ (retire) at the end of this school year. The principal <sup>6</sup> \_\_\_\_\_ (want) us to think of something we can do for him. Any ideas?

**Will:** I have one. Everyone could <sup>7</sup> \_\_\_\_\_ (write) a poem about Mr. Finnegan. How about <sup>8</sup> \_\_\_\_\_ (put) them all together in a book?

**Sandra:** I don't know. I like <sup>9</sup> \_\_\_\_\_ (read) poems, but I'm not good at <sup>10</sup> \_\_\_\_\_ (write) them.

**Jackson:** I like <sup>11</sup> \_\_\_\_\_ (write) poems. But I have another idea. I think we should <sup>12</sup> \_\_\_\_\_ (take) a lot of photos around the school and we should <sup>13</sup> \_\_\_\_\_ (put) them on a big poster.

**Will:** Yeah. We could <sup>14</sup> \_\_\_\_\_ (write) funny notes by the pictures. Mr. Finnegan would like that!

B. Practice the dialog in A with a partner.

C. Ask and answer the questions with a partner.

1 What could the students write poems about?

2 What could the students take pictures of?

3 Which idea do you think is better – the book of poems or the poster?



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## Warm-up



- Have students play *Pass the Verb* to review tenses. Have students sit in a circle. One student says a verb. The next student gives another form of the verb. If the student provides an incorrect verb form or cannot think of another form, he or she leaves the circle. The last student in the circle is the winner. Model: *act, acts, acting, acted; be, is, are, was, were, am.*
- You may wish to have students include verbs that will be used in the following activity: *be, have, retire, want, write, read, take, put.*

## 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 the dialog.

## Pre-listening



- Read the directions aloud. Have students preview the picture. Ask: *What do you see in this picture?* (students, teacher, table/desk) *What are they doing?* (They're talking and listening.)

## Listening



### 2 Get ready.

#### A Complete the dialog with the correct form of the verbs. Then listen and check.

- Read the directions and dialog names aloud. Remind students that a dialog is a conversation between two or more people.
- Complete the first verb as a class. Ask: *Is Sandra talking about the present or the past? How do you know?* (She is talking about the past; she uses the word *when*.) *What forms of be complete this sentence? (was, were) Why can't we use was in the second blank? (Because the verb were matches the plural subject we.)*
- Have students complete the dialog independently. Remind them that reading aloud as they work can help them find the correct verb forms.

### ASSIST

- Play the dialog once for students before they complete the activity.

### MONITOR

- Play Audio Track 53 twice. First, have students focus on listening comprehension. Then have them check to see if they wrote the correct verb forms. (Answers: 1 was, 2 were, 3 had, 4 was, 5 is retiring, 6 wants, 7 write, 8 putting, 9 reading, 10 writing, 11 writing, 12 take, 13 put, 14 write)

### ASSIST

Suggest that they circle clue words that help them decide which verb form to choose. For example, they can circle *could* and *should*, which are followed by the unchanged infinitive verb form. Ask: *Where does the dialog change from talking about the past to talking about the present and the future?* (The first three lines are about the past; the rest is about the present and the future.)

### CHALLENGE

Have students extend the dialog by discussing two more ways the class might celebrate Mr. Finnegan's retirement.

**Sentence Fragments:** Remind students that a complete sentence has a subject and a verb. Say: *When we talk, we don't always use complete sentences. A fragment is a sentence that is not complete.* Have students find three fragments in the dialog (*Sure. Any ideas? Yeah.*) Discuss how these fragments make the dialog sound more natural.

## Practice 1



### B Practice the dialog in A with a partner.

- Read the directions aloud and invite student pairs to practice the dialog. Encourage students to change roles to review and use all of the key language.

### MONITOR

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

### 21st Century Media Literacy

- Allow students to record their dialogs using a smartphone. Remind them to speak clearly during taping, and then review their recordings to monitor their own language production.

## Practice 2



### C Ask and answer the questions with a partner.

- Read the directions aloud. Have student pairs ask and answer questions about what the class could do for Mr. Finnegan.

### MONITOR

Have students share their responses with the class. Discuss whether the book of poems or the poster was more popular in your class. Listen for correct grammar and vocabulary.

# Checkpoint 1–3 Lesson 3

## Lesson Flow



Warm-up   Lesson Objective   Speaking

## Lesson Objective

To put together what I have learned in Units 1–3.

### Checkpoint | Units 1–3

#### 3 Get set.



**STEP 1** Cut out the cards on page 133.



**STEP 2** Divide the cards into two sets: A cards in one set and B cards in another. Now you're ready to **Go!**

#### 4 Go!

**A.** Look at the pictures. Make a dialog for each picture using the A and B cards.

Dialog 1: Amanda and Kelsey



Dialog 2: Jacob and Tyler



**B.** Practice the two dialogs with a partner.

**C.** Now make up your own dialog. Choose one of these situations. Role-play your dialog in front of another pair.

#### Situation 1:

Student A	Student B
You're new at this school, and you want to join a club.	You and your brother play sports. You're in several clubs at school, too. Give your new friend advice.

#### Situation 2:

Student A	Student B
You're moving to another town soon. You're upset about moving.	You moved to this town when you were little. You remember how you felt when you moved. Give your friend advice.

## Warm-up



### 3 Get set.

- Have students preview the dialog cards on Student's Book page 133. Say: *You'll use these cards to create two dialogs. One dialog is between Amanda and Kerry. The other dialog is between Jacob and Thomas.* Have students read the cards aloud and ask questions about any unfamiliar vocabulary.
- Read the directions aloud and have students 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 organize two dialogs. Then they will choose a situation and role-play a dialog of their own.

## Speaking



### 4 Go!

#### A Look at the pictures. Make a dialog for each picture using the A and B cards.

- Read the directions and steps aloud. Say: *Look at the pictures and make a dialog that matches each one.*
- Have students complete the activity independently and then work with a partner to check their dialogs.

### MONITOR

Have students practice with a partner and check that they have formed two logical dialogs. (Possible Dialog 1: Amanda and Kelsey – A: *Guess what, Amanda. I'm moving.* B: *You are? But you just moved here two years ago! Why are you moving?* A: *My dad has a new job in Chicago.* B: *Oh, I see. Chicago, hmm? That's a big city.* A: *I know. We lived there when I was five.* B: *Did you? Wow. Your family moves a lot.* A: *Yes, we do. I know... how about having a party before I move?* B: *That sounds like fun. We could invite some of our friends.* Possible Dialog 2: Jacob and Tyler – A: *Hi, Jacob. Are you free this Saturday?* B: *No, I'm not. My Uncle Steven is getting married this weekend. We're going to drive there on Saturday morning.* A: *Oh, yes? Where does your uncle live?* B: *He lives about four hours away from here by car. I hate sitting in the car that long.* A: *Me, too. Oh, I could lend you my mini DVD player.* B: *Really? That'd be great! I could watch a few films.*)

### ASSIST

Provide students with the first two lines of each dialog to help them start the activity. Remind students that reading the dialog lines aloud can help them find the correct order.

**Student Grouping:** You may wish to have teams of four students work together to complete the two dialogs in Part A. Each student will take one role: Amanda, Kelsey, Jacob, or Tyler. Students can spread out the cutouts and arrange them as they find the correct dialog order.

#### B Practice the two dialogs with a partner.

- Read the directions aloud and have students practice the dialogs. Encourage them to switch roles and repeat.

### MONITOR

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

#### C Now make up your own dialog. Choose one of these situations. Role-play your dialog in front of another pair.

- Read the directions aloud and invite students to create their own dialogs. Remind students that each pair should choose one situation and each student should choose one role.

### 21st Century Collaboration

- Remind students that sharing ideas from all members creates a better dialog. Suggest that partners take turns thinking of dialog lines. They might write down their scenes, passing a sheet of paper back and forth to make sure that they are taking turns evenly. Suggest that students try writing the lines for one role but then role-play the other role when they perform their dialog for another pair.

### MONITOR

Have students share their new dialogs with the class. Check for correct grammar, vocabulary, and use of language.

### ASSIST

Provide students with sample language to begin their dialogs. Model: A: *Which club should I join?* B: *You're good at drawing. How about joining the art club?* A: *But I like playing soccer, too.* B: *Oh, you should try out for the soccer team.*

# Checkpoint 1–3 Lesson 4

## Lesson Flow



## Lesson Objective

To think about how well I can use what I have learned in Units 1–3.

### 5 Write about yourself in your notebook.

- Do you play sports at school or are you a member of a club?
- What kinds of things are you interested in doing in your free time?
- When did you start going to your current school?
- What school are you going to go to after this one?

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How well do I know it now?

### 6 Think about it.

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

B. Check (✓).

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

### 7 Rate this Checkpoint. Color.



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## Warm-up



- Have students play *Telephone* to prepare for the journal activity. Have students sit in a circle. Whisper a question into one student's ear. Use the questions from Activity 5, or others of your choice. Have students whisper the answer into the ear of the classmate to his or her right. Students then pass the sentence around the circle by whispering it once without repeating.
- When the sentence comes back to the original student, compare the original and final sentences. Talk about how the sentence changed.
- Repeat the activity. Point out that longer sentences are likely to change more.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: *Today I will think about how well I can use what I have learned in Units 1–3.*
- Students will write about the activities and events in their lives. Then they will look back at Units 1–3 and think about how well they can use what they have learned.

## Practice



### 5 Write about yourself in your notebook.

- Read the directions, questions, and journal title aloud.
- Have students begin by writing today's date. Then have them write answers to the questions. Encourage students to write at least one answer to each question. Provide students with additional journal pages as needed.

### MONITOR

- Check for correct grammar and vocabulary.

### CHALLENGE

- Encourage students to write complete sentences when they answer each journal question.
- Invite students to read their *All About Me* entries aloud and compare them with their classmates' answers.

## Video

Drama U 1–3



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

## Self-assessment 1



### 6 Think about it.

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

- Read the directions aloud.

## 21st Century Self-Direction

- Have students turn to page 40 and think about each of the 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.
- Make sure that students use a different colored pencil or marker as they reassess their understanding and use of each checklist item.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colors are visible, rather than covering up the first circle with the second color.

### B Check (✓).

- Read the directions aloud. Say: *Now choose the statement that describes how you feel about Units 1–3.* Students can use the “Read and circle” exercise on page 40 to help them choose a response. If they circled nine to eleven smiling faces, they can start the next unit with confidence. If they circled fewer than nine smiling faces, they should probably check one of the other choices.

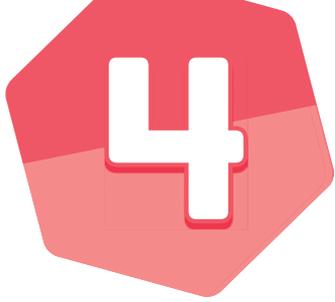
## Self-assessment 2



### 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.



# Shopping Around

## Objectives

### Reading

- Can understand basic opinions related to familiar topics, expressed in simple language.
- Can draw simple conclusions about the information given in a factual text on a familiar topic.
- Can find specific information about typical free-time activities for young people in simple illustrated information leaflets.

### Listening

- Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly.
- Can identify how much something costs in short, simple dialogs about the price of something e.g. in a store, if speech is slow and clear.

### Speaking

- Can express their opinions on familiar topics, using simple language.
- Can talk about matters of personal information and interest in some detail.

### Writing

- Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model.

### Grammar

- Can make comparisons with *more* + longer adjectives.
- Can express sufficiency and insufficiency with *enough* and *too*.

## Unit Projects

### Family Connection

Have students tell their families that they are learning about shopping and making comparisons. Encourage them to talk with their families about the importance of comparing items before buying them. Have students listen for comparative adjectives that family members use when they shop (such as *more expensive*, *less expensive*, etc). Have students share and compare their families' shopping strategies with the class.

# Key Language

## Key Vocabulary

### Things to buy

balloons  
beaded bracelet  
bouquet of roses  
gadgets  
headphones  
picture frame  
silver earrings  
turquoise necklace

### Places to shop

card shop  
clothing store  
craft fair  
department store  
flower shop  
jewelry store  
mall

### Expressions

definitely not  
just OK  
learned my lesson  
Oh, man!  
Oh, yeah?  
That's for sure!  
the best ever  
worth the money

## Content Words

bartering  
bronze  
coin  
currency  
exchange  
grain  
livestock  
seal  
trade  
browse  
experience  
features  
haggle  
products  
user's manual  
vendor

## Grammar/Structures

The red shoes are **more/less** expensive **than** the blue shoes.

The black shoes are **the most/the least** expensive of all.

The red shoes are not **as** expensive **as** the black shoes.

The price of those sneakers is **too** high. The price isn't low **enough**.

## Phonics

**The sounds:** *sc, ho*

## Super Shoppers Bulletin Board

Create a *Super Shoppers* bulletin board to display information about how to make smart shopping decisions. Divide the display into two sections: *What We Want to Buy* and *Where We Shop*. Have students post pictures of items they would like to buy. Then have students include shopping bags, advertisements, or coupons from local or Internet stores. Students might give each store a rating (1 star = poor; 5 stars = excellent).

# Language in Context Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about shopping.

## Key Language

balloons, beaded bracelet, bouquet of roses, gadgets, headphones, picture frame, silver earrings, turquoise necklace; card shop, clothing store, craft fair, department store, flower shop, jewelry store, mall

# 4 Shopping Around

## Language in Context

I will learn to talk about shopping.

**1** Read. Guess the answer to each question. Then listen and check.

- What's an onioniac?
  - Someone who shops too much.
  - Someone who is afraid of shopping.
  - Someone who eats too many onions.
- People in Banjarmasin, in Indonesia, get up early to buy their food. The market is open from 5:00 to 9:00 in the morning. The market sells fresh fruit, vegetables, fish, cake, and many other things. Why is this market more interesting than others?
  - There are no stores.
  - The sellers are all in boats!
  - Both a and b.
- The Dubai Mall in Dubai, United Arab Emirates, is the largest mall in the world and has the world's biggest candy store. It's also one of the most popular malls in the world. How many people visited this mall in 2011?
  - 12 million
  - 54 million
  - 97 million

44 Unit 4

**2** Michelle and Dylan are talking about buying presents. What do they decide to buy? Listen and choose.

a beaded bracelet      a turquoise necklace      silver earrings

balloons      a picture frame      a bouquet of roses

**3** Listen again and take notes. Then choose the correct answers.

- Michelle is going to buy her present at \_\_\_\_\_ in the mall.
  - a clothing store
  - a jewelry store
  - a department store
- Dylan is going to buy his present at \_\_\_\_\_.
  - a card shop
  - a flower shop
  - a craft fair

**4** Work with a partner. Ask and answer. Use your notes.

Michelle: What does Michelle say about the silver earrings?  
Dylan: They're less expensive than the bracelet, and they're beautiful.

**THINK BIG** Do you give presents on Mother's Day? How else can you celebrate Mother's Day?

Unit 4 45

## Warm-up



**Materials:** Magazines

- Have students play *Twenty Questions* (see *Game Bank*, page T138, for details). Give pairs of students magazines. Have them look through them and choose an item that they would like. Then have students ask each other *yes/no* questions to find out what their partner's chosen item is. Model questions: *Is it something to eat? Is it something to wear? Is it bigger than a book?*
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about shopping.*
- Tell students that they will read and talk about things to buy and places to shop.



**1 Read. Guess the answer to each question. Then listen and check.**

- Read the directions aloud. Ask volunteers to read the question and answer choices aloud, then have students work in pairs or small groups to talk about their answers.

MONITOR

Play Audio Track 54. Have students listen to check their answers. (Answers: 1 a, 2 c, 3 b)

Practice 1  WB p. 34/ act. 1



**1 Match the pictures with the places. Write the numbers.**

- Read the directions aloud. Say: *Match each picture with its place. Write the number next to the correct place.*
- Ask volunteers to read the places aloud, then have students complete the activity independently.

Practice 2  P.T144  
55 



**2 Michelle and Dylan are talking about buying presents. What do they decide to buy? Listen and choose.**

- Read the directions aloud. Have students preview the pictures and the labels. Say: *You will hear two students talk. Each student will name three different presents but will only buy one of them.*
- Play Audio Track 55 and have students choose the picture that shows which present each student chooses.

MONITOR

Check answers as a class. (Answer: Michelle decides to buy the silver earrings. Dylan is going to buy a picture frame.)

Practice 3  56 



**3 Listen again and take notes. Then choose the correct answers.**

- Read the directions aloud. Say: *We'll listen again. This time, take notes about where each student will buy the present he or she chose.*
- Play Audio Track 56 and have students complete the activity, taking notes in a two-column chart.

MONITOR

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

CHALLENGE

Ask: *How can we use the word pretty in different ways?* (She says the beaded bracelet is pretty. She uses pretty to mean "beautiful". We can also say that roses are "pretty expensive". We use pretty to mean "very".)



**4 Work with a partner. Ask and answer. Use your notes.**

- Read the directions aloud. Have volunteers read the text in the speech bubbles.
- Then have students ask and answer questions in pairs about the shoppers described in Activities 2 and 3. Tell students to use the speech bubbles as a guide.

Think BIG 

21st Century Critical Thinking

- Read the first question aloud. Give students time to answer and express themselves as best they can. Then ask the second question and write students' answers on the board.

Lesson Objective 

INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about shopping.*
- Encourage awareness of what students have learned by quickly eliciting a few presents and places to buy them from found in the lesson.

Homework  P.T145  
57 

WB pp. 34 & 35/ act. 2, 3, 4 & 5



**2 Where do you like to shop? ✓ your answers.**

- Direct students to WB Activity 2 on page 34. Tell students to check the places where they like to shop.

**3 Look at 1 and 2. Which of these places are there in your neighborhood? Circle them.**

- Direct students to WB Activity 3 on page 34. Tell students to circle the places that are in their neighborhood.

**4 Listen and number the presents.**

- Direct students to WB Activity 4 on page 35. Tell students to play the audio and number the objects.

**5 Where would you buy these presents? Circle the correct answers.**

- Direct students to WB Activity 5 on page 35. Tell students to circle the places they can buy each present.

Think BIG

- Direct students to the Think Big WB Activity on page 35. Tell students to write answers for the two questions.

Extra Application and Practice Activity

- Have students role-play dialogs in pairs about shopping for a Mother's Day present. Tell students one partner should take the role of a shopper and the other should take the role of a shop assistant. Allow pairs to perform their dialogs for the class.

# 4

# Shopping Around

## Language in Context

I will learn to talk about shopping.



Read. Guess the answer to each question. Then listen and check.

- 1 What's an oniomaniac?
  - a Someone who shops too much.
  - b Someone who is afraid of shopping.
  - c Someone who eats too many onions.
- 2 People in Banjarmasin, in Indonesia, get up early to buy their food. The market is open from 5:00 to 9:00 in the morning. The market sells fresh fruit, vegetables, fish, cake, and many other things. Why is this market more interesting than others?
  - a There are no stores.
  - b The sellers are all in boats!
  - c Both a and b.
- 3 The Dubai Mall in Dubai, United Arab Emirates, is the largest mall in the world and has the world's biggest candy store. It's also one of the most popular malls in the world. How many people visited this mall in 2011?
  - a 12 million
  - b 54 million
  - c 97 million



55  
2

Michelle and Dylan are talking about buying presents. What do they decide to buy? Listen and choose.



a beaded bracelet



a turquoise necklace



silver earrings



balloons



a picture frame



a bouquet of roses

56  
3

Listen again and take notes. Then choose the correct answers.

- Michelle is going to buy her present at \_\_\_\_\_ in the mall.  
**a** a clothing store    **b** a jewelry store    **c** a department store
- Dylan is going to buy his present at \_\_\_\_\_.  
**a** a card shop    **b** a flower shop    **c** a craft fair

4

Work with a partner. Ask and answer. Use your notes.



What does Michelle say about the silver earrings?

They're less expensive than the bracelet, and they're beautiful.



**THINK BIG**

Do you give presents on Mother's Day?  
How else can you celebrate Mother's Day?

# Reading Lesson

## Lesson Flow



## Lesson Objective

I will understand product reviews.

## Key Language

gadgets, headphones; definitely not, just OK, That's for sure!

Reading | Product reviews

I will understand product reviews.

**Ear Pals** \$10.99  
Average Rating ★★☆☆☆  
**REVIEWS**  
☆☆☆☆ Never again!  
By Tamsin (Norwich)

My mom gave me a gift card for an online store. I decided to use it to buy a pair of these headphones. They're called Ear Pals. I don't like them! The cords are too long, and there's no case like the one they showed online. They aren't as good as they looked, that's for sure! Plus, the Ear Pals keep falling out of my ears. Maybe my ears are the wrong shape? Or maybe the wrong size? I don't know. These "earphones" are definitely NOT my pals!  
[Read more reviews...](#)

**CAMO-PHONES** \$20.99  
Average Rating ★★★★★  
**REVIEWS**  
★★★★★ Fantastic!  
By müzik freak (Sheffield)

Good sound and great design. The camouflage design helps you hide when you're on a secret mission. They're a little expensive, it's true. But to me, they're worth the money. I used to buy less expensive headphones, but they never lasted very long. Well, I learned my lesson. Camo-Phones are the best.  
[Read more reviews...](#)

**BIG SOUND WRAP-AROUNDS**  
\$7.99  
Average Rating ★★★★★  
**REVIEWS**  
★★★★☆ Good for the price  
By Danny

OK, maybe these aren't the best headphones in the world. They're definitely not as good as my old ones, but at least they work. And they're the least expensive ones I know. The sound is just OK. Not good, not bad. But they're really cheap.  
[Read more reviews...](#)

### Reading Comprehension

**6** Answer the questions with a partner.

- 1 Which headphones are the most expensive?
- 2 Which headphones are the least expensive?
- 3 Which headphones got the best review?
- 4 Which headphones got the worst review?

THINK BIG

Which headphones would you buy? Why? Why do you think people read product reviews?

46 Unit 4
Unit 4 47

## Warm-up



- Write review on the board. Say: *A review gives your opinion. Reviewers often use a five-star rating system. One star is a bad review. Five stars is a great review. Ask: What TV show would you give five stars? What movie would you give one star?*
- Say: *You can also review the things you buy. A product is something you buy. A product review gives the buyer's opinion of the product. Elicit from students places*

where they might find reviews of products (the internet, magazines, the radio).

- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will understand product reviews.*

- Students will listen to, read about, and talk about product reviews.

## Pre-reading



- Have students read the headings aloud and preview the pictures. Ask: *What are students reviewing on these pages?* (headphones) Draw students' attention to the menu at the left of page 46. Say: *There are five types of reviews on this website: TV Shows, Movies, Books, Clothes and Gadgets. The word gadgets is highlighted. A gadget is a small tool. It does something useful but may not be necessary.* Ask: *Do you think headphones are necessary?* (Answers will vary.)

## Reading



### 5 Listen and read. What's wrong with the headphones?

- Play Audio Track 58 and have students listen and read along.
- Ask the question in the directions: *What's wrong with the earphones?* (Answer: *The cords are too long, there's no case, they aren't as good as they looked, they keep falling out of Tamsin's ears.*)

## Comprehension 1



### MONITOR

Use questions to check for understanding. Ask: *Why does muzik freak like Camo-Phones?* (The design's cool and the sound's good.) *How does Danny feel about the Big Sound Wrap-Arounds?* (They're OK but not great.)

### ASSIST

Replay the audio as needed. Pause after each product review and use simple language to explain unfamiliar words and phrases.

## Comprehension 2



### 6 Answer the questions with a partner.

- Read the directions aloud. Have partners work together to talk about the product reviews. Remind them to look for answers in the headings as well as the reviews.

### MONITOR

Check answers with the class. (Answers: *1 Camo-Phones, 2 Big Sound Wrap-Arounds, 3 Camo-Phones, 4 Ear Pals*)

### ASSIST

Suggest that students find product prices and ratings. Say: *The most expensive product has the highest price. The least expensive product has the lowest price.*

Give students clues to help them answer. Say: *The most expensive headphones cost more than \$20.00 dollars. The least expensive headphones cost less than \$8.00 dollars. The best review is a five-star review. The worst review is a one-star review.*

## Think BIG



### 21st Century Critical Thinking

- Read one question at a time and give students enough time to answer as best they can.

### MONITOR

As students discuss the product reviews, listen for proper pronunciation, appropriate intonation, and correct use of language.

### CHALLENGE

Have students write a few sentences about which product they would buy and why. Ask them to present their work to the class.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have understood product reviews.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the reviews, for example, one or two of the problems with the earphones.

## Homework



WB p. 36/ act. 6 & 7



### 6 Listen and read. Then ✓ the correct person.

- Direct students to WB Activity 6 on page 36. Tell students to first read the numbered sentences and then play Audio Track 59, listen and read along, and check the correct person for each sentence.

### 7 Answer the question.

- Direct students to WB Activity 7 on page 36. Tell students to write an answer that is true for them and to give at least one reason for their choice.

## Extra Application and Practice Activity

**Materials:** Sticky notes

- Have students work in pairs. Challenge them to select a product from a catalog or magazine and write two short reviews. One review could be positive and the other negative, or the reviews could simply offer different viewpoints.
- Have partners work together to create a page similar to the website on pages 46–47, showing the product, an average rating and their two reviews. Post the reviews on a bulletin board. Ask students to read their classmates' reviews. Encourage volunteers to post additional comments on sticky notes.

I will understand product reviews.



Listen and read. What's wrong with the headphones?

The screenshot shows a web browser window with the URL www.reviewsbykids.com. The website has a yellow sidebar with navigation links: TV Shows, Movies, Books, Clothes, Gadgets (expanded), Digital Cameras, Headphones, MP3 Players, and Video Games. The main content area features a header 'REVIEWS BY KIDS THE WEBSITE BY AND FOR KIDS' and a call to action: 'Click on any category. Read a review or write a review. It's up to you!'. Two product reviews are displayed:

- EAR PALS** priced at \$10.99. The average rating is 3 stars out of 5. The review is by Tamsin (Norwich) and says: "My mom gave me a gift card for an online store. I decided to use it to buy a pair of these headphones. They're called Ear Pals. I don't like them! The cords are too long, and there's no case like the one they showed online. They aren't as good as they looked, that's for sure! Plus, the Ear Pals keep falling out of my ears. Maybe my ears are the wrong shape? Or maybe the wrong size? I don't know. These "earphones" are definitely NOT my pals!"
- CAMO-PHONES** priced at \$20.99. The average rating is 4 stars out of 5. The review is by muzik freak (Sheffield) and says: "Good sound and great design. The camouflage design helps you hide when you're on a secret mission. They're a little expensive, it's true. But to me, they're worth the money. I used to buy less expensive headphones, but they never lasted very long. Well, I learned my lesson. Camo-Phones are the best."

www.reviewsbykids.com



**BIG SOUND WRAP-AROUNDS**  
\$7.99  
Average Rating ★ ★ ★ ☆ ☆

**REVIEWS**  
★ ★ ★ ☆ ☆ Good for the price  
By Danny

OK, maybe these aren't the best headphones in the world. They're definitely not as good as my old ones, but at least they work. And they're the least expensive ones I know. The sound is just OK. Not good, not bad. But they're really cheap.  
[Read more reviews...](#)

## Reading Comprehension

**6** Answer the questions with a partner.

- 1 Which headphones are the most expensive?
- 2 Which headphones are the least expensive?
- 3 Which headphones got the best review?
- 4 Which headphones got the worst review?



Which headphones would you buy? Why?  
Why do you think people read product reviews?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about shopping around.

## Key Language

shopping

### Language in Action

I will listen to a dialog about shopping around.

**7** Listen and read. Which game store has the cheapest prices?

**Karen:** What are you going to buy with your gift card?

**Josh:** A new game called Tunnel Island. I played it at Zack's house. It's really fun.

**Karen:** Great. So, where are you going to buy it?

**Josh:** That's what I'm trying to figure out. I'm looking at prices online.

**Karen:** Good idea. Try looking at Game Time. No, wait. Look at Chester's. They're usually less expensive than Game Time.

**Josh:** Let me see... yes, you can find it at Chester's, and it's only \$25.00. I'm going to ask my mom to drive me there. Want to come?

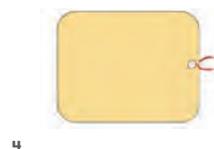
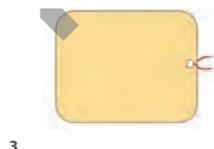
**Karen:** OK.



**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Then write.

a friend has it / read an online review  
saw it in a magazine / saw it on TV



48 Unit 4

## Warm-up



**Materials:** Index cards

- Have students play a game. Students begin by creating cards that show prices. Each card should show one price, using dollars and cents. Model: \$150, \$4.99, 0.85¢. Suggest that each student makes six cards. Pairs or teams shuffle their cards and place them facedown in the middle of the table. Then players take turns

choosing one card and guessing if the next price they pick will be higher or lower.

- If they are right, they get to keep both cards. The player with the most cards at the end of the game is the winner.

### CHALLENGE

Have students play again but end the game by adding the prices on all of their cards. The player with the highest total amount is the winner.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will listen to a dialog about shopping around.*

- Students will read, listen to, and practice a dialog, and answer a question about the dialog. Students will also listen to conversations about shopping.

## Pre-listening



- Point to the boy and the girl in the picture. Ask: *What are they doing?* (Answer: Looking at a laptop.) Introduce them as Karen and Josh. Tell students that they will hear Karen and Josh talking about buying a new game.

## Listening



### 7 Listen and read. Which game store has the cheapest prices?

- Read the directions aloud. Play Audio Track 60 and have students listen and read along.
- Have volunteers answer the question. (Answer: *Chester's has the cheapest prices.*)

## Comprehension



- Replay Audio Track 60 and have students listen and read along.

### MONITOR

Use questions to check for understanding. Ask: *What does Josh want to buy?* (a game called *Tunnel Island*) *How does Karen help Josh?* (She helps him find a shop where the game is less expensive.)

### ASSIST

Replay the audio as necessary. Use simple language to explain unfamiliar words. Say: *A gift card is a card that you can use to buy things. It's worth a set amount of money.*

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Read the directions aloud. Invite pairs to read the dialog aloud, swap parts, and repeat.

### MONITOR

As students work, listen for proper pronunciation and appropriate intonation.

### ASSIST

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

## Practice 1



Materials: Stickers

### 9 Listen and stick. Then write.

- Help students find the Unit 4 stickers at the back of the Student's Book. Then read the directions aloud.

- Play Audio Track 61. Have students place the stickers on the page and then write the phrases in the box under the correct picture.

### MONITOR

Check answers as a class. (Answers: *1 a friend has it, 2 saw it on TV, 3 saw it in a magazine, 4 read an online review*)

## Practice 2



WB p. 37/ act. 8



### 8 Listen. Then answer the questions.

- Read the directions aloud and ask volunteers to read the numbered sentences aloud.
- Play Audio Track 62. Have students complete the activity.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about shopping around.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog, for example, why Josh and Karen decide to buy the game at Chester's.

## Homework

WB p. 37/ act. 9 & 10



### 9 Look at 8. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

- Direct students to WB Activity 9 on page 37. Tell students to read the underlined expressions in the dialog again and then match the expression in the left-hand column with the words with the same meaning in the right-hand column.

### 10 Complete with three of the expressions in 9.

- Direct students to WB Activity 10 on page 37. Tell students to complete the dialog with the correct expressions in 9.

## Extra Application and Practice Activity

Materials: Magazines and/or shop flyers

- Invite students to create dialogs in which one student helps another shop for a product. Students can use magazines or shop flyers for ideas. Say: *One shopper wants to buy something. The other person wants to help. They should talk about three different models.* Suggest that students use some of the phrases from Activity 9 in their dialogs.
- Invite volunteers to share their dialogs with the class.

# Language in Action

I will listen to a dialog about shopping around.



Listen and read. Which game store has the cheapest prices?

**Karen:** What are you going to buy with your gift card?

**Josh:** A new game called Tunnel Island. I played it at Zack's house. It's really fun.

**Karen:** Great. So, where are you going to buy it?

**Josh:** That's what I'm trying to figure out. I'm looking at prices online.

**Karen:** Good idea. Try looking at Game Time. No, wait. Look at Chester's. They're usually less expensive than Game Time.

**Josh:** Let me see... yes, you can find it at Chester's, and it's only \$25.00. I'm going to ask my mom to drive me there. Want to come?

**Karen:** OK.



Practice the dialog in 7 with a partner.

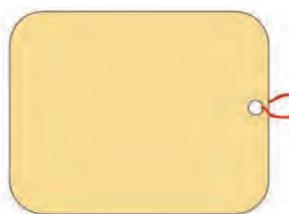


Listen and stick. Then write.

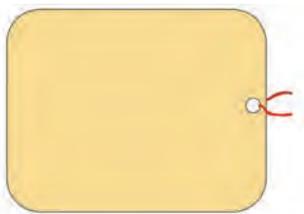
a friend has it    read an online review  
saw it in a magazine    saw it on TV



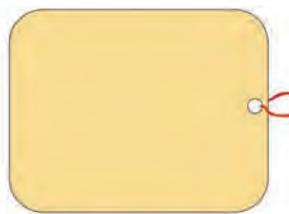
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

# Grammar

**I will learn to** use the comparative and superlative to make comparisons.  
**I will learn to** use the words *too* and *enough*.

The blue shoes are expensive.

The red shoes are **more** expensive **than** the blue shoes.

The black shoes are **the most** expensive of all.

The red shoes are not **as** expensive **as** the black shoes.

The blue shoes are **less** expensive **than** the red shoes.

The blue shoes are **the least** expensive of all.

**10** Complete the sentences. Use the adjective in parentheses and **more ... than** or **the most**.

- 1 The craft fair looks \_\_\_\_\_ (interesting) the card store.
- 2 The headphones are \_\_\_\_\_ (interesting) gadgets in the department store.
- 3 The bouquet of roses is \_\_\_\_\_ (expensive) bouquet in the flower shop.
- 4 The gold earrings are \_\_\_\_\_ (expensive) the turquoise necklace.
- 5 The beaded bracelet is \_\_\_\_\_ (popular) the picture frame.
- 6 The clothing store is \_\_\_\_\_ (popular) store in the mall.

**11** Look at 10. Use **as ... as**.

- 1 The card store doesn't look \_\_\_\_\_ the craft fair.
- 2 The turquoise necklace isn't \_\_\_\_\_ the gold earrings.
- 3 The picture frame isn't \_\_\_\_\_ the beaded bracelet.

The price of those sneakers is **too** high.

Those jeans are **too** baggy.

The price isn't low **enough**.

The jeans aren't tight **enough**.

**12** Make sentences in your notebook. Use **too** or **enough** and a word from each box.

video game    jacket    bike    phone

comfortable    expensive    exciting    old

# Grammar Lesson

## Lesson Flow



## Lesson Objectives

I will learn to use the comparative and superlative to make comparisons.

I will learn to use the words *too* and *enough*.

## Key Language

The blue shoes are expensive. The red shoes are not **as** expensive **as** the black shoes.

The red shoes are **more** expensive **than** the blue shoes. The blue shoes are **less** expensive **than** the red shoes.

The black shoes are **the most** expensive of all. The blue shoes are **the least** expensive of all.

The price of those sneakers is **too** high. The price isn't low **enough**. Those jeans are **too** baggy. The jeans aren't tight **enough**.

### Grammar

I will **Learn** to use the comparative and superlative to make comparisons.  
I will **Learn** to use the words *too* and *enough*.

The blue shoes are expensive.  
The red shoes are **more expensive than** the blue shoes.  
The black shoes are **the most expensive of all**.

The red shoes are **not as expensive as** the black shoes.  
The blue shoes are **less expensive than** the red shoes.  
The blue shoes are **the least expensive of all**.

**10** Complete the sentences. Use the adjective in parentheses and **more ... than** or **the most**.

- The craft fair **looks** \_\_\_\_\_ (interesting) the card store.
- The headphones **are** \_\_\_\_\_ (interesting) gadgets in the department store.
- The bouquet of roses is \_\_\_\_\_ (expensive) bouquet in the flower shop.
- The gold earrings are \_\_\_\_\_ (expensive) the turquoise necklace.
- The beaded bracelet is \_\_\_\_\_ (popular) the picture frame.
- The clothing store is \_\_\_\_\_ (popular) store in the mall.

**11** Look at 10. Use **as ... as**.

- The card store doesn't look \_\_\_\_\_ the craft fair.
- The turquoise necklace isn't \_\_\_\_\_ the gold earrings.
- The picture frame isn't \_\_\_\_\_ the beaded bracelet.

The price of those sneakers is **too** high.  
Those jeans are **too** baggy.

The price isn't low **enough**.  
The jeans aren't tight **enough**.

**12** Make sentences in your notebook. Use **too** or **enough** and a word from each box.

video game jacket bike phone

comfortable expensive exciting old

Unit 4 49

## Warm-up

**Materials:** Store catalogs

- Bring in catalogs from various stores. Divide students into groups of four. Give each group a catalog and have each group decide on one item that they would like to buy. Each group will then tell the class the item they chose and why they chose it. Encourage students to use comparisons when they explain their choices.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the comparative and superlative to make comparisons, and to use the words too and enough.*

- Students will use adjectives to compare.

## Presentation

- Have volunteers read the sentences in the grammar box aloud. Say: *Use more when you are comparing two*

things. Use the most when you are comparing more than two things.

- Have a volunteer read the sentence in the grammar box with *as... as* aloud. Say: *We can also compare two things with as... as. We don't use more/most, less/least with as... as. For example we can say: This homework isn't as boring as it was yesterday and I am not as sad as I was yesterday.*

### 21st Century Critical Thinking

- Have students form a rule for when to compare with *-er/-est* and when to use *more/most*. (Use *-er/-est* for adjectives with one or two syllables. Use *more/most* for adjectives with three or more syllables.)
- Point out that some two-syllable adjectives use *more* and *most* to compare. Examples include *boring*, *worried*, and *famous*. Other two-syllable adjectives can use either *-er/-est* or *more/most*. Examples of these adjectives include *friendly*, *quiet*, and *simple*.

## Practice 1

### 10 Complete the sentences. Use the adjective in parentheses and *more... than* or *the most*.

- Read the directions aloud and do Item 1 as a class. Students complete the activity independently.

#### MONITOR

Check answers as a class. (Answers: 1 *more interesting than*, 2 *the most interesting*, 3 *the most expensive*, 4 *more expensive than*, 5 *more popular than*, 6 *the most popular*)

### 11 Look at 10. Use *as... as*.

- Read the directions aloud and complete Item 1 as a class. Students complete the activity independently.

#### MONITOR

Check answers as a class. (Answers: 1 *as interesting as*, 2 *as expensive as*, 3 *as popular as*)

## Practice 2

WB p. 38/ act. 11

### 11 Look at the ratings. Circle the correct answers.

- Read the directions aloud and have volunteers read the numbered sentences. Complete Item 1 together as a class. Students complete the activity independently.

## Presentation 2

- Have volunteers read the sentences in the second grammar box aloud.
- Say the first sentence: *The price of those sneakers is too high.* Ask: *Are these sneakers cheap or expensive?* (Expensive) *Can I afford to buy them?* (No, the price is higher than I want it to be.) Say the second sentence: *Those jeans are too baggy.* Ask: *Are the jeans loose?* (Yes) *Do I want to buy them?* (No, the jeans are baggier than I want them to be.) Say the third sentence: *The price isn't low enough.* Ask: *Can I afford this?* (No, the

price needs to be lower). Say the fourth sentence: *The jeans aren't tight enough.* Ask: *Are the jeans tight?* (Yes, maybe) *Do I want to buy them?* (No, the jeans need to be tighter.)

## Practice 3

### 12 Make sentences in your notebook. Use *too* or *enough* and a word from each box.

- Read the directions aloud and do Item 1 as a class.
- Have students complete the activity independently.

#### CHALLENGE

Challenge students to create a dialog with questions and answers. Have students perform their dialogs.

## Practice 4

WB p. 39/ act. 14

### 14 Look at the picture. Circle the correct answer.

- Read the directions aloud. Explain that students have to use the picture in Activity 13 to circle the answer.
- Have students complete the activity independently.

## Lesson Objective

#### INVOLVE

Revisit the lesson objective: *Now I have learned to use the comparative and superlative to make comparisons, and to use the words too and enough.*

- Encourage awareness of what students have learned by quickly eliciting sentences with comparative and superlative adjectives, with *as... as* and with *too* and *enough*.

## Homework

WB pp. 38 & 39/ act. 12 & 13

### 12 Look at the ratings in 11. Then complete the sentences with *more/less... than* or *the most/the least*.

- Direct students to WB Activity 12 on page 38. Tell students to look at the ratings in the reviews in Activity 11 again and then complete the sentences with *more/less... than* or *the most/the least*.

### 13 Complete the sentences. Use *as... as* or *not as... as* and the words in parentheses.

- Read the directions aloud. Explain that students have to complete the sentences with either *as... as* or *not so... as* and the adjectives in parentheses.

## Extra Application and Practice Activity

**Materials:** Store catalogs and magazines

- Have students role-play a salesperson and a shopper in a store. The salesperson can suggest three different products. Challenge students to use at least three adjectives to compare the products. Allow students to find ideas for products by looking at catalogs or ads in magazines or newspapers.

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about the history of money.

## Key Language

bartering, bronze, coin, currency, exchange, grain, livestock, seal, trade

Content Connection
History

I will learn about the history of money.

**13** Listen and read. When were the first coins used?

**CONTENT WORDS**  
bartering bronze coin currency  
exchange grain livestock seal trade

## Money. Money, Money!

Most people today use coins, paper money, or credit cards to buy things. However, shopping wasn't always as easy as that.

About 10,000 years ago, people farmed and grew the food they needed. They raised livestock, like cows and goats, and grew grain, like rice and wheat. During that time, people used bartering. This means they exchanged goods between them. They mostly used livestock and grain instead of money in many different parts of the world.

Over the years, things changed, and about 3,000 years ago, people started to use other things as money. Shells from the ocean, for example, such as the cowrie shell, were traded as money in places like China, Thailand, India, and some countries in Africa.

It wasn't until about 2,000 years ago when the first coins appeared. China, Greece, and India were probably the first places to use metal coins. Most coins were made of expensive metals like bronze, silver, or gold. They made them by heating small amounts of metal and then putting a seal on them (Greece) or putting a hole in the middle (India and China).

But carrying around a lot of heavy coins wasn't very practical. That's probably why paper money started to be used in China, almost 1,000 years ago. In Europe, paper money began as "bank notes." The first bank notes were made in Sweden in 1661.

Almost every country has its own currency (a specific kind of money). For example, the U.S.A. has American dollars, and the United Kingdom has British pounds. We can tell how much one unit of a certain currency is worth in another currency. This is a very useful thing when you want to travel abroad!

**14** Look at the passage. Complete the sentences.

- 1 When people \_\_\_\_\_ goods between them, they used livestock instead of money.
- 2 Metal coins in \_\_\_\_\_ had a seal stamped on them.
- 3 The first \_\_\_\_\_ were made in Sweden.

THINK BIG

How do you think we'll pay for things in the future?

50 Unit 4

## Warm-up

**Materials:** Dice

- Review dollars and cents with students. Have partners take turns rolling two dice to create price tags of different values. Ask: *What is the most expensive price you can form with those two numbers? What is the least*

*expensive price?* (Model answer: *If I roll a 2 and a 3, the least expensive price is 23¢; the most expensive price is \$32.*)

- Students can repeat the activity using three dice. (Model answer: *If I roll a 2, a 5, and a 6, the least expensive price is \$2.56. The most expensive price is \$652.*)
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about the history of money.*
- Students will listen to, read, and talk about the history of money.

## Pre-reading



- Read the title aloud: *Money, Money, Money!* Then have students describe what they see in each of the photographs.
- Preview the article by having students read the Content Words aloud. Ask students to share their understanding of these words by using them in sentences.

## Reading



### 13 Listen and read. When were the first coins used?

- Read the directions aloud. Play Audio Track 63 and have students listen and read along.
- Have students answer the question. (*Answer: The first coins were used 2,000 years ago.*)

### MONITOR

- Pause after each section and ask questions to check for understanding. Ask: *What are livestock?* (animals like cows and goats) *What is grain?* (food like rice and wheat) *What was used for money before coins?* (livestock, grains, and shells) *What were most early coins made of?* (expensive metals)

### ASSIST

- Replay the audio as necessary. Have students find each Content Word in the text and use context clues to work out its meaning. Help students modify any unclear, incomplete, or incorrect meanings.

## Practice 1

WB p. 40/ act. 13



### 15 Read and complete the puzzle with the words in the box.

- Read the directions aloud. Explain that the have to complete the crossword with the words from the box.

## Practice 2



### 14 Look at the passage. Complete the sentences.

- Read the directions aloud and invite students to read out the numbered sentences. Ask students to tell you what kind of word (noun, verb, adjective, etc.) is missing. Encourage students to identify the paragraphs where they can check their answers.
- Have students complete the activity individually.

### MONITOR

- Ask volunteers to read out the completed sentences and ask the class if they agree. (*Answers: 1 exchanged, 2 Greece, 3 bank notes*)

### ASSIST

- Tell students a good way to find the relevant information in the text is to underline key words in the sentences and then scan the text for them.

## Think BIG



### 21st Century Critical Thinking

- Read the question aloud. Have students form groups of three or four. Have students discuss the question.

### ASSIST

- Help students gain confidence when expressing themselves by writing any new vocabulary items on the board.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about the history of money.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, asking them what things people used before money.

## Homework



WB p. 40/ act. 16



### 16 Complete the text with some of the words from 15. Then listen and check.

- Direct students to WB Activity 16 on page 40. Tell students to first read and complete the passage and then play Audio Track 64 to check their answers.

## Extra Application and Practice Activity

### 21st Century Information Literacy

- Invite students to draw cartoons that show people in history bartering for something. Model: *I'll draw two early farmers. One farmer wants to buy a cow from the other farmer. He says, "I'll give you two goats and five pounds of rice for that cow". The other farmer answers, "No way! My cow is more expensive than that!"*
- Show students how to put their characters' dialog into speech bubbles. Display the cartoons on a bulletin board in the classroom.

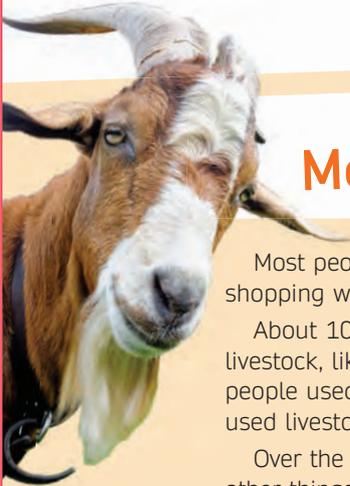
I will learn about the history of money.

63  
13

Listen and read. When were the first coins used?

### CONTENT WORDS

bartering bronze coin currency exchange grain livestock seal trade



# Money, Money, Money!

Most people today use coins, paper money, or credit cards to buy things. However, shopping wasn't always as easy as that.

About 10,000 years ago, people farmed and grew the food they needed. They raised livestock, like cows and goats, and grew grain, like rice and wheat. During that time, people used bartering. This means they exchanged goods between them. They mostly used livestock and grain instead of money in many different parts of the world.

Over the years, things changed, and about 3,000 years ago, people started to use other things as money. Shells from the ocean, for example, such as the cowrie shell, were traded as money in places like China, Thailand, India, and some countries in Africa.

It wasn't until about 2,000 years ago when the first coins appeared. China, Greece, and India were probably the first places to use metal coins. Most coins were made of expensive metals like bronze, silver, or gold. They made them by heating small amounts of metal and then putting a seal on them (Greece) or putting a hole in the middle (India and China).

But carrying around a lot of heavy coins wasn't very practical. That's probably why paper money started to be used in China, almost 1,000 years ago. In Europe, paper money began as "bank notes." The first bank notes were made in Sweden, in 1661.

Almost every country has its own currency (a specific kind of money). For example, the U.S.A. has American dollars, and the United Kingdom has British pounds. We can tell how much one unit of a certain currency is worth in another currency. This is a very useful thing when you want to travel abroad!



14

Look at the passage. Complete the sentences.

- 1 When people \_\_\_\_\_ goods between them, they used livestock instead of money.
- 2 Metal coins in \_\_\_\_\_ had a seal stamped on them.
- 3 The first \_\_\_\_\_ were made in Sweden.

**THINK  
BIG**

How do you think we'll pay for things in the future?

I will learn about shopping experiences around the world.

65  
15

Listen and read. Where can you buy a puppy?

## CONTENT WORDS

browse experience features haggle products user's manual vendor

# Shop Till You Drop

For those who enjoy shopping, every country can offer a different shopping experience. Let's find out about some of the world's most exciting shopping adventures!



1

The Chatuchak Weekend Market in Bangkok, Thailand, is one of the biggest markets in the world and one of the most famous. The market is huge – it covers more than 35 acres in all. It has more than 15,000 vendors, and about 200,000 people or more visit it every weekend. Here you can find everything your heart desires; from a designer pair of jeans to books, coffee makers, or a cute little puppy!

Because Chatuchak is such a big market and it has such a wide variety of products, you're most probably going to spend a lot of time there. Don't forget to wear comfortable shoes and clothes, pack a bottle of water, and bring enough cash with you. And don't be too shy to haggle. Everyone does!

2

In Tokyo, Japan, one of the most popular places for young people is called Akihabara. Akihabara is not a store. It's a whole neighborhood that's known as "Electric Town." Young people come from all over the world to buy the latest electronics, video games, animation, computers, and more. If you visit and you want to buy something, make sure you ask for the international model that has the correct features for use in your country, plus a user's manual in English – it's no fun going home to find everything's in Japanese!



3

It's a rainy morning, and you're in London. Why not head to Camden Market? Although it used to be a weekend market, you'll find a lot of vendors during weekdays, too. Fortunately, the market is largely indoors, so you can browse comfortably. With fine arts, traditional crafts, jewelry, clothes, great food, and music, there's something here for everyone!



16

Match the titles with the paragraphs.

A Everything you need

B The Thai experience

C Excitement in Electric Town



Where are the best places to shop where you live?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about shopping experiences around the world.

## Key Language

browse, experience, features, haggle, products, user's manual, vendor

### Culture Connection | Around the World

I will learn about shopping experiences around the world.

**15** Listen and read. Where can you buy a puppy?

**CONTENT WORDS**  
browse experience features haggle products user's manual vendor

## Shop Till You Drop

For those who enjoy shopping, every country can offer a different shopping experience. Let's find out about some of the world's most exciting shopping adventures!

- 1** The Chatuchak Weekend Market in Bangkok, Thailand, is one of the biggest markets in the world and one of the most famous. The market is huge – it covers more than 35 acres in all. It has more than 15,000 vendors, and about 200,000 people or more visit it every weekend. Here you can find everything your heart desires; from a designer pair of jeans to books, coffee makers, or a cute little puppy!

Because Chatuchak is such a big market and it has such a wide variety of products, you're most probably going to spend a lot of time there. Don't forget to wear comfortable shoes and clothes, pack a bottle of water, and bring enough cash with you. And don't be too shy to haggle. Everyone does!


- 2** In Tokyo, Japan, one of the most popular places for young people is called Akihabara. Akihabara is not a store. It's a whole neighborhood that's known as "Electric Town." Young people come from all over the world to buy the latest electronics, video games, animation, computers, and more. If you visit and you want to buy something, make sure you ask for the international model that has the correct features for use in your country, plus a user's manual in English – it's no fun going home to find everything's in Japanese!


- 3** It's a rainy morning, and you're in London. Why not head to Camden Market? Although it used to be a weekend market, you'll find a lot of vendors during weekdays, too. Fortunately, the market is largely indoors, so you can browse comfortably. With fine arts, traditional crafts, jewelry, clothes, great food, and music, there's something here for everyone!



**16** Match the titles with the paragraphs.

A Everything you need    B The Thai experience    C Excitement in Electric Town

**THINK BIG** Where are the best places to shop where you live?

Unit 4 51

## Warm-up

**Materials:** Index cards

- Have students collaborate to create a shopping mall or market map. Ask each student to use an index card to create a floor plan of one store. On the back of the card have them write the name of the store and list three things for sale.

- Have students put their cards together to create a shopping mall. Tell each student to describe her/his store. Model: *My store is called Shoe Show. You can buy shoes, socks, and shoelaces.* Then have the class decide where to place it in the mall to create a giant map. Ask: *Will you place stores that sell the same things near each other? Why or why not?*
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about shopping experiences around the world.*
- Students will listen to and read about shopping experiences around the world.

## Pre-reading



- Preview the article by having students read the title aloud. Ask: *What do you think "Shop Till You Drop" means?* (Answer: shop until you're so tired you can't shop anymore). Have students describe what they see in the pictures. Elicit what students think the article is about.

## Reading



### 15 Listen and read. Where can you buy a puppy?

- Read the directions aloud. Play Audio Track 65 and have students listen and read along.

### MONITOR

- Pause after each section and ask questions to check for comprehension: *Why do people spend a lot of time at Chatuchak Weekend Market?* (It's very big, there are more than 15,000 vendors.) *Can you haggle at the Chatuchak Weekend Market?* (Yes, you can.) *Who is Akihabara popular with?* (It's popular with young people.) *What can you buy in Akihabara?* (Electronics, video games and more.) *Where is Camden Market?* (London, the U.K.) *Is the market indoors or outdoors?* (It's indoors.)
- Ask the question in the directions. (Answer: *You can buy a puppy at the Chatuchak Weekend Market in Bangkok.*)

## Practice 1



### 16 Match the titles with the paragraphs.

- Read the directions aloud. Ask a volunteer to read the titles aloud. Tell students to read the text quickly and raise their hands and stop reading as soon as they have matched the titles to the paragraphs.
- Play Audio Track 65 and have students listen and check their answers.

### MONITOR

- As soon as the majority of the class has raised their hands, tell students to stop reading and check answers. (Answers: *1 The Thai experience, 2 Excitement in Electric Town, 3 Everything you need*)

### CHALLENGE

- Focus attention on the Content Words. Have students find them in the text and try and deduce the meanings from context and then use them in sentences of their own.

## Practice 2



WB p. 41/ act. 17



### 17 Read and complete. Then listen and check.

- Read the directions aloud. Have students read and complete the text using the words in the box.
- Play Audio Track 66 and have students listen and check their answers.

## Think BIG



### 21st Century Communication

- Read the question aloud. Have students form groups of three or four and discuss the best places to shop where they live.

### MONITOR

- As students discuss the questions, listen for proper pronunciation, appropriate intonation, and correct use of language.

## 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 shopping experiences around the world.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, ask about the shopping experience at each place in the passage.

## Homework

WB p. 41/ act. 18



### 18 Read 17 again and circle T for true or F for false.

- Direct students to WB Activity 18 on page 41. Tell students to read the passage again and then circle T or F for each numbered sentence.

## Extra Application and Practice Activity

### 21st Century Communication

- Tell students they are going to role-play being tourists asking for information at the Information Center at the shopping mall they created in the Warm-up.
- Take the role of the information clerk and ask students to take turns asking you the best place to buy different things. Recommend different stores and tell the tourists where they can find the stores.
- Invite students to take over the role of the information clerk. Encourage students to participate and praise them when they do.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Practice 4



Speaking



Lesson Objective



Homework

## Lesson Objective

I will learn to write a product review.

### Writing | Product review

I will learn to write a product review.

**17** Read the product review.

I saved my pocket money for a long time. Then finally, I decided what I wanted to buy. My dad and I bought my remote-controlled robot at Talford's. I brought the box home and opened it. I read the instructions. I put in the batteries. Then I turned the robot on. It made a strange sound and fell over! My new robot didn't work.

So we took it back to the store, and they gave me another robot. I took that one home, and it worked fine. I wasn't happy about the first robot, but I'm very happy now. This robot is really great. It's more expensive than my other gadgets, but it was worth the money. I definitely recommend it.

My Rating ★★★★★



**18** Look at the word web. Ask and answer with a partner about the robot in 17.

Where did you buy it?

What's good/bad about it?

Product

Was it worth the money?

Should other people buy one?

**19** Choose your own product. Copy the word web in 18 into your notebook. Write an answer for each question. Then use the word web to write your own product review.

**20** Share your product reviews with the class. How many good reviews were there? How many bad reviews were there?

52 Unit 4

## Warm-up



- Write these letters on the board: *B O O R T*. Ask students to unscramble the letters to make a word (*robot*). Ask: *What is a robot?* (a machine that does jobs formerly done by people or that people can't do) Ask: *If you had a robot that could do anything, what job would you have it do for you? Why?*
- Review the meaning of *review*. Say: *A review gives the writer's opinion about something. People review books, movies, and products.*
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to write a product review.*
- Students will read and write a product review.

## Practice 1



### 17 Read the product review.

- Read the directions aloud. Then have volunteers read the review aloud.

**MONITOR**

Use questions to check comprehension. Ask: *What happened to the first robot the reviewer bought? (It didn't work. It made a strange sound and fell over.) What happened next? (The reviewer took it back to the store and got another robot.) Is the reviewer happy with the new robot? (Yes)*

**ASSIST**

Suggest that students note down words that say good and bad things about the robot.

**CHALLENGE**

Point out that the reviewer gave the robot four out of five stars. Ask students to think of words to go with each star rating from one to five. (Possible answers: *bad, fair, OK, good, great*)

**Practice 2**

**18 Look at the word web. Ask and answer with a partner about the robot in 17.**

- Read the directions and the text in the word web aloud. Tell students they will talk about the product review by asking the four questions in the web.
- Have students work in pairs to answer the questions about the product.

**MONITOR**

Check answers with the class. (Answers: *I bought it at Talford's. The first robot didn't work but the new robot is great. It was worth the money. Other people should buy one.*)

**Practice 3** WB p. 42/ act. 19

**19 Read the product review. Answer the questions. Write the sentence numbers.**

- Have volunteers read the tips for writing a well-written review in the purple box.
- Read the directions. Have volunteers read the numbered questions. Then have students read the review and complete the activity independently.

**Practice 4**

**19 Choose your own product. Copy the word web in 18 into your notebook. Write an answer for each question. Then use the word web to write your own product review.**

- Read the directions aloud. Have students complete their webs and write a review of their product.

**MONITOR**

Check to make sure that students complete their webs before writing and use the web answers in their product review. Encourage students to include a rating from one to five stars.

**ASSIST**

Tell students to follow this order in their review: Name the product, its price, and say where they bought it. Explain what it does. Talk about the product's good and bad points. Say whether it is worth the money. End with a recommendation.

**Speaking**

**20 Share your product reviews with the class. How many good reviews were there? How many bad reviews were there?**

- Have students share their product reviews by exchanging papers with a partner and reading their partner's review aloud. Tell students not to say the rating given by the reviewer. Have classmates guess the rating based on the content of the review. Ask: *Does the rating match the review? Why or why not?*

**21st Century Critical Thinking**

- Say: *A professional reviewer is paid money to review something. An amateur isn't paid.* Ask students whether or not they think this review was written by a professional. (No, it was written by someone who bought a product.) Ask: *Do you think you can trust professional reviews more or less than amateur reviews?* (Answers will vary.)

**Lesson Objective****INVOLVE**

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

- Encourage awareness of what students have learned by quickly eliciting ways to say if a product is good or bad and how to make recommendations.

**Homework** WB p. 42/ act. 20

**20 Choose a gadget you have or want. Write a review.**

- Direct students to WB Activity 20 on page 42. Tell students to write a product review for something that they already have or want. Tell them to use the "Tips" box to help them.

**Extra Application and Practice Activity****21st Century Information Literacy**

- Have students find and share product reviews on the Internet or in magazines, newspapers, or catalogs. Have them tell whether or not these are professional reviews, and if they think they are trustworthy.

# Writing | Product review

I will learn to write a product review.

## 17 Read the product review.

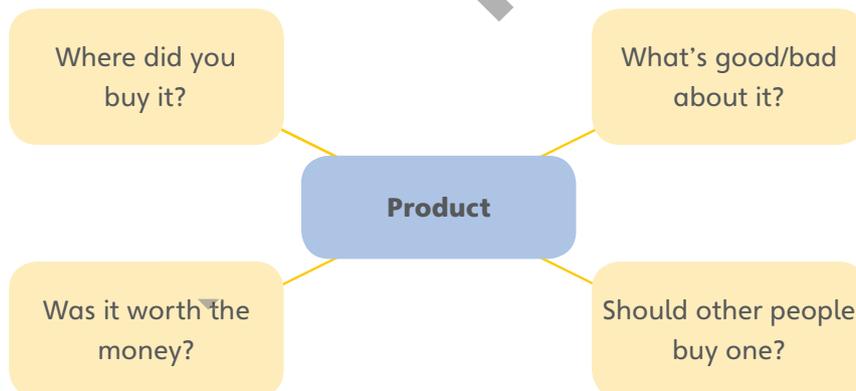
I saved my pocket money for a long time. Then finally, I decided what I wanted to buy. My dad and I bought my remote-controlled robot at Talford's. I brought the box home and opened it. I read the instructions. I put in the batteries. Then I turned the robot on. It made a strange sound and fell over! My new robot didn't work.

So we took it back to the store, and they gave me another robot. I took that one home, and it worked fine. I wasn't happy about the first robot, but I'm very happy now. This robot is really great. It's more expensive than my other gadgets, but it was worth the money. I definitely recommend it.

My Rating ★★★★★☆



## 18 Look at the word web. Ask and answer with a partner about the robot in 17.



## 19 Choose your own product. Copy the word web in 18 into your notebook. Write an answer for each question. Then use the word web to write your own product review.

## 20 Share your product reviews with the class. How many good reviews were there? How many bad reviews were there?

# Life Skills | Develop good money habits.

I will learn to talk about good money habits.

**21** What do you do with your money? Read and ✓. Then ask a partner.

	always	usually	sometimes	never
1 I spend all my money right away on things I want.				
2 I like to save my money to buy the things I need.				
3 I like to save my money, but then I spend it on things I don't need.				
4 I use my money to buy presents for other people.				
5 I put my money in a bank. Then I forget about it.				



## Project

**22** Design a shopping bag for a store that helps you spend your money wisely. Be sure to give your store a name! Work in small groups. Talk about your shopping bags.



# Life Skills Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about good money habits.

## Key Language

Develop good money habits.

### Life Skills | Develop good money habits.

I will learn to talk about good money habits.

**21** What do you do with your money? Read and ✓. Then ask a partner.

	always	usually	sometimes	never
1 I spend all my money right away on things I want.				
2 I like to save my money to buy the things I need.				
3 I like to save my money, but then I spend it on things I don't need.				
4 I use my money to buy presents for other people.				
5 I put my money in a bank. Then I forget about it.				



### Project

**22** Design a shopping bag for a store that helps you spend your money wisely. Be sure to give your store a name! Work in small groups. Talk about your shopping bags.



## Warm-up



- Review adverbs of frequency by having students work in pairs. Write these words on the board: *always, usually, sometimes, never*. Say a sentence and have students rephrase it using an adverb of frequency. Model: *I drink tea every morning. I always drink tea in the morning.* Continue with other sentences, such as *I buy a newspaper every day except for Saturday and Sunday; I go to the movies once or twice a month; I don't go to perfume stores because I don't like perfume.*
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about good money habits.*
- Students will share ideas about money habits. Then they will design a useful shopping bag.

## Practice



### 21 What do you do with your money? Read and ✓. Then ask a partner.

- Read the page title, directions, and chart headings aloud. Say: *A habit is something you do on a regular basis.*
- Have students complete the chart independently. Then have partners ask each other about how they completed the chart. Model: *Do you spend all your money right away on things you want?*

### MONITOR

- Make sure that students check one box in each row of the chart. Listen for proper pronunciation and correct use of language as students talk about their money habits.
- Invite students to share one or more of their partner's responses. Model: *John sometimes uses his money to buy presents for other people.*

## Speaking



### 22 Look at 21. Do you have good money habits? Discuss with a partner.

- Read the question aloud. Place students in pairs. Have them talk about the importance of good money habits.

### 21st Century Communication

#### MONITOR

Check to make sure that students correctly identify good money habits and give reasons to support their ideas.

### ASSIST

Have students write *good* or *bad* to evaluate the money habits in the chart. Model: *I don't think it is good to spend all your money right away. So I think the first habit is a bad money habit.*

## Project



### 22 Design a shopping bag for a store that helps you spend your money wisely. Be sure to give your store a name! Work in small groups. Talk about your shopping bags.

- Read the directions aloud. Invite volunteers to read the text on the sample bag aloud. Ask: *How does this bag help you spend money wisely?* (You get a discount if you use the bag. The bag also mentions other ways to save.)
- As students share their designs, encourage the class to keep notes of each good money habit. Give students opportunities to clarify ideas that are not clear.

### 21st Century Environmental Literacy

- Say: *Reusing shopping bags can help reduce waste. According to estimates, people use 500 billion plastic shopping bags every year. Many end up as garbage. Some stores offer money back to shoppers who reuse plastic bags.* Students may wish to use some of this information on their own bags.
- Have students work independently, in pairs, or in small groups to design useful shopping bags.

### MONITOR

Check to make sure that students choose store names and include ideas for saving money or spending wisely on their bags.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about good money habits.*
- Encourage awareness of what students have learned by quickly eliciting good spending habits.

## Extra Application and Practice Activity

- Create a class display of students' shopping bags. Have students view the display and vote on which bags they think are the most effective. Ask students to give reasons for their opinions. Invite volunteers to offer suggestions for improving bags that are less effective.

# Listening and Speaking Lesson

## Lesson Flow



Warm-up



Lesson Objective



Presentation



Practice 1



Practice 2



Speaking



Lesson Objective

## Lesson Objectives

I will review the sounds *sc* and *ho*.

I will learn to talk about what you can buy or see at a mall.

## Listening and Speaking

**I will review** the sounds *sc* and *ho*.

**I will learn to** talk about what you can buy or see at a mall.

**23** Listen, read, and repeat.

1 **s-c** *sc*      2 **h-o** *ho*

**24** Listen and blend the sounds.

1 m-u-sc-le muscle      2 e-c-ho echo  
3 ho-n-e-s-t honest      4 sc-ie-n-ce science  
5 g-ho-s-t ghost      6 sc-e-ne scene

**25** Listen and chant.

An honest ghost  
Made an echo  
In our science class.  
Wow! What a crazy scene!



**26** Play the **More or Less** game.

- \_\_\_\_\_ are delicious.
- \_\_\_\_\_ are expensive.
- \_\_\_\_\_ is an interesting book.
- \_\_\_\_\_ is an exciting movie.
- \_\_\_\_\_ is an amazing store.
- \_\_\_\_\_ is a useful gadget.



Hot dogs are delicious.

Burgers are more delicious than hot dogs.



## Warm-up



**Materials:** Index cards

- Have students play *Pictionary* (see *Game Bank*, page T138, for details). Write these words on the board: *delicious, interesting, exciting, amazing, useful, expensive*. Then have students take turns choosing a word and drawing a picture on their index card to illustrate it while others guess which word they are drawing.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the sounds sc and ho, and learn to talk about what you can buy or see at the mall.*

- Students will review the sounds by identifying and distinguishing the letters and sounds. Then they will talk about shopping.

## Presentation



### 23 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 67 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



### 24 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.

### MONITOR

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

### ASSIST

- Replay Audio Track 68 as needed.

## Practice 2



### 25 Listen and chant.

- Read the directions aloud. Read the chant while students follow in their books.
- Play Audio Track 69 and have students listen. Replay Audio Track 69 several times and encourage them to join in.

### MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Speaking



### 26 Play the *More or Less* game.

- Read the directions aloud. Ask students to tell you what type of noun they should use to complete each sentence. Write them on the board (1 a food, 2 a plural noun, 3 a book title, 4 a movie title, 5 a store, 6 a gadget). Have students complete the sentences independently.
- Ask volunteers to read the speech bubbles aloud. Provide an additional model: *... is an exciting movie.... is more exciting than... .... is the most exciting movie I know.*
- Have students work in groups of four to play *More or Less*. Ask each group to write numbers 1–4 on a small piece of paper each and put them in an envelope or a small bag.
- Make sure that students understand that the numbers they choose from the envelope only determine the order the players speak. Say: *The player who picks number 1 can choose any of the six sentences to read.*
- Have students make comparisons using the speech bubbles as a model.
- Add Your Own! Have students think of one or two additional sentence frames that they can add to the game *More or Less*. Point out that each frame includes a blank, an adjective and a noun. Model: *... is a wonderful pet.... is a powerful tool.... is an excellent TV show.*

### ASSIST

Explain that sentences don't have to show students' actual opinions. Their goal is to practice comparing.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have reviewed the sounds sc and ho, and learned to talk about what you can buy or see at the mall.*

- Encourage awareness of what students have learned by quickly eliciting the words from the lesson with the sounds *sc* and *ho*.

## Application and Practice Activity

**Materials:** Index cards

- Have students in groups create sentence puzzles using sentences from *More or Less*. Each group chooses a different sentence from the game and then writes each word from the sentence on a separate index card. Have students exchange card sets and try to arrange the cards to make a sentence. Give a point to the fastest group. Have the groups switch sentence puzzles until they have solved all of them.

# Listening and Speaking

**I will review** the sounds *sc* and *ho*.

**I will learn to** talk about what you can buy or see at a mall.

<sup>67</sup>  
**23** Listen, read, and repeat.

1 **s-c** **sc**      2 **h-o** **ho**

<sup>68</sup>  
**24** Listen and blend the sounds.

- |   |            |        |   |            |         |
|---|------------|--------|---|------------|---------|
| 1 | m-u-sc-le  | muscle | 2 | e-c-ho     | echo    |
| 3 | ho-n-e-s-t | honest | 4 | sc-ie-n-ce | science |
| 5 | g-ho-s-t   | ghost  | 6 | sc-e-ne    | scene   |

<sup>69</sup>  
**25** Listen and chant.

An honest ghost  
Made an echo  
In our science class.  
Wow! What a crazy scene!



**26** Play the **More or Less** game.

- \_\_\_\_\_ are delicious.
- \_\_\_\_\_ are expensive.
- \_\_\_\_\_ is an interesting book.
- \_\_\_\_\_ is an exciting movie.
- \_\_\_\_\_ is an amazing store.
- \_\_\_\_\_ is a useful gadget.



Hot dogs are  
delicious.

Burgers are more  
delicious than hot dogs.



27 Write prices on the products. Then write about the products using **more**, **most**, **less**, or **least**.



- 1 The bike is \_\_\_\_\_ expensive \_\_\_\_\_ the skateboard.
- 2 The game is \_\_\_\_\_ expensive gadget.
- 3 The jeans are \_\_\_\_\_ popular \_\_\_\_\_ the jacket.
- 4 The jewelry is \_\_\_\_\_ interesting \_\_\_\_\_ the gadgets.

28 Work with a partner. Take turns asking and answering about the sales.



I'm at the jewelry store.

30 dollars.

How much is your necklace?

Hmm. That's too expensive.



I Can

- use name things to buy and places to shop.
- make comparisons using the comparative and the superlative.
- talk about shopping using *too* and *enough*.
- write a product review.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

### Review

**27** Write prices on the products. Then write about the products using **more**, **most**, **less**, or **least**.

**MALL SALE**

Department store sale      Gadget sale

Clothing store sale      Jewelry store sale

- 1 The bike is \_\_\_\_\_ expensive \_\_\_\_\_ the skateboard.
- 2 The game is \_\_\_\_\_ expensive gadget.
- 3 The jeans are \_\_\_\_\_ popular \_\_\_\_\_ the jacket.
- 4 The jewelry is \_\_\_\_\_ interesting \_\_\_\_\_ the gadgets.

**28** Work with a partner. Take turns asking and answering about the sales.

I'm at the jewelry store.

30 dollars.

How much is your necklace?

Hmm. That's too expensive.

**I Can**

<ul style="list-style-type: none"> <li>• use name things to buy and places to shop.</li> </ul>	<ul style="list-style-type: none"> <li>• make comparisons using the comparative and the superlative.</li> </ul>	<ul style="list-style-type: none"> <li>• talk about shopping using <i>too</i> and <i>enough</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• write a product review.</li> </ul>
☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆

Unit 4 55

## Warm-up



**Materials:** Store catalog or shop flyer

- Have students play *I Spy* (see *Game Bank*, page T138, for details), using a catalog or a shop flyer. One student picks a product and gives a clue. The other student then asks *yes/no* questions to guess the product. Model: *I spy something that is expensive. Is it more expensive than this sweater? Is it less expensive than this jacket? Is it this pair of jeans?*

## Lesson Objective



INVOLVE

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

- Students will review the vocabulary and grammar they learned in Unit 4. They will review talking about shopping and making comparisons.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Practice 1



### 27 Write prices on the products. Then write about the products using *more*, *most*, *less*, or *least*.

- Read the directions aloud. Tell students to write different prices on the products. Have students complete the sentences independently. Then have them work in pairs to talk about the items.

#### MONITOR

- Listen to students' sentences and make sure they are using the target vocabulary and grammar correctly. Answers will vary. (*Answers: 1 more/less... than, 2 the most/the least 3 less/more... than, 4 more/less... than*)
- Have students continue talking about the items for sale, using these adjectives: *beautiful*, *useful*, *interesting*.

## Practice 2

WB p. 43/ act. 21



### 21 Write the words in the correct column.

- Read the directions aloud. Explain to students that these items are being sold in a yard sale. Tell students to write each word in the correct column.
- Have volunteers read the words in the box and the column headings aloud. Do the first word together as a class. Then have students work independently.

## Practice 3

WB p. 43/ act. 22



### 22 Look at the ratings. Complete the sentences. Write *more/less popular than* and *the most/the least popular*.

- Read the directions aloud. Explain to students that they have to complete the sentences with *more/less popular than* and *the most/the least popular* and should refer to the ratings.

## Practice 4



### 28 Work with a partner. Take turns asking and answering about the sales.

- Read the directions aloud.
- Ask for volunteers to read aloud the speech bubbles as a model.
- Have students form pairs to ask and answer about the sales.

## Self-assessment



### I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*
- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color the stars. They should color three

stars if they feel the unit was easy, two stars if they need a little help, and one star if the unit was hard and they need a lot of help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 4 Practice Tests in the Assessment Pack.

WB Unit 4/ p. 101

- Direct students who need help with grammar in particular to the Unit 4 Extra Grammar Practice (Workbook, page 101).
- For further vocabulary work, students can access



## Homework

WB p. 43/ act. 23



### 23 Write the sentences. Use *too* or *not... enough* and the words in parentheses.

- Direct students to WB Activity 23 on page 43. Read the directions aloud. Explain to students that they have to write the sentences using *too* or *not... enough* and the words in parentheses.

## Extra Application and Practice Activity

**Materials:** Store catalogs and/or shop flyers

- Have small groups create their own yard sales. Give each group a set of catalogs or shop flyers. Have them cut out items they would like to sell and give prices. Encourage students to talk about their reasons for pricing the items as they did.
- Have each group set up their yard sale and let the other groups browse and “shop” at the sale. Have them identify the most and least expensive items and then write a list of the items that they would like to buy with their money.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 4 Unit Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 4 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



# Vacation Time

## Objectives

### Reading

- Can follow extended stories and texts written in simple, familiar language, if supported by pictures.
- Can get the gist of short factual school texts.

### Listening

- Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.

### Speaking

- Can suggest possible outcomes to an event or situation, given a model.

### Writing

- Can write short, simple personal emails/letters about familiar topics, given prompts or a model.
- Can create a poster to advertise an event or product, given a model.
- Can write a short list of instructions for using or doing something (e.g. playing a game), given a model.

### Grammar

- Can distinguish between the past simple and past progressive.

## Unit Projects

### Family Connection

Have students tell their families that they are learning about vacations. Encourage students to interview family members about their favorite vacations. Tell students to ask questions about what made the vacation so special: *What did you do and see? Did anything unusual happen? Were there any problems? Where did you stay?* Students can keep notes or recordings from each interview to share with the class.

# Key Language

## Key Vocabulary

### Vacation activities

biking  
camping  
hiking  
horseback riding  
kayaking  
rafting  
skiing  
swimming

### Vacation-related items

campsite  
helmet  
insect repellent  
life jacket  
map  
sunglasses  
sunscreen  
tent  
warm jacket  
water bottle  
windbreaker

### Expressions

best vacation ever  
Cover up!  
Oh, no!  
Really?  
set up the tent  
so much fun

## Content Words

calculations Arctic  
customer expedition  
disposable gift fascinating  
power outage founder  
price list frozen  
guide  
guided tour  
head over  
igloo  
particularly  
poison  
poisonous

## Grammar/Structures

What **was** he **doing** when he got hurt? He **was** horseback **riding** when he got hurt.

What happened while they **were hiking**? They got lost while they **were hiking**.

**Were** you **swimming** when you got sunburned? Yes, I **was**./No, I **wasn't**.

## Phonics

**The sounds:** *cl, tw*

## We were here Bulletin Board

Create a bulletin board display entitled *We Were Here*. Place two or three maps on the board. If possible, include one of your region, another of your country, and a world map. As students complete the unit, they can add notes about places they have visited. Mark each place with a pin or tack, and connect it with a string to a note card outside the map that describes something that happened during the vacation. Begin the display by adding notes about a personal or class trip. Model: *We visited the Chang Farm. It was raining, but we had a great time anyway!*

# Language in Context Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about vacations.

## Key Language

biking, camping, hiking, horseback riding, kayaking, rafting, skiing, swimming; campsite, helmet, insect repellent, life jacket, map, sunglasses, sunscreen, tent, warm jacket, water bottle, windbreaker; Cover up!

# 5 Vacation Time

## Language in Context

I will learn to talk about vacations.

**1** Read and complete these fun facts about vacations. Use words from the box. Then listen and check.

cell phones   kayak   mosquitoes   sunburned

- Lost and Found**  
In 2011, more people lost their \_\_\_\_\_ than their sunglasses while they were traveling!
- Ouch!**  
Every year, \_\_\_\_\_ make 700 million people sick!
- Cover up!**  
Be careful! You can get \_\_\_\_\_ on a cloudy day if you don't wear sunscreen!
- Why not fly?**  
In 2010, a British woman took the longest \_\_\_\_\_ trip that anyone has ever taken – more than 3,200 kilometers!

56 Unit 5

**2** Match. Then listen and check.

<input type="checkbox"/> a helmet	<input type="checkbox"/> water bottle	<input type="checkbox"/> a warm jacket
<input type="checkbox"/> a windbreaker	<input type="checkbox"/> insect repellent	<input type="checkbox"/> a map
<input type="checkbox"/> a life jacket	<input type="checkbox"/> sunscreen	<input type="checkbox"/> sunglasses

**3** Work with a partner. Ask and answer.

What happened when she was hiking? She got thirsty.

**THINK BIG** What are the five most important things you should take with you when hiking?

Unit 5 57

## Warm-up

**Materials:** World map or globe

- Have students think of places around the world for imaginary vacation and play *Twenty Questions* (see *Game Bank*, page T138, for details). Classmates can ask *yes/no* questions to try to guess the location. Allow students to use a world map or globe to help them think of vacation spots. Model: *I went on vacation. Where did I go? Was it warm? Did I go swimming? Was it in our country? Was it very far away?*
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about vacations.*
- Tell students that they will read and talk about vacations, including vacation items and activities.



**1 Read and complete these fun facts about vacations. Use words from the box. Then listen and check.**

- Read the directions aloud. Ask volunteers to read the words in the box aloud. Read the headings aloud and ask students to predict what each fact will be about.
- Have students read the items and complete the activity independently.

MONITOR

Play Audio Track 70. Have students listen to check their answers. (Answers: 1 cell phones, 2 mosquitoes, 3 sunburned, 4 kayak)

Have students match the pictures with the words in the box. Ask: *Which word doesn't have a picture?* (mosquitoes)

Practice 1 WB p. 44/ act. 1



**1 Which vacations do you see in the pictures? Write the numbers.**

- Read the directions aloud. Say: *Match each picture with its vacation activity. Write the number of the picture next to the correct activity.*
- Ask volunteers to read the vacation activity aloud.
- Have students complete the activity independently.

Practice 2 WB p. 44/ act. 2



**2 Look at 1. Which vacation would you like the best? Which vacation would you like the least? Rank the vacations and write their numbers in the chart.**

- Direct students to WB Activity 2 on page 44. Tell students to rate the vacations in Activity 1 and write the number of the vacation in the chart.

Practice 3 P. T145  
71



**2 Match. Then listen and check.**

- Read the directions aloud. Have students preview the list of words and the pictures. Encourage students to describe what the weather is like in each picture, using words like *cold, sunny, warm* and *windy*.
- Have students complete the activity independently. Play Audio Track 71 and have students check their work.

MONITOR

Check answers as a class. (Answers: 1 insect repellent, 2 a helmet, 3 a warm jacket, 4 a windbreaker, 5 a life jacket, 6 water bottle, 7 a map, 8 sunscreen, 9 sunglasses)

Speaking

**3 Work with a partner. Ask and answer.**

- Read the directions aloud. Have volunteers read the text in the speech bubbles. Ask: *What was she doing?* (hiking) *What happened?* (She got thirsty.)

- In pairs, have students take turns asking and answering similar questions about what can happen while doing the activities in Activity 3.

MONITOR

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

Think BIG

21st Century Critical Thinking

- Say: *I'm going hiking on Saturday and I'm taking a map with me. Why?* (In case I get lost.) Then ask the question and write students' answers on the board. Encourage students to explain why they have chosen these items.

CHALLENGE

Have students write a few sentences about the items they have chosen to take with them.

Lesson Objective

INVOLVE

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

- Encourage awareness of what students have learned by quickly eliciting a few vacation activities and items from the lesson.

Homework WB p. 45/ act. 3 & 4

**3 Write the words in the correct rows.**

- Direct students to WB Activity 3 on page 45. Tell students to write the items in the box under the correct heading.

**4 Look at 3. Complete the sentences.**

- Direct students to WB Activity 4 on page 45. Tell students to complete the sentences with the items in Activity 3.

Think BIG

- Direct students to the WB Think BIG on page 45. Tell students to write answers for the question.

Extra Application and Practice Activity

Materials: Index cards

- Have students write one vacation activity and one problem that can happen during the activity.
- In small groups, have students mime the activity and the problem. Have the group members guess the activity and the problem and offer a solution to the problem. Continue until each student has had a turn to mime an activity and problem.

# 5

# Vacation Time

## Language in Context

I will learn to talk about vacations.



Read and complete these fun facts about vacations. Use words from the box. Then listen and check.

cell phones    kayak    mosquitoes    sunburned

### 1 Lost and Found

In 2011, more people lost their \_\_\_\_\_ than their sunglasses while they were traveling!

### 2 Ouch!

Every year, \_\_\_\_\_ make 700 million people sick!

### 3 Cover up!

Be careful! You can get \_\_\_\_\_ on a cloudy day if you don't wear sunscreen!

### 4 Why not fly?

In 2010, a British woman took the longest \_\_\_\_\_ trip that anyone has ever taken – more than 3,200 kilometers!



71  
2

Match. Then listen and check.

a helmet

water bottle

a warm jacket

a windbreaker

insect repellent

a map

a life jacket

sunscreen

sunglasses



3 Work with a partner. Ask and answer.



What happened when she was hiking?

She got thirsty.



**THINK BIG**

What are the five most important things you should take with you when hiking?

# Reading Lesson

## Lesson Flow



## Lesson Objective

I will understand a text about a camping trip.

## Key Language

camping, hiking; campsite, tent; set up the tent, so much fun

**Reading** | Narrative story

I will understand a text about a camping trip.

**4** Listen and read. Why did Jenny enjoy the weekend?

## The BEST WEEKEND EVER

by Alison Green

Jenny and her mother were getting ready for a camping trip. Mom was packing their food when Jenny walked into the kitchen.

"Can't we stay at home?" Jenny asked. "I really don't want to go camping," she said.

"But camping is so much fun!" said Mom.

"Sleeping in a tent?" said Jenny. "No TV? That's fun?"

"Yes, it is. We can go hiking! We can make a fire! We can cook hot dogs outside!" said Mom.

Jenny and her mother arrived at the campsite. They took everything out of the car. Jenny looked up at the sky.

"It's getting cloudy," said Jenny. Suddenly they heard thunder. KABOOM!

"Oh, no!" said Mom. "Let's set up the tent!"

Jenny and Mom were setting up the tent when it started to rain.

"Quick! Get inside the tent!" said Mom.

Jenny waited inside the tent. In a few minutes, Mom came inside, too. Her hair was wet. Her clothes were wet. Her shoes were wet. Everything was wet.

Jenny played her video game while her mother made jelly sandwiches. They ate them inside the tent.

It rained all night. And it rained the next day. It rained the whole weekend! Jenny and her mom sat inside. They couldn't go hiking. They couldn't make a fire. They couldn't cook any hot dogs outside.

After two days of rain, Jenny's mother said, "Time to go home. Please help me take down the tent, Jenny," she said. "Then wait in the car." Jenny waited inside the car with her video game.

While Jenny's mother was packing everything into the car, it stopped raining. Then the sun came out. "Now it's sunny," Mom said. She got into the car and started driving home.

Mom said, "You were right, Jenny. That wasn't much fun."

"What? I had a great time, Mom!" said Jenny. "I ate jelly sandwiches all weekend, and I reached Level 12 on my video game. It was the best weekend ever!"

**Reading Comprehension**

**5** Choose the correct answers.

<p><b>1</b> When Jenny was looking at the sky, what did she hear?</p> <p>a She heard thunder. b She heard rain.</p> <p><b>3</b> What was Jenny doing while her mom was packing the car to go home?</p> <p>a She was making a fire. b She was waiting in the car.</p>	<p><b>2</b> Why didn't Jenny and her mom go hiking?</p> <p>a Because it rained all weekend. b Because Jenny was playing her video game.</p> <p><b>4</b> What did Jenny think about the camping trip?</p> <p>a She hated it. b She loved it.</p>
--	---

**THINK BIG** Do you like camping? Why/Why not?

58 Unit 5

Unit 5 59

## Warm-up



- Create a Venn diagram on the board by drawing two overlapping ovals with these labels: *Inside*, *Outside*. Ask: *What activities do you do inside? What activities do you do outside? What activities do you do both inside and outside?* Point to the region where the two ovals overlap and say: *We can write those activities in this part of the diagram.* Invite students to write activities in the diagram.

### ASSIST

- Provide students with activities to classify in the diagram: *cycling, eating, exercising, hiking, reading, running, sleeping, swimming, talking, watching TV.*
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will understand a text about a camping trip.*
- Students will listen to and read a story about a vacation, answer questions about it and discuss related ideas.

## Pre-reading



- Have students read the title aloud and preview the pictures. Tell students the story is about a vacation that Jenny and her mother take. Ask: *What do you think will happen to Jenny and her mom during this vacation?*

## Reading



### 4 Listen and read. Why did Jenny enjoy the weekend?

- Play Audio Track 72 and have students listen and read along.
- Ask the question in the directions: Why did Jenny enjoy the weekend? (*Answer: Jenny enjoyed the weekend because she ate jelly sandwiches and reached Level 12 on her video game.*)

## Comprehension 1



### MONITOR

Use questions to check for understanding. Ask: *How does Jenny feel at the beginning of the trip?* (She doesn't want to go. Camping doesn't sound like fun to her.) *What happens when they get to the campsite?* (They set up the tent. It starts to rain.) *When does it stop raining?* (When they are packing to leave.)

### ASSIST

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

## Comprehension 2



### 5 Choose the correct answers.

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

**Tips for Answering Comprehension Questions:** Share these tips with students: *Read every answer before you make your choice. If you aren't sure, look for clue words in the answer choices and the story. Place a star next to questions you aren't sure about. You can go back and check them when you have finished the other questions.*

### MONITOR

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

### ASSIST

Replay the audio as needed and review any errors in understanding. Suggest that students note down key words in each question and then find words in the story that help them answer the question.

### CHALLENGE

Write some true and false statements about the story on the board. Have pairs of students write their own statements. Have them say whether each statement is true or false. Model: *It was raining while Jenny and her mom were driving to the campsite.* (false) *Mom got wet in the rain.* (true) *Jenny and her mom stayed inside the tent all weekend.* (true) *Jenny likes to hike and cook food outside.* (false)

## Think BIG



### 21st Century Critical Thinking

- Explain that the reader can learn about characters from what they say and do. Say: *When you make inferences, you use clues to understand details that aren't stated directly. Jenny doesn't say if she likes jelly sandwiches but you can make an inference based on facts in the story.* Ask: *Does Jenny like jelly sandwiches? How do you know?* (Yes. She is happy to eat them all weekend.)
- Ask: *Do you think it's a good idea to bring a video game on a camping trip? Why or why not?* (Answers will vary. Some students will agree with Jenny that a video game can help when the trip gets boring. Others might suggest that it is better to leave video games at home so that they don't get broken or lost and so that people pay attention to the trip.)
- Read the Think BIG questions one at a time and give students enough time to answer as best they can.

### 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 understood a text about a camping trip.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the text, for example, what Jenny's mom wanted to do when they went camping and what they actually did.

## Homework



WB p. 46/ act. 5 & 6



### 5 Listen and read. Then answer the questions.

- Direct students to WB Activity 5 on page 46. Tell students to first read the questions and then play Audio Track 73, and listen and read along. Tell students to answer the questions.

### 6 Answer the questions. Explain your answers.

- Direct students to WB Activity 6 on page 46. Tell students to write answers to each question and to try to explain each answer.

## Extra Application and Practice Activity

- Invite students to tell their own stories about "The Best Weekend Ever". Encourage them to answer the questions *Who? What? When? Where? and Why?* when they tell their stories. Students can talk about real or imaginary weekends.

I will understand a text about a camping trip.



Listen and read. Why did Jenny enjoy the weekend?

# The BEST WEEKEND EVER

by Alison Green

Jenny and her mother were getting ready for a camping trip. Mom was packing their food when Jenny walked into the kitchen.

“Can’t we stay at home?” Jenny asked. “I really don’t want to go camping,” she said.

“But camping is so much fun!” said Mom.

“Sleeping in a tent?” said Jenny. “No TV? That’s fun?”

“Yes, it is. We can go hiking! We can make a fire! We can cook hot dogs outside!” said Mom.

Jenny and her mother arrived at the campsite. They took everything out of the car. Jenny looked up at the sky.

“It’s getting cloudy,” said Jenny. Suddenly they heard thunder. KABOOM!

“Oh, no!” said Mom. “Let’s set up the tent!”

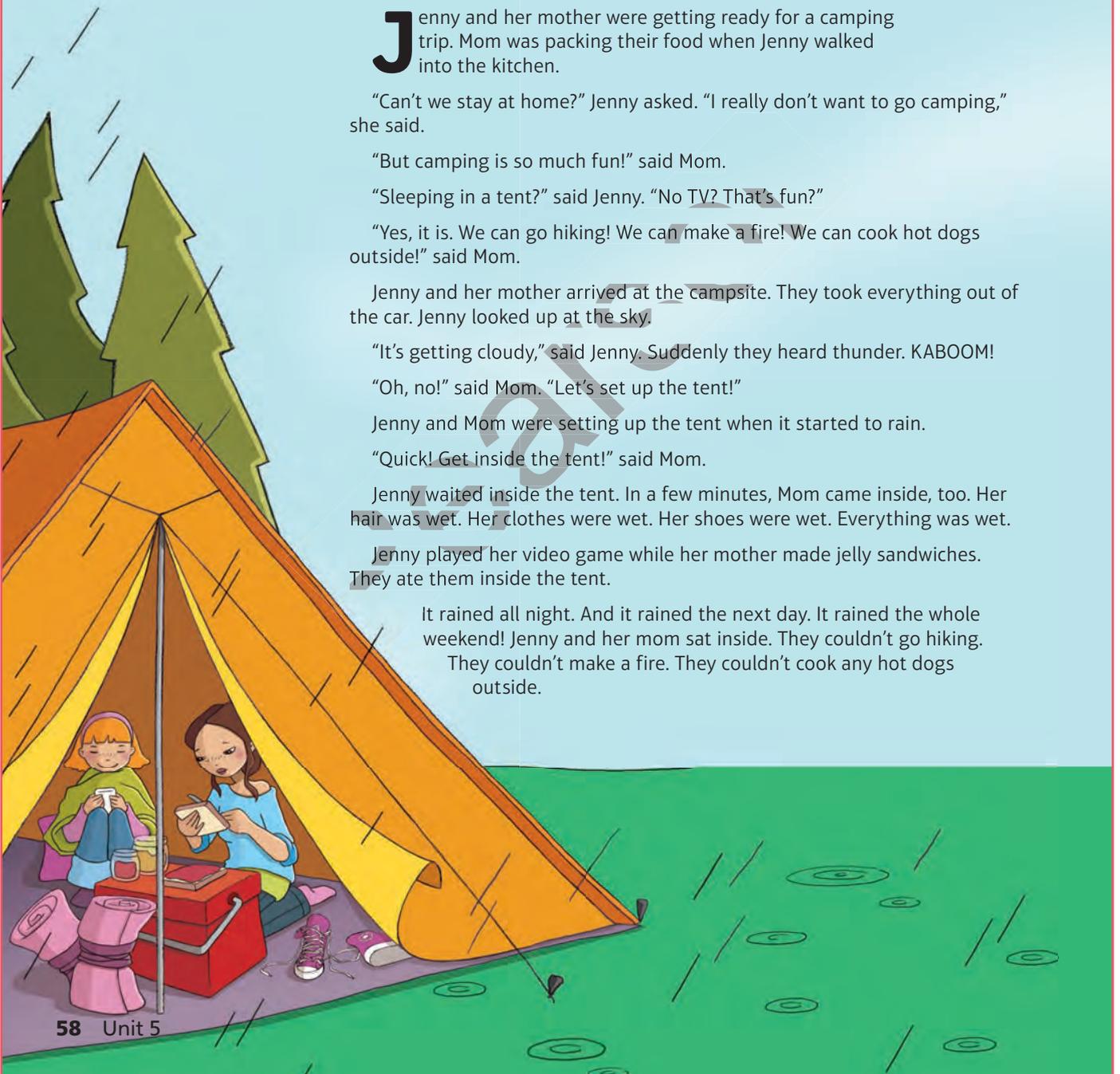
Jenny and Mom were setting up the tent when it started to rain.

“Quick! Get inside the tent!” said Mom.

Jenny waited inside the tent. In a few minutes, Mom came inside, too. Her hair was wet. Her clothes were wet. Her shoes were wet. Everything was wet.

Jenny played her video game while her mother made jelly sandwiches. They ate them inside the tent.

It rained all night. And it rained the next day. It rained the whole weekend! Jenny and her mom sat inside. They couldn’t go hiking. They couldn’t make a fire. They couldn’t cook any hot dogs outside.

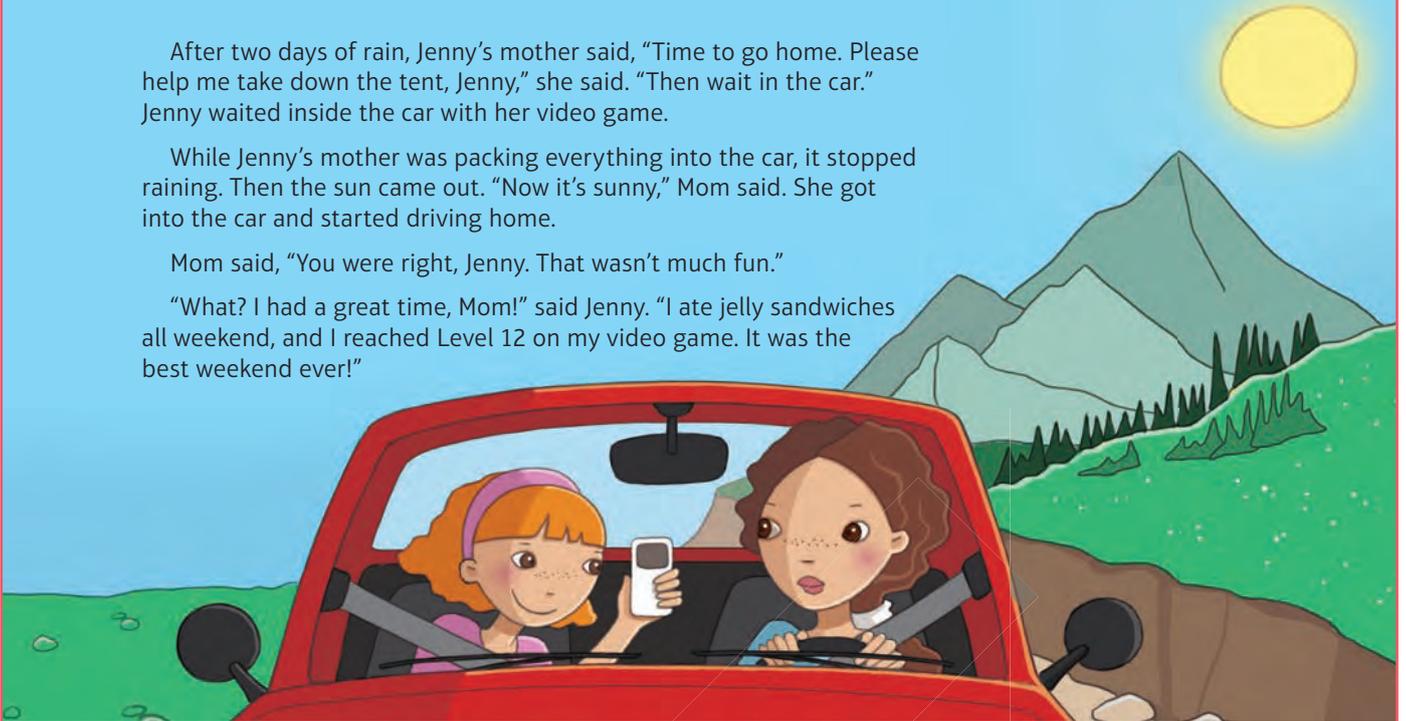


After two days of rain, Jenny's mother said, "Time to go home. Please help me take down the tent, Jenny," she said. "Then wait in the car." Jenny waited inside the car with her video game.

While Jenny's mother was packing everything into the car, it stopped raining. Then the sun came out. "Now it's sunny," Mom said. She got into the car and started driving home.

Mom said, "You were right, Jenny. That wasn't much fun."

"What? I had a great time, Mom!" said Jenny. "I ate jelly sandwiches all weekend, and I reached Level 12 on my video game. It was the best weekend ever!"



## Reading Comprehension

**5** Choose the correct answers.

- 1** When Jenny was looking at the sky, what did she hear?
  - a** She heard thunder.
  - b** She heard rain.
- 2** Why didn't Jenny and her mom go hiking?
  - a** Because it rained all weekend.
  - b** Because Jenny was playing her video game.
- 3** What was Jenny doing while her mom was packing the car to go home?
  - a** She was making a fire.
  - b** She was waiting in the car.
- 4** What did Jenny think about the camping trip?
  - a** She hated it.
  - b** She loved it.



Do you like camping? Why/Why not?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will understand a dialog about a vacation.

## Key Language

hiking, horseback riding; best vacation ever, oh no!, Really?

### Language in Action

I will understand a dialog about a vacation.

**6** Listen and read. Why was this Daniel's best vacation ever?

**Louise:** Hi, Uncle Daniel. It's Louise. How was your vacation?  
**Daniel:** Hi, Louise. It was great. It was the best vacation ever!  
**Louise:** Oh, really? What did you do?  
**Daniel:** Well, the first day, I went to the beach. While I was lying on the sand, I fell asleep and woke up with a terrible sunburn.  
**Louise:** Oh, no. Really?  
**Daniel:** Yes, so the next day I went hiking in the forest. While I was hiking, I got dozens of mosquito bites.  
**Louise:** Oh, no!  
**Daniel:** Yes, and so the next day I went horseback riding. While I was riding, the horse got scared and jumped. I fell off the horse and broke my leg.  
**Louise:** Oh, that's awful! But Uncle Daniel, I'm confused. So why was this the best vacation ever?  
**Daniel:** The doctor says I need to stay at home for a week. I can finally rest and relax!

**7** Practice the dialog in 6 with a partner.

**8** What happened on Gina's vacation? Listen and stick. Then complete the sentences.

eating   reading   shopping   sleeping

<p><b>1</b></p> <div style="border: 1px solid #ccc; width: 80px; height: 60px; margin: 0 auto;"></div> <p>She was _____ when it happened.</p>	<p><b>2</b></p> <div style="border: 1px solid #ccc; width: 80px; height: 60px; margin: 0 auto;"></div> <p>She was _____ when it happened.</p>
<p><b>3</b></p> <div style="border: 1px solid #ccc; width: 80px; height: 60px; margin: 0 auto;"></div> <p>She was _____ when it happened.</p>	<p><b>4</b></p> <div style="border: 1px solid #ccc; width: 80px; height: 60px; margin: 0 auto;"></div> <p>She was _____ when it happened.</p>

60 Unit 5

## Warm-up

- Write *best* and *worst* on the board. Ask: *What was your best vacation? What was your worst vacation?*
- Write *terrible* on the board. Ask: *What terrible things can happen on a vacation?*

### ASSIST

Have students describe and classify vacation time as *good*, *best*, *terrible*, or *worst*. Models: A) *We went to the beach. It rained all week.* B) *We went to the mountains. I found a gold coin!* C) *We went camping. The wind blew our fire. Our tent burnt down!*

- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

- Introduce the lesson objective. Say: *Today I will understand a dialog about a vacation.*
- Students will read, listen to, and practice a dialog. Students will also listen to a description of someone's terrible vacation.

## Pre-listening



- Point to the girl in one picture and the man with crutches in the other picture. Ask: *What are they doing?* (Answer: The girl is talking on the phone and the man with crutches is talking to a doctor. Introduce them as Louise and her uncle Daniel. Tell students that they will hear Louise and her uncle Daniel talking about his vacation.

## Listening



### 6 Listen and read. Why was this Daniel's best vacation ever?

- Read the directions aloud. Play Audio Track 74 and have students listen and read along.
- Have volunteers answer the question. (Answer: Because he needs to stay at home for a week and can finally rest and relax.)

## Comprehension



- Replay Audio Track 74 and have students listen and read along.

### MONITOR

Use questions to check for understanding. Ask: *What happened while Daniel was lying on the sand?* (He fell asleep and got terrible sunburn.) *What happened when he went hiking the next day?* (He got a lot of mosquito bites.) *What happened when he went horseback riding?* (He fell and broke his leg.)

### 21st Century Problem Solving

- Say: *Some problems can be stopped before they happen.* Have students review Uncle Daniel's vacation problems. Ask: *Which of these problems can be stopped or prevented?* (Answers will vary. For example: Uncle Daniel can use insect repellent. Then mosquitoes aren't going to bite him.)

## Role Play



### 7 Practice the dialog in 6 with a partner.

- Read the directions aloud. Invite pairs to read the dialog aloud, swap parts, and repeat.

### MONITOR

As students work, listen for proper pronunciation and appropriate intonation.

### ASSIST

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

## Practice 1



**Materials:** Stickers

### 8 What happened on Gina's vacation? Listen and stick. Then complete the sentences.

- Help students find the Unit 5 stickers at the back of the Student's Book. Then read the directions aloud.

- Play Audio Track 75. Have students place the stickers on the page and then write the correct verb in the box to complete the sentence under each picture.

### MONITOR

Check answers as a class. (Answers: 1 reading, 2 shopping, 3 eating, 4 sleeping)

### ASSIST

Replay the audio as needed. Pause after each item and use simple language to explain unfamiliar words. Say: *A cruise is a vacation on a boat. The floor on a boat is called the deck. Sightseeing means "looking at new things on a trip".*

- Have students use simple language to summarize events. Model: *Gina had a bad trip. She went on a boat. She was reading. A wave hit the ship. It moved up and down. Gina felt sick.*

## Practice 2



WB p. 47/ act. 7



### 7 Listen. Then circle the correct answers.

- Read the directions aloud and ask volunteers to read the questions and the answer choices aloud.
- Play Audio Track 76. Have students complete the activity.

## Lesson Objective



### REVOLVE

Revisit the lesson objective: *Now I have understood a dialog about a vacation.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog, for example, what happened to Uncle Daniel on his vacation.

## Homework

WB p. 47/ act. 8 & 9



### 8 Look at 7. Circle the correct answers.

- Direct students to WB Activity 8 on page 47. Tell students to read the underlined expressions in the dialog again and then circle the answer with the same meaning.

### 9 Complete with three of the expressions in 7.

- Direct students to WB Activity 9 on page 47. Tell students to complete the dialog with the correct expressions in Activity 7.

## Extra Application and Practice Activity

- Have partners create dialogs between Gina from Activity 8 and a friend. Say: *The friend will ask about Gina's vacation. Gina will say what she was doing and what happened.*
- Combine pairs and have them perform their dialogs for each other. Then have a few volunteers perform their dialogs in front of the class.

# Language in Action

I will understand a dialog about a vacation.

74  
6

Listen and read. Why was this Daniel's best vacation ever?

**Louise:** Hi, Uncle Daniel. It's Louise. How was your vacation?

**Daniel:** Hi, Louise. It was great. It was the best vacation ever!

**Louise:** Oh, really? What did you do?

**Daniel:** Well, the first day, I went to the beach. While I was lying on the sand, I fell asleep and woke up with a terrible sunburn.

**Louise:** Oh, no. Really?

**Daniel:** Yes, so the next day I went hiking in the forest. While I was hiking, I got dozens of mosquito bites.

**Louise:** Oh, no!

**Daniel:** Yes. And so the next day I went horseback riding. While I was riding, the horse got scared and jumped. I fell off the horse and broke my leg.

**Louise:** Oh, that's awful! But Uncle Daniel, I'm confused. So why was this the best vacation ever?

**Daniel:** The doctor says I need to stay at home for a week. I can finally rest and relax!



7

Practice the dialog in 6 with a partner.

75  
8

What happened on Gina's vacation? Listen and stick. Then complete the sentences.

eating    reading    shopping    sleeping

1



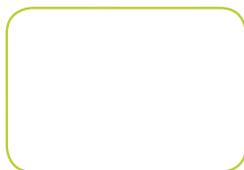
She was \_\_\_\_\_ when it happened.

2



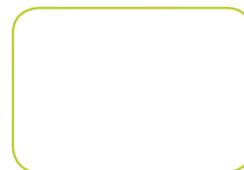
She was \_\_\_\_\_ when it happened.

3



She was \_\_\_\_\_ when it happened.

4



She was \_\_\_\_\_ when it happened.

# Grammar

I will learn to use the past progressive to talk about past events.

What **was** he **doing** when he got hurt?

He **was** horseback **riding** when he got hurt.

What happened while they **were hiking**?

They got lost while they **were hiking**.

**9** Complete the sentences with the correct form of the verb in parentheses.

- 1 Samuel \_\_\_\_\_ when he got thirsty. (hike)
- 2 What happened while they \_\_\_\_\_? (raft)
- 3 They \_\_\_\_\_ for the bus when it started to rain. (wait)
- 4 Alicia broke her leg while she \_\_\_\_\_. (ski)
- 5 What \_\_\_\_\_ she \_\_\_\_\_ when she lost her necklace? (do)



**Was** he **biking** when it started to rain?

Yes, he **was**./No, he **wasn't**.

**Were** you **swimming** when you got sunburned?

Yes, I **was**./No, I **wasn't**.

**10** Complete the dialogs.

- 1 (when/Tim/Was/hiking) \_\_\_\_\_ his sunglasses broke?  
Yes, \_\_\_\_\_.
- 2 (Billy and Lisa/biking/Were/when) \_\_\_\_\_ they suddenly heard thunder?  
No, \_\_\_\_\_.
- 3 (shopping/Dan/when/Was) \_\_\_\_\_ he lost his cell phone?  
Yes, \_\_\_\_\_.
- 4 (when/you/Were/horseback riding) \_\_\_\_\_ you got stung by the bee?  
No, \_\_\_\_\_.
- 5 (Were/in the hotel/his parents/when) \_\_\_\_\_ the lights went out?  
Yes, \_\_\_\_\_.

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the past progressive to talk about past events.

## Key Language

What **was** he **doing** when he got hurt? He **was** horseback **riding** when he got hurt.

What happened when they **were hiking**? They got lost while they **were hiking**.

**Was** he **biking** when it started to rain? Yes, he **was**./No, he **wasn't**.

**Were** you **swimming** when you got sunburned? Yes, I **was**./No, I **wasn't**.

**Grammar**  
I will learn to use the past progressive to talk about past events.

What **was** he **doing** when he got hurt? He **was** horseback **riding** when he got hurt.  
What happened while they **were hiking**? They got lost while they **were hiking**.

9 Complete the sentences with the correct form of the verb in parentheses.

- 1 Samuel \_\_\_\_\_ when he got thirsty. (hike)
- 2 What happened while they \_\_\_\_\_? (raft)
- 3 They \_\_\_\_\_ for the bus when it started to rain. (wait)
- 4 Alicia broke her leg while she \_\_\_\_\_ (ski)
- 5 What \_\_\_\_\_ she \_\_\_\_\_ when she lost her necklace? (do)

Was he **biking** when it started to rain? Yes, he **was**./No, he **wasn't**.  
Were you **swimming** when you got sunburned? Yes, I **was**./No, I **wasn't**.

10 Complete the dialogs.

- 1 (when/Tim/Was/hiking) \_\_\_\_\_ his sunglasses broke?  
Yes, \_\_\_\_\_.
- 2 (Billy and Lisa/biking/Were/when) \_\_\_\_\_ they suddenly heard thunder?  
No, \_\_\_\_\_.
- 3 (shopping/Dan/when/Was) \_\_\_\_\_ he lost his cell phone?  
Yes, \_\_\_\_\_.
- 4 (when/you/Were/horseback riding) \_\_\_\_\_ you got stung by the bee?  
No, \_\_\_\_\_.
- 5 (Were/in the hotel/his parents/when) \_\_\_\_\_ the lights went out?  
Yes, \_\_\_\_\_.

Unit 5 61

## Warm-up



- Have students play *Matching Statues* to review present progressive verbs. Invite four volunteers to the front of the class. Have one volunteer stand on the opposite side of a board or other divider so the other volunteers cannot see him or her. Tell the hidden student (in a whisper) to stand on one leg and say: *I am standing on one leg*. The remaining volunteers must match the pose. If one of the volunteers makes a mistake, he or she must sit down. The first person to do the action

correctly takes the role of the hidden student. Continue the activity with other volunteers, as time allows.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the past progressive to talk about past events.*

- Students will use verbs to talk about what was going on when something else happened.

## Presentation 1



- Have volunteers read the questions and answers in the first grammar box aloud. Ask: *What -ing verbs do you see in these sentences? (doing, riding, hiking) What words tell you that they are talking about something that happened at the same time as another action? (when, while)*

## Practice 1



### 9 Complete the sentences with the correct form of the verb in parentheses.

- Read the directions aloud and do the first item as a class. Then have students complete the activity independently.

#### MONITOR

Check answers as a class. (Answers: 1 was hiking, 2 were rafting, 3 were waiting, 4 was skiing, 5 was... doing)

#### ASSIST

- Remind students that *was* matches the subjects *I/he/she/it* and *were* matches the subjects *you/we/they*.
- Review adding *-ing* to verbs that end in *e*. Say: *First, drop the e. Then add -ing.* Have students practice with these verbs: *bike, hike, move, ride, smile.* (*biking, hiking, moving, riding, smiling*)

## Practice 2

WB p. 48/ act. 10



### 10 Find and circle the 8 verbs in the iguana's tail. Use the verbs to answer the question.

- Ask volunteers to read the sentences in the grammar box.
- Read the directions aloud and have a volunteer read the example verb.
- Have students complete the activity independently.

## Presentation 2



- Have volunteers read the sentences in the second grammar box aloud.
- Ask: *How are these questions and answers different from the ones in the first grammar box? (Answer: They are yes/no questions and answers.)* If necessary, elicit the word order in questions. (Answer: *auxiliary verb + subject + main verb*)

## Practice 3



### 10 Complete the dialogs.

- Read the directions aloud and do Item 1 as a class.
- Have students complete the activity independently.

#### MONITOR

Check answers as a class. (Answers: 1 Was Tim hiking when, he was, 2 Were Billy and Lena biking when, they weren't, 3 Was Dan shopping when, he was, 4 Were you horseback riding when, I wasn't, 5 Were his parents in the hotel when, they were)

## 21st Century Communication

- Say: *In answer to the question "Was she wearing a life jacket when she went swimming?" I can say "No" or "No, she wasn't." The second answer is friendlier. It also emphasizes the fact that she was not wearing a life jacket. Have students practice both the short and long versions of the answers in Activity 12.*

## Practice 4

WB p. 49/ act. 13



### 13 Complete the questions with the correct form of wear. Then write the answers.

- Ask volunteers to read the questions and answers in the grammar box.
- Read the directions aloud. Explain that students have to complete the question with the correct form of *wear*.

## Lesson Objective



#### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the past progressive to talk about past events.*
- Encourage awareness of what students have learned by quickly eliciting questions and affirmative sentences in the past progressive form.

## Homework

WB p. 48/ act. 11 & 12



### 11 Match the two parts of the sentences. Write the letters.

- Direct students to WB Activity 11 on page 48. Tell students to match the two parts of the sentences, the first half in the left-hand column with the second half in the right-hand column.

### 12 Look at 11. Answer the questions.

- Direct students to WB Activity 12 on page 48. Tell students to answer the questions. They should use the information in Activity 11.

## Extra Application and Practice Activity

Materials: Index cards

- Group students in pairs. Have one student write a verb ending in *-ing* on an index card. Have the other student write a problem on another index card. Then have the pair write a sentence combining *when* or *while*, the verb, and the problem. Provide this model: *If I wrote sleeping and my partner wrote got stung by a bee, the sentence would be: While I was sleeping, I got stung by a bee.*
- Have the pairs plan a skit to act out their sentence. Let the class guess the sentence. The person who gets the sentence correct will go next. Continue until all pairs have had a chance to act out their sentences.

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn to make calculations.

## Key Language

calculations, customer, disposable camera, power outage, price list

Content Connection
Math

I will learn to make calculations.

**CONTENT WORDS**  
calculations customer disposable camera power outage price list

Listen and read. What happened to the backpack?

## First Day at Work!

You just started helping out at the gift shop at Greenfell Mountain National Park. Unfortunately, there has been a power outage and you have to do all the calculations yourself and write them down in your notebook. Here's a short price list:

sunscreen \$11.99	disposable camera \$16.99	chips \$1.49
insect repellent \$9.19	map of the park \$3.50	apple 95¢
sunglasses \$22.99	bottle of water \$1.80	postcards \$1.10

**Mr. Briggs:** "Hello. This is my first time hiking, and I need some suggestions for what to get. Oh, never mind. I see you've put up a list of suggestions. Perfect! Let's see... insect repellent, sunscreen, two bottles of water, and a map. I think that's all. I don't need to buy anything else. Wait. I'll have an apple and a bag of chips, too. How much is it?"

**Miss Lee:** "Hi. I'm so glad this shop's here. While we were driving here, I realized I didn't have any insect repellent. Can I get three bottles of that, please? Oh, and I forgot to bring a snack for my Grade 5 students. So I need 15 apples. How much is that?"

**Amanda:** "Oh, hi. Listen. Guess what happened to me? I was out hiking this morning when I saw this beautiful flower. I tried to take a picture of it. But while I was opening my backpack, I heard an animal sound and dropped it. My backpack fell down the side of the mountain! Grr! One disposable camera, please. I'm going to try again. Oh, and I need to buy a bottle of water and a pair of sunglasses, too. Everything was in that bag! So, how much is it altogether?"

Look at 11. How much should each customer pay?

1 Mr. Briggs: \_\_\_\_\_

2 Miss Lee: \_\_\_\_\_

3 Amanda: \_\_\_\_\_

THINK  
BIG

Do you buy souvenirs from the places you visit? Why/Why not?

62
Unit 5

## Warm-up



- Have students create addition and multiplication puzzles to help them practice language used to describe math problems. Tell students to write addition and multiplication sentences, using one-, two-, and three-digit numbers. Model:  $24 + 4.59 = 28.59$ ;  $1.29 \times 8 = 10.32$ .

Then have students rewrite each sentence, replacing operations and equal signs with open boxes. Model:  $24 \square 4.59 \square 28.59$ ;  $1.29 \square 8 \square 10.32$ . Finally, invite students to exchange puzzles and say the missing symbols aloud to their partner.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to make calculations.*

- Students will listen to, read, and talk about making calculations.

## Pre-reading



- Read the title aloud: *First Day at Work!* Then have students describe what they see in each of the photographs.
- Preview the article by having students read the Content Words aloud. Ask students to share their understanding of these words by using them in sentences.

### CHALLENGE

Have each team invent four calculations and ask other teams in the group.

## Reading



### 11 Listen and read. What happened to the backpack?

- Read the directions aloud. Play Audio Track 77 and have students listen and read along.
- Have students answer the question. (*Answer: The backpack fell down the side of the mountain.*)

### MONITOR

Pause after each section and ask questions to check for understanding. Ask: *What information do you see in the chart?* (prices of things sold at a park shop) *How many things does the first customer buy?* (seven) *What did the second customer in Item 2 realize?* (She forgot to bring insect repellent or a snack.)

## Practice 1

WB p. 50/ act. 14



### 14 Read and ✓.

- Read the directions aloud. Explain that students have to check the correct answer. Do the first item as a class.

## Practice 2



### 12 Look at 11. How much should each customer pay?

- Ask students to put away their calculators.
- Have students look at Activity 11 and calculate the totals that each customer has to spend. Encourage students to show their work. Model: *To find the total for the first customer, I write down the price of one insect repellent: \$9.19. Then I multiply to find the cost of two bottles of water:  $2 \times \$1.80 = \$3.60$*
- Continue describing the rest of the problem, making sure students understand and can use math words such as *total*, *add*, *times*, *equals*, etc. (*Answers: Mr. Briggs = \$30.72; Ms. Lee = \$41.82; Amanda = \$41.78*)

## 21st Century Technology Literacy

- Allow students to use calculators to check their answers if available. Review the use of the memory button to store subtotals. Say: *You can add or multiply two numbers and store the answer in the calculator's memory.* Invite students to describe the series of buttons they press to solve each item.

### ASSIST

Replay the audio as necessary. Help students modify any unclear, incomplete, or incorrect meanings.

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud. Have students discuss the question with their partner.

### MONITOR

Walk around checking on students' pronunciation, intonation, and stress as they discuss the questions.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned to make calculations.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, how much Mr. Briggs spent in the shop.

## Homework



WB p. 50/ act. 15



### 15 Read and complete. Then listen and check.

- Direct students to WB Activity 15 on page 50. Tell students to read *Jim's Problem* and then complete it with the words from the box. Explain that they should then play Audio Track 78 to listen and check their answers.

## Extra Application and Practice Activity

### 21st Century Social Interaction

- In pairs, students choose one of the hikers from Activity 11 and change the monolog into a dialog. The shop assistant and the shopper interact as they speak. Remind students that the hikers/shoppers should sound anxious.

### CHALLENGE

Encourage pairs to provide different contexts for their problems, such as losing a pair of sunglasses instead of a camera.

- Invite volunteers to role-play their dialogs in front of the class. Have the class choose its favorite performance.

I will learn to make calculations.

### CONTENT WORDS

calculations customer disposable camera power outage price list

**11** Listen and read. What happened to the backpack?

## First Day at Work!



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sunglasses \$22.99	bottle of water \$1.80	postcards \$1.10

**Mr. Briggs:** "Hello. This is my first time hiking, and I need some suggestions for what to get. Oh, never mind. I see you've put up a list of suggestions. Perfect! Let's see... insect repellent, sunscreen, two bottles of water, and a map. I think that's all. I don't need to buy anything else. Wait. I'll have an apple and a bag of chips, too. How much is it?"

**Miss Lee:** "Hi. I'm so glad this shop's here. While we were driving here, I realized I didn't have any insect repellent. Can I get three bottles of that, please? Oh, and I forgot to bring a snack for my Grade 5 students. So I need 15 apples. How much is that?"

**Amanda:** "Oh, hi. Listen. Guess what happened to me? I was out hiking this morning when I saw this beautiful flower. I tried to take a picture of it. But while I was opening my backpack, I heard an animal sound and dropped it. My backpack fell down the side of the mountain! Grr! One disposable camera, please. I'm going to try again. Oh, and I need to buy a bottle of water and a pair of sunglasses, too. Everything was in that bag! So, how much is it altogether?"



**12** Look at 11. How much should each customer pay?

- 1 Mr. Briggs: \_\_\_\_\_
- 2 Miss Lee: \_\_\_\_\_
- 3 Amanda: \_\_\_\_\_



Do you buy souvenirs from the places you visit? Why/Why not?

# Culture Connection | Around the World

I will learn about unique vacation destinations.

79  
13

Listen and read. What did Scott Wilson do?

## CONTENT WORDS

Arctic expedition fascinating founder frozen guide guided tour head over igloo particularly poison poisonous

## Unique Vacation Destinations

Every year, millions of people around the world go on vacation. Some visit their families who live far away. Some like active vacations like hiking in national parks, and others like spending all day on the beach with a good book. Some people want to do something unusual and exciting. How about you? Would you like to try something different for your next vacation? Here are a few suggestions.

Try looking at some bad art! The Museum of Bad Art (MOBA), near Boston, Massachusetts, U.S.A., has more than 600 pieces of the world's worst art. But is the art really that bad? Well, it's enough to say that its founder, Scott Wilson, had the idea when he found a particularly bad painting in the trash.

Put on your warmest coat (we really mean it – a very warm coat) and head over to Ilulissat, Greenland. From there, you can go on an expedition into frozen lands where Arctic foxes, polar bears, and other amazing animals live. When else will you have the chance to stay overnight in an igloo?

The Alnwick Garden in Northumberland, U.K., has beautiful flowers and plants, but if you visit, remember it's also home to the Poison Garden. Yes, as the name suggests, it's full of poisonous plants! Pay close attention to the signs that say, "Do not touch the plants. Do not even smell them!" But don't be afraid. If you take the guided tour of the garden, the guides will tell you everything you need to know about these dangerous but fascinating plants.

The Museum of Bad Art



Igloo Village



The Alnwick Garden



14

Look at 13. Correct the sentences.

- 1 The founder of MOBA painted the first painting himself.
- 2 You can spend the night in a luxury hotel during your expedition to the frozen lands.
- 3 You can't touch the poisonous plants in Alnwick Garden but it's OK to smell them.

THINK  
BIG

Which of these places would you like to visit? Why?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about unique vacation destinations.

## Key Language

Arctic, expedition, fascinating, founder, frozen, guide, guided tour, head over, igloo, particularly, poison, poisonous

Culture Connection
Around the World

I will learn about unique vacation destinations.

**13** Listen and read. What did Scott Wilson do?

**CONTENT WORDS**  
 Arctic expedition fascinating founder frozen guide guided tour head over igloo particularly poison poisonous

## Unique Vacation Destinations

Every year, millions of people around the world go on vacation. Some visit the families who live far away. Some like active vacations like hiking in national parks, and others like spending all day on the beach with a good book. Some people want to do something unusual and exciting. How about you? Would you like to try something different for your next vacation? Here are a few suggestions.

Try looking at some bad art! The Museum of Bad Art (MOBA) near Boston, Massachusetts, U.S.A., has more than 600 pieces of the world's worst art. But is the art really that bad? Well, it's enough to say that its founder, Scott Wilson, got the idea when he found a particularly bad painting in the trash!

Put on your warmest coat (we really mean it – a very warm coat) and head over to Ilulissat, Greenland. From there, you can go on an expedition into frozen lands where Arctic foxes, polar bears, and other amazing animals live. When else will you have the chance to stay overnight in an igloo?

The Alnwick Garden in Northumberland, U.K., has beautiful flowers and plants, but if you visit, remember it's also home to the Poison Garden. Yes, as the name suggests, it's full of poisonous plants! Pay close attention to the signs that say "Do not touch the plants. Do not even smell them!" But don't be afraid. If you take the guided tour of the garden, the guides will tell you everything you need to know about these dangerous but fascinating plants.

Museum of Bad Art

Igloo Village

The Alnwick Garden

**14** Look at 13. Correct the sentences.

- 1 The founder of MOBA painted the first painting himself.
- 2 You can spend the night in a luxury hotel during your expedition to the frozen lands.
- 3 You can't touch the poisonous plants in Alnwick Garden but it's OK to smell them.

THINK BIG

Which of these places would you like to visit? Why?

Unit 5 63

## Warm-up

**Materials:** World map or globe

- Brainstorm different types of vacations. Encourage students to give you as many as possible by asking questions: *What kind of vacations do adventurous people go on? What about people who just want to relax? How about people who want to try something new? What about people who love nature or are interested in ancient history?* etc. Make a list on the board.

- Display a globe or world map and go through the list on the board one by one asking students where people could go to have that particular kind of vacation. Invite students to come up and point to the locations on the globe or map.
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about unique vacation destinations.*
- Students will listen to and read about unique vacation destinations around the world.

## Pre-reading



- Preview the article by having students read the title aloud. Ask: *What do you think “unique” means? (Answer: very special or unusual).* Have students describe what they see in the pictures. Elicit what students think the passage is about.

## Reading



### 13 Listen and read. What did Scott Wilson do?

- Read the directions aloud. Tell students to read the text quickly and raise their hands and stop reading as soon as they find the answer to the question.
- Play Audio Track 79 and have students listen and check their answers. (*Answer: He opened the Museum of Bad Art.*)
- Point to each picture in turn and encourage students to tell you their significance relevant to the recording.
- Read out the list of Content Words in the box and have students find them in the text. Encourage students to guess the meanings from context.

#### ASSIST

- Replay the audio as needed.

#### CHALLENGE

Have students write sentences using the Content Words. Then ask them to read their sentences aloud, leaving out the Content Word, and have the class guess the missing word.

## Practice 1

WB p. 51/ act. 16



### 16 Match the words with the definitions. Write the letters.

- Read the directions aloud. Explain to students that they have to match each word in the left-hand column with its definition in the right-hand column.
- Have volunteers say the words aloud and then complete the activity independently.

## Practice 2



### 14 Look at 13. Correct the sentences.

- Read the directions aloud. Ask a volunteer to read out the first sentence. Ask: *What is wrong with this sentence?* Encourage students to find the relevant information in the text. (The founder of MOBA didn't paint the first painting.) Encourage students to correct the sentence and write it on the board. (*Answer: The founder of MOBA found the first painting in the trash.*)
- Have students read the other sentences, consult the text, find the mistakes, and write new sentences in their notebooks with the correct information.

#### MONITOR

Walk around and check students are answering correctly. Invite students to read out the corrected sentences and ask the class if they agree. (*Answers may vary: 1 The founder of MOBA found the first painting in the trash. 2 You can spend the night in an igloo during your expedition to the frozen lands. 3 You can't touch or smell the poisonous plants.*)

#### ASSIST

To help students find the relevant information in the text ask them to underline key words in the erroneous sentences and then look for them in the text.

## Think BIG



### 21st Century Communication

- Read the questions aloud. Have students form groups of three or four and discuss which of the places in the passage they would most like to visit. Encourage them to give reasons.

#### MONITOR

As students discuss the questions, listen for proper pronunciation, appropriate intonation, and correct use of language.

## 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 unique vacation destinations.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, ask them to tell you about one thing in each place.

## Homework



WB p. 51/ act. 17



### 17 Listen and read. Match headings A–E with paragraphs 1–5. Write the numbers.

- Direct students to WB Activity 17 on page 51. Tell students to read the passage and to match each of the five headings with a paragraph. Tell them to play Audio Track 80 and check their answers.

## Extra Application and Practice Activity

### 21st Century Communication

- Have students role-play a visit to one of the places they described. Some students can be tour guides showing at least three different sights in a specific destination. Others can react to what they see there. If possible, record the dialogs using phones or video cameras.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Speaking



Lesson Objective



Homework

## Lesson Objective

I will learn to write a postcard.

### Writing | Postcards

I will learn to write a postcard.

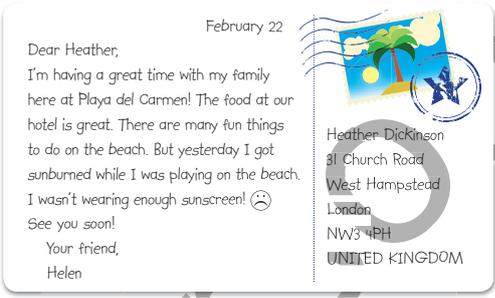
**15** Read Helen's postcard.

**date** → February 22

**greeting** → Dear Heather,

**body** → I'm having a great time with my family here at Playa del Carmen! The food at our hotel is great. There are many fun things to do on the beach. But yesterday I got sunburned while I was playing on the beach. I wasn't wearing enough sunscreen! ☹️

**closing** → See you soon!  
Your friend,  
Helen



**16** Read the Writing Steps and write a postcard to a friend about your vacation.

#### Writing Steps

1 Think of a vacation place!	2 Write a date and greeting.
3 Write about where you are.	4 Write about why you like it or don't like it.
5 Write about a problem on your vacation!	6 Write a final sentence.
7 Write a closing and sign the postcard.	8 Write an address.



**17** Work in a small group. Take turns reading your postcards. Who had a good vacation? Who had a bad vacation?

64 Unit 5

## Warm-up



**Materials:** Postcards

- Display five to ten postcards of different places and allow students to view them. Then have partners choose a postcard (in secret) and invent a dialog that takes place in the location shown. Allow students to share their dialogs with the class and challenge classmates to guess which postcard shows the location where the dialog takes place.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

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

- Students will read and write a postcard.

## Practice 1



### 15 Read Helen's postcard.

- Ask: *Have you ever received a postcard? Where was it from? Who was it from?* Accept all logical answers.
- Read the directions aloud. Then have volunteers read the postcard text and labels aloud.

MONITOR

Use questions to check comprehension. Ask: *What information do you find in the greeting?* (the word *Dear* and the name of the person the postcard is written to) *Where was Helen when she wrote the postcard?* (Playa del Carmen) *What problem did Helen have on her vacation?* (She got sunburned because she wasn't wearing enough sunscreen.)

ASSIST

Have students read Helen's postcard aloud and pay attention to the language she uses. Say: *Helen's writing to a friend so she can use a friendly tone and informal language. She uses a frowning-face icon. That wouldn't look right if she were writing a formal letter to someone she doesn't know.*

CHALLENGE

Have students draw pictures that show the scene that Helen's postcard might show on the other side. Allow students to use internet resources to search for details about Playa del Carmen in Mexico.

**Intonation:** Have students compare and contrast the tone of the formal letters they wrote in Unit 3 (see page 36) with their postcards. Point out that reading aloud is a good way to hear the tone or feeling of writing. The letter in Unit 3 has a formal tone; a postcard to a friend has an informal, relaxed tone.

21st Century ICT Literacy

- Ask: *Why do you think people send postcards when they could also send an email while they travel?* (Answers will vary. Many people like to give and receive physical souvenirs from other places.)

Practice 2 WB p. 52/ act. 18

18 Write the parts of the postcard.

- Have volunteers read the tips for writing a well-written postcard in the purple box.
- Read the directions. Have volunteers read the numbered expressions. Then have students write the correct part of the postcard next to the expression.
- Have students complete the activity independently.

MONITOR

Check answers as a class.

Practice 3

16 Read the Writing Steps and write a postcard to a friend about your vacation.

- Read the directions and Writing Steps aloud. Suggest that students write notes for each of the eight Writing Steps.
- Have students use postcards or travel brochures to think of places to go on vacation. Emphasize that students can write postcards about real or imaginary vacations. Have students work independently to complete the activity.

MONITOR

Check to make sure that students have written notes for all eight Writing Steps before they draft their postcards. After they are done, invite volunteers to read their postcards aloud. Check to see that postcards are complete and use an appropriate, friendly tone. Correct any errors in use of language.

ASSIST

Provide students with a list of places to go on vacation and problems that they might write about in their postcards.

Speaking

17 Work in a small group. Take turns reading your postcards. Who had a good vacation? Who had a bad vacation?

- Read directions aloud. Tell students to form small groups of 2 or 3.
- Tell students to take turns reading out their postcards to their group.
- As a class, ask *Who had a good vacation?* and *Who had a bad vacation?* Encourage students to explain why.

Lesson Objective

INVOLVE

- Revisit the lesson objective: *Now I have learned to write a postcard.*
- Encourage awareness of what students have learned by quickly eliciting the different parts of a postcard.

Homework WB p. 52/ act. 19 & 20

19 Imagine you are visiting a place you know well. Answer these questions.

- Direct students to WB Activity 19 on page 52. Tell students to answer the questions.

20 Use your answers in 19. Write a postcard to your teacher about that place.

- Direct students to WB Activity 20 on page 52. Tell students to write a postcard to their teacher (you) using their answers in Activity 19.

Extra Application and Practice Activity

Materials: World map or globe

- Have students arrange a display that organizes their postcards by location. Encourage students to ask and answer questions to help them place each postcard on a world map.

# Writing | Postcards

I will learn to write a postcard.

15 Read Helen's postcard.

date →  
greeting →  
body →  
closing →

February 22

Dear Heather,

I'm having a great time with my family here at Playa del Carmen! The food at our hotel is great. There are many fun things to do on the beach. But yesterday I got sunburned while I was playing on the beach. I wasn't wearing enough sunscreen! 😞

See you soon!

Your friend,  
Helen



Heather Dickinson  
31 Church Road  
West Hampstead  
London  
NW3 4PH  
UNITED KINGDOM

16 Read the Writing Steps and write a postcard to a friend about your vacation.

## Writing Steps

- 1 Think of a vacation place.
- 2 Write a date and greeting.
- 3 Write about where you are.
- 4 Write about why you like it or don't like it.
- 5 Write about a problem on your vacation.
- 6 Write a final sentence.
- 7 Write a closing and sign the postcard.
- 8 Write an address.



17 Work in a small group. Take turns reading your postcards. Who had a good vacation? Who had a bad vacation?

# Life Skills | Be safe on vacation.

I will learn to talk about being safe on a vacation.

- 18** Work in pairs and discuss. Where do you like to go on vacation? Copy the chart into your notebook and list the kinds of places. Then take turns writing safety tips.

Vacation Place	Student 1 Tip	Student 2 Tip
<i>The beach</i>	<i>Don't swim right after eating.</i>	
<i>The mountains</i>		

- 19** Work with another pair. Take turns asking about their vacation plans and giving safety tips.



## Project

- 20** In your group, make a poster about one of your vacation places. Include your safety tips. Add pictures. Share your poster with the class.

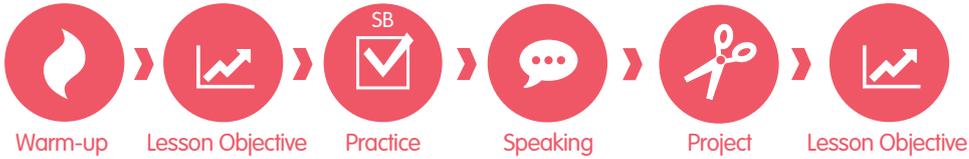
### SAFETY TIPS for the Amusement Park

- 1 Always wear sunscreen.
- 2 Take along a water bottle. Drink water often.
- 3 Know how to contact your parents.
- 4 Decide on a time and place to meet.
- 5 Hold onto your camera and other important items.
- 6 Don't talk to strangers.



# Life Skills Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about being safe on a vacation.

## Key Language

Be safe on vacation.

## Life Skills | Be safe on vacation.

I will learn to talk about being safe on a vacation.

- 18** Work in pairs and discuss. Where do you like to go on vacation? Copy the chart into your notebook and list the kinds of places. Then take turns writing safety tips.

Vacation Place	Student 1 Tip	Student 2 Tip
<i>The beach</i>	<i>Don't swim right after eating.</i>	
<i>The mountains</i>		

- 19** Work with another pair. Take turns asking about their vacation plans and giving safety tips.



## Project

- 20** In your group, make a poster about one of your vacation places. Include your safety tips. Add pictures. Share your poster with the class.

## SAFETY TIPS for the Amusement Park

- 1 Always wear sunscreen.
- 2 Take along a water bottle. Drink water often.
- 3 Know how to contact your parents.
- 4 Decide on a time and place to meet.
- 5 Hold onto your camera and other important items.
- 6 Don't talk to strangers.



## Warm-up



- Have students play the *Memory Game* (see *Game Bank*, page T138, for details) to review places to go on vacation and vocabulary. Students begin a sentence by saying a place they will go to and something to bring. Then the next student adds to the list with something else to bring. The round ends when a player can't remember the entire list. Model: *I'll go to the beach and bring my sunglasses. I'll go to the beach and bring my sunglasses and sunscreen. I'll go to the beach and bring my sunglasses, sunscreen, and a book.*
- 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 safe on a vacation.*
- Students will discuss tips for being safe on vacation in different types of places. Then they will create a poster that shares tips for one type of vacation.

## Practice



**18 Work in pairs and discuss. Where do you like to go on vacation? Copy the chart into your notebook and list the kinds of places. Then take turns writing safety tips.**

- Read the page title, directions, and chart labels aloud with students.
- Ask students to tell you different places they'd like to go on vacation. Write them on the board. In addition to the beach and the mountains, students might discuss these places: *lakes, forests, cities, train trips, bicycle trips, boat trips*. Point out that some safety tips may apply to more than one type of place. Model: *It's a good idea to wear sunscreen when you go to the beach. But you might need to follow the same tip if you're visiting a sunny city or going hiking in the mountains.*
- Then have students work in pairs to discuss safety tips for four different places while on vacation.

### MONITOR

- Check to make sure that students identify four specific places to go on vacation and complete their chart by providing two safety tips for each place.

### 21st Century Environmental Literacy

- Say: *Protecting the environment is an important part of many vacations, too. If you're hiking, don't throw things on the ground. It can damage the environment.* Encourage students to think of ways to protect the environments they visit.

## Speaking



**19 Work with another pair. Take turns asking about their vacation plans and giving safety tips.**

- Read the directions aloud.
- Tell students to work with another pair to discuss their vacation plans and the safety tips they wrote in Activity 18.

## Project



**20 In your group, make a poster about one of your vacation places. Include your safety tips. Add pictures. Share your poster with the class.**

- Read the directions and sample poster aloud. Ask: *How does this poster give information? (Six tips are given in a numbered list.) How do the pictures help the poster? (They make the poster more attractive, they grab interest, they emphasize some of the tips.)*
- Have students work in pairs or in small groups to make their poster.

### MONITOR

- Check to see that students are using target language correctly as they prepare their posters.

### CHALLENGE

- Challenge the groups to make up a story about what happened on an imaginary vacation when the travelers didn't follow your safety tips. Tell students to take notes about the events in their stories. Invite one volunteer from each group to share the story with the class.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about being safe on a vacation.*
- Encourage awareness of what students have learned by quickly eliciting some tips for being safe on a vacation.

## Extra Application and Practice Activity

- Display all of the posters around the classroom. As a class, compare and contrast the safety tips. Identify tips that apply to more than one type of vacation.
- Using the posters as a guide, create a list of general travel tips with the class. Make a new poster entitled *Travel Tips* and post it in the classroom. You may wish to type the list and distribute it before a school vacation.

# Listening and Speaking Lesson

## Lesson Flow



## Lesson Objectives

I will review the sounds *cl* and *tw*.

I will learn to talk about vacations.

## Listening and Speaking

**I will review** the sounds *cl* and *tw*.  
**I will learn to** talk about vacations.

**81** (21) Listen, read, and repeat.

1 *c-l cl*      2 *t-w tw*

**82** (22) Listen and blend the sounds.

1 cl-ow-n clown      2 tw-i-n twin  
 3 tw-i-s-t twist      4 cl-o-ck ~~clock~~  
 5 tw-e-l-ve twelve      6 cl-a-p ~~clap~~

**83** (23) Listen and chant.

It's twelve o'clock. Time to twist.  
 It's twelve o'clock. Time to clap.  
 Twist, twist, twist! Clap, clap, clap!



**24** Play the **Crazy Vacation** game.

1 far away	clean	romantic	dirty
2 skiing	drawing	biking	bird-watching
3 best	worst	most boring	most exciting
4 delicious	old	expensive	spicy
5 Antarctica	the Himalayas	Easter Island	the Sahara Desert
6 get hot	rain	snow	get windy

**Ted:** I just got back from vacation.  
**Joanna:** Really? How was it?  
**Ted:** It was the <sup>3</sup>\_\_\_\_\_ vacation ever.  
**Joanna:** Wow. Where did you go?  
**Ted:** I went to <sup>5</sup>\_\_\_\_\_.  
**Joanna:** That sounds great.  
**Ted:** Yes. The food was <sup>4</sup>\_\_\_\_\_, and the hotel was <sup>1</sup>\_\_\_\_\_.  
**Joanna:** Wow. That sounds really nice.  
**Ted:** Uh-huh. But I had some problems, too. While I was <sup>2</sup>\_\_\_\_\_, it started to <sup>6</sup>\_\_\_\_\_.  
**Joanna:** Oh, no! That's terrible.  
**Ted:** Yes, but it turned out OK. I'm happy to be home now.



## Warm-up



**Materials:** Index cards

- Have students play *Word Clues* to review key vocabulary. Give students index cards and invite them to create game cards by writing one key word or phrase on each card. Remind them to select vocabulary learned in this unit. Players take turns looking at a word and giving one-word clues to their partners. Clues shouldn't use the secret word. Model: *My word is insect repellent. My clues are: keep away, mosquitoes, spray.*

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will review the sounds cl and tw, and learn to talk about vacations.*
- Students will review the sounds by identifying and distinguishing the letters and sounds. Then they will review talking about vacation problems and describe things that happened while they were doing something else. Students will also play a game.

## Presentation



### 21 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 81 and have students listen and point to each sound as it is said. Have students repeat.

MONITOR

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

## Practice 1



### 22 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 82 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.

MONITOR

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

ASSIST

- Replay Audio Track 82 as needed.

## Practice 2



### 23 Listen and chant.

- Read the directions aloud. Read the chant while students follow in their books.
- Play Audio Track 83 and have students listen. Replay Audio Track 83 several times and encourage them to join in.

MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Speaking



### 21 Play the *Crazy Vacation* game.

- Read the directions aloud. Point to the ten numbered rows and tell students that they will choose one word in each row. Have students make their choices and then complete the dialog independently. Say: *You'll use the word in Row 3 twice in the dialog.*
- Then have partners practice reading their dialogs aloud.

MONITOR

Listen for proper pronunciation and appropriate intonation. Have students switch partners so they can try several different versions of the dialog.

ASSIST

Use simple language to explain unfamiliar words. Say: Romantic can mean "dreamy" or "exciting and beautiful".

CHALLENGE

Encourage students to extend their dialogs by describing other problems that happened on their vacation. Say: *This vacation is crazy so your problems can be crazy, too. Model: While I was sleeping, a bear bit me. Then when I was running away from the bear, I fell down. The bear tripped on my foot and broke its leg!*

**Creative Writing:** Students can create their own fill-in-the-blank vacation stories for others to complete by following the model in this activity. They can begin by writing a simple story. Then they choose four or five words to replace with blanks and list four possible words to complete each blank. Invite students to share their games and the resulting mixed-up stories with the class.

## Lesson Objective



INVOLVE

- Revisit the lesson objective: *Now I have reviewed the sounds cl and tw, and learned to talk about vacations.*
- Encourage awareness of what students have learned by quickly eliciting the words from the lesson with the sounds *cl* and *tw*.

## Application and Practice Activity

- Have students create cartoon strips to show the most interesting or unusual scenes from their crazy vacations. Encourage students to add characters and speech bubbles explaining what people said during the most exciting or unhappy events.

# Listening and Speaking

I will review the sounds *cl* and *tw*.

I will learn to talk about vacations.



Listen, read, and repeat.

1 c-l cl      2 t-w tw



Listen and blend the sounds.

1 cl-ow-n clown      2 tw-i-n twin  
 3 tw-i-s-t twist      4 cl-o-ck clock  
 5 tw-e-l-ve twelve      6 cl-a-p clap



Listen and chant.

It's twelve o'clock. Time to twist.  
 It's twelve o'clock. Time to clap.  
 Twist, twist, twist! Clap, clap, clap!



Play the **Crazy Vacation** game.

1 far away	clean	romantic	dirty
2 skiing	drawing	biking	bird-watching
3 best	worst	most boring	most exciting
4 delicious	old	expensive	spicy
5 Antarctica	the Himalayas	Easter Island	the Sahara Desert
6 get hot	rain	snow	get windy

**Ted:** I just got back from vacation.  
**Joanna:** Really? How was it?  
**Ted:** It was the <sup>3</sup>\_\_\_\_\_ vacation ever.  
**Joanna:** Wow. Where did you go?  
**Ted:** I went to <sup>5</sup>\_\_\_\_\_.  
**Joanna:** That sounds great.  
**Ted:** Yes. The food was <sup>4</sup>\_\_\_\_\_, and the hotel was <sup>1</sup>\_\_\_\_\_.  
**Joanna:** Wow. That sounds really nice.  
**Ted:** Uh-huh. But I had some problems, too. While I was <sup>2</sup>\_\_\_\_\_, it started to <sup>6</sup>\_\_\_\_\_.  
**Joanna:** Oh, no! That's terrible.  
**Ted:** Yes, but it turned out OK. I'm happy to be home now.



# Review

**25** Copy and complete the chart. Some words can be used more than once.

a helmet    a life jacket    a map    a windbreaker  
a water bottle    insect repellent    sunscreen    walking shoes

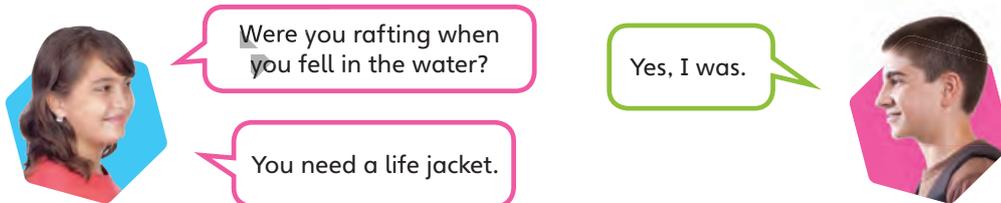
What should you take along when you go...

kayaking?	hiking?	biking?

**26** Write questions and answers about the vacations.

- (Were/you/rafting/fell in the water) \_\_\_\_\_?  
(Yes/was) \_\_\_\_\_.
- (Was/he/hiking/got sunburned) \_\_\_\_\_?  
(No/horseback riding) \_\_\_\_\_.
- (What happened/Jess and Jo/camping) \_\_\_\_\_?  
(cold/camping) \_\_\_\_\_.
- (What/Ben/doing/broke his sunglasses) \_\_\_\_\_?  
(skiing/broke his sunglasses) \_\_\_\_\_.

**27** Practice the dialogs in 26 with a partner. What do they need?



## I Can

- use words related to vacations and vacation problems.
- talk about past events using the past progressive.
- talk about vacations and vacation problems.
- write a postcard about my vacation.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

### Review

**25** Copy and complete the chart. Some words can be used more than once.

a helmet   a life jacket   a map   a windbreaker  
a water bottle   insect repellent   sunscreen   walking shoes

What should you take along when you go...

kayaking?	hiking?	biking?

**26** Write questions and answers about the vacations.

- 1 (Were/you/rafting/fell in the water) \_\_\_\_\_?  
(Yes/was) \_\_\_\_\_.
- 2 (Was/he/hiking/got sunburned) \_\_\_\_\_?  
(No/horseback riding) \_\_\_\_\_.
- 3 (What happened/Jess and Jo/camping) \_\_\_\_\_?  
(cold/camping) \_\_\_\_\_.
- 4 (What/Ben/doing/broke his sunglasses) \_\_\_\_\_?  
(skiing/broke his sunglasses) \_\_\_\_\_.

**27** Practice the dialogs in 26 with a partner. What do they need?

Were you rafting when you fell in the water?

You need a life jacket.

Yes, I was.

**I Can**

• use words related to vacations and vacation problems.	• talk about past events using the past progressive.	• talk about vacations and vacation problems.	• write a postcard about my vacation.
★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★

Unit 5 67

## Warm-up



- Invite students in a competition to make up wild stories about things that happened to them on vacation. Have students use this frame: *While I was... , I... .* Model:  
A: *While I was taking a picture of the Empire State Building, all the lights in the city went out.* B: *I can beat that. While I was swimming, a seagull came and landed on my head.* Have students vote to decide who invented the most interesting or unusual story.

- Students will review the vocabulary and grammar they learned in Unit 5. They will review talking about vacations and what happened while they were doing something else.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Lesson Objective



### INVOLVE

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

## Practice 1



**25 Copy and complete the chart. Some words can be used more than once.**

- Read the directions and words in the box aloud. Have students copy the chart in their notebooks and complete the items independently.

MONITOR

Have students read the words they included in each column aloud. Say: *Not everyone will have the same answers. For example, some of us might take a water bottle with us when we go kayaking but some might not.* (Possible answers: kayaking: a helmet, a life jacket, a windbreaker, insect repellent, sunscreen, water bottle; hiking: a windbreaker, a map, insect repellent, sunscreen, walking shoes, water bottle; biking: a helmet, a windbreaker, insect repellent, sunscreen, water bottle)

ASSIST

Remind students to refer to the unit activities to review vocabulary.

Practice 2 WB p. 53/ act. 21



21 Find and circle the words. Then write the words in the correct group.

- Read the directions aloud. Explain to students that they need to find words in the word search
- Have volunteers read the headings and the example word. Then have students work independently.

Practice 3



23 Write questions and answers about the vacations.

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

MONITOR

Check answers as a class. (Answers: 1 Were you rafting when you fell in the water? Yes, I was. 2 Was he hiking when he got sunburned? No, he was horseback riding. 3 What happened when Jess and Jo went camping? They got cold when they went camping. 4 What was Ben doing when he broke his sunglasses? He was skiing when he broke his sunglasses.)

Practice 4



27 Practice the dialogs in 26 with a partner. What do they need?

- Read the directions aloud. Have volunteers read the text in the speech bubbles.
- In pairs, have students take turns asking and answering the dialogs in Activity 26.

MONITOR

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

Self-assessment



I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color the stars. They should color three stars if they feel the unit was easy, two stars if they need a little help, and one star if the unit was hard and they need a lot of help. Have students work independently.

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 5 Practice Tests in the Assessment Pack.

WB Unit 5/ p. 102

- Direct students who need help with grammar in particular 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 & 23



22 Complete the sentences. Use the correct form of the words in the box.

- Direct students to WB Activity 22 on page 53. Explain to students that they have to complete the sentences with the correct form of the words in the box.

23 Read. Then answer the questions.

- Direct students to WB Activity 23 on page 53. Explain to students that they have to read the short text and then answer the questions.

Extra Application and Practice Activity

- Have students choose their favorite wild story from the Warm-Up competition. Ask students to change the story's ending and make it positive.

Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 5 Unit Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 5 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



# The Future

## Objectives

### Reading

- Can follow simple stories with basic dialog and simple narrative.
- Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts.

### Listening

- Can identify the key information in short, simple messages related to everyday situations.
- Can extract factual information from short, simple dialogs or stories about past events if spoken slowly and guided by questions or prompts.

### Speaking

- Can give an opinion in a structured discussion, if guided by questions.

- Can give reasons for their ambitions and aspirations in some detail.
- Can take part in a discussion on a topic of general interest, given time to prepare.

### Writing

- Can write about personal experiences in a diary or online post, given a model.
- Can create a poster to advertise an event or product, given a model.

### Grammar

- Can use *will* + infinitive for predictions about the future.
- Can use a range of indefinite compound pronouns prefixed with *some-*.

## Unit Projects

### Family Connection

Have students tell their families that they are learning about current and future technology. Encourage students to interview family members about the technology they use every day. As students share their findings with the class, have them make generalizations about what types of technology are most common. Then discuss how these tools are likely to change in the future.

# Key Language

## Key Vocabulary

### Electronic devices

cell phone  
computer navigation system  
driverless car  
DVD player  
laptop computer  
MP3 player  
robot  
smartphone  
tablet  
video messaging

### Expressions

Can you believe it?  
gives new meaning to  
I can't wait for...  
That's terrible!  
You're probably right.

## Content Words

capabilities	communicate
complicated	extinct
socially assistive	generation
special needs	healing
surgical procedures	pass on

## Grammar/Structures

Do you think we'll **have** cars 100 years from now? Yes, we will. But cars **won't have** drivers! They'll **use** computers. / No, we **won't**. We'll **have** spaceships. / Who **will use** video messaging in the future? **Anyone** with a computer and internet access will use video messaging. / **No one/ Nobody** will send letters to communicate with friends. **Everyone/ Everybody** will use email. Well, **someone** might write a letter!

## Phonics

**The sounds:** *pp, bb, dd, mm, nn, tt*

## The Future! Bulletin Board

Create a bulletin board display entitled *The Future!* Divide the display into two parts, labeled *NOW* and *THE FUTURE*. Post pictures of electronic devices and other tools that are available today under *NOW*. Have students draw pictures or write descriptions of products and devices to be invented under *THE FUTURE*. As students explore the unit, encourage them to add new items to the display.

# Language in Context Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about technology of the future.

## Key Language

cell phone, computer navigation system, driverless car, DVD player, laptop computer, MP3 player, robot, smartphone, tablet, video messaging; gives new meaning to

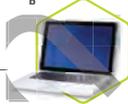
## 6 The Future

### Language in Context

I will learn to talk about technology of the future.

**1** Read about these inventions. Are they real or not real? Then listen and check.

- KEYBOARD JEANS**  
Keyboard jeans are the latest fashion trend. These jeans come with built-in speakers, a wireless mouse, and a keyboard built into the legs of the pants. This gives new meaning to the term "laptop" computer!
- SPRAY-ON BATTERY**  
The battery in a mobile device can take up almost half of the space in your cell phone, smartphone, or tablet. But now there's a spray-on battery! This battery will be "painted" onto your mobile device, taking up no room at all.
- COMPUTER EYEGLASSES**  
With these computer glasses, you'll be able to do everything you do on a normal computer. There's one big difference: You won't have to carry anything! The lenses are a see-through computer monitor.
- PET TRAINING APP**  
Tired of trying to stop your dog from barking in the house? Well, now there's an app for that! This new app for smartphones will stop your dog from barking at the touch of a button! It uses special sounds that only dogs understand. You just have to make sure your dog is listening!




**2** Listen and find. Which electronic device is the girl talking about? Then match with the correct words and phrases from the box.

**3** Listen again. Will we have these devices ten years from now? Copy and complete the chart. Can you add any of your own ideas?

In ten years we will still have them.	In ten years, we probably won't have them.

**4** Work in small groups. Ask and answer.

Will people still use smartphones ten years from now?

Yes, they will. People will always use smartphones.

No, they won't. People will find easier ways to communicate.

**THINK BIG** In ten years, what will be the biggest changes at school? In ten years, what will be the biggest changes at home?

## Warm-up

- Have students play *Past, Present, Future Charades* (see *Game Bank*, page T138, for details). Write a list of daily activities on the board, such as *reading, writing, getting to school, talking to a friend, washing clothes, and exercising*. Have students take turns miming one activity in the past, present, or future. Students can choose an activity from the list or one of their own. Classmates guess what the student is doing and when.
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about technology of the future.*
- Tell students that they will read and talk about inventions in the present and in the future.

## Presentation

84 P. T146

### 1 Read about these inventions. Are they real or not real? Then listen and check.

- Write *invention* and *device* on the board. Say: *An invention is something new that someone created. The computer is an example of an invention that changed people's lives in a profound way. A device is an invention made for a particular use. A can opener is an example of a device that was invented to open cans.*
- Read the directions aloud. Have volunteers read the headings aloud. Then have students read the items independently and then decide whether or not each invention is real.
- Take a class survey to find out which inventions students think are real. Tally the results on the board.

MONITOR

Play Audio Track 84. Have students listen to check their answers. (Answers: 1 real, 2 real, 3 real, 4 not real)

ASSIST

Replay the audio as needed. Use simple language and the pictures on the page to explain unfamiliar words. To help students understand Item 1, say: *Music comes out of "speakers".* To help students understand Item 2, say: *Something "mobile" can be moved. A "mobile device" is a device that can move from place to place.*

Practice 1 WB p. 54/ act. 1

1 Which of these inventions do you think will be common in stores by 2020? Check (✓) your answers.

- Read the directions aloud. Say: *Check the inventions you think will be common in 2020.*
- Ask volunteers to read the inventions aloud.
- Have students complete the activity independently.

Practice 2 85 P T146

2 Listen and find. Which electronic device is the girl talking about? Then match with the correct words and phrases from the box.

- Read the directions aloud. Have students preview the pictures and the words and phrases in the box.
- Play Audio Track 85 and have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 d, tablet, 2 a, smartphone, 3 b, laptop computer, 4 c, MP3 player)

21st Century Technology Literacy

- Write *GPS* and *apps* on the board. Have students guess the words that the abbreviations stand for (*global positioning system, applications*). Say: *MP3 stands for MPEG-1 Audio Layer 3. Knowing these terms won't help you remember the meaning of MP3. All you need to know is that MP3 is a way for devices to store music.*

Practice 3 86

3 Listen again. Will we have these devices ten years from now? Copy and complete the chart. Can you add any of your own ideas?

- Read the directions and chart labels aloud. Have students copy the chart in their notebooks.
- Play Audio Track 86 again and have students write their predictions independently.

MONITOR

Check to make sure that students write each of the four devices from Activity 2 in the chart.

Speaking



4 Work in small groups. Ask and answer.

- Read the directions aloud. Have volunteers read the speech bubbles aloud. Then model talking about technology in the future.
- Have students in groups of three ask and answer questions using the speech bubbles as a guide.

Think BIG



21st Century Critical Thinking

- Ask students the questions and write their answers on the board. Encourage students to express themselves as best they can.

Lesson Objective



INVOLVE

Revisit the lesson objective: *Now I have learned to talk about technology of the future.*

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

Homework WB pp. 54 & 55/ act. 2, 3 & 4



2 Look at 1. Which inventions would you like to buy? Circle the numbers.

- Direct students to WB Activity 2 on page 54. Have students decide which of the inventions they would like and circle the number.
- Have students complete the activity independently and discuss their choice(s) with a partner.

3 What can you do with these electronic devices? Check (✓) your answers.

- Direct students to WB Activity 3 on page 55. Tell students to check the use(s) for each device.

4 Unscramble the words. Use the words in 3.

- Direct students to WB Activity 4 on page 55. Tell students to unscramble the letters to make words and complete the sentences.

Think BIG

- Direct students to WB Think BIG on page 55. Tell students to write answers for the questions.

Extra Application and Practice Activity

- Have students make a list of four other devices that they use frequently, such as *televisions, calculators, cameras, and glasses*. Then ask students to write predictions about whether or not they think we will use each of those devices in the future. Encourage students to extend their discussions by allowing them to share their predictions with the class.

# 6

# The Future

## Language in Context

I will learn to talk about technology of the future.



Read about these inventions. Are they real or not real? Then listen and check.

### 1 KEYBOARD JEANS

Keyboard jeans are the latest fashion trend. These jeans come with built-in speakers, a wireless mouse, and a keyboard built into the legs of the pants. This gives new meaning to the term “laptop” computer!

### 2 SPRAY-ON BATTERY

The battery in a mobile device can take up almost half of the space in your cell phone, smartphone, or tablet. But now there’s a spray-on battery! This battery will be “painted” onto your mobile device, taking up no room at all.

### 3 COMPUTER EYEGLASSES

With these computer glasses, you’ll be able to do everything you do on a normal computer. There’s one big difference: You won’t have to carry anything! The lenses are a see-through computer monitor.

### 4 PET TRAINING APP

Tired of trying to stop your dog from barking in the house? Well, now there’s an app for that! This new app for smartphones will stop your dog from barking at the touch of a button. It uses special sounds that only dogs understand. You just have to make sure your dog is listening!



85  
2

Listen and find. Which electronic device is the girl talking about? Then match with the correct words and phrases from the box.

laptop  
MP3 player  
smartphone  
tablet

a



b



c



d



86  
3

Listen again. Will we have these devices ten years from now? Copy and complete the chart. Can you add any of your own ideas?

In ten years, we will still have them.	In ten years, we probably won't have them.

4

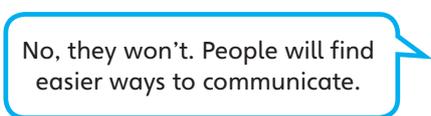
Work in small groups. Ask and answer.



Will people still use smartphones ten years from now?



Yes, they will. People will always use smartphones.



No, they won't. People will find easier ways to communicate.

**THINK BIG**

In ten years, what will be the biggest changes at school? In ten years, what will be the biggest changes at home?

# Reading Lesson

## Lesson Flow



## Lesson Objective

I will understand a text about aliens.

## Key Language

creature, planet, pollution, samples, spaceship; collect, disappear, land; That's terrible!

**Reading** Science fiction  
I will understand a text about aliens.

5 Listen and read. What happened to the flowers on Rozul?

**The Visitor**  
by Bryan Valverde

When the spaceship landed, the boy was hiding behind the trees. It was a beautiful clear morning. The sun was shining. The birds were singing. The boy just watched the spaceship and waited.

While the boy was watching and waiting, a tall creature suddenly came out of the spaceship. The creature was wearing a silver suit and a large helmet. He started collecting flowers. One by one, he scanned each flower with some kind of camera. Then he typed some information about the flower onto a tablet. When he was finished, he put the flower into a large box.

The creature thought he saw something move and asked, "Is anybody there?" The boy didn't answer.

The creature looked over his shoulder and saw the boy hiding behind the trees. "Oh, there is someone. Hello!" the creature said. "It's all right. You can come closer!"

"What are you doing?" the boy asked.

"I'm collecting samples... of flowers," the creature replied.

"Flowers? For what?" asked the boy.

"I'm going to take them back to my planet," said the creature.

"Don't you have any flowers on your planet?" asked the boy.

The creature sighed. "No, our planet dried up a long time ago. We created too much pollution, we cut down too many trees, and now it's like a desert. There's almost no water any more. All of the flowers and trees that lived on our planet are gone."

"That's terrible," said the boy. "Is anyone doing anything about it?"

"Yes. That's why we're collecting samples of life from other planets. Our scientists are working very hard to create water. We use these samples to learn about water. I believe someday, water will return to our planet."

"Wow," the boy said. "What's the name of your planet?"

"It's called Rozul," the creature said. "Long ago, it was very beautiful. If we work hard, someday Rozul will be beautiful again." And then the creature returned to his ship. The boy waved goodbye, as the spaceship slowly went up into the air and disappeared.

**Reading Comprehension**

6 Read and say true or false.

- 1 The boy lives on Rozul.
- 2 The creature finds out that someone is hiding.
- 3 There's water on the boy's planet.
- 4 The creature is collecting samples of flowers.
- 5 Scientists on the creature's planet are trying to create plants.

**THINK BIG** Do you think the Earth will always have enough water? Why/Why not? What's one thing everyone can do to save water? What can you do to save water on our planet? Name at least two things.

70 Unit 6 Unit 6 71

## Warm-up

- Write these vocabulary items on the board: *spaceship*, *creature*, and *planet*. Invite students to share their understanding of each word. Provide simple definitions as needed: *A spaceship can travel in space. A creature is a living thing that isn't a plant or a human being. A planet is a large object that revolves around a star.*
- Have students imagine that a spaceship from another planet lands on Earth. Ask: *What might the creatures look like?* Have students draw creatures and share their illustrations with the class.
- Check answers from the HW in the last lesson.

## Pre-reading

- Ask students if they know what *Science Fiction* is. Explain if necessary. Then have students read the title aloud and preview the illustrations. Encourage students to compare and contrast the creature in the illustration with the creatures they drew during the Warm-up. Ask: *Whose creature looks most like the creature in this story?*

## Reading

### 5 Listen and read. What happened to the flowers on Rozul?

- Play Audio Track 87 and have students listen and read along.
- Ask the question in the directions: *What happened to the flowers on Rozul? (Answer: The flowers disappeared because the planet dried up.)*

## Lesson Objective

### INVOLVE

- Introduce the lesson objective. Say: *Today I will understand a text about aliens.*
- Students will listen to, read about, talk, and answer questions about a science fiction story.

## Comprehension 1



### MONITOR

Ask questions to check for understanding. Ask: *Where does the creature come from?* (a planet called Rozul) *What does the creature do on Earth?* (takes pictures of flowers; types information on a tablet; collects flower samples) *What are scientists on the planet trying to do?* (create water) *Why does the creature want samples of flowers?* (The scientists on Rozul use the flower samples to learn about water.)

### ASSIST

Replay the audio as needed. Pause after each paragraph and use simple language to explain unfamiliar words and phrases.

- Help students solidify their understanding of the story, and help others who are unclear about the events in the story, by inviting partners to role-play the story using their own words. After viewing two or three versions of the story, have weaker students listen to the audio again.

### CHALLENGE

Ask: *How might meeting the creature from Rozul affect the boy?* (Possible answers: He will work to protect Earth's water./He will try to visit Rozul./He will become famous because he met a creature from another planet./He will tell people what happened but no one will believe his story.)

### 21st Century Communication

- Ask: *Do the boy and the creature communicate in a friendly way? How can you tell?* (Yes, they are friendly and respectful.) *How might their communication be different if the boy was very scared or aggressive?* (Possible answers: The conversation might not be as friendly./The creature might have to convince the boy not to be afraid./The situation might have become violent.)

## Comprehension 2



### 6 Read and say true or false.

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

### MONITOR

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

### ASSIST

Replay the audio as needed and review any errors in understanding. Suggest that students find key words in each statement and look for story clues that match or do not match those words.

### CHALLENGE

Invite students to change one or more words in each false statement to make it true. Model: *In Item 1, I can change the word "boy" to "creature". The new sentence is "The creature lives on Rozul". That's true.* Invite students to share their revised sentences with the class.

## Think BIG



### 21st Century Environmental Literacy

- Say: *Science fiction includes details that aren't real. But the ideas in a science fiction story can often be applied to real life.*
- Read the questions aloud. Have students complete the activity in pairs.

### MONITOR

As students discuss the items, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have understood a text about aliens.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the text, for example, what the problem is on the planet Rozul.

## Homework



WB p. 56/ act. 5 & 6



### 5 Listen and read. Then answer the questions.

- Direct students to WB Activity 5 on page 56. Tell students to first read the questions and then play Audio Track 88 and listen and read along. Tell students to answer the questions.

### 6 Answer the question.

- Direct students to WB Activity 6 on page 56. Tell students to write an answer to the question and to give reasons for their answer.

## Extra Application and Practice Activity

- Have students create posters to share ways for reducing pollution and saving water on Earth. Encourage them to use ideas from the story to help them explain why reducing pollution and saving water are important.
- Create a classroom poster display. Encourage students to say which posters communicate ideas most successfully.

I will understand a text about aliens.

87  
5

Listen and read. What happened to the flowers on Rozul?



## The Visitor

by Bryan Valverde

When the spaceship landed, the boy was hiding behind the trees. It was a beautiful clear morning. The sun was shining. The birds were singing. The boy just watched the spaceship and waited.

While the boy was watching and waiting, a tall creature suddenly came out of the spaceship. The creature was wearing a silver suit and a large helmet. He started collecting flowers. One by one, he scanned each flower with some kind of camera. Then he typed some information about the flower onto a tablet. When he was finished, he put the flower into a large box.

The creature thought he saw something move and asked, "Is anybody there?" The boy didn't answer.

The creature looked over his shoulder and saw the boy hiding behind the trees. "Oh, there is someone. Hello!" the creature said, "It's all right. You can come closer."

"What are you doing?" the boy asked.

"I'm collecting samples... of flowers," the creature replied.

"Flowers? For what?" asked the boy.

"I'm going to take them back to my planet," said the creature.

"Don't you have any flowers on your planet?" asked the boy.

The creature sighed. "No, our planet dried up a long time ago. We created too much pollution, we cut down too many trees, and now it's like a desert. There's almost no water any more. All of the flowers and trees that lived on our planet are gone."

"That's terrible," said the boy. "Is anyone doing anything about it?"

"Yes. That's why we're collecting samples of life from other planets. Our scientists are working very hard to create water. We use these samples to learn about water. I believe someday, water will return to our planet."

"Wow," the boy said. "What's the name of your planet?"

"It's called Rozul," the creature said. "Long ago, it was very beautiful. If we work hard, someday Rozul will be beautiful again." And then the creature returned to his ship. The boy waved goodbye as the spaceship slowly went up into the air and disappeared.



## Reading Comprehension

6 Read and say **true** or **false**.

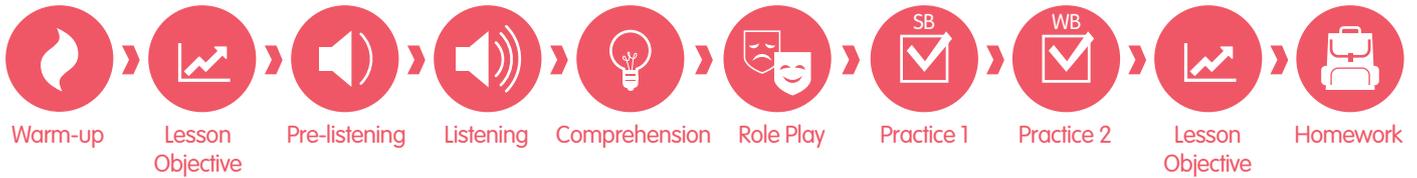
- 1 The boy lives on Rozul.
- 2 The creature finds out that someone is hiding.
- 3 There's water on the boy's planet.
- 4 The creature is collecting samples of flowers.
- 5 Scientists on the creature's planet are trying to create plants.



Do you think the Earth will always have enough water? Why/Why not? What's one thing everyone can do to save water? What can you do to save water on our planet? Name at least two things.

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about a new invention.

## Key Language

computer navigation system, smartphone, tablet, video messaging; Can you believe it?, You're probably right.

### Language in Action

I will listen to a dialog about a new invention.

**7** Listen and read. How will Ellie get to school today?

**Dad:** Listen to this. Somebody has invented a flying suit. Can you believe it?

**Ellie:** Yes, I've heard about it. I want one!

**Dad:** Start saving your money. This one costs \$75,000!

**Ellie:** Wow. That is expensive! But it won't be expensive in the future. Someday, everybody will have one.

**Dad:** You're probably right.

**Ellie:** We'll simply put on flying suits and fly wherever we want. No more planes or airports!

**Dad:** OK. But today – no flying suits for you! You're going to go on the bus. And you'd better hurry up!



**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Then write. Use a word or phrase from the box.

computer navigation system    smartphone    tablet    video messaging

1	We'll use _____ to talk to our friends.	2	We'll use our _____ to pay for things.	3	We'll use a _____ to attend school virtually.	4	We'll use a _____ to tell our cars where we want to go.
---	--	---	---	---	--	---	--

72 Unit 6

## Warm-up



**Materials:** Picture of a plane

• Show students a picture of a plane. Say: *Today we have planes. What will fly in the future?* Write this sentence

frame on the board: *We'll have flying...* . Have students think of a way to complete the sentence. Then take a class survey to see how many students completed the sentence the same way. (Possible answers: cars, bikes, skateboards, houses)

• Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will listen to a dialog about a new invention.*
- Students will read, listen to, and practice a dialog. Students will also listen to a conversation about the future.

## Pre-listening



- Point to the girl and man in the picture. Ask: *What are they doing?* (Answer: They're talking to each other at the breakfast table; they're eating breakfast.) Introduce them as Ellie and her dad. Tell students that they will hear Ellie and her dad talking about a new invention.

## Listening



### 7 Listen and read. How will Ellie get to school today?

- Read the directions aloud. Play Audio Track 89 and have students listen and read along.
- Have volunteers answer the question. (Answer: *Ellie will get to school by bus today.*)

## Comprehension



- Replay Audio Track 89 and have students listen and read along.

### MONITOR

Ask questions to check for understanding: *What invention does Dad read about?* (He reads about a flying suit.) *What is one problem with the flying suit now?* (It is very expensive.) *What does Ellie say will happen in the future?* (She thinks flying suits will be less expensive. People will fly wherever they want.)

### ASSIST

- Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words.
- Say: *Advances in technology change people's everyday lives. How would a flying suit change what and how you do things every day?* Have students discuss this in small groups. Then have each group share how their lives would be different.

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Read the directions aloud. Invite pairs to read the dialog aloud, swap parts, and repeat.

### MONITOR

As students work, listen for proper pronunciation and appropriate intonation.

### ASSIST

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

**Intonation:** Remind students to use punctuation marks to guide their intonation. Say: *A full stop ends a statement.*

An exclamation mark shows excitement. Your voice should be energetic when you say a sentence that ends with an exclamation mark. A question mark ends a question. Your voice should go up when you ask a yes/no question.

## Practice 1



**Materials:** Stickers

### 9 Listen and stick. Then write. Use a word or phrase from the box.

- Help students find the Unit 6 stickers at the back of the Student's Book. Then read the directions aloud.
- Play Audio Track 90. Have students place the stickers on the page and then complete each sentence with a word or phrase from the box.

### MONITOR

Check answers as a class. (Answers: 1 video messaging, 2 smartphone, 3 tablet, 4 computer navigation system)

## Practice 2



WB p. 57/ act. 7



### 7 Listen. Then answer the questions.

- Read the directions aloud and ask volunteers to read the questions aloud.
- Play Audio Track 91. Have students complete the activity.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about a new invention.*

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

## Homework

WB p. 57/ act. 8 & 9



### 8 Look at 7. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

- Direct students to WB Activity 8 on page 57. Tell students to read the underlined expressions in the dialog again and then match each expression with the word with the same meaning.
- 9 Complete with the expressions in 8.**
- Direct students to WB Activity 9 on page 57. Tell students to complete the dialog with the correct expressions in 8.

## Extra Application and Practice Activity

- Have students choose an invention discussed so far in the unit and create a poster to advertise it. The poster should include a drawing of the item and a statement about how the item will improve the lives of the people who buy it. Model: *A flying suit will change your life. You'll be faster than you ever dreamed.*

# Language in Action

I will listen to a dialog about a new invention.

89  
7

Listen and read. How will Ellie get to school today?

**Dad:** Listen to this. Somebody has invented a flying suit. Can you believe it?

**Ellie:** Yes, I've heard about it. I want one!

**Dad:** Start saving your money. This one costs \$75,000!

**Ellie:** Wow. That is expensive! But it won't be expensive in the future. Someday, everybody will have one.

**Dad:** You're probably right.

**Ellie:** We'll simply put on flying suits and fly wherever we want. No more planes or airports!

**Dad:** OK. But today – no flying suits for you! You're going to go on the bus. And you'd better hurry up!



90  
8

Practice the dialog in 7 with a partner.

90  
9

Listen and stick. Then write. Use a word or phrase from the box.

computer navigation system    smartphone    tablet    video messaging

1 We'll use

\_\_\_\_\_

\_\_\_\_\_

to talk to our friends.

2 We'll use our

\_\_\_\_\_

\_\_\_\_\_

to pay for things.

3 We'll use a

\_\_\_\_\_

\_\_\_\_\_

to attend school virtually.

4 We'll use a

\_\_\_\_\_

\_\_\_\_\_

to tell our cars where we want to go.

# Grammar

**I will learn to** use *will* and *won't* to make predictions about the future.  
**I will learn to** use indefinite pronouns.

Do you think we'll **have** cars 100 years from now?

Yes, we **will**. But cars **won't have** drivers! They'll **use** computers.

No, we **won't**. We'll **have** spaceships.



## 10 Make predictions about the future. Use **won't** and **will**.

- 1 (write letters/send emails) \_\_\_\_\_
- 2 (buy things in stores/shop online) \_\_\_\_\_
- 3 (use smartphones/use video messaging) \_\_\_\_\_
- 4 (attend school/use virtual classrooms) \_\_\_\_\_
- 5 (play with dolls/play with robots) \_\_\_\_\_

Who will use video messaging in the future?

**Anyone** with a computer and internet access will use video messaging.

Who will send letters to communicate with friends in the future?

**No one/Nobody** will send letters to communicate with friends.

**Everyone/Everybody** will use email.

Well, **someone** might write a letter!

## 11 Make predictions about the future. Use **no one**, **someone**, or **everyone** with **will** or **might**.

- 1 Who will use tablets instead of laptop computers?  
\_\_\_\_\_

- 2 Who will use a smartphone 100 years from now?  
\_\_\_\_\_

- 3 Who will use driverless cars?  
\_\_\_\_\_

- 4 Who will use a DVD player?  
\_\_\_\_\_

- 5 Who will go to virtual malls?  
\_\_\_\_\_



# Grammar Lesson

## Lesson Flow



## Lesson Objectives

I will learn to use *will* and *won't* to make predictions about the future.

I will learn to use indefinite pronouns.

## Key Language

Do you think we **'ll have** cars 100 years from now? Yes, we **will**. But cars **won't have** drivers! They'll **use** computers. No, we **won't**. We'll **have** spaceships.

Who will use video messaging in the future? **Anyone** with a computer and internet access will use video messaging.

Who will send letters to communicate with friends in the future? **No one/Nobody** will send letters to communicate with friends. **Everyone/Everybody** will use email. Well, **someone** might write a letter.

**Grammar**

I will learn to use *will* and *won't* to make predictions about the future.  
I will learn to use indefinite pronouns.

Do you think we **'ll have** cars 100 years from now? Yes, we **will**. But cars **won't have** drivers! They'll **use** computers. No, we **won't**. We'll **have** spaceships.

**10** Make predictions about the future. Use *won't* and *will*.

- 1 (write letters/send emails)
- 2 (buy things in stores/shop online)
- 3 (use smartphones/use video messaging)
- 4 (attend school/use virtual classrooms)
- 5 (play with dolls/play with robots)

Who will use video messaging in the future? **Anyone** with a computer and internet access will use video messaging.

Who will send letters to communicate with friends in the future? **No one/Nobody** will send letters to communicate with friends. **Everyone/Everybody** will use email. Well, **someone** might write a letter!

**11** Make predictions about the future. Use *no one, someone, or everyone* with *will* or *might*.

- 1 Who will use tablets instead of laptop computers?
- 2 Who will use a smartphone 100 years from now?
- 3 Who will use driverless cars?
- 4 Who will use a DVD player?
- 5 Who will go to virtual malls?

Unit 6 73

## Warm-up

- Write these words on the board: *no, some, every, any*. Invite students to write sentences using one of these words and then rewrite the sentence but leave a blank in place of the word. Students can exchange puzzles and try to guess the missing word. Explain that some sentences can be completed with more than one word. Model: *I have... new video games.* (Answers: *some, no*) *You get a free text message with... phone call.* (*every, any*)
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use will and won't to make predictions about the future, and indefinite pronouns.*

- Students will talk about the future.

## Presentation 1



- Have volunteers read the sentences in the first grammar box aloud. Ask: *What words are combined in the contraction they'll? (they will) What words are combined in the contraction won't? (will not)*

## Practice 1



### 10 Make predictions about the future. Use *won't* and *will*.

- Read the directions aloud and do the first item as a class. Then have students complete the activity independently.

#### MONITOR

Check answers as a class. (Answers: 1 We won't write letters. We'll send emails. 2 We won't buy things in stores. We'll shop online. 3 We won't use smartphones. We'll use video messaging. 4 We won't attend school. We'll use virtual classrooms. 5 We won't play with dolls. We'll play with robots.)

#### ASSIST

Point out to students that the first set of words will go in the first sentence and say what people won't do anymore. The second set of words will go in the second sentence and say what people will do in the future.

## Practice 2



WB p. 58/ act. 10



### 10 Look at the pictures. Complete the sentences. Use *will* or *won't*. Then listen and check.

- Ask volunteers to read the sentences in the grammar box.
- Read the directions aloud and have volunteers say what they see in each picture.
- Have students complete the activity independently.
- Play Audio Track 92. Have students listen to check the answers.

## Presentation 2



- Have volunteers read the sentences in the second grammar box aloud. Ask: *Which indefinite pronouns have the same meaning? (no one and nobody; everyone and everybody)*

## Practice 3



### 11 Make predictions about the future. Use *no one*, *someone*, or *everyone* with *will* or *might*.

- Read the directions aloud and do Item 1 as a class.
- Have students complete the activity independently in their notebooks.

#### MONITOR

Check answers as a class. (Answers will vary.)

#### ASSIST

Remind students that *will* means people will definitely use the item and *might* means that people will possibly use the item.

#### CHALLENGE

Have students make up their own predictions about the future using *anyone*, *no one/nobody*, *everyone/everybody* and *someone*. Model: *Anyone will be able to travel in space.*

## Practice 4

WB p. 59/ act. 12



### 12 Read the class survey. Then circle the correct words.

- Ask volunteers to read the questions and answers in the grammar box.
- Read the directions aloud. Explain that students have to circle the correct answer to complete each sentence.
- Have volunteers read the sentences and answer choices aloud.
- Have students complete the activity independently.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to use will and won't to make predictions about the future, and indefinite pronouns.*

- Encourage awareness of what students have learned by quickly eliciting some predictions about the future.

## Homework

WB pp. 58 & 59/ act. 11 & 13



### 11 Complete the questions and answers. Use *will* or *won't*. Then answer the questions.

- Direct students to WB Activity 11 on page 58. Tell students to complete the questions with *will* (and possibly *won't*) first, and then to answer the questions.

### 13 Circle the sentences in 12 that you agree with. Write about one sentence that you don't agree with. Explain why.

- Direct students to WB Activity 13 on page 59. Tell students to circle the sentences that they agree with in Activity 12 first and then write a sentence they don't agree with and explain why they don't agree with it.

## Extra Application and Practice Activity

- Have students choose two predictions on the page that they agree with and two that they disagree with. Have them tell a partner their opinions. Encourage them to support their opinions with reasons.

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about the developments of robots.

## Key Language

capabilities, complicated, socially assistive, special needs, surgical procedures

**Content Connection** | Science and Technology

I will learn about the development of robots.

**CONTENT WORDS**  
socially assistive capabilities complicated surgical procedures special needs

**12** Listen and read. What types of jobs do robots do?

### Robots: The Present, Not Just the Future

What's the first thing that comes to mind when you think about robots?

Is it Wall-E, the Disney robot? He was designed to collect trash, but he accidentally ended up saving the planet. Or do you think of the lovable robots from the Star Wars movies, C-3PO and R2-D2? C-3PO was designed to help humans understand languages, and R2-D2 could fix anything. Unfortunately, robots with these capabilities exist only in movies.

The Mars rover *Opportunity* and the underwater robot *Trident* are exploratory robots. They help us learn about places that are too difficult or dangerous for anyone to go. But there's also amazing robot technology that can help save lives. The snakebot, for example, is long and thin and can move almost like a real snake. It can move forwards, sideways, and even upwards, so it can go where no one else can. That means they might be able to find someone trapped in a building after an earthquake or a fire. In the near future, doctors will probably use tiny snakebots for very difficult surgical procedures.

The main difference between the movie robots and today's robots is that movie robots actually think. But this, too, will change. Robots have already started doing more complicated tasks. For example, robots have already taught over two million British elementary school children about recycling. The next step is socially assistive robots. They can "see" people and "talk" with them. The makers of these robots hope that one day they'll help people with special needs.

**13** Look at the passage. Match to complete the sentences.

1 Robots are useful for...	a exist only in movies.
2 Snakebots...	b difficult or dangerous jobs.
3 Robots that can think...	c could find people.

**THINK BIG** Why do you think robots will be helpful for difficult surgical procedures?

74 Unit 6

## Warm-up

**Materials:** Dice

- Have students suggest daily activities or write this set on the board: *eat, work, read, walk, talk, write*. Then write this code: 1 to 3 = human, 4 to 6 = robot. Invite students

to take turns coming to the front of the class, choosing an activity and rolling a dice. They then mime it as a human or a robot, depending on what number they rolled. Classmates try to guess the activity and whether the student is a human or a robot.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will learn about the developments of robots.*

- Students will listen to, read, and talk about robots.

## Pre-reading



- Ask students what type of robots they have seen and if they have any toy robots. Allow for enough time for most of the students to share ideas. Then ask students at random what they think robots will look like and do in the future. Write the answers on the board.
- Have students read the Content Words aloud and share their meanings. Then have students describe what they see in each of the pictures.

## Reading



### 12 Listen and read. What types of jobs do robots do?

- Read the directions aloud. Play Audio Track 93 and have students listen and read along.
- Have students answer the question. (Answer: *work that people don't want to do/work that people can't do.*)

### MONITOR

Pause after each section and ask questions to check for understanding. For example: *What is a snakebot? (a robot that is shaped like a snake) How are snakebots helpful? (They can go into places people can't go.)*

### ASSIST

- Replay the audio as necessary. Have students point to each Content Word in the text and use context clues to determine its meaning. Help students modify any unclear, incomplete, or incorrect meanings.
- Point out that a Czech writer named Karl Capek invented the word *robot* in his 1920 science fiction play, *R.U.R.* The title stands for *Rossum's Universal Robots*. The term *robotics* was first used by science fiction author Isaac Asimov, who was born in Russia and moved to the United States with his family when he was three.

### ASSIST

Have students create a two-column chart. Label the columns *Robot* and *What It Does*. Students fill out the chart.

## Practice 1

WB p. 60/ act. 14



### 14 Match the words with the definitions. Write the letters.

- Read the directions aloud. Explain that students have to match each word in the left-hand column with its definition in the right-hand column.
- Have students work independently.

## Practice 2



### 13 Look at the passage. Match to complete the sentences.

- Read the directions aloud and invite students to find the relevant information in the text and then match the first half of each sentence in the left-hand column with its second half in the right-hand column.

### MONITOR

Ask volunteers to read out the completed sentences and ask the class if they agree with the choices. (Answers: 1 b, 2 c, 3 a)

### CHALLENGE

Have students rewrite the false sentences so that the information is correct. Tell students to work in pairs and check their partners' sentences.

## Think BIG



### 21st Century Collaboration

- Read the question aloud and ask: *Do you know what a surgeon does? Who would like to be a surgeon in the future? Would you like to have a robot as a helper during a surgery? Why?*

### MONITOR

Have students complete the activity in pairs and check.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned about the developments of robots.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, the kinds of things robots can do now and what they might do in the future.

## Homework



WB p. 60/ act. 15



### 15 Listen and read. Then complete the chart.

- Direct students to WB Activity 15 on page 60. Tell students to play Audio Track 94 and to listen and read and then complete the chart.

## Extra Application and Practice Activity

### 21st Century Collaboration

- Ask students to work in small groups and create comic strips about robots in the future. Display the comic strips and invite volunteers to read them aloud.

I will learn about the development of robots.

## CONTENT WORDS

socially assistive capabilities complicated surgical procedures special needs



Listen and read. What types of jobs do robots do?

## Robots: The Present, Not Just the Future

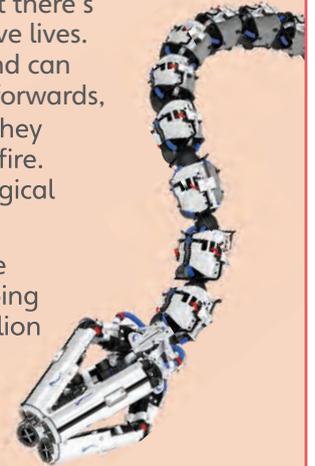
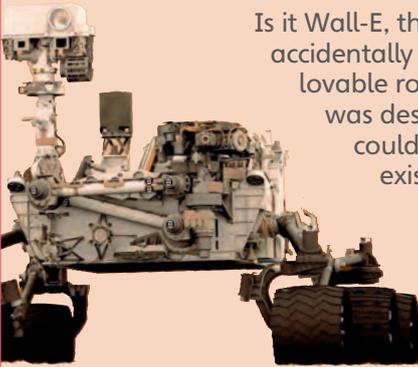
What's the first thing that comes to mind when you think about robots?

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The snakebot, for example, is long and thin and can move almost like a real snake. It can move forwards, sideways, and even upwards, so it can go where no one else can. That means they might be able to find someone trapped in a building after an earthquake or a fire. In the near future, doctors will probably use tiny snakebots for very difficult surgical procedures.

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**13** Look at the passage. Match to complete the sentences.

- |                            |                                |
|----------------------------|--------------------------------|
| 1 Robots are useful for... | a exist only in movies.        |
| 2 Snakebots...             | b difficult or dangerous jobs. |
| 3 Robots that can think... | c could find people.           |

**THINK  
BIG**

Why do you think robots will be helpful for difficult surgical procedures?

I will learn about endangered languages.



Listen and read. How many languages are spoken in Bolivia?

### CONTENT WORDS

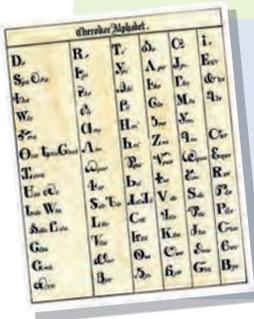
communicate extinct generation healing pass on

## Endangered Languages

A language is a living thing. A language needs to be used, otherwise it gets forgotten. There are about 7,000 languages in the world. But about every fourteen days, one of these languages is no longer spoken and dies. Experts believe that by 2100, more than half of today's languages will be extinct.

There are many reasons why a language starts to disappear. Often it's because the need for the language disappears. Or because fewer people communicate with it.

In Bolivia, more than 30 languages are spoken today. One is a secret language called Kallawaya. The reason it's known as a **secret** language is because it's only taught by a father to his son or a **grandfather** to his grandson. Girls almost never learn to speak it. The **Kallawaya** people use their language for healing and in their family. They **don't** really use it anywhere else. These days, there are only about **twenty** people who can speak Kallawaya. With each new generation, **fewer** males will speak the language and pass it on to their **children**. Kallawaya is disappearing because of cultural and social **changes** in people's behavior.



The eastern group of the Cherokee Indian tribe lives in the state of North Carolina, U.S.A. Today, there are fewer than 300 people who are fluent in the Cherokee language. Cherokee people in North Carolina are trying to change that. They set up an elementary school to teach the Cherokee language and culture. Now, more than 60 children can speak Cherokee. Many people are trying to help their language grow. In fact, you can find smartphone apps and computer software in Cherokee.

15 Look at the passage. Answer the questions.

- 1 Why is Kallawaya known as a secret language?
- 2 Why is Kallawaya disappearing?
- 3 What are people doing to help the Cherokee language?



Do you think it's bad when a language becomes extinct?  
What could people do to help save endangered languages?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about endangered languages.

## Key Language

communicate, extinct, generation, healing, pass on

**Culture Connection** | Around the World

I will learn about endangered languages.

**14** Listen and read. How many languages are spoken in Bolivia?

**CONTENT WORDS**  
communicate extinct generation healing pass on

### Endangered Languages

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**15** Look at the passage. Answer the questions.

- 1 Why is Kallawaya known as a secret language?
- 2 Why is Kallawaya disappearing?
- 3 What are people doing to help the Cherokee language?

**THINK BIG** Do you think it's bad when a language becomes extinct? What could people do to help save endangered languages?

Unit 6 75

## Warm-up



**Materials:** World map, coin

- Have students play *Language Toss*. Players take turns tossing a coin onto a world map. If they can name the language spoken in the country where the coin landed, they score a point. If not, the player to the right tries to answer. Use classroom or internet resources to check students' answers. The player with the most points at the end of the game is the winner.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about endangered languages.*
- Students will listen to, read, and talk about endangered languages.

## Pre-reading



- Preview the article by having students read the title aloud. Ask: *What do you think "endangered" means?* (Answer: at risk of no longer existing). Have students describe what they see in the pictures. Elicit what students think the passage is about.

**14 Listen and read. How many languages are spoken in Bolivia?**

- Read the directions aloud. Tell students to read the text quickly and raise their hands and stop reading as soon as they learn how many languages are spoken in Bolivia.
- Play Audio Track 95 and have students listen and check their answers. (*Answer: more than 30*)
- Read out the Content Words in the box and have students find them in the text. Encourage students to guess the meanings from context.

**MONITOR**

As soon as most the class have raised their hands, tell students to stop reading and check their answers.

**ASSIST**

Replay the audio as needed.

**CHALLENGE**

Have students write sentences using the Content Words. Then ask them to read their sentences aloud, leaving out the Content Word, and have the class guess the missing word.

**Practice 1****15 Look at the passage. Answer the questions.**

- Read the directions aloud. Ask volunteers to read out the questions. Ask students to look at the questions and underline the key words. Tell them that the key words will help them find the relevant information in the article. Ask students to answer the questions in their notebooks.

**MONITOR**

Walk around and help out where needed. Ask students to compare their answers with a classmate's. Invite students to read out their answers and ask the class if they agree. (*Answers may vary: 1 Kallawayá is a secret language because it is passed on from father to son, or grandfather to grandson. It is only spoken for healing and in their family. 2 Fewer males speak Kallawayá with each new generation. This means that the language will be passed down to fewer children. 3 Cherokee people in North Carolina have set up an elementary school to teach the language and culture.*)

**ASSIST**

To help students find the relevant information in the text, ask them to underline key words in the erroneous sentences and then look for them in the text.

**Practice 2**

WB p. 61/ act. 16

**16 Read and complete. Then listen and check.**

- Read the directions aloud. Explain to students that they have to complete the passage with the words in the box.

- Have volunteers say the words aloud and then have students complete the activity independently.
- Play Audio Track 96 for students to check their answers.

**Think BIG****21st Century Cultural Awareness**

- Say: *Language is a very important part of culture. Talk with a partner and discuss what happens when a language disappears. What do we lose?*
- Read the questions aloud. Have pairs work together to ask and answer the questions.

**MONITOR**

As students work, walk around and help out with expressions and vocabulary where needed. Make a note of common pronunciation errors and correct them at the end of the activity.

- Invite students to share their answers with the class and encourage the class to comment.

**Video**  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 endangered languages.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, ask them about each language.

**Homework** WB p. 61/ act. 17**17 Read 16 again and circle T for true or F for false.**

- Direct students to WB Activity 17 on page 61. Tell students to read the passage and to circle each statement T (true) or F (false).

**Extra Application and Practice Activity****21st Century Media Literacy**

- Say: *A public service announcement, or PSA, is like an ad. It gives people important information. Have students work in pairs or small groups to create public service announcements about saving endangered languages. If possible, have students create audio or video recordings to share their PSAs with the class.*

# Writing Lesson

## Lesson Flow



## Lesson Objective

I will learn to write a diary entry.

### Writing | Diary entry

I will learn to write a diary entry.

16 Read the diary entry.

Dear Diary,

I'm exhausted today. After I got home, I had to clean my room, do my homework, and take the dog for a walk. I can't wait for the future when we'll have robots to do everything for us. Nobody will ever complain about doing chores again. We won't have any! Robots will clean up, cook, and even help us with our homework. So, will I still take my dog for a walk? Yes, I'll always do that. Everyone needs to get exercise. But one thing will be different. My dog will be a robot, too!

Good night,

Camilla



17 How does Camilla think her life will be different? Copy and complete the chart.

Now	Future

18 How will your life be different in the future? Copy and complete the chart. Then write your own diary entry.

Now	Future

19 In pairs talk about how your life will be different in the future. Do you agree?

76 Unit 6

## Warm-up



- Write these letters on the board: A R D Y I and E H R S O C. Challenge students to arrange the letters to spell the two words (*diary, chores*) and write a definition for each word. Volunteers then read their definitions aloud and have the class work together to create accurate definitions.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to write a diary entry.*
- Students will read and write diary entries comparing now and the future.

## Practice 1



### 16 Read the diary entry.

- Read the directions aloud. Then have volunteers read the diary entry aloud.

#### MONITOR

Use questions to check comprehension. Say: *What did Camilla do today?* (She went to school, came home, cleaned her room, did her homework and took her dog for a walk.) *What does Camilla think robots will do in the future?* (They'll do people's daily chores. They'll even help with homework.) *How will dogs be different in the future?* (They'll be robots.)

## Practice 2



### 17 How does Camilla think her life will be different? Copy and complete the chart.

- Read the directions and chart headings aloud.
- Have students work independently to complete the chart with information from Camilla's diary entry.
- Have students compare the answers with a partner and then check answers as a class.

#### MONITOR

Check answers by inviting volunteers to share details they included in their charts. (Answers: *Camilla has to clean her room. Robots will clean up.; Camilla has to do her homework. Robots will help her with her homework.; Camilla has to take the dog for a walk. Camilla will take her dog for a walk. Camilla's dog will be a robot.*)

## Practice 3

WB p. 62/ act. 18



### 18 Label the parts of the diary entry.

- Have volunteers read the tips for writing a well-written diary entry in the purple box.
- Read the directions. Have volunteers read the diary entry. Then have students label each part of the diary entry.
- Have students complete the activity independently.

#### MONITOR

Check answers as a class.

## Practice 4



### 18 How will your life be different in the future? Copy and complete the chart. Then write your own diary entry.

- Read the directions aloud. Model: *When I want to talk about the future, I say what will or won't happen. In the future, I won't drive to school. I'll fly to school in a spaceship.*

#### ASSIST

Provide students with sentence starters to focus their predictions: *At school, I will/won't... . At home, I will/won't... . People won't wear... ; they'll wear... . We won't use... ; we'll use... .*

## Speaking



### 19 In pairs talk about how your life will be different in the future. Do you agree?

- Read the directions aloud. Have partners read their diary entries aloud. Encourage them to compare and contrast entries. Ask: *Do you both think the same things will happen in the future?*

#### MONITOR

Check to make sure that students' diary entries are complete and that the target language is used correctly.

## Lesson Objective



#### INVOLVE

- Revisit the lesson objective: *Now I have learned to write a diary entry.*
- Encourage awareness of what students have learned by quickly eliciting the different parts of a diary entry.

## Homework

WB p. 62/ act. 19 & 20



### 19 Look at 18. Circle the correct answers.

- Direct students to WB Activity 19 on page 62. Tell students to answer the questions by circling the correct answer.

### 20 Imagine your life six years from now. Write a diary entry about a day in your life. Use 18 and 19 to help you.

- Direct students to WB Activity 20 on page 62. Tell students to write a diary entry for their future self six years from now.

## Extra Application and Practice Activity

- Have students choose a character from a fairy tale, story, book, or film and write a diary entry from that character's point of view. Here is an example from "Cinderella": *I'll finish all my chores in time to go to the ball. I'll probably have to help my stepsisters get dressed. I hope my stepmother will let me go! She said I could go but she might change her mind.*

# Writing | Diary entry

I will learn to write a diary entry.

## 16 Read the diary entry.



Dear Diary,

I'm exhausted today. After I got home, I had to clean my room, do my homework, and take the dog for a walk. I can't wait for the future when we'll have robots to do everything for us. Nobody will ever complain about doing chores again. We won't have any! Robots will clean up, cook, and even help us with our homework. So, will I still take my dog for a walk? Yes, I'll always do that. Everyone needs to get exercise. But one thing will be different. My dog will be a robot, too!

Good night,

Camilla

## 17 How does Camilla think her life will be different? Copy and complete the chart.

Now	Future

## 18 How will your life be different in the future? Copy and complete the chart. Then write your own diary entry.

Now	Future

## 19 In pairs talk about how your life will be different in the future. Do you agree?

# Life Skills | Have dreams for the future.

I will learn to talk about dreams for the future.

- 20** Write four dreams you have for the future in your notebook. Then compare your dreams with a partner's. Are any of them the same?

1 Someday, I'll

2 Someday,

3 Someday,

4 Someday,



- 21** Ask and answer with a partner.

- 1 What's your biggest dream for the future?
- 2 Why is it important to have dreams for the future?



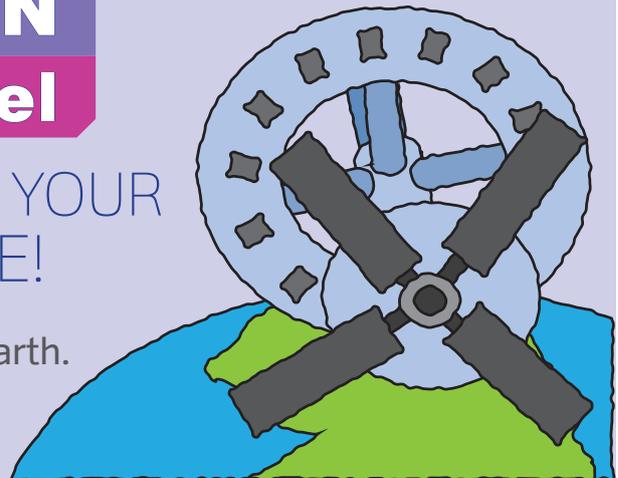
## Project

- 22** Work in a small group. What kinds of products or services will there be in the future? Design an advertisement. Share your advertisement with the class.

# Honey-MOON Hotel

COME AND SPEND YOUR  
VACATION IN SPACE!

All rooms have a view of the Earth.  
Go hiking on the moon  
or relax in our space-spa!



# Life Skills Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about dreams for the future.

## Key Language

Have dreams for the future.

## Life Skills | Have dreams for the future.

I will learn to talk about dreams for the future.

- 20** Write four dreams you have for the future in your notebook. Then compare your dreams with a partner's. Are any of them the same?

1 Someday, I'll

2 Someday,

3 Someday,

4 Someday,



- 21** Ask and answer with a partner.

- 1 What's your biggest dream for the future?
- 2 Why is it important to have dreams for the future?



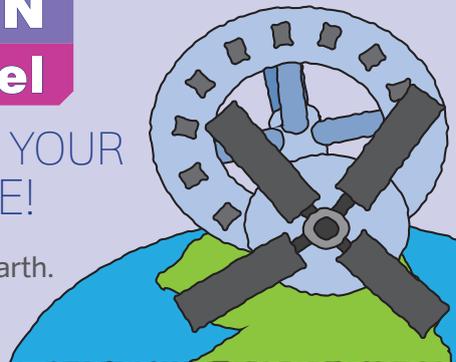
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VACATION IN SPACE!

All rooms have a view of the Earth.  
Go hiking on the moon  
or relax in our space-spa!



Unit 6 77

## Warm-up



- Write the word *dream* on the board and have students create a word web. Add two ovals labeled *asleep* and *the future*. Say: *There are two types of dreams. You have dreams when you sleep. You don't control those dreams. You also have dreams for the future. Those are things you hope will happen. You can work to make those dreams come true.* Have students add words and phrases to both sides of the word web.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about dreams for the future.*
- Students will talk about dreams for the future. Then they will create ads for a future product or service.

## Practice



### 20 Write four dreams you have for the future in your notebook. Then compare your dreams with a partner's. Are any of them the same?

- Read the directions aloud. Have students work independently to complete the activity in their notebooks. Then invite them to work in pairs and share their work.

### MONITOR

- Check to see that students express clear dreams for the future, using target language correctly.

### ASSIST

- Ask students questions to help them think of specific dreams for the future. Say: *What will you do after you finish high school? What type of work will you do? Where will you live?*

## Speaking



### 21 Ask and answer with a partner.

- Read the directions aloud. Say: *Your dreams for the future can be about yourself, your community or the whole world.* Have students complete the activity in pairs.

### MONITOR

- Check to make sure that students are using appropriate language as they talk about their dreams for the future.

### ASSIST

- Provide students with new vocabulary if needed.

### 21st Century Initiative

- Ask: *What can you do to make your most important dream come true?* Encourage students to discuss the importance of setting goals they can achieve. Model: *I dream that I'll be able to travel to every continent. I want my dream to come true so I'll start by setting goals. First, I need to save money. I also need to learn about places to visit. Planning will help me make my dream come true.*

## Project



**Materials:** Magazines, art supplies

### 22 Work in a small group. What kinds of products or services will there be in the future? Design an advertisement. Share your advertisement with the class.

- Read the directions aloud. Have students work in groups to think of a future product or service that they would like to create a poster for. Encourage group members to collaborate to design and execute an effective poster.

### MONITOR

- Suggest that students review “Creating an Effective Poster or Ad” on page 34.

### 21st Century Media Literacy

- Provide students with magazines and have them look for advertisements to use as models. Have students select three or four ads that grab their attention. Ask: *Why do you like these ads? What ideas from these ads can you use when you create your own ad?*

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about dreams for the future.*
- Encourage awareness of what students have learned by quickly eliciting some of their dreams for the future.

## Extra Application and Practice Activity

**Materials:** Magazines and newspapers

### 21st Century Creativity

- Have students make a mirage of their dreams for the future. Explain that they can draw their dreams, write two or three words to describe them or use pictures from magazines and newspapers. Have them present their work to the class and place them on classroom display.

# Listening and Speaking Lesson

## Lesson Flow



Warm-up



Lesson Objective



Presentation



Practice 1



Practice 2



Speaking



Lesson Objective

## Lesson Objectives

I will review the sounds *pp*, *bb*, *dd*, *mm*, *nn*, and *tt*.

I will talk about inventions.

## Listening and Speaking

**I will review** the sounds *pp*, *bb*, *dd*, *mm*, *nn*, and *tt*.  
**I will talk about** inventions.

<sup>97</sup>  
**23** Listen, read, and repeat.

1 p-p pp    2 b-b bb    3 d-d dd  
4 m-m mm    5 n-n nn    6 t-t tt

<sup>98</sup>  
**24** Listen and blend the sounds.

1 h-a-pp-y happy    2 h-o-bb-y hobby  
3 s-u-mm-er summer    4 l-a-dd-er ladder  
5 t-e-nn-i-s tennis    6 b-u-tt-er butter

<sup>99</sup>  
**25** Listen and chant.

My favorite hobby  
In the summer,  
Is playing tennis  
And eating bread and butter!



**26** Discuss with a partner. Which of the inventions in this picture do you think we'll have one day? What other inventions do you think we'll have in the future?



## Warm-up



- On the board, write the sounds *pp*, *bb*, *dd*, etc. Tell students that they have to write as many words as they can, using these sounds, in two minutes. Each student counts their words at the end of the two minutes and the one with the most words wins. Then have students tell you their words and write them on the board.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the sounds pp, bb, dd, mm, nn, and tt, and talk about inventions.*

- Students will review the sounds by identifying and distinguishing between the sounds *pp*, *bb*, *dd*, *mm*, *nn*, and *tt* individually and as part of words. Then they will review talking about technology and the future.

## Presentation



### 23 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 97 and have students listen and point to each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



### 24 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 98 and have students listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.

### MONITOR

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

### ASSIST

Replay Audio Track 98 as needed.

## Practice 2



### 25 Listen and chant.

- Read the directions aloud. Read the chant while students follow in their books.
- Play Audio Track 99 and have students listen. Replay Audio Track 99 several times and encourage them to join in.

### MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Speaking



### 21st Century Technology Literacy

#### 26 Discuss with a partner. Which of the inventions in this picture do you think we'll have one day? What other inventions do you think we'll have in the future?

- Read the directions aloud. Have partners begin by naming the inventions shown in the picture of the future. Then have them complete the activity through discussion.

### MONITOR

Have partners share their conclusions with the class. Compare and contrast conclusions. Listen for proper pronunciation, appropriate intonation, and correct use of language.

### ASSIST

Write these terms on the board to identify the five tools shown in the picture: *videophone*, *robot*, *microphone dictation*, *voice-activated window*, *holograph*. Tell students to talk about whether or not they think we will have each invention in our homes in the future.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have reviewed the sounds pp, bb, dd, mm, nn and tt, and talked about inventions.*

- Encourage awareness of what students have learned by quickly eliciting the words from the lesson with the sounds *pp*, *bb*, *dd*, *mm*, *nn*, *tt*.

## Application and Practice Activity

- Discuss how the technological advances shown in the picture of the future changed the way the people in the picture do everyday things. Have students think of a new invention that will change the way we do everyday things. Model: *The remote controlled vacuum allows the girl to clean the carpet while sitting in a chair. I'd like to invent an automatic mop that will clean floors on its own.*
- Have students draw a picture and write a short description of their new device. Invite them to share their ideas with the class.

# Listening and Speaking

**I will review** the sounds *pp, bb, dd, mm, nn, and tt*.  
**I will talk about** inventions.

<sup>97</sup>  
**23** Listen, read, and repeat.

1 p-p pp    2 b-b bb    3 d-d dd  
4 m-m mm    5 n-n nn    6 t-t tt

<sup>98</sup>  
**24** Listen and blend the sounds.

1 h-a-pp-y happy    2 h-o-bb-y hobby  
3 s-u-mm-er summer    4 l-a-dd-er ladder  
5 t-e-nn-i-s tennis    6 b-u-tt-er butter

<sup>99</sup>  
**25** Listen and chant.

My favorite hobby  
In the summer,  
Is playing tennis  
And eating bread and butter!



**26** Discuss with a partner. Which of the inventions in this picture do you think we'll have one day? What other inventions do you think we'll have in the future?



# Review

## 27 Read and complete.

- 1 In fifty years, people won't use cash to buy things.  
Everyone will \_\_\_\_\_.
- 2 In a hundred years, people won't drive cars.  
Everybody will \_\_\_\_\_.
- 3 In a hundred years, we'll have robot teachers and virtual classes.  
No one will \_\_\_\_\_.

## 28 Write about two electronic devices you think you'll have in the future and what you'll use them for.

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## 29 Work in pairs. Ask and answer about the future using **anyone**, **everyone**, **someone**, or **no one**.

- 1 Who will use video messaging instead of phone calls in the future?
- 2 Who will use paper and pen to write in 100 years?
- 3 Who will clean up their bedroom in the future?
- 4 Who will read a book in 100 years?
- 5 Who will ride a bike in 100 years?



Who will use video messaging instead of phone calls in the future?

No one will use phone calls. Everyone will use video messaging from their robot!



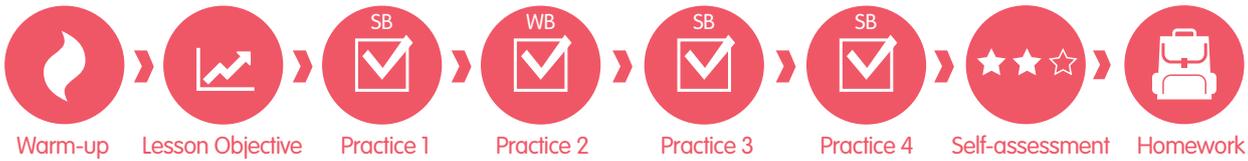
## I Can

- use words related to technology.
- talk about events in the future using indefinite pronouns.
- make predictions about technology using *will* and *won't*.
- write a diary entry.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

**Review**

**27** Read and complete.

- In fifty years, people won't use cash to buy things.  
Everyone will \_\_\_\_\_.
- In a hundred years, people won't drive cars.  
Everybody will \_\_\_\_\_.
- In a hundred years, we'll have robot teachers and virtual classes.  
No one will \_\_\_\_\_.

**28** Write about two electronic devices you think you'll have in the future and what you'll use them for.

\_\_\_\_\_

\_\_\_\_\_

**29** Work in pairs. Ask and answer about the future using **anyone, everyone, someone, or no one**.

- Who will use video messaging instead of phone calls in the future?
- Who will use paper and pen to write in 100 years?
- Who will clean up their bedroom in the future?
- Who will read a book in 100 years?
- Who will ride a bike in 100 years?

**I Can**

• use words related to technology.	• talk about events in the future using indefinite pronouns.	• make predictions about technology using will and won't.	• write a diary entry.
☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆

Unit 6 79

## Warm-up

- Have students play *Twenty Questions* (see *Game Bank*, page T138, for details) to review unit vocabulary. Ask one student to choose one thing shown in the lessons from this unit. Other students can ask *yes/no* questions until they guess the item. Model: *Do you hold it in your hand? Is it bigger than a cell phone?*

## Lesson Objective

### INVOLVE

- Introduce the lesson objective: Say: *Today I will review the words and structures of the unit.*
- Students will review the vocabulary and grammar they learned in Unit 6. They will review talking about inventions and technology.

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

## Practice 1

### 27 Read and complete.

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

### MONITOR

Invite volunteers to share their answers with the class. Check to make sure that students use the target vocabulary and grammar correctly. (Possible answers: 1 *Everyone will pay with credit cards.* 2 *Everyone will drive spaceships.* 3 *No one will go to school.*)

### ASSIST

Remind students to refer to the unit activities to review vocabulary.

## Practice 2 WB p. 63/ act. 21



### 21 Look at the chart. Then complete the sentences. Use *will* or *won't*.

- Read the directions aloud. Explain to students that they need to complete the sentences with *will* or *won't* and the information in the chart.
- Have volunteers read the information in the chart and the numbered sentences. Then have students work independently.

#### 21st Century Social Skills

- Allow students to check one another's answers. Remind them to be polite and respectful when they offer suggestions or make corrections. Model: *Instead of saying "That's wrong!" I might say, "I don't think you used the word won't correctly. What other word might you choose?"*

## Practice 3



### 28 Write about two electronic devices you think you'll have in the future and what you'll use them for.

- Read the directions aloud. Have students review the unit to find examples of electronic devices people may use in the future.
- Have students complete the activity independently in their notebooks.

#### MONITOR

Have students read their answers aloud. Listen for correct use of language.

## Practice 4



### 29 Work in pairs. Ask and answer about the future using *anyone*, *everyone*, *someone*, or *no one*.

- Read the directions aloud. Say: *Everyone in our class might not have the same answers.*
- Ask for volunteers to read out the speech bubbles.
- Have students work in pairs, taking turns to ask and answer the questions.

#### MONITOR

Invite students to compare answers. (Possible answers: 1 *Everyone will use video messaging instead of phone calls in the future.* 2 *No one will use paper and pen to write in 100 years.* 3 *No one will clean up their bedroom in the future.* 4 *No one will read a book in 100 years.* 5 *Someone will ride a bike in 100 years.*)

## Self-assessment



### I Can

- This section asks students to assess their own learning and think about their progress. Help students appreciate their progress. Say: *The I Can statements show what you have learned in this unit.*

- Read the statements aloud. Explain that students should think about how well they know the language in the unit and should color the stars. They should color three stars if they feel the unit was easy, two stars if they need a little help, and one star if the unit was hard and they need a lot of help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 6 Practice Tests in the Assessment Pack.

WB p. Unit 6/ p. 103

- Direct students who need help with grammar in particular to the Unit 6 Extra Grammar Practice (Workbook, page 103).
- For further vocabulary work, students can access games in the Big English Student World.



## Homework WB p. 63/ act. 22 & 23



### 22 Look at 21. Complete the sentences. Use *Everybody* or *Nobody*.

- Direct students to WB Activity 22 on page 63. Explain to students that they have to complete the sentences with *everybody* or *nobody*.

### 23 Answer the questions. Use your own ideas.

- Direct students to WB Activity 23 on page 63. Explain to students that they have to answer the questions with their own ideas.

## Extra Application and Practice Activity

- Have students role-play dialogs that will take place 100 years from today. Tell them to include at least three electronic devices that people in the future will use.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 6 Unit Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 6 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

# Checkpoint 4–6 Lesson 1

## Lesson Flow



## Lesson Objective

To think about how well I can use what I have learned in Units 4–6.

### Checkpoint | Units 4–6

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

1 Think about it. Read and circle. Practice.



I know this.



I need more practice.



I don't know this.

	Pages	
<b>Places to shop:</b> mall, craft fair...	45	😊 😐 😞
<b>Things to buy:</b> silver earrings, picture frame...	45	😊 😐 😞
<b>Vacation-related items:</b> map, sunglasses, windbreaker...	57	😊 😐 😞
<b>Vacation activities:</b> kayaking, skiing, hiking...	57	😊 😐 😞
<b>Electronic devices:</b> MP3 player, smartphone, tablet...	69	😊 😐 😞
This camera is <b>more</b> expensive <b>than</b> that one. It's <b>the most</b> expensive one in the store. That helmet is <b>too</b> small/not big <b>enough</b> .	49	😊 😐 😞
What happened while you <b>were swimming</b> ? I lost my ring while I <b>was swimming</b> . <b>Was</b> he <b>biking</b> when he fell? Yes, he <b>was</b> ./No, he <b>wasn't</b> .	61	😊 😐 😞
We <b>will use</b> smartphones 15 years from now. We <b>won't</b> have televisions 15 years from now. Do you think we'll <b>drive</b> cars 100 years from now? Yes, we <b>will</b> ./No, we <b>won't</b> .	73	😊 😐 😞
<b>Everyone/Everybody</b> will use email. <b>No one/Nobody</b> will use pen and paper.	73	😊 😐 😞



## Warm-up



**Materials:** Index cards

- Have students play *Word Clues* using index cards (see *Game Bank*, page T138, for details) to review Key Vocabulary from Units 4–6.

## Lesson Objective



### INVOLVE

- Introduce the Lesson Objective: *Today I will think about how well I can use what I have learned in Units 4–6.*
- Students will review Key Language in Units 4–6.

## Self-assessment



**Materials:** Magazines

### 1 Think about it. Read and circle. Practice.

- Read the descriptions aloud as students point to the face icons at the top of the page. Have them use markers or colored pencils to complete the checklist. They will choose a different color when they review this list at the end of the Checkpoint.

### MONITOR

- Follow the suggestions below to review the key language in these units. Listen for correct use of vocabulary and grammar. Remind students that they will be asked to assess their own abilities.

### 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 in the checklist when they need additional support or to refresh their memories.

### Places to shop (page 45)

Have students take turns describing places to shop to a partner, who tries to guess the place. Model: *It's got big and little shops or stalls. They are inside.* (shopping mall)

### Things to buy (page 45)

Students make a list of family members and decide on a present for each one.

### Vacation-related items (page 57)

Students create a checklist of things they might need to take on vacation. Then have them work in small groups to compare lists and identify missing items.

### Vacation activities (page 57)

Challenge students to play *Charades* by miming vacation activities for a partner. Ask: *How many activities can your partner name in one minute?*

### Electronic devices (page 69)

Have students continue *Charades*, but miming using an electronic device.

### more expensive than / the most expensive / (pages 48–49)

Have partners look through newspapers or catalogs to find priced items to compare. Each partner chooses two items.

### too/enough (pages 48–49)

Have students complete these sentence frames: *This... is too... . This... isn't... enough.*

### was swimming / Was (he) biking (pages 60–61)

Ask students to make up a story about Mark's vacation. Ask: *What happened when Mark was on vacation?*

### 'll use/won't have (pages 72–73)

Ask: *What will people use to travel in the future? What will people use to talk to each other? What won't we use then?*

### everyone/everybody/no one/nobody (pages 72–73)

Have students continue to make predictions about the future using *everyone*, *everybody*, *no one* or *nobody*. Model: *No one will write with a pen. Everyone will use a computer to write.*

**Practice** WB pp. 64 & 65/ act. 1, 2 & 3



### 1 Look at the pictures. What are they? Write the words.

- Read the directions aloud. Ask students to look at the pictures and write the words under each heading.

### 2 Find or think of a song that talks about shopping, a vacation, or the future. Complete the chart.

- Read the directions aloud. Have students think of a song that is about shopping, a vacation, or the future and then complete the chart with the key information.

### 3 Write a review of the song for your school newspaper. Use the information in 2 to help you.

- Read the directions aloud. Have students review the song in Activity 2 for the school newspaper.

# Checkpoint 4–6 Lesson 2

## Lesson Flow



Warm-up



Lesson Objective



Pre-listening



Listening



Practice 1



Practice 2

## Lesson Objective

To put together what I have learned in Units 4–6.

### I can do it!



Get ready.

A. Rewrite the dialog in the correct order. Then listen and check.



**Luke:** Hey, look at this!

**Luke:** Well, yes, I guess that's true. Someone should invent sunglasses that you can't lose!

**Luke:** Scientists are working on some amazing new sunglasses. Soon, with these glasses, you'll be able to make phone calls, search for things online, take pictures, and do all kinds of things!

**Luke:** Really? Why?

**Danielle:** Because I always lose my sunglasses. I lost some last week while I was hiking. And I guess these amazing new glasses will be more expensive than normal ones.

**Danielle:** That sounds like a bad idea to me.

**Danielle:** What?

**Danielle:** Now that sounds like a better idea!

B. Practice the dialog in A with a partner.

C. Ask and answer the questions with a partner.

1 What do you think of sunglasses that work like a smartphone? Are they a good idea or not? Explain.

2 Luke describes two kinds of sunglasses. Which kind would you like to have?

3 Do you think technology will make our lives more interesting in the future or more complicated? Explain.

1

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9

## Warm-up



- Have students create timelines to review talking about the past, present, and future. Suggest that they create timelines about themselves, a family member, or an imaginary person. Model creating a timeline that includes events in the past, present, and future. Model: *When she was five, Sylvia learned to ride a horse. Now, she practices riding every weekend. When she's older, she'll teach kids how to ride.*
- Invite volunteers to share their timelines with the class by reading aloud at least one event from the past and one from the future.

## Lesson Objective



### INVOLVE

- Introduce the Lesson Objective: *Today I will put together what I have learned in Units 4–6.*
- Students will put together what they learned in Units 4–6. First, they will order and practice a dialog.

## Pre-listening



- Read the directions aloud. Have students preview the picture. Ask: *What do you see in this picture?* (A man and a woman talking, the man is sitting down at a desk. There's a laptop open on the desk and he's looking/ been looking at a website.)

## Listening



### 2 Get ready.

#### A Rewrite the dialog in the correct order. Then listen and check.

- Read the directions and dialog names aloud.
- Ask: *What clues do you see that tell you that these lines of dialog are out of order even before you read them?* (All of Luke's lines are together, followed by all of Danielle's lines. In a dialog, people take turns talking.)
- Have students work with a partner to rewrite the dialog in the correct order. Remind them that reading aloud as they work can help them find the correct verb forms.
- Play Audio Track 100 and have students listen and check the order of the dialog.

### ASSIST

- Suggest that students copy the eight lines of dialog onto separate index cards. They might write in different colors for Luke and Danielle. Then have them put the cards in order so the dialog makes sense.

### MONITOR

Play the audio again and have students check that they numbered the lines correctly. (Answers: 1, 7, 3, 6, 4, 5, 2, 8) Use questions to check comprehension. Ask: *What's Luke doing?* (He is reading about a new invention.) *What will the new sunglasses do?* (They will make phone calls, go online, and take pictures.) *Why does Danielle think the sunglasses are a bad idea?* (She always loses her sunglasses.) *When did she lose her sunglasses?* (last week when she was hiking)

### CHALLENGE

Ask students to describe how “sunglasses that you can't lose” might work. Encourage students to explain how the sunglasses might use technology to solve this problem. Model: *The sunglasses might have an electronic chip inside the frame. You could use the chip to find the sunglasses.* Have students put the dialog in order before listening to the audio. Ask: *What clues did you use to decide what line came next?*

**Punctuation and Intonation:** Remind students that punctuation can help them decide how to say a line of dialog. Have students find the end punctuation in the dialog. Point out that a sentence that ends with a question mark often ends with an upward intonation. A sentence that ends with an exclamation mark is excited and energetic.

## Practice 1



### B Practice the dialog in A with a partner.

- Read the directions aloud and invite student pairs to practice the dialog. Encourage students to change roles to review and use all of the key language.

### MONITOR

Listen for correct pronunciation, intonation, and use of language.

### 21st Century Media Literacy

- Allow students to record their dialogs using a smartphone. Remind them to speak clearly during taping, and then review their recordings to monitor their own language production.

## Practice 2



### C Ask and answer the questions with a partner.

- Read the directions aloud. Have student pairs ask and answer questions about the dialog.

### MONITOR

Have students share their responses with the class. Listen for correct grammar and vocabulary.

# Checkpoint 4–6 Lesson 3

## Lesson Flow



Warm-up



Lesson Objective



Speaking

## Lesson Objective

To put together what I have learned in Units 4–6.

### Checkpoint | Units 4–6

#### 3 Get set.



**STEP 1** Cut out the cards on page 135.



**STEP 2** Arrange the cards face-down in two piles: yellow cards and green cards.  
Now you're ready to **Go!**

#### 4 Go!

**A.** Pick one card from each pile and make up a sentence following the example.

Last weekend while I was camping, I got a lot of mosquito bites.



**B.** Now give advice. What should your partner do differently next time?



**C.** Switch roles and pick two new cards.

## Warm-up



### 3 Get set.

- Have students preview the dialog cards on Student's Book page 135. Say: *You'll use these cards to make up stories about what happened.* Have students read the cards aloud and ask questions about any unfamiliar vocabulary.
- Read the directions aloud and have students cut out the cards on page 135.

## Lesson Objective



### INVOLVE

- Introduce the Lesson Objective: *Today I will put together what I have learned in Units 4–6.*
- Students will make up stories about problems in the past and give advice about how to avoid these problems in the future.

## Speaking



### 4 Go!

#### A Pick one card from each pile and make up a sentence following the example.

- Read the directions aloud. Invite a volunteer to read the speech bubble aloud. Ask: *Which two cards did this student pick? (was camping; I got a lot of mosquito bites.)*
- Have students begin the activity independently and then work with a partner to check their dialogs. Remind students that they can add additional details to make their sentences and stories more interesting. Model: *Last night when I was taking my dog for a walk, it started to rain and we both got soaked!*

### MONITOR

Listen for correct grammar, vocabulary, and use of language.

### CHALLENGE

Have students choose a green and a yellow card and tell a story about what happened. Challenge classmates to name the cards that the student used to inspire the story.

### ASSIST

Provide students with these sentence frames: *While I (yellow card), (green card). (Green card) when I (yellow card).*

### CHALLENGE

Have students add more cards to the game. Say: *You can add yellow cards that say what you were doing and green cards that say what happened.*

**Extending the Activity:** After students have completed the activities by drawing cards randomly, suggest that they try this variation: instead of placing the cards facedown in a pile, spread them out on a table face up and choose two cards to talk about a past event. This variation allows

students to create their own stories, rather than following the random pattern of the cards.

#### B Now give advice. What should your partner do differently next time?

- Read the directions aloud. Invite a volunteer to read the speech bubble aloud. Ask: *What other advice might you give? (Possible answers: Next time, wear a long-sleeved shirt and long pants./Next time, don't go camping where there are lots of mosquitoes.)* Have students take turns picking cards to tell stories about the past and giving advice.

### MONITOR

Listen for correct grammar, vocabulary, and use of language as students talk about events in the past and give advice.

### ASSIST

Provide students with sample language to begin their advice. Model: *Next time, you could... You should try... You might...*

#### C Switch roles and pick two new cards.

- Read the directions aloud and invite students to switch roles. Have students pick two new cards and play the game again.

### 21st Century Creativity

- Have students form pairs and create short stories based on the sentences and advice they created during the activity. Encourage students to include at least three different events from the activity. Say: *You might talk about someone who has a problem while on vacation and then tries to solve the problem.* Encourage students to share their stories with the class by telling them or by creating comic strips.

# Checkpoint 4–6 Lesson 4

## Lesson Flow



Warm-up



Lesson Objective



Practice



Video



Self-assessment 1



Self-assessment 2

## Lesson Objective

To think about how well I can use what I have learned in Units 4–6.

### 5 Write about yourself in your notebook.

- What do you think you'll be doing 20 years from now? Where will you be living? What kind of electronic devices will you be using?
- Which vacation sounds more interesting to you, going to the beach or going camping in the mountains? Why?

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### How well do I know it now?

### 6 Think about it.

A. Go to page 80. Look and circle again.

B. Check (✓).

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

### 7 Rate this Checkpoint. Color.



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6

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## Warm-up



- Have students create word webs around the words *Beach* and *Mountains*. Connect three circles to each place: *What It Looks Like*, *What You Can Do There*, *Problems That Can Happen*. Encourage volunteers to come to the board and add ideas to the webs.
- Then have students make a third web around the phrase *Electronic Devices*. Connect three circles to the central oval: *Examples*, *How They Help Us*, *Problems*. Invite volunteers to add ideas to the web.
- Ask: *How do word webs help you collect ideas? Do you think of more ideas when you use a web or when you don't use one?*

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: *Today I will think about how well I can use what I have learned in Units 4–6.*
- Students will write about the future and holidays they would like to take. Then they will look back at Units 4–6 and think about how well they can use what they have learned.

## Practice



### 5 Write about yourself in your notebook.

- Read the directions, questions, and journal title aloud.
- Have students begin by writing today's date. Then have them write answers to the questions independently. Encourage students to use complete sentences to answer.

### MONITOR

- Check students' writing for correct use of language.
- Invite students to read their *All About Me* entries aloud and compare them with their classmates' journals.

### 21st Century Technology Literacy

- Have students use smartphones or video cameras to create multimedia journals based on their *All About Me* entries. Students can read their journals aloud, show pictures, play music, and use other techniques to make their journal recordings interesting. Encourage students to rehearse before they record. Have them share finished recordings with classmates and, if possible, parents.

## Video

Drama U 4–6



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

## Self-assessment 1



### 6 Think about it.

#### A Go to page 80. Look and circle again.

#### 21st Century Self-Direction

- Have students turn to 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.
- Make sure that students use a different colored pencil or marker as they reassess their understanding and use of each checklist item.
- Students may want to circle the same face icon when they revisit the exercise. Model drawing the second circle outside the first so that both colors are visible, rather than covering up the first circle with the second color.

### B Check (✓).

- Read the directions aloud. Say: *Now choose the statement that describes how you feel about Units 4–6. Students can use the "Read and circle" exercise on page 40 to help them choose a response. If they circled nine to eleven smiling faces, they can start the next unit with confidence. If they circled fewer than nine 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.



# What's That?

## Objectives

### Reading

- Can understand the main points of short, simple dialogs related to everyday situations, if guided by questions.
- Can identify specific information in a simple factual text.
- Can extract specific information in short texts on familiar topics.

### Listening

- Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly.
- Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly.

### Writing

- Can describe how something is used (e.g. *It's a machine for...*).
- Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic.

### Grammar

- Can express purpose with *for* + verb + *-ing*.
- Can use *may* and *might* to express likelihood in the present and near future.

## Unit Projects

### Family Connection

Have students tell their families that they are learning to make guesses about what something is used for. Encourage students and their families to go on scavenger hunts at home or while shopping for mysterious older objects. Each family member should guess what the object is or was used for. Students can draw sketches or take pictures of the things their families find. Allow students to share their findings with the class.

# Key Language

## Key Vocabulary

### Gadgets (old and new)

abacus  
antiques  
device  
cell phone  
games console  
instant camera  
transistor radio  
wireless headset

### Expressions

Excuse me...  
It looks like...  
Let's see...  
Maybe it's...  
My goodness.

## Content Words

candle  
cash register  
combustion engine  
fuel  
invention/inventor  
organize  
plumbing  
pump  
vehicle  
well  
wheel  
Alzheimer's disease  
body heat  
currents  
device  
float  
invention  
screens  
tiles

## Grammar/Structures

What's it **used for**? It's **used for/was used for** listening to music.

What **was** it **used for**? It's **used to/was used to** listen to music.

What is it? I'm not sure. It **may** be a small plate. It **might** be a candy dish.

## Phonics

**The sounds:** *lt, lk, ld, lb*

## What's It For? Bulletin Board

Create a *What's It For?* bulletin board display to share pictures, drawings, or descriptions of unusual objects. Begin the display by placing two or three pictures in circles. You can choose pictures of antiques or peculiar new inventions. Ask students to write guesses about what the object is or was used for. Once the answer is revealed, place a gold star next to the correct guess(es). Encourage students to add to the display throughout the unit.

# Language in Context Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about gadgets.

## Key Language

device, cell phone, wireless headset, instant camera, transistor radio, games console

# 7 What's That?

### Language in Context

I will learn to talk about gadgets.

**1** Look at the pictures and read the questions. Choose the correct answers. Then listen and check.

- What's this used for?
  - looking at the sun
  - playing video games
  - shopping
- What's this used for?
  - looking for lost items in a pool
  - learning how to swim
  - making phone calls in a pool
- What's this used for?
  - moving quickly underwater
  - exploring underwater
  - taking pictures underwater

84 Unit 7

**2** Match the gadgets with the words or phrases from the box. Then listen and check.

cell phone    games console    wireless headset  
instant camera    radio

**3** Listen again. Take notes about each gadget and what it was used for.

gadget	what it was used for
instant camera	to take instant photographs
	came out in 1948
	was popular in the 70s

**4** Work with a partner. Ask and answer. Use your notes from 3.

What is it? It's an instant camera. It was used to take instant photographs. It came out in 1948, and it was popular in the 70s.

**THINK BIG** Which gadget on this page do you think has changed the most since it was first used? Why?

Unit 7 85

## Warm-up

**Materials:** Cloths

- As a class play *What's That?* Before class hide several objects under a cloth. Each student touches the cloth once and tries to guess what one of the objects is. Talk about the results with the class. Ask: *What things were easy to guess? What things were hard to guess? Why?*
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about gadgets.*
- Tell students that they will read and talk about what things are used for.

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**1 Look at the pictures and read the questions. Choose the correct answers. Then listen and check.**

- Ask volunteers to read the questions and answer aloud.
- Read the directions aloud. Have students complete the activity independently. Then have pairs or small groups talk about their answers.

MONITOR

Play Audio Track 101. Have students listen to check their answers. (Answers: 1 b, 2 c, 3 a)

Practice 1 



**1 Look at the pictures. Match the gadgets with their uses. Write the letters.**

- Read the directions aloud. Say: *Match each gadget with its use.*
- Ask volunteers to read the uses aloud.
- Have students complete the activity independently.

Practice 2 



**2 Match the gadgets with the words or phrases from the box. Then listen and check.**

- Read the directions aloud. Ask students to match the pictures with the words from the box. Say: *You'll hear a game show called Name That Gadget. A gadget is a tool or thing. Players try to guess what something was used for.*
- Play Audio Track 102 and have students complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 instant camera, 2 radio, 3 cell phone, 4 wireless headset, 5 games console)

Practice 3 



**3 Listen again. Take notes about each gadget and what it was used for.**

- Read the directions and chart headings aloud. Tell students they will listen to the audio again and take notes about what each gadget was used for.
- Play Audio Track 103. You may wish to pause the audio after each gadget to give students a chance to write. Students copy the chart into their notebooks.

MONITOR

Check to make sure that students' notes contain information about the uses of each gadget. (Answers: instant camera: to take instant pictures, came out in 1948, was popular in the 70s, handheld game device: to play games, came out in 1991, requires batteries, transistor radio: to listen to the news or music, came out in 1954, popular for decades, cell phone: came out in 1973, it's huge, wireless headset: used when people want to use their phones hands free, two names are possible: headset or earpiece, games console: Atari video system made in about 1977)



**4 Work with a partner. Ask and answer. Use your notes from 3.**

- Read the directions aloud. Have volunteers read the speech bubbles. Then model talking about gadgets.
- Have students work with a partner to ask and answer questions using the speech bubbles as a guide.

Think BIG



21st Century Critical Thinking

- Ask students if they have ever seen any of these gadgets or if they have any similar ones at home. Read the questions aloud and write students' answers on the board.

Lesson Objective



INVOLVE

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

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

Homework 

WB pp. 66 & 67/ act. 2, 3 & 4



**2 Which gadgets in 1 do you like? Rate them. 1 = It's amazing! 2 = It's cool. 3 = It's OK. 4 = It's boring/not interesting.**

- Read the directions aloud. Have students decide which of the gadgets they like best and then rate each one.

**3 Match the old things with the modern things. Write the numbers.**

- Direct students to WB Activity 3 on page 67. Tell students to look at the pictures and match the old gadgets with the new gadgets.

**4 Read and complete the sentences. Use the words from the box. Then listen and check.**

- Direct students to WB Activity 4 on page 67. Tell students to fill in the sentences with the words from the box, then play Audio Track 104 and check their answers.

Think BIG

- Direct students to WB Think Big on page 67. Tell students to write answers for the questions and to explain their answers.

Extra Application and Practice Activity

- Ask pairs of students to choose a gadget from page 85. Have them compare the gadget in the picture to the modern version of the gadget and discuss how technology has changed over time. Have pairs present their comparisons to the class.

# 7

# What's That?

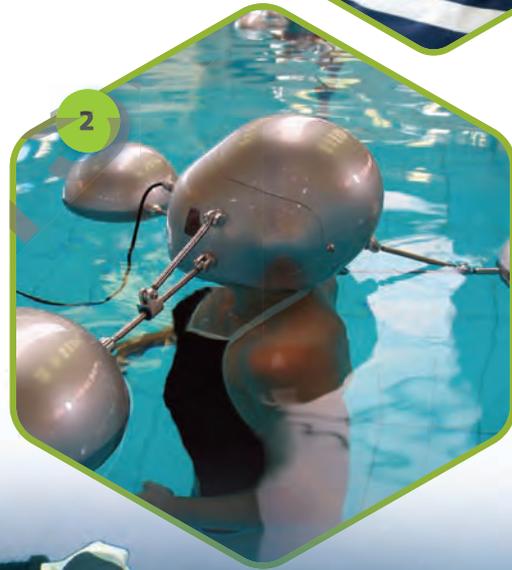
## Language in Context

I will learn to talk about gadgets.

107  
1

Look at the pictures and read the questions. Choose the correct answers. Then listen and check.

- 1 What's this used for?
  - a looking at the sun
  - b playing video games
  - c shopping
  
- 2 What's this used for?
  - a looking for lost items in a pool
  - b learning how to swim
  - c making phone calls in a pool
  
- 3 What's this used for?
  - a moving quickly underwater
  - b exploring underwater
  - c taking pictures underwater



102  
2

Match the gadgets with the words or phrases from the box. Then listen and check.

cell phone    games console    wireless headset  
instant camera    radio

1



2



3



4



5



103  
3

Listen again. Take notes about each gadget and what it was used for.

gadget	what it was used for
instant camera	to take instant photographs
	came out in 1948
	was popular in the 70s

4

Work with a partner. Ask and answer. Use your notes from 3.



What is it?

It's an instant camera. It was used to take instant photographs. It came out in 1948, and it was popular in the 70s.



**THINK BIG**

Which gadget on this page do you think has changed the most since it was first used? Why?

# Reading Lesson

## Lesson Flow



## Lesson Objective

I will understand a text about antiques.

## Key Language

antiques, cardboard box, costume jewelry, dish, expert, necklace, salt shaker; bring back, examine, gasp, hold; fake, impressed, rare, unusual, worth; Excuse me., Let's see., My goodness.

Reading
Skill

I will understand a text about antiques.

**5** Listen and read. What is Mary's necklace worth?

## What's It Worth?

by Lucy Reynolds

**CAST**  
Tim, Mary (brother and sister)
Mr. Burns (antiques expert)

**SETTING**  
 An indoor antiques market  
 [Tim and Mary enter the antiques market. They have a small dish with them. Mr. Burns is sitting at a table with some books about antiques on it. There is a sign on the table that says "Frederick Burns, Antiques Expert."]

**Mary:** [pointing to the dish Tim is holding] Excuse me, sir. Could you please look at this for us? It might be worth a lot of money.

**Mr. Burns:** [taking the dish from Tim] Let's see. What do you have here?

**Tim:** [shrugging his shoulders] I'm not sure. We found it in our attic. It was with our great grandmother's things, so it's probably really old.

**Mary:** [running her hand across the dish] Do you think it was used for sugar or jam?  
 [Mr. Burns picks up the dish and examines it carefully. He doesn't seem to be very impressed.]

**Tim:** Or maybe to hold jewelry? That's what our aunt Gloria does with her little dish that's just like this one.

**Mr. Burns:** Yes, you're both right about how people use these dishes today. But years ago, this kind of dish was used to hold salt. [He puts the dish on the table.]

**Mary:** Salt?

**Mr. Burns:** Yes. It's probably from the 1930s or so. You see, people used to put salt for each person in these little dishes. After the 1930s, people started to use salt shakers and these little dishes were no longer made.

**Tim:** So are they worth a lot now?

**Mr. Burns:** No, not really. This one's in pretty good shape. A dish like it was a very common part of a large set of dishes. If you had the whole set – all the plates, saucers, cups, and so on – it might be worth a lot. But for just one little dish, I'd say about \$6.

**Tim:** [disappointed] I suppose that's why Aunt Gloria just puts her jewelry in it.

**Mr. Burns:** [Mary reaches over to pick up the dish. Mr. Burns suddenly notices the necklace Mary is wearing and gasps in surprise.] My goodness, where did you get that necklace you're wearing?

**Mary:** This necklace? It was in a cardboard box with some old costume jewelry that my mother gave me.

**Mr. Burns:** [in disbelief] Costume jewelry?

**Mary:** [trying to clarify] You know, it's just fake stuff and cheap. Why?

**Mr. Burns:** [examining the necklace more closely] Well, this is a very rare type of necklace from Venice in Italy.

**Tim:** Really?

**Mr. Burns:** Yes, indeed. And this particular necklace has a very unusual design.

**Mary:** Uh... what's it worth?

**Mr. Burns:** Well, I would say it's worth close to \$5,000.

**Tim:** [shocked] Five thousand dollars?  
 [Mary grabs Tim and starts to run away.]

**Mr. Burns:** [surprised] Wait! Where are you going?

**Mary:** [calling back over her shoulder] That cardboard box is full of jewelry. I'm going to get it and bring it back here!

**END**

**6** Read and say true or false.

- 1 Tim and Mary are at an art show.
- 2 They have a very valuable dish.
- 3 The necklace is not just costume jewelry.
- 4 Mary and Tim leave to bring back more dishes.

THINK BIG

Have you got something old that you like? Why is it important to you? What makes something that is old, valuable?

86 Unit 7
Unit 7 87

## Warm-up

**Materials:** Magazines

- Write *antique* on the board. Say: *An antique is an old household item. Some people collect antiques. Some antiques are worth a lot of money. Why might some antiques be worth a lot of money? (Possible answers: Some things are no longer available./Things were made in a different way a long time ago./Things might be made with valuable materials.)*

- Have students make flyers that show different antiques for selling. They can look through magazines for pictures of antiques or draw pictures that show antiques they have seen. Then have students mix up their flyers, take turns picking two flyers and decide which antique might be worth more.
- Say: *Earrings, necklaces, and bracelets are jewelry. Costume jewelry is made of glass, plastic, or inexpensive metals. It can be very pretty but isn't worth a lot of money.* Have students look through magazines to find pictures of jewelry and guess whether or not each piece is costume jewelry.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will understand a text about antiques.*
- Students will listen to, read, talk and answer questions about a skit.

## Pre-reading



- Have students read the title aloud and preview the pictures. Say: *This reading is a skit. A skit is a short play. It's for actors. This skit has three characters: Tim, Mary, and Mr. Burns. The names tell you who says each line.*

## Reading

105



### 5 Listen and read. What is Mary's necklace worth?

- Play Audio Track 105 and have students listen and read.
- As the question in the directions: *What is Mary's necklace worth? (Answer: Mary's necklace is worth \$5,000.)*

## Comprehension 1

105



### MONITOR

Ask questions to check for understanding. Ask: *Where do Tim and Mary go? (to an antiques market) What do they bring? (a small dish) Why do they bring it? (They don't know what it is. They want to find out if it is worth a lot of money.) What does Mr. Burns tell them about the dish? (It was used to hold salt. It isn't worth very much.)*

### ASSIST

- Replay the audio as needed. Pause after each character's lines and use simple language to explain unfamiliar words and phrases.
- Have student teams role-play the skit. Each student should take one part. Say: *The things actors hold in a skit are called props. What props will you need to role-play this skit? (a small dish, a necklace) If possible, allow students to make audio or video recordings of their skits and share them with the class.*
- Point out that many people have things at home that might be worth a lot of money. Ask: *How can you find out if something is a valuable antique? (Possible answers: Look for information about the object. Bring it to an expert, like Mr. Burns in *What's It Worth?*) Why might it be a problem taking care of a valuable antique? (Possible answers: You have to keep it safe./ You have to make sure it doesn't break./ You might not be able to use it.)*

## Comprehension 2



### 6 Read and say true or false.

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

### MONITOR

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

### ASSIST

Replay the audio as needed and review any errors in understanding. Say: *Something valuable is worth a lot of money. How much does Mr. Burns say the dish is worth? (not very much) Draw students' attention to the word *not* in Item 3. Explain how this word changes the meaning of the sentence. 2*

### CHALLENGE

Have students change one or more words in each false statement to make it true. (Possible answers: 1 *Tim and Mary are at an antiques market.* 2 *They have a very valuable necklace.* 4 *Mary and Tim leave to bring back more jewelry.*)

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud. Have students complete the activity in pairs.

### MONITOR

Check for errors in comprehension, vocabulary, syntax, and grammar as students discuss the story and the value of old things.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have understood a text about antiques.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the skit, for example, what the small dish was used for in the past.

## Homework

106

WB p. 68/ act. 5 & 6



### 5 Listen and read. Then answer the questions.

- Direct students to WB Activity 5 on page 68. Tell students to first read the questions and then play Audio Track 106 and listen and read along. Tell students to answer the questions.

### 6 Answer the questions.

- Direct students to WB Activity 6 on page 68. Tell students to write answers to the questions.

## Extra Application and Practice Activity

- Have students review the flyers they made during Warm-up. Have them choose one flyer and change its value, based on reading the skit. Then have students show their new flyers and explain how and why they changed them. Model: *I made one flyer that shows an antique chair. I put a high price on it. But now I think it's probably not very rare. I'm going to lower the price. I made another flyer that shows an old pen. I put a price of \$6 on it. Now I think it's made of silver. It's worth \$600!*

I will understand a text about antiques.



Listen and read. What is Mary's necklace worth?

# What's It Worth?

by Lucy Reynolds

## CAST

Tim, Mary (brother and sister) | Mr. Burns (antiques expert)

## SETTING

An indoor antiques market

[Tim and Mary enter the antiques market. They have a small dish with them. Mr. Burns is sitting at a table with some books about antiques on it. There is a sign on the table that says "Frederick Burns. Antiques Expert."]

**Mary:** [pointing to the dish Tim is holding] Excuse me, sir. Could you please look at this for us? It might be worth a lot of money.

**Mr. Burns:** [taking the dish from Tim] Let's see. What do you have here?

**Tim:** [shrugging his shoulders] I'm not sure. We found it in our attic. It was with our great grandmother's things, so it's probably really old.

**Mary:** [running her hand across the dish] Do you think it was used for sugar or jam?  
[Mr. Burns picks up the dish and examines it carefully. He doesn't seem to be very impressed.]

**Tim:** Or maybe to hold jewelry? That's what our aunt Gloria does with her little dish that's just like this one.

**Mr. Burns:** Yes, you're both right about how people use these dishes today. But years ago, this kind of dish was used to hold salt. [He puts the dish on the table.]

**Mary:** Salt?



**Mr. Burns:** Yes. It's probably from the 1930s or so. You see, people used to put salt for each person in these little dishes. After the 1940s, people started to use salt shakers and these little dishes were no longer made.

**Tim:** So are they worth a lot now?

**Mr. Burns:** No, not really. This one's in pretty good shape. A dish like it was a very common part of a large set of dishes. If you had the whole set – all the plates, saucers, cups, and so on – it might be worth a lot. But for just one little dish, I'd say about \$6.

**Tim:** [disappointed] I suppose that's why Aunt Gloria just puts her jewelry in it.

**Mr. Burns:** [Mary reaches over to pick up the dish. Mr. Burns suddenly notices the necklace Mary is wearing and gasps in surprise.] My goodness, where did you get that necklace you're wearing?

**Mary:** This necklace? It was in a cardboard box with some old costume jewelry that my mother gave me.

**Mr. Burns:** [in disbelief] Costume jewelry?

**Mary:** [trying to clarify] You know, it's just fake stuff and cheap. Why?

**Mr. Burns:** [examining the necklace more closely] Well, this is a very rare type of necklace from Venice in Italy.

**Tim:** Really?

**Mr. Burns:** Yes, indeed. And this particular necklace has a very unusual design.

**Mary:** Uh... what's it worth?

**Mr. Burns:** Well, I would say it's worth close to \$5,000.

**Tim:** [shocked] Five thousand dollars?

[Mary grabs Tim and starts to run away.]

**Mr. Burns:** [surprised] Wait! Where are you going?

**Mary:** [calling back over her shoulder] That cardboard box is full of jewelry. I'm going to get it and bring it back here!

END

## Reading Comprehension

**6** Read and say **true** or **false**.

- 1 Tim and Mary are at an art show.
- 2 They have a very valuable dish.
- 3 The necklace is not just costume jewelry.
- 4 Mary and Tim leave to bring back more dishes.



Have you got something old that you like? Why is it important to you? What makes something that is old, valuable?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about old gadgets.

## Key Language

abacus; Maybe it's...

### Language in Action

I will listen to a dialog about old gadgets.

**7** Listen and read. What is an abacus used for?

**Karen:** What in the world is this thing?

**Thomas:** I'm not sure. It's one of the weird old things Mr. Hartman always brings to class. What do you think it is?

**Karen:** It might be a musical instrument. Or maybe it's some kind of old game or toy!

**Thomas:** It might be. There's Mr. Hartman. Let's ask him!

**Mr. Hartman:** Oh, hello, you two. What do you think of this abacus?

**Thomas:** This what?

**Mr. Hartman:** Abacus. It's used for adding and subtracting. I'm going to show you how to use it in math today.

**Karen:** Great!



**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Then complete each sentence with the correct form of a verb or verb phrase from the box.

ice skate make butter sleep warm beds

**1** It's used for \_\_\_\_\_.

**2** They were used for \_\_\_\_\_.

**3** This was used for \_\_\_\_\_.

**4** It was used for \_\_\_\_\_.

**88** Unit 7

## Warm-up



- Have students play *Fours and Fives* to review tools for adding and subtracting. Students begin by choosing a two-digit target number. Then team members take turns adding or subtracting fours and fives until they reach the target number. Model: *The target number is 27. I can add 5 + 5 + 5 + 4 + 4 + 4 to get 27.* Have students try using a paper and pencil to play and then try using a calculator. Ask: *Which method do you like better? Why?*

## CHALLENGE

- Ask: *How can you reach the number 2 by adding and subtracting fours and fives?* (Possible answer:  $5 + 5 - 4 - 4$ ) *How can you reach the number 3?* (Possible answer:  $5 + 5 + 5 - 4 - 4 - 4$ ) *Can you reach any whole number by adding and subtracting fours and fives?* (yes)
- 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 old gadgets.*

- Students will read, listen to, and practice a dialog. Students will also listen to a conversation about antiques – what they were made of and what they were used for.

## Pre-listening



- Point to the girl and boy in the picture. Ask: *What are they doing?* (They're talking to each other.) Introduce them as Karen and Thomas. *What else can you see in the picture?* (An abacus) Tell students that they will hear Karen and Thomas talking about an abacus.

## Listening



### 7 Listen and read. What is an abacus used for?

- Read the directions aloud and dialog names aloud. Play Audio Track 107 and have students listen and read along.
- Have volunteers answer the question. (Answer: *It's used for adding and subtracting.*)

## Comprehension



- Replay Audio Track 107 and have students listen and read along.

### MONITOR

Encourage students to answer in complete sentences where appropriate. Say: *What does Mr. Hartman bring to class?* (He brings an abacus.) *What does Karen think it is?* (a musical instrument or an old game or toy)

### ASSIST

Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words. Say: *Something weird is unusual or not common. A musical instrument plays music.*

### 21st Century Cross-Cultural Skills

- Explain that the word *abacus* comes from the Greek word *abax*, which means “counting board”. This tool has been used for thousands of years. A skilled user can add, subtract, multiply, and divide quickly by sliding the beads on rods. Expert users can even find square or cube roots.

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Read the directions aloud. Invite pairs to read the dialog aloud, swap parts, and repeat.

### MONITOR

As students read, listen for proper pronunciation and appropriate intonation.

## Practice 1



Materials: Stickers

### 9 Listen and stick. Then complete each sentence with the correct form of a verb or verb phrase from the box.

- Help students find the Unit 7 stickers at the back of the Student's Book. Say: *These are four old objects. They are not used today. But they were common in the past. Ask them to describe the objects. Have each student write down a guess about what each thing was used for.*
- Read the directions aloud. Play Audio Track 108. Have students place the stickers on the page and then complete each sentence with the correct form of a verb or verb phrase in the box.

### MONITOR

Check answers as a class. (Answers: 1 making butter, 2 ice skating, 3 warming beds, 4 sleeping)

## Practice 2



WB p. 69/ act. 7



### 7 Listen and read. Circle T for true or F for false.

- Read the directions aloud and ask volunteers to read the numbered sentences aloud.
- Play Audio Track 109. Have students complete the activity.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about old gadgets.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog, e.g., what the abacus is used for.

## Homework

WB p. 69/ act. 8 & 9



### 8 Look at 7. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

- Direct students to WB Activity 8 on page 69. Tell students to match each expression with the words with the same meaning.

### 9 Complete with the expressions in 8.

- Direct students to WB Activity 9 on page 69. Tell students to complete the dialog with the correct expressions in Activity 8.

## Extra Application and Practice Activity

- Have students compare their guesses with the actual purposes of the objects in Activity 9. Invite students to share their guesses and the clues that they used to make them.

# Language in Action

I will listen to a dialog about old gadgets.

107  
7

Listen and read. What is an abacus used for?

**Karen:** What in the world is this thing?

**Thomas:** I'm not sure. It's one of the weird old things Mr. Hartman always brings to class. What do you think it is?

**Karen:** It might be a musical instrument. Or maybe it's some kind of old game or toy!

**Thomas:** It might be. There's Mr. Hartman. Let's ask him.

**Mr. Hartman:** Oh, hello, you two. What do you think of this abacus?

**Thomas:** This what?

**Mr. Hartman:** Abacus. It's used for adding and subtracting. I'm going to show you how to use it in math today.

**Karen:** Great!



8

Practice the dialog in 7 with a partner.

108  
9

Listen and stick. Then complete each sentence with the correct form of a verb or verb phrase from the box.

ice skate    make butter    sleep    warm beds

1 It's used for \_\_\_\_\_.

2 They were used for \_\_\_\_\_.

3 This was used for \_\_\_\_\_.

4 It was used for \_\_\_\_\_.

# Grammar

**I will learn to** use *used for* and *used to*.

**I will learn to** use *may* and *might* to make suggestions.

What's it **used for**?

It's **used for/was used for** listening to music.

What **was it used for**?

It's **used to/was used to** listen to music.

**10** Use words and phrases from the boxes to write sentences with **used for** or **used to**.

1 *Pans are used for cooking.*

2 \_\_\_\_\_

abacus  
headphones  
instant cameras  
pans

cook  
count  
listen to music  
take pictures

What is it?

I'm not sure. It **may** be a small plate.

It **might** be a candy dish.

**11** Look at the pictures. What do you think these things are? What do you think they were used for? Write sentences using the words and phrases from the boxes.

headset  
camera film  
sundial

tell time  
take pictures  
talk to people

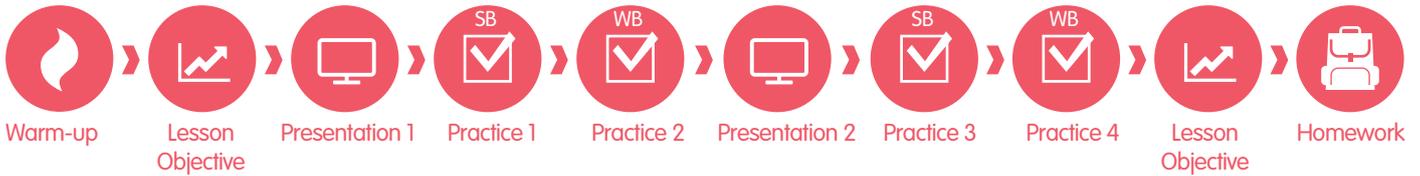


*It might be a sundial.*

*It was used for telling time.*

# Grammar Lesson

## Lesson Flow



## Lesson Objectives

I will learn to use *used for* and *used to*.

I will learn to use *may* and *might* to make suggestions.

## Key Language

What's it **used for**? It's **used for/was used for** listening to music.

What **was** it **used for**? It's **used to/was used to** listen to music.

What is it? I'm not sure. It **may** be a small plate./It **might** be a candy dish.

### Grammar

I will learn to use *used for* and *used to*.  
I will learn to use *may* and *might* to make suggestions.

What's it <b>used for</b> ?	It's <b>used for/was used for</b> listening to music.
What <b>was</b> it <b>used for</b> ?	It's <b>used to/was used to</b> listen to music.

**10** Use words and phrases from the boxes to write sentences with *used for* or *used to*.

1 *Pans are used for cooking.*

2 \_\_\_\_\_

abacus  
headphones  
instant cameras  
pans

cook  
count  
listen to music  
take pictures

What is it?	I'm not sure. It <b>may</b> be a small plate. It <b>might</b> be a candy dish.
-------------	---

**11** Look at the pictures. What do you think these things are? What do you think they were used for? Write sentences using the words and phrases from the boxes.

headset  
camera  
film  
sundial

tell time  
take pictures  
talk to people

*It might be a sundial.*

*It was used for telling time.*

Unit 7 89

## Warm-up



**Materials:** Magazines, newspapers, and books

- Review infinitives and gerunds. Say: *A verb can have many forms. You can add -ing to most verbs. For example, you can add -ing to the verb look to get looking.* Have partners write examples in a two-column

chart. Label the columns *Verb* and *+ ing*. Have pairs look through magazines, newspapers, and books and complete their charts with examples they find.

- Model:** *I find the verb watch. I write watch in the first column and watching in the second column. Then I find the verb running. I write running in the second column and run in the first column.*

CHALLENGE

Have students describe rules for adding *-ing* to verbs that end with *e* (drop the *e* first) or end with a short vowel and a consonant (double the consonant before adding *-ing*).

- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use used for and used to, and to use may and might to make suggestions.*

- Students will compare and use *used for* and *used to* and they will also use *may* and *might*.

## Presentation 1

- Have volunteers read the question and answers in the first grammar box aloud. Ask: *How is the verb listen different in these two answers?* (It is *listening* in the first answer and *listen* in the second.) Say: *The word to is followed by the basic form of a verb. The word for is followed by the -ing form.*

## Practice 1

### 10 Use words and phrases from the boxes to write sentences with *used for* or *used to*.

- Read the directions aloud and complete the first item together. Then have students complete the activity independently in their notebooks.

MONITOR

Check answers as a class. (Possible answers: *Pans are used for cooking. Headphones are used to listen to music. Instant cameras are used to take pictures. An abacus is used for counting.*)

ASSIST

Remind students that the verbs *is* and *are* match the subject. Say: *When the subject is one person, place, or thing, use is: A fork is used for eating. When it is more than one thing, use are: Forks are used for eating.*

## Practice 2

 WB p. 70/ act. 10

### 10 Match and write the letter.

- Ask volunteers to read the sentences in the grammar box.
- Read the directions aloud and explain that students have to match the two halves of each sentence.

## Presentation 2

- Have volunteers read the sentences in the second grammar box aloud. Say: *We use may and might when we're not sure about something. For example, if we don't know what an object is or what it is used for.*

## Practice 3

### 11 Look at the pictures. What do you think these things are? What do you think they were used for? Write sentences using the words and phrases from the boxes.

- Read the directions aloud. Have volunteers read the words in the boxes and the example sentences. Elicit one more sentence for the first picture.
- Have students complete the activity independently in their notebooks.

MONITOR

Check answers as a class. (Possible answers: *It might be a sundial. It was used for telling time./ It may be a camera film. It was used for taking pictures./ It might be a headset. It was used for talking to people.*)

## Practice 4

 WB p. 71/ act. 12

### 12 What do you think these old things are? Use the words from the box and *may* or *might* to write sentences.

- Ask volunteers to read the question and answers in the grammar box.
- Read the directions aloud. Explain that students have to use the words in the box and *may* and *might*.

## Lesson Objective

INVOLVE

Revisit the lesson objective: *Now I have learned to use used for and used to, and to use may and might to make suggestions.*

- Encourage awareness of what students have learned by quickly eliciting some sentences with *used for* and *used to*, and with *may* and *might*.

## Homework

 WB pp. 70 & 71/ act. 11 & 13

### 11 Look and read. Answer the questions with *used for* or *used to*.

- Direct students to WB Activity 11 on page 70. Tell students to answer the questions about the objects in the pictures.

### 13 Look at the items in 12. What do you think they were used for? Write sentences with *used to*.

- Direct students to WB Activity 13 on page 71. Tell students to write sentences about the items in Activity 12 using *used to*.

## Extra Application and Practice Activity

- Have students imagine that the class is visited by a creature from another planet who has never been to Earth before. Have them take turns explaining what classroom objects are and what they are used for. Model: *This is a pencil. It's used for writing. These are scissors. They're used to cut.*

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about great inventions.

## Key Language

candle, cash register, combustion engine, fuel, invention/inventor, organize, plumbing, pump, vehicle, well, wheel

## Content Connection | Social Science

I will learn about great inventions.

**12** Listen and read. When did Thomas Edison invent light bulbs?

### CONTENT WORDS

candle cash register combustion engine  
fuel invention/inventor organize plumbing  
pump vehicle well wheel



## The Greatest Inventions: Your Top Five

There are so many things around us that make life easier. What might life be like without them? We asked our readers what they thought were the most useful inventions from the past. Here are their top five.

- 1 It all starts here. If you don't have wheels, you can't go anywhere or get anything! We need them for every type of vehicle. They take us places and bring things fast. They're used for operating many kinds of machines. Wheels were used as far back as 3000 BC.
- 2 Imagine it's extremely cold or extremely hot. If you want some water, you have to go to the well or a pump. Or even worse, your toilet is outside. Before indoor plumbing, people had to do this. The ancient Greeks invented it nearly 4,000 years ago. Unfortunately there are still some countries where they don't have it.
- 3 Until 1879, candles or oil lamps were used for lighting. But then Thomas Edison developed the bulb. Walk around your home and count how many light bulbs you see. They're everywhere – even inside your refrigerator!
- 4 If there isn't one of these in your car, train, or bus, you can't get to the mall or the movies. Thank the inventor of the combustion engine. In a combustion engine, fuel burns and makes power. The power from the engine is used for making vehicles run. By 1860, people knew how to make combustion engines, but they didn't start making a lot of them for a few more years.
- 5 You might use one of these to do your homework, organize your schedule, or read a magazine. But computers are also used for running things that you use every day. There are tiny computers inside cars, microwave ovens, cash registers in stores, and vending machines.

These are only the readers' top five, but how many more great things can you think of?

**13** Match the inventions with the paragraphs.

- |                     |                          |                   |                          |             |                          |
|---------------------|--------------------------|-------------------|--------------------------|-------------|--------------------------|
| a Light Bulbs       | <input type="checkbox"/> | b Computers       | <input type="checkbox"/> | c The Wheel | <input type="checkbox"/> |
| d Combustion Engine | <input type="checkbox"/> | e Indoor Plumbing | <input type="checkbox"/> |             |                          |



Do you agree with the order of the list? Why/Why not?

## Warm-up



- Ask students what an *invention* is. Say: *An invention is a thing that someone has made for the first time. Inventions come from people's imaginations. Ask if anyone can give you an example of a famous inventor and his or her invention.*
- Make a chart on the board. On the left, write a list of inventors. On the right, write a list of inventions created by these inventors but in jumbled order. Ask students to try and match the inventors with their inventions. Some examples are listed below. Choose ones that would be interesting to your students or add others to the list.

Adolphe Sax – saxophone	John Kellogg – corn flakes
Alexander Graham Bell – telephone	Karl Benz – petrol-powered automobile
Philio Farnsworth – television	Levi Strauss – blue jeans
Tim Berners-Lee – World Wide Web	Thomas Edison – light bulb

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about great inventions.*
- Students will listen to, read, and talk about **important** inventions.

## Pre-reading



- Have students describe what they see in each of the pictures. Then have students read the Content Words aloud and share their meanings.

## Reading



### 12 Listen and read. When did Thomas Edison invent light bulbs?

- Read the directions aloud. Play Audio Track 110 and have students listen and read along.
- Have students answer the question. (*Answer: Thomas Edison invented the light bulb in 1879.*)

### MONITOR

Pause after each section and ask questions to check for understanding. Ask: *Only one invention in this reading is not part of a car. Which one is it? (indoor plumbing)* Then ask: *What do you think people used for lighting before light bulbs? (candles or oil lamps)*

### ASSIST

Replay the audio as necessary. Have students point to each Content Word in the text and use context clues to determine its meaning.

## Practice 1

WB p. 72/ act. 14



### 14 Complete the chart. Use the words from the box.

- Read the directions aloud. Explain that students have to complete the chart with the words in the box.
- Have students work independently.

## Practice 2



### 13 Match the inventions with the paragraphs.

- Read the directions aloud. Explain that students have to match the words with the paragraphs in the text.
- Check answers as a class. (*Answers: 1 c, 2 e, 3 a, 4 d, 5 b*).

## Think BIG



### 21st Century Critical Thinking

- Read the directions aloud. Have students work in pairs or small groups to share their answers.

### MONITOR

As students discuss the questions, listen for pronunciation.

## Video

Documentary U 07



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

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about great inventions.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, elicit which invention you need to go anywhere or get anything.

## Homework

WB p. 72/ act. 15



### 15 Read. Then answer the questions.

- Direct students to WB Activity 15 on page 72. Tell students to listen and read and then answer the questions.

## Extra Application and Practice Activity

**Materials:** Index cards

### 21st Century Media Literacy

- Invite students to draw pictures of inventions on the front of index cards and describe what they are used for on the back.
- Have students compare two cards and discuss which invention is more important.

I will learn about great inventions.



**12** Listen and read. When did Thomas Edison invent light bulbs?

### CONTENT WORDS

candle cash register combustion engine  
fuel invention/inventor organize plumbing  
pump vehicle well wheel



## The Greatest Inventions: Your Top Five

There are so many things around us that make life easier. What might life be like without them? We asked our readers what they thought were the most useful inventions from the past. Here are their top five.

- 1 It all starts here. If you don't have wheels, you can't go anywhere or get anything! We need them for every type of vehicle. They take us places and bring things fast. They're used for operating many kinds of machines. Wheels were used as far back as 3000 BC.
- 2 Imagine it's extremely cold or extremely hot. If you want some water, you have to go to the well or a pump. Or even worse, your toilet is outside. Before indoor plumbing, people had to do this. The ancient Greeks invented it nearly 4,000 years ago. Unfortunately there are still some countries where they don't have it.
- 3 Until 1879, candles or oil lamps were used for lighting. But then Thomas Edison developed the bulb. Walk around your home and count how many light bulbs you see. They're everywhere – even inside your refrigerator!
- 4 If there isn't one of these in your car, train, or bus, you can't get to the mall or the movies. Thank the inventor of the combustion engine. In a combustion engine, fuel burns and makes power. The power from the engine is used for making vehicles run. By 1860, people knew how to make combustion engines, but they didn't start making a lot of them for a few more years.
- 5 You might use one of these to do your homework, organize your schedule, or read a magazine. But computers are also used for running things that you use every day. There are tiny computers inside cars, microwave ovens, cash registers in stores, and vending machines.

These are only the readers' top five, but how many more great things can you think of?



**13** Match the inventions with the paragraphs.

- |                     |                          |                   |                          |             |                          |
|---------------------|--------------------------|-------------------|--------------------------|-------------|--------------------------|
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| d Combustion Engine | <input type="checkbox"/> | e Indoor Plumbing | <input type="checkbox"/> |             |                          |



Do you agree with the order of the list? Why/Why not?

I will learn about young inventors.

## CONTENT WORDS

Alzheimer's disease body heat currents  
device float invention screens tiles



Listen and read. Which invention do you think cost the most to produce?



# Young Inventors

The world has seen a lot of young inventors throughout history, from Louis Braille's invention of the Braille reading system at age 15, to Alexander Graham Bell's invention of the telephone at age 18, and many others. Young people have great ideas, and many more continue to bring the world amazing inventions today.

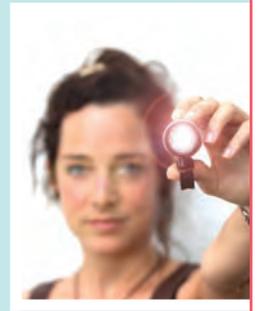
Kenneth Shinozuka was 15 years old when he invented a special device to help his grandfather. Kenneth's grandfather has Alzheimer's disease – a condition that causes problems with memory, and gets worse over time. People who have Alzheimer's disease often forget where they are, or what they are doing. Sometimes they leave their home and walk around outside and get lost, or even hurt.

Kenneth's invention – called Safe Wander – is a small, round device that goes inside a person's socks. When the person stands up, the device sends a message to a smartphone app. Kenneth has won awards for his invention. In the future he wants to study diseases of the brain and find a cure for Alzheimer's disease.

Boyan Slat is a young man from the Netherlands who invented a way to clean up plastic garbage in the ocean when he was 19 years old. Boyan's invention uses the ocean's natural currents; it doesn't need any electricity. The invention uses screens to catch floating plastic garbage, but allows fish and other sea animals to pass through without problems.



Ann Makosinski, a 15-year-old girl in British Columbia, Canada, invented a flashlight that gets its power from human body heat. It doesn't need batteries. The flashlight uses special tiles that produce energy when one side of the tile is warm, and the other side is cool.



15

Look at the passage. Circle the correct answer.

- 1 Kenneth's invention sends a message to a smartphone when a person **stands up / gets lost**.
- 2 Boyan's invention gets its energy from **large batteries / ocean currents**.
- 3 Ann's flashlight creates energy **to charge a cell phone / from a person's body heat**.



Which of these inventions do you find the most interesting?  
Why?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about young inventors.

## Key Language

Alzheimer's disease, body heat, currents, device, float, invention, screens, tiles

## Culture Connection | Around the World

I will learn about young inventors.

### CONTENT WORDS

Alzheimer's disease body heat currents  
device float invention screens tiles

14 Listen and read. Which invention do you think cost the most to produce?

## Young Inventors

The world has seen a lot of young inventors throughout history, from Louis Braille's invention of the Braille reading system at age 15, to Alexander Graham Bell's invention of the telephone at age 18, and many others. Young people have great ideas, and many more continue to bring the world amazing inventions today.

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15 Look at the passage. Circle the correct answer.

- 1 Kenneth's invention sends a message to a smartphone when a person **stands up** / gets lost.
- 2 Boyan's invention gets its energy from **large batteries** / ocean currents.
- 3 Ann's flashlight creates energy to **charge a cell phone** / from a person's body heat.



Which of these inventions do you find the most interesting? Why?

Unit 7 91

## Warm-up



### 21st Century Global Awareness

- Ask students to discuss in groups inventions that are important to their lives. Ask each group to vote on the most important invention. Have each group to investigate who the inventor is and the story behind the invention. The groups share their findings with the class.
- Ask students in groups to think of an invention that they think doesn't exist but would be useful. Share their ideas as a class.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about young inventors.*
- Students will listen to, read and talk about young inventors.

## Pre-reading



- Preview the article by having students read the title aloud and describe what they see in the pictures. Read the Contents Words aloud. Ask volunteers to share meanings of these words. Elicit what students think the article is about.

## Reading



### 14 Listen and read. Which invention do you think cost the most to produce?

- Play Audio Track 111 and have students listen and read.
- Have students discuss the question in groups and provide reasons for their answers. State that there are no correct answers. (*Possible answer: Boyan Slat's invention because the large screens in the ocean will cost a lot to make.*)
- Read out the list of Content Words in the box and have students find them in the text. Encourage students to guess the meanings from context.

### ASSIST

- Replay the audio as needed.

## Practice 1



### 15 Look at the passage. Circle the correct answer.

- Read the directions aloud. Ask volunteers to read out the sentences and the answer choices. Then have students complete the activity independently.

### MONITOR

Walk around and help out where needed. Ask students to compare their answers with a classmate's. Invite students to read out their answers and ask the class if they agree. (*Answers: 1 stands up 2 ocean currents 3 from a person's body heat*)

## Practice 2

WB p. 73/ act. 16



### 16 Look at page 91 of the Student's Book. Read and complete.

- Read the directions aloud. Explain that students need to complete the information with the words in the box.
- Have students complete the activity independently.

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud. Have pairs work together to ask and answers the questions and to discuss their ideas.

### MONITOR

As students work, walk around and help out with expressions and vocabulary where needed. Make a note of common pronunciation errors and correct them at the end of the activity.

- Invite students to share their answers with the class and encourage the class to comment.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about young inventors.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage.

## Homework

WB p. 73/ act. 17



### 17 Look at 16. Match the pictures with the inventions.

- Direct students to WB Activity 17 on page 73. Tell students to read the text in Activity 16 again, then number the inventions pictured.

### 18 Design an invention. Write and draw.

- Direct students to WB Activity 18 on page 73. Tell students to think of an invention and then to write and draw.

## Extra Application and Practice Activity

- Have students design a crossword or word search puzzles using the vocabulary items in the lesson. Ask them to exchange puzzles and solve them.

# Writing Lesson

## Lesson Flow



## Lesson Objective

I will learn to write a description of an object.

**Writing | Description: Object**

I will learn to write a description of an object.

**16** Read the paragraph describing an invention.

**A Great Invention**

This invention is used for finding your way around in the woods or in unfamiliar areas. It's small and round. In fact, it's small enough to fit in your pocket! When you open it, you'll see that it has a needle. The needle points to the north. This device practically guarantees that you'll never get lost! This important invention is a compass.



**17** Complete the chart with information from the description in 14. Compare with a partner.

Ways To Describe It	Invention: Compass
What it looks like	small, round
What it has	
What it's used for	
Why it's important	

**18** Copy the chart into your notebook and complete it with information about an invention. Then use it to write a description. Don't write the name of the invention in your description.

Ways To Describe It	Invention: _____
What it looks like	
What it has	
What it's used for	
Why it's important	

**19** Work in a small group. Take turns reading your descriptions. Can you guess the inventions?

**92** Unit 7

## Warm-up



- Write *describe* and *description* on the board. Ask: *What do you do when you describe something?* (Possible answer: You say what it looks like and what it does.) Ask: *What's a description?* (An explanation of what something looks like and what it does.)
- Say: *I'll describe an object in the class. Try to guess what it is.* Describe an object, such as a pencil sharpener or a flag. Let the class try to guess what it is.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to write a description of an object.*
- Students will read and write descriptions of inventions. Review the meaning of *invention*. Say: *An invention is something that is made by people.*

## Practice 1



### 16 Read the paragraph describing an invention.

- Read the directions aloud. Then have volunteers read the description aloud.

#### MONITOR

Ask questions to check for comprehension. Say: *What information do you find in a description? (what something looks like, what it does, what it's got and what it's used for) What are the parts of a compass? (A compass has a round case that opens; it's got a needle that points north.)*

**Word Origins:** Explain that the word *invent* comes from the Latin word meaning “to find” or “to come upon”. The word *describe* also comes from Latin. The root word *scribe* means “to write down” or “represent”. The word *compass* comes from an Old French word meaning “to measure” or “circle”.

## Practice 2



### 17 Complete the chart with information from the description in 14. Compare with a partner.

- Read the directions and chart headings aloud.
- Have students work independently to complete the chart with the details from Activity 16.
- Have students compare the answers with a partner.

#### MONITOR

Check answers as a class. (*Answers: small, round; a needle; finding your way around in the woods or in unfamiliar areas; it practically guarantees that you'll never get lost*)

## Practice 3

WB p. 74/ act. 19



### 19 Read this paragraph about an amazing object. What is it?

- Have volunteers read the tips for writing a well-written description of an object in the purple box.
- Read the directions. Have volunteers read the description.
- Have students complete the activity independently.

#### MONITOR

Check answers as a class.

## Practice 4



### 18 Copy the chart into your notebook and complete it with information about an invention. Then use it to write a description. Don't write the name of the invention in your description.

- Read the directions aloud. Have students complete the second column of the chart independently in their notebooks. Then have students use their notes to write a short description about their invention, following the model in Activity 16. Suggest that they refer to science books or other resources.

#### ASSIST

Check to make sure that students complete their notes before writing. Remind students not to name the invention in their description.

## Speaking



### 19 Work in a small group. Take turns reading your descriptions. Can you guess the inventions?

- Have students read their descriptions aloud. Classmates can ask questions and then guess the invention.

#### ASSIST

Provide students with a list of inventions from which to choose, such as the following: *bath, calculator, car, clock, glasses, torch, microscope, pen, scissors, tape, telescope.*

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to write a description of an object.*

- Encourage awareness of what students have learned by quickly eliciting what they should include in a description of an object.

## Homework

WB p. 74/ act. 20, 21 & 22



### 20 Underline the sentences in 19 that describe what the object looks like. Circle the sentences that describe the things it has/can do. Underline twice the things it is used for.

- Direct students to WB Activity 20 on page 74. Tell students to underline the sentences that describe the way the object looks, circle the sentences that describe what it has or can do, and underline twice the things that it is used for.

### 21 Think of an invention. Complete the chart.

- Direct students to WB Activity 21 on page 74. Tell students to think of an invention of their own and then complete the idea web.

### 22 Use your chart in 21 to write a description of your invention.

- Direct students to WB Activity 22 on page 74. Tell students to write a description of their invention using the chart they completed in Activity 21.

## Extra Application and Practice Activity

- Play a drawing game with students. Have them draw illustrations of inventions on the board. Say: *Draw one line at a time. After you draw one line, stop. We'll try to guess the invention you're drawing. If we can't guess, you'll add another line. Then we'll try to guess again. We'll keep going until we guess what you're drawing.* Encourage students to describe the illustrations as they play.

# Writing | Description: Object

I will learn to write a description of an object.

**16** Read the paragraph describing an invention.

## A Great Invention

This invention is used for finding your way around in the woods or in unfamiliar areas. It's small and round. In fact, it's small enough to fit in your pocket! When you open it, you'll see that it has a needle. The needle points to the north. This device practically guarantees that you'll never get lost! This important invention is a compass.



**17** Complete the chart with information from the description in 14. Compare with a partner.

Ways To Describe It	Invention: Compass
What it looks like	small, round
What it has	
What it's used for	
Why it's important	

**18** Copy the chart into your notebook and complete it with information about an invention. Then use it to write a description. Don't write the name of the invention in your description.

Ways To Describe It	Invention: _____
What it looks like	
What it has	
What it's used for	
Why it's important	

**19** Work in a small group. Take turns reading your descriptions. Can you guess the inventions?

# Life Skills | Appreciate history.

I will learn to talk about cultural history.

- 20** Work in a small group. Copy and complete the chart, using information you know or can find out about Mexico. If you prefer, choose a different country and create your own chart.

Mexico		
People	Places	Events

- 21** Exchange charts with another group. In your group, discuss the other group's chart. For people, places, and events you don't know, try guessing. Use **may** and **might** to narrow your guesses.



## Project

- 22** Create a page for a class book about items that are unique to different cultures.

- 1 Draw or bring in a picture of an item that is unique to a culture.
- 2 Write what it is, what it's used for, and any other information.
- 3 Put all the pages together to make one book for your class.

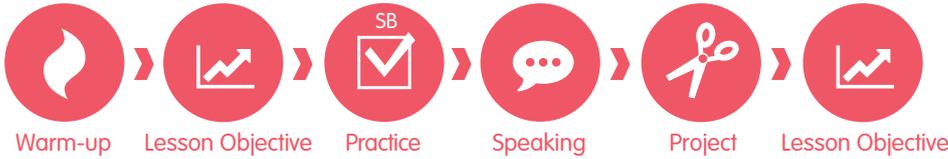


This is a piñata. It's used for playing a party game. It has candy inside. People wear blindfolds and hit it with a stick. When it breaks open, everyone runs to pick up the candy!



# Life Skills Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about cultural history.

## Key Language

Appreciate history.

## Life Skills | Appreciate history.

I will learn to talk about cultural history.

- 20** Work in a small group. Copy and complete the chart, using information you know or can find out about Mexico. If you prefer, choose a different country and create your own chart.

**Mexico**

People	Places	Events

- 21** Exchange charts with another group. In your group, discuss the other group's chart. For people, places, and events you don't know, try guessing. Use **may** and **might** to narrow your guesses.



## Project

- 22** Create a page for a class book about items that are unique to different cultures.

- 1 Draw or bring in a picture of an item that is unique to a culture.
- 2 Write what it is, what it's used for, and any other information.
- 3 Put all the pages together to make one book for your class.



This is a piñata. It's used for playing a party game. It has candy inside. People wear blindfolds and hit it with a stick. When it breaks open, everyone runs to pick up the candy!



## Warm-up



- Ask: *What are some of the topics you're learning about in your history lessons?* Have students brainstorm topics. List topics students think are the most interesting. Ask: *Why do we study the past?* (Possible answers: It helps us understand the present./It is interesting./We can learn from past successes and failures.)
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about cultural history.*
- Students will discuss the history of Mexico or another country. Then they will design a page for a class book about cultures.

## Practice



**20 Work in a small group. Copy and complete the chart, using information you know or can find out about Mexico. If you prefer, choose a different country and create your own chart.**

- Read the page title, directions, and chart headings aloud. Say: *An event is something that happens. A war is an event; an election is another event.*
- Put a model chart on the board:

People	Places	Events
Tokugawa	Edo (now Tokyo)	The Edo Period (1603–1867)

- Model how statements using *may* or *might* can be used with your chart. Say: *Who is Tokugawa? He might be a famous leader in Japan's history. What is Edo? It may be the old name for Tokyo.* Write these statements on the board.
- Have students complete the chart in small groups. Provide suggestions for people, places, and events that students can explore. For example:

Brazil:	Pedro Cabral / Atlantic Ocean / Colonial Period (1500)
Mexico:	Maya Civilization / Mexico and Central America / The Maya collapse (8th and 9th centuries)
China:	Hong-wu / Nanjing / Ming Dynasty (1368–1644)

### MONITOR

- Check to see that students include at least one entry in each column. Allow them to use the Internet to check or find facts.

### ASSIST

Tell students it is best if what they list under people, places, and events is related. If this is too difficult, allow students to list unrelated information.

## Speaking



**21 Exchange charts with another group. In your group, discuss the other group's chart. For people, places, and events you don't know, try guessing. Use *may* and *might* to narrow your guesses.**

- Read the directions and questions aloud. Have groups swap charts and talk about each other's work.

### MONITOR

Check to make sure that students are making guesses about their classmates' chart entries using *may* or *might*.

### ASSIST

If students have trouble making guesses about their classmates' chart, have them ask the group questions instead. Model: *Who was (Marie Antoinette)? Why did you put (France) under "Places"?*

## Project



**22 Create a page for a class book about items that are unique to different cultures.**

- Read the directions aloud. Invite a volunteer to read the speech bubble aloud. Say: *Something unique is special. A unique item is one that other cultures haven't got.* Place students in pairs or small groups and encourage them to discuss their ideas before making their page for the class book.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about cultural history.*
- Encourage awareness of what students have learned by quickly eliciting what they remember about the historical events discussed in the lesson.

## Extra Application and Practice Activity

- Have students work together to assemble the class book. Suggest that they choose a logical page order, such as geographical or alphabetical, an appropriate title and a strong cover illustration. Display the finished book in the classroom.

# Listening and Speaking Lesson

## Lesson Flow



Warm-up



Lesson Objective



Presentation



Practice 1



Practice 2



Speaking



Lesson Objective

## Lesson Objectives

I will review the sounds *lt*, *lk*, *ld*, and *lb*.

I will learn to talk about old gadgets.

## Listening and Speaking

**I will review** the sounds *lt*, *lk*, *ld*, and *lb*.

**I will learn to** talk about old gadgets.

112  
23

Listen, read, and repeat.

- |   |            |           |   |            |           |
|---|------------|-----------|---|------------|-----------|
| 1 | <i>l-t</i> | <i>lt</i> | 2 | <i>l-k</i> | <i>lk</i> |
| 3 | <i>l-d</i> | <i>ld</i> | 4 | <i>l-b</i> | <i>lb</i> |

113  
24

Listen and blend the sounds.

- |   |        |      |   |         |       |
|---|--------|------|---|---------|-------|
| 1 | b-e-lt | belt | 2 | m-i-lk  | milk  |
| 3 | c-o-ld | cold | 4 | b-u-lb  | bulb  |
| 5 | s-i-lk | silk | 6 | f-ie-ld | field |

114  
25

Listen and chant.

Lets...  
Drink cold milk,  
Wear a felt belt  
And a silk scarf!  
And put a green bulb  
In the spotlight!



115  
26

Work with a partner. What do you think it is? What was it used for? Use **maybe** or **might** in complete sentences. Then listen and check.

1



2



3



4



## Warm-up



- Have students play *Close-Up* to review using *may* and *might*. Each student draws a close-up view of one part of an object. Tell students their close-up pictures should be close enough that it isn't obvious what the item is. Model by drawing a part of a bicycle wheel. Allow students to show their close-up pictures and have classmates use *may* or *might* to guess what they are. Model: *It might be a steering wheel. It may be a bicycle wheel.*

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the sounds lt, lk, ld, and lb, and learn to talk about old gadgets.*

- Students will review the sounds by identifying and distinguishing between the sounds *lt*, *lk*, *ld*, and *lb* individually and as part of words. Then they will review guessing what things are and what they are used for.

## Presentation



### 23 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 112 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



### 24 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 113 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.

### MONITOR

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

### ASSIST

- Replay Audio Track 113 as needed.

## Practice 2



### 25 Listen and chant.

- Read the directions aloud. Read the chant while students follow in their books.
- Play Audio Track 114 and have students listen. Replay Audio Track 114 several times and encourage them to join in.

### MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Speaking



### 26 Work with a partner. What do you think it is? What was it used for? Use *may* or *might* in complete sentences. Then listen and check.

- Read the directions aloud. Ask students to describe what they see and what they think the items may be.
- Complete the first item as a class. Ask: *What's this a picture of?* (It's a gramophone.) *What was it used for?* (It was used for reproducing sounds.)

### MONITOR

Check answers as a class. (Answers: 1 *It's a gramophone. It was used for reproducing sounds.* 2 *It's a floppy disk. It was used for storing files from a computer.* 3 *It's a radio. It was used for listening to music and radio shows anywhere.* 4 *It's a TV. It was used for watching TV shows.*)

### CHALLENGE

Have students write and share pairs of sentences comparing inventions then and now. Model: *Floppy disks were used for holding computer information. Flash drives are used for the same thing but they are smaller, lighter and hold much more information.*

## 21st Century Technology Literacy

- Point out that many modern tools, including digital cameras and software programs, allow users to zoom in and out to get different views of the same object. Ask: *When is it useful to zoom in and see something very close up?* (Possible answer: When you want to see or change a small detail.) *When is it useful to zoom out?* (Possible answer: When you want to see the whole object.)

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have reviewed the sounds lt, lk, ld, and lb, and learned to talk about old gadgets.*

- Encourage awareness of what students have learned by quickly eliciting the words from the lesson with the sounds *lt*, *lk*, *ld*, and *lb*.

## Application and Practice Activity

- Have students research other household items from the past that have changed today. Ask them to present their findings to the class.

# Listening and Speaking

**I will review** the sounds *lt*, *lk*, *ld*, and *lb*.  
**I will learn to** talk about old gadgets.

112  
23

Listen, read, and repeat.

- |   |            |           |   |            |           |
|---|------------|-----------|---|------------|-----------|
| 1 | <i>l-t</i> | <i>lt</i> | 2 | <i>l-k</i> | <i>lk</i> |
| 3 | <i>l-d</i> | <i>ld</i> | 4 | <i>l-b</i> | <i>lb</i> |

113  
24

Listen and blend the sounds.

- |   |        |      |   |         |       |
|---|--------|------|---|---------|-------|
| 1 | b-e-lt | belt | 2 | m-i-lk  | milk  |
| 3 | c-o-ld | cold | 4 | b-u-lb  | bulb  |
| 5 | s-i-lk | silk | 6 | f-ie-ld | field |

114  
25

Listen and chant.

Lets...  
Drink cold milk,  
Wear a felt belt  
And a silk scarf!  
And put a green bulb  
In the spotlight!



115  
26

Work with a partner. What do you think it is? What was it used for? Use **maybe** or **might** in complete sentences. Then listen and check.

1



2



3



4



# Review

**27** Reorder the sentences to form a conversation.

- Kevin:** A package? Oh, good. Maybe it's my new phone!
- Kevin:** Let's see... no, it's too heavy for a games console. Wait. There's a little label here.
- Kevin:** Well, that's a lot of dog food!
- Alice:** Look! There's a package by the door.
- Alice:** You're right. The label says, "Canine Power Mix." I think it might be dog food for Max!
- Alice:** No, it can't be a phone. The box is too big! It might be the new games console!

**28** Choose one thing. Write three sentences about what it's used for. Then work in small groups and compare your sentences.



A (smartphone/computer/watch) is used for...

**29** Work in small groups. Write quiz questions for other groups. Follow the example.



It's used to hold candy.  
It's for parties.

It's a piñata!



Correct! One point.

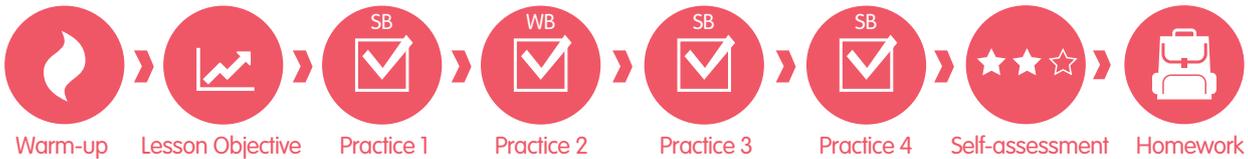
## I Can

- use words related to old and new gadgets.
- talk about what gadgets are/were used for.
- use *maybe* and *might* to make suggestions.
- write a description of an object.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit.

### Review

**27** Reorder the sentences to form a conversation.

Kevin: A package? Oh, good. Maybe it's my new phone!

Kevin: Let's see... no, it's too heavy for a games console. Wait. There's a little label here.

Kevin: Well, that's a lot of dog food!

Alice: Look! There's a package by the door.

Alice: You're right. The label says, "Canine Power Mix." I think it might be dog food for Max!

Alice: No, it can't be a phone. The box is too big! It might be the new games console!

**28** Choose one thing. Write three sentences about what it's used for. Then work in small groups and compare your sentences.

A (smartphone/computer/watch) is used for...

**29** Work in small groups. Write quiz questions for other groups. Follow the example.

**I Can**

- use words related to old and new gadgets.
- talk about what gadgets are/were used for.
- use maybe and might to make suggestions.
- write a description of an object.

☆☆☆☆   ☆☆☆☆   ☆☆☆☆   ☆☆☆☆

Unit 7 95

## Warm-up



**Materials:** Index cards

- Have students play *Word Clues* (see *Game Bank*, page T138, for details) to review key vocabulary from Unit 7. Give students index cards and invite them to create game cards by writing one word or phrase on each card. Players take turns looking at a word and giving one-word clues for their partners. Clues should not use the secret word or any part of the word. Model the activity by handing out index cards to four volunteers. Say: *Here are my clues. Have the volunteers read the words aloud: hot, sleep, water, metal. Ask: Can you guess what my secret word is? (bed warmer)*
- Teams may wish to play *Word Clues* as a competition.

## Lesson Objective



INVOLVE

- Introduce the lesson objective: Say: *Today I will review the words and structures of the unit.*
- Students will review the vocabulary and grammar they learned in Unit 7. They will review talking about inventions and technology.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Practice 1



### 27 Reorder the sentences to form a conversation.

- Read the directions and names aloud. Then have students complete the activity independently.

#### MONITOR

Invite pairs of students to read the dialog aloud in the correct order. As they read, listen for correct pronunciation and intonation. (Answers: Alice: Look! There's a package by the door. Kevin: A package? Oh, good. It may be my new phone. Alice: No, it can't be a phone. The box is too big! It might be the games console. Kevin: Let's see... no, it's too heavy for a games console. Wait. There's a little label here. Alice: You're right. The label says, "Canine Power Mix" I think it might be dog food for Max! Kevin: Well, that's a lot of dog food!)

**Cognates:** Remind students to look and listen for cognates. These words can help them understand English better because cognates can sound and look like words from their home languages.

## Practice 2

WB p. 75/ act. 23



### 23 Look at the code. Write the words. Then match the words with the pictures. Write the numbers.

- Read the directions aloud. Explain to students that they need to write the words using the code and then match each word to its picture.
- Have students work independently.

## Practice 3



### 28 Choose one thing. Write three sentences about what it's used for. Then work in small groups and compare your sentences.

- Read the directions aloud. Say: *All three objects are multipurpose. That means that they can be used for many things.* Have students work independently to complete the activity. Then have small groups compare their lists.

#### MONITOR

As groups compare, listen for correct pronunciation, vocabulary, syntax, and use of language. (Possible answers: A smartphone is used for making phone calls./ A computer is used for doing homework./ A watch is used for telling the time.)

## Practice 4



### 29 Work in small groups. Write quiz questions for other groups. Follow the example.

- Read the directions aloud. Ask volunteers to read the model aloud. Have students review the class book and write riddles independently. They can then read their riddles aloud and challenge classmates to guess the answers.

#### MONITOR

Listen for correct use of vocabulary and grammar as students say their riddles and guess 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 the stars. They should color three stars if they feel the unit was easy, two stars if they need a little help, and one star if the unit was hard and they need a lot of help. Have students work independently.

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 7 Practice Tests in the Assessment Pack.

WB Unit 7/ p. 104

- Direct students who need help with grammar in particular to the Unit 7 Extra Grammar Practice (Workbook, page 104).
- For further vocabulary work, students can access games in the Big English Student World.



## Homework

WB p. 75/ act. 24



### 24 Complete the dialogs. Use *used to* and *used for* and the words from the box.

- Direct students to WB Activity 24 on page 75. Explain to students that they have to write questions and answers for the objects in the pictures.

## Extra Application and Practice Activity

- Have students act out another skit between Kevin and Alice. Say: *Imagine that they get another package the next day. What might they get?* Invite students to share their dialogs with the class.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 7 Unit Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 7 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



# Where Do They Come From?

## Objectives

### Reading

- Can understand short, simple texts giving information about important places in a town, with the support of a map.
- Can draw simple conclusions about the information given in a factual text on a familiar topic.
- Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts.

### Listening

- Can recognize simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.
- Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly.

### Speaking

- Can give an opinion in a structured discussion, if guided by questions.

### Writing

- Can create a poster to advertise an event or product, given a model.

### Grammar

- Can use the past simple passive.
- Can use the present simple passive.

## Unit Projects

### Family Connection

Have students tell their families that they are learning about where things come from. Tell students to go on a scavenger hunt at home to find items made in different countries. Remind them to check labels. Have students keep notes and share their findings with the class.

# Key Language

## Key Vocabulary

### Countries

Canada  
China  
Japan  
Norway  
the Philippines  
the United States

### Materials

clay  
cotton  
metal  
rubber  
wool

### Products

blankets  
boots  
cola cans  
floors  
flower pots  
ovens  
planes  
plates  
rugs  
scarves  
sweaters  
tires  
towels  
T-shirts

### Expressions

get around  
I can't wait  
is known for  
so much to do  
the birthplace of  
the list goes on and on

## Content Words

country of origin  
diesel  
distribution center  
fresh produce  
gas  
imported  
local  
locally-grown  
pollution  
seasonal  
shipping  
typical

borders  
chemical  
county  
explorer  
jigsaw puzzle

## Grammar/Structures

That rug **is made** of wool. The first tire **was invented** in the U.K.

Those bananas **are grown** in Ecuador. The first cola cans **were sold** in the U.S.

## Phonics

**The sounds:** *lf, lp, lm*

## From There to Here Bulletin Board

Create a bulletin board display entitled *From There to Here*. Place a small world map at the center of the display. Place pictures and illustrations of products around the map and connect each item to its place of origin. Begin by placing objects from the Unit Opener and encourage students to add more products to the display as they work on Unit 8.

# Language in Context Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about where things come from.

## Key Language

Canada, China, Japan, Norway, the Philippines, the United States; clay, cotton, metal, rubber, wool; blankets, boots, cola cans, floors, flower pots, ovens, planes, plates, rugs, scarves, sweaters, towels, T-shirts, tires

### 8 Where Do They Come From?

#### Language in Context

I will learn to talk about where things come from.

**1** Read and guess where the ideas come from. Write countries from the box. Not all of them will be used. Then listen and check.

Canada	China	Japan	Norway
the Philippines	the United States		

- Superman, the chocolate nut bar, basketball, and even the green trash bag were all created in \_\_\_\_\_.
- CDs, high-speed passenger trains, and the cultured pearl were all created in \_\_\_\_\_.
- Three inventions that make food shopping easier – the automatic door, the shopping cart, and the barcode reader – were invented in \_\_\_\_\_.
- The world's first karaoke machine was made in \_\_\_\_\_.
- What became the first aerosol spray can was developed in \_\_\_\_\_.

**2** Read the list of products. What are they made of? Some of them can be more than one material. Then listen and check.

PRODUCTS	1	2
blankets	scarves	cola cans
boots	cola cans	ovens
floors	sweaters	planes
flower pots	tires	towels
plates	T-shirts	rugs

These things are made of **cotton**.

These things are made of **rubber**.

These things are made of **metal**.

These things are made of **wool**.

These things are made of **clay**.

**3** Listen. Where do the materials come from? Match. Two materials come from the same place. Listen again and check.

1. Rubber comes from	a. animals like sheep.
2. Metal comes from	b. the Earth's crust.
3. Cotton comes from	c. a plant.
4. Wool comes from	d. a liquid found in trees.
5. Clay comes from	

**4** Ask and answer.

What material are rugs, towels, and T-shirts made of? They're made of cotton.

**THINK BIG** What do you think is the most important material? Why?

Unit 8 97

## Warm-up

### 21st Century Information Literacy

- Ask: *Where did our clothes come from?* Conduct a class survey. Have students look for easy-to-reach labels that tell where clothing items such as jackets or T-shirts come from. Have students collect the data in a chart at the front of the class. Arrange places of origin by country or continent. Say: *A bar graph can help us see the information we collected. Work with students to create a bar graph showing the survey results.*

- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

Introduce the lesson objective. Say: *Today I will learn to talk about where things come from.*

- Tell students that they will read and talk about where ideas and products come from.

## Presentation

**Materials:** World map or globe

### 1 Read and guess where the ideas come from. Write countries from the box. Not all of them will be used. Then listen and check.

- Read the directions and the country names in the box aloud. Invite volunteers to find countries on a world map or globe. Have students complete the activity independently in their notebooks.

### MONITOR

Play Audio Track 116. Have students listen to check their answers. (Answers: 1 Canada, 2 Japan, 3 the United States, 4 the Philippines, 5 Norway)

### CHALLENGE

Have students share their knowledge of the countries in the box. Ask: *What's the weather like there? What kinds of plants grow there?*

## Practice 1

WB p. 76/ act. 1



### 1 Look at the pictures. Read about the inventions that come from these places. Do any surprise you?

- Read the directions aloud. Ask volunteers to read the captions under the pictures.
- Have students discuss the invention and the places where they are from in pairs.

## Practice 2

WB p. 76/ act. 2



### 2 Circle the inventions that you use or see every day.

- Read the directions aloud. Ask volunteers read the inventions aloud.
- Have students circle the inventions independently. Then discuss their answers in small groups.

## Practice 3

WB p. 76/ act. 3



### 3 Look at 1 and 2. Where do most of the items that you circled come from?

- Read the directions aloud.
- Have students complete the sentence independently. Then discuss their answer with a partner.

## Practice 4

P. T149  
117



### 2 Read the list of products. What are they made of? Some of them can be made of more than one material. Then listen and check.

- Read the directions aloud. Have students preview the pictures and the words in the box. Say: *A product is something that is made. You can buy products in stores.* Then have students complete the activity independently in their notebooks.

#### MONITOR

Play Audio Track 117 and have students check their work. (Answers: 1 rugs, towels, T-shirts, 2 boots, tires, 3 planes, cola cans, ovens 4 rugs, scarves, blankets, sweaters, 5 floors, flower pots, plates)

## Practice 5

P. T150  
118



### 3 Listen. Where do the materials come from? Match. Two materials come from the same place. Listen again and check.

- Read the directions aloud. Ask volunteers to read the materials aloud.
- Have students complete the activity independently.

#### MONITOR

Play Audio Track 118 again. Have students check their answers. (Answers: 1 d, 2 b, 3 c, 4 a, 5 b)

## Speaking



### 4 Ask and answer.

- Read the directions aloud. Have volunteers read the speech bubbles aloud. Then model talking about things and where they come from.
- Students work with a partner using the speech bubbles as a guide.

## Think BIG



### 21st Century Critical Thinking

- Read the questions aloud and write students' answers on the board. Encourage students to express themselves as best they can.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about where things come from.*

- Encourage awareness of what students have learned by quickly eliciting where a few materials from the lesson come from.

## HomeWork

P. T150  
119

WB pp. 76 & 77/ act. 4, 5 & 6



### 4 What items that you use every day were invented in your country?

- Direct students to WB Activity 4 on page 76. Tell students to answer the question.

### 5 Read. Circle two correct answers for each sentence.

- Direct students to WB Activity 5 on page 77. Tell students to circle the two correct answer options.

### 6 Listen. What are the things? Number them in the order you hear them. Then write the names.

- Direct students to WB Activity 6 on page 77. Tell students to play Audio Track 119, number the items, and write the names.

## Think BIG

- Direct students to WB Think BIG on page 77. Tell students to write answers for the questions.

## Extra Application and Practice Activity

- Have students write riddles about an item from the list of products at the top of page 97. Each riddle should include four or five clues. Point out that product clues can answer these questions: *What's the product made of? What does it look like? What does it do? How do you use it?*

# 8

## Where Do They Come From?

### Language in Context

I will learn to talk about where things come from.

116  
1

Read and guess where the ideas come from. Write countries from the box. Not all of them will be used. Then listen and check.

Canada    China    Japan    Norway  
the Philippines    the United States

- 1 Superman, the chocolate nut bar, basketball, and even the green trash bag were all created in \_\_\_\_\_.
- 2 CDs, high-speed passenger trains, and the cultured pearl were all created in \_\_\_\_\_.
- 3 Three inventions that make food shopping easier – the automatic door, the shopping cart, and the barcode reader – were invented in \_\_\_\_\_.
- 4 The world's first karaoke machine was made in \_\_\_\_\_.
- 5 What became the first aerosol spray can was developed in \_\_\_\_\_.



117  
2

Read the list of products. What are they made of? Some of them can be made of more than one material. Then listen and check.

**PRODUCTS**

- |             |           |
|-------------|-----------|
| blankets    | scarves   |
| boots       | cola cans |
| floors      | ovens     |
| flower pots | sweaters  |
| planes      | tires     |
| plates      | towels    |
| rugs        | T-shirts  |



These things are made of **cotton**.



These things are made of **rubber**.



These things are made of **metal**.



These things are made of **wool**.



These things are made of **clay**.

118  
3

Listen. Where do the materials come from? Match. Two materials come from the same place. Listen again and check.

- |                     |                            |
|---------------------|----------------------------|
| 1 Rubber comes from | a animals like sheep.      |
| 2 Metal comes from  | b the Earth's crust.       |
| 3 Cotton comes from | c a plant.                 |
| 4 Wool comes from   | d a liquid found in trees. |
| 5 Clay comes from   |                            |

4

Ask and answer.



What material are rugs, towels, and T-shirts made of?

They're made of cotton.



**THINK BIG**

What do you think is the most important material? Why?

# Reading Lesson

## Lesson Flow



## Lesson Objective

I will understand a text about traveling.

## Key Language

build, call, fill, find, know, make, paint, produce, visit, wear; get around, is known for, so much to do, the birthplace of, the list goes on and on

**Reading** | Travel forum

I will understand a text about traveling.

5 Listen and read. Where was pizza first made?

**travelbug** Help! My family and I are thinking about going to Italy for a vacation. We only have five days to spend there, so we can't see everything. Where should we go?

**castle\_hopper** Hi, travelbug. You should definitely come to Tuscany. There's so much to do here, and everything is close by. Florence is the capital of Tuscany. It's known for its beautiful palaces, churches, and other buildings. Many of the most famous works of Renaissance art can be found here in the museums and galleries. You could spend five days just looking at the art in Florence!

Siena is a beautiful medieval town. It's filled with incredible old buildings. If you have time, go to the Palio de Siena, a medieval horse race that's held twice a year. It's attended by thousands of people, so be prepared!




**getaway\_gary73** Ciao, travelbug. Rome and Tuscany are nice, but for something really unique, try Venice. Venice is known around the world as a floating city. Most of its "streets" are filled with water! They're called canals. To get around Venice, you can take a water taxi.

Some of the most beautiful buildings in the world were built in Venice. There's the Piazza San Marco – a beautiful city square next to St. Mark's Cathedral. This city is visited by thousands of people every year. You can find some unique souvenirs here, too. You could get a necklace made of Murano glass. Or you could buy one of those famous masks from the Venice Carnival. The masks are known around the world. They're worn during celebrations at arrival time here. Venice really is an incredible place.




**Reading Comprehension**

6 Read and say true or false.

- Tuscany is the capital of France.
- The medieval horse race is held twice a month in Siena.
- The ceiling painted by Michelangelo is located in Rome.
- Venice is often called the birthplace of pizza.
- Most streets of Venice are crowded with cars.
- Murano glass is produced in Venice.

**THINK BIG** Why do you think Italy is visited by millions of people each year? Which place in Italy would you like to visit? Why?

98 Unit 8 Unit 8 99

## Warm-up



### 21st Century Media Literacy

- Ask: *If you could visit any country, where would you go? How would you find out about the country before your trip?* Make a list on the board of suggested resources, including travel books and magazines, recommendations from friends and family, library resources, travel brochures, and the Internet. Say: *The Internet connects people all around the world. You can visit a travel forum to find out about places other people live in or have visited. In this lesson, you'll read a travel forum about visiting Italy.*

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will understand a text about traveling.*

- Students will listen to, read, and talk about a travel forum in which people share ideas about visiting Italy.

## Pre-reading



- Have students read the title aloud and preview the pictures. Have students describe what they see in each picture.

## Reading 120



### 5 Listen and read. Where was pizza first made?

- Play Audio Track 120 and have students listen and read along.
- Ask the question in the directions: *Where was pizza first made? (Answer: in Naples)*

## Comprehension 1 120



### MONITOR

- Ask questions to check for understanding. Ask: *How long will travelbug's family stay in Italy? (five days) What can visitors see in Tuscany? (palaces, churches, famous works of art) What's Siena like? (It is a beautiful medieval town.) What are some of the famous things to see in Rome? (the Colosseum, the Pantheon, the Spanish Steps, Vatican City) How is Venice different from other cities? (Most of the "streets" are really canals.)*
- Have students find the cities mentioned in the travel forum on a map of Italy. Encourage them to describe the location of each city: *Is it near a body of water? Is it in the north or south of Italy? About how far is it from Rome?*

### ASSIST

Replay the audio as needed. Pause after each paragraph and use simple language and gestures to explain unfamiliar words and phrases, including *famous, Renaissance, galleries, medieval, ceiling, birthplace, floating, and souvenirs.*

### 21st Century Communication

- Say: *The three responses on this travel forum all give opinions. There is no right answer to travelbug's question. Whenever you share an opinion, it's a good idea to support it with reasons. That will make people more likely to agree with you. Ask students to summarize the opinion stated in each forum post and then name the reasons that support that opinion. Model: *castle\_hopper thinks that Tuscany is the best place to visit. The reasons are that there are many beautiful things to see, including architecture, and art. The area also includes a medieval town called Siena, where there is a medieval horse race.**

## Comprehension 2

### 6 Read and say true or false.

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

### MONITOR

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

### ASSIST

- Replay the audio as needed and check any errors in understanding. Suggest that students find key words in each statement and then note down matching words in the travel forum.
- Invite students to rewrite the false statements (1, 2, 4, and 5) to make them true by replacing one or more words in each sentence. Have volunteers read the reviewed sentences so that the class can confirm that they are true.

## Think BIG

### 21st Century Global Awareness

- Say: *Reading a travel forum can give you a lot of information about interesting places. You can learn a lot even if you aren't planning a trip. Read the questions aloud. Have students discuss their answers in pairs.*

### 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 understood a text about traveling.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the text, for example, what kinds of things you can do when you travel to Italy.

## Homework 121 WB p. 78/ act. 7

### 7 Listen and read. Then answer the questions.

- Direct students to WB Activity 7 on page 78. Tell students to first read the questions and then play Audio Track 121 and listen and read along. Tell students to answer the questions.

## Extra Application and Practice Activity

- Say: *Travelbug only has five days for a vacation. Where would you go if you had five days for a vacation? Be sure to give reasons why you would go there. Tell students that the reasons should include what or who they would see there and what they would do.*
- Have students share their ideas and reasons. After everyone has had a chance to speak, ask: *Did anyone change their vacation place based on another person's ideas? What made you change your mind?*

I will understand a text about traveling.



Listen and read. Where was pizza first made?

www.travelfans.com

**travelbug** Help! My family and I are thinking about going to Italy for a vacation. We only have five days to spend there, so we can't see everything. Where should we go?

**castle\_hopper** Hi, travelbug. You should definitely come to Tuscany. There's so much to do here, and everything is close by. Florence is the capital of Tuscany. It's known for its beautiful palaces, churches, and other buildings. Many of the most famous works of Renaissance art can be found here in the museums and galleries. You could spend five days just looking at the art in Florence!

Siena is a beautiful medieval town. It's filled with incredible old buildings. If you have time, go to the Palio de Siena, a medieval horse race that's held twice a year. It's attended by thousands of people, so be prepared!



Florence



Palio de Siena

**seat1A\_flyer** Hey, travelbug! If this is your first trip to Italy, you should definitely see Rome. This city is known for some of the most famous sites in the world: the Colosseum, the Pantheon, the Spanish Steps... the list goes on and on! Vatican City, the smallest country in the world, is located inside Rome, too. And you can't leave Rome without seeing the ceiling of the Sistine Chapel. The ceiling was painted by Michelangelo and is amazing!

If you're in Rome, you could easily go on a quick trip down to Naples. It's been called the birthplace of pizza and is located on the beautiful Amalfi Coast. So you can enjoy your pizza while you sit and look out at the sea!



Colosseum



Vatican City

getaway\_gary73

Ciao, travelbug. Rome and Tuscany are nice, but for something really unique, try Venice. Venice is known around the world as a floating city. Most of its “streets” are filled with water! They’re called canals. To get around Venice, you can take a water taxi.

Some of the most beautiful buildings in the world were built in Venice. There’s the Piazza San Marco – a beautiful city square next to St. Mark’s Cathedral. This site is visited by thousands of people every year. You can find some unique souvenirs here, too. You could get a necklace made of Murano glass. Or you could buy one of those famous masks from the Venice Carnival. The masks are known around the world. They’re worn during celebrations at Carnival time here. Venice really is an incredible place.



Venice



Piazza San Marco

## Reading Comprehension

6 Read and say **true** or **false**.

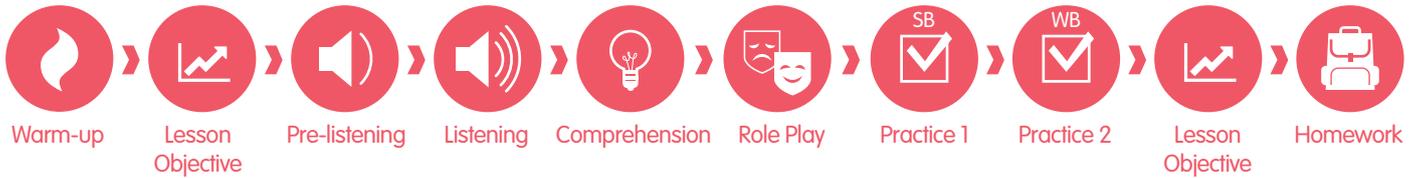
- 1 Tuscany is the capital of France.
- 2 The medieval horse race is held twice a month in Siena.
- 3 The ceiling painted by Michelangelo is located in Rome.
- 4 Venice is often called the birthplace of pizza.
- 5 Most streets of Venice are crowded with cars.
- 6 Murano glass is produced in Venice.



Why do you think Italy is visited by millions of people each year? Which place in Italy would you like to visit? Why?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about other countries.

## Key Language

China, Costa Rica, Hungary, Morocco, Saudi Arabia; I can't wait.

**Language in Action**

I will listen to a dialog about other countries.

**7** Listen and read. What new information does Sue find out about Costa Rica?

**Martin:** I can't wait. We're going to Costa Rica next week!

**Sue:** Costa Rica? I don't know much about that country.

**Martin:** Well, you've come to the expert! What do you know about it?

**Sue:** I know that it's in Central America.

**Martin:** It is! But can you guess what it's known for? A third of the country is made up of them.

**Sue:** I don't have a clue.

**Martin:** Its rain forests! A lot of agricultural products come from there, too. In fact, that banana you're eating was probably grown there.

**Sue:** This banana? How do you know?

**Martin:** Read the sticker on it.

**Sue:** Costa Rica... you're so smart!

**8** Practice the dialog in 7 with a partner.

**9** Listen and stick. Then complete the labels with words from the box.

China   Hungary   Morocco   Saudi Arabia

1 Made in \_\_\_\_\_

2 Made in \_\_\_\_\_

3 Made in \_\_\_\_\_

4 Made in \_\_\_\_\_

100 Unit 8

## Warm-up



**Materials:** World map or globe

- Ask: *What do you know about Central America? Where is it?* (It is the southern part of North America.) Show students where Central America is on a world map. Ask: *How many countries are in Central America? How many can you name?* (There are seven: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama) *What's the most common language in Central America?* (Spanish)
- 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 other countries.*
- Students will read, listen to, and practice a dialog. Students will also listen to conversations about where products come from.

## Pre-listening



- Point to the girl and boy in the picture. Ask: *What is the girl doing?* (She's eating a banana.) Introduce them as Sue and Martin. Tell students that they will hear Sue and Martin talking about Costa Rica.

## Listening



### 7 Listen and read. What new information does Sue find out about Costa Rica?

- Read the directions aloud and dialog names aloud. Play Audio Track 122 and have students listen and read along.
- Have volunteers answer the question. (Answer: Sue finds out that Costa Rica is known for rain forests and agricultural products.)

## Comprehension



- Replay Audio Track 122 and have students listen and read along.

### MONITOR

Ask questions to check for understanding: *Where's Martin going on holiday?* (Costa Rica) *What covers one-third of Costa Rica?* (rain forests) *What's Sue eating?* (a banana) *What does Martin tell her about the banana?* (It came from Costa Rica.) *How does he show he is right?* (They read the sticker on the banana – it says Costa Rica.)

### ASSIST

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

## Role Play



### 8 Practice the dialog in 7 with a partner.

- Read the directions aloud. Invite pairs to read the dialog aloud, swap parts, and repeat.

### MONITOR

As students read, listen for proper pronunciation and appropriate intonation.

### ASSIST

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

## Practice 1



**Materials:** Stickers, world map or globe

### 9 Listen and stick. Then complete the labels with words from the box.

- Help students find the Unit 8 stickers at the back of the Student's Book. Read the directions aloud. Invite volunteers to find the four countries on a world map.
- Read the directions aloud. Play Audio Track 123. Have students place the stickers in the appropriate place on the page and write the labels using the country names from the box.

### MONITOR

Check answers as a class. (Answers: 1 Saudi Arabia, 2 China, 3 Hungary, 4 Morocco)

### ASSIST

Use simple language and gestures to explain unfamiliar vocabulary.

**Research:** Encourage students to find out more about one of the products from Activity 9: the game *mancala*, Chinese lanterns, Hungarian embroidery, or Moroccan tea. Have students write two or three questions they would like to answer about their product and then do research to find out the answers. Have students share their findings with the class.

## Practice 2



WB p. 79/ act. 8



### 8 Listen. Then circle T for true or F for false.

- Read the directions aloud and ask volunteers to read the numbered sentences aloud.
- Play Audio Track 124. Have students complete the activity.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about other countries.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog, for example, key information about Costa Rica.

## Homework

WB p. 79/ act. 9 & 10



### 9 Look at 8. Read the underlined expressions. Match the expressions with their meaning. Write the letters.

- Direct students to WB Activity 9 on page 79. Tell students to read the underlined expressions in the dialog again and then match each expression with the words with the same meaning.

### 10 Complete with the expressions in 9.

- Direct students to WB Activity 10 on page 79. Tell students to complete the sentences with the correct expressions in Activity 9.

## Extra Application and Practice Activity

- Have partners discuss the products from Activity 9. Ask: *Which product would you like to have? Why?* Have students mime using one of the products. Invite classmates to guess the product.

# Language in Action

I will listen to a dialog about other countries.



Listen and read. What new information does Sue find out about Costa Rica?

**Martin:** I can't wait. We're going to Costa Rica next week!

**Sue:** Costa Rica? I don't know much about that country.

**Martin:** Well, you've come to the expert! What do you know about it?

**Sue:** I know that it's in Central America.

**Martin:** It is! But can you guess what it's known for? A third of the country is made up of them.

**Sue:** I don't have a clue.

**Martin:** Its rain forests! A lot of agricultural products come from there, too. In fact, that banana you're eating was probably grown there.

**Sue:** This banana? How do you know?

**Martin:** Read the sticker on it.

**Sue:** Costa Rica... you're so smart!

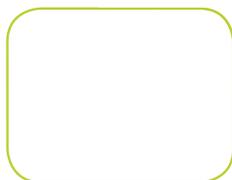


Practice the dialog in 7 with a partner.



Listen and stick. Then complete the labels with words from the box.

China   Hungary   Morocco   Saudi Arabia



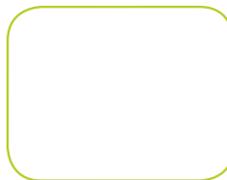
1 Made in \_\_\_\_\_



2 Made in \_\_\_\_\_



3 Made in \_\_\_\_\_



4 Made in \_\_\_\_\_

# Grammar

I will learn to use the *be* verb and the past participle to make passive sentences.

That rug **is made** of wool.

The first tire **was invented** in the U.K.

Those bananas **are grown** in Ecuador.

The first cola cans **were sold** in the U.S.

**Tip:** To form the passive, use the present simple or past simple form of the verb *be* with the past participle of the main verb.

**10** Put the words in order to make statements.

1 plate/clay/That/made/is/of

\_\_\_\_\_

2 T-shirts/worn/all over the world/are/These

\_\_\_\_\_

3 was/The/created/chocolate/first/Mexico/in

\_\_\_\_\_

4 The/were/DVDs/first/Japan/in/produced

\_\_\_\_\_



**11** Make sentences. Use the present simple passive form of the verb in parentheses.

1 Those sweaters \_\_\_\_\_ (wear) in Norway.

2 These planes \_\_\_\_\_ (develop) in Greece.

3 Flower pots \_\_\_\_\_ (make) of clay.

4 Cotton \_\_\_\_\_ (use) to make towels.

5 Rubber \_\_\_\_\_ (produce) in Brazil.

**12** Complete the sentences. Use the past simple passive form of the correct verb from the box.

design    eat    import    sell

1 Millions of scarves \_\_\_\_\_ in China last year.

2 This video game \_\_\_\_\_ in Spain.

3 A lot of pizza \_\_\_\_\_ in Britain last year.

4 All the boots in this market \_\_\_\_\_ from Holland.

# Grammar Lesson

## Lesson Flow



## Lesson Objective

I will learn to use the *be* verb and the past participle to make passive sentences.

## Key Language

That rug **is made** of wool. The first tire **was invented** in the U.K.

Those bananas **are grown** in Ecuador. The first cola cans **were sold** in the U.S.

### Grammar

I will learn to use the *be* verb and the past participle to make passive sentences.

That rug **is made** of wool.  
Those bananas **are grown** in Ecuador.

The first tire **was invented** in the U.K.  
The first cola cans **were sold** in the U.S.

Tip: To form the passive, use the present simple or past simple form of the verb *be* with the past participle of the main verb.

**10** Put the words in order to make statements.

- 1 plate/clay/That/made/is/of  
\_\_\_\_\_
- 2 T-shirts/worn/all over the world/are/These  
\_\_\_\_\_
- 3 was/The/created/chocolate/first/Mexico/in  
\_\_\_\_\_
- 4 The/were/DVDs/first/Japan/in/produced  
\_\_\_\_\_

**11** Make sentences. Use the **present simple passive form** of the verb in parentheses.

- 1 Those sweaters \_\_\_\_\_ (wear) in Norway.
- 2 These planes \_\_\_\_\_ (develop) in Greece.
- 3 Flower pots \_\_\_\_\_ (make) of clay.
- 4 Cotton \_\_\_\_\_ (use) to make towels.
- 5 Rubber \_\_\_\_\_ (produce) in Brazil.

**12** Complete the sentences. Use the past simple passive form of the correct verb from the box.

design   eat   import   sell

- 1 Millions of scarves \_\_\_\_\_ in China last year.
- 2 This video game \_\_\_\_\_ in Spain.
- 3 A lot of pizza \_\_\_\_\_ in Britain last year.
- 4 All the boots in this market \_\_\_\_\_ from Holland.

Unit 8 101

## Warm-up



**Materials:** Newspapers

- Have students review present and past tense verbs by scanning newspaper articles. Have them find present tense and past tense verbs. Then divide the class into two teams. Players take turns reading a verb and challenging the other team to change its tense. Say: *Change present verbs to past verbs. Change past verbs to present verbs.* Teams score one point for each verb they correctly change.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the *be* verb and the past participle to make passive sentences.*

- Students will use passive verbs.

## Presentation 1



- Have volunteers read the text in the grammar box aloud. Ask: *What's the subject of the first sentence? (That rug) Does the sentence say that the watch does something? (No; the sentence says that it's made of wool.)*

- Say: *Every verb has a past participle. For regular verbs, the past participle is the base form of the verb + -ed. For example, the past participle of work is worked. But irregular verbs such as make and grow don't follow this rule. The past participle of make is made. The past participle of grow is grown.*
- Refer students back to the Language in Action dialog and elicit or highlight the grammar structures in the dialog.

## Practice 1



### 10 Put the words in order to make statements.

- Read the directions aloud and complete the first item together. Then have students complete the activity independently.

#### MONITOR

Check answers as a class. (Answers: 1 That plate is made of clay. 2 These T-shirts are worn all over the world. 3 The first chocolate was created in Mexico. 4 The first DVDs were produced in Japan.)

## Practice 2



### 11 Make sentences. Use the present simple passive form of the verb in parentheses.

- Read the directions aloud. Have volunteers read the words in the left-hand column.
- Have students complete the activity independently in their notebooks.

#### MONITOR

Check answers as a class. (Answers: 1 Those sweaters are worn in Norway. 2 These planes are developed in Greece. 3 Flower pots are made of clay. 4 Cotton is used to make towels. 5 Rubber is produced in Brazil.)

#### ASSIST

Help students form the past participle of the verbs *develop*, *use*, and *produce*. Say: *To form the past participle of most verbs, add -ed or -d. What is the past participle of develop? (developed) of use? (used) of produce? (produced)*

## Practice 3

WB p. 80/ act. 11



### 11 Match the three forms of the verbs. Draw lines.

- Ask volunteers to read the sentences in the grammar box.
- Read the directions aloud and explain that students have to draw a line between the three forms of the verb.

## Practice 4

WB p. 80/ act. 12



### 12 Write the sentences. Use the present simple passive form of the verbs in parentheses.

- Read the directions aloud. Explain that students have to use the simple present form of the verb in the passive in parentheses.
- Have volunteers read words in parentheses and the example sentence aloud.

## Practice 5



### 12 Complete the sentences. Use the past simple passive form of the correct verb from the box.

- Read the directions and the words in the box aloud. Complete the first item with the class. Then have students complete the activity independently.

#### MONITOR

Check answers as a class. (Answers: 1 were sold, 2 was designed, 3 was eaten, 4 were imported)

#### ASSIST

Review the past participle forms of the verbs in the box before starting the activity. (*design/designed, eat/eaten, import/imported, sell/sold*)

### 21st Century Self-Directed Learning

- Encourage students to recognize and follow their own learning styles to learn past participles. Auditory learners might make recordings of themselves reading verb forms. Visual learners can use Flashcards or pictures from magazines/drawings. Kinesthetic learners can mime passive sentences. Interpersonal learners can explain the rules to others.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to use the be verb and the past participle to make passive sentences.*

- Encourage awareness of what students have learned by quickly eliciting some sentences with the present and past passive.

## Homework

WB p. 81/ act. 13 & 14



### 13 Look and complete the sentences. Use the past simple passive form of the verbs in parentheses.

- Direct students to WB Activity 13 on page 81. Tell students to complete the sentences with the simple past of the verb in the passive.

### 14 Unscramble the words. Use them to write sentences. Use the present simple passive form of the verb.

- Direct students to WB Activity 14 on page 81. Tell students to unscramble the words and then use the words to make sentences using the present form of the verb in the passive.

## Extra Application and Practice Activity

- Have students prepare and role-play TV commercials in which they try to sell one of the products presented on the page. Model: *This coffee was grown in Costa Rica. It was picked just a few days ago. Then it was carried on a plane to our shop.*

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about where food comes from.

## Key Language

country of origin, diesel, distribution center, fresh produce, gas, imported, local, locally-grown, pollution, seasonal, shipping, typical

**Content Connection | Science**

I will learn about where food comes from.

**CONTENT WORDS**  
country of origin diesel distribution center fresh produce gas imported locally-grown pollution seasonal shipping typical

**13** Listen and read. How do people eat any food all year round?

### From the Farm to Your Plate

Imagine you're at a restaurant. You order a salad with beautiful green lettuce, nice red tomatoes, yellow peppers, and cucumber. When it comes, you can't wait to take that first bite. But stop for a minute and think about how long it actually took to get to your plate. Not from the kitchen, but from the farm.

Let's take a look at a typical salad served in the United States. "Fresh" foods, such as the lettuce, might be grown locally. But what about the other food on your plate? Nowadays, the country of origin of most of our fresh produce — that's the place where it was grown — is thousands of kilometers away. It was picked, washed, packed, and brought to a distribution center half way around the world before it traveled to a store near you. So food when it looks fresh has actually traveled in a refrigerated van for a week.

But that isn't the only problem. Food needs transportation, and all forms of transportation cause air pollution. The farther food travels, the more gas and diesel fuel are used, so more pollution is released. Shipping fresh produce can add up to forty-five times more pollution to the air.

There is a solution, however. We can stop eating imported foods, and we can buy fresh produce grown locally. The lettuce picked yesterday will taste a lot better. It'll also be healthier than lettuce picked a week ago. Eating locally-grown produce also means that you eat more variety. We forget that different fruits and vegetables grow in different seasons. Unfortunately, this means we have to eat seasonal fruit and vegetables. That means we can't eat fresh summer fruit and vegetables in the winter. But we really shouldn't anyway!

**14** Look at 13. Match to complete the sentences.

1 Fresh produce in the U.S. . . .	a it causes less pollution.
2 It's better to eat local produce than produce from far away because . . .	b we have to eat seasonal fruit and vegetables.
3 If we eat locally-grown produce . . .	c sometimes comes from far away.

**THINK BIG** Isn't it better to have food you like all year round, no matter how far it travels? Why/Why not?

102 Unit 8

## Warm-up

**Materials:** World map or globe, Internet

- Have students choose a city in a country other than their own and use a world map or the Internet to find out how far away the city is from where they live, in miles and in kilometers.
- Invite students to share the information they learned about the cities they chose. Ask: *Do you think it would be more or less expensive to have products shipped from cities that are farther away? Why?*
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about where food comes from.*
- Students will listen to, read, and talk about how far food travels to reach us.

## Pre-reading

- Have students read the title of the text aloud and describe the pictures next to the text. Then have students read the Content Words aloud and share their meanings.

**13 Listen and read. How do people eat any food all year round?**

- Read the directions aloud.
- Play Audio Track 125 and have students listen and read along.
- Have students answer the question independently. Check answer as a class. (*Answer: Because we eat locally-grown produce as well as imported foods.*)

## MONITOR

Pause after each section and ask questions to check for understanding. Have volunteers answer the questions and point out where in the text they found the answer. Ask: *How far does most food in the United States travel from the farm to the shop?* (thousands of kilometers)

*What problem can shipping food cause?* (Shipping uses gas and diesel fuel, which create air pollution.) *How can this problem be solved?* (We can buy and eat locally grown food.)

## ASSIST

Replay the audio as necessary. Have students point to each Content Word in the text and use context clues to determine its meaning. Help students modify any unclear, incomplete, or incorrect definitions.

Encourage students to create a two-column problem-and-solution chart to take notes about the article. Help students state the problem briefly: *Getting food from far away can cause pollution.* Then have them read to find the solution suggested in the article. (Buy and eat locally grown food.)

**Heteronyms:** Write *produce* on the board. Say: *Some words have the same spelling but different pronunciations and meanings. When you emphasize the first syllable, produce means “farm products”. When you emphasize the second syllable, produce means “to make”.* Have students find two meanings and pronunciations for each of these words: *desert* (a dry place, to abandon); *object* (a thing, to protest), *project* (planned work, to cast an image).

**Practice 1** WB p. 82/ act. 15**15 Match the words with the definitions. Write the letters.**

- Read the directions aloud. Explain that students have to match each word in the left-hand column with its definition in the right-hand column.
- Have students work independently.

**Practice 2****14 Look at 13. Match to complete the sentences.**

- Read the directions aloud. Tell students to match the start of the sentences in the left-hand column with the end of the sentences in the right-hand column.
- Have students work independently.
- Check answers as a class

**Think BIG****21st Century Environmental Literacy**

- Read the directions aloud. Have students work in small groups to talk about food distribution.

## CHALLENGE

Have students conduct interviews with local shops or markets to find out where local foods are available in your area.

**Video** Documentary U08

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

**Lesson Objective**

## INVOLVE

Revisit the lesson objective: *Now I have learned about where food comes from.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, elicit where our produce should come from.

**Homework**  P.T151 126 WB p. 82/ act. 16**16 Read and complete with the words from the box. Then listen and check.**

- Direct students to WB Activity 16 on page 82. Tell students to read and complete the text with the words in the box. Tell them to then play Audio Track 126 to listen and check their answers.

**Extra Application and Practice Activity****21st Century Leadership and Responsibility**

- Have small groups create action plans to show the benefits of locally grown food. Have the groups share their ideas with the class and identify one idea they would like to carry out.

I will learn about where food comes from.

## CONTENT WORDS

country of origin diesel distribution center fresh produce gas imported locally-grown pollution seasonal shipping typical



Listen and read. How do people eat any food all year round?

# From the Farm to Your Plate



Imagine you're at a restaurant. You order a salad with beautiful green lettuce, nice red tomatoes, yellow peppers, and cucumber. When it comes, you can't wait to take that first bite. But stop for a minute and think about how long it actually took to get to your plate. Not from the kitchen, but from the farm...

Let's take a look at a typical salad served in the United States. "Fresh" food, such as the lettuce, might be grown locally. But what about the other food on your plate? Nowadays, the country of origin of most of our fresh produce – that's the place where it was grown – is thousands of kilometers away. It was picked, washed, packed, and brought to a distribution center half way around the world before it traveled to a store near you. So food which looks fresh has actually traveled in a refrigerated van for a week.

But that isn't the only problem. Food needs transportation, and all forms of transportation cause air pollution. The farther food travels, the more gas and diesel fuel are used, so more pollution is released. Shipping fresh produce can add up to forty-five times more pollution to the air.

There is a solution, however. We can stop eating imported foods, and we can buy fresh produce grown locally. The lettuce picked yesterday will taste a lot better. It'll also be healthier than lettuce picked a week ago. Eating locally-grown produce also means that you eat more variety. We forget that different fruits and vegetables grow in different seasons. Unfortunately, this means we have to eat seasonal fruit and vegetables. That means we can't eat fresh summer fruit and vegetables in the winter. But we really shouldn't anyway!



Look at 13. Match to complete the sentences.

- |  |   |
|--|---|
| 1 Fresh produce in the U.S...  | a it causes less pollution.                     |
| 2 It's better to eat local produce than produce from far away because... | b we have to eat seasonal fruit and vegetables. |
| 3 If we eat locally-grown produce,...                                    | c sometimes comes from far away.                |



Isn't it better to have food you like all year round, no matter how far it travels? Why/Why not?

I will learn about where things come from.

## CONTENT WORDS

borders chemical county jigsaw puzzle explorer

127  
15

Listen and read. Which country did each object come from?

# Where Did It Really Come From



Think of spaghetti, and Italy comes to mind. How about French fries? Well you shouldn't think of France because that isn't where they really come from...

Fries are called French, but they were first made in Belgium. The Belgians used to eat small fried river fish. But when the river froze in the winter, they fried small pieces of potato instead. The Spanish introduced the potato to the Belgians from South America. The French didn't eat potatoes until much later because they thought they were poisonous.



In China, people have been making noodles since 3000 BC. The Italian explorer Marco Polo brought noodles to Europe in the 13th century. This became spaghetti! Thomas Jefferson brought spaghetti to the U.S. from France in the 1700s.

The Chinese gave us fireworks, but Englishmen invented the match. Robert Boyle found a way to make fire by mixing phosphorus and sulphur. In 1827, John Walker used this chemical combination to create a match. It was one meter long!

The idea for the jigsaw puzzle came from John Spilsbury in 1767. He was a teacher who wanted to teach his students geography. He glued a map of England and Wales to a flat piece of wood. Then he cut out the map along county borders. After mixing up the pieces, his students made the map puzzle. The jigsaw puzzles which we see today were invented about 100 years later, after power tools were invented.



So are you sure about an object's origins? The label might say one thing, but the idea probably came from somewhere else!

16

Look at the passage. Complete the sentences.

- 1 Thomas Jefferson visited France in the \_\_\_\_\_ and brought spaghetti to the U.S.
- 2 In \_\_\_\_\_, John Walker created a match.
- 3 In \_\_\_\_\_, John Spilsbury had the idea for a jigsaw puzzle.



Name a special food or invention that came from your country.

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about where things come from.

## Key Language

borders, chemical, county, explorer, jigsaw puzzle

### Culture Connection | Around the World

I will learn about where things come from.

**CONTENT WORDS**  
borders chemical county jigsaw puzzle explorer

**15** Listen and read. Which country did each object come from?

## Where Did It Really Come From?

Think of spaghetti, and Italy comes to mind. How about French fries? Well you shouldn't think of France because that isn't where they really come from...

Fries are called French, but they were first made in Belgium. The Belgians used to eat small fried river fish. But when the river froze in the winter, they fried small pieces of potato instead. The Spanish introduced the potato to the Belgians from South America. The French didn't eat potatoes until much later because they thought they were poisonous.

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So are you sure about an object's origins? The label might say one thing, but the idea probably came from somewhere else!

**16** Look at the passage. Complete the sentences.

- 1 Thomas Jefferson visited France in the \_\_\_\_\_ and brought spaghetti to the U.S.
- 2 In \_\_\_\_\_, John Walker created a match.
- 3 In \_\_\_\_\_, John Spilsbury had the idea for a jigsaw puzzle.

**THINK BIG** Name a special food or invention that came from your country.

Unit 8 103

## Warm-up

- Write the names of these foods and products on the board: *French fries, jigsaw puzzles, spaghetti, matches, fridges, sunglasses*. Have students write a sentence using one of these words. Then have them read their sentence aloud, leaving out the missing word and challenging classmates to guess.
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about where things come from.*
- Students will listen to, read, and talk about origins of foods and products.

## Pre-reading



- Preview the article by having students read the title aloud. Have students describe what they see in the pictures. Elicit what students think the passage is about.

## Reading



**Materials:** World map or globe

### 15 Listen and read. Which country did each object come from?

- Read the directions aloud. Tell students to read the text quickly and raise their hands and stop reading as soon as they have found the country where each object comes from.
- Play Audio Track 127 and have students listen and check their answers. (*Answers: fries, Belgium; noodles, China; matches, England; jigsaw puzzle, England*)
- Read out the list of Content Words in the box and have students find them in the text. Encourage students to guess the meanings from context.

#### MONITOR

As soon as most of the class has raised their hands, tell students to stop reading and check answers.

### 21st Century Global Awareness

- Write the following items on the board: *jigsaw puzzles, fireworks, refrigerator, spaghetti, potato, French fries, and matches*. Display the world map and invite students to come up, name an item from the list, and point to the country of origin.

#### CHALLENGE

Focus attention on the Content Words. Have students find them in the text and try and deduce the meanings from context. Ask students to use the words in sentences of their own.

## Practice 1



### 16 Look at the passage. Complete the sentences.

- Read the directions aloud. Ask a volunteer to read out the numbers in the box. Have students complete the sentences individually and compare their answers with a classmate's.

#### MONITOR

Walk around and check students are answering correctly. Invite students to read out the completed sentences. (*Answers: 1 1700s, 2 1827, 3 1767*)

## Practice 2



WB p. 83/ act. 17



### 17 Read and complete. Then listen and check.

- Read the directions aloud. Explain to students that they have to read the text and fill in the sentences with the words from the box.
- Play Audio Track 128 and have students listen and check their answers.

## Think BIG



### 21st Century Cultural Awareness

- Read the directions aloud. Have pairs work together to discuss which special food or invention came from their country.

#### MONITOR

As students work, walk around and help out with expressions and vocabulary where needed. Make a note of common pronunciation errors and correct them at the end of the activity.

- Invite students to share their answers with the class and encourage the class to comment.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned about where things come from.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, ask about the mistakes people make with the origins of some foods.

## Homework

WB p. 83/ act. 18



### 18 Read 17 again and answer the questions.

- Direct students to WB Activity 18 on page 83. Tell students to read the passage and answer the questions.

## Extra Application and Practice Activity

**Materials:** Poster paper, art supplies

### 21st Century Media Literacy

- Ask teams to prepare a presentation of their fun facts on a poster. Hand out poster paper and art supplies and have them create a poster.
- Ask teams to present their facts to the class with the aid of their poster. Display the posters around the classroom and encourage students to read them in their spare time.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Practice 4



Practice 5



Lesson Objective



Homework

## Lesson Objective

I will learn to write a persuasive paragraph.

### Writing | Persuasive writing

I will learn to write a persuasive paragraph.

- 17** Read the paragraph. Find the main opinion. Note down three reasons used to support it. Do the reasons persuade you to visit Corsica? Discuss with a partner.

#### Come to Sunny Corsica!

main opinion →

This beautiful island paradise, a territory of France, is located in the beautiful Mediterranean. It's made up mostly of mountains, which run from north to south in a single chain. The coast, however, offers vast stretches of fabulous beaches. It's the perfect place for a family vacation! The main languages spoken here are French and English, making it easy to find out everything you need to know. The island is known for its hiking in spectacular mountainous scenery. It's also popular for diving along its unspoiled and wild shoreline. But if you want a less active vacation, Corsica is also the perfect place for sunning yourself on one of its magnificent beaches. The island's rich history makes it perfect for those wanting culture, too! Come and visit Corsica and find out first-hand why it's known for being a top vacation destination!



- 18** Choose your favorite vacation spot. Write a topic sentence expressing your main opinion. Write three reasons.

Main opinion \_\_\_\_\_  
Reason \_\_\_\_\_  
Reason \_\_\_\_\_  
Reason \_\_\_\_\_

- 19** Use the information you listed in 18 to write a paragraph.  
**20** Exchange paragraphs with your partner. Did your partner's reasons persuade you?

104 Unit 8

## Warm-up



**Materials:** Newspapers and magazines

- Say: *Persuasive writing tries to get the reader to agree with the writer's opinions. A good writer includes reasons to support his or her opinions.*

## 21st Century Media Literacy

- Give students newspapers and magazines to find persuasive ads. Ask why they find them so effective.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

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

- Students will read and write a persuasive paragraph.

## Practice 1



**17 Read the paragraph. Find the main opinion. Note down three reasons used to support it. Do the reasons persuade you to visit Corsica? Discuss with a partner.**

- Ask: *How can you persuade someone to agree with you?* (Possible answers: State your opinion clearly./Give reasons that support your opinion.)
- Read the directions aloud. Then have volunteers read the paragraph aloud. Have students complete the activity independently.

### MONITOR

Ask: *What is the main opinion of this paragraph?* (Corsica is the perfect place for a family holiday.) Then ask: *What three reasons are used to support the main idea?* (Reasons: The main languages spoken here are French and English, making it easy to find out everything you need to know. The island is known for its hiking in spectacular mountainous scenery. It's also popular for diving along its unspoiled and wild shoreline. Corsica is also the perfect place for sunning yourself on one of its magnificent beaches. The island's rich history makes it perfect for those wanting culture, too!)

**Organization:** Point out that the model persuasive paragraph doesn't begin with the main opinion. The writer decided to start with some interesting facts first. After students complete Activity 17, suggest that they write their main opinion and reasons on separate index cards. Before they write, students can rearrange the cards to find an effective order. Discuss placing reasons in order of importance, from least important to most important or from most important to least important.

## Practice 2

WB p. 84/ act. 19



**19 Read the persuasive paragraph. Then answer the questions.**

- Have volunteers read the tips for writing a well-written persuasive paragraph in the purple box.
- Read the directions. Have volunteers read the paragraph and questions aloud.
- Have students complete the activity independently.

## Practice 3



**18 Choose your favorite vacation spot. Write a topic sentence expressing your main opinion. Write three reasons.**

- Read the directions aloud. Encourage students to choose places they have visited. Say: *Your writing will*

*be more persuasive if you write about a place you know well.*

- Have students work independently to complete the activity. Allow them to use the Internet to find additional information.

## Practice 4



**19 Use the information you listed in 18 to write a paragraph.**

- Read the directions aloud. Remind students that the goal of their writing is to persuade readers to visit their favorite vacation spot.
- Have students write independently.

### MONITOR

Check to see that students include all of the ideas from their prewriting chart.

## Practice 5



**20 Exchange paragraphs with your partner. Did your partner's reasons persuade you?**

- Read the directions aloud. Suggest that students rate their partner's work on a scale of 1 to 5. Say: A "1" means you don't agree with the writer. A "5" means you strongly agree with the writer.

### MONITOR

Have students note down the main idea and three supporting reasons in their partner's work

## Lesson Objective



### INVOLVE

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

- Encourage awareness of what students have learned by quickly eliciting how to make a persuasive paragraph good and persuasive!

## Homework

WB p. 84/ act. 20 & 21



**20 Think of a nice vacation spot. Complete the chart with your ideas.**

- Direct students to WB Activity 20 on page 84. Tell students to think of a nice vacation spot and then complete the chart with their ideas.

**21 Use your chart in 20 to write a persuasive paragraph about your vacation spot.**

- Direct students to WB Activity 21 on page 84. Tell students to write a persuasive paragraph about their vacation spot.

## Extra Application and Practice Activity

- Have student pairs choose a paragraph to read aloud. Then have the class vote on the most persuasive paragraph. Ask students to give reasons for their choice.

I will learn to write a persuasive paragraph.

- 17** Read the paragraph. Find the main opinion. Note down three reasons used to support it. Do the reasons persuade you to visit Corsica? Discuss with a partner.

## Come to Sunny Corsica!

**main opinion**

This beautiful island paradise, a territory of France, is located in the beautiful Mediterranean. It's made up mostly of mountains, which run from north to south in a single chain. The coast, however, offers vast stretches of fabulous beaches.

It's the perfect place for a family vacation! The main languages spoken here are French and English, making it easy to find out everything you need to know. The island is known for its hiking in spectacular mountainous scenery. It's also popular for diving along its unspoiled and wild shoreline. But if you want a less active vacation, Corsica is also the perfect place for sunning yourself on one of its magnificent beaches. The island's rich history makes it perfect for those wanting culture, too! Come and visit Corsica and find out first-hand why it's known for being a top vacation destination!



- 18** Choose your favorite vacation spot. Write a topic sentence expressing your main opinion. Write three reasons.

Main opinion \_\_\_\_\_

Reason \_\_\_\_\_

\_\_\_\_\_

Reason \_\_\_\_\_

\_\_\_\_\_

Reason \_\_\_\_\_

\_\_\_\_\_

- 19** Use the information you listed in 18 to write a paragraph.
- 20** Exchange paragraphs with your partner. Did your partner's reasons persuade you?

# Life Skills | Appreciate what you eat and use every day.

**I will learn to** talk about what I eat and use every day.

- 21** Copy and complete the chart for each category. Follow the examples. Then discuss with a partner.



What I appreciate	Where it comes from
The food I eat <i>fruit like oranges</i> <i>salad</i>	<i>right here in Mexico</i> <i>local markets and my garden</i>
The clothes I wear	
The transportation I use	
The technology I use	

- 22** Work in small groups. Compare your charts. Do you appreciate some of the same things?

I like my jeans. They're made of cotton from Costa Rica.



## Project

- 23** Choose a category from the chart in 21. Draw or find pictures to make a poster. Label where each comes from. Give a presentation about your poster.



Unit 8 105

# Life Skills Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about what I eat and use every day.

## Key Language

Appreciate what you eat and use every day.

## Life Skills | Appreciate what you eat and use every

I will learn to talk about what I eat and use every day.

- 21** Copy and complete the chart for each category. Follow the examples. Then discuss with a partner.

What I appreciate	Where it comes from
The food I eat <i>fruit like oranges salad</i>	<i>right here in Mexico local markets and my garden</i>
The clothes I wear	
The transportation I use	
The technology I use	

- 22** Work in small groups. Compare your charts. Do you appreciate some of the same things?



## Project

- 23** Choose a category from the chart in 21. Draw or find pictures to make a poster. Label where each comes from. Give a presentation about your poster.

I like my jeans. They're made of cotton from Costa Rica.



Unit 8 105

## Warm-up



- Have students try a visualization experiment to think of products they use every day. Say: *Close your eyes. What do you do when you wake up? Think of the first three products you touch every day.* Have students write down their lists and then compare them. Repeat the exercise for products used before going to bed.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about what I eat and use every day.*
- Students will think about the foods and products they use every day. Then they will create a poster that tells where some of the things they appreciate most come from.

## Practice



### 21 Copy and complete the chart for each category. Follow the examples. Then discuss with a partner.

- Read the directions and the chart labels aloud. Say: *To appreciate means “to value.” When you appreciate something, you understand how and why it is important to you.*
- Have volunteers read the chart examples aloud. Then have students work independently to complete their charts before discussing them with a partner.

### MONITOR

- Check to make sure that students complete their charts with specific foods and products and tell what country or place they come from.

### ASSIST

- Review the meanings of *transportation* and *technology*. Say: *Transportation includes things that take you from one place to another, like a bicycle, bus, car, or truck. Technology includes tools and science strategies.* Remind students to check labels or packaging for information about places of origin.

## Speaking



### 22 Work in small groups. Compare your charts. Do you appreciate some of the same things?

- Read the directions aloud and have students work in small groups to compare their charts.
- Have students place check marks next to items that more than one student in their group included.

### MONITOR

- Remind students that products may come from more than one place. Model: *I appreciate the lettuce that I buy in the store. It comes from Guatemala. I can buy it all year. But I appreciate the lettuce I grow in my garden even more. It grows in the spring and summer and tastes wonderful!*

## Project



**Materials:** Poster paper, art supplies

### 23 Choose a category from the chart in 21. Draw or find pictures to make a poster. Label where each comes from. Give a presentation about your poster.

- Read the directions and the text in the speech bubble aloud. Invite volunteers to read the sample poster title and labels aloud.
- Have students create their posters independently. Say: *You can find pictures in magazines or create drawings. Your poster can mix photos and drawings.*

### MONITOR

- As students present their posters, listen for correct vocabulary and use of target language.

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about what I eat and use every day.*
- Encourage awareness of what students have learned by quickly eliciting what they remember about the things they need to appreciate from the lesson.

## Extra Application and Practice Activity

### 21st Century Social Skills

- Display students' posters in the classroom. Have each student write a brief review of another student's poster, identifying both strengths and weaknesses. Say: *Whenever you want to give advice, be sure that you use a helpful tone. Always begin by saying something nice about your classmate's work. When you want to discuss a weakness, be careful not to hurt your classmate's feelings.*

# Listening and Speaking Lesson

## Lesson Flow



## Lesson Objectives

I will review the sounds *lf*, *lp*, and *lm*.

I will learn to talk about places I know.

## Listening and Speaking

**I will review** the sounds *lf*, *lp*, and *lm*.  
**I will learn to** talk about places I know.

<sup>129</sup> 24 Listen, read, and repeat.

1 l-f lf      2 l-p lp      3 l-m lm

<sup>130</sup> 25 Listen and blend the sounds.

1 g-o-lf golf      2 h-e-lp help  
3 f-i-lm film      4 e-lf elf  
5 e-lm elm

<sup>137</sup> 26 Listen and chant.

School clubs are fun clubs!  
Golf clubs,  
Film clubs,  
And best of all,  
Help Others clubs!



<sup>27</sup> Work in small groups. Play a guessing game.



Oranges are grown here.

Yes, that's right!

Is it Spain?



## Warm-up



- Have students preview the first activity by having them role-play tour guides. Say: *A tour guide takes visitors to a new place and tells them about it. Invite students to take turns giving a tour of the classroom. Tell them to point out interesting objects and say where they come from. Model: Welcome to our class. This door comes from a local factory. It's made of wood. The windows are made of glass. The glass comes from Japan. These books were printed in Mexico. They were written by authors from many countries.*

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the sounds lf, lp, and lm, and learn to talk about places I know.*

- Students will use the sounds *lf*, *lp* and *lm* individually and as part of words. Then they will talk about places they know and what they are known for.

## Presentation



### 24 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 129 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.

### ASSIST

Use simple language and gestures to explain unfamiliar words. Say: *To notice means "to see". An improvement makes something better. Something historical has an important history or past.*

## Practice 1



### 25 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 130 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.

### MONITOR

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

### ASSIST

- Replay Audio Track 130 as needed.

## Practice 2



### 26 Listen and chant.

- Read the directions aloud. Read the chant while students follow in their books.
- Play Audio Track 131 and have students listen. Replay Audio Track 131 several times and encourage them to join in.

### MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Speaking



**Materials:** Slips of paper, bags

### 27 Work in small groups. Play a guessing game.

- Read the directions and the steps of the activity aloud. Model: *On this slip of paper, I'll write the name of a place – Italy. On another slip of paper, I'll write three things that Italy is known for – pasta, art, and pizza.*
- Have students work in groups creating slips of paper and placing them in the appropriate bags. Then have groups switch bags.
- Tell group members to take turns drawing slips of paper and reading them aloud. The other members of the group guess the place or what it's known for. Suggest that students use the speech bubbles as a guide.

### MONITOR

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

### ASSIST

Provide students with examples to use: *France, known for croissants, the Eiffel Tower, fashion; England, known for fish and chips, Big Ben, rain.*

### 21st Century Collaboration

- Remind students that each team member should contribute when working in a small group. Say: *Taking turns is a good way to make sure that every team member gets to help. As groups complete paper slips for Activity 27, suggest that team members take turns naming a famous country or city. Other team members can then write the slip that says what that place is known for.*

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have reviewed the sounds lf, lp, and lm, and learned to talk about places I know.*

- Encourage awareness of what students have learned by quickly eliciting the words from the lesson with the sounds *lf*, *lp*, and *lm*.

## Application and Practice Activity

- Have students stay in their groups. Have them swap bags, empty them and match each slip of paper from the "Places" bag to its counterpart in the "What It's Known For" bag.

# Listening and Speaking

**I will review** the sounds *lf*, *lp*, and *lm*.  
**I will learn to** talk about places I know.

<sup>129</sup>  
**24** Listen, read, and repeat.

1 *l-f lf*      2 *l-p lp*      3 *l-m lm*

<sup>130</sup>  
**25** Listen and blend the sounds.

1 g-o-lf      golf      2 h-e-lp      help  
3 f-i-lm      film      4 e-lf      elf  
5 e-lm      elm

<sup>137</sup>  
**26** Listen and chant.

School clubs are fun clubs!  
Golf clubs,  
Film clubs,  
And best of all,  
Help Others clubs!



**27** Work in small groups. Play a guessing game.

Spain

grow  
oranges



Oranges are grown here.

Yes, that's right!

Is it Spain?



# Review

**28** Write what they are made of. Use words from the box.

clay cotton metal rubber wool

- 1 Flower pots, plates, and floors are made of \_\_\_\_\_.
- 2 Cola cans and planes are made of \_\_\_\_\_.
- 3 Tires and boots are made of \_\_\_\_\_.
- 4 Warm winter sweaters are made of \_\_\_\_\_.
- 5 Most T-shirts and sheets are made of \_\_\_\_\_.



**29** Make sentences using the past simple passive form of the verbs.

- 1 These bananas/grow/in Mexico \_\_\_\_\_
- 2 That blanket/made/in Peru \_\_\_\_\_
- 3 Those ovens/produce/in Australia \_\_\_\_\_
- 4 My video game/design/in Japan \_\_\_\_\_

**30** Play a guessing game using the passive form.

China	Italy	Canada
kite	pizza	chocolate nut bar
paper	jeans	basketball
compass	glasses	Superman



It was created in Canada.

No. It is eaten by children.

Yes! Your turn!

Basketball?

A chocolate nut bar?



## I Can

- use words for products and materials.

- talk about products, the materials they are made of and where they come from.

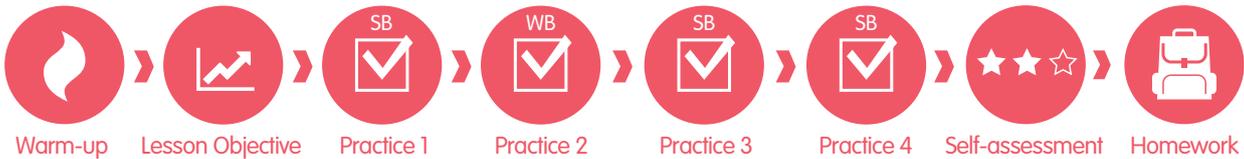
- use the passive voice.

- write a persuasive paragraph.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit

### Review

**28** Write what they are made of. Use words from the box.

clay cotton metal rubber wool

- 1 Flower pots, plates, and floors are made of \_\_\_\_\_.
- 2 Cola cans and planes are made of \_\_\_\_\_.
- 3 Tires and boots are made of \_\_\_\_\_.
- 4 Warm winter sweaters are made of \_\_\_\_\_.
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- 4 My video game/design/in Japan \_\_\_\_\_

**30** Play a guessing game using the passive form.

China	Italy	Canada
kite	pizza	chocolate nut bar
paper	jeans	Basketball
compass	glasses	Superman



It was created in Canada.

No, it is eaten by children!

Yes! Your turn!



Basketball?

A chocolate nut bar?

**I Can**

• use words for products and materials.	• talk about products, the materials they are made of and where they come from.	• use the passive voice.	• write a persuasive paragraph.
☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆

Unit 8 107

## Warm-up



- Have students create word jumbles to review unit vocabulary. Have students jumble the letters in a word to create a puzzle and then challenge a partner to find and define the secret word. Model: *Here's my word puzzle: R I L T U C E U A R G. These letters spell agriculture, which means "farming".*

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: Say: *Today I will review the words and structures of the unit.*
- Students will review the vocabulary and grammar they learned in Unit 8. They will review talking about products and saying where they came from.

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

## Practice 1



### 28 Write what they are made of. Use words from the box.

- Read the directions and the words in the box aloud. Review the names of the materials and then have students complete the items independently.

### MONITOR

- Check answers as a class. (Answers: 1 clay, 2 metal, 3 rubber, 4 wool, 5 cotton)

## Practice 2 WB p. 85/ act. 22



### 22 Circle the products that are made of the materials in the chart.

- Read the directions aloud. Explain to students that they need to circle the products that are made of materials that are in the chart.
- Have students work independently.

## Practice 3



### 29 Make sentences using the past simple passive form of the verbs.

- Read the directions aloud. Write *These bananas/grow/ in Mexico* on the board. Model: *First, I look for the verb. That's grow. Then I look for the subject. That's bananas, which is plural. So I write the past simple passive form of the verb that matches a plural subject: were grown. Then I put the words together to form a sentence: These bananas were grown in Mexico.*
- Have students complete the activity independently in their notebooks.

#### MONITOR

Invite volunteers to read their answers aloud and check answers as a class. (Answers: 1 *These bananas were grown in Mexico.* 2 *That blanket was made in Peru.* 3 *Those ovens were produced in Australia.* 4 *My video game was designed in Japan.*)

#### ASSIST

Remind students that a singular verb matches the verb *was* and a plural verb matches the verb *were*. Have students write *S* or *P* above each verb to say whether it is singular or plural.

## Practice 4



### 30 Play a guessing game using the passive form.

- Read the directions aloud. Invite volunteers to read out the speech bubbles.
- Have students form pairs. Tell them they should choose one of the objects from the chart and give their partner clues so they can guess where it comes from.
- Have students take turns to give clues and to guess where each object comes from.

## Self-assessment



### I Can

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

## Suggestions for Remediation

### Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 8 Practice Tests in the Assessment Pack.

WB Unit 8/ p. 105

- Direct students who need help with grammar in particular 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. 23 & 24



### 23 Read and circle the correct answers.

- Direct students to WB Activity 23 on page 85. Explain to students that they have to read the sentences and then circle the correct answer to complete them.

### 24 Complete the sentences with the correct form of the verbs in parentheses.

- Direct students to WB Activity 24 on page 85. Explain to students that they have to complete the sentences with the correct form of the verb.

## Extra Application and Practice Activity

**Materials:** product labels, world map or globe

- Have pairs of students look at product labels for information about where the products came from. Students can then write and share sentences about the items that use verbs in the passive voice. Model for students: *My shirt was made in Vietnam. This banana was grown in Costa Rica.* Encourage students to find the places of origin on a world map or globe.

## Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 8 Unit Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 8 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.



# How Adventurous Are You?

## Objectives

### Reading

- Can identify key information in an extended text or article.
- Can draw simple conclusions about the information given in a factual text on a familiar topic.

### Listening

- Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech.
- Can understand the main information in short, simple dialogs about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures.
- Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly.

### Speaking

- Can answer questions about what they have done recently in some detail.
- Can give simple reasons to explain preferences, given a model.

### Writing

- Can provide simple details supporting the main idea of a basic structured paragraph, given prompts or a model.
- Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model.

### Grammar

- Can use the present perfect with *ever*.
- Can express regrets and preferences with *would rather time* with past tense clauses.

## Unit Projects

### Family Connection

Have students tell their families that they are learning about experiences and preferences. Have students interview family members about their experiences and preferences. Model: *What adventures have you been on? Have you ever flown in a plane? Would you rather try a new food or a new sport?* Encourage students to take notes about their interviews and share their findings with the class.

# Key Language

## Key Vocabulary

### Adjectives

cold	sour
delicious	spicy
different	sweet
good	tasty
hot	terrible
popular	traditional
pretty	unusual
raw	

### Expressions

getting ready
I bet!
I've changed my mind.
Oh, really?
save the best for last

## Content Words

adrenal glands	aerialist
adrenalin	antenna
air	board
cells	competitive driver
heart	extreme sports
hormone	parachute
lungs	professional
oxygen	risk
prehistoric	tightrope
protect	trick
release	
stress	

## Grammar/Structures

**Have** you **ever been** to a concert? Yes, I **have**./No, I **haven't**.

**Has** he **ever been** skydiving? Yes, he **has**./No, he **hasn't**.

**Would** they **rather** play soccer or **watch** it? They'**d rather** play soccer.

## Phonics

**The sounds:** *ft, ct, mp, sk*

## Done That, Will Try This Bulletin Board

Create a two-column bulletin board display entitled *Done That, Will Try This*. Begin the display by adding pictures and captions using information from class field trips or previous discussions. Then encourage students to add labeled illustrations that show things they have already done or things they would like to try. Throughout the unit, have students continue to add to the display as they explore adventures and foods to try.

# Language in Context Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about the taste of food.

## Key Language

cold, delicious, different, good, hot, popular, pretty, raw, sour, spicy, sweet, tasty, terrible, traditional, unusual

### 9 How Adventurous Are You?

#### Language in Context

I will learn to talk about the taste of food.

132 **1** Have you ever wondered about the food you eat? Read the fun facts about food. Guess the correct answers. Then listen and check.

- Refried beans are fried
  - once.
  - twice.
  - three or more times.
- The first soup was probably
  - hot vegetable soup.
  - cold fruit soup.
  - hippopotamus soup.
- The ingredient that makes one popular junk food pop in your mouth is
  - just air.
  - carbon dioxide.
  - sugar.
- Ice cream is actually
  - Indian food.
  - Italian food.
  - Chinese food.
- Blueberries
  - may help your memory.
  - may help your hearing.
  - may cause permanent tooth discoloration.

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132 **2** Choose two adjectives from the box to describe each food. Then listen and check.

cold	delicious	different	good	hot	popular	pretty	raw
sour	spicy	sweet	tasty	terrible	traditional	unusual	

Spanish Soup	Chinese Soup	Japanese Seafood	Greek Seafood
_____	_____	_____	_____
Moroccan Dish	Indian Dish	Italian Dessert	Philippine Dessert
_____	_____	_____	_____

**3** Point to the foods in 2. Ask and answer with a partner.

Do you like cold soup?  
Yes, it is. It's very popular in Spain!

I haven't eaten cold soup before! Is it spicy?  
I love spicy food! I'll try it.

**THINK BIG** What traditional foods do you know? Can you describe their taste? How adventurous are you about food?

Unit 9 109

## Warm-up

- Create a word web with students around the topic *adventurous*. Say: *Adventurous means "bold" or "brave". If you're adventurous, you like to try exciting new things. This adjective is related to the word adventure. An adventure is an exciting experience. Have students suggest activities that an adventurous person might try. (Possible answers: roller coasters, parachuting, skiing, new foods, travel to remote places)*
- Check answers from the HW in the last lesson.

## Lesson Objective

### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about the taste of food.*
- Tell students that they will read and talk about unusual foods that you might need to be adventurous to try.

## Presentation

**Materials:** World map or globe

### 1 Have you ever wondered about the food you eat? Read the fun facts about food. Guess the correct answers. Then listen and check.

- Read the directions aloud. Remind students to read all of the answer choices before making a decision. Have students complete the activity independently.
- Conduct a class poll to find the most popular answer for each item.

### MONITOR

Play Audio Track 132. Have students listen to check their answers. (Answers: 1 a, 2 c, 3 b, 4 c, 5 a)

## Practice 1



WB p. 86/ act. 1



### 1 Listen and match. Write the number.

- Read the directions aloud. Play Audio Track 133 and have students number the pictures.

## Practice 2

WB p. 86/ act. 2



### 2 Read about the food in the pictures in 1. Rate them. 1 = I really want to try it! 2 = I might want to try it. 3 = I never want to try it!

- Read the directions aloud. Ask volunteers to read the four texts aloud.
- Have students rate the types of food independently. Then discuss their ratings in small groups.

## Practice 3



**Materials:** World map or globe

### 2 Choose two adjectives from the box to describe each food. Then listen and check.

- Read the directions aloud. Have students preview the words in the box and the pictures. Explain any unfamiliar vocabulary items. Point out that some of the words will be used to describe more than one food. Encourage students to describe what each food looks like.
- Have volunteers find each country of origin on a world map or globe.
- Play Audio Track 134 and have students complete the activity independently in their notebooks.

#### MONITOR

Have volunteers read their answers aloud. Play Audio Track 134 again and have students listen to check their answers. (*Answers: Spanish soup: cold, delicious, spicy; Chinese soup: hot, sour; Japanese Seafood: traditional, raw, delicious; Greek Seafood: wonderful, terrible, tasty; Moroccan Dish: traditional, spicy, good, unusual; Indian Dish: popular, spicy, delicious; Italian Dessert: popular, different, sweet, delicious; Philippine Dessert: traditional, pretty, delicious*)

## Speaking



### 3 Point to the foods in 2. Ask and answer with a partner.

- Read the directions aloud. Have volunteers read the speech bubbles aloud to model the activity.
- Have students work with a partner to ask and answer questions using the speech bubbles as a guide.

#### ASSIST

To prepare students for this activity, list these food groups on the board:

*Soup: gazpacho, cilantro, hot and sour, tofu*

*Appetizers: sushi, octopus, salmon*

*Dishes: tagine, meatballs, sauce, chicken tandoori, lamb*

*Desserts: spumoni, Buko Pandan, coconut.*

## Think BIG



### 21st Century Technology Literacy

- On the board, make two lists: *Traditional Foods* and *Taste*. Read the questions aloud and as students give you their answers, write them under the correct heading on the board.

## Lesson Objective



#### INVOLVE

Revisit the lesson objective: *Now I have learned to talk about the taste of food.*

- Encourage awareness of what students have learned by quickly eliciting the foods that they learned about in the lesson.

## Homework



WB pp. 86 & 87/ act. 3, 4 & 5



### 3 How adventurous are you with food? Look at your ratings in 2 and ✓ your answer.

- Direct students to WB Activity 3 on page 86. Tell students to look at their ratings for the foods in Activity 2 and then check the answer.

### 4 Listen and ✓ the words you hear for each food.

- Direct students to WB Activity 4 on page 87. Tell students to play Audio Track 135 and check each food they hear.

### 5 What food do you like? What food don't you like? What does it taste like?

- Direct students to WB Activity 5 on page 87. Tell students to write sentences that answer each question.

## Think BIG

- Direct students to WB Think BIG on page 87. Tell students to name a traditional food from their country and then circle the words to describe it.

## Extra Application and Practice Activity

**Materials:** Index cards

- Have students create food trading cards for each of the foods described in Activity 2. Each card can include an illustration on the front and a description on the back.
- Have pairs use their cards and ask a question about which food their partners would rather try. Model: *Would you rather try gazpacho or spumoni?* Encourage students to use the adjectives from the box in Activity 2 when giving reasons for their choices.

# 9

# How Adventurous Are You?

## Language in Context

I will learn to talk about the taste of food.



Have you ever wondered about the food you eat? Read the fun facts about food. Guess the correct answers. Then listen and check.

- 1 Refried beans are fried
  - a once.
  - b twice.
  - c three or more times.
- 2 The first soup was probably
  - a hot vegetable soup.
  - b cold fruit soup.
  - c hippopotamus soup.
- 3 The ingredient that makes one popular junk food pop in your mouth is
  - a just air.
  - b carbon dioxide.
  - c sugar.
- 4 Ice cream is actually
  - a Indian food.
  - b Italian food.
  - c Chinese food.
- 5 Blueberries
  - a may help your memory.
  - b may help your hearing.
  - c may cause permanent tooth discoloration.



134  
2

Choose two adjectives from the box to describe each food. Then listen and check.

cold    delicious    different    good    hot    popular    pretty    raw  
sour    spicy    sweet    tasty    terrible    traditional    unusual



Spanish Soup

\_\_\_\_\_

\_\_\_\_\_



Chinese Soup

\_\_\_\_\_

\_\_\_\_\_



Japanese Seafood

\_\_\_\_\_

\_\_\_\_\_



Greek Seafood

\_\_\_\_\_

\_\_\_\_\_



Moroccan Dish

\_\_\_\_\_

\_\_\_\_\_



Indian Dish

\_\_\_\_\_

\_\_\_\_\_



Italian Dessert

\_\_\_\_\_

\_\_\_\_\_



Philippine Dessert

\_\_\_\_\_

\_\_\_\_\_

3 Point to the foods in 2. Ask and answer with a partner.



Do you like cold soup?

Yes, it is. It's very popular in Spain!

I haven't eaten cold soup before! Is it spicy?

I love spicy food! I'll try it.



**THINK BIG**

What traditional foods do you know? Can you describe their taste? How adventurous are you about food?

# Reading Lesson

## Lesson Flow



## Lesson Objective

I will understand a text about adventures.

## Key Language

climbing, continent, explorer, mountain; climb; adventurous, different; getting ready, I bet!, save the best for last

Reading | Interview

I will understand a text about adventures.

**4** Listen and read. Where is "ugali" from?

### HIGH ADVENTURE at HIGH ALTITUDES

by Phil Steadman

Explorer Gilda Navarro updates us on her attempt to climb the Seven Summits – the highest mountain on each of the world's seven continents.

**Phil Steadman:** Good morning, Gilda. Thanks so much for talking to us today. I know you're busy preparing for your next mountain adventure.

**Gilda Navarro:** Of course, Phil. It's always a pleasure. I could use a break, anyway!

**Phil:** You certainly have been busy over the last two years.

**Gilda:** Yes, you could say that!

**Phil:** For our listeners who may not know, over the last two years you've climbed six of the world's seven tallest mountains. That's amazing for such a short period of time. I get tired just thinking about it!

**Gilda:** My dad always says I have a lot of energy.

**Phil:** That's certainly true! When we last spoke, you were getting ready to climb Mount Kilimanjaro, in Africa. What was it like?

**Gilda:** That was a great one. Well, they've all been great. Mount Kilimanjaro isn't the highest of the Seven Summits. It's actually number four. It's 5,895 meters high, and it's located in Tanzania.

**Phil:** I see. How long did it take you to climb it?

**Gilda:** It took me and my team a full seven days to climb that one.

**Phil:** Wow. What did you eat during the climb? Was it local Tanzanian food?

**Gilda:** Not really. We had pasta, rice dishes... normal things.

**Phil:** So the food wasn't as adventurous as the climb, was it?

**Gilda:** Oh, we had a lot of delicious local food after we got back. There's a tasty Tanzanian food called ugali. Have you ever heard of it?

**Phil:** No, I haven't. Is it spicy?

**Gilda:** No, ugali is plain by itself. It's made of corn. It looks a little like mashed potatoes. You roll up some ugali in a ball, and you dip it in stew.

**Phil:** That sounds like good comfort food.

**Gilda:** Yes, I've tried different kinds of food everywhere. I'm pretty adventurous about food, I think.

**Phil:** What about your next climb?

**Gilda:** We're getting ready for our last mountain. And we've saved the best for last.

**Phil:** Mount Everest?

**Gilda:** That's right. It'll take us a few weeks to climb Everest.

**Phil:** Is that because it's so high?

**Gilda:** Well, yes. To climb Mount Everest, you have to stop at several different places and let your body get used to the altitude. If you don't, you'll be in big trouble!

**Phil:** I bet! I have one more question. Imagine you had to choose from one of these: going mountain climbing or going on an all-expenses-paid trip to a gorgeous tropical beach. Which one would you rather do?

**Gilda:** That's the world's easiest question. I'd rather go mountain climbing! There's nothing better.

**Phil:** Spoken like a true adventurer! Gilda, thank you for spending time with us. Good luck with that last summit.

**Gilda:** Thanks so much. It was fun talking to you.

**5** Read and say true or false.

- 1 Gilda Navarro has climbed the world's seven highest mountains.
- 2 Mount Kilimanjaro took Gilda less than a week to climb.
- 3 Gilda and her group ate local Tanzanian food after their climb.
- 4 Mount Everest takes weeks to climb to allow time for adjustment to the altitude.

THINK BIG

Do you want to climb a mountain? Why/Why not?

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Unit 9 111

## Warm-up



- Play a matching game. Elicit the seven continents of the world and write them on the board. In jumbled order, list the tallest mountains for each continent. Have pairs or small groups match the mountains with their locations, making their list on a piece of paper. Some of these mountains will be unfamiliar to students so set a timer and tell them to make their best guesses. (Answers: Africa – Kilimanjaro, Antarctica – Vinson Massif, Asia – Mt. Everest, Europe – Mt. Elbrus, North

America – Mt. McKinley, Australia – Oceania-Kosciuszko [or Carstensz Pyramid], South America – Aconcagua)

- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

Introduce the lesson objective. Say: *Today I will understand a text about adventures.*

- Students will listen to, read, talk about, and answer questions about an interview with a mountain climber.

## Pre-reading



- Have students read the title, introduction, and interview names aloud. Say: *In an interview, someone answers questions about his or her life and experiences. In this interview, Phil Steadman asks Gilda Navarro about climbing mountains.* Point out that the format of the interview is a *transcripts*. Explain that a transcript is a written version of something that is usually presented orally.

## Reading



### 4 Listen and read. Where is “ugali” from?

- Play Audio Track 136 and have students listen and read along.
- Check answer as a class. (*Answer: Ugali is a local food in Tanzania.*)

## Comprehension 1



### MONITOR

Ask questions to check for understanding. Ask: *What has Gilda been doing for the last two years?* (climbing the world’s tallest mountains) *Where is Mount Kilimanjaro?* (in Tanzania, Africa) *How long did it take Gilda to climb that mountain?* (seven days) *What is Gilda going to do next?* (She is planning to climb Mount Everest.)

### ASSIST

Replay the audio as needed. Pause after each paragraph and use simple language and gestures to explain unfamiliar words and phrases. Say: *A summit is the top of a mountain. Regular means “normal” or “common”. The height of a mountain is its altitude. Altitude is the height above sea level.*

### CHALLENGE

Say: *Gilda plans to climb the Seven Summits. These are the mountains we talked about in the Warm-up activity.* Have students use reference sources to find the height and location of each mountain and any other interesting details. Have them share their findings with the class.

## Comprehension 2



### 5 Read and say true or false.

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

### MONITOR

Check answers as a class. (*Answers: 1 false, 2 false, 3 true, 4 true*)

### ASSIST

Replay the audio as needed and check any errors in understanding. Suggest that students find key words in each statement and then note down matching words in the travel forum.

Invite students to rewrite the false statements (1, 2, 4, and 5) to make them true by replacing one or more words in each sentence. Have volunteers read the reviewed sentences so that the class can confirm that they are true.

**Test-Taking Strategies:** Say: *Be sure to read true/false items very carefully.* Model: *When I first read Item 1 in Activity 5, it sounded true to me. The sentence says “Gilda has climbed the world’s seven tallest mountains”. But then I read it again and paid attention to the verb. It says she “has climbed” them and that isn’t true. She has climbed six of the mountains so far. She is planning to climb the seventh now so the sentence is false.*

## Think BIG



### 21st Century Critical Thinking

- Say: *Your attitude is your feeling about something. For example, you might have a good or bad attitude about tests.*
- Have partners **work** together to talk about the interview and **discuss** the questions.

### MONITOR

As students **work**, listen for errors in comprehension, **vocabulary**, **syntax**, and grammar.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have understood a text about adventures.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the text, for example, how many of the world’s tallest mountains Gilda has climbed.

## Homework



WB p. 88/ act. 6



### 6 Listen and read. Then answer the questions.

- Direct students to WB Activity 6 on page 88. Tell students to first read the questions and then play Audio Track 137 and listen and read along. Tell students to answer the questions.

## Extra Application and Practice Activity

- Have partners work together to create an interview between Phil and Gilda that takes place after she finishes climbing Mount Everest. Allow students to use the Internet to find out information about Mount Everest and the surrounding area to include in their conversations. Allow students to practice their dialogs and then share them with the class.

I will understand a text about adventures.



Listen and read. Where is “ugali” from?

## HIGH ADVENTURE at HIGH ALTITUDES

by Phil Steadman

Explorer Gilda Navarro updates us on her attempt to climb the Seven Summits – the highest mountain on each of the world’s seven continents.



- Phil Steadman:** Good morning, Gilda. Thanks so much for talking to us today. I know you’re busy preparing for your next mountain adventure.
- Gilda Navarro:** Of course, Phil. It’s always a pleasure. I could use a break, anyway!
- Phil:** You certainly have been busy over the last two years.
- Gilda:** Yes, you could say that!
- Phil:** For our listeners who may not know, over the last two years you’ve climbed six of the world’s seven tallest mountains. That’s amazing for such a short period of time. I get tired just thinking about it!
- Gilda:** My dad always says I have a lot of energy.
- Phil:** That’s certainly true! When we last spoke, you were getting ready to climb Mount Kilimanjaro, in Africa. What was it like?
- Gilda:** That was a great one. Well, they’ve all been great. Mount Kilimanjaro isn’t the highest of the Seven Summits. It’s actually number four. It’s 5,895 meters high, and it’s located in Tanzania.
- Phil:** I see. How long did it take you to climb it?
- Gilda:** It took me and my team a full seven days to climb that one.
- Phil:** Wow. What did you eat during the climb? Was it local Tanzanian food?
- Gilda:** Not really. We had pasta, rice dishes... normal things.
- Phil:** So the food wasn’t as adventurous as the climb, was it?
- Gilda:** Oh, we had a lot of delicious local food after we got back. There’s a tasty Tanzanian food called ugali. Have you ever heard of it?
- Phil:** No, I haven’t. Is it spicy?
- Gilda:** No, ugali is plain by itself. It’s made of corn. It looks a little like mashed potatoes. You roll up some ugali in a ball, and you dip it in stew.
- Phil:** That sounds like good comfort food.

**Gilda:** Yes, I've tried different kinds of food everywhere. I'm pretty adventurous about food, I think.

**Phil:** What about your next climb?

**Gilda:** We're getting ready for our last mountain. And we've saved the best for last.

**Phil:** Mount Everest?

**Gilda:** That's right. It'll take us a few weeks to climb Everest.

**Phil:** Is that because it's so high?

**Gilda:** Well, yes. To climb Mount Everest, you have to stop at several different places and let your body get used to the altitude. If you don't, you'll be in big trouble!

**Phil:** I bet! I have one more question. Imagine you had to choose from one of these: going mountain climbing or going on an all-expenses-paid trip to a gorgeous tropical beach. Which one would you rather do?

**Gilda:** That's the world's easiest question. I'd rather go mountain climbing! There's nothing better.

**Phil:** Spoken like a true adventurer! Gilda, thank you for spending time with us. Good luck with that last summit.

**Gilda:** Thanks so much. It was fun talking to you.



## Reading Comprehension

**5** Read and say **true** or **false**.

- 1 Gilda Navarro has climbed the world's seven highest mountains.
- 2 Mount Kilimanjaro took Gilda less than a week to climb.
- 3 Gilda and her group ate local Tanzanian food after their climb.
- 4 Mount Everest takes weeks to climb to allow time for adjustment to the altitude.



Do you want to climb a mountain? Why/Why not?

# Language in Action Lesson

## Lesson Flow



## Lesson Objective

I will listen to a dialog about going to a concert.

## Key Language

Oh, really?

### Language in Action

I will listen to a dialog about going to a concert.

**6** Listen and read. Why is Abigail really going to go to the concert with her dad?

**Dad:** Abigail, there's a concert down at the Arts Center weekend. Do you want to go?

**Abigail:** What kind of concert?

**Dad:** It's classical music. You know... Mozart, Beethoven.

**Abigail:** Classical music? Uh, no thanks. I'd rather stay at home.

**Dad:** Come on! Have you ever been to a classical music concert?

**Abigail:** Well, no... I haven't. But I don't think I'd like it.

**Dad:** That's a pity because the Arts Center is giving free Boys Town concert tickets to the first 25 people who come that night.

**Abigail:** What? The Boys Town concert? I think I've changed my mind.

**Dad:** Oh, really? Why?

**Abigail:** Well, Dad, I've never been to a classical music concert before. I might like it. Let's make sure we get there early, OK?

**7** Practice the dialog in 6 with a partner.

**8** Listen and stick. Then complete the sentences with the correct form of the verb from the box.

be   learn how   study   try

1 Jason has never \_\_\_\_\_ to skateboard.

2 Claire has never \_\_\_\_\_ to a water park.

3 Sally has never \_\_\_\_\_ Thai food.

4 Allie has never \_\_\_\_\_ another language.



112 Unit 9

## Warm-up

- Ask: *Who likes going to concerts? What type of concerts are there?* (singers, folk bands, rock bands, orchestras, soloists, groups, etc.) Ask students to share an experience they may have had going to a concert.
- 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 going to a concert.*

- Students will read, listen to, and practice a dialog. Students will also listen to conversations about people's experiences.

## Pre-listening

**Materials:** A classical music track

- Point to the pictures. Ask: *What do you see?* (a girl is talking to a man) Introduce the girl and the man as Abigail and her dad. Tell students that they will hear Abigail and her dad talking about going to a classical music concert.

## 21st Century Media Literacy

- If available, play a sample of classical music, such as a work by Mozart or Beethoven. Say: *There are many definitions of classical music. Some people say it is music that was written between 1750 and 1820. Other people say it describes the style of music.*

## Listening

### 6 Listen and read. Why is Abigail really going to go to the concert with her dad?

- Read the directions aloud and dialog names aloud.
- Play Audio Track 138 and have students listen and read.
- Have volunteers answer the question. (Answer: *Abigail is going to go to the concert with her dad because the Arts Center is giving away free Boys Town concert tickets to the first 25 people who come that night.*)

## Comprehension

- Replay Audio Track 138 and have students listen and read along.

### MONITOR

Encourage students to answer in complete sentences where appropriate. Ask: *What does Dad invite Abigail to do?* (He invites her to go to a concert this weekend.) *Why does Abigail say no at first?* (It is a classical concert. She doesn't think she likes classical music.)

Then ask the rubric question: *Why is Abigail really going to go to the concert with her dad?*

### ASSIST

Replay the audio as necessary. Use simple language and gestures to explain unfamiliar words. Explain that *that's a pity* is an expression that people use when they are disappointed about something.

## Role Play

### 7 Practice the dialog in 6 with a partner.

- Read the directions aloud. Invite pairs to read the dialog aloud, swap parts, and repeat.

### MONITOR

As students read, listen for proper pronunciation and appropriate intonation.

## Practice 1 P. T152

**Materials:** Stickers

### 8 Listen and stick. Then complete the sentences with the correct form of the verb from the box.

- Help students find the Unit 9 stickers at the back of the Student's Book. Read the directions and sentences aloud.
- Play Audio Track 139. Have students listen, place each sticker next to the appropriate number, and complete the sentence using a word from the box.

### MONITOR

As students work, make sure that they place the stickers in the correct order. Check answers as a class. (Answers: *1 learned how, 2 been, 3 tried, 4 studied*)

### ASSIST

Provide students with the forms of the verbs they will use to complete the sentences: *been, studied, tried, learned how*. Model finding the correct answers: *At first, I thought the answer for Item 1 might be tried. But then I heard the boy on the recording say he's never learned how to skateboard. So I wrote learned how.*

## Practice 2 WB p. 89/ act. 7

### 7 Listen. Then circle the correct answers.

- Read the directions aloud and ask volunteers to read the numbered sentences and answer choices aloud.
- Play Audio Track 140. Have students complete the activity.

## Lesson Objective

### INVOLVE

Revisit the lesson objective: *Now I have listened to a dialog about going to a concert.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the dialog, for example, why Abigail really wanted to go to the classical music concert.

## Homework WB p. 89/ act. 8 & 9

### 8 Look at 7. Read the underlined expressions. Match the expressions with their meanings. Write the letters.

- Direct students to WB Activity 8 on page 89. Tell students to read the underlined expressions in the dialog again and then match each expression with the words with the same meaning.

### 9 Complete with the expressions in 8.

- Direct students to WB Activity 9 on page 89. Tell students to complete the dialog with the correct expressions in Activity 8.

## Extra Application and Practice Activity

- Have students rewrite the sentences in Activity 8 to make them tell about their own experiences. Model: *I've learned how to skateboard. I've never learned how to skate.*
- Have partners interview each other to find out about their experiences.

# Language in Action

I will listen to a dialog about going to a concert.

138  
6

Listen and read. Why is Abigail *really* going to go to the concert with her dad?

- Dad:** Abigail, there's a concert down at the Arts Center weekend. Do you want to go?
- Abigail:** What kind of concert?
- Dad:** It's classical music. You know... Mozart, Beethoven.
- Abigail:** Classical music? Uh, no thanks. I'd rather stay at home.
- Dad:** Come on! Have you ever been to a classical music concert?
- Abigail:** Well, no... I haven't. But I don't think I'd like it.
- Dad:** That's a pity because the Arts Center is giving free Boys Town concert tickets to the first 25 people who come that night.
- Abigail:** What? The Boys Town concert? I think I've changed my mind.
- Dad:** Oh, really? Why?
- Abigail:** Well, Dad, I've never been to a classical music concert before. I might like it. Let's make sure we get there early, OK?



7

Practice the dialog in 6 with a partner.

139  
8

Listen and stick. Then complete the sentences with the correct form of the verb from the box.

be   learn how   study   try

- 1 Jason has never \_\_\_\_\_  
to skateboard.
- 2 Claire has never \_\_\_\_\_  
to a water park.
- 3 Sally has never \_\_\_\_\_  
Thai food.
- 4 Allie has never \_\_\_\_\_  
another language.

# Grammar

**I will learn to** use the present perfect with *ever* to talk about experiences.  
**I will learn to** express preferences using *would rather*.

**Have** you **ever been** to a concert? Yes, I **have**./No, I **haven't**.  
**Has** he **ever been** skydiving? Yes, he **has**./No, he **hasn't**.

**9** Complete the questions. Then make answers.

- 1 Have you ever \_\_\_\_\_ a horror movie? (see) \_\_\_\_\_
- 2 Have you ever \_\_\_\_\_ skydiving? (be) \_\_\_\_\_
- 3 Have you ever \_\_\_\_\_ on a stage? (perform) \_\_\_\_\_
- 4 Have you ever \_\_\_\_\_ sushi? (eat) \_\_\_\_\_

**Would** they **rather** play soccer or watch it? They'd **rather** play soccer.

**10** Look at the survey. Complete the questions. Use **would** and **rather**. Then make answers.

- 1 \_\_\_\_\_ play video games or go skateboarding?  
She'd \_\_\_\_\_
- 2 \_\_\_\_\_ write a story or play chess?  
\_\_\_\_\_
- 3 \_\_\_\_\_ visit a museum or create a sculpture?  
\_\_\_\_\_

## Student Interest Survey

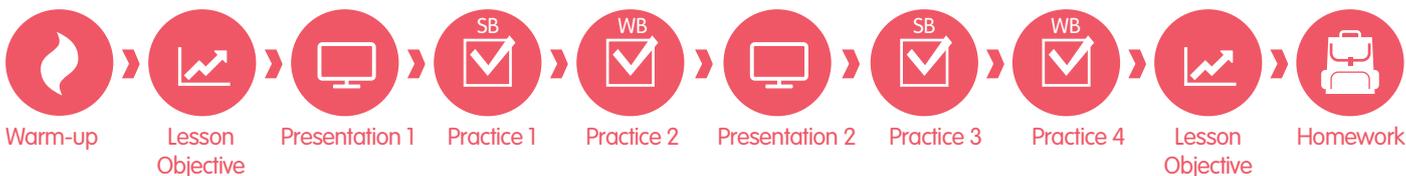
Dear Student,  
We're putting together an after-school program and we want your input!  
Please check all activities that interest you. Thanks!

Name: Chloe Harrison

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Baking                         | <input checked="" type="checkbox"/> Sculpture | <input type="checkbox"/> Chess                    | <input type="checkbox"/> Video game competition |
| <input checked="" type="checkbox"/> Short story writing | <input checked="" type="checkbox"/> Fishing   | <input checked="" type="checkbox"/> Skateboarding | <input type="checkbox"/> Visiting museums       |

# Grammar Lesson

## Lesson Flow



## Lesson Objectives

I will learn to use the present perfect with *ever* to talk about experiences.

I will learn to express preferences using *would rather*.

## Key Language

**Have** you **ever been** to a concert? Yes, I **have**./No, I **haven't**.

**Has** he **ever been** skydiving? Yes, he **has**./No, he **hasn't**.

**Would** they **rather** play soccer or watch it? They'd **rather** play soccer.

**Grammar**  
I will learn to use the present perfect with *ever* to talk about experiences.  
I will learn to express preferences using *would rather*.

**Have** you **ever been** to a concert? Yes, I **have**./No, I **haven't**.  
**Has** he **ever been** skydiving? Yes, he **has**./No, he **hasn't**.

**9** Complete the questions. Then make answers.  
1 Have you ever \_\_\_\_\_ a horror movie? (see) \_\_\_\_\_  
2 Have you ever \_\_\_\_\_ skydiving? (be) \_\_\_\_\_  
3 Have you ever \_\_\_\_\_ on a stage? (perform) \_\_\_\_\_  
4 Have you ever \_\_\_\_\_ sushi? (eat) \_\_\_\_\_

**Would** they **rather** play soccer or watch it? They'd **rather** play soccer.

**10** Look at the survey. Complete the questions. Use *would* and *rather*. Then make answers.  
1 \_\_\_\_\_ play video games or go skateboarding?  
She'd \_\_\_\_\_  
2 \_\_\_\_\_ ~~would~~ rather play chess?  
3 \_\_\_\_\_ visit a museum or create a sculpture?

**Student Interest Survey**  
Dear Student,  
We're putting together an after-school program and we want your input!  
Please check all activities that interest you. Thanks!  
Name: Chloe Harrison

Bowling  Sculpture  Chess  Video game competitions  
 Short story writing  Fishing  Skateboarding  Visiting museums

Unit 9 113

## Warm-up

**Materials:** Colored index cards

- Have partners review forming contractions. If possible, use index cards in two different colors. On one colored card, write these pronouns: *I, you, he, she, it, we, they*. On another color card, write these verbs: *have, would, have, will, am, are, is*. Have students draw one card from each set, combine the words to create a contraction and say a sentence. If the words don't go together, that student has to draw again. Write the following model on the board and read it aloud: *You + have = You've. You've watched a lot of TV! I + would = I'd. I'd like to visit Africa.*
- Check answers from the HW in the last lesson.

## Lesson Objective

INVOLVE

Introduce the lesson objective. Say: *Today I will learn to use the present perfect with *ever* to talk about experiences, and to express preferences using *would rather*.*

- Students will use the present perfect to talk about experiences. They will also use *would* and *rather* to talk about preferences.

## Presentation 1

- Have volunteers read the questions and answers in the first grammar box aloud. Ask: *What words appear in both questions? (ever, been) How does the verb form change when the subject of the sentence changes? (You uses have. He uses has.)*

## Practice 1



### 9 Complete the questions. Then make answers.

- Read the directions aloud and complete the first item together. Then have students complete the activity independently.

#### MONITOR

Check answers as a class. (Answers: Verb forms: 1 seen, 2 been, 3 performed, 4 eaten. Answers to the questions will vary. Students should answer with “Yes, I have”. or “No, I haven’t”.)

#### ASSIST

- Provide students with the past participle of each verb in brackets. (*seen, been, performed, eaten*) Ask: *Which of these verbs ends with -ed? (performed) Which of these verbs don't follow the -ed rule? (seen, been)*
- Model providing longer answers: *Yes, I have been to a concert. No, I have not been to a concert.* Then model giving the same information using contractions: *Yes, I've been to a concert. No, I've never been to a concert.*

## Practice 2

WB p. 90/ act. 10



### 10 Match the three forms of the verbs. Draw lines.

- Ask volunteers to read the sentences in the grammar box.
- Read the directions aloud and explain that students have to draw a line between the three forms of the verb.
- Have students complete activity independently.

## Presentation 2



- Have volunteers read the question and answer in the second grammar box aloud. Write these contractions on the board and have students say what each means: *I'd, you'd, he'd, she'd, we'd, they'd.* (*I would, you would, he would, she would, we would, they would*)

## Practice 3



### 10 Look at the survey. Complete the questions. Use *would* and *rather*. Then make answers.

- Say: *A survey asks people questions. Some surveys ask about what people would rather do.* Read the directions and invite volunteers to read the survey aloud.
- Have students complete the questions and answers independently.

#### MONITOR

Check answers as a class. (Answers: 1 *Would you rather,* 2 *Would you rather,* 3 *Would you rather*)

#### ASSIST

Remind students that they are asking and answering questions based on Chloe Harrison's answers. Point out that all of the answers will begin *She'd rather...*

## 21st Century Initiative

- Say: *When you find out about other people's experiences, you may get some new ideas. You might find out about new things you'd like to try.* Encourage students to keep a list in their journals. Say: *Your list can help you set and meet goals.* Model: *I'd like to write a story. I'd like to go fishing.* Encourage students to reward themselves each time they complete a goal.

## Practice 4

WB p. 91/ act. 12



### 12 Follow the lines. Make guesses and answer the questions.

- Read the directions aloud. Explain that students have to follow the lines to help them guess the answers to the questions.
- Have volunteers read the sentences in the grammar box, the list of contractions, and the activities at the end of the lines aloud.
- Have students complete the activity independently.

## Lesson Objective



#### INVOLVE

- Revisit the lesson objective: *Now I have learned to use the present perfect with *ever* to talk about experiences, and to express preferences using *would rather*.*
- Encourage awareness of what students have learned by quickly eliciting some sentences with the present perfect to talk about experience and with *would rather* to talk about preferences.

## Homework

WB p. 90 & 91/ act. 11 & 13



### 11 Unscramble the questions. Then look and write the answers.

- Read the directions aloud. Explain that students have to unscramble the questions first and then answer the questions using the time lines.

### 13 Answer the questions.

- Direct students to WB Activity 13 on page 91. Tell students to answer the questions.

## Extra Application and Practice Activity

- Have students take the survey in Activity 10 based on their own interests. Then have partners interview each other about their responses and share their findings with the class. Model: *Would you rather play chess or go fishing? I'd rather play chess. Elena would rather play chess.*

# Content Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about the effects of adrenaline.

## Key Language

adrenal glands, adrenalin, air, cells, heart, hormone, lungs, oxygen, prehistoric, protect, release, stress

### Content Connection | Science

I will learn about the effects of adrenaline.

**CONTENT WORDS**  
adrenal glands adrenalin air cells heart hormone  
lungs oxygen prehistoric protect release stress

**11** Listen and read. What happens when you're scared?

## Fight or Flight

Have you ever watched a scary movie and felt like your heart was going to jump out of your chest? If so, then you were probably feeling the effects of **adrenalin**. Adrenalin is an important hormone which is produced by your body. Hormones give important information to different cells. When you get scared, your body sends out adrenalin in order to get itself ready to fight something scary or to run away from it. That's why adrenalin is sometimes called the "fight or flight" hormone.

The release of adrenalin in your body gives you an extra boost of energy. Blood rushes to your muscles, so your heart starts beating quickly. Air moves rapidly into your lungs, so you breathe quickly and send oxygen around your body faster. These are normal reactions to fear or stress. What's happening in this situation? This reaction lasts just long enough to make you feel stronger and faster and help you deal with a difficult situation. Your body has tried to protect you.

Humans have felt the effects of adrenalin since prehistoric times. However, the official discovery of adrenalin was only made in 1900. But since even before that there have been many stories of people who have used "superhuman" strength in order to save another person's life.

We feel the effects of adrenalin on a day-to-day basis. In most cases though, the effect is not so dramatic. For example, imagine you're riding on your bike and someone steps out in front of you. Quick! What do you do? Your brain makes a fast decision to get out of the way, and the release of adrenalin helps your body move more quickly.

So next time you ride a roller coaster, watch a scary movie, or get nervous before a race, pay attention to how your body reacts. You'll probably be feeling the effects of adrenalin at work.

Adrenalin gets into your cells from your adrenal glands, located at the top of your kidneys.

**12** Look at 11. Read and say true or false.

- 1 When adrenalin is released into your body, the heart beats less quickly.
- 2 "Superhuman" strength is caused by adrenalin in the body.
- 3 An adrenalin reaction always lasts a very long time.

**THINK BIG** Which activities make you release the most adrenalin?

114 Unit 9

## Warm-up



- Have the class talk and vote on scary activities. Register results for these questions. Ask: *Would you rather ride a rollercoaster or a surfboard? Which would scare you*

*more, seeing a spider or a snake? Are you afraid of the dark?* Have students suggest other questions to find out about what scares the class.

- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about the effects of adrenaline.*
- Students will listen to, read about, and talk about how the body uses adrenaline.

## Pre-reading



- Have students read the title of the text aloud and describe the picture. Then have students read the Content Words aloud and share their meanings.

## Reading



### 11 Listen and read. What happens when you're scared?

- Read the directions aloud.
- Play Audio Track 141 and have students listen and read along.

### MONITOR

Pause after each section and ask questions to check for understanding. Have volunteers answer the questions and point out where they found the answer in the text. Ask: *What do hormones do?* (They send messages to cells in your body.) *When does your body release adrenalin?* (when you feel scared) *What other changes happen in your body when you feel scared?* (Your heart beats faster. You take short, fast breaths.) Then ask the direction line question: *What happens when you're scared?* Allow students to come up with their own conclusions but encourage the use of the Content Words.

### ASSIST

Replay the audio as necessary. Have students use context clues to determine the meaning of Content Words and help them modify any unclear, incomplete, or incorrect meanings.

Say: *Hormones, like adrenalin, send chemical messages to body cells. These messages are chemicals, not words.* Have students pretend to be the voice for adrenalin and say a message aloud, e.g., *Look out! There's a snake!*

- More Information about Adrenalin:** Explain that adrenalin was discovered in 1900 by a Japanese chemist named Jokichi Takamine. He followed a common scientific custom and gave the hormone a name from Latin. He called it *adrenalin* because it is made in the adrenal gland. The ending *-in* describes a chemical. *Adrenal* comes from the Latin words *ad* ("from/near") and *renes* ("kidneys").

## Practice 1

WB p. 92/ act. 14



### 14 Read and circle the correct answers.

- Read the directions aloud. Explain that students have to check the correct answer choice.
- Have students read the sentences and answer choices aloud.
- Have students work independently.

## Practice 2



### 12 Look at 11. Read and say true or false.

- Read the directions aloud and invite students to read out the sentences. Ask students if they think the sentences are true or false.

### MONITOR

Ask volunteers to read out the sentences saying if they are true or false and encourage students to say why. (Answers: 1 false, 2 true, 3 false)

### CHALLENGE

Have students correct the false sentences and check with a partner.

### ASSIST

Remind students that a good way to find relevant information in the text is to underline key words in the sentences and look for the key words in the text.

## Think BIG



### 21st Century Environmental Literacy

- Read the question aloud. Have students work in small groups to talk about activities which make you release the most adrenaline.

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have learned about the effects of adrenaline.*

- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, who discovered adrenaline.

## Homework



WB p. 92/ act. 15



### 15 Listen and read. Then circle T for true or F for false.

- Direct students to WB Activity 15 on page 92. Tell students to play Audio Track 142 to listen and read along. Tell them to then circle T or F for each sentence.

## Extra Application and Practice Activity

**Materials:** Poster paper, art supplies

- Have students work in small groups and create a poster about adrenalin explaining where and how adrenalin is released, situations where adrenalin is released, as well as the effect it has on the body. Have students present their posters to the class and display them in the school library or other prominent places.

I will learn about the effects of adrenaline.

## CONTENT WORDS

adrenal glands    adrenalin    air    cells    heart    hormone  
lungs    oxygen    prehistoric    protect    release    stress



Listen and read. What happens when you're scared?

# Fight or Flight

Have you ever watched a scary movie and felt like your heart was going to jump out of your chest? If so, then you were probably feeling the effects of adrenalin.

Adrenalin is an important hormone which is produced by your body. Hormones give important information to different cells. When you get scared, your body sends out adrenalin in order to get itself ready to fight something scary or to run away from it. That's why adrenalin is sometimes called the "fight or flight" hormone.

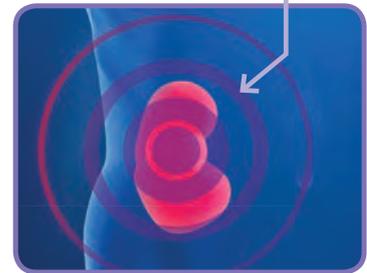
The release of adrenalin in your body gives you an extra boost of energy. Blood rushes to your muscles, so your heart starts beating quickly. Air moves rapidly into your lungs, so you breathe quickly and send oxygen around your body faster. These are normal reactions to fear or stress. What's happening in this situation? This reaction lasts just long enough to make you feel stronger and faster and help you deal with a difficult situation. Your body has tried to protect you.

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So next time you ride a roller coaster, watch a scary movie, or get nervous before a race, pay attention to how your body reacts. You'll probably be feeling the effects of adrenalin at work.

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- 2 "Superhuman" strength is caused by adrenalin in the body.
- 3 An adrenalin reaction always lasts a very long time.



Which activities make you release the most adrenalin?

I will learn about extreme sports.

143  
13

Listen and read. Why is it called *High Adventure*?

## High Adventure!

### CONTENT WORDS

aerialist antenna board competitive diver  
extreme sports parachute professional  
risk tightrope trick

We have done extreme activities for centuries. Many cultures have encouraged extreme examples of strength or daring. Let's look at some extreme sports.



### 1 Cliff diving

Competitive divers dive off boards that are between 3-meters and 10-meters high. But what about diving off the side of a cliff? The La Quebrada Cliff Divers are professional cliff divers. They dive into the ocean from 38 meters above – head first. There has been a group of professional La Quebrada cliff divers since 1934.

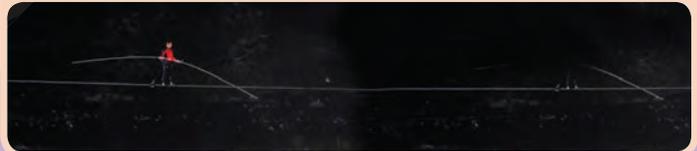
### 2 BASE jumping

Have you ever wanted to fly? Arman Firman jumped from a tower in Cordoba, Spain, covered in feathers. BASE jumpers begin by standing at the top of a very high place – BASE stands for Buildings, Antennas, Spans (bridges), and Earth (cliffs). They then take a free jump down, using a small parachute to slow their fall.

Some people love taking extreme risks. Would you try?

### 3 Tightrope walking

The Frenchman Charles Blondin was the first acrobat to walk a tightrope across Niagara Falls. He crossed the Rainbow Bridge in 1859. Today, the Flying Wallenda Family are aerialists who do tricks high up in the air.



14

Look at 13. Read and match with paragraphs 1–3.

They are a talented family.

Someone did this covered in feathers.

They have had a club for many years.



Why do you think that some people enjoy extreme sports?

# Culture Connection Lesson

## Lesson Flow



## Lesson Objective

I will learn about extreme sports.

## Key Language

aerialist, antenna, board, competitive diver, extreme sports, parachute, professional, risk, tightrope, trick

Culture Connection
Around the World

I will learn about extreme sports.

**13** Listen and read. Why is it called *High Adventure*?

**CONTENT WORDS**  
aerialist antenna board competitive diver  
extreme sports parachute professional  
risk tightrope trick

## High Adventure!

**1 Cliff diving**



Competitive divers dive off boards that are between 3 meters and 10-meters high. But what about diving off the side of a cliff? The La Quebrada Cliff Divers are professional cliff divers. They dive into the ocean from 38 meters above – head first. There has been a group of professional La Quebrada cliff divers since 1934.

**2 BASE jumping**

Have you ever wanted to fly? Arnan Firman jumped from a tower in Cordoba, Spain, covered in feathers. BASE jumpers begin by standing at the top of a very high place – BASE stands for Buildings, Antennas, Spans (bridges), and Earth (cliffs). They then take a free jump down, using a small parachute to slow their fall.

Some people love taking extreme risks. Would you try?

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The Frenchman Charles Blondin was the first acrobat to walk a tightrope across Niagara Falls. He crossed the Rainbow Bridge in 1859. Today, the Flying Wallenda Family are aerialists who do tricks high up in the air.



**14** Look at 13. Read and match with paragraphs 1–3.

They are a talented family.

Someone did this covered in feathers.

They have had a club for many years.

THINK BIG

Why do you think that some people enjoy extreme sports?

Unit 9 115

## Warm-up



- Brainstorm a list of adventurous hobbies. Have students consider any challenging activities they would someday like to do. For example, *abseiling, surfing, alligator wrestling, white water rafting, rock climbing, sky diving, etc.*

- Make a list on the board and have students number them from 1–10 with 10 being the most dangerous.
- Ask students up to which number they would consider going.
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn about extreme sports.*
- Students will listen to, read about, and talk about extreme sports around the world.

## Pre-reading



- Preview the article by having students read the title and paragraph headings aloud. Have students describe what they see in the pictures. Elicit what students think the passage is about.

## Reading

143



### 13 Listen and read. Why is it called *High Adventure*?

- Read the directions aloud and encourage students to guess the answer to the question. Tell students to listen and follow in their books. Play Audio Track 143. Ask students if any of their guesses were correct.
- Ask students which sport they would least like to do. Encourage them to give reasons.
- Read out the Content Words in the box and have students find them in the text. Encourage students to guess the meanings from context.

### MONITOR

Check the answer as a class. (*Answer: The three extreme sports mentioned in the text all involve heights*)

### ASSIST

Replay the audio as needed.

### CHALLENGE

Have students write sentences using the **Content Words**. Then ask them to read their sentences aloud, leaving out the Content Word and have the class guess the missing word.

## Practice 1



### 14 Look at 13. Read and match with paragraphs 1–3.

- Read the directions aloud. Ask a volunteer to read out the first sentence. Ask the class to look at the passage again, find the appropriate paragraph and say who or what *They* refers to.
- Have students work individually and write who or what the rest of the sentences refer to. Ask students to compare their answers with a classmate's.

### MONITOR

Walk around and check students are answering correctly. (*Answers: a 3 the Flying Wallenda Family, b 2 BASE jumping, c 1 La Quebrada cliff divers*)

### ASSIST

To help students find the relevant information in the text, ask them to underline key words in the sentences and then look for them in the text.

## Practice 2

P. T159  
144

WB p. 93/ act. 16



### 16 Read and complete. Then listen and check.

- Read the directions aloud. Explain to students that they have to read the text and complete it with the words in the box.
- Have volunteers read the title aloud and describe each picture.
- Play Audio Track 144 and have students check their answers.

## Think BIG



### 21st Century Communication

- Read the directions aloud and have students discuss it in small groups.

### MONITOR

Walk around and help out with language and ideas where needed. Ask groups to share their thoughts with the class and encourage other students to comment.

## Video

Documentary U09



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

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned about extreme sports.*
- Encourage awareness of what students have learned by quickly eliciting a few things they remember about the passage, for example, the names of the extreme sports in the passage.

## Homework

WB p. 93/ act. 17



### 17 Read 16 again and answer the questions.

- Direct students to WB Activity 17 on page 93. Tell students to read the passage and answer the questions.

## Extra Application and Practice Activity

- Have students design a crossword or word search puzzles using the vocabulary items in the lesson. Ask them to exchange puzzles and solve them. Invite students to read out the words and say how they are related to the lesson.

# Writing Lesson

## Lesson Flow



Warm-up



Lesson Objective



Practice 1



Practice 2



Practice 3



Speaking



Lesson Objective



Homework

## Lesson Objective

I will learn to write a descriptive paragraph about myself.

### Writing | Description: Experience

I will learn to write a descriptive paragraph about myself.

15 Read the paragraph, then copy and complete the chart about it.

describes  
main idea  
in topic  
sentence

provides  
specific  
examples  
and details

ends with a  
summary of  
the topic

I'm a pretty adventurous person in some ways. I love to hike and enjoy hiking on new trails. However, I have always been afraid of heights. This is something that I'm trying to change about myself because in the future I want to hike up a mountain and mountains are high! To challenge myself, I've been on the highest roller coasters at the local amusement parks. They were scary but fun! Also, last year when I went to Paris, I went on the tour that takes you up to the top of the Eiffel Tower. It was a little scary, too, but the view from the top was amazing! I may not like heights, but I do like adventures. And I know one day I'll lose my fear of heights and I'll go and climb that mountain!



- by Stella

#### How Stella is adventurous and willing to try new things

Example:

Example:

16 Now choose two ways you are adventurous and willing to try new things from the box. Use them to write a descriptive paragraph about yourself in your notebook.

Clothes Food Hobbies Making New Friends New Places

#### I am adventurous and willing to try new things

Example:

Example:

17 Share your descriptions with the class. Who is the most adventurous?

116 Unit 9

## Warm-up



- Say: A description is something that gives important details about something or someone so that someone else can easily understand it. Write the following descriptive words on the board: *friendly, adventurous, cautious, kind, funny, sad, helpful*. Have each student choose a word that describes him or her. Then have them think of one detail to support the description.
- Check answers from the HW in the last lesson.

## Lesson Objective



INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to write a descriptive paragraph about myself.*
- Students will read and write a descriptive paragraph about myself.

## Practice 1



**15 Read the paragraph, then copy and complete the chart about it.**

- Read the directions aloud. Then have volunteers read the paragraph and call-outs aloud.
- Read the chart labels aloud and have students complete the chart independently.

### MONITOR

Use questions to check comprehension. Ask: *What's the main idea?* (Stella is adventurous but she's afraid of heights. She wants to change this about herself.) *Why does she want to overcome her fear of heights?* (She wants to climb a mountain someday.) Invite two volunteers to write the examples they wrote in the chart on the board. (Answers: Example 1: gone on the highest roller coasters at the local amusement park. Example 2: went on the tour that takes you up to the top of the Eiffel Tower.)

## Practice 2

WB p. 94/ act. 18



**18 Read the description. Then answer the questions. Write the numbers.**

- Have volunteers read the tips for writing a well-written description in the purple box.
- Read the directions. Have volunteers read the paragraph and questions aloud.
- Have students complete the activity independently.

### MONITOR

Check answers as a class.

## Practice 3



**16 Now choose two ways you are adventurous and willing to try new things from the box. Use them to write a descriptive paragraph about yourself in your notebook.**

- Read the directions and chart labels aloud. Discuss the steps of the activity and have students complete the prewriting chart and draft a paragraph independently in their notebooks.

### MONITOR

Check to make sure that students complete the graphic organizer before drafting their descriptive paragraphs.

### ASSIST

Write the following topics on the board: *trying new clothes, trying new food, trying new hobbies, making new friends, going to new places*. Tell students if they're having trouble thinking of an idea, they can choose one of these topics to write about. Provide a model: *I'm an adventurous person when it comes to new hobbies. I've taken tae kwon do classes and I've taught myself how to play the guitar.*

## Speaking



**17 Share your descriptions with the class. Who is the most adventurous?**

- Read the directions aloud. Have volunteers read their paragraphs aloud. Take a survey to decide which student is the most adventurous. Keep a tally chart to record results. Ask students to give reasons.
- Have students write independently.

### MONITOR

Listen for correct pronunciation, intonation, and use of language.

**Reading Aloud:** Remind students to follow these rules when sharing work with the class: *Read in a strong voice so everyone can hear. Take your time. Practice reading once or twice before you read for the class. You might underline words you want to emphasize. Try to make eye contact when you read to an audience.*

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to write a descriptive paragraph about myself.*
- Encourage awareness of what students have learned by quickly eliciting how to write a well-written descriptive paragraph.

## Homework

WB p. 94/ act. 19 & 20



**19 Think of ways that you are not adventurous. Complete the chart.**

- Direct students to WB Activity 19 on page 94. Tell students to think of ways that they are not adventurous and then complete the chart with their ideas.

**20 Write a paragraph about how you are not adventurous. Use 19 to help you.**

- Direct students to WB Activity 20 on page 94. Tell students to write a paragraph about how they are *not* adventurous.

## Extra Application and Practice Activity

- Have students make a list of the most adventurous examples presented in the class's descriptive paragraphs. Encourage students to place the activities in order, from most to least adventurous.

# Writing | Description: Experience

I will learn to write a descriptive paragraph about myself.

**15** Read the paragraph, then copy and complete the chart about it.



**describes  
main idea  
in topic  
sentence** →

**provides  
specific  
examples  
and details** →

**ends with a  
summary of  
the topic** →

I'm a pretty adventurous person in some ways. I love to hike and enjoy hiking on new trails. However, I have always been afraid of heights. This is something that I'm trying to change about myself because in the future I want to hike up a mountain and mountains are high! To challenge myself, I've been on the highest roller coasters at the local amusement parks. They were scary but fun! Also, last year when I went to Paris, I went on the tour that takes you up to the top of the Eiffel Tower. It was a little scary, too, but the view from the top was amazing! I may not like heights, but I do like adventures. And I know one day I'll lose my fear of heights and I'll go and climb that mountain!

- by Stella

## How Stella is adventurous and willing to try new things

Example:

Example:

**16** Now choose two ways you are adventurous and willing to try new things from the box. Use them to write a descriptive paragraph about yourself in your notebook.

Clothes    Food    Hobbies    Making New Friends    New Places

## I am adventurous and willing to try new things

Example:

Example:

**17** Share your descriptions with the class. Who is the most adventurous?

# Life Skills | Explore your surroundings.

I will learn to talk about exploring my surroundings.

- 18** Answer the questions in your notebook. Then interview a partner and record the answers.

Have you ever...?	Me		My Partner	
	Yes	No	Yes	No
been to an art show at a local museum				
danced at a local festival or celebration				
helped clean up an area in your community				
seen or talked to the mayor of your town				
volunteered to work with younger children				
visited a local farm				
attended a concert or movie at a local park				
had a picnic at a local park				
been swimming at a public beach or pool				
visited someone at a nearby care home				
been to a sports event at another school				
been hiking or camping near where you live				



## Project

- 19** Find pictures to make a collage of the things you could explore in your community.



In my community, there are many parks and a lake, too. I've never fished in it, but I've been swimming there. I plan to visit a local farm. I've visited a care home and plan to do it again soon!



# Life Skills Lesson

## Lesson Flow



## Lesson Objective

I will learn to talk about exploring my surroundings.

## Key Language

Explore your surroundings.

## Life Skills | Explore your surroundings.

I will learn to talk about exploring my surroundings.

- 18** Answer the questions in your notebook. Then interview a partner and record the answers.

Have you ever...?	Me		My Partner	
	Yes	No	Yes	No
been to an art show at a local museum				
danced at a local festival or celebration				
helped clean up an area in your community				
seen or talked to the mayor of your town				
volunteered to work with younger children				
visited a local farm				
attended a concert or movie at a local park				
had a picnic at a local park				
been swimming at a public beach or pool				
visited someone at a nearby care home				
been to a sports event at another school				
been hiking or camping near where you live				



## Project

- 19** Find pictures to make a collage of the things you could explore in your community.



In my community, there are many parks and a lake, too. I've never fished in it, but I've been swimming there. I plan to visit a local farm. I've visited a care home and plan to do it again soon!



## Warm-up



- Write this word jumble on the board: *O E L X E P R*. Have students find the secret word (*explore*) and define it. Say: *When you explore something, you look at it closely. You often find out new information by exploring. Then write this phrase on the board: explore your surroundings. Ask students to restate the phrase in their own words. (Possible answer: Find out what there is to do where you live.)*
- Check answers from the HW in the last lesson.

## Lesson Objective



### INVOLVE

- Introduce the lesson objective. Say: *Today I will learn to talk about exploring my surroundings.*
- Students will think about how they have explored their own community and talk about their answers. Then they will make a collage that shows ways to explore their area.

## Speaking



### 18 Answer the questions in your notebook. Then interview a partner and record the answers.

- Read the page title and directions aloud. Invite volunteers to read the chart items aloud and define any unfamiliar words.
- Have students complete the first column independently. Then have partners interview each other to find out about their experiences. Model: *Have you ever been to an art show at a local museum? Yes, I have. I've seen a lot of art shows. My favorite show was by an artist who made giant color pictures.*

### MONITOR

- Listen for correct use of target language as partners discuss what they have and haven't done.

### ASSIST

- Use simple language and the pictures on the page to explain unfamiliar words. Say: *Local means "close to a place". A local museum is one that is close to where you live. When you volunteer, you offer to help for free. An athletic event is a sport, like a soccer game or a swimming tournament.* Encourage students to answer questions about their experiences using full sentences, rather than just yes or no. Model: *Yes, I've danced at a local festival. No, I haven't danced at a local festival.*
- Provide students with a simplified list of activities: *Have you ever... been to an art museum, danced at a festival, cleaned up your community, talked to the mayor, volunteered, visited a farm, been to a film in a park, eaten in a park, been swimming at a pool, visited a care home, been to a sporting event?*

## Project



**Materials:** Craft supplies

### 19 Find pictures to make a collage of the things you could explore in your community.

- Read the directions and speech bubble aloud. Say: *A collage is an artwork that combines many images and words. You can add materials like pictures, drawings, paper, cloth, metal, and other things to a collage. Have students work independently, in pairs, or in small groups to create their own collages.*
- Point out that the most creative collages include at least three different materials. Say: *A collage can be flat or three-dimensional. Encourage students to use a variety of materials in their collages.*

**Word Origins:** Say: *The word collage comes from a French word that means "to glue". The soft g sound in the word is a hint that it comes from French. Most collages use cutout pictures that are then put together with glue. Some collages also use other materials, such as string or ribbon, to connect things together.*

## Lesson Objective



### INVOLVE

- Revisit the lesson objective: *Now I have learned to talk about exploring my surroundings.*
- Encourage awareness of what students have learned by quickly eliciting what they remember about their partner's answers in the interview in Activity 18.

## Extra Application and Practice Activity

- Have students display their collages in the classroom. Encourage students to choose someone else's collage and present it to the class. Suggest that they talk about what materials are used in the collage and what local activities the artist shows.
- Tell students to write down activities that they would like to try as they listen to the presentations. Have them star the top three activities and discuss them with a partner.

# Listening and Speaking Lesson

## Lesson Flow



## Lesson Objectives

I will review the sounds *ft*, *ct*, *mp*, and *sk*.

I will learn to talk about preferences and experiences.

## Listening and Speaking

**I will review** the sounds *ft*, *ct*, *mp*, and *sk*.  
**I will learn to** talk about preferences and experiences.

**145** **20** Listen, read, and repeat.

1 **f-t ft**   2 **c-t ct**   3 **m-p mp**   4 **s-k sk**

**146** **21** Listen and blend the sounds.

1 l-e-f-t left   2 f-a-c-t fact   3 c-a-m-p camp  
 4 r-i-s-k risk   5 r-a-f-t raft   6 l-a-m-p lamp

**147** **22** Listen and chant.

It's a fact that  
 Sailing at night  
 On a raft,  
 Without a lamp,  
 Is a risk!



**23** Do a survey. On your own, complete each question in your notebook by writing two activities. Then work in groups of four. Take turns asking your questions. Record the answers.



Would you rather go on a roller coaster or ride a horse?

I'd rather ride a horse. Roller coasters scare me!



Would you rather...?	Student 1	Student 2	Student 3
go on a roller coaster or ride a horse			
or			

**24** In your group, ask and answer about the activities in your survey.



Have you ever ridden a horse?

No, I haven't. But I'd like to try.



## Warm-up



- Challenge students to brainstorm a list of things to try that begin with each letter of the alphabet. Write the alphabet on the board and have students fill in letters as they think of ideas. Some letters may remain blank. (Possible answers: A – ask a stranger a question, B – bake a cake, C – create a new game)

## Lesson Objective



### INVOLVE

Introduce the lesson objective. Say: *Today I will review the sounds ft, ct, mp, and sk, and learn to talk about preferences and experiences.*

- Students will review the sounds *lf*, *lp* and *lm* individually and as part of words. Then they will review talking about experiences and preferences.

## Presentation



### 20 Listen, read, and repeat.

- Read the directions aloud. Play Audio Track 145 and have students listen and point to each sound as it is said. Have students repeat.

### MONITOR

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

## Practice 1



### 21 Listen and blend the sounds.

- Read the directions aloud. Play Audio Track 146 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.

### MONITOR

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

### ASSIST

- Replay Audio Track 146 as needed.

## Practice 2



### 22 Listen and chant.

- Read the directions aloud. Read the chant while students follow in their books.
- Play Audio Track 147 and have students listen. Replay Audio Track 147 several times and encourage them to join in.

### MONITOR

As students repeat the chant, listen for proper pronunciation, appropriate intonation, and correct use of language.

## Practice 3



**23 Do a survey. On your own, complete each question in your notebook by writing two activities. Then work in groups of four. Take turns asking your questions. Record the answers.**

- Ask: *What's a survey?* (A survey is a set of questions used to find out what other people think about something.)
- Read the directions aloud. Have students complete the questions in the first column independently and then work in groups of four to complete their surveys. Model: *Would you rather go on a roller coaster or ride a horse? I'd rather go on a roller coaster. I love going fast!*

### MONITOR

Listen for correct pronunciation, intonation, and use of target language, as students talk about preferences.

## Speaking



**24 In your group, ask and answer about the activities in your survey.**

- Read the directions aloud. Say: *Now you'll talk about which of the survey activities you have already tried. Have two students read the model. Then have teams work together to talk about their experiences.*

### ASSIST

Tell students that their questions will all begin this way: *Have you ever?* Answers will be *Yes, I have.* or *No, I haven't.* Encourage them to add more information when possible. Model: *Have you ever climbed a mountain? Yes, I have. I climbed a mountain in Switzerland. It was hard work but the view from the top was beautiful.*

## Lesson Objective



### INVOLVE

Revisit the lesson objective: *Now I have reviewed the sounds ft, ct, mp, and sk, and learned to talk about preferences and experiences.*

- Encourage awareness of what students have learned by quickly eliciting the words from the lesson with the sounds *ft*, *ct*, *mp*, and *sk*.

## Application and Practice Activity

### 21st Century Self-Direction

- Have students set goals based on their survey responses, then create an action plan with steps, so as to achieve one of the goals they set.

# Listening and Speaking

**I will review** the sounds *ft, ct, mp, and sk*.  
**I will learn to** talk about preferences and experiences.

**145**  
**20** Listen, read, and repeat.

1 **f-t ft**    2 **c-t ct**    3 **m-p mp**    4 **s-k sk**

**146**  
**21** Listen and blend the sounds.

1 l-e-f-t    left    2 f-a-c-t    fact    3 c-a-m-p    camp  
 4 r-i-s-k    risk    5 r-a-f-t    raft    6 l-a-m-p    lamp

**147**  
**22** Listen and chant.

It's a fact that  
 Sailing at night  
 On a raft,  
 Without a lamp,  
 Is a risk!



**23** Do a survey. On your own, complete each question in your notebook by writing two activities. Then work in groups of four. Take turns asking your questions. Record the answers.



Would you rather go on a roller coaster or ride a horse?



I'd rather ride a horse. Roller coasters scare me!

Would you rather...?	Student 1	Student 2	Student 3
go on a roller coaster or ride a horse			
or			

**24** In your group, ask and answer about the activities in your survey.



Have you ever ridden a horse?



No, I haven't. But I'd like to try.

# Review

**25** Complete the sentences with the words from the box. Then answer the questions.

delicious    spicy    terrible    traditional    unusual

Last night, my family tried a new restaurant in the city. It serves <sup>1</sup>\_\_\_\_\_ Indian food. My older sister thought the food was too <sup>2</sup>\_\_\_\_\_ and started to cough. My brother thought it was so <sup>3</sup>\_\_\_\_\_ that he ordered more. My little sister thought it was <sup>4</sup>\_\_\_\_\_ and asked for a peanut butter sandwich. My Aunt Millie tried a dessert that she'd never had before. She said it was very <sup>5</sup>\_\_\_\_\_, but she would order it again.



- 1 Would her older sister rather eat more or have a glass of water?  
\_\_\_\_\_
- 2 Would her brother rather not come back or come back often?  
\_\_\_\_\_
- 3 Would her little sister rather have more Indian food or have something else to eat?  
\_\_\_\_\_

**26** Answer the questions. Add a sentence that gives additional information.

- 1 Have you ever eaten Indian food?  
\_\_\_\_\_
- 2 Have you ever tried a new food and loved it?  
\_\_\_\_\_
- 3 Have you ever made dinner at home for your family?  
\_\_\_\_\_

## I Can

• use words to describe food.

• talk about experiences using the present perfect and *ever*.

• use *would rather* to talk about preferences.

• write a paragraph about my experiences.



# Review Lesson

## Lesson Flow



## Lesson Objective

To review the words and structures of the unit

### Review

**25** Complete the sentences with the words from the box. Then answer the questions.

delicious   spicy   terrible   traditional   unusual

Last night, my family tried a new restaurant in the city. It serves <sup>1</sup>\_\_\_\_\_ Indian food. My older sister thought the food was too <sup>2</sup>\_\_\_\_\_ and started to cough. My brother thought it was so <sup>3</sup>\_\_\_\_\_ that he ordered more. My little sister thought it was <sup>4</sup>\_\_\_\_\_ and asked for a peanut butter sandwich. My Aunt Millie tried a dessert that she'd never had before. She said it was very <sup>5</sup>\_\_\_\_\_ but she would order it again.



- 1 Would her older sister rather eat more or have a glass of water?
- 2 Would her brother rather not come back or come back often?
- 3 Would her little sister rather have more Indian food or have something else to eat?

**26** Answer the questions. Add a sentence that gives additional information.

- 1 Have you ever eaten Indian food?
- 2 Have you ever tried a new food and loved it?
- 3 Have you ever made dinner at home for your family?

**I Can**

- use words to describe food.
- talk about experiences using the present perfect and ever.
- use *would rather* to talk about preferences.
- write a paragraph about my experiences.

Unit 9 119

## Warm-up



- Have students play *Twenty Questions* (see *Game Bank*, page T138, for details) to review the descriptive adjectives in the unit vocabulary. Write these adjectives on the board: *delicious, different, raw, sour, spicy, sweet, tasty, terrible, traditional, unusual, wonderful*. One student thinks of food or a dish that can be described using one or more of these adjectives. Classmates then take turns asking *yes/no* questions in order to guess the secret food. Model: *Is it traditional?* (yes) *Is it raw?* (partly) *Is it spicy?* (sometimes) *Is it sushi?* (yes)

- Students will review the vocabulary and grammar they learned in Unit 9. They will review talking about products and saying where they came from.
- Then students will complete the *I Can* section, which helps them to assess their own learning and think about their progress.

## Lesson Objective



### INVOLVE

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

## Practice 1



**25** Complete the sentences with the words from the box. Then answer the questions.

- Read the directions and the words in the box aloud. Have students give examples of food that can be described with each adjective. Then have students complete the paragraph and answer the questions independently.

MONITOR

Check answers as a class. (Answers: 1 traditional, 2 spicy, 3 delicious, 4 terrible, 5 unusual; 1 She'd rather have a glass of water. 2 He'd rather come back often. 3 She'd rather have something else to eat.)

ASSIST

Suggest that students give each family member a name to make it easier to answer questions about their preferences.

Practice 2 WB p. 95/ act. 21



21 Find and circle these words.

- Read the directions and list of words aloud. Explain to students that they need to find the words in the word search and then circle them.
- Have students work independently.

Practice 3 WB p. 95/ act. 22



22 Complete the sentences. Use some of the words in 21.

- Read the directions aloud. Explain to students that they need to complete the sentences using some of the words in Activity 21.
- Ask volunteers to read the sentences aloud.

Practice 4



26 Answer the questions. Add a sentence that gives additional information.

- Read the directions and questions aloud. Remind students that a complete answer is more interesting than a one-word answer. Model: *Yes, I've eaten Indian food. I loved the vegetable curry. I didn't like the dessert as much. It was mango ice cream and I don't like mangoes.*
- Have students complete the activity independently in their notebooks.

MONITOR

Check answers by having students read them aloud. Listen for correct pronunciation and use of language.

ASSIST

Remind students to refer to the lessons in the unit for help with vocabulary and grammar.

Self-assessment



I Can

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

Suggestions for Remediation

Assessment Pack

- Direct students who need help with grammar and vocabulary to the Unit 9 Practice Tests in the Assessment Pack.

WB Unit 9/ p. 106

- Direct students who need help with grammar in particular to the Unit 9 Extra Grammar Practice (Workbook, page 106).
- For further vocabulary work, students can access games in the Big English Student World.



**Level Review:** As students conclude Level 5, encourage them to review their progress by reviewing the previous Units and Checkpoints. Ask students to make a list of advice they would give to students who will begin Level 5 next year.

Homework WB p. 95/ act. 23



23 Complete the questions. Use the correct form of the words in parentheses. Then answer the questions about yourself.

- Direct students to WB Activity 23 on page 95. Explain to students that they have to complete the sentences with the correct form of the verb in parentheses. They should then answer the questions about themselves.

Extra Application and Practice Activity

Materials: Menus

21st Century Information Literacy

- Have students use the internet to find menus. Suggest that they look for a restaurant that serves traditional food, such as an Indian, Japanese, Mexican, or Italian restaurant. Encourage students to write about which kinds of food they have already tried and which they would rather not try.

Assessment Pack

- To assess student progress at the end of the unit, have students complete the Unit 9 Unit Test in the Assessment Pack.
- To assess whether students have reached the listening and speaking targets for this unit, carry out the Unit 9 Oral Assessment in the Assessment Pack.
- Arrange one-to-one sessions with each student and use the prompts to evaluate their listening and speaking abilities.

# Checkpoint 7–9 Lesson 1

## Lesson Flow



Warm-up Lesson Objective Self-assessment Practice

## Lesson Objective

To think about how well I can use what I have learned in Units 7–9.

### Checkpoint | Units 7–9

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

1 Think about it. Read and circle. Practice.



I know this.

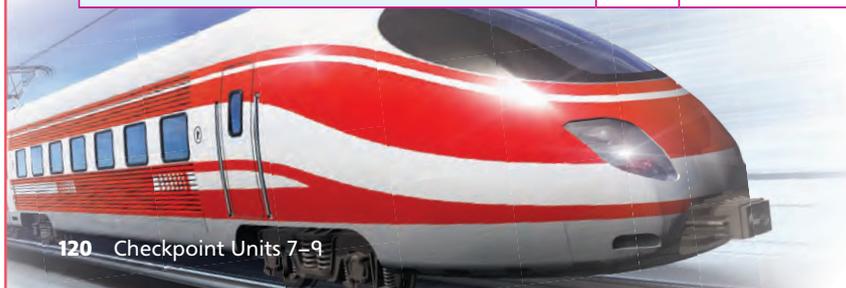


I need more practice.



I don't know this.

	Pages	
<b>Gadgets (old and new):</b> instant camera, games console, cell phone...	85	
<b>Materials:</b> rubber, wool, cotton...	97	
<b>Products:</b> blankets, tires, T-shirts...	97	
<b>Adjectives:</b> delicious, spicy, unusual...	109	
What's it/ <b>was</b> it <b>used for</b> ? It's <b>used for</b> / <b>was used for</b> reading./It's <b>used to</b> / <b>was used to</b> read.	89	
It <b>may</b> be a <del>mirror</del> . It <b>might</b> be a headset.	89	
That plate <b>is made</b> of clay. The first tires <b>were invented</b> in the U.K.	101	
<b>Have</b> you <b>ever eaten</b> sushi? Yes, I <b>have</b> ./No, I <b>haven't</b> .	113	
<b>Would</b> you <b>rather</b> go hiking or stay at home? I'd <b>rather</b> go hiking.	113	



120 Checkpoint Units 7–9

## Warm-up



**Materials:** Index cards, markers or coins

- Have students play *Word Toss* to review vocabulary from Units 7–9. Ask students to write three words or phrases from these units on separate index cards. Scatter the cards on the floor. Students take turns tossing markers or coins at the cards. If the marker lands on a card, the player uses the word in a sentence. Classmates decide if the sentence is correct. If so, the player takes the card from the floor and gets one point. Play until all cards have been taken.

## Lesson Objective



### INVOLVE

- Introduce the Lesson Objective: *Today I will think about how well I can use what I have learned in Units 7–9*
- Students will review Key Language in Units 7–9.

## Self-assessment



**Materials:** Magazines, sticky notes

### 1 Think about it. Read and circle. Practice.

- Read the descriptions aloud as students point to the face icons at the top of the page. Have them use markers or colored pencils to complete the checklist. They will choose a different color when they review this list at the end of the Checkpoint.

### MONITOR

- Follow the suggestions below to review the key language in these units. Listen for correct use of vocabulary and grammar. Remind students that they will be asked to assess their own abilities.

### ASSIST

- Encourage students to turn to the page references in the checklist when they need additional support or to refresh their memories.

### 21st Century Self-Direction

- Remind students that they completed Checkpoints to review the skills they learned in Units 1–3 and Units 4–6. Have students review those Checkpoints to recall how they used a checklist to monitor their own progress. As students complete the checklist for Units 7–9, emphasize that there are no right or wrong answers. Students should circle face icons that show how they feel about each skill.

### Gadgets (old and new) (page 85)

Have students pretend to hold and use one of the objects from Unit 7. Classmates can guess the name of the secret object.

### Materials (page 97)

Have students use sticky notes to label the materials of objects they find in the classroom, including furniture, tools,

clothing, and other items. Then have students play *I Spy* using materials. Model: *I spy something made of cotton.*

### Products (page 97)

Create a three-column chart and label the columns *Find*, *Grow*, and *Make*. Have students name products and place them in the correct column. (Sample answers: *Find* – diamonds, coal; *Grow* – coffee, bananas; *Make* – clothing, cars)

### Adjectives (page 109)

Have students use cookbooks or menus to find the names of different foods. Invite them to describe what they think each food tastes like.

### used for/used to (page 89)

Have students take turns thinking of a product from the past or present and giving clues about its use. Classmates try to guess the product. Model: *It was used for writing. It was used to write neatly.* (typewriter)

### may/might (page 89)

Have students play *Pictionary*. One student draws a single line. Others guess what the picture may be. If classmates do not guess, the artist adds another line and students guess again.

### is made /were invented in (page 101)

Invite students to review the sticky notes they added to name materials. Have them add to the labels to tell or guess where each item was made.

### have... ever/haven't (page 113)

Invite students to make a list of foods they have and haven't tried. Then have partners ask each other questions about these foods.

### would/rather/rather not (page 113)

Write this sentence frame on the board: *Would you rather... or... ?* Have students take turns asking classmates about their preferences.

## Practice

WB pp. 96 & 97/ act. 1, 2 & 3



### 1 Unscramble and write the words. Add your own words on the extra lines.

- Read the directions aloud. Ask students to unscramble the words and then write them and their own words under each heading.

### 2 Find a song that talks about gadgets, products, and materials or food. Complete the chart about the song.

- Read the directions aloud. Have students think of a song that is about gadgets, products, and materials or food and then complete the chart with the key information.

### 3 Write a note to your parents. Persuade them to let you go to a concert to hear this song and singer. Use the information in 2 to help you.

- Read the directions aloud. Have students write a note to parents persuading them to let you go to a concert to hear the song and singer from Activity 2.

# Checkpoint 7–9 Lesson 2

## Lesson Flow



Warm-up



Lesson Objective



Pre-listening



Listening



Practice 1



Practice 2

## Lesson Objective

To put together what I have learned in Units 7–9.

### I can do it!

148  
2

Get ready.

**A.** Complete the dialog using the statements from the box. Then listen and check.

- a I've had it before.
- b It's known for its spicy flavors.
- c I'd rather try something new tonight.
- d I've never had Korean food.
- e Some of them are made out of metal.



**Dad:** Hey, Madison. What kind of restaurant would you rather go to tonight – Brazilian or Korean?

**Madison:** I don't know. I've tried Brazilian food, but <sup>1</sup>\_\_\_\_\_.

**Dad:** Oh, really? <sup>2</sup>\_\_\_\_\_.

**Madison:** What's it like?

**Dad:** It's delicious. <sup>3</sup>\_\_\_\_\_. And it usually comes with rice.

**Madison:** Sounds interesting. Do you use chopsticks to eat it?

**Dad:** Yes, a lot of Korean dishes are eaten with both chopsticks and a spoon. But Korean chopsticks are different from other ones.

**Madison:** How's that?

**Dad:** <sup>4</sup>\_\_\_\_\_.

**Madison:** Really? That's interesting, too.

**Dad:** So... what do you think – Brazilian or Korean?

**Madison:** <sup>5</sup>\_\_\_\_\_. Let's go to the Korean place!

**B.** Practice the dialog in **A** with a partner.

**C.** Ask and answer the questions with a partner.

- 1 Have you ever tried Brazilian food or Korean food?
- 2 How adventurous are you with new foods? Explain.
- 3 What's the most unusual food you've ever tried? What was it made of? Would you like to have it again? Why/Why not?

1

2

3

4

5

6

7

8

9

Checkpoint Units 7–9 121

## Warm-up



**Materials:** globe or map of the world

- Have students find Brazil and Korea on a world map. Ask students to tell what they know about these countries. Ask: *What language do they speak there? What is the weather like? Have you ever had food from one of these countries?*

## Lesson Objective



### INVOLVE

- Introduce the Lesson Objective: *Today I will put together what I have learned in Units 7–9.*
- Students will put together what they learned in Units 7–9. First, they will complete and practice a dialog. Then they will talk about unusual foods.

## Pre-listening



- Read the directions aloud. Have students preview the picture. Ask: *What do you see in this picture?* (A man and a girl talking. The man is thinking about food.)

## Listening



### 2 Get ready.

#### A Complete the dialog using the statements from the box. Then listen and check.

- Read the directions and dialog names aloud. Remind students that each line of dialog in the box will be used only once.
- Have students work independently to complete the dialog. Remind them that reading aloud as they work can help them complete the dialog correctly.
- Play Audio Track 148 and have students listen and check their answers.

### MONITOR

Check answers as a class. (Answers: d, a, b, e, c) Use questions to check comprehension. Ask: *Has Madison had Korean food before?* (no) *What does Dad say Korean food is like?* (It is spicy. It comes with rice.) *What are some Korean chopsticks made of?* (metal) *Which restaurant does Madison choose? Why?* (She chooses the Korean restaurant because she wants to try something new.)

**Word Origins:** Explain that in China, chopsticks are sometimes called *k'wai tse*, which means “fast ones”. People can eat quickly with chopsticks. The English word is related to the Cantonese word *kap*, which means “fast” or “urgent.” Chinese-Americans turned *kap* into *chop*, which then became part of the word *chopsticks*.

## Practice 1



**Materials:** Index cards

### B Practice the dialog in A with a partner.

- Read the directions aloud and invite student pairs to practice the dialog. Encourage students to change roles to review and use all of the key language.

### MONITOR

Listen for correct pronunciation, intonation, and use of language.

### 21st Century Global Awareness

- Invite students to use the Internet to find out more about Korean or Brazilian foods. Encourage them to create food trading cards that show a dish on one side and its ingredients and a description on the other side.

### CHALLENGE

Have students create another dialog between Madison and her father in which they decide between two other restaurants. Suggest that they choose from restaurants serving foods from two of these countries: France, India, Italy, Japan, Mexico, Spain, Thailand.

## Practice 2



### C Ask and answer the questions with a partner.

- Read the directions aloud. Have student pairs ask and answer questions in pairs about the dialog.

### MONITOR

Have students share their responses with the class. Make a list of the most unusual foods that classmates have tried. Listen for correct grammar and vocabulary as students compare ideas.

### ASSIST

Provide models to help students answer questions. Model: *I would like to try Brazilian food because I have never tried it. I like new things. The most unusual food I tried was chocolate with bacon in it. It was interesting, but I don't want to have it again.*

# Checkpoint 7–9 Lesson 3

## Lesson Flow



Warm-up Lesson Objective Speaking

## Lesson Objective

To put together what I have learned in Units 7–9.

### Checkpoint | Units 7–9

#### 3 Get set.



**STEP 1** Cut out the cards on page 137.



**STEP 2** Put the cards face-down and mix them up. Now you're ready to **Go!**

#### 4 Go!

##### A. Game 1

Work in a small group. Take turns. The first student turns over one card. Ask the people in your group.



Have you ever played in a chess tournament?

##### POINTS:

If no one says Yes, keep the card.

If one person says Yes, give the card to him/her.

If more than one person says Yes, ask: *When?* The person who did it first gets the card.

Continue until the cards are gone.

Try to be the person with the most cards at the end.

##### B. Game 2

First, match each card with the card that has the same beginning word. Then take turns asking questions. When you answer, give a reason.

Would you rather write a short story or an apology email for something you did wrong?



I'd rather write an apology email for something I did wrong. Writing a short story sounds hard to me.

C. Tell the class about some of the choices and reasons from your group.

## Warm-up



### 3 Get set.

- Have students preview the dialog cards on Student's Book page 137. Have students read the cards aloud and restate the meanings in their own words. Use simple language, gestures or illustrations to define unfamiliar terms, such as *merry-go-round*, *performer*, *game show*, and *tournament*.
- Read the directions aloud and have students cut out the cards on page 137.

## Lesson Objective



### INVOLVE

- Introduce the Lesson Objective: *Today I will put together what I have learned in Units 7–9.*
- Students will ask and answer questions about things they have tried. Then they will talk about things they would like to try.

## Speaking



### 4 Go!

#### A Game 1

**Work in a small group. Take turns. The first student turns over one card. Ask the people in your group.**

- Read the directions aloud. Invite a volunteer to read the speech bubble aloud. Ask: *What card did this player pick?* (go to a chess tournament) Point out that the player changed *go* to *gone* because he is asking a question about the past.
- Have students complete the activity in **small groups**. Remind them to take turns asking and answering questions.

### MONITOR

- Listen for correct grammar, vocabulary, and use of language.

### ASSIST

- Write these past participles on the board: *written*, *ridden*, *been*, *gone*, *eaten*, *got*. Have students find the verbs on each card and model changing the present verb to the past participle. Model: *Write a short story just for fun. Have you ever written a short story just for fun?*

**Student Grouping:** You may wish to give students to groups to complete Parts A and B. Working with a wide variety of classmates can encourage active participation and provide many students a chance to interact with classmates who are performing at a different level.

## B Game 2

**First, match each card with the card that has the same beginning word. Then take turns asking questions. When you answer, give a reason.**

- Read the directions aloud. Have volunteers read the speech bubbles aloud.
- Have groups continue to work together to complete the activity.

### MONITOR

- Listen for correct grammar, vocabulary, and use of language.

### ASSIST

- Write these verbs on the board to help students match the cards: *write*, *ride*, *be*, *go*, *eat*, *get*. Or have students complete Part B using a copy of Student's Book page 137 in which the cards haven't been cut out.

**C Tell the class about some of the choices and reasons from your group.**

- Read the directions aloud and invite students to share some of their choices and reasons with the class.

### 21st Century Critical Thinking

- Say: *It's interesting to hear why people prefer one thing. The student in the example would rather write an apology email because she thinks writing a short story sounds hard. What would you prefer? Why?* Encourage students to explain the reasons for their choices.
- Register the class results for the preference questions. Have students review the results to make generalizations about class preferences. Ask: *Which activities were most popular? Which activities did almost nobody want to try? Which questions had almost the same number of students on each side?*

### CHALLENGE

- Encourage students to add more cards to the set. Remind them to add two cards that begin with the same verb. Model: *visit another planet*, *visit your favorite actor*; *walk an angry dog*, *walk backwards to school*; *cook dinner for your family*, *cook lunch for our class*.

# Checkpoint 7–9 Lesson 4

## Lesson Flow



## Lesson Objective

To think about how well I can use what I have learned in Units 7–9.

### 5 Write about yourself in your notebook.

- What's the most adventurous thing you've ever done? Did you enjoy it? Why/Why not?
- Describe an unusual object you've seen before. Where's it from? What's it made of? What's it used for?

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### How well do I know it now?

### 6 Think about it.

A. Go to page 120. Look and circle again.

B. Check (✓).

I can ask my teacher for help.



I can practice.

### 7 Rate this Checkpoint. Color.



hard



OK



easy



not fun



OK



fun

1

2

3

4

5

6

7

8

9

## Warm-up



- Write these letters on the board: *O A R E U S N T U D V*. Challenge students to find the secret word. (*adventurous*) Then ask students to define the word. Finally, have students use a dictionary to check its meaning. (Sample definition: willing to take part in risky or exciting activities)
- Repeat the activity with these letters: *J B T C O E*. (*object*; sample definition: something that can be seen or touched)

## Lesson Objective



### INVOLVE

- Introduce the lesson objective: *Today I will think about how well I can use what I have learned in Units 7–9.*
- Students will write about past activities and objects in their lives. Then they will look back at Units 7–9 and think about how well they can use what they have learned.

## Practice



### 5 Write about yourself in your notebook.

- Read the directions, questions, and journal title aloud.
- Have students begin by writing today's date. Then have them write answers to the questions independently. Encourage students to use complete sentences to answer.

### MONITOR

- Check students' writing for correct use of language.
- Invite students to read their *All About Me* entries aloud and compare them with their classmates' journals.

## Video

Drama U 7–9



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

## Self-assessment 1



### 6 Think about it.

#### Go to page 120. Look and circle again.

- Read the directions aloud.

### 21st Century Self-Direction

- Have students turn to page 120 and think about each of the 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.
- Remind students to use a different colored pencil or marker as they reassess their understanding and use of each category.

- 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: *Now choose the statement that describes how you feel about Units 7–9.* Students can use the “Read and circle” exercise on page 120 to help them choose a response. If they circled seven to nine smiling faces, they can start the next unit with confidence. If they circled fewer than seven smiling faces, they should probably check one of the other choices.

## 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.

# Cutouts for Checkpoints

## Cutouts for Student's Book Page 42, Checkpoint Units 1-3

1	A: Hi, Jacob. Are you free this Saturday?
1	A: Guess what, Amanda. I'm moving.
	A: Oh, yes? Where does your uncle live?
	A: I know. We lived there when I was five.
	A: My dad's gotten a new job in London.
	A: Me, too. Oh, I could lend you my mini DVD player.
	A: Yes, we do. I know... how about having a party before I move?
	B: Really? That'd be great! I could watch a few movies. Thanks.
	B: You are? But you just moved here two years ago! Why are you moving?
	B: Oh, I see. London, hmm. That's a big city.
	B: That sounds like fun. We could invite some of our friends.
	B: No, I'm not. My uncle Steven is getting married this weekend. We're going to drive there on Saturday morning.
	B: You did? Wow. Your family moves a lot.
	B: He lives about four hours away from here by car. I hate sitting in the car that long.

Checkpoint Cutouts Units 1-3 133

## Cutouts for Student's Book Page 82, Checkpoint Units 4-6

was camping	I got a lot of mosquito bites.
was biking	I fell and hurt my leg.
was walking on the beach	I got sunburned.
was playing soccer in the park	I lost my house keys.
was playing basketball outside	I suddenly felt hungry.
was taking the dog for a walk	It started to rain.

Checkpoint Cutouts Units 4-6 135

## Cutouts for Student's Book Page 122, Checkpoint Units 7-9

write a short story	write an apology email for something you did wrong
ride a roller coaster by yourself	ride on a merry-go-round with all your friends
be a performer in a talent show	be a contestant on a TV game show
go to an opera	go to a chess tournament
eat a chocolate-covered insect	eat ice cream with chilli peppers
get the highest grade in your class on a math test	get the highest score in your neighborhood on a video game

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



## Stickers

### Unit 6, page 72



### Unit 7, page 88



### Unit 8, page 100



### Unit 9, page 112



# Cambridge Young Learners English: Flyers Practice Paper

Cambridge Young Learners English: Flyers Practice Paper | Listening A

– 5 questions –  
Listen and draw lines. There is one example.

Peter Michael Robert Emma

Richard David Katy

124 Listening A

## Listening A

In this part, students listen and draw lines to match names with people in a picture.

### Do the test

- 1 Ask students to turn to page 124. Read the children's names above and below the picture, indicating to students that they repeat after you.
- 2 Explain that the picture shows different booths and activities at a fundraiser. Ask students if they know what a fundraiser is; if necessary, explain. (*A fundraiser is a special event that raises money. This fundraiser is a kind of fair.*) Ask students if they have ever been to a fair, and invite them to share about it.
- 3 Play the first part of the recording. Go through the example.
- 4 Play the rest of the recording while students match the names with the people shown in the picture.
- 5 Let students listen to the recording again. Check the answers.



## Audio Script

**Narrator: Listening A. Listen and draw lines. There is one example.**

**Boy:** Wow, what's going on?

**Girl:** The school is having a fundraiser. All the kids are helping out.

**Boy:** Look – there's Robert!

**Girl:** Where?

**Boy:** He's on the stage, doing karate.

**Girl:** Which one is he?

**Boy:** He's the one in front.

**Girl:** He must be the leader.

**Boy:** Yes, he is. He's very good at karate.

**Narrator: Can you see the line? This is an example. Now you listen and draw lines.**

**Girl:** A marching band is getting ready to play.

**Boy:** Yes. And look, Peter is going to play the drums.

**Girl:** I thought Peter played the trumpet.

**Boy:** He does. But he also plays the drums.

**Girl:** Oh, let's go say hi to Michael.

**Boy:** Where is he?

**Girl:** He's over there with his sister. They're selling T-shirts.

**Boy:** Great idea. Who knows, I might buy one myself.

**Girl:** It's for a good cause. All the money goes to the school.

**Boy:** And look, Emma is here, too.

**Girl:** What's she doing?

**Boy:** She's selling cupcakes.

**Girl:** She *was* selling cupcakes.

**Boy:** Why did you say "*was* selling"?

**Girl:** I think she just sold the last one.

**Boy:** You're right!

**Girl:** Before we leave, I want to see Katy. She's over there, drawing people's pictures.

**Boy:** I have an idea. We could ask Katy to draw a picture of us.

**Girl:** I love it! That'll be a great souvenir. Oh, and by the way, Richard asked us to do something.

**Boy:** What?

**Girl:** He wants us to help him with the car wash.

**Boy:** I don't even know Richard.

**Girl:** Yes you do.

**Boy:** Who is he?

**Girl:** Do you see all those kids washing the car?

**Boy:** Yes.

**Girl:** Richard is the one wearing the red T-shirt. Well, can we go help them?

**Boy:** Oh, of course!

**Girl:** Good, the more people the better.

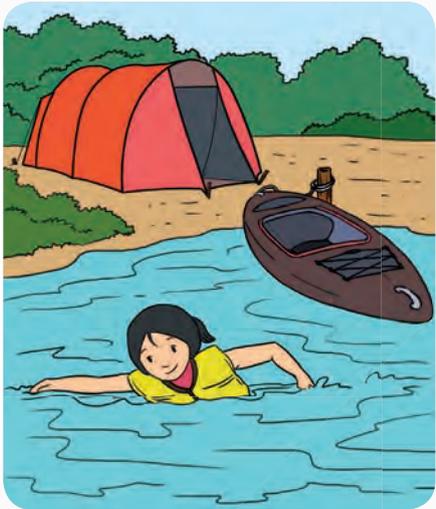
**Narrator: Now listen again.**

– 5 questions –



Listen and write. There is one example.

**Camp Greenfield**



Where: in the Sierra Mountains

1 Activities: swimming, kayaking

2 How long: one month

3 Cost: \$ 300 per child

4 When the next program begins: August

5 What to bring: clothes, sleeping bag, sunscreen, bug repellent

Listening B 125

## Listening B

In this part, students listen to a dialog and take notes.

### Do the test

- 1 Ask students to turn to page 125. Explain that they will hear a telephone conversation between a camp counselor and a parent. The parent will ask the counselor questions about a summer camp.
- 2 To warm up, invite students to practice turning each of the prompts into a question. (*Where is the camp? What kinds of activities are there? How long is the camp?* etc.)
- 3 Play the first part of the recording. Go through the example.
- 4 Play the rest of the recording. Students take notes, writing information on each line of the notepad while they listen.
- 5 Let students listen to the recording again. Check answers.

 **Audio Script**

**Narrator:** **Listening B. Listen and write. There is one example.**

**Man:** Camp Greenfield. How can I help you?

**Woman:** Hello. My children would like to go to summer camp. I'm calling to get some basic information. Can I ask a few questions?

**Man:** Of course.

**Woman:** First of all, can you tell me where the camp is?

**Man:** Certainly. It's in the Sierra Mountains.

**Woman:** I'm going to write this down in my notebook.

**Man:** Take your time.

**Narrator:** **Can you see the answer? This is an example. Now you listen and write.**

**Narrator:** **One.**

**Woman:** What kinds of activities do you have?

**Man:** The camp is by a river, so the most popular activities are swimming and kayaking.

**Woman:** Is it safe?

**Man:** Oh yes, it's very safe. We've never had an accident.

**Narrator:** **Two.**

**Woman:** How long does this summer program last?

**Man:** It lasts for one month. There are three programs in the summer.

**Woman:** And each one lasts for a month?

**Man:** Yes, that's right.

**Narrator:** **Three.**

**Woman:** How much does it cost?

**Man:** It's three hundred dollars per child.

**Woman:** Are there any other fees?

**Man:** No, everything is included.

**Narrator:** **Four.**

**Woman:** When does the next program begin?

**Man:** Well, it's July now. We just finished the first program.

**Woman:** So the next one starts in August?

**Man:** Yes, and it's filling up fast.

**Narrator:** **Five.**

**Woman:** What do the kids need to bring?

**Man:** They need to bring clothes and a sleeping bag.

**Woman:** Should they bring sunscreen?

**Man:** Yes, sunscreen and bug repellent are a good idea.

**Woman:** OK. Thank you for all the information.

**Man:** My pleasure. Have a nice day.

**Woman:** You, too. Good-bye!

**Narrator:** **Now listen again.**



What do the Martins and Browns like to do?

Listen and write a letter in each box. There is one example.



Mrs. Martin

C



Mr. Brown

B



Kelly Martin

G



David Martin

A



John Brown

F



Cindy Brown

H

- 5 questions -



A



B



C



D



E



F



G



H

## Listening C

In this part, students listen and match pictures with words or names by writing a letter in the box.

### Do the test

- 1 Ask students to turn to pages 126–127. Read the names on page 126 aloud, prompting students to repeat after you. Ask questions about the pictures on page 127. (*Look at picture A. Where is he? What is he doing?* etc.) NOTE: Be careful not to use the words *boy*, *man*, *girl*, and *woman* in your questions, as that might “give away” the answers to students.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what to do.
- 3 Play the rest of the recording. Students listen and match the illustrated names with the pictures, A to H.
- 4 Let students listen to the recording again. Check answers.



## Audio Script

**Narrator:** **Listening C. What do the Martins and Browns like to do? Listen and write a letter in each box. There is one example.**

**Man:** Hello, Mrs. Martin. How are you doing?

**Woman:** Hi, Mr. Brown. I'm fine, thanks. I'm just looking at some of my vacation photos.

**Man:** Where did you go on your vacation?

**Woman:** We went to Colorado. It was great. I went skydiving for the first time. It was so exciting!

**Narrator:** **Can you see the letter C? This is an example. Now you listen and write a letter in each box.**

**Man:** What else did you do on your vacation?

**Woman:** We went to some great craft fairs. My daughter, Kelly, took a jewelry-making class at one of the craft fairs. She loved it. See this necklace? She made it!

**Man:** Wow. That's really nice. What else did you do while you were there?

**Woman:** We went hiking and camping in the mountains. It was so beautiful, and it was great exercise, too. My son, David, really loves hiking. What about you, Mr. Brown? Did you go on vacation anywhere this summer?

**Man:** No, we just stayed here. But we did a lot of fun things on the weekends. I went fishing at the lake a lot.

**Woman:** That sounds nice. Did your son go with you?

**Man:** No, he didn't. John played soccer most of the summer, and he had to go to practice every weekend while I was out fishing.

**Woman:** What about Cindy?

**Man:** Cindy is taking a pottery class this summer. She's really enjoying it.

**Woman:** That sounds great! Well, tell your family I said hello.

**Man:** I will. Enjoy the rest of your summer!

– 6 questions –

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



Mark and his classmates entered a contest at a science fair. The contest was to see which team could create the most useful invention. Mark's team created a (1) robot that could vacuum an entire house. It could clean living room (2) furniture, too. The judges were impressed, but the other team also had a good idea. They showed off an (3) mp3 player that could hold over 5,000 songs. Probably the most interesting thing about it was its source of power. It didn't use a (4) battery. It was (5) solar-powered. The problem was, you had to leave it in the sun every day for three hours. The judges didn't think that was practical, so Mark and his team won.

invention	battery	speakers	spaceship	solar-powered
mp3 player	robot	laptop	radio	furniture

(6) Now choose the best name for the story.

Check one box.

Inventions Through History

Two Heads Are Better Than One

A Winning Idea

## Reading & Writing A

In this part, students complete a story by choosing and copying the correct words from a box. Then they choose the best title for the story.

### Do the test

- 1 Ask students to turn to pages 128–129. Look at the picture together and prompt students to think about the topic of the story.
- 2 Look at the example with the class and make sure they understand that they need to fill in the gaps in the text, using the words in the box. Remind students that there are more words than they need.
- 3 Ask students to fill in the five gaps in the story and to choose the best title for the story from the three options.
- 4 Check answers.

– 10 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.

	delicious	bracelet	graduate
aunt	She is your father's sister. <span style="float: right;">_____ <u>aunt</u> _____</span>		
school band	1 This group puts on plays. If you're an actor, you should try it! <span style="float: right;">_____ <u>drama club</u> _____</span>		
actress	2 If you're a musician and know how to play an instrument, this is the group for you. <span style="float: right;">_____ <u>school band</u> _____</span>		insect repellent
silver	3 You'll do this after you finish all the grades at school. <span style="float: right;">_____ <u>graduate</u> _____</span>		
	4 You could write this to tell people about something your school club is doing to raise money. <span style="float: right;">_____ <u>an article</u> _____</span>		drama club
	5 Earrings or necklaces are often made of this. <span style="float: right;">_____ <u>silver</u> _____</span>		
	6 When something tastes really good, this is how it tastes. <span style="float: right;">_____ <u>delicious</u> _____</span>		an MP3 player
expensive	7 Take this with you when you go hiking, so mosquitoes won't bite you. <span style="float: right;">_____ <u>bug repellent</u> _____</span>		
	8 You can use this to listen to music, play games, or call someone. <span style="float: right;">_____ <u>a smartphone</u> _____</span>		a kayak
	9 You can ride in this kind of boat. It holds only one or two people. <span style="float: right;">_____ <u>a kayak</u> _____</span>		
	10 We use this word to talk about something that costs a lot of money. <span style="float: right;">_____ <u>expensive</u> _____</span>		
	an article	cake sale	a smartphone

## Reading & Writing B

In this part, students write the correct words next to the definitions.

### Do the test

- 1 Ask students to turn to page 130. Look at the thirteen individual words, and prompt students to think about the meaning of each word.
- 2 Ask students to read through the ten definitions. Look at the example together.
- 3 Ask students to match the definitions with the correct words. Remind students to copy the words carefully.
- 4 Check answers.

Find the differences

Candidate's copy



Speaking A 131

## Speaking A

In this part, students identify and describe differences between two pictures.

### Do the test

- 1 Ask the students some warm-up questions such as *What's your name? What's your family name? How old are you?*
- 2 Ask the students to turn to page 131. Give them time to look at the picture.
- 3 Turn to the Examiner's copy (Teacher's Edition page T135). Allow students to look at it briefly.
- 4 Make statements about your copy of the picture. Encourage students to say how their picture is different. For example, *In my picture, there are four balloons. (In my picture, there are six balloons.)*

### Answer key

- 1 woman selling sunglasses / woman selling jewelry
- 2 man selling pink roses / man selling yellow roses
- 3 man selling bananas / man selling oranges
- 4 man selling framed pictures / man selling picture frames
- 5 girl on skateboard / girl on roller skates
- 6 boy eating a banana / boy eating ice cream
- 7 woman carrying green bag / woman carrying yellow bag
- 8 man selling cakes / man selling pizzas
- 9 woman taking pictures / woman talking on cell phone

Find the differences

Examiner's copy



Candidate's copy



Out to dinner with Emma's family

What kind / restaurant	?
What / having	?
What / made of	?
How / taste	?
Emma / ever tried	?

Information exchange



Out to dinner with Michael's family

What kind / restaurant	Chinese
What / having	hot and sour soup
What / made of	broth and vegetables
How / taste	delicious
Michael / ever tried	yes

## Speaking B

In this part, students ask and answer questions using cues.

### Do the test

- 1 Ask students to turn to page 132. Give them time to look at the pictures and the charts.
- 2 Look at the Examiner's copy (Teacher's Edition page T137). Ask the student questions about the information they have. (*I don't know anything about Emma's family. What kind of restaurant is her family at?*)
- 3 Now encourage the student to ask you similar questions, for example: *What is Michael's family having for dinner?*

### What to say (Examiner)

*What kind of restaurant is Emma's family at?*

*(They're at a Spanish restaurant.)*

*What are they having?*

*(They're having churros.)*

*What are they made of?*

*(They're made of flour and other ingredients.)*

*How do they taste?*

*(They taste sweet.)*

*Has Emma ever tried them before?*

*(No, she hasn't.)*

### What to say (Candidate)

*What kind of restaurant is Michael's family at?*

*(They're at a Chinese restaurant.)*

*What are they having?*

*(They're having hot and sour soup.)*

*What is it made of?*

*(It's made of broth and vegetables.)*

*How does it taste?*

*(It tastes delicious.)*

*Has Michael ever tried it before?*

*(Yes, he has.)*

Information exchange



Examiner's copy



Out to dinner with Michael's family

What kind / restaurant	?
What / having	?
What / made of	?
How / taste	?
Michael / ever tried	?

Out to dinner with Emma's family

What kind / restaurant	Spanish
What / having	churros
What / made of	flour and other ingredients
How / taste	sweet
Emma / ever tried	no

# 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!*

## Vocabulary and Word Games

### Pictionary and Charades

Divide the class into two teams. Show a student from Team A a word written on an index card. The student draws a picture of the word on the board (*Pictionary*) or acts out the activity (*Charades*) for his or her teammates to guess. If the team guesses correctly (they can make several tries, or you can set a time limit) they win a point. Then Team B takes a turn.

### Bingo

Give each student a blank grid divided into nine squares, plus a small number of items such as beans or pennies. Write a list of 15–20 vocabulary items on the board. Have students choose and write the names of any nine of these items on the card – one in each square, in no particular order. Call out the names of the items randomly. If a student has the name of the item on his or her card, he or she places one of the beans (or other small item) on the square. The first student with three items in a row is the winner.

### Go Fish

Divide the class into small groups. Have each group create vocabulary cards. Each card in the set should have a matching “pair” word, like an opposite (*hot/cold*), or another word that starts with the same letter (*swimming/singing*), etc. Mix up the cards and deal out five cards to each student. Put the rest in a pile in the center. Model how to play. As Player A, you ask Player B: *Do you have (the opposite of “hot”)?* or *Do you have (a word that begins with “s”)?* If Player B has a card that matches what Player A is asking for, he or she hands it to Player A, and Player A puts his or her

match down. If not, Player B says, *Go fish!* and Player A takes a card from the pile in the center. The game is over when one player has no more cards.

### I Spy (or I See, I See)

Look around the room and say: *I spy with my little eye (or I see, I see...) something beginning with (b).* Students ask questions to guess the person or object you are thinking of. You may also want to play this using the Unit Poster.

### Mad Lib

Ask students to name some comparative adjectives and write them on the board. Then write this sentence on the board: *A mouse is \_\_\_\_\_ than an elephant.* Have volunteers read the sentence substituting each comparative adjective in the blank. You may also want to use this technique to review other types of adjectives, verb forms, and so on. The key is to get lists of words that, when inserted into the sentence, make some silly combinations.

### Odd One Out

Working in pairs or small groups, students create groups of four words: Three words are related thematically (you may want to set the categories, such as *hobbies* or *parts of the body*), and a fourth word is not. Model some examples of these types of groups on the board if needed. Other pairs or teams compete to be first to find the word that doesn't belong.

### Question Chain

Divide students into groups. Have each group sit in a circle. Select one of the groups to model the game. Start the game by asking the first student a question that reviews a particular vocabulary group – for example: *What's your favorite (hobby)?* The first student answers: *I like (collecting coins).* The first student then turns and asks the question to the next student. Continue around the group until all students have answered the question. You may want to write a list of questions on the board so that students can continue the game by doing a round with each question without interrupting the activity.

### Word Clues

Use this game to review key vocabulary. Give students index cards and invite them to create game cards by writing one key word or phrase from a particular section of the Student's Book on each card. Players take turns looking at a word and giving one-word clues to their partners. Clues should not use any of the words in the key word or phrase. Model: *My word is (bug repellent). My clues are: (keep, away, mosquitoes, spray).* Have students play in pairs or in teams against each other. You may want to set a time limit of sixty seconds for a list of four to five items, and award a point to each individual or team for each item guessed correctly within the time limit.

### Spot the Difference

Have students play this game in pairs. One player strikes a pose, and the partner observes. The observer then closes his or her eyes or turns around; the poser changes one part of the pose. Model possible changes, such as moving a hand to a different position, turning up a shirt collar, or lifting one foot off the ground. The observer then looks and guesses what is different. Players then switch roles. Another variation is to have students take turns drawing pictures. As Partner A looks away, Partner B adds one item to the picture, and then Partner A looks back and guesses what has changed.

## Writing and Spelling Games

### Spelling Relay

Divide the class into two teams (or if the class is large, make four teams and let two participate in each round). Have the teams line up at the back of the classroom. If you have a board, give the first student in each line chalk/a marker to pass on to his or her teammates. Write a lexical category on the board (*animals, food, activities*) and say: *Go!* The first student in each line runs to the board and writes the name of an item in that lexical group and then runs back and passes the chalk/marker to the next in line. Continue until a set number of items has been written or a time limit reached. Give a point for each correctly spelled word.

### Inspirations!

On sets of small blank cards, paste photos or illustrations from magazines, or write words or phrases you want the class to review or practice using. Each set of cards may have something in common, such as a general subject or a progression of events through time. Divide the class into small groups and give each group a set of cards. Children then write a story choosing one card for every sentence they write, using the pictures as inspiration for their stories.

### Memory Game

Use this game to review verb tenses or vocabulary sets. You can easily vary the format of this game to review verb tenses or any vocabulary set. Sit with the whole class in a circle. You start, for example, by saying a sentence that uses irregular simple past verbs. Say: *I went to Mars, and I took my camera.* The student on your right repeats your information and adds his or 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.

### Word Search Puzzles

Have students create word search puzzles in order to preview or review vocabulary or to practice spelling. Model creating a simple word search puzzle on the board by using some simple words (or by using an example of a premade word search puzzle). Point out that words can be hidden horizontally, vertically, or diagonally. Have students work in pairs or groups to create their own word search puzzles, using a specific list of vocabulary terms. After they create the grid of "hidden" words, have students fill in the other spaces in their grid with random letters. Finally, invite students to exchange puzzles and find the hidden words.

# AUDIO SCRIPTS

## Student's Book and Workbook

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### Welcome Unit, Welcome to Class!

#### Student's Book page c. Activity 6

**Listen, read, and write. What is everyone doing?**

- A:** Hi Mason. How are you? How was your day today?  
**B:** Not bad – busy. It's a Tuesday, so I had math this morning. I love math, but it was really difficult today – we started learning about algebra.  
**A:** That sounds hard. But I'm sure you did your best. What are you doing tonight?  
**B:** Well, I'm going to my music lesson. I have lessons every Tuesday. I'm learning to play the clarinet.  
**A:** That's great! And where's your sister?  
**B:** She's out at drama club.  
**A:** Oh yes, she loves acting, doesn't she?  
**B:** Yes, she does. She's getting really good at acting now.  
**A:** And what about your brother? Where's he? Can I speak to him?  
**B:** No, sorry. Danny's at chess club. His chess team are going to be in a competition soon so he has to practice a lot.  
**A:** Wow, everyone is busy! Bye, Mason!

### Unit 1, My Interests

#### Student's Book page 4. Activity 1

**Read about these famous people. What were they interested in? Complete the sentences with a word from the box. Then listen and check.**

- 1 Growing up, actor George Clooney was interested in sports like baseball. When he was 16, he tried out for the Cincinnati Reds.
- 2 One of the richest people in the world, Carlos Slim was interested in managing his money at a young age. He bought shares in his first bank when he was just 12 years old.
- 3 World-famous scientist Albert Einstein was interested in music as a boy. He played the violin and the piano.

- 4 Actress Emma Stone always wanted to act. She was also good at using a computer. When she was 14, she used a PowerPoint presentation to convince her parents to let her begin a career in acting.
- 5 As a young woman, architect and artist Maya Lin loved bird-watching, hiking, and studying mathematics.

#### Workbook page 2. Activity 1

**Listen and write the number.**

- 1 acting      2 doing martial arts  
3 reading      4 playing baseball  
5 painting      6 playing the guitar

#### Student's Book page 5. Activity 2

**Match the names of the school groups with the pictures. Then listen and check.**

- 1 The drama club practices every day after school. All the students in the club love acting.
- 2 The school news bloggers write about school news every day. They love to write and they go to a lot of school events.
- 3 The baseball team gets a lot of exercise and has fun doing it! The team has a busy calendar.
- 4 The science club always has an interesting project to work on. The group goes to a big competition every year.
- 5 Tae kwon do is a martial art, like karate. It's good for your body and your mind! The club meets on Tuesdays.
- 6 The school orchestra is fun for everyone who likes to play instruments. The orchestra plays at all of the school events.

#### Student's Book page 8. Activity 9

**Look at the students' current schedules. Listen and stick. Color in their new schedules. Then write what each student is interested in.**

- 1 **A:** You're really good at playing the trumpet. Are you joining the school band this year, Larry?

- B:** No, I'm not. The problem is that I like playing baseball, too.
- A:** So do both!
- B:** I can't. The band and the baseball teams both meet on Wednesdays and Fridays, so I had to make a choice. I decided to be on the baseball team.
- A:** Then join the jazz band. It meets on Mondays.
- B:** Really? Maybe I will!
- 2 A:** Hey, Marianne! How about trying out for the school play?
- B:** Uh... I don't think so.
- A:** Why not? You're really good at acting.
- B:** You think so?
- A:** Yeah. You were great in the play last year.
- B:** Oh, thanks. But I'm busy two days a week on Tuesdays and Thursdays.
- A:** But that's perfect because the drama club has practice on Mondays and Fridays after school.
- B:** Are you sure? Cool! I'll go sign up for the try-outs, then.
- 3 A:** Wow! That's a great photo. Did you take it?
- B:** Yes, I did. I took it for the school newspaper.
- A:** Oh, are you on the school newspaper?
- B:** Yeah, I am. It's really fun. Do you want to join, Suzie?
- A:** No, thanks. I'm not very good at taking pictures.
- B:** That's OK. I know you're good at writing, and we need good writers. We meet on Tuesdays and Thursdays. There's a meeting today. Come with me!
- A:** Uh, OK, sure!
- 4 A:** What do you do after school, Ben?
- B:** Not much. I have piano lessons on Tuesdays. That's it.
- A:** Are you free on Wednesdays and Fridays?
- B:** Yeah, but... I don't know. I'm kind of busy with school stuff.
- A:** Did you know there's a manga club at school this year?
- B:** No way!
- A:** Yeah, seriously! I know you love those manga comic books.
- B:** When does it meet?
- A:** Wednesdays and Fridays. You can sign up for it in Mr. Wang's office. I already did.
- B:** I think I will!
- A:** Great! See you there tomorrow.

## Workbook page 5. Activity 10 13

**Complete with three of the expressions in 9. Listen and check your answers.**

- A:** Our class is going to Disneyland for our class trip.
- B:** Great! How exciting! When do you leave?
- A:** Tomorrow morning at 4 a.m.
- B:** No way! That's crazy! It's so early!
- A:** Yeah, seriously. Four in the morning.

## Student's Book page 14. Activity 26 21

**Play the School Clubs game. Work with a partner, listen to the model, and play.**

- A:** How about joining the school orchestra?
- B:** No, thanks. I'm interested in playing sports.
- A:** Oh, then how about signing up for the soccer team?
- B:** That sounds **great!** I love playing soccer.

## Unit 2, Family Ties

### Student's Book page 16. Activity 1 22

**Read and answer the questions about families. Then listen and check.**

- 1 A:** How Many Mackenzies?  
Mr. and Mrs. Mackenzie have six daughters, and each daughter has one brother. How many people are in the Mackenzie family?
- B:** There are nine people in their family. Each daughter shares the same brother!
- 2 A:** Family Name Trivia  
What's the most common family name in the world: Chang, García, or Smith?
- B:** Chang is the most common family name in the world. The name comes from China and there are more than 100 million Changs around the world.
- 3 A:** Big Families  
Which country has the largest average household size: Italy, Canada, or Colombia?
- B:** Colombia has the largest household size. There are 5.9 persons per household.
- 4 A:** Good Grief, Grandma!  
Bai Ulan Kudanding, a woman in the southern Philippines, has 14 children, 107 grandchildren, 138 great-grandchildren, and two great-great-grandchildren. She knows all of their names! How many children are there in all?
- B:** There are 261 children.

**Listen and find the family members in the pictures. Use words from the box to name them.**

Hi. My name's Andrea. Here's a picture from when we lived in Madrid. It's a picture of me and my older brother Pedro with our mom and dad. This was about three years ago.

In 2012, when I was 14, we moved here to Brighton in England and my dad opened a Spanish restaurant. This picture shows the opening day. It was very exciting!

And that's my little sister Maria when she was a baby. Maria was born in Brighton in 2012. My family named the restaurant after her and my mom. It's called "Maria Luisa's."

The biggest surprise on that opening day was that my favorite uncle, Uncle Manuel, brought someone with him. He had just gotten married. His wife's name is Elena, and she's my favorite aunt. Here's a picture from his wedding. Uncle Manuel just graduated from cooking school a few months ago in Madrid. He's going to stay and work as a chef at our family restaurant!

Workbook page 13. Activity 4  25

**Listen to the events in Ken's life. Then number the timeline in order and write the events.**

- A:** Welcome, Ken. *This Is Your Life!*
- B:** No! Really?
- A:** Yes, really! Let's share the timeline of your life with our audience. And get ready! We have some surprises for you.
- B:** Let's get started. So you were born and raised in Manchester, right?
- A:** That's right.
- B:** When you turned 21, your parents threw you a surprise party. Here's a picture of you at that party. That was quite a surprise, wasn't it? Why did your parents throw you a party?
- A:** I graduated from college.
- B:** And you did it in less than three years. Great job! Then at 25 you experienced another life-changing event. Tell us about it.
- A:** Yes, I got married.
- B:** You got married to your beautiful wife, Jean. You two worked hard for several years and saved your money. When you were 28, you and Jean finally bought your dream house and opened your first store. That was a big year for you... Many years have passed since then. Now, at 44, you've just opened your fifth store! Ken's Computer Works is famous all over the U.S.A. Congratulations! And now, Ken, I have a surprise for you... your whole family is here to celebrate your life and...

**Listen and stick. Then write. Use the correct form of a verb from the box.**

- 1 A:** Who are all these people in the photos? Like this one?
- B:** That's my mother when she graduated from high school.
- A:** Really? She looks so different!
- B:** Well, she was a lot younger then. She was just a little older than we are now.
- A:** True. So... are those your grandparents in the photo?
- B:** Yep. Those are my grandparents. They were a lot younger then, too.
- 2 A:** Speaking of young, look at my father in that photo. Those are my parents when they got married.
- B:** Wow! Those are your parents? I can't believe it. Your dad was a pretty cool guy back then.
- A:** Yep. He was really good-looking. He was so much thinner then, too.
- B:** That's true. And he isn't wearing those funny glasses he always wears now!
- A:** Yeah. I think he wore contacts back then.
- 3 A:** Oh... this is a great picture! What a cute baby!
- B:** Guess who...
- A:** No! That's not you! Is it?
- B:** Yeah... that's me. That's the day I was born. I was only a couple of hours old in that photo.
- A:** Really? But... what happened?
- B:** What do you mean?
- A:** You were so much cuter then!
- B:** Ha ha. Very funny. My mother says I was the cutest baby in the world.
- A:** I don't know about that... but you were pretty cute.
- B:** Thanks.
- 4 A:** See that photo? That's me too. I was three years old then.
- B:** What were you guys doing in this picture? It looks like you were about to leave for a long trip.
- A:** That's the day my family moved to New York.
- B:** Where did you live before?
- A:** We lived in Ohio when I was a baby. But we moved here to New York when I was three.
- B:** And ten years later you met your best friend... Me!
- A:** Yep!

## Workbook page 17. Activity 13

### Listen and number the family members.

I have a big family. It's interesting, too, because there are lots of twins in my family. I'll describe the people in my family. See if you can find them.

First, my mom: My mom has long black hair. She has a twin sister. They look alike, but my mom is a little taller than her sister.

Second, Aunt Lynn, my mom's twin sister: My aunt has short red hair. She's shorter than my mom, and she's really funny.

Third, my cousin Paul: He's 16 years old. Paul's really happy today. He bought a new skateboard this morning. It's bigger than his old skateboard.

Peter is Paul's twin brother. He's number 4. He's the one with dark hair. He's standing next to Paul. Peter also has a skateboard. He skateboards every day but his skateboard isn't new. His skateboard is much older than Paul's.

My dad is number 5. He's a twin, too. He's bigger and stronger than his brother, my uncle.

Number 6 is my uncle. My uncle loves playing the guitar. He's in a band. His hair is longer than my dad's.

Amy is seventh. She's my cousin. Amy is good at math and science. She loves studying. She has a twin sister, Anna. They look alike. Amy's hair isn't darker but it is a little shorter than her sister's hair.

And last, number 8: Amy's twin sister, Anna. She loves swimming and goes to the pool every day.

Did you find all 8 family members? Did you find me, too?

## Workbook page 18. Activity 17

### Complete the text with the words in the box. Then listen and check.

Lions live in social groups called prides. Female lions find food and take care of the children.

Seahorses have big families.

The male seahorse is a good dad.

... but male emus are great dads.

The male emu builds a nest for his children all by himself.

## Unit 3, Helping Others

## Student's Book page 28. Activity 1

### Read about how children are helping others. Answer the questions with a partner. Then listen and check.

- A:** On average, they baked 120 cupcakes a day.
- A:** They raised two hundred and twenty dollars.
- A:** He rode 4,680 kilometers.

## Student's Book page 29. Activity 2

### Read. Use the words from the boxes to complete the sentences. Then listen and check.

#### A The school choir is entering a big singing competition. The choir wants to buy new outfits for it. They need to raise money to buy them. Listen to their ideas:

##### Fundraising

- I have an idea. We could have a cake sale at school. We could sell cookies, pies, cakes, and other desserts. We'll ask our moms to help us.
- Here's another idea. We could have a school art fair. We could invite local artists, like painters, illustrators, and crafts people to exhibit their work. We'll get ten percent of the sales.
- Our choir could put on a concert. We could have a specific theme for the songs, like a 60s theme, for example. We'll ask our parents to help us sell tickets.

#### B The choir has ideas for how to advertise their fundraising activities. Listen.

##### Advertising

- Nick and I are artists. We're going to design colorful posters with information about our fundraising events. We'll hang them up around school and even around the town.
- I'm a reporter for our school newspaper. I'm going to write an article about our fundraising activities. I'll include pictures, too.
- I like making videos. I'm going to make a video of one of the choir's performances. I'll post it on the school website.

## Workbook page 23. Activity 4

### Complete the sentences with the words in 3. Then listen and check.

- Why don't we have a cake sale next week at school? I can make cookies and you could make a cake.
- Sara knows how to use the video camera. She can make a video to tell people about our event.
- We could have a concert to make money. A lot of us love to play music.
- We could make posters and hang them up around school.
- Let's draw and paint some things and sell them at an art fair.
- Someone could write an article for the school website.

## Student's Book page 32. Activity 8

### Listen and stick. Then answer the questions.

- A:** Wow! Something smells good!  
**B:** Thanks. We're baking cookies.

- A:** Can I have one?  
**B:** No! But you could help bake them.  
**A:** I don't really know how to bake.  
**B:** It's easy. I'll show you.

**2 A:** Hey, Mary, what's up? How's the car wash going?

**B:** So-so. Not a lot of people are stopping.

**A:** Hm. I guess people driving by can't see you very well. It's too bad you don't have any signs.

**B:** I know... but we're fixing that. Bob and Tony are making signs for us. They're going to hold up the signs by the street. That way people will know we're here.

**A:** What a great idea!

**3 A:** Did you see our glee club's new website?

**B:** I did. It looks great.

**A:** I'm glad you like it. But it's about to get better.

**B:** Really? How?

**A:** Fernando made a video of last night's concert. He's going to show me how to upload it onto the website.

**B:** That's really smart.

**4 A:** What are you doing?

**B:** You mean what were we doing. We just finished making posters for the school play next weekend.

**A:** Oh. Sorry I wasn't here to help you.

**B:** You can still help, if you want to.

**A:** Sure. What can I do?

**B:** You could help us put them up around the school.

**A:** Sounds good to me.

**C:** I like writing poems. But I have another idea. I think we should take a lot of photos around the school and we should put them on a big poster.

**D:** Yeah. We could write funny notes by the pictures. Mr. Finnegan would like that!

## Unit 4, Shopping Around

### Student's Book page 44. Activity 1

**Read. Guess the answer to each question. Then listen and check.**

- The answer is *a*. An oniomaniac is a person who shops too much.
- The answer is *c*. There are no stores and the sellers are all in boats.
- The answer is *b*. In 2011, 54 million people visited the Dubai Mall.

### Student's Book page 45. Activity 2

**Michelle and Dylan are talking about buying presents. What do they decide to buy? Listen and choose.**

**A:** I want to get some jewelry for my mom for Mother's Day, so I'm going to the mall. First, I'm going to go to the jewelry store. Hmm, I like this turquoise necklace... but it's very expensive. Everything here is expensive! I'm getting out of here.

Let me try the new department store. Hmm, look at this. It's a pretty beaded bracelet. But it's more expensive than the turquoise necklace! You know what? I give up. I'm going to go and look in my favorite clothing store... wait a minute! Look at this pair of silver earrings. They're less expensive than the bracelet. And they're beautiful! I'm getting them!

**B:** My mom likes simple things. So for Mother's Day, I'm going to give her a card. No, I won't buy it from a card shop. I'm going to make it myself and write my own message. My mom will probably cry when she reads it. But what can go with a card?

A bunch of balloons that say "Happy Mother's Day" on them? No, too childish. A bouquet of roses from the outdoor market? Nice. But roses are expensive, and they never last as long as we want them to. Wait. I just remembered something. There's a craft fair in the park and one of the artists has nice picture frames. I could frame a picture of my mom and me. Yes, that's what I'm going to do. It's going to be the best Mother's Day present ever!

## Checkpoint, Units 1 to 3

### Student's Book page 41. Activity 2

**Get ready. A. Complete the dialog with the correct form of the verbs. Then listen and check.**

- A:** Class, I have news. Do you remember Mr. Finnegan?  
**B:** Sure. He was our music teacher when we were in elementary school.  
**C:** Yeah, I had my first violin lesson with him when I was six.  
**A:** Well, Mr. Finnegan is going to retire at the end of this school year. The principal wants us to think of something we can do for him. Any ideas?  
**D:** I have one. Everyone could write a poem about Mr. Finnegan. How about putting them all together in a book?  
**B:** I don't know. I like reading poems, but I'm not good at writing them.

## Workbook page 35. Activity 4 57

### Listen and number the presents.

- 1 Thank you for this beautiful turquoise necklace.
- 2 And I just love these silver earrings.
- 3 These balloons are great.
- 4 How wonderful! Where did you find this amazing beaded bracelet?
- 5 These roses are so pretty. Thank you.
- 6 Thank you for the picture frame. It's perfect.

## Student's Book page 48. Activity 9 61

### Listen and stick. Then write.

- 1 **A:** What are you going to buy with your birthday money?  
**B:** I'm thinking about buying a new MP3 player.  
**A:** Cool. Which one are you going to get?  
**B:** I'm not sure yet. I really like this one.  
**A:** Really? Why?  
**B:** My friend Rob has it. He says it's really good.  
**A:** But it's really expensive. It's the most expensive one at this store.  
**B:** I know – way too expensive. I don't have that much money.
- 2 **A:** Hey! How about this one? I saw it on TV. It looks really good.  
**B:** How much memory does it have?  
**A:** Uh... It has 8 gigabytes. That's not too bad.  
**B:** Not as good as 16 gigabytes. How much is it?  
**A:** It's less expensive than the other one. It's a hundred fifty dollars.  
**B:** I can't afford that either.  
**A:** Maybe we should go to that outlet store. There's supposed to be a big sale going on!
- 3 **A:** This one looks nice.  
**B:** Oh... yeah. I saw this one in a magazine the other day.  
**A:** Check out the design. It's really cool.  
**B:** And look... it comes with an extra battery for free.  
**A:** That's great. How much is it?  
**B:** One forty. It's a little less expensive than the last one.  
**A:** A hundred and forty dollars? That's still too expensive for me.
- 4 **A:** How about this one? It got some really great reviews. Look.  
**B:** Oh, yeah? Let me see. Yeah, the design is cool. Do you see the price anywhere?

- A:** It's the least expensive one at this store.  
**B:** Yeah... but it's eighty-five dollars! I don't have that much money.  
**A:** Look, it's on sale – it's only sixty dollars. It has 4 gigabytes of memory. And it comes with a free case.  
**B:** Perfect! I'll take it.  
**A:** Oh, no! It's already sold out!  
**B:** Oh, man!

## Unit 5, Vacation Time

## Student's Book page 56. Activity 1 70

### Read and complete these fun facts about vacations. Use words from the box. Then listen and check.

- 1 **Lost and Found** In 2011, more people lost their cell phones than their sunglasses while they were traveling!
- 2 **Ouch!** Every year mosquitoes make 700 million people sick!
- 3 **Cover up!** Be careful! You can get sunburned on a cloudy day if you don't wear sunscreen!
- 4 **Why not fly?** In 2010, a British woman took the longest kayak trip that anyone has ever taken – more than 3,200 kilometers!

## Student's Book page 57. Activity 2 71

### Match. Then listen and check.

- 1 While she was hiking, a mosquito bit her! Ouch! So she put on insect repellent.
- 2 He learned a good lesson. When he was biking last week, he fell and bumped his head. Now he always wears his helmet!
- 3 When he was skiing yesterday, the temperature dropped and it got very cold. Brrr! Now, he always wears his warm ski jacket.
- 4 He was walking to school when it got very windy. He was lucky! He had his windbreaker in his backpack so he put it on.
- 5 Last week, their cousins were out sailing on their boat when it tipped over. They weren't wearing life jackets but they were good swimmers. Now, everyone in the family wears a life jacket all the time.
- 6 She was hiking when she suddenly got very thirsty. Then she remembered her water bottle. Now she stops to drink before she gets so thirsty.
- 7 They were hiking when they got lost. Lucky for them – they had a map. So they found their way back to the trail.

- Last year at the beach, she got badly sunburned. It hurt! Now she always wears sunscreen.
- He was playing volleyball on the beach when he broke his sunglasses. He was lucky. He had another pair!

## Student's Book page 60. Activity 8

**What happened on Gina's vacation? Listen and stick. Then complete the sentences.**

- Gina had a terrible vacation. She went on a cruise ship. It was her first time on such a big boat. On the first day, Gina was reading out on the deck when the ship hit some big waves. The ship tossed up and down on the waves. Gina started to feel sick.
- On the second day, the ship stopped near a small town. Everyone went into the town for sightseeing and shopping. Poor Gina! While she was shopping, she lost her wallet.
- After Gina got back to the ship, she was hungry. She went to the café on the ship and ordered lunch. But while she was eating, she found a bug in her soup!
- Finally, Gina returned to her room on the ship and lay down on her bed. She was trying to sleep when a baby started to cry in the next room. When Gina got back home, she decided: no more cruises!

## Workbook page 50. Activity 15

**Read and complete. Then listen and check.**

### Jim's Problem

One day, Jim was lying on the beach when he realized he was sunburned. He was also hungry and thirsty. So he went to Beach Shack. He looked at the price list to see what to buy. He picked up five items: three bags of chips, a bottle of water, and some sunscreen. But when Jim went to pay, the girl who was serving the customers said "That's 11.51 dollars, please." Oh, no! Jim didn't have enough money! He wasn't very good at addition and multiplication. He solved his problem by putting back two bags of chips.

How about you? How would you solve the problem?

## Unit 6, The Future

## Student's Book page 68. Activity 1

**Read about these inventions. Are they real or not real? Then listen and check.**

- Keyboard Jeans** Keyboard jeans are the latest fashion trend. These jeans come with built-in speakers, a wireless mouse, and a keyboard built into the legs of the pants. This gives new meaning to the term "laptop" computer!

- Spray-On Battery** The battery in a mobile device can take up almost half of the space in your cell phone, smartphone, or tablet. But now there's a spray-on battery! This battery will be "painted" onto your mobile device, taking up no room at all.

- Computer Eyeglasses** With these computer glasses, you'll be able to do everything you do on a normal computer. There's one big difference: You won't have to carry anything! The lenses are a see-through computer monitor.

- Pet Training App** Tired of trying to stop your dog from barking in the house? Well, now there's an app for that! This new app for smartphones will stop your dog from barking at the touch of a button. It uses special sounds that only dogs understand. You just have to make sure your dog is listening!

Answers

Believe it or not, the first three inventions are real. Unfortunately, no one has invented the pet training app yet!

## Student's Book page 69. Activity 2

**Listen and find. Which electronic device is the girl talking about? Then match with the correct words and phrases from the box.**

- Look at this, Rosie! It's my mom's. She's letting me take it on our school trip. I love its case. Look – it will just fit into this outside pocket of my backpack. And it's lighter than my laptop. I'm going to use it to take pictures on our trip... and take notes... and check the weather. Here, look at these new apps. I have one about learning Italian and one about solving puzzles. OK, we'll take turns. I'll learn Italian and you'll become a puzzle master!
- A:** Hi, I'm not here! Please leave me a message, thanks.

**B:** Hi, Mary. I hope you get this message. Just to let you know we're taking the 10:30 train to meet you in the city. Oh, I think the train's almost here. I'm putting this in my jeans pocket now and setting it to "silent and vibrate." Otherwise, people on the train might give me looks when they hear the music on the ringer I set for you! When I get off the train I'll use my GPS navigator to find you! Oh, wait, I'm getting a message right now. It's from you!
- Anyway, Barbara, I should go now. I'm supposed to be doing my homework. I have to write a paragraph about the future, so I'm doing some research. But I just found this great movie. I love watching it on this big screen! My old one was only a 10-inch screen but this one is a 14 inch! And the sound is good, too. I'll just watch a little of the movie and then do my research.

Oh, and then I'll check my messages one last time!  
Oh, no, I just lost my Internet connection! I'll have to reboot and see if it starts up again. I hope I saved what I typed!

4 Wow, this is so good. What? I can't hear you.

I just love these. I can listen to music anywhere! Except at school, of course. And not at the dinner table.

What? Wait, let me take out the earphones! OK, now, I can hear you.

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## Student's Book page 72. Activity 9

**Listen and stick. Then write. Use a word or phrase from the box.**

1 **A:** What are you doing?

**B:** I'm making a video on my phone.

**A:** Huh? What for?

**B:** I want to send a video message to my friend.

**A:** You have video messaging on your phone? You're fancy! My phone only has text messaging.

**B:** I know. I bet you, sooner or later, video messaging will be as popular as text messaging.

**A:** I'll bet you're right.

2 **A:** How would you like to pay for that? Cash, credit card?

**B:** Can I use my smartphone?

**A:** Why, sure. Of course you can.

**B:** Great.

**A:** Just place your smartphone on top of the machine. Wait for the beep. OK. Great. You're all done!

**B:** Can I have a receipt please?

**A:** Actually, it's already in your phone. But here's a store receipt for you.

**B:** Thanks!

3 **A:** Jason, come on. It's time for school. Is your tablet on?

**B:** Yes. I'm playing a video game on it.

**A:** Save that for later. Get your books ready while I boot up the school website for you.

**B:** Oh, gosh. OK.

**A:** Listen, it's nice you don't have to ride the bus for an hour to get to school anymore. Your teacher is right here for you all the time. You just need to *switch him on!*

**B:** Yeah. But this robot teacher is stricter than the human ones were!

**A:** That's good. Maybe you'll learn more!

4 **A:** Wow! I love your new car.

**B:** Thanks. I just got it last week. It's *driverless*.

**A:** What do you mean? What is *driverless*?

**B:** It means I don't have to drive it. It drives on its own.

**A:** Seriously?

**B:** Yeah. There is a computer inside. I just get in the car, tell the computer where I want to go and it drives me there.

**A:** Amazing! That computer navigation system must be really expensive.

**B:** Yeah. But in another twenty-five years, all cars will be driverless! Wanna take a ride?

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## Workbook page 58. Activity 10

**Look at the pictures. Complete the sentences. Use will or won't. Then listen and check.**

1 Next year smartphones won't look the same as they do today. In the future you will wear your phone on your wrist.

2 In the future we won't carry heavy, square tablets anymore. We will have tablets that are light and roll up.

3 People probably won't listen to music on an MP3 player in the future. With one Patchster patch near each ear, you and your friends will be able to listen to the same music at the same time.

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## Workbook page 61. Activity 16

**Read and complete. Then listen and check.**

**Saving Languages: Now and Long Ago**

Did you know that at least one language becomes extinct in the world every month? Languages are disappearing fast and experts believe that in less than a hundred years, there will be only half of the languages left in the world that there are today. But there are some attempts to preserve endangered languages. For example, the Khang language and culture is one of the most endangered dialects in Vietnam. There are only 4,000 known speakers and they don't have a written language. UNESCO (United Nations Educational, Scientific and Cultural Organization) decided to help keep the Khang language and culture from disappearing. UNESCO workers wrote down Khang traditions, developed an alphabet, prepared materials for teaching the language in classes, and trained local speakers to teach those classes. Now, Khang speakers will be able to pass on the language to their children for generations to come. This seems like an effective way to preserve a language, doesn't it?

## Checkpoint, Units 4 to 6

### Student's Book page 81. Activity 2

**Get ready. A. Rewrite the dialog in the correct order. Then listen and check.**

- A:** Hey, look at this!  
**B:** What?  
**A:** Scientists are working on some amazing new sunglasses. Soon, with these glasses, you'll be able to make phone calls, search for things online, take pictures, and do all kinds of things!  
**B:** That sounds like a bad idea to me.  
**A:** Really? Why?  
**B:** Because I always lose my sunglasses. I lost some last week while I was hiking. And I guess these amazing new glasses will be more expensive than normal ones.  
**A:** Well, yes, I guess that's true. Someone should invent sunglasses that you can't lose.  
**B:** Now *that* sounds like a *better* idea!

## Unit 7, What's That?

### Student's Book page 84. Activity 1

**Look at the pictures and read the questions. Choose the correct answers. Then listen and check.**

- The answer is *b*. It's used for playing video games.
- The answer is *c*. It's used for making phone calls *while* you're in a pool.
- The answer is *a*. It's used for moving *quickly* underwater.

### Student's Book page 85. Activity 2

**Match the gadgets with words or phrases from the box. Then listen and check.**

- A:** Welcome to another fun episode of "Name That Gadget." OK, here's the first clue. Have you heard of this line? "Just point, shoot, and watch the picture develop before your eyes!"  
**B:** A camera!  
**A:** That's right! It's a Polaroid camera. It's used for taking instant photographs. It first came out in 1948, and it was especially popular in the 70s.
- A:** This next gadget was the hippest gadget of the 60s. For most people at the time, it was used to listen to the news. But for teenagers, it was used mainly to listen to music.  
**B:** I'm sure of this one. It's a transistor radio! My grandmother had one.

**A:** Yes! The pocket transistor radio came out in 1954 and remained popular for decades.

**3 A:** Is *that* a cell phone?

**B:** You're exactly right, Paul! It's a Motorola cell phone. It first came out in 1973.

**A:** It's huge!

**B:** Imagine having that in your pocket!

**4 A:** And next. What do you think this gadget is used for? Here's a clue. It's commonly used when people want to use their phones hands-free, for example, when they're driving.

**B:** Umm... a speaker phone?

**A:** Nice try, but no.

**C:** I know what it is, but I don't know what it's called.

**A:** Well, two names are possible: headset or earpiece.

**C:** Ah, that's right.

**A:** Today you *see* these wireless devices everywhere. But in the *early days*, there was nothing like it.

**5 A:** Children *used to sit in front of their TV sets and play this for hours*. They no longer had to beg Mom or Dad to *take them to the arcade to play*.

**B:** It *sounds like you're describing a video game system*. But that doesn't look like one.

**C:** It *is a video game system*. A really old one. My dad has *one in the garage*.

**A:** You're right, Monica! It's the Atari video game system, to be exact, made in about 1977.

### Workbook page 67. Activity 4

**Read and complete the sentences. Use the words from the box. Then listen and check.**

Today smartphones are used for talking to people, taking pictures, playing games, and listening to the music and the news.

Before smartphones, people needed different gadgets.

A cell phone was mostly used for talking to people. An instant camera was used to take pictures. A games console was used to play games and a radio was used for listening to music and the news.

### Student's Book page 88. Activity 9

**Listen and stick. Then complete each sentence with the correct form of a verb or verb phrase from the box.**

**1 A:** What's that?

**B:** It's a butter churn... it's used for making butter.

**A:** Why would I want to make butter when I can just buy it at a store? How does that thing work, anyway?

- B:** You see this big wooden bucket? You put milk or cream inside. Then you move this stick up and down. After a while, the milk turns into butter.
- A:** That's too much work for me. I'd rather just go to a supermarket.
- B:** People in the past made butter this way. Here. Try some.
- A:** Wow! It's delicious!
- 2 A:** This museum has some really weird stuff.
- B:** Take a look at these! They look like they're made of long pieces of bones.
- A:** It might be something used for cooking or for cutting something. What does the card say?
- B:** It says they're ice skates!
- A:** They were used for skating?
- B:** Yeah. I wonder how... Oh, I see. You tie them to your feet with those strings and then the bones are the skates.
- A:** Weird.
- 3 A:** Hey, Dad. Where are you?
- B:** I'm up in the attic. Come up and join me.
- A:** OK... Whoa! What's all this junk!
- B:** You might find some treasures in here. You see this round thing? Do you know what this was used for long ago?
- A:** It's made of metal. It might be a cooking utensil.
- B:** Good guess! It's a bed warmer. Long ago, when houses didn't have heating systems, this was used for warming blankets in the winter. People put hot coals on them.
- A:** Boy, I sure am glad we have electricity these days.
- 4 A:** That's a pretty box, Mom.
- B:** It's not a box. See? It doesn't open. Your grandfather got it from China.
- A:** Let's see. It's hard and it looks like it would break if you dropped it.
- B:** Well, it would. It's made of ceramic.
- A:** What's it used for?
- B:** You won't believe it, but it's a pillow.
- A:** A pillow? But it's so hard.
- B:** Exactly. A long time ago, women in Asia had very beautiful hairstyles that took a lot of work to create. They didn't want to ruin them by sleeping on a soft pillow. So they rested their necks on a ceramic pillow like this one. It was used for keeping their hair in place.
- A:** Ugh! That doesn't sound very comfortable.

## Student's Book page 94. Activity 26 115

**Work with a partner. What do you think it is? What was it used for? Use may or might in complete sentences. Then listen and check.**

- 1 It's a gramophone. It was used for reproducing sounds.
- 2 It's a floppy disk. It was used for storing files from a computer.
- 3 It's a portable radio. It was used for listening to music and radio shows anywhere.
- 4 It's a TV. It was used for watching TV shows.

## Unit 8, Where Do They Come From?

### Student's Book page 96. Activity 1 116

**Read and guess where the ideas come from. Write countries from the box. Not all of them will be used. Then listen and check.**

- 1 Superman, the chocolate nut bar, basketball, and even the green trash bag were all created in Canada.
- 2 CDs, high-speed passenger trains, and the cultured pearl were all created in Japan.
- 3 Three inventions that make food shopping easier – the automatic door, the shopping cart, and the barcode reader – were invented in the United States.
- 4 The world's first karaoke machine was made in the Philippines.
- 5 What became the first aerosol spray can was developed in Norway.

### Student's Book page 97. Activity 2 117

**Read the list of products. What are they made of? Some of them can be made of more than one material. Then listen and check.**

- 1 Did you know that cotton comes from a plant? Processed into fabric, cotton is used to make clothes and sheets and other things like rugs and towels. Most of it is grown and harvested on special cotton farms around the world in places like Europe, Africa, the Americas, Asia, and Australia.
- 2 Did you know that rubber grows on trees? Rubber comes from a milky white liquid found in hevea trees in Brazil. It is used to make car tires, raincoats, boots, combs, balls, and even paint!
- 3 About thirteen percent of the Earth is made of metal, which is a natural resource. Metal is found in the Earth's crust. It's used to make tin foil, cola cans, ovens, and even planes. One country that provides a lot of metal is Australia.

- 4 Used to make warm winter sweaters, scarves, and even blankets, wool comes from animals like sheep and is then made into yarn. More wool is produced in Australia than in any other country and is followed by New Zealand and China. Some countries like Iceland and Norway are known for their beautiful wool ski sweaters.
- 5 Clay, a natural resource, is used to make dinnerware like plates and dishes and decorative objects like flower pots. It's also used to make cat litter, floors, and driveways. Clay comes from the earth and there are different kinds. One kind is even used to make high quality dishes and is produced mainly in Brazil, the United Kingdom, and the United States.

- 2 These can be baggy or tight. They can be striped or plain or colorful. They are sometimes made of cotton.
- 3 This is a pretty thing and we can use it every day. Some people make them with their hands and sell them at craft fairs. They come in all sizes and shapes and are good presents. Many of them are made of clay.
- 4 These are usually made of rubber. They come in a lot of colors. Sometimes they have patterns on them. We play with these with our hands or feet.

### Student's Book page 97. Activity 3

**Listen. Where do the materials come from? Match. Two materials come from the same place. Listen again and check.**

- 1 Did you know that cotton comes from a plant? Processed into fabric, cotton is used to make clothes and sheets and other things like rugs and towels. Most of it is grown and harvested on special cotton farms around the world in places like Europe, Africa, the Americas, Asia, and Australia.
- 2 Did you know that rubber grows on trees? Rubber comes from a milky white liquid found in hevea trees in Brazil. It is used to make car tires, raincoats, boots, combs, balls, and even paint!
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### Student's Book page 100. Activity 9

**Listen and stick. Then complete the labels with words from the box.**

- 1 **A:** Wow, this is some yard sale!  
**B:** Yeah, we have families from all around the world in our neighborhood. So you'll see things from all over.  
**A:** Look, this game looks like fun. It's beautiful, too. The game board is made of beautiful carved wood, and it looks like the game is played with these polished stones.  
**B:** You're right. It's a mancala game. Mancala is played all over the world. Look. This board was made in Saudi Arabia.  
**A:** Wow, that's neat. What's it called again?  
**B:** Mancala. We used to play it when I was a kid. But our game looked a little different. It was played with an egg carton and some big seeds.
- 2 **A:** Oh, look at this lantern. It would look great in my room! Where are these from?  
**B:** They're from China. The Chang family is selling them. This one is a sample. As you can see, each lantern is made of paper and metal. Look, here's one in the box.  
**A:** Oh, so it has to be put together?  
**B:** Yes, but it's easy. Here, let me show you. See, the metal frame inside is pushed out like this. Just be careful you don't tear the paper.  
**A:** But where's the light?  
**B:** Oh, a cord and light bulb for it are sold separately – they're over there. Anyway, the cord is placed like this, the bulb is attached, and then it's plugged in. And there's your lantern!  
**A:** Nice!
- 3 **A:** Maybe I can find something for my sister here. Her birthday is next week.  
**B:** I'm sure you can. That table over there has a bunch of handmade cotton blouses. They're made in Hungary.  
**A:** It looks like they are embroidered by hand. They're beautiful.

### Workbook page 77. Activity 6

**Listen. What are the things? Number them in the order you hear them. Then write the names.**

- 1 This takes us from one place to another. You can travel very far in it. It's shiny and made mostly of metal.

- B:** Look, Margit is wearing one. See how it's worn? The strings are pulled and tied in the front. It's a nice look.
- A:** My sister would love it. But look, the one that I like is torn.
- B:** I'm sure it can be fixed. These are gently used clothes. Let's ask Margit's mother if it can be repaired.
- A:** Great idea.
- 4 A:** These yard sales are so interesting. Let's take a look, OK?
- B:** Sure. Look at this table. It has everything for making and drinking tea: teapots, tea cups, tea caddies, tea strainers, tea kettles, teaspoons, and even a tea holder made of silver. Wow.
- A:** So these things are all used for making tea? Wow. That one is beautiful. It looks old – maybe it's an antique.
- B:** Do you mean the fancy one that's made of metal? There's a note here about it. Let's see. It says it was made in Morocco. The tea or coffee was often poured from high up so it made a long stream into the cup. And look. Here's a picture of how it was done. This looks so cool.
- A:** Wow. How much is it?
- B:** Not much. Just \$25.
- A:** Oh. I guess it's not an antique.
- B:** Yeah, I guess not.
- B:** Locally-grown food is very fresh. It hasn't been stored or refrigerated for long, and it hasn't been transported far. So every bite tastes good!
- C:** The food doesn't have to travel a long distance from the farm to a distribution center and then to you. It goes only a short distance from the farm to you. This results in less pollution and helps keep the environment clean.
- D:** Buying from local farmers can help the environment in other ways, too. When farmers don't make enough money to live on, they are often obliged to sell their farms to land developers. The developers build houses and buildings on the farmland. More houses may cause more pollution and greater demands on natural resources like rivers, lakes, and forests in the area.
- E:** A typical farm is a beautiful place. It has fields, meadows, woods, and ponds. It provides homes for animals like rabbits, birds, and deer. So if the farm disappears, the animals may have nowhere to live and you may have nowhere to go to enjoy nature's beauty.

Next time your mom buys vegetables, think about asking her to go to a local farmers' market. You'll have a fun time and you'll support your local community.

## Unit 9, How Adventurous Are You?

### Student's Book page 108. Activity 1 132

**Have you ever wondered about the food you eat? Read the fun facts about food. Guess the correct answers. Then listen and check.**

- 1 Refried beans are fried once.
- 2 The first soup was probably hippopotamus soup.
- 3 The ingredient that makes one popular junk food pop in your mouth is carbon dioxide.
- 4 Ice cream is actually Chinese food.
- 5 Blueberries may help your memory.

### Workbook page 82. Activity 16 126

**Read and complete with the words from the box. Then listen and check.**

#### Farmers' Markets and Our Future

Where does your family buy fresh fruit and vegetables from? Do you go to a supermarket or do you go to a farmers' market? All over the world, farmers gather on specific days in specific places, like a park or parking lot, to sell their produce directly to customers. Their produce is fresh – often picked just the day before! It's also seasonal, which means that in the summer you can buy only summer fruits and vegetables, and in the winter you can buy only winter fruits and vegetables. Some farmers' markets also have live entertainment like singers and musicians and sell things other than produce, like crafts made by local people. So they can be a great place to find and buy gifts for people and just to have fun!

Shopping at a farmers' market can be a good thing to do. Here's why:

- A.** You can meet local farmers and learn about their produce. You can find out what's in season and some farmers may give advice on how to prepare and cook their produce.

### Workbook page 86. Activity 1 133

**Listen and match. Write the number.**

- 1 Marinated octopus is a traditional seafood dish from Greece. The octopus is left in olive oil, lemon juice, and herbs for a short time. It's delicious!
- 2 Tandoori chicken is a popular traditional dish from India. It is made with chicken and spices like pepper and curry. It tastes hot and spicy!
- 3 This Filipino dessert is called Buko Pandan. It looks pretty and it has a wonderful, sweet taste.
- 4 Chinese soup has tofu in it. It's hot and sour. It has a very unusual taste!

**Choose two adjectives from the box to describe each food. Then listen and check.**

- A:** Here we are at the International Food Festival. We're going to see how adventurous some people are about food! At our booth, we have unusual foods from around the world. Right now, we're giving out free samples. We're going to ask people to choose one and let you hear their responses!
- B:** Would you like to try this cold soup from Spain or would you rather try this hot soup from China?
- C:** I've had gazpacho at a restaurant before. But this gazpacho is really delicious. I can taste the cilantro!
- D:** Gazpacho? It's too spicy for me.
- E:** Cold soup? I don't think so. I'd rather try the hot soup, please.
- F:** What's it called? Hot and sour? What's it made of? Oh, I love tofu.
- G:** It's too sour for me. It tastes too different.
- A:** Next, we're serving some seafood dishes.
- B:** Would you like to try this traditional Japanese dish or would you rather try this wonderful Greek dish?
- D:** Oh, that's sushi! Sushi is made of *raw* fish! No, thank you.
- E:** What's it made of? Octopus? No, thanks. I'd rather have the salmon.
- F:** Ew. That octopus tastes terrible.
- G:** I've never tried sushi before. It's delicious!
- H:** I love the taste of that. It's octopus? Well, it is *tasty*!
- A:** And next are two traditional main dishes.
- B:** Would you like to try this traditional dish from Morocco or would you rather try this popular one from India?
- G:** What's it called? Tagine? It's *way too* spicy for me. I've never really liked spicy food.
- H:** I love this Tagine. It's made with *meatballs* and sauce. Really good.
- C:** Chicken Tandoori? It's too spicy for me. I'd rather have the Tagine.
- E:** The Tandoori is delicious. I love it! I'll have to remember that.
- D:** I've eaten lamb before but I'm not fond of it. But I'll try that Tagine. It's unusual, that's for sure. Oh, it tastes really good.
- A:** And finally two popular desserts.
- B:** Would you like to try this popular dessert from Italy or would you rather try this traditional one from the Phillipines?
- E:** Oh, I love the different flavors in this. What's it called again? Spumoni? I can taste fruit in it, too.
- H:** I love how that one looks. What's it called? Oh, Buko Pandan? It's too pretty to eat!

- C:** I'll try that one, too. Oh, the coconut is delicious. I've always loved tropical flavors!
- G:** Spumoni for me, please. It's so sweet and delicious.
- F:** I have a new favorite dessert. Buko Pandan!

**Listen and check the words you hear for each food.**

- This is a traditional, tasty dish from Spain. It's called gazpacho and it's eaten cold. It is spicy but delicious!
- This is a popular traditional dish from Japan called sushi. It's made with raw fish, rice, and seaweed. It has an unusual taste.
- This is a traditional main dish from Morocco. It's called tagine. It's made of meatballs and sauce. It is a hot, spicy dish that is very tasty!
- This is a delicious, sweet dessert from Italy called spumoni. It has fruit in it.

**Listen and stick. Then complete the sentences with the correct form of the verb from the box.**

- A:** Jason! Do you want to play some video games at my house after school today?

**B:** I'd like to, Sam. But I don't know. My mom wants me to do something outside. I'm inside too much.

**A:** I know what we can do. Let's go skateboarding at the park.

**B:** You know, it's funny, but I've never learned how to skateboard.

**A:** Really? I have an extra one. I can teach you.

**B:** That'd be great. See you at the park after school.
- A:** How about doing something interesting this weekend?

**B:** Sure, Claire. What do you want to do?

**A:** I don't know. Have you ever been to the natural history museum?

**B:** No, I haven't. But I'd rather do something more exciting.

**A:** Like what?

**B:** I don't know. Do you want to go to the new water park?

**A:** Oh! Yes! The water park! Believe it or not, I've never been to a water park before.

**B:** You're kidding! That's what we'll do, then. How about Saturday afternoon?

**A:** No. Let's go at 9 o'clock in the morning, when it opens!
- A:** Hey, Brent! Where are you going?

- B:** I'm going to the International Food Festival at the community center, Sally. Wanna come?
- A:** Sure. That sounds like fun. What kind of food do they have?
- B:** They have all kinds of food from all over the world. It's really cool. Have you ever tried Thai food? It's my favorite!
- A:** Uh, no. I haven't. It's really spicy, isn't it?
- B:** Well, some of it is cooked with spices like curry, but not everything. And it's really delicious.
- A:** Cool. I'd really like to try it!
- B:** I love it. I'm sure you'll like it, too.
- 4 A:** Hey, Roberto. Do you want to do something Saturday afternoon?
- B:** That sounds good, Allie. But I have a class on Saturday.
- A:** You have school on Saturday?
- B:** Yeah. I'm learning Chinese!
- A:** Chinese? Really?
- B:** Yeah. It's really cool. Have you ever studied another language?
- A:** I studied English when my family first moved here to the U.S. But I've never studied another language.
- B:** It's a lot of fun. And I'm learning a lot. I can say so many things in Chinese already.
- A:** That's cool! How do you say hello in Chinese?
- B:** Ni hao, Allie!
- A:** Hola, Roberto!

### Workbook page 93. Activity 16

**Read and complete with the words from the box. Then listen and check.**

#### Record-breaking Teenagers

All around the world, there are teenagers who do amazing things at home, at school, or on the sports field. But some teenagers take enormous risks and break records in the world of extreme sports. Let's read about two record-breaking teenagers, who set out to achieve and succeed in reaching their amazing goals.

Jordan Romero is a professional climber who, as a teenager, climbed seven of the highest and most challenging mountains on seven continents. He climbed his first mountain, Mount Kilimanjaro in Africa, in 2006 when he was ten years old. He's the youngest person in the world to do this. In 2011, when he was fifteen years old, he climbed the last of the seven mountains, a mountain in Antarctica. Jordan, who lives in California, wants to help other teenagers reach their goals, so he started a group called *Find Your Everest*.

In 2012, a Dutch teenager, Laura Dekker, became the youngest person to sail around the world on her own. Laura has been on or near water all her life. She was born on a boat, got her first boat when she was six years old, and at eight years old began dreaming about sailing around the world. At ten years old, she got her second boat, Guppy, and at fifteen years old she set off on her long trip. A year and a day later, she achieved her goal. She was just sixteen years old. When Laura finished the trip and got off her boat, her mother, father, sister, grandparents, and many cheering fans greeted her.

## Checkpoint, Units 7 to 9

### Student's Book page 121. Activity 2

**Get ready. A. Complete the dialog using the statements from the box. Then listen and check.**

- A:** Hey, Madison. What kind of restaurant would you rather go to tonight – Brazilian or Korean?
- B:** I don't know. I've tried Brazilian food, but I've never had Korean food.
- A:** Oh, really? I've had it before.
- B:** What's it like?
- A:** It's delicious. It's known for its spicy flavors. And it usually comes with rice.
- B:** Sounds interesting. Do you use chopsticks to eat it?
- A:** Yes, a lot of Korean dishes are eaten with both chopsticks and a spoon. But Korean chopsticks are different from other ones.
- B:** How's that?
- A:** Some of them are made out of metal.
- B:** Really? That's interesting, too.
- A:** So... what do you think – Brazilian or Korean?
- B:** I'd rather try something new tonight. Let's go to the Korean place!

# WORKBOOK

## Answer Key



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### Unit 1, My Interests

1 1 c 2 e 3 a 4 f 5 b 6 d

4 1 e 2 a 3 d 4 c 5 b

- 6 1 It's about doing what is right for you.  
2 No, she isn't interested in joining clubs because she's shy.  
3 She enjoys watching sports on TV, painting and playing her guitar.

8 1 F 2 T 3 T 4 F

9 1 d 2 c 3 b 4 a

10 1 Great 2 No way 3 seriously

11 1 playing soccer 2 playing chess  
3 taking pictures 4 doing tae kwon do

12 1 joining / playing 2 joining / doing  
3 trying / acting 4 going / watching

- 13 1 How about trying out for the track team?  
2 How about auditioning for the school play?  
3 How about joining the science club?  
4 How about joining the school news bloggers?

16 1 g 2 c 3 a 4 e 5 d 6 f 7 b

17 1 Sara 2 Sara 3 Tom 4 Tom

18 1 sport 2 competition  
3 Olympic 4 motor vehicle  
5 race course

- 19 1 Both men and women compete in BMX.  
2 The bikes are light.  
3 Each race lasts forty seconds.  
4 A bunny hop is when a rider's bike goes up in the air.

20 1 What happened 2 When 3 Who  
4 When 5 What

22 **Inside:** act on stage, play the guitar, write articles  
**Outside:** join the track team, play baseball, play soccer

- 23 1 how about trying out for the soccer team/baseball  
2 how about signing up for the school newspaper/ writing articles  
3 how about joining the school band/acting on stage

### Unit 2, Family Ties

- 1 1 The student graduated from college.  
2 The family moved to a new house.  
3 The couple got married.  
4 The family opened a restaurant.  
5 The baby was born at 5 a.m.

3 1 b 2 a 3 e 4 d 5 c

- 4 Age 0 – Ken was born.  
Age 21 – Ken graduated from college.  
Age 25 – Ken got married.  
Age 28 – Ken moved to a new home and opened his first store.  
Age 44 – Ken opened his fifth store.

#### Think Big

aunt, uncle, sister, brother

- 5 1 The family is amazing because they are superheroes.  
2 Theresa's mom was born in Venice.  
3 Theresa's parents met in Barcelona.  
4 Theresa is the oldest child in the family.  
5 The family calls the baby sister "Peanut" because she can make herself very small, sometimes smaller than a peanut.

7 1 b 2 a 3 d

8 1 d 2 a 3 b 4 c

- 5 1 That's nice.  
2 What do you mean?
- 10 was; had; got; were; went; lived; moved; found; bought; started; worked
- 11 be – was/were; buy – bought; find – found; get – got; go – went; have – had; live – lived; move – moved; start – started; work – worked
- 12 1 got            2 were            3 lived  
4 wanted       5 worked       6 bought  
7 was            8 moved       9 was
- 13 **In order from left to right:** 3, 4, 5, 6, 8, 7, 1, 2
- 14 1 tall / taller / tallest  
2 young / younger / youngest  
3 longer than / the longest
- 16 1 wolves       2 lions       3 chimpanzees  
4 elephants   5 wolves     6 elephants
- 17 1 prides / Female 2 families / dad 3 male / children
- 18 Australian children eat Fairy Bread on their birthday.
- 19 1 T 2 F 3 T 4 F 5 T 6 F
- 20 1 I was born  
2 started singing  
3 wrote my first successful songs  
4 I won the Grammy Award for Best new Artist  
5 had throat surgery  
6 started donating to charities
- 22 1 bought       2 moved       3 started  
4 was born    5 got married
- 23 1 learned / when / was    2 got / when / was  
3 When / was / started    4 ago / bought / was  
5 graduated / ago
- 24 1 the oldest 2 the youngest 3 the tallest

## Unit 3, Helping Others

- 1 1 tutor or teach someone    2 wash cars  
3 have a cake sale            4 make posters  
5 walk to raise money        6 clean up a place
- 2 1 6 2 1 3 5 4 3
- 3 1 art fair                        2 cake sale  
3 have a concert            4 make a video  
5 make posters                6 write an article

- 4 1 cake sale                    2 make a video  
3 have a concert            4 make posters  
5 art fair                        6 write an article
- 5 1 The blog is about new ideas for fundraising activities.  
2 The writer thinks past fundraising activities were boring.  
3 The writer thinks this year's fundraising plan could be fun.
- 7 1 a 2 b 3 b
- 8 1 b 2 a 3 a
- 9 1 What's going on 2 What a great idea
- 10 1 How much could – b  
2 How much could – c  
3 How could – a
- 11 Team 1 – Paul; Team 2 – Sally; Team 3 – Tina; Team 4 – Mario; 1 could sell books 2 could collect books 3 could make posters 4 could clean up
- 13 1 are going to                2 are going to  
3 am going to                4 is going to  
5 is going to                6 are / going to  
7 are going to
- 14 1 A: are / going to, B: am going to make a video of the glee club  
2 A: are / going to, B: are going to do a long walk for charity
- 15 1 b 2 a 3 d 4 c 5 e
- 16 A successful ad needs to have interesting design, images and fonts.
- 17 1 B 2 B 3 B 4 B 5 B 6 B
- 18 1 population                2 depressed  
3 retirement                4 residents
- 19 1 No            2 No            3 Yes  
4 Yes           5 Yes           6 No
- 21 1 date 2 greeting 3 body 4 closing 5 signature
- 22 **Suggestion:** the school should raise money to help the Houses for All charity.  
**Carry out the idea:** we could collect coins and raise money that way or we could organize cake sales to raise money.  
**Importance of the idea:** because all children deserve a good home.

**24** 1 could sell her books 2 could sell painted T-shirts  
3 could make a video 4 could write an article

**25** 1 are 2 going to 3 are going to  
4 are 5 going 6 am going to  
7 is 8 going to 9 are  
10 going to 11 are going to

## Checkpoint, Units 1–3

### 1 My Interests

1 doing martial arts 2 painting  
3 playing the guitar 4 acting on stage

### Family Ties

1 graduate from college 2 open a restaurant  
3 move into a new home 4 get married

### Helping Others

1 paint for charity 2 play music to raise money  
3 have a cake sale 4 walk to raise money

## Unit 4, Shopping Around

**1** 1 electronics store 2 department store  
3 craft fair 4 flower shop  
5 mall 6 shoe store

**4** turquoise necklace – 1, silver earrings – 2, ballons – 3,  
beaded bracelet – 4, roses – 5, picture frame – 6

**5** 1 a 2 b 3 a 4 a 5 b 6 a

**6** 1 Cowgirl 2 Tomcat 3 Tomcat 4 Cowgirl 5 Tomcat

**8** 1 Jen 2 No 3 It's already sold out.

**9** 1 c 2 d 3 e 4 b 5 a

**10** 1 How about 2 Oh yeah? 3 Yeah

**11** 1 less 2 more 3 more 4 the least 5 the most

**12** 1 more / than 2 the least 3 the most

**13** 2 as cheap as 3 not as baggy as  
4 not as popular as

**14** 1 a 2 a 3 b

**15** ACROSS DOWN  
4 trade 1 paper  
5 livestock 2 metal  
6 coins 3 shells

**16** 1 livestock 2 shells 3 metal 4 coins 5 paper

**17** 1 experiences 2 haggle 3 browse  
4 price 5 vendor 6 expensive

**18** 1 F 2 T 3 T 4 F 5 T 6 F

**19** 1 2, 4 2 4, 5 3 3, 5

**21** **Jewelry** – bracelet, earrings, necklace  
**Gadgets** – digital camera, headphones, MP3 player  
**Places:** clothing store, craft fair, flower shop

**22** 1 less popular than 2 more popular than  
3 the least popular 4 the most popular

**23** 1 too big 2 too expensive  
3 not loud enough 4 not strong enough

## Unit 5, Vacation Time

**1** 1 kayaking down the river  
2 biking in the forest  
3 rafting on a lake  
4 skiing in the snow  
5 hiking in the mountains  
6 lying on the beach

**3** useful clothing – a warm jacket, a windbreaker  
useful for eyes – sunglasses  
useful for skin – insect repellent, sunscreen  
useful for safety / health – a helmet, a life jacket, a map, a water bottle

**4** 1 insect repellent 2 a water bottle 3 a helmet  
4 a map 5 a warm jacket 6 a life jacket  
7 sunscreen 8 a windbreaker

**5** 1 Joe's family went kayaking.  
2 Joe was sick  
3 Joe imagined they were laughing and having fun  
4 Joe was surprised because they had a terrible time.

**7** 1 b 2 b

**8** 1 b 2 a 3 a 4 a 5 b

**9** 1 had my eye on 2 I bet 3 stuff like that

**10** 1 was riding 2 was surfing  
3 was walking 4 was climbing

**11** 1 a 2 c 3 b

**12** 1 Jack was hiking. 2 Sue and Ben sang songs.

**13** 1 Was he wearing / Yes, he was.  
2 Were they wearing / Yes, they were.

- 3 Was she wearing / No, she wasn't.  
 4 Was she wearing / No, she wasn't.  
 5 Was he wearing / Yes, he was.  
 6 Was she wearing / Yes, she was.

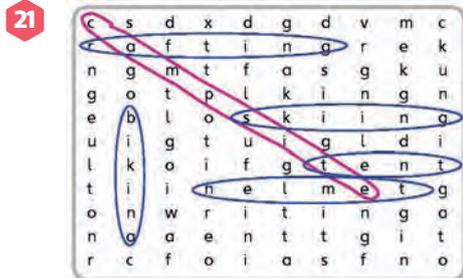
14 1 b 2 a 3 a 4 b 5 b 6 a

15 1 sunburned 2 price list 3 items  
 4 chips 5 water 6 sunscreen  
 7 customers 8 multiplication

16 1 f 2 e 3 b 4 a 5 c 6 d

17 A=1, B=4, C=2, D=5, E=3

18 1 closing 2 greeting 3 date 4 body



**Vacation activities** – biking, rafting, skiing

**Vacation things** – campsite, helmet, tent

22 1 were driving 2 was looking  
 3 was reading 4 was putting on

23 1 No, he wasn't Tim was swimming.  
 2 Yes, they were.

## Unit 6, The Future

3 1 smartphone, tablet, laptop  
 2 tablet, laptop  
 3 smartphone, MP3 player, tablet, laptop  
 4 smartphone, tablet, laptop  
 5 smartphone, tablet, laptop

4 1 MP3 player 2 smartphone 3 tablet 4 laptop

5 1 Jenny woke up by her bed shaking.  
 2 The fridge and the toaster make her breakfast.  
 3 Jenny gets to school in a Fly Car.  
 4 No, Jenny doesn't like the Fly Car because she wants a Flying Suit.

7 1 Jason goes to a virtual school.  
 2 Jason switches the computer on.

3 Jason prefers human teachers to robot teachers because he thinks the human teachers weren't as strict.

8 1 b 2 c 3 a 4 d

9 1 Come on 2 Whoops 3 log on 4 switch on

10 1 won't 2 will 3 won't 4 will 5 won't 6 will

12 1 a 2 b 3 a 4 b

14 1 f 2 a 3 b 4 c 5 d 6 e

15 1 Firefighter Robots will be able to walk, climb up ladders, see through smoke and move through the air / They will help firefighters find people in the buildings.

2 Running Robots will be able to run very fast and jump / They will help police catch criminals.

3 Jumping Robots will be able to jump very high / They will help police see if there are dangerous things or people on rooftops or over walls.

16 1 extinct 2 endangered 3 language  
 4 speakers 5 generations

17 1 F 2 F 3 T 4 F

18 1 greeting 2 opening sentence 3 body  
 4 closing 5 name

19 1 b 2 b 3 c

21 1 won't text friends / will text friends  
 2 will write essays / won't write essays  
 3 won't listen to music / will listen to music  
 4 will buy items / won't buy items

22 1 Nobody 2 Nobody 3 Everybody 4 Nobody

## Checkpoint, Units 4–6

### 1 Shopping Around

1 a bracelet 2 balloons  
 3 headphones 4 a picture frame

### Vacation Time

1 sunglasses 2 a helmet  
 3 a water bottle 4 a warm jacket

### The Future

1 a smartphone 2 a tablet  
 3 an MP3 player 4 a laptop

## Unit 7, What's That?

- 1** 1 b 2 c 3 d 4 a
- 3** 1 c 2 d 3 a 4 b
- 4** 1 smartphones 2 gadgets  
3 cell phone 4 instant camera  
5 games console 6 radio
- 5** 1 Ann picked up a floppy disk.  
2 Ann thought it was for watching movies on a computer.  
3 Jim didn't like the music.  
4 The square object was used to keep information from a computer on it.
- 7** 1 F 2 T 3 F
- 8** 1 b 2 a 3 d 4 c
- 9** 1 Let's see 2 You won't believe it  
3 keep / in place 4 See
- 10** 1 b 2 d 3 a 4 c
- 11** 1 They're used to listen to music.  
2 They're used for finding where a place is.  
3 It's used to make cars go  
4 It's used for writing essays.
- 12** 1 It may/might be a gramophone.  
2 It may/might be a washboard.  
3 It may/might be an egg beater.  
4 It may/might be an abacus.
- 14** 1 plumbing 2 combustion engine  
3 candle 4 cash register
- 15** 1 Joseph Friedman's daughter was with him at his brother's store.  
2 His daughter couldn't reach the end of the straw with her mouth.  
3 Friedman put a metal screw into the straw and wrapped some wire around it on the outside of the straw.  
4 The straw could bend and the bendable straw was born.
- 16** 1 device 2 disease 3 screen 4 heat
- 17** a=3, b=2, c=1
- 19** tablet
- 20** **Underline:** It's rectangular It's black or white with a large screen on one side It looks like a thin book.

**Circle:** It's got a camera so you can take pictures and even videos with it You can also send and receive emails on it.

**Underline twice:** It's used to entertain people on long trips.

- 23** 1 wireless headset / c 2 instant camera / b  
3 transistor radio / a
- 24** 1 What are they used for? / used to listen to music  
2 What was it used for? / used to play video games  
3 What are they used for? / used for keeping shoes on

## Unit 8, Where Do They Come From?

- 5** 1 a and b 2 a and c 3 b and c 4 a and b 5 a and c
- 6** 1 plane 2 clothes 3 teacup 4 balls
- 7** 1 Korčula is in Croatia.  
2 Korčula is known for its beautiful beaches and wonderful summer weather.  
3 The town is historic and fortified with amazing scenery.
- 8** 1 F 2 T 3 T 4 F
- 9** 1 b 2 c 3 a
- 10** 1 second-hand 2 a bunch of 3 handmade
- 11** eat / ate / eaten; fly / flew / flown; grow / grew / grown; introduce / introduced / introduced; invent / invented / invented; produce / produced / produced; make / made / made; mine / mined / mined; raise / raised / raised
- 12** 1 is grown in the U.S.  
2 are raised in New Zealand  
3 are made in China  
4 is mined in South Africa  
5 is produced in many countries  
6 is created in Canada  
7 is invented in the U.S.
- 13** 1 was / invented 2 was flown  
3 was made 4 was introduced
- 14** 1 cars / produce / Cars are produced  
2 gold / mine / Gold is mined  
3 chess / play / Chess is played  
4 boots / make / Boots are made
- 15** 1 b 2 a 3 d 4 e 5 c

- 16** 1 local 2 fresh  
3 distribution center 4 pollution  
5 typical
- 17** 1 invent 2 machine 3 problem 4 useful 5 school
- 18** 1 Rohwedder invented a bread slicer.  
2 The bread became stale after it was cut.  
3 Rohwedder built a bread slicer that sliced the bread and then wrapped it so that it wouldn't get stale so quickly.  
4 He built his first bread slicer in 1917.
- 19** 1 1 2 7 3 2, 3, 4 and 5
- 22** Wool – rug, scarf, blanket  
Rubber – tire, boots, eraser  
Cotton – towels, T-shirt  
Metal – oven, cola can, floor  
Clay – plate, bowls, flower pot
- 23** 1 b 2 b 3 a 4 a 5 b 6 a
- 24** 1 are made 2 are grown  
3 was invented 4 were eaten

## Unit 9, How Adventurous Are You?

- 1** a 4 b 1 c 2 d 3
- 4** 1 traditional, tasty, spicy, delicious  
2 popular, traditional, raw, unusual  
3 traditional, spicy, tasty  
4 delicious, sweet
- 6** 1 Glenn Dodd lives on a boat.  
2 Glenn likes the new things he can try.
- 7** 1 b 2 b 3 b 4 a 5 b
- 8** 1 b 2 c 3 a
- 9** 1 do something 2 That sounds good  
3 That's amazing
- 10** 1 act / acted / acted 2 break / broke / broken  
3 fall / fell / fallen 4 go / went / gone  
5 have / had / had 6 move / moved / moved  
7 swim / swam / swum 8 win / won / won
- 11** 1 Has Cara ever been to Disney World? / Yes, she has.  
2 Has Cara ever swum in Puerto Vallarta? / No, he hasn't.

3 Has Keaton ever been to Puerto Vallarta? / Yes, he has.

4 Has Keaton ever broken his arm? / No, he hasn't.

- 12** 1 She'd rather go scuba diving.  
2 They'd rather ride a horse.  
3 They'd rather eat octopus.  
4 They'd rather read a book.

**14** 1 b 2 a 3 a 4 b 5 b

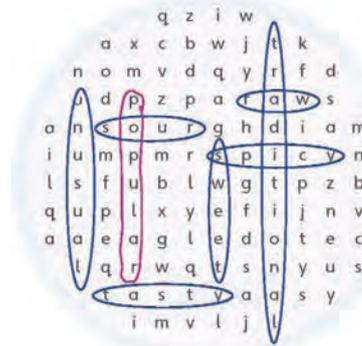
**15** 1 T 2 T 3 F 4 F

**16** 1 risks 2 extreme sports 3 goals  
4 professional 5 sail 6 achieved

- 17** 1 He has climbed seven mountains on seven continents.  
2 Jordan was 15 when he climbed his last mountain.  
3 Find Your Everest helps children reach their goals.  
4 Laura was six when she got her first boat.  
5 She was 15 when she set off to achieve her goal.

**18** 1 1 2 2 and 3 3 5

**21**



**22** 1 spicy / popular 2 tasty / traditional  
3 unusual / sour

**23** 1 Have / gone 2 Have / seen 3 Have / eaten

## Checkpoint, Units 7–9

### 1 Gadgets

1 instant camera 2 cell phone  
3 wireless headset 4 games console

### Products and Materials

1 cotton jeans 2 blankets 3 clay

### Food

1 delicious 2 popular 3 traditional 4 unusual

## Unit 1, Extra Grammar Practice

- 1** 1 drawing                      2 doing martial arts  
3 playing basketball        4 playing soccer
- 2** 1 isn't good at painting    2 doesn't enjoy drawing  
3 likes doing math            4 loves playing the trumpet
- 3** 1 don't like drawing  
2 'm not interested in the math club  
3 love soccer  
4 don't enjoy basketball

## Unit 2, Extra Grammar Practice

- 1** 1 got married / were / moved  
2 opened / was / worked / helped
- 2** 1 Carl is the tallest.            2 Jose is the youngest.  
3 Mark is the strongest.

## Unit 3, Extra Grammar Practice

- 1** 1 Sophia could plant trees.  
2 Brian could paint the art room.  
3 Jilly could clean up the playground.
- 2** 1 wash cars / are going to wash cars  
2 write articles / are going to write articles  
3 cake sale / am going to bake cakes  
4 make posters / is going to make posters

## Unit 4, Extra Grammar Practice

- 1** 1 more interesting than    2 the most exciting  
3 the least amazing        4 less challenging than
- 2** 1 Making a volcano is not as fun as making electricity.  
2 Making electricity is as exciting as making a volcano.  
3 Mixing liquids is not as interesting as making electricity.
- 3** 1 not interesting enough  
2 too boring  
3 not exciting enough

## Unit 5, Extra Grammar Practice

- 1** 1 Charlie was camping when he got sunburned.  
2 James and Dan got hurt while they were skiing.  
3 Alison and Jo were hiking when they got lost.  
4 Ellie got wet while she was biking.
- 2** 1 Yes, he was.            2 No, they weren't.  
3 Yes, they were.        4 No, she wasn't.

## Unit 6, Extra Grammar Practice

- 1** 1 No one                      2 Everyone  
3 everyone                  4 no one  
5 No one                      6 No one  
7 Everyone
- 2** 1 won't be            2 won't call        3 will live  
4 will drive            5 won't cook / will cook
- 3** 1 b 2 d 3 a 4 c

## Unit 7, Extra Grammar Practice

- 1** 1 is used to write  
2 are use to eat  
3 is used to get around  
4 are used to protect eyes
- 2** 1 It was used for taking pictures.  
2 They were used for listening to music.  
3 It was used for talking to people.  
4 They were used for playing video games.

## Unit 8, Extra Grammar Practice

- 1** 1 was made            2 are grown  
3 was discovered    4 are picked        5 is produced
- 2** 1 Africa / mine        2 raise / Argentina  
3 China / invent      4 Brazil / produce
- 3** 1 Diamonds are mined in Africa.  
2 Cattle are raised in Argentina.  
3 Noodles were invented in China.  
4 Rubber is produced in Brazil.

## Unit 9, Extra Grammar Practice

- 1** 1 Has / flown / Yes, she has.
  - 2 Has / won / No, she hasn't.
  - 3 Has / visited / Yes, she has.
  - 4 Has / eaten / Yes, he has.
  - 5 Has / ridden / Yes, he has.
- 
- 2** 1 Would / rather / She'd rather eat an avocado dessert.
  - 2 Would / rather / They'd rather ski down a mountain
  - 3 Would / rather / She'd rather go swimming.
  - 4 Would / rather / They'd rather ride a motorcycle fast.

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## Welcome Unit

### Other

algebra	c
clarinet	c
enjoy	d
even though	a
good at	c
gymnastics	d
half	d
miss	d
sports hall	d

## Unit 1

### Activities

act	4
baseball team	5
bird-watching	4
blog	5
build robots	5
do martial arts	5
draw	6
hot air ballooning	11
hiking	4
jog	5
paint	6
play board games	14
play chess	5
play sports	5
play the trumpet	5
play the violin	4
read comics	8
sing	7
school musical	9
school play	7
take pictures	6

tug-of-war	11
write articles	9
<b>Clubs/Teams</b>	
art club	6
drama club	5
school newspaper	5
school orchestra	5
science club	5
soccer team	6
tae kwon do club	5
track team	6

### Other

actress	4
advisor	6
analyze	10
audition	7
competition	11
complicated	10
count (me) in	7
county	6
creative	10
event	11
imaginative	10
instruction	10
left-brained	10
logical	10
manage	4
motor vehicle	11
Olympic games/the Olympics	11
practical	10
pull	11
race course	11
right-brained	10
school auditorium	7
shares	4
side	10

sign up	7
staff	6
theory	10
try out	9
variation	11
wonder	8

## Unit 2

### Life events

be born	20
find/get a job	21
get married	20
go to/start college	27
graduate	21
move	20
open a restaurant	21
retire	18

### Family members

mom	17
dad	17
aunt	17
uncle	17
baby sister	17
older brother	17
<b>Other</b>	
alpha	22
bride	23
cameraman	19
emotion	22
female	22
grade	21
great-grandchild	16
herd	22
holiday	25
gather	23
groom	23
leader	22

male	22
neighborhood	21
pack	22
pride	22
reality show	19
ribbon	23
sneak into	23
social	22
structure	22
stuff	23
symbolize	23
take time off	18
tradition	23
trapeze performer	18
treat (n.)	23
trivia	16
troop	22
tutor	21
young	26
wedding	23

## Unit 3

### Fundraising activities

blog	30
design posters	29
donate (money)	28
have a cake sale	29
have an art fair	29
make a video	29
post a video/article on the school website	29
raise money	29
write an article	29
have a concert	29
have a dance	29
make something	29
sell tickets	39



software	75
space	77
spaceship	70
special needs	74
surgical	74
task	74
video messaging	72
virtual	73

## Unit 7

### Gadgets (old and new)

abacus	85
antique	88
camera film	89
cell phone	85
compass	92
flashlight	91
games console	85
instant camera	85
pan	89
sundial	89
radio	113
wireless headset	85

### Other

Alzheimer's disease	91
attic	86
body heat	91
candle	90
cash register	90
combustion engine	90
current	91
device	91
float	91
fuel	90
indoor plumbing	90
invention	91
inventor	91
item	84
label	95
light bulb	90
organize	90
plumbing	118
pump	90
screen	91
tile	91
unfamiliar	92

vehicle	90
vending machine	90
well	90
wheel	90

## Unit 8

### Geographical names

Belgium	103
Canada	96
Corsica	104
Costa Rica	100
Florence	98
(Great) Britain	101
Holland	101
Hungary	100
Morocco	100
Naples	98
Norway	96
the Philippines	96
Rome	99
Saudi Arabia	100
Tuscany	99
the Vatican City	98
Venice	99

### Products

aerosol spray	96
bar	96
blanket	97
boots	97
cola can	97
floor	97
flower pot	97
oven	97
plane	97
plate	97
rug	97
scarf	97
sheet	107
sweater	97
tire	97
towel	97
T-shirt	97

### Materials

clay	97
cotton	97
metal	97

rubber	97
wool	97

### Other

agricultural	100
automatic door	96
barcode reader	96
birthplace	98
borders	103
ceiling	98
chemical	103
county	103
country of origin	102
crust	97
cultured	96
definitely	98
develop	96
diesel	102
distribution center	102
explorer	103
floating	98
fresh produce	102
gas	102
imported	102
jigsaw puzzle	103
karaoke	96
liquid	97
local	102
locally-grown	102
match	103
medieval	98
nut	96
phosphorus	103
pollution	102
power tools	103
scenery	104
seasonal	102
shopping cart	96
shoreline	104
shipping	102
site	98
sticker	100
stretch	104
sulphur	103
typical	102
unique	98
vast	104

## Unit 9

### Describing food

Chinese	109
cold	109
delicious	109
good	109
Greek	109
hot	109
Indian	109
Italian	109
Japanese	109
Moroccan	109
Philippine	109
plain	109
popular	109
pretty	109
raw	109
sour	110
spicy	109
Spanish	109
spicy	109
sweet	109
Tanzanian	110
tasty	109
terrible	109
Thai	112
traditional	109
unusual	109

### Other

adjustment	111
adrenal glands	114
adrenalin	114
adventure	110
adventurer	111
adventurous	108
aerialist	115
air	114
altitude	110
amusement park	116
antenna	115
board	115
boost	112
carbon dioxide	108
cell	114
centimeter	115

challenge myself	116	gorgeous	111	prehistoric	113	skydiving	113
classical music	112	heart	150	professional	150	stress	150
cliff diving	115	hormone	114	rapidly	112	summit	111
comfort food	110	kidney	112	refried	108	superhuman	112
competitive diver	115	lungs	114	release	150	tightrope	115
daring	115	mayor	117	risk	115	trail	116
dip	110	meter	115	roller coaster	116	trick	115
discoloration	108	oxygen	114	rush	112		
extreme sports	115	parachute	115				
fear of heights	116	pity	112				

# INTERNATIONAL PHONETIC ALPHABET

## IPA Symbols

### Consonants

/b/	<b>b</b> aby, cl <b>u</b> b
/d/	<b>d</b> own, to <b>d</b> ay, sa <b>d</b>
/f/	<b>f</b> un, prefer, laugh
/g/	<b>g</b> ood, be <b>g</b> in, do <b>g</b>
/h/	<b>h</b> ome, be <b>h</b> ind
/k/	<b>k</b> ey, choco <b>l</b> ate, bla <b>ck</b>
/l/	la <b>te</b> , poli <b>ce</b> , ma <b>il</b>
/m/	<b>m</b> ay, wo <b>m</b> an, sw <b>im</b>
/n/	<b>n</b> o, op <b>i</b> nion
/ŋ/	<b>a</b> ng <b>r</b> y, lo <b>ng</b>
/p/	<b>p</b> aper, ma <b>p</b>
/r/	<b>r</b> ain, pare <b>n</b> t, doo <b>r</b>
/s/	<b>s</b> alt, medic <b>i</b> ne, bu <b>s</b>
/ʃ/	<b>s</b> ugar, spec <b>i</b> al, fi <b>sh</b>
/t/	<b>t</b> ea, materia <b>l</b> , da <b>te</b>
/θ/	<b>th</b> ing, hea <b>l</b> thy, ba <b>th</b>
/ð/	<b>th</b> is, mo <b>th</b> er, ba <b>th</b> e
/v/	<b>v</b> ery, tra <b>v</b> el, of
/w/	<b>w</b> ay, any <b>o</b> ne
/y/	<b>y</b> es, on <b>i</b> on
/z/	<b>z</b> oo, cou <b>s</b> in, alwa <b>y</b> s
/ʒ/	mea <b>s</b> ure, gara <b>g</b> e
/tʃ/	<b>ch</b> eck, pict <b>u</b> re, wa <b>ch</b>
/dʒ/	<b>j</b> ob, refr <b>i</b> gerator, ora <b>n</b> ge

### Vowels

/ɑ/	<b>o</b> n, ho <b>t</b> , fa <b>th</b> er
/æ/	<b>a</b> nd, ca <b>sh</b>
/ɛ/	<b>e</b> gg, sa <b>y</b> s, lea <b>th</b> er
/ɪ/	<b>i</b> n, bi <b>g</b>
/ɔ/	<b>o</b> ff, da <b>u</b> ghter, dra <b>w</b>
/e/	<b>A</b> pr <b>i</b> l, tra <b>i</b> n, sa <b>y</b>
/i/	<b>e</b> ven, sp <b>e</b> ak, tr <b>e</b> e
/o/	<b>o</b> pen, clo <b>s</b> e, sh <b>o</b> w
/u/	<b>bo</b> ot, <b>do</b> , thro <b>u</b> gh
/ʌ/	<b>o</b> f, yo <b>u</b> ng, su <b>n</b>
/ʊ/	pu <b>t</b> , <b>co</b> ok, wo <b>u</b> ld
/ə/	<b>a</b> bout, pen <b>c</b> il, le <b>m</b> on
/ə/	mo <b>th</b> er, Sa <b>t</b> ur <b>d</b> ay, do <b>ct</b> or
/ɜ/	<b>e</b> arth, bu <b>r</b> n, h <b>e</b> r

### Diphthongs

/aɪ/	<b>i</b> ce, st <b>y</b> le, l <b>i</b> e
/aʊ/	<b>o</b> ut, do <b>w</b> n, h <b>o</b> w
/ɔɪ/	<b>o</b> il, no <b>i</b> se, b <b>o</b> y

## The English Alphabet

Here is the pronunciation of the letters of the English alphabet, written in International Phonetic Alphabet Symbols.

<b>a</b>	/e/
<b>b</b>	/bi/
<b>c</b>	/si/
<b>d</b>	/di/
<b>e</b>	/i/
<b>f</b>	/ɛf/
<b>g</b>	/dʒi/
<b>h</b>	/eɪ/
<b>i</b>	/aɪ/
<b>j</b>	/dʒe/
<b>k</b>	/ke/
<b>l</b>	/ɛl/
<b>m</b>	/ɛm/
<b>n</b>	/ɛn/
<b>o</b>	/o/
<b>p</b>	/pi/
<b>q</b>	/kyu/
<b>r</b>	/ar/
<b>s</b>	/ɛs/
<b>t</b>	/ti/
<b>u</b>	/yu/
<b>v</b>	/vi/
<b>w</b>	/dʌbəlju/
<b>x</b>	/ɛks/
<b>y</b>	/waɪ/
<b>z</b>	/zi/

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