

**Explore Our World Lesson Planner 4**

**Series Editors:** JoAnn (Jodi) Crandall, Joan Kang Shin

**Authors:** Kate Cory-Wright, Rob Sved

Publisher: Sherrise Roehr

Executive Editor: Eugenia Corbo

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Interior Design and Composition: PreMedia Global, Inc.

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**National Geographic Learning**  
20 Channel Center Street  
Boston, MA 02210  
USA

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**On the Cover**

**REMARKABLE ROCKS**

*FAST FACTS*

The **Remarkable Rocks** are located on Kangaroo Island, in South Australia.

The **Remarkable Rocks** are made of granite.

Wind, ocean spray, and rain have been shaping the **Remarkable Rocks** for 500 million years.



**Explore Our World Online**

Go to: [myNGconnect.com](http://myNGconnect.com)  
Click on: For Educators  
Username: [owteacher@natgeo.com](mailto:owteacher@natgeo.com)  
Password: natgeo

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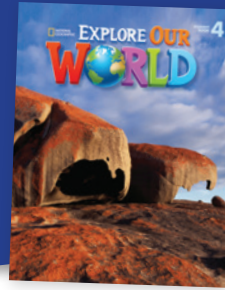
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### Introduction

*Explore Our World*, a six-level primary series from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. *Explore Our World* is unique in the way that it brings the real world, with all its beauty and diversity, into the English-language classroom.



# STUDENT BOOK Walk-through



## UNIT OPENER

The Unit Opener uses high-interest photographs to engage students, present the unit theme, and provide opportunities for speaking and listening.

A goal-setting activity focuses student attention.

A teacher-led warm-up activity provides suggestions for pre-teaching of unit themes and target structures.



Image captions provide useful cultural and geographic information for instructors to discuss with learners.

## VOCABULARY 1

Target vocabulary is presented visually, using photographs and photo-realistic art, to create interest and enhance retention.

**1 Listen and read.** TR. 10  
**2 Listen and repeat.** TR. 11

People all over the world have special celebrations. People **celebrate** their birthdays, the first day of the year, food, colors, and light. They wear **costumes** and **masks**. They **dance**, eat food, and sometimes watch a **parade**. Celebrations are fun!

**3 Work with a partner.** Ask and answer.

Do you like to dress up?  
Yes, I do. I have many costumes.

Mascots model dialogues that help students use target language to communicate.

All target language is recorded on audio CDs to help students with pronunciation and practice.

## RESOURCES

### Lesson Planner with Audio CD and Teacher's Resource CD-ROM

The **Explore Our World Lesson Planner**, with Audio CD and Teacher's Resource CD-ROM, provides everything needed to successfully plan, teach, and supplement lessons:

- a detailed scope and sequence
- explicit instructions for teaching vocabulary, grammar, and songs
- answer keys and audio scripts for activities in the Student Book and Workbook
- support for teaching English in English
- teaching tips for using the *Explore Our World Video* and the Classroom Presentation Tool
- an Audio CD containing recordings of exercises, activities, and readings in the Student Book

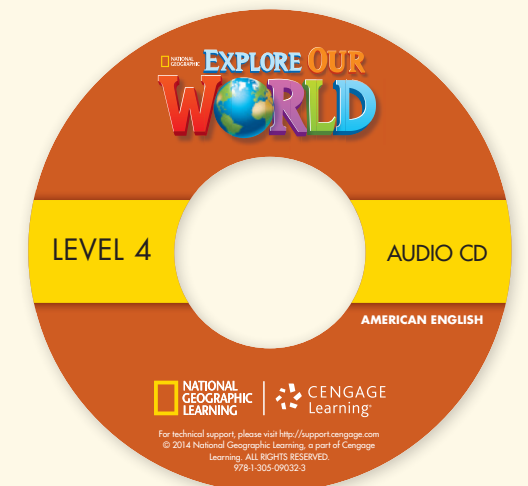
The **Teacher's Resource CD-ROM**, provided with the *Explore Our World Lesson Planner*, supplies additional teaching resources, including:

- pacing guides for easy lesson planning
- printable worksheets and templates for in-class games and activities
- Writing worksheets for additional Writing practice
- Project worksheets for optional theme-related closing activities
- customizable Home-School Connection Letters

### Audio CD

The **Explore Our World Audio CD** provides audio content that aligns with all Student Book content:

- language presentation and review
- contextualized vocabulary
- original songs
- readings
- games and activities



## GRAMMAR 1/VOCABULARY 2

Grammar lessons include natural examples of real-world language.

**GRAMMAR 18:12**  
Did you watch the parade? Yes, I watched the parade.  
Did you dance at the party? Yes, I danced at the party.

**4 Play a game.** Play with a partner. Ask and answer. Take turns.  
Heads: Move 2 spaces. Tails: Move 1 space.

**5 Listen and repeat.** Read and write. 18:13

a present    a birthday cake    candles  
an invitation    balloons

- You write this on paper. You give it to your friends. \_\_\_\_\_
- It tastes sweet. It usually has candles on top. \_\_\_\_\_
- They are usually round. They have air inside. \_\_\_\_\_
- They are long and thin. You put them on a birthday cake. \_\_\_\_\_
- You wrap it. You give it to people on their birthdays. \_\_\_\_\_

**6 Listen and stick.** 18:14

1    2    3    4    5

Sticker activities in each unit provide reward, motivation, and interactive practice.

## GRAMMAR 2/SONG/THE SOUNDS OF ENGLISH

Additional grammar is presented through photographs, illustrations, and activities. Group and pair work gives learners the chance to use structures in conversation as they collaborate with classmates.

**GRAMMAR 18:15**  
Did you go to the parade? Yes, I went to the parade.  
Did you see the fireworks? Yes, I saw the fireworks.  
Did you eat cake at the party? Yes, I ate a piece of cake at the party.

**7 These verbs change when you talk about the past.**  
Match. Draw lines.

sing	wrote
drink	gave
wear	had
have	took
write	sang
give	drank
take	wore

**8 Play a game.** Cut out the cards on page 99. Play with a partner. Match and say sentences.

**9 Listen, read, and sing.** 18:16  
**Celebrate!**  
We went to a carnival.  
Everyone was there!  
We dressed up, sang some songs,  
and watched a parade.  
  
But best of all,  
we danced to music,  
wonderful music.  
We danced to music  
all day long.

**THE SOUNDS OF ENGLISH 18:17**

**10 Listen and say.** The **ed** sound is different in each set of words.

1. watched	dressed
2. played	listened
3. celebrated	wanted

The Sounds of English activities found in every unit provide opportunities for students to listen to and practice English pronunciation.

A unit song supports the unit theme. Lyrics incorporate unit target vocabulary and grammar. Each song is easy to learn and remember, and models natural rhythm and intonation.

## RESOURCES

### Workbook

The **Explore Our World Workbook** contains exercises that reinforce and consolidate Student Book instruction, including listening, speaking, reading, writing, grammar, and vocabulary activities.

The Workbook includes the following:

- 8 pages of skills practice and activities, as well as additional readings, for each unit
- unit review sections
- practice with English pronunciation and sound-spelling relationships
- audio for all listening comprehension and review sections, provided on an Audio CD bound in with the Workbook, or accessed online through myNGconnect

**13 Listen and read.** 18:18  
**Celebrating the Sun**

In Sweden, people celebrate the sun. In summer, days are long and nights are short. The festival of Midsummer happens in June. People celebrate the longest day of the year and the start of summer.

People decorate their homes with flowers and leaves. Many people wear beautiful costumes to eat fish, potatoes, fruit, and other foods. People enjoy the sunlight and can forget about the cold, dark days of winter.

In the north of Sweden, it never gets dark at midsummer.

**14 Read. Check T for True and F for False.**

1. People in Sweden celebrate the sun.
2. The festival of Midsummer is in July.
3. People dance and sing at the festival of Midsummer.

**15 Read. Complete the chart.**

Midsummer	
Where do people celebrate it?	
Why do they celebrate it?	They celebrate the longest day of the year and the start of summer.
What do people do?	

### Explore Our World Picture Cards including The Sounds of English

The **Explore Our World The Sounds of English Cards** provide additional support for vocabulary and English pronunciation and phonics.

They include individual and contrasted English sounds with related images and spellings.

The Sounds of English cards are available online through myNGconnect.

pet  
said  
leopard  
bread

elephant

glass    grass

light    right  
lamp    ramp  
long    wrong

## CONTENT READING/MISSION

Real-world content readings develop language through topics such as science, nature, history, art, culture, music, and sports.

Infographics show factual information in fun and sometimes surprising ways.

Graphic organizers help students collect, organize, and visualize information.

**11 Listen and read.** TR. 18

### November Celebration

The Day of the Dead is an important festival in Mexico. People celebrate it on the first day of November.

Families take food to cemeteries, and they light candles and play music. Sometimes there are fireworks, too. People give candy and chocolate in the shape of skulls. For Mexicans, the festival is not sad. The Day of the Dead is a happy time.

**12 Read.** Complete the chart.

The Day of the Dead	
Where do people celebrate it?	
When is it?	
Why do they celebrate it?	
What do people do?	

**13 Talk with a partner.** Look at the pictures on this page. What do you see? What do you like?

I like the candies. I think they're beautiful.

I like the candles, too! And did you see those skulls?



Day of the Dead

In 2002, a candy company made chocolate fireworks that 60 kg (132 lb.) of chocolate went up into the sky!

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### Learn more about other cultures.

How do you learn more about other cultures?



Inca Ruins, Festival of the Sun, Cuzco, Peru

**NATIONAL GEOGRAPHIC** Daniel Torres Etayo  
Archaeologist  
Emerging Explorer

"When I was a child, my father told me hundreds of fantastic stories about the Inca, Maya, and Aztec Empires; the European conquerors; and Cuba's own indigenous peoples."

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## CLASSROOM PRESENTATION TOOL

A **Classroom Presentation Tool**, provided on DVD, is available for each level of *Explore Our World*. The Classroom Presentation Tool integrates a variety of teaching resources including video, songs, games, language presentations, and student activities, which can easily be used with a computer or Interactive Whiteboard (IWB).

For each unit, the DVD includes the following:

- interactive unit-opening activities that provide the setting for each unit's theme
- presentation of target vocabulary and grammar-through video and animation
- fun classroom activities that practice what has just been presented
- songs presented in two ways: as a video with a singing host and as a karaoke-style sing-along
- reading activities that support reading selections



## EXPLORE OUR WORLD STUDENT ACTIVITIES CD-ROM

*Explore Our World* student activities, provided on a **Student Activities CD-ROM** bound with the Student Book or accessed online through myNGconnect, are fun, engaging, game-like activities that reinforce and expand on Student Book content. Each unit has two Vocabulary and Grammar activities, as well as a Reading activity.

## RESOURCES

### Our World Readers

The **Our World Readers** consist of six levels of original stories, classic folktales, myths, and nonfiction selections from around the globe. A graded Reader is available to support the theme and language of each unit in the Student Book. Each Reader includes additional fun facts and activities related to the story and unit theme. All Readers are available as "Story Time" in the *Our World* Video or on the **Story Time DVDs**.

### World Holiday Colors and Lights

By Stacy McPherson

#### Loi Krathong in Thailand

Every November, people in Thailand celebrate a festival of light called Loi Krathong. They light candles in lanterns made from banana leaves. Then they put the lanterns on rivers and watch them drift away.

In one part of Thailand, people don't put lanterns on the water. Instead, they let the lanterns go into the air. The night sky fills with beautiful, orange lights.

What holidays do you celebrate with color and light in your country?



10

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### Poster Sets

Eight full-color poster sets bring beautiful photography into the classroom, reinforce the unit theme, and feature National Geographic *Explore Our World* values.



### Learn more about other cultures.

How do you learn more about other cultures?



Inca Ruins, Festival of the Sun, Cuzco, Peru

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## EXPLORE OUR WORLD WEBSITES

Teachers and students can find student activities, Student Book and Workbook audio tracks, and other resources online at **myNGconnect**.

## EXPLORE OUR WORLD VIDEO

Each **Explore Our World Video** is 20 minutes of fun-filled, fully integrated content:

- vocabulary and language presentation and review
- original songs
- inspiring, real-world video
- *Our World Readers Story Time*

Presented in highly manageable 3- to 5-minute clips, *Explore Our World Video* can be used before, during, or after instruction to preview, support, and review content. *Explore Our World Videos* are available on a Video DVD and in the Classroom Presentation Tool DVD.



## PROFESSIONAL DEVELOPMENT

To ensure that instructors are able to improve their classroom practice and get the most out of the *Explore Our World* series teaching resources, Dr. Joan Kang Shin, a respected trainer of young-learner teachers in over 100 countries and series editor for *Our World* and *Explore Our World*, has developed the **Our World Professional Development Program**.

### Professional Development Video

Using short videos of real classrooms and interviews with teachers from around the world, the **Professional Development Video** program, available on DVD, provides useful insights and practical advice on the following topics:

- developmentally appropriate activities
- managing classrooms for effective learning
- planning successful lessons
- 21st Century skills



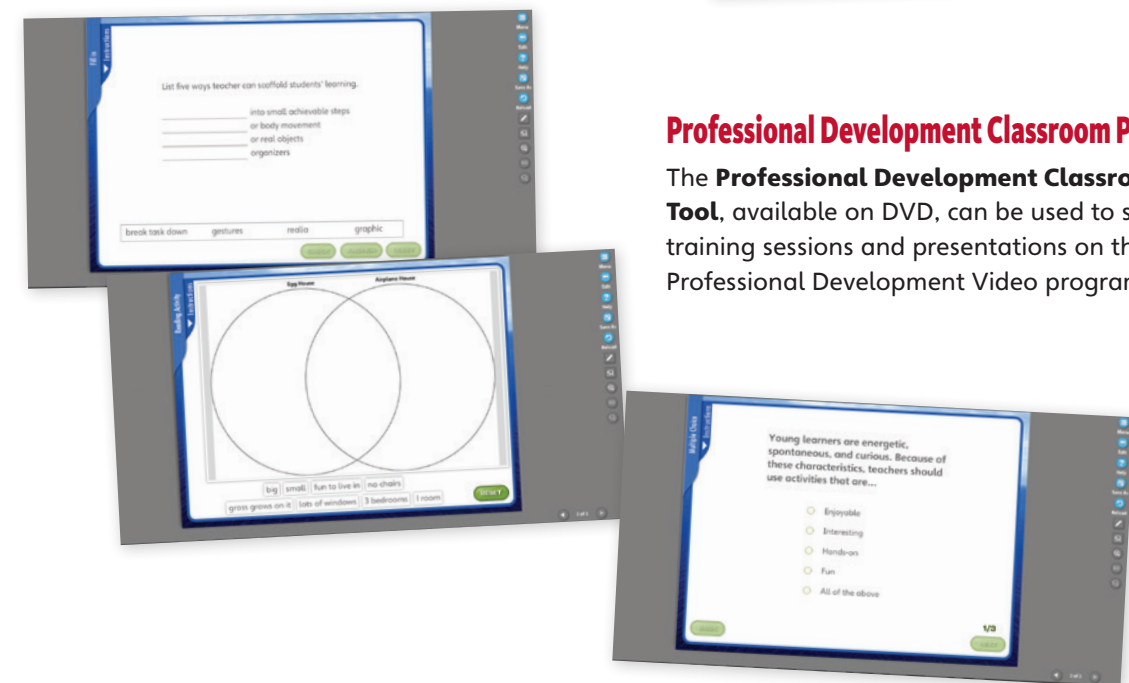
## RESOURCES

### Assessment Book with Audio CD

The **Explore Our World Assessment Book** provides teachers with the tools they need to place their learners within the correct level of *Explore Our World*, plan their lessons based on what students already know, and assess students' comprehension of and progress through the content of the Student Book.

Each Assessment Book includes photocopiable Quizzes, Mastery and Final Tests, as well as additional resources, including the following:

- an *Explore Our World* Placement Test and level Pre-Tests (Diagnostic Tests which help determine students' language ability)
- Listening and Speaking scripts which provide guidance for the listening and speaking portions of the quizzes and tests
- Answer Keys
- an Audio CD, with recorded scripts for all of the quizzes and tests



### Professional Development Classroom Presentation Tool

The **Professional Development Classroom Presentation Tool**, available on DVD, can be used to support formal training sessions and presentations on the topics in the Professional Development Video program.

# TEACHING WITH EXPLORE OUR WORLD

## Our World Philosophy

The *Our World* series reflects key concepts and principles of English language teaching and learning.

- Students learn through a process of constructing meaning. They are active learners who try to make sense of their world through interaction in personal, social, and academic contexts. As they do, they gradually modify their understanding of how both the world and language work.

- Activities designed for young learners must provide multiple opportunities for understanding and construction of meaning at a level appropriate to the emotional and intellectual stages of the students' development.

- Students learn effectively when they are challenged just one step beyond their current stages of cognitive and language development. They most often need support from a knowledgeable person at this time to successfully understand and incorporate new information.

- Goal-oriented learning contributes to young learners' success. In addition to the larger goals of educating children to be responsible global citizens in the 21st century and to be knowledgeable and caring stewards of our planet, providing explicit language-learning goals helps learners understand the purpose of the activities they carry out. Young learners then have the opportunity to compare their outcomes to the original goals, important in judging their own progress.

- Learning about the world through theme-based teaching benefits young learners. Different topics provide informational structure and a meaningful basis for exploration through a variety of language learning tasks.

- Addressing the needs of the whole child in the language class includes attention to learning styles, learning strategies, critical thinking skills, 21st Century skills, and universal cultural values.

- In order to accurately evaluate progress, assessment of young learners must go beyond traditional paper-and-pencil tests. Multiple opportunities for concept checking and performance assessment provide different ways to determine students' depth of learning. Young learners also benefit from peer- and self-assessment.

## Explore Our World Content

### Global Citizenship

To empower young learners for the 21st century, teachers of English as a foreign language must understand the global importance of English as well as what it means to be a global citizen. It is widely recognized that English is the world's *lingua franca*. English is used internationally as the language for science, technology, business, trade, tourism, diplomacy, and global problem solving. Today's children will grow up communicating in English with people from countries all around the world.

*Explore Our World* uses real-world and multicultural content to help young learners grow up to become successful global citizens. Dramatic photos from around the world spark their curiosity and broaden their perspective by teaching them about the planet and different cultures. Through images and content, young learners explore other people, places, and societies and learn to care about our fascinating and ever-changing world. Their increased understanding of the world and their ability to communicate in English across cultures will prepare them to actively and successfully participate in the world of the future.

### Multicultural Materials

When teaching English as a global language, it's important to bring materials that represent different cultures into the classroom. Students are very open to learning about other cultures. It only makes sense to take advantage of their natural curiosity and openness by exposing them to different customs, traditions, and ways of life.

*Explore Our World* incorporates content from other cultures in every unit. For example, in the Level 6 unit called "Arts Lost and Found," students learn about different traditions and art forms from other cultures, including storytelling through dance in Laos, cloth weaving in Ghana, and the 2000-year-old Chinese tradition of dragon-boat racing.

### Cultural Connections

It's also important to connect young learners to their home cultures in the English-language classroom. Making connections to the local culture will help young learners relate to the content and build a stronger understanding of themselves and their place in the world. In addition, learning to express aspects of their own culture in English is another step toward effectively using English as a global language. *Explore Our World* helps young learners appreciate their own cultures and encourages them to keep their cultures strong.

### Global Values

Each unit in *Explore Our World* has a National Geographic page that connects to the real-world content presented in the unit. These pages promote universally recognized values for students such as loving your family, being a good sport, and taking care of others. For example, in the Level 2 unit called "Awesome Animals," the National Geographic Values page teaches students to respect animals.

In upper levels, the National Geographic page is titled "Mission," and it highlights the work and words of a real-life National Geographic explorer. These explorers, including Aparajita Datta and Elizabeth Kapu'uwailani Lindsey, are from different parts of the world and contribute to the betterment of our planet.



## Learning English through “Real-World” Content

The *Our World*, including *Explore Our World*, series takes into account current research and approaches in teaching language to young learners. Students learn language and content at the same time, so it’s natural and authentic to incorporate academic content into the English-language classroom. Integrating content from different areas such as art, science, and social studies makes language learning more interesting and engaging. It will also help prepare young learners who may eventually study these subjects in English.

Contextualizing language instruction by integrating it with other learning provides opportunities to reinforce in English the academic skills and knowledge learned in other classes. A framework for this type of lesson should include four stages:

- **Processing text**

This includes the use of texts that incorporate visual and text-structure markers such as headings and subheadings as well as features such as bold or italic text for emphasis.

- **Identification and organization of knowledge**

This includes the use of graphic organizers such as tree diagrams, time lines, flowcharts, and tables.

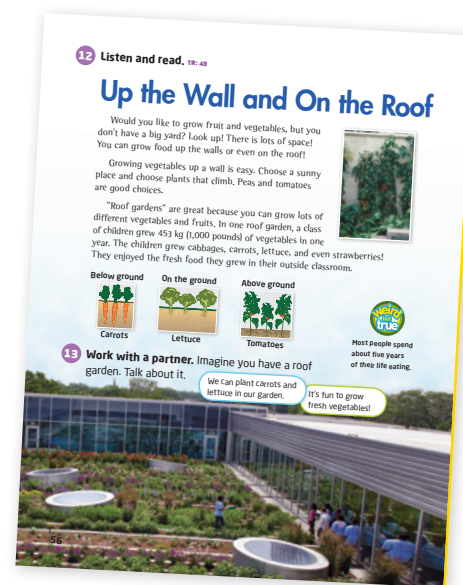
- **Language identification**

This includes the use of language features that help students to reproduce core content knowledge in their own words including the language of comparison and contrast, cause and effect, and speculation; it also includes features such as collocations, subject-specific vocabulary, and academic vocabulary.

- **Tasks for students**

This includes the use of a variety of learner-appropriate tasks, both receptive and productive. *Explore Our World* uses subject-area content as the basis for motivating students to learn English and to support what they are learning in other areas of their curriculum. Each unit has a Reading page that integrates real-world content from various subject areas and teaches academic skills. For example, the Level 4 unit “Fresh Food” focuses on language about

growing vegetables. The vocabulary includes various actions for gardening, such as digging, picking, and planting, as well as the names of vegetables such as pumpkins, lettuce, cucumbers, cabbage, hot peppers, and onions. The reading content, called “Up the Wall and On the Roof,” describes different ways to grow garden vegetables. This is science content that also integrates health and social studies.



## 21st Century Skills

Today’s students are growing up in an interconnected world. As English language teachers, our job is to help them become responsible global citizens and leaders of the future. The Framework for 21st-Century Learning deals with “the skills, knowledge, and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise, and literacies.” These skills can be categorized in four ways:

- **Ways of working**

Students need to be able to communicate clearly and collaborate effectively. *Explore Our World* helps students use the vocabulary and language structures they are learning to both communicate about real-world content and collaborate on activities and projects that allow them to apply the English they are acquiring in meaningful ways.

- **Ways of thinking**

Students also need to think creatively and critically. They need opportunities to learn how to make decisions and solve problems. *Explore Our World* challenges them to practice both these skills. For example, in Level 5 students learn about preparing for extreme weather and discuss the importance of protecting the oceans. In Level 6, students explore plant behaviors and adaptations, discuss how people in their community can reduce their human footprint, and learn about ancient civilizations.

- **Tools for working**

English students today aren’t just learning English. They are preparing to enter a competitive global workforce. In order to be ready for the future, they need to be able to navigate technology and to extract information from many forms of media. They also need to acquire technology literacy, information literacy, and visual literacy. All of these needs are addressed in the *Explore Our World* Student Books, comprehensive video program, and interactive technology.

- **Skills for living in the world**

It’s critically important for students to develop awareness of the skills and qualities that will help them achieve success in their future lives and careers. In *Explore Our World*, young learners are introduced in age-appropriate ways to concepts such as openness to new ideas and experiences, adaptability, and initiative. They learn about 21st-century professions, such as crisis mapper, and National Geographic Explorers are presented as potential role models.

Living in the world also encompasses the idea of personal and social responsibility. On a personal level, younger *Explore Our World* students learn about taking care of themselves and other beings. Older students discuss how they as individuals can make changes or adopt new behaviors for the greater good.

On a social level, students explore ways of connecting to their local community such as exploring where they live and participating in local events. As local citizens, older students interact with their community through activities such as planning and executing events to protect the environment, conducting interviews, and creating a local brochure for tourists.

Personal and social responsibility play a large part in students’ preparation for global citizenship as well. Students must commit to developing intercultural competence by building their knowledge of global cultures, by acquiring skills that enhance their interactions, and by refining their attitudes regarding cultural differences and customs. They must be willing to see the world from other points of view and to understand and respect cultural behaviors that are different from their own.

Throughout *Explore Our World*, young learners are introduced to people, places, and cultures from around the world. At the same time students are learning to recognize cultural similarities and appreciate differences, they are also encouraged to express their own culture in English as a first step to building their intercultural awareness and competence. In short, *Explore Our World* prepares students to be curious, engaged, and well-informed citizens of the 21st century.



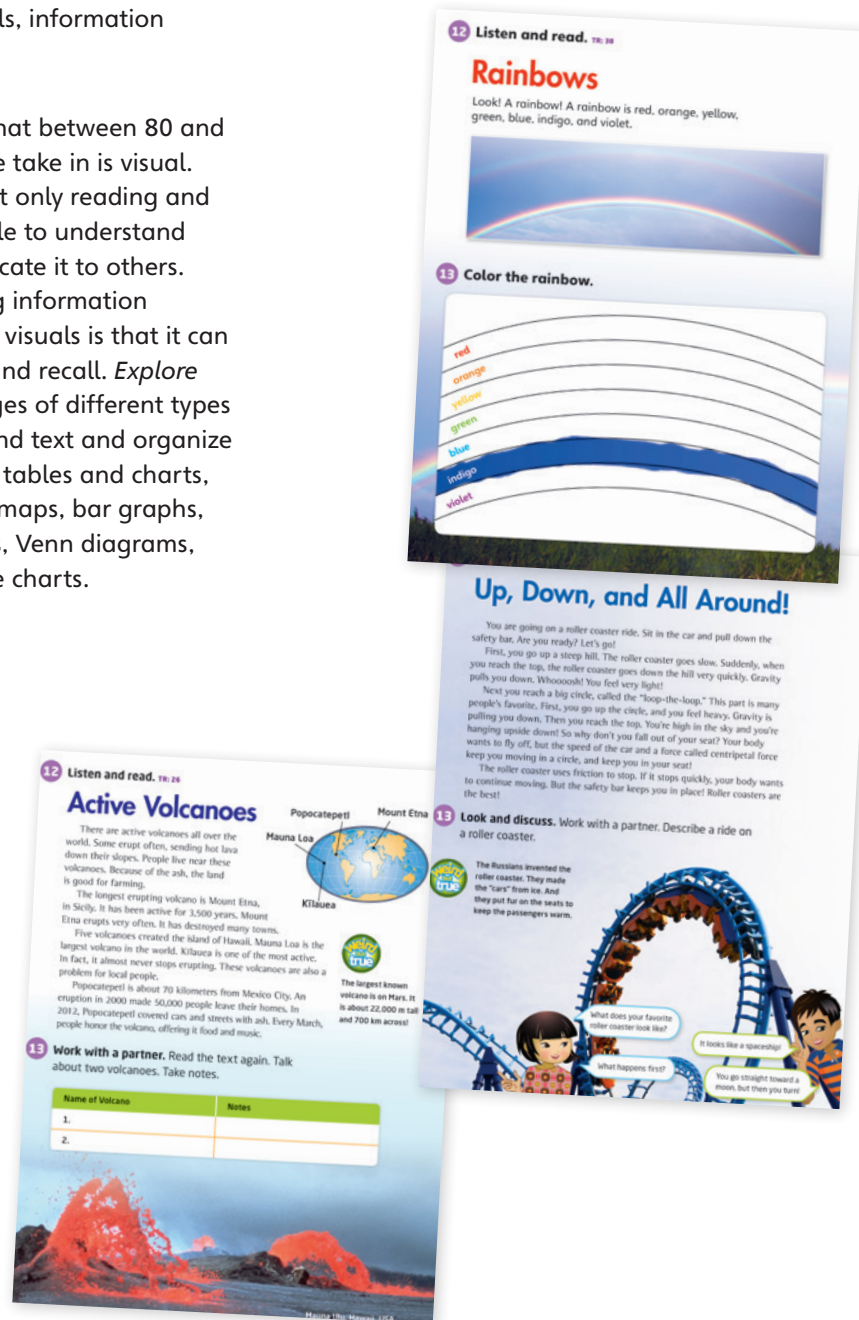


## Visual Literacy

Visual literacy is a necessary skill for the 21st century, which is increasingly image-, media-, and technology-driven. In the past, the term *literacy* referred to being able to read and write, but today it includes the interpretation of various kinds of texts in print and media. Visual literacy is the ability to construct meaning from images such as photos, illustrations, graphic organizers, signs, symbols, information graphics, and video.

Brain-based research shows that between 80 and 90 percent of the information we take in is visual. Learning a language, then, is not only reading and writing words; it is also being able to understand visual information and communicate it to others. An additional benefit of learning information simultaneously through text and visuals is that it can dramatically improve retention and recall. *Explore Our World* uses a variety of images of different types to help young learners understand text and organize information; some examples are tables and charts, diagrams, mind maps, T-charts, maps, bar graphs, calendars, time lines, line graphs, Venn diagrams, cause-and-effect arrows, and pie charts.

National Geographic has the most impressive and highest quality collection of photos and video in the world. These visuals enrich the *Explore Our World* print, video, and media components. These materials help young learners become visually literate through imagery that reflects print and media in the real world. This will further help them to succeed as 21st-century citizens.



## Video and Technology

Video is a powerful tool that can bring the world into the classroom and the classroom to life. In learning language, video can be especially valuable because it can provide a real-world context that helps students experience the language in a natural and dynamic way. This will help them better understand how to use the language, and it makes learning more fun. The videos in *Explore Our World* are divided into short, manageable clips that present the following:

- **vocabulary** through amazing photos
- **grammar** in animated contexts
- **songs** performed by fun hosts
- **video** clips that give examples of real-world communication
- **stories** read by the hosts using images from the *Our World Readers*

**Explore Our World Video** is flexible. For example, lessons can be presented from the Student Book first, and then followed by the corresponding segment in the video to review and check comprehension. Or the video can be used to present the language and then the Student Book can be used to review and practice. Either way, using the video helps contextualize language instruction and engage children in the classroom in fun and meaningful ways.

The **Classroom Presentation Tool** allows the introduction of many types of content, including video, audio, and interactive activities into the classroom using either an interactive whiteboard or a computer with a projector. Learning becomes more active and interactive using this digital classroom tool.

For example, young learners love games, and the *Classroom Presentation Tool* includes games that present and practice the Student Book lessons in new and unique ways. These activities allow for teaching and reteaching that will engage the whole class. With these games, students have opportunities to predict, to think critically, to work in teams, to sing along, and to use English in a safe and motivating environment that sets them up for success.

The computer is an excellent resource for English language learning and teaching. *Explore Our World Student Activities*, online and on CD-ROMs, encourage language practice through fun game environments that will entertain, inform, and motivate students. For example, they will play soccer against **meerkats**, puffer fish, polar bears, pigeons, mountain goats, and even alligators. They'll clean up the ocean, feed chameleons, solve puzzles, and explore mysterious mazes, all while practicing and playing with English.

Interactive media provide a richer environment for learning and engage young learners in the ways they are used to learning, getting information, and entertaining themselves. More importantly, building students' media and digital literacy skills helps prepare them to use English in the real world in the 21st century.



## Characteristics of Young Learners

In order to teach young learners successfully, it is important to understand how students develop and how they learn. Effective materials reflect gradual growth in ability in the areas of gross and fine motor skills, language, cognition, and socialization. Students of different ages have different levels of development, and it is important that teachers use methods and activities that are appropriate for their students' abilities.

In general, students are very energetic and spontaneous. They do not like to sit still for long periods of time and they have short attention spans. Although they can be easily distracted, they are very curious and will pay attention if the topic is interesting or if the activity is fun and engaging. Although these characteristics can make teaching young learners challenging and even difficult at times, they can also make the young learner classroom joyful and rewarding. *Explore Our World* keeps learners active and engaged by using developmentally appropriate activities that cater to their learning profiles.

### Learning Styles

Young learners tend to process information about the world primarily through their senses. The sensory learning styles are visual, auditory, tactile, and kinesthetic.

#### • Visual learners

Visual learners notice the details of their surroundings and use color, shape, and position to help them learn and remember information. They understand instructions for activities much better when they are shown what to do rather than told what to do. Visual learners respond well to board work and to activities involving photos, drawings, flash cards, posters, video, arts and crafts, murals, projects, puzzles, and board games.

#### • Auditory learners

These students learn and remember information through sound and rhythm. They can memorize information easily and repeat back the text of stories, role plays, and song lyrics after one or two listenings. They understand oral directions for activities and often agree to act them out or repeat them for other students. They do well with listening and pronunciation activities, and they enjoy discussions, sound tracks, video and computer games, songs, and chants.

#### • Tactile learners

As the word *tactile* indicates, these learners use touch and the manipulation of objects to help them process and remember information. They depend on their physical and material surroundings. For example, when they are trying to concentrate, they may flip pencils or play with their hair. To understand instructions, they need to see, hear, and physically carry them out. Tactile learners do well with arts and crafts, flash cards, puzzles, board games, and realia.

#### • Kinesthetic learners

These students process and remember information through physical movement. Like tactile learners, they also touch and manipulate objects, and they are good at working with their hands. They understand directions for activities much better when they can see, hear, and physically carry them out. They need to release tension through movement and will look for ways to do so—going to the pencil sharpener or trash basket several times, for example. Kinesthetic learners do well with Total Physical Response (TPR) activities, charades, role plays, puzzles, and board games.



## Skills and Strategies

### Learning Strategies

Strategies are generally defined as behaviors that learners use to understand and complete a task. Learning strategies and their use and instruction can benefit young learners as well as adults. As described by Ana Chamot and Michael O'Malley, these strategies fall into three categories: metacognitive, cognitive, and social-affective:

- Metacognition is “thinking about thinking.” For young learners, this means helping them plan before doing a task. They need to think about the purpose of the task, what information is most important, how they will use the information, what the best way to do the task is, and how much they understand about the task.

- Cognitive strategies include accessing prior knowledge about a topic, seeing how new information connects to the material the student already knows, identifying where more information could be accessed, thinking of good ways to organize the material, and identifying ways to remember the new information.

- Social-affective strategies are especially useful in language classes, as language is social by nature. While using English, young learners can ask for explanations from teachers and classmates, find out how and when they can ask for help, discuss how they can work together with classmates, and how they can get and give feedback.

### Critical Thinking Skills

Critical thinking is a higher order of thought that involves analyzing, evaluating, and synthesizing information. In many young learner classrooms, teachers' questions may be limited to basic comprehension questions (What is the story about? Is it a happy or sad story?) and to display questions (How many planets are there in our solar system? Is the moon hot or cold?). Even though children's analytical abilities

are not yet fully developed, teachers can nevertheless design age-appropriate questions that go beyond the surface and require deeper processing on their students' part. Ask questions that bring into play the following skills:

- **classifying** What are (two) ways you can group together these words?
- **comparing** How are (dogs) and (wolves) alike?
- **contrasting** How are the (cassowary) and (ostrich) different?
- **getting meaning** What clues in this sentence help with the meaning of the word (*ground*)?
- **inferencing** Looking at these effects, what do you think is the cause?
- **predicting** What will happen when (the volcano erupts)?
- **problem solving** What are some ways we can (conserve water at school)?
- **ranking** How would you list your (favorite sports) from one to five?
- **sequencing** When (planting vegetables), what are the steps in order?
- **using graphic organizers** How could you use a graphic organizer to map out the ideas in this reading?
- **visualizing** How do you picture (the treasure) in your mind?

## Creating Successful Lessons

Effective teaching begins with a lesson plan. A lesson is like a long road trip that requires a map: The final destination or goal cannot be reached without carefully planning each stop along the way. These steps help learners reach the lesson objectives successfully, which is the final destination of the trip teachers and students are taking together.

A good lesson plan has many benefits. It helps teachers prepare for class, including gathering or creating the materials needed to make the activities successful. It lays out step-by-step instructions that provide a guide for every moment in class. But most importantly, it requires teachers to define objectives for the lesson and plan activities in a sequence that will ensure student success.

### Stages of a Lesson

*Explore Our World* uses five steps recognized as standard practice for effective language instruction: Warm-up, Presentation, Practice, Application, and Wrap-up.

#### • Warm-up

These activities help English language learners switch from their native language to English, remember material from earlier lessons, and begin class feeling confident about what they know. Warm-ups create interest and excitement about the topic and prepare learners for the new language input. This new input can be vocabulary, grammar structures, or language functions. Warming up students can involve activating students' prior knowledge of the topic or context as well as reviewing known language that will be used or recycled in the unit. By helping students see what they already know and connecting the new language to their previous experience, warm-ups prepare them to learn.

#### • Presentation

After students are warmed up, it's time to present the new language. This means teaching new vocabulary words or new grammatical structures through visuals, realia, examples, or the context of a song or story. Teachers should take time on this step and provide numerous activities to give lots of meaningful listening and reading input. This will help students gain comprehension of the new language. Use a number of activities that require the four skills (Listening, Speaking, Reading, Writing) to check students' comprehension. For example, use concept checking to see if students know the word *bakery* by asking questions such as *Can I buy a bike in a bakery? What can I buy in a bakery? Give me an example of a bakery near here.* Or have students draw a bakery and write a few lines about what they do and buy in a bakery. The *Explore Our World* Lesson Planner suggests multiple activities to present and check comprehension of language to support the activities in the Student Book.

#### • Practice

As an important step in the process of learning, practice focuses on students' first efforts to use the new language. For young learners, especially beginners, the practice is guided, meaning that the students are given the structures and vocabulary needed to produce the language; they are not yet expected to create the language independently. Of course, the goal is to give learners plenty of opportunities to try out the new language in order to prepare them for real communicative contexts. The Lesson Planner provides suggestions for giving additional support or guidance for the practice stage.

#### • Application

Applying the new language in a communicative context is a natural step after practice because it encourages students to act more independently with the language they have practiced previously with more guidance and support. At this stage, students should be able to use the new language in a realistic context and to personalize the language with respect to their own lives. Application further develops students' abilities to use language communicatively. The *Explore Our World* Student Books have application activities for each vocabulary and grammar section that encourage students to communicate with each other and apply the language to their lives. The Lesson Planner provides suggestions to help teachers carry out the application activities successfully.

#### • Wrap-up

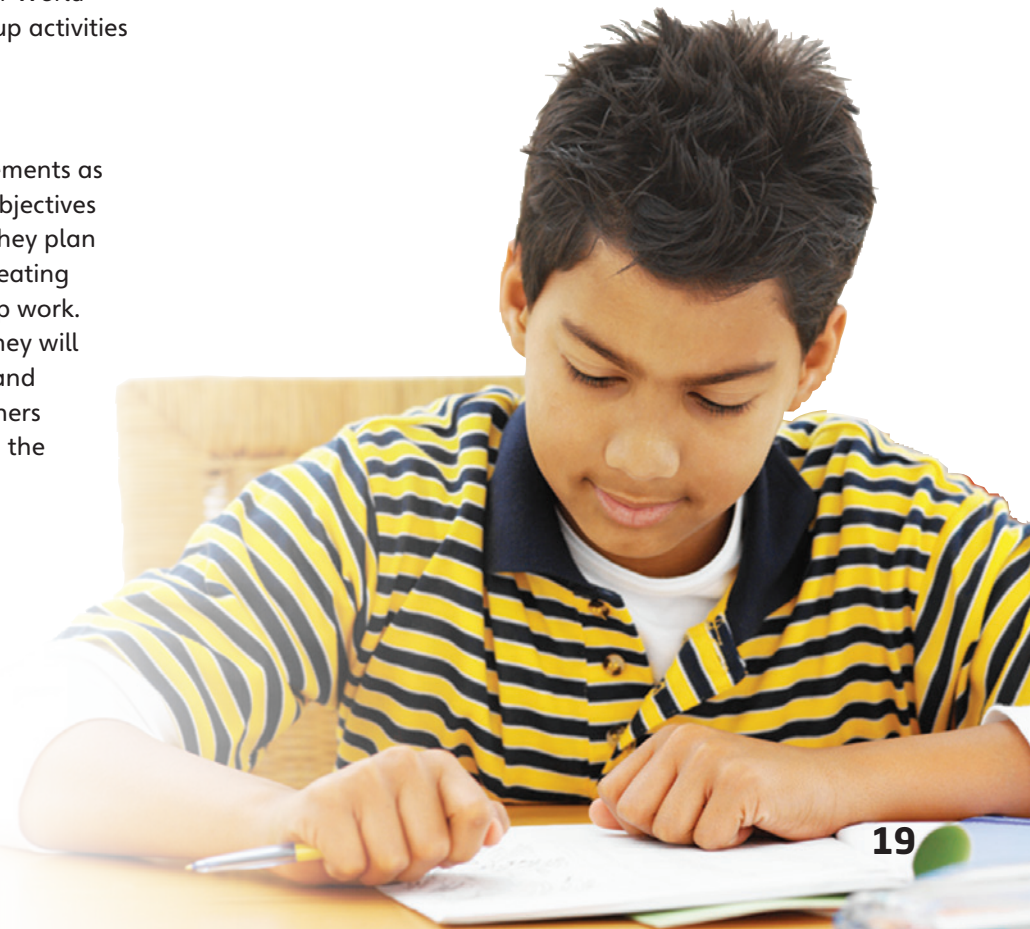
Concluding a lesson or class with a final activity is always important, as students need to leave the class knowing that they have completed an activity and learned something. This might be a review of what was learned in class in a game to check comprehension of vocabulary words, or it might be a song or chant. The wrap-up might be a conclusion to a pair-work activity in which the teacher asks individual students what they learned from their partners. The *Explore Our World* Lesson Planner provides appropriate wrap-up activities for each class.

### Lesson Adjustments

Teachers keep in mind many different elements as they plan their lessons. They identify their objectives and match appropriate activities to them. They plan how they will use their physical space and seating arrangements for individual, pair, and group work. They collect the materials and equipment they will need. They think about time management and pacing. But no matter what they plan, teachers know they should expect the unexpected as the day's lesson unfolds.

In a classroom full of young learners, there are many factors teachers cannot control. Successful teachers learn to be creative so that they can adapt to unplanned events, whether they be a surprise fire drill, an equipment failure, or unexpected student behaviors. This includes adjusting instruction based on students' unique personalities, their mood swings, their varied interests, and their diverse personal, cognitive, and emotional needs.

In mixed-ability classes, for example, teachers spend more time with some students than with others. When this is the case, they have ready a number of activities for the rest of the class to do. These may include starting homework in class or choosing something from an activity box that includes worksheets, puzzles, board games, vocabulary cards, comic books, and class-produced books. In the *Explore Our World* Lesson Planner, teachers have different activities to choose from, including extension activity suggestions that are not in the Student Book. In addition, there are many additional activities and games in the Classroom Presentation Tool, the CD-ROM, and the video.



## Successful Activities

- **Activities have meaning and purpose.**

Activities for young learners should above all be meaningful and purposeful.

Engaging students in authentic and meaningful contexts helps them recognize and remember language patterns. As Lynn Cameron (2003) wrote, “Children see the foreign language ‘from the inside’ and try to find meaning in how the language is used in action, in interaction, and with intention, rather than ‘from the outside’ as a system and form.” So, instead of presenting language as isolated grammar structures to be analyzed, teachers do well to present language in meaningful contexts. They make sure to provide plenty of opportunities for students to practice the language through both repetition and recycling, and to give students a real purpose to communicate with each other in English.

- **Activities are supported and scaffolded.**

*Scaffolding* is used to describe the exterior support structure around a building under construction. When the building is finished, the scaffolding is taken away and the building stands on its own. In the same way, teachers have to provide scaffolding to students in order to help them construct knowledge and learn language effectively. *Explore Our World* sets students up for success by supporting and scaffolding the learning process. It is important to break tasks down into small, achievable steps and give students a model to follow. *Explore Our World* teaches language step-by-step, but the teacher still needs to take the time to make sure students have plenty of ways to show their comprehension of the new language.

- **Activities are active and hands-on.**

*Explore Our World* materials promote the active and hands-on classroom. Because students are kinesthetic learners and like to move their bodies and move around the room, it is important to keep instruction physically active. Students also like to learn by touching and manipulating objects. In other words, students learn by doing. They need to be active and have many hands-on activities that encourage them to interact with objects and visuals. If possible, bring in real-world objects and incorporate projects that allow students to produce their own creations that further the learning process. Doing artwork, crafts, posters, and projects are great ways for learners to be active and make things with their own two hands.

- **Activities are enjoyable and interesting.**

To teach young learners effectively, language classes need to be enjoyable and interesting. The photographs and artwork in *Explore Our World* will capture students’ attention and interest. The units are full of activities that young learners find fun and engaging such as singing songs, listening to stories, and playing games. There is a song in each unit, as well as games, pair work, and group work that will keep young learners’ interest. In addition, the Video program and the Classroom Presentation Tool contain a wide variety of motivating and enjoyable activities.

## Repetition and Recycling

Teachers should provide plenty of opportunities to practice the language. Using repetition and recycling is important when working with young learners. Luckily, if there is a fun song, students will ask to sing it again. If there is an interesting story, they will ask to hear it again. Repeating is a natural part of students’ learning process. *Explore Our World* provides plenty of opportunities for meaningful repetition, especially if the video program and/or Classroom Presentation Tool is used in conjunction with the Student Book. Students will get the chance to hear, repeat, and use both vocabulary and grammar multiple times.

Recycling is also important to improve young learners’ ability to understand the new language structures and use them correctly. *Recycling* means “to use again.” When teachers recycle language, they use it again in another context. Within a unit, the new vocabulary is constantly recycled and used in different contexts in the song, the grammar activities and games, and the Reader and storytelling activities.

*Explore Our World* also recycles language from unit to unit and level to level. For example, in one lesson students may learn vocabulary for different clothes. A teacher may recycle this language by teaching about the weather and asking students what to wear when it is hot and sunny or when it is cold and rainy. Recycling helps students increase their proficiency by getting them to use the language in a new context. This makes the learning process more authentic and meaningful.

## Classroom Management

As teachers everywhere know, real learning requires a well-managed classroom. Teachers of young learners need to develop a plan for managing their own classrooms that will keep students engaged and on task. At the same time, teachers should avoid giving students opportunities to get distracted or out of control. Expectations of proper classroom behavior can vary from culture to culture, but in all cases, effective classroom management goes beyond dealing with misbehavior.

Many aspects of teaching can affect the behavior of students in the classroom.

- **Time**

Effective teachers use their class time carefully. They plan the time it takes to greet students and start the class, the duration of each activity, the time spent between activities, the time it takes for student breaks, and the time it takes to assign homework at the end of class. They also reserve five minutes or so as extra time to be used as needed during the class. In addition, they keep in mind what is known as “wait time,” the amount of time the teacher waits for a student to answer a question. Some teachers count to ten slowly and silently, while others use a watch to allow from three to five seconds. This helps students formulate better quality responses.

- **Activities and transitions**

It is important to have ready all the materials needed for each activity before class so that young learners don’t have time to get restless. Activity directions are another area that can require advance planning. To keep students’ attention, it is a good idea to read all activity directions before class so that there is time to simplify and provide options as necessary.

Moving smoothly from one activity to another requires planning transitions. For the youngest learners, this could be a clapping chant (*We are done/That was fun/Now let’s do/Another one*), visual cues such as a teacher-held stop sign or flipping the light switch on and off three times, or auditory cues such as a whistle or bell. If the previous activity has involved movement, a useful transition to the next activity can be having students close their eyes and rest their heads on their hands for a minute. If the previous activity has been concentrated

seat work, a useful transition to the next activity can be having students stand by their desks and “shake out” their hands and legs, or having them jump up and down a few times. For older learners, transitions that link two activities can be language-based. For example, if students have just read about someone’s activities last weekend, a teacher may say *We just read what (David) did last weekend; now we’re going to listen to find out what he’s doing next weekend.*

- **Classroom rules**

The establishment of rules in the young learner classroom is particularly important because students need rules to function successfully. Teachers need to communicate these rules clearly and simply, and make sure they consistently enforce them with age-appropriate rewards and sanctions. When possible, allow students to help create the rules and consequences. The teacher and students may come up with rules such as *Be quiet when someone is talking, Raise your hand to talk, Be kind to others, Work hard, Share, and Cooperate.* Display the rules on a poster on the classroom wall or provide each student with a copy to keep in their notebooks.

- **Classroom routines**

Equally important is the establishment of predictable routines. Young learners feel secure when they know what to expect during different stages of the lesson. Routines help them get organized and prepare to learn in English. Common routines include starting the class with a greeting, designating the day’s classroom helpers, taking attendance, naming the day and date, establishing objectives, checking homework, dividing the class into pairs or groups, cleaning up the room, assigning homework, and ending the class.

- **Classroom atmosphere**

Effective teachers take care to build a fair, safe, and supportive classroom climate. As supportive adults rather than friends, they aim for positive relationships with all their students and consciously avoid favoritism. They have high but reasonable expectations and model the values they hope to inspire in their students—kindness, patience, fairness, and respect.

## The 4 Skills: Listening, Speaking, Reading, and Writing

*Explore Our World* provides multiple opportunities for young learners to develop all four skills in a balanced and age-appropriate way.

### Listening

Young learners learn about other people and the world around them primarily through oral interaction. In the classroom, they benefit from multiple opportunities to listen to and practice routine language, vocabulary, basic structures, and patterns. And while practicing listening and speaking together is very important, so is a focus on listening-only activities. Some of these activities develop students' ability to discriminate sounds, words, and sentence boundaries, while others focus on stress, rhythm, and intonation. Songs, chants, and poems are a natural and fun way to practice, too. The Workbook includes a variety of listening activities as well.

In addition, students need practice with basic listening strategies such as listening for the main idea and listening for details. Older learners can listen for sequence (*first, next, then, finally*), for time frames (verb forms signaling present, past, or future time), and for cause and effect (*why, because*), among other details.

### Speaking

Listening and speaking interactions are the communicative foundation for language learning. Question-and-answer exchanges, whether between teacher and student or between student and student, play an important role in the classroom. At first, young learners will rely on modeled language in their exchanges, but it is also important to introduce opportunities for personalized, authentic language use as soon as possible. Gradually move away from display questions (to which students provide already known answers in order to show their comprehension) such as *What color is your hair?* and *How many students are in our class?* to authentic communication (questions to which the answers are not yet known) such as *Do*

*you have any pets?* and *Did you play soccer today?* Other speaking opportunities include games, group discussions, and project presentations. The more relevant the language is to learners' lives, the more meaningful and memorable it becomes.

In addition to working on the pronunciation of whole words and sentences, it can be very useful to spend time practicing individual sounds, especially those sounds students find particularly difficult. The Sounds of English lessons focus on known words with a target sound in the initial position and eventually include words with the sound in the medial and final positions. Fun Sounds of English activities in every unit provide additional opportunities for students to listen to and practice individual sounds.

*Explore Our World* provides many different speaking models including work with Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in Student Books 4–6 on the pages titled *Let's Talk*. In addition, students gain valuable practice with rhythm, stress, and intonation in songs and chants, and with pronunciation and sound discrimination using The Sounds of English Cards. The Workbook includes different speaking activities as well.

### Reading

A unique feature of the *Explore Our World* series is the use of engaging content from the world-renowned National Geographic archives. Children are naturally curious about the world around them and will enjoy reading about copycat animals, chocolate, flesh-eating plants, extreme sports, and other interesting topics. Readings are age-appropriate and provide basic practice in reading strategies such as identifying the main idea, finding details and examples, figuring out meaning from context, and relating texts to graphic organizers.

The Lesson Planner includes a variety of before-, during-, and after-reading tasks that draw students deeper into texts. Before-reading activities prepare learners for the reading by drawing their attention to titles, headings, photos, and captions; by accessing what they already know about the topic; and by predicting what the reading might include.

During reading, it is useful to train students to ask themselves silent questions such as *Who, When, Where, What, Why, and How* and find the answers as they go. They can also underline or highlight information as they read or make brief comments in the margin.

After-reading activities include comprehension questions, but they also include questions that require higher-order thinking, questions that require learners to support their ideas and opinions, as well as the use of summaries, and graphic organizers. Additional readings are found in the Workbook.

In addition, eight *Our World* Readers accompany each of the six levels. These readers are age-appropriate and are designed so that they may be read independently, either in class or at home. Each Reader is thematically related to the corresponding Student Book unit and contains some of the unit target grammar and vocabulary. Texts are an entertaining and informative mix of fiction and nonfiction.

### Writing

Younger learners are systematically introduced to writing beginning in Workbook 1, where they work at the word level, gradually move into sentence

stems, and finally to one–three simple sentences. Students draw and then write about their drawings. In Workbook 2, young learners are guided to organize and write short paragraphs through answering specific questions. In Workbook 3, students learn about compound sentences, descriptive words, the parts of a paragraph, complex sentences with *because*, and sequence words. In Levels 1 through 3, a page in each Workbook unit provides additional writing practice.

In Workbook 4 through 6, older learners are introduced to the concept of paragraph unity and to different writing genres such as journal entries, blogs, reviews, and paragraphs of opinion, cause and effect, contrast, comparison, exemplification, fact and opinion, persuasion, classification, and more. Students are guided step-by-step in the Workbook for each writing assignment.

A complete model is provided for each writing task in the Workbook, so that learners have clear, meaningful examples of what they are expected to do. Additional writing worksheets are available on the Teacher's Resource CD-ROM. In Levels 1–3, worksheets expand on Workbook writing content, while in Levels 4–6 students are introduced to Process Writing.

12 Listen and read. 12.15

### Wonderful Work!

Annie Griffiths is a photographer. She travels all over the world for her work. She takes photographs of people at work and people having fun. She also takes photos of cute animals and some very scary animals. Annie wants all her photos to tell a story. She wants people to think about them.

The first photo of a person is from Paris in 1839.

1901 First camera and video phone

1981 First digital camera

13 Work with a partner. Talk. Today you are a photographer. What do you want to photograph?

I want to take pictures of the mountains.

I want to take a picture of my family.

11 Listen and read. 11.15

### Colorful Corals

Corals look like a colorful garden under the water. But corals are not plants! They're animals.

**What's for dinner?** Each coral is made up of small animals called polyps. Polyps have a mouth, stomach, and tentacles to catch food. Many polyps live in the sunlit zone, where they eat small plants called algae.

**What's a coral reef?** Most corals live together. As old corals die, new polyps grow on top. That's how you get a coral reef. Some coral reefs are millions of years old, and they're home to more than 4,000 kinds of fish!

**Save the reefs!** Coral reefs are amazing resources. They're important for tourism and jobs. Scientists use reef animals to make new medicines and other products. Coral reefs are a source of food, too. But coral reefs are in danger. Because of pollution, many coral reefs are disappearing. Some people say that only 30 percent of the world's corals will exist in the year 2050. We must protect our corals now.

The Great Barrier Reef is over 2,350 km (1,460 mi) long! You can see it from outer space!

12 Work with a partner. What did you learn? Ask and answer.

### How Quetzalcoatl Brought Chocolate to the People

#### An Aztec legend

Retold by Lynn Mesh

## Vocabulary

*Explore Our World* helps develop vocabulary through a variety of activities that encourage communication. The target vocabulary items in each unit are presented in thematically related, meaningful contexts, and then recycled several times in different activities and in different components. Active vocabulary consists of words necessary to understand and talk about the unit theme as well as high-frequency, high-utility items used in real communication relevant to the world of the student.

For younger learners, many items are related to concepts they are exploring in their first language such as colors, shapes, and numbers. For older learners, vocabulary items are related to their own lives (habits, chores, likes, and dislikes), to their relationships (as family members, as friends, as members of the community), and to their studies at school (science, health, language arts, social studies, and sports).

Encourage students' active involvement in vocabulary learning through the use of pictures, flash cards, posters, arts and crafts, kinesthetic games, projects, personal dictionaries, word mobiles, and word walls. When applicable, raise learner awareness of vocabulary strategies, such as paraphrase and circumlocution ("the thing you cut paper with," for *scissors*), and familiarize students with the concept of cognates and false cognates.

To clarify meaning, encourage word associations and teach word collocations such as *have + noun: have a good time, have breakfast, have a flat tire, have a headache, have a quiz*. Have students keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations, and build word groups (*photo, photograph, photographer, photographic, photographically*). When appropriate, raise awareness of word formation through prefixes and suffixes.

## Grammar

*Explore Our World* presents grammar in age-appropriate, meaning-based ways. Because their analytical skills are not yet fully developed, younger learners gain little from analyzing forms and memorizing rules the way many adults do. They benefit more by seeing many repetitions of a target grammar point in different meaningful contexts and by using grammar as unanalyzed "chunks" that help them communicate. The grammar boxes in the Student Books and Workbooks, then, show target points in meaningful sentences that students can use as models for language production. As learners age and develop cognitively, they are invited to notice certain language features and think about how they function. The oldest learners can keep grammar reference notebooks in which they have a page for each grammar point with examples of form, meaning, and use. They can also record their most frequent errors and write a corrected version of each one in their notebooks.

Grammar practice in the Student Book is supported by additional activities in the Workbook, the Video program, and the Classroom Presentation Tool.



## Assessment

Because of young learners' age; level of maturity; limited range of experience; and cognitive, linguistic, and literacy development, they need appropriately designed assessment tasks, whether traditional or performance-based.

- Tests should mirror learning. The material actually taught in class is what is assessed. Tests should reflect the objectives of the curriculum and provide students with the opportunity to demonstrate what they know and what they can do with the language in tasks and formats that are similar to the ones they have experienced in class.

- Tests should contribute to learning on the teacher's part as well as on the students' part. Test results should provide teachers with information on which to base subsequent instruction, especially modifications that are needed for some or all students. And, of course, the results should provide information to learners on their current strengths and weaknesses and progress in learning English.

- Tests should include a variety of techniques that correspond to learners' different intelligences and learning styles. That is to say, tests should provide opportunities for learners who are not primarily linguistically, logical-mathematically, or spatially inclined but rather demonstrate other types of intelligences or learning styles. All learners should have multiple chances to demonstrate their skills, strategies, and knowledge.

- Tests should be contextualized and reflect relevant tasks and language for young learners. Assessment items are more authentic when they reflect a previously taught theme or body of content and when the language tested is that used by young learners in class and in their real lives.

- Tests should allow all learners to experience success, while providing both lower-than-average learners and advanced learners opportunities to demonstrate their knowledge. Just as teachers deal with mixed-ability learners in class through differentiated instruction, so should they provide opportunities for mixed-ability learners on tests.

- Tests should motivate learners and build learner confidence. Teachers work hard to include a variety of motivating and fun activities in their lessons, and they are conscientious about providing praise and constructive feedback to their students in class. Students should have the same opportunities for fun, engagement, and motivating feedback in their assessments.

- Tests should take place over time in order to collect evidence of growth. Assessment should not be approached as an occasional but necessary, fear-inducing evil. Indeed, the more frequently students are assessed through a variety of ways, the less test anxiety they may have and the more practiced and confident they may feel.

The *Our World* series ensures that students engage in a wide variety of communicative activities in each thematic unit, and many of these themes and activity types are correspondingly reflected in the assessment process. *Explore Our World* provides many opportunities for both formal and informal assessment of different types.

The typical paper-and-pencil test with formats such as multiple-choice, true/false, matching, and fill-in-the-blank is one example of formal assessment. In many language curricula around the world, these task types remain popular. The *Explore Our World* assessment program includes various kinds of written tests: placement tests and level pre-tests, eight unit quizzes, two mastery tests, and final tests, together with an Audio CD for the listening and speaking components. In addition, with the use of the Assessment CD-ROM with ExamView®, all of the quizzes and tests are easily generated and customizable to the needs of each teacher's students.

Accurate assessment reflects not only what students can recognize and produce on a written test, but also what they can perform or do as they actually use the language in real or realistic contexts. *Explore Our World* therefore provides a wealth of opportunities for informal assessment. These include pair and group work, Review pages in the Student Book, Workbook activities, and the Classroom Presentation Tool, among others.

# Explore Our World Level 4 Scope and Sequence

## Units 1-8

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Mission / Explorer
1 Feeling Fit	exercising healthy habits	<ul style="list-style-type: none"> <li>name parts of the body</li> <li>talk about the past</li> <li>talk about good and bad habits</li> </ul>	a back a bone an elbow fingers a knee a muscle a shoulder a stomach toes	Simple past with did and short answers <i>Did you wash your hands? Yes, I did.</i> <i>Did you brush your teeth? No, I didn't.</i> <i>Did he take a shower? Yes, he did.</i>	eat fruit eat junk food eat vegetables get exercise get rest	Talk about quantity using <i>enough</i> and <i>too</i> . <i>It's important to get enough sleep.</i> <i>Don't stay up too late.</i> <i>I drink enough water.</i> <i>I don't eat too much junk food.</i>	Song: "Let's Move" The Sounds of English: /ʃ/ as in <i>shoe</i>	Get Rest and Exercise!	<b>Mission:</b> Keep fit. <b>Explorer:</b> Mireya Mayor, Primatologist/Conservationist, Emerging Explorer <b>Quote:</b> "My job involves either chasing animals or running from animals chasing me, so staying fit is essential to doing work in my field."
2 Let's Celebrate!	celebrations festivals cultural traditions	<ul style="list-style-type: none"> <li>talk about celebrations and festivals</li> <li>tell what happened in the past</li> <li>talk about cultural traditions</li> </ul>	celebrate a costume dance dress up fireworks a lantern a mask a parade a party	Past tense of regular verbs: questions and long answers <i>Did you watch the parade? Yes, I watched the parade.</i> <i>Did you dance at the party? Yes, I danced at the party.</i>	balloons a birthday cake candles an invitation a present	Past tense of irregular verbs: questions and long answers <i>Did you go to the parade? Yes, I went to the parade.</i> <i>Did you see the fireworks? Yes, I saw the fireworks.</i> <i>Did you eat cake at the party? Yes, I ate a piece of cake at the party.</i>	Song: "Celebrate!" The Sounds of English: /t/ /d/ /ɪd/	November Celebration	<b>Mission:</b> Learn more about other cultures. <b>Explorer:</b> Daniel Torres Etayo, Archaeologist, Emerging Explorer <b>Quote:</b> "When I was a child, my father told me hundreds of fantastic stories about the Inca, Maya, and Aztec Empires; the European conquerors; and Cuba's own indigenous peoples."
3 My Weekend	hobbies free-time activities	<ul style="list-style-type: none"> <li>talk about free-time activities</li> <li>talk about the past</li> <li>talk about hobbies</li> </ul>	busy exciting go on a picnic go to the movies interesting lose stay home text my friends win	Simple past with <i>didn't</i> in long answers <i>How was your weekend? It was boring. I didn't do anything special.</i> <i>What did you do? I went to a soccer game.</i> <i>Did your team win? No, they didn't win. They lost.</i>	go fishing go hiking go horseback riding go ice skating go swimming	Go + <i>-ing</i> form in the simple past <i>What did you do last weekend? We didn't go hiking. We went swimming.</i>	Song: "Free Time" The Sounds of English: /w/ as in <i>water</i>	Wow! Look at That!	<b>Mission:</b> Try new things. <b>Explorer:</b> Iain Couzin, Behavioral Ecologist, Emerging Explorer <b>Quote:</b> "I never had special training in math or computer science, but I realized the power of using computational tools, so I basically taught myself programming."
4 All in Our Family	family personal features/ characteristics	<ul style="list-style-type: none"> <li>describe my family</li> <li>describe physical appearance</li> <li>talk about plans</li> </ul>	bigger cuter different friendlier older relatives	Comparatives with <i>-er</i> <i>My best friend is bigger than I am.</i> <i>I'm shorter than my sister.</i> <i>My dog is friendlier than your cat. Cats are cuter than dogs.</i>	blond hair curly hair glasses straight hair wavy hair	Express future plans using the present progressive <i>What are you doing on Saturday? I'm going to visit my aunt.</i> <i>What are they doing at 7:00? They're having dinner with their neighbors.</i>	Song: "We're All Different" The Sounds of English: /ər/	Where Do Your Eyes Come From?	<b>Mission:</b> Understand the human family. <b>Explorer:</b> Spencer Wells, Geneticist, Emerging Explorer <b>Quote:</b> "Everyone alive today descends from one woman who lived around 180,000 years ago."
Let's Talk Units 1-4	<b>Hello!</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>greet people (formally and informally)</li> <li>say thank you (formally and informally)</li> </ul>				<b>What does that mean?</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>interrupt someone (formally and informally)</li> <li>ask the meaning and ask how to spell or say something</li> <li>explain a meaning and give a spelling</li> <li>say that I don't know</li> </ul>				

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Mission / Explorer
5 Fresh Food	fresh food growing plants farming	<ul style="list-style-type: none"> <li>talk about obligation</li> <li>describe frequency</li> <li>discuss and order food</li> </ul>	cabbage cucumber dig grow hot peppers	lettuce onion pick plant pumpkin	Express obligation with <i>have to + verb</i> <i>I have to wash and cut the vegetables.</i> <i>I don't have to buy any more seeds.</i> <i>She has to plant the tomatoes in a sunny place.</i> <i>He doesn't have to do homework today.</i>	every day how often on (Friday) once (a month) three times (a week) twice (a year)	Order using <i>would like</i> <i>What would you like for lunch?</i> <i>I'd like a bowl of vegetable soup.</i>	Song: "Something's Growing" The Sounds of English: /əl as in <i>banana</i>	Up the Wall and On the Roof  <b>Mission:</b> Appreciate local food. <b>Explorer:</b> Juan Martínez, Environmentalist, Emerging Explorer <b>Quote:</b> "Learning how to grow jalepeños changed my life."
6 Long Ago and Today	life in the past vs. life today household chores	<ul style="list-style-type: none"> <li>talk about people's actions in the past</li> <li>describe what the past was like</li> <li>compare the past and the present</li> </ul>	begin cell phone chores electric lights fire	learn make spend time tell stories wash	Contrast with <i>but</i> and with <i>instead</i> <i>Long ago, children walked to school, but I ride my bike.</i> <i>Two hundred years ago, people didn't have TV. They told stories instead.</i>	difficult expensive important modern old-fashioned	Comparatives with <i>more + adjective</i> <i>Life was more difficult back then.</i> <i>That cell phone is more expensive than this one.</i>	Song: "Yesterday and Today" The Sounds of English: syllable stress as in <i>modern</i>	From Walking to Biking  <b>Mission:</b> Appreciate the past. <b>Explorer:</b> Stephen Ambrose (1936–2002), Historian, Explorer-in-Residence Emeritus <b>Quote:</b> "The past is a source of knowledge, and the future is a source of hope. Love of the past implies faith in the future."
7 Get Well Soon!	health illness	<ul style="list-style-type: none"> <li>talk about health and illness</li> <li>describe actions</li> <li>give advice</li> <li>talk about cause and effect</li> </ul>	cough earache first-aid kit have a cold have a fever	headache medicine sneeze stomachache tissue	Give advice with <i>should</i> <i>I have a bad earache. What should I do?</i> <i>You shouldn't wait any longer. Your mom should take you to the doctor.</i>	a broken leg a bruise (n) a burn (n) a cut (n) a scratch (n)	Reflexive pronouns <i>Ouch! I cut myself.</i> <i>Be careful. Don't hurt yourself.</i> <i>My brother burned himself on the stove. He shouldn't cook by himself.</i> <i>Look at that bandage. Did she hurt herself?</i>	Song: "Get Well Soon" The Sounds of English: /v/ as in <i>vet</i>	Why Do We Sneeze?  <b>Mission:</b> Be prepared. <b>Explorer:</b> Hayat Sindi, UNESCO Goodwill Ambassador for Sciences, Emerging Explorer <b>Quote:</b> "My mission is to find simple, inexpensive ways to check on the health of people in distant places and difficult conditions."
8 My Favorites	entertainment	<ul style="list-style-type: none"> <li>identify different types of entertainment</li> <li>compare people and activities</li> <li>talk about my favorite people and things</li> <li>give my opinion</li> </ul>	actor amazing athlete cool famous	funny great movie person popular	Superlatives with <i>-est</i> and <i>most</i> <i>I think Yao Ming is the greatest basketball player in the world.</i> <i>J.K. Rowling is the most amazing writer I know.</i> <i>In your opinion, what's the funniest movie of all?</i>	a hobby a school subject a sport a TV show a writer	Irregular comparatives and superlatives: <i>better, the best, worse, the worst</i> <i>I'm good at music. I'm better than my friend at sports. And I'm the best in our class in English!</i> <i>A cough is bad; a cold is worse; but a fever is the worst!</i>	Song: "You're the Best" The Sounds of English: /ɜ:/ as in <i>first, word, learn, curly</i>	Amazing Acrobats  <b>Mission:</b> Find a role model. <b>Explorer:</b> Aparajita Datta, Wildlife Biologist, Emerging Explorer <b>Quote:</b> "When I was a young girl I always wanted to be working with wildlife. But it's only because I had really great science teachers in school who gave me that interest in biology."
Let's Talk Units 5–8	<b>What's wrong?</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>ask how someone is feeling</li> <li>describe how I feel</li> <li>show that I care or understand</li> <li>make a suggestion</li> </ul>					<b>I don't understand.</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>politely interrupt</li> <li>express confusion</li> <li>check that someone understands</li> <li>thank someone and reply</li> </ul>			



1 hour per week

1-2 hours per week

2-3 hours per week

Week	1 hour per week	1-2 hours per week	2-3 hours per week
Week 1	Unit Opener Vocabulary 1: Warm Up; Present; Practice; Apply; Wrap Up	Week 1 Unit Opener Vocabulary 1: Warm Up; Present; Practice; Apply; Wrap Up	Week 1 Unit Opener Vocabulary 1: Warm Up; Present; Practice; Apply; Wrap Up  Review
Week 2	Grammar 1: Warm Up; Present; Practice; Apply; Wrap Up Vocabulary 2: Warm Up; Present; Practice; Apply; Wrap Up	Week 2 Grammar 1: Warm Up; Present; Practice; Wrap Up; Apply; Wrap Up  Vocabulary 2: Warm Up; Present; Practice; Apply; Wrap Up	Week 2 Grammar 1: Warm Up; Present; Practice; Apply; Wrap Up  Vocabulary 2: Warm Up; Present; Practice; Apply; Wrap Up  Review
Week 3	Grammar 2: Warm Up; Present; Practice; Apply; Wrap Up Song: Use the Song; Extend The Sounds of English	Week 3 Grammar 2: Warm Up; Present; Practice; Apply; Wrap Up  Song: Use the Song; Extend The Sounds of English	Week 3 Grammar 2: Warm Up; Present; Practice; Apply; Wrap Up Review  Song: Use the Song; Extend The Sounds of English  Review
Week 4	Reading: Warm Up; Present; Practice; Apply; Wrap Up Value Assessment	Week 4 Reading: Warm Up; Present; Practice; Apply; Wrap Up Value  Assessment	Week 4 Reading: Warm Up; Present; Practice; Apply; Wrap Up  Value Assessment  Project (optional) Song (optional)

**Marcela Acevedo**, English Coordinator, Colegio St. Charles/Director, Directora Instituto Hilton, Buenos Aires, Argentina, **Joanna Adkin**, Senior Teacher Young Learners, British Council, Ho Chi Minh City, Vietnam, **Vadick Alain Gonzales**, La Salle Colegio, Cusco, Peru, **Andrew Archer**, Nellie's English Books, Tokyo, Japan, **Rasha Ashraf Zaki**, Teacher, Oman, **Raedel Bagley**, AIS, Vietnam, **Maria Barberis**, English Department Director, Colegio Marin, Buenos Aires, Argentina, **Tom Bartley**, ILA Vietnam, Ho Chi Minh City, Vietnam, **Sylvia Borges P. Mendonça**, IEBEU Franquias, Rio de Janeiro, Brazil, **Anne Louise Butterfield**, Korea University, Seoul, South Korea, **Irma Canales**, Coordinator, Colegio Oviedo de Schontal, Mexico City, Mexico, **Grace Cardenas**, La Salle Colegio, Cusco, Peru, **Maritza Castillo**, Colegio Superior Americano, Bogotá, Colombia, **Karla Magdalena Ceceña Flores**, Coordinator, PISI - Universidad Autónoma de Sinaloa, Sinaloa, Mexico, **Marcela Cedra Simão**, Supervisor Juniors, Rua Umberto Caputi, São Paulo, Brazil, **Mao Chantha**, General Manager, Modern International School, Cambodia, **Charlie Chen**, Longshine English, China, **Long Chhay**, New York International School, Phnom Penh, Cambodia, **Connie Chien**, Outlook English, Beijing, China, **Gloria Combariza**, Colegio Tecnológico del Sur, Colombia, **Yury Cruz**, Colegio Superior Americano, Bogotá, Colombia, **Monica Cruz**, Colegio Agustiniano Suba, Bogotá, Colombia, **Helena Curtain**, University of Washington, USA, **Gabriela Cuscione**, ARIANCA (Rosario), Argentina, **William Cusek**, Mirdif Private School, Dubai, UAE, **Selma de Assis Moura**, Director, Oak School, São Paulo, Brazil, **Jonee de Leon**, Universal English Center, Vietnam, **Ana Lucia del M.L. Carriel**, Coordinator for Elementary-Intermediate Classes, CNA Administracao National, São Paulo, Brazil, **Maria del Pilar Bravo**, "Central Colombo Americano", Bogotá, Colombia, **Betty Deng**, Taiwan, **Sabrina Devitt**, Apollo Education and Training, Ho Chi Minh City, Vietnam, **Rosane Di Genova**, Private Teacher, São Paulo, Brazil, **Mateus Diaz**, Rio, Brazil, **Maria Isabel Diaz Ruiz**, ICPNA, Lima, Peru, **Riaz Donaldson**, Nellie's English Books, Tokyo, Japan, **Linda Dos**, Italy, **Maria Tereza dos Reis Gomes**, Casa Thomas Jefferson, Brasília, Brazil, **Anna Sofia Downey**, Teacher, Colegio Santo Americo, São Paulo, Brazil, **Demi Du**, MaxEn Education, China, **Christopher Dundon**, ILA Vietnam, Ho Chi Minh City, Vietnam, **Lalaine Dy**, Sky High English Studio, Tokyo, Japan, **Ayadan Ersoz**, Professor, Head of INGED, Gazi University, Ankara, Turkey, **Thael Escalante**, La Salle Colegio, Cusco, Peru, **Shona Evans**, Oxford, UK, **Maria Constanza Ezcurra**, English Department Coordinator, Colegio San Jose, Buenos Aires, Argentina, **Sondos Fakhr El Deen**, Saudi British Centre, Saudi Arabia, **Maria Amparo Garcia Pena**, Academic Director, ICPNA, Cusco, Peru, **Rosario Giraldez**, Alianza, Uruguay, **Cristina González**, General Coordinator, Liceo Naval Almirante Guise, Lima, Peru, **Nefertiti González Valdez**, Instituto Mexicano Madero Campus Zavaleta, Puebla, Mexico, **Guillermina Grondona**, English Department Coordinator, Colegio Los Robles, Buenos Aires, Argentina, **Hyun Jin Gu**, TESOL, Korea, **Walter Guevara**, Cali, Colombia, **Gimena Guillen**, La Salle Colegio, Cusco, Peru, **Juli Harrington**, International Academic Consultants, Tokyo, Japan, **Lee Harvey**, Academic Director, Ethos Language Institute, Ho Chi Minh City, Vietnam, **Mônica Hermi de Camargo**, Supervisor, Colégio Santo Américo, São Paulo, Brazil, **Kim Horne**, Japan, **Janía Iñiguez Durán**, Asistente, Secretaría de Educación Pública D.F, Mexico City, Mexico, **Lesley Ito**, Teacher/writer, Big Bow English Lab, Nagoya, Japan, **Angela James**, Colegio Agustiniano Suba, Bogotá, Colombia, **Andrea James**, Apollo, Vietnam, **Trevor Joseph**, Kings Road English School, Tokyo, Japan, **Eric Kane**, ELF Academy, Japan, **Kenny Khanh Tan Le**, VASchools, Ho Chi Minh City, Vietnam, **Yuko Kikuchi**, English Pier, Tokyo, Japan, **Min Kyoung Koo**, Woong Jin Plus Academy, Seoul, South Korea, **Eduardo Lagos Flores**, English Coordinator, Colegio San Benito, Santiago, Chile, **Nguyen Lan Thanh**, The International School, Ho Chi Minh City, Vietnam, **Mike Lay**, Associate Vice Provost for Academics, American Intercon Institute, Cambodia, **Margarita Leal**, Alianza, Uruguay, John Lee, British Council, Ho Chi Minh City, Vietnam, **Sophie Lewis**, British Council, Ho Chi Minh City, Vietnam, **Luz Libia Rey**, Academic Director, Centro Colombo Americano de Bogotá, Colombia, **Susana Liruso**, TT professor at Facultad de Lenguas, Universidad Nacional de Córdoba, Córdoba, Argentina, **Mabel Liu Liu**, Chaoyang Foreign Language School, China, Chen Long, Midi International Learning Center, China, **Pisey Long**, Head Teacher, American Intercon Institute, Cambodia, **Yolanda López Avila**, Colegio Anglo Americano, Bogotá, Colombia, **Catarina M. B. Pontes Kruppa**, Cultura Inglesa, São Paulo, Brazil, **Vũ Mai Trang**, Vietnam National University, Hanoi, Vietnam, **Patricia Manrique Galiano**, YSP Head, ICPNA, Lima, Peru, **Maria Amelia Marcus**, School Solutions Coordinator - Young Learner Courses, Associação Alumni, Sao Paulo, Brazil, **Cynthia Leticia Marquez Paz**, Instituto Guatemalteco Americano IGA, Guatemala, **Ady Marreo**, Alianza, Uruguay, **Silvia Martinez**, Academic Director, Alianza Colonia, Uruguay, **Gabriela Montejano**, Euroamerican School, Nuevo León, Mexico, **Seong-Hye Moon**, Gaewon Elementary School, Korea, **Atsuko Morimoto**, Tezukayama Elementary School, Japan, **Jhulyana Mujica**, La Salle Colegio, Cusco, Peru, **Kerry Murphy**, Apollo Vietnam, Ho Chi Minh City, Vietnam, **Alicia Nasta**, English Coordinator at Colegio Laureles, Uruguay, **Monica Navarro**, Coordinadora, Instituto Cultural, Mexico City, Mexico, **Müzeyyen Nazlı Demirbaş**, Faculty of Education, ELT Department, Gazi University, Gazi, Turkey, **Andrew Nguyen**, Apollo English, Ho Chi Minh City, Vietnam, **Vinicio Nobre**, Director of English programs/President of BrasTESOL, Cultura Inglesa, São Paulo, Brazil, **Alessandra Noronha de Nascimento**, Teacher, Colégio Santo Américo, São Paulo, Brazil, **Ji-Hyun Oh**, Dongsung Elementary School, Korea, **Hee-Suk Oh**, Banan Elementary School, Korea, **Yuko Ontani**, Keisen Women's University, Tokyo, Japan, **Higinio Ordóñez**, State English Coordinator, Secretaria de Educación del Estado de Mexico, Mexico, **Erika Oya**, Casa Thomas Jefferson, Brasília, Brazil, **Jill Pagels**, KAUST Schools, Saudi Arabia, **Audrey Pan**, Global Kids Education, China, **Mae-Ran Park**, Professor, Pukyong National University, Republic of Korea, **Ji hoon Park**, Gaewon Elementary School, Korea, **Silvia Pasinato**, Professor, Aricana-Rosario Binational Center, Buenos Aires, Argentina, **Guillermo Pena**, Cengage Learning, **Cristiane Perone**, Cultura Inglesa, São Paulo, Brazil, **Jeanne Perrett**, Greece, **Loc Pham**, American Preparation Institute, Ho Chi Minh City, Vietnam, **Jose Luis Pimentel**, La Salle Colegio, Cusco, Peru, **Charchit Pradhan**, ILA Vietnam, Ho Chi Minh City, Vietnam, **Yonatan Puon Castro**, Coordinator of Continuing Education, Benemerita Universidad Autonoma de Puebla, Mexico, **Thomas Pycroft**, Continuing Education Centre, Chulalongkorn University Bangkok, Thailand, **Silvia Helena R. D. Corrêa**, Educational Director, Rua Umberto Caputi, São Paulo, Brazil, **Maria Righini**, Cultura Inglesa, São Paulo, Brazil, **Suzanne Robare**, Freelancer, China, Philip Roeland, inlingua, Bangkok, Thailand, **Monica Rueda Cervantes**, ICPNA, Lima, Peru, **Marcos Frasson Ruiz**, Coordinator for Advanced Classes, CAN Administracao National, São Paulo, Brazil, **Eleonora Salas**, English Department Director, IICANA, Córdoba, Argentina, **Irene Salazar Sugizaki**, Irene's Home English School, Tokyo, Japan, **César Sanabria Flórez**, Tecnológico del Sur, Bogotá, Colombia, **Mariel Santarelli**, English Coordinator, Colegio Pestalozzi, Buenos Aires, Argentina, **Kate Sato**, Kitopia, Japan, **Ana Maria Scandiuzzi**, Casa Thomas Jefferson, Brazil, **Nausheen Shafiq**, MAG, Ministry of Education, Dubai, UAE, **Grace Shi**, Leyang Education, China, **Eunjeong Shim**, Shinki Elementary School, Korea, **Mei Li Sierra**, Coordinator, Colegio Vermont, Mexico City, Mexico, **Marcela Cedra Simao**, São Paulo, Brazil, **Peter Smart**, Berlitz, Japan, **Alicia Sotelo Roman**, Coordinator, Colegio Simón Bolívar, Mexico City, Mexico, **Alicia Suarez P.**, Tecnológico del Sur, Bogotá, Colombia, **Lucila Suarez Pinilla**, Tecnológico del Sur, Bogotá, Colombia, **Sunny Sun**, Peizheng School, Beijing, China, **Phillip Sweney**, Bangkok, Thailand, **Jenny Taboada Coblenz**, Coordinator, Secretaría de Educación Pública D.F, Mexico City, Mexico, **Mayumi Tabuchi**, Ristumeikan Elementary School, Japan, **Roxana Tenano Guimet**, Head of Studies, Asocacion Educativa Trifre, Peru, **Huynh Thi Ai Nguyen**, VUS, Vietnam, **Pham Thi Tua Ha**, University of Languages and International Studies, Hanoi, Vietnam, **David Thompson**, ILA Vietnam, Ho Chi Minh City, Vietnam, **Isa Tirado Rodríguez**, Proulex - Universidad de Guadalajara, Guadalajara, Mexico, **Maria Eugenia Tizzi**, ARICANA, Argentina, **Phiev Tong Him**, Deputy English Academic Manager, New York Institute, Cambodia, **Agustina Torquinst**, Director, St. Trinneans College, Buenos Aires, Argentina, **Carolina Tripodi**, Proulex - Universidad de Guadalajara, Jalisco, Mexico, **Bui Trung Thien Trang**, AMA, Vietnam, **D. Turner**, inlingua, Bangkok, Thailand, **Isabel Urrutia**, ICPNA, Cusco, Peru, **Le Van Khan**, Griggs University, Hanoi, Vietnam, **Duong Van Loc**, VAS, Vietnam, **Claudia Varela Quiroga**, Colegio Superior Americano, Bogotá, Colombia, **Kong Veasna**, Principal & Training Coordinator, Sovannaphumi School, Cambodia, **Patricia Vecino**, English Department Coordinator, ICANA, Buenos Aires, Argentina, **Cecilia Vivanco**, ARIANCA (Rosario), Argentina, **Jordan Wang**, Teachall Education, Beijing, China, **Audrey Wang**, Global Kids, Beijing, China, **Erik Wennermark**, ILA Vietnam, Ho Chi Minh City, Vietnam, **Rodrigo Whipple**, Executive Director, Gestion Educacional, Chile, **MaryAnn Wilson**, France, **Diana Valeria Zamarripa**, Instituto Simón Bolívar, Mexico City, Mexico.

## In This Unit

**Theme** This unit is about exercising and staying healthy.

### Content Objective

- Students will
- identify and discuss habits for staying healthy.

### Language Objectives

- Students will
- name parts of the body.
  - talk about the past.
  - talk about good and bad habits.

### Vocabulary

**Vocabulary 1** *fingers, an elbow, a stomach, a bone, a muscle, toes, a knee, a shoulder, a back*

**Vocabulary 2** *get exercise, eat junk food, eat vegetables, get rest, eat fruit*

### Grammar

**Grammar 1** use the simple past with *did* and short answers

**Grammar 2** talk about quantity using *enough* and *too*

### Pacing Guide

 L4U1

**Mission** Keep fit.

### Related Vocabulary

*barefoot*

## Unit Opener

### Objectives

- Students will
- analyze a photo for information.
  - evaluate the accuracy of statements.
  - make an inference.

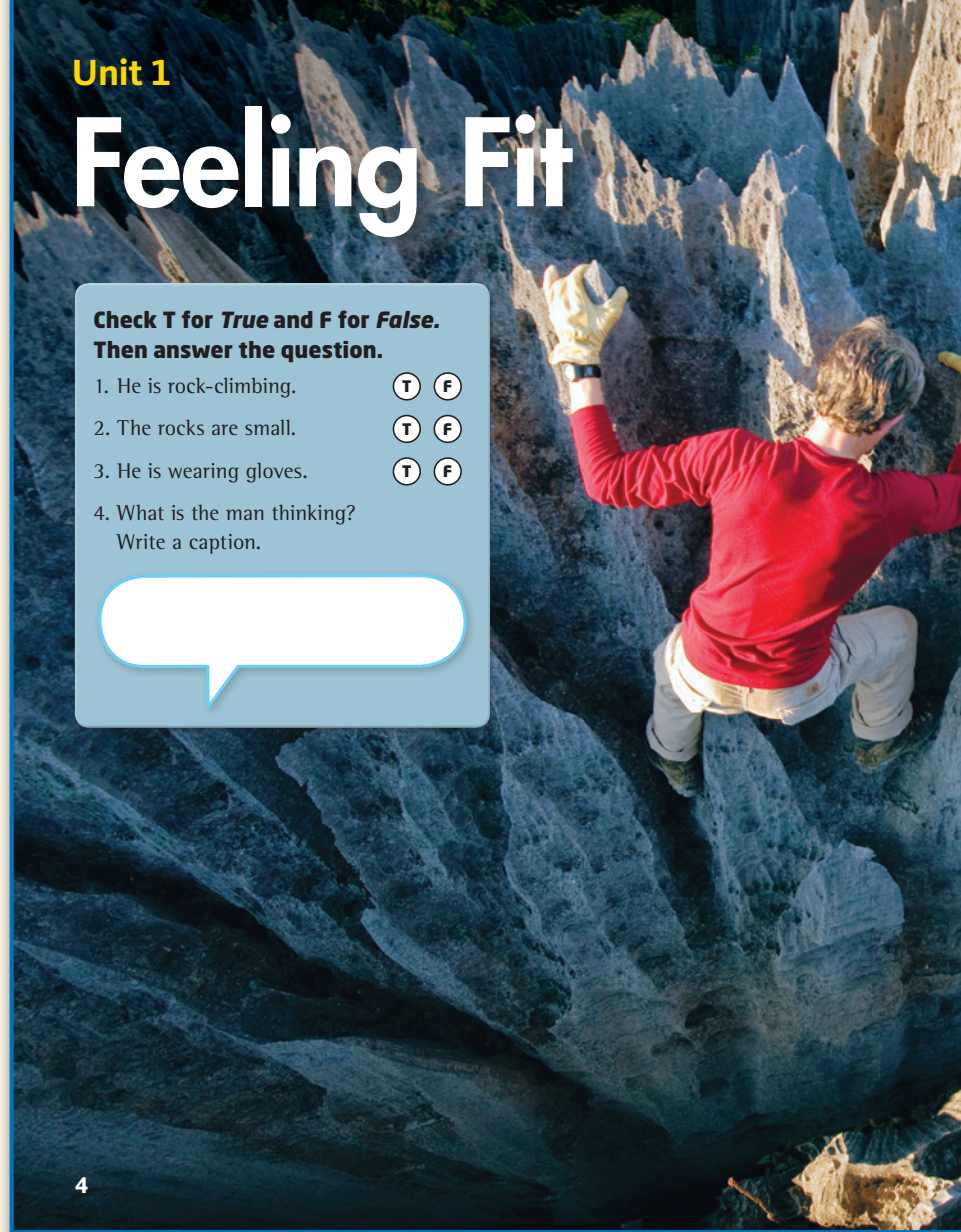
**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Graphic Organizer (Word web); Unit Opener Poster

## Unit 1

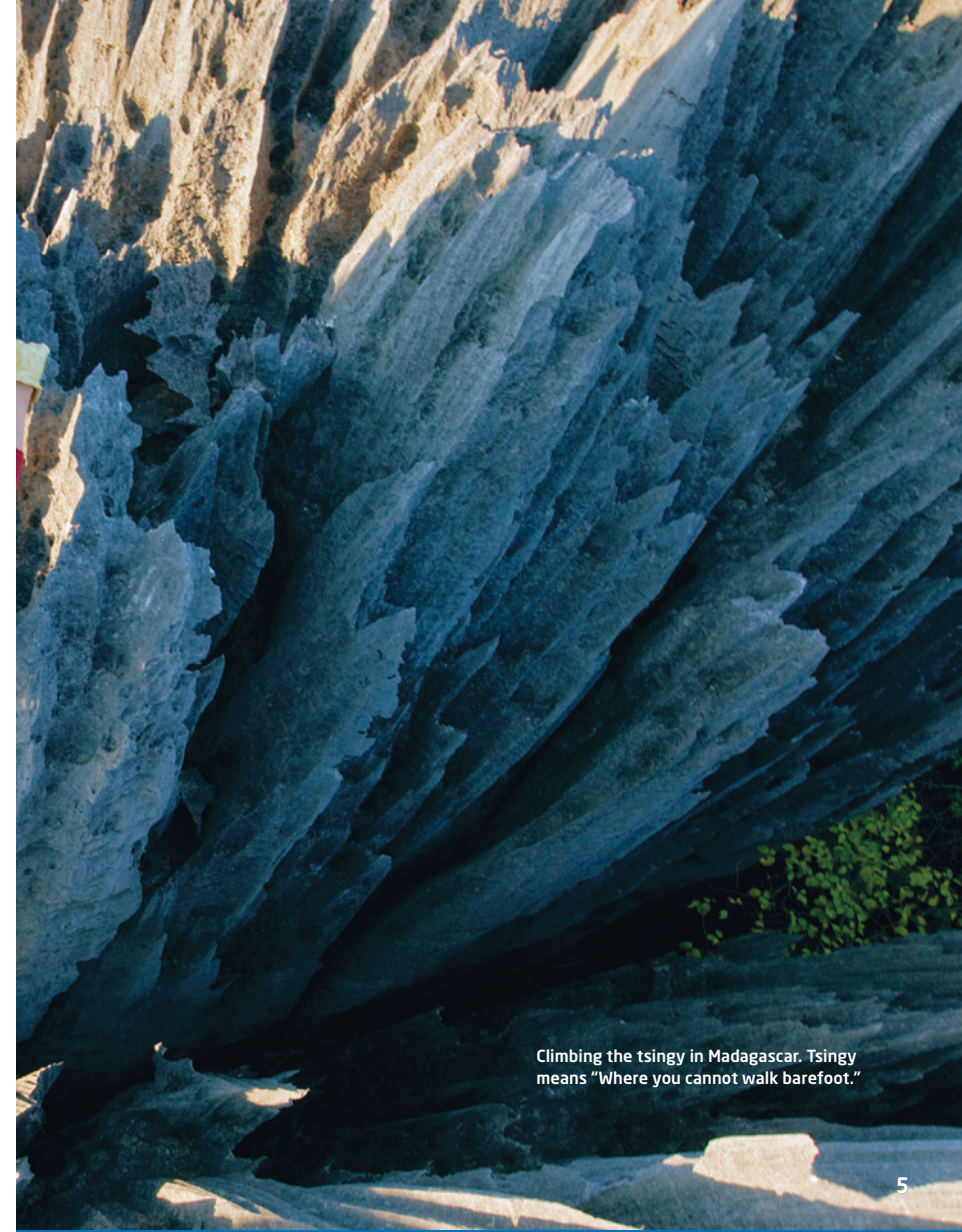
# Feeling Fit

**Check T for True and F for False. Then answer the question.**

1. He is rock-climbing.  T  F
2. The rocks are small.  T  F
3. He is wearing gloves.  T  F
4. What is the man thinking?  
Write a caption.



4



Climbing the tsingy in Madagascar. Tsingy means "where you cannot walk barefoot."

5

## Be the Expert

### About the Photo

This photo shows John "Razor Sharp" Benson climbing limestone rocks in Madagascar. Madagascar is an island off the coast of Africa.

Benson's nickname probably comes from the razor-sharp rocks he climbs. They are sharp enough to cut through skin, so climbers wear gloves and boots to protect themselves. The group of rocks is called a *tsingy*, which means "where one cannot walk barefoot."

The *tsingy* can be dangerous for humans, but it is home to many animals. The top of the *tsingy* is dry, like a desert, while the soil at the bottom collects water. Many animals have adapted to life in the *tsingy*. Lemurs, for one, have thick pads on their hands and feet to protect them from the *tsingy*'s sharp edges.

### Teaching Tip

Give multiple examples when presenting a new concept or vocabulary word. For example, if students struggle with the meaning of a new word such as *healthy*, continue to give examples of healthy activities until they see a pattern. This will help them apply the new word to a variety of situations and contexts.

## Introduce

- Say *The name of our next unit is "Feeling Fit." Feeling fit means we feel healthy and strong. Say Moving your body is one thing you can do to be fit, or healthy and strong. Flex your arm muscles to show strong. Ask What other things can you do to be healthy?*
- **Set the stage** Say *I'll tell you a story about two different people. Say and act out After school, Dan sits on the sofa. He watches all his favorite TV shows. He eats cookies and candy. Is Dan fit? (no) Say and act out After school, Tara plays soccer. She walks home with her friends. Then she eats fish and vegetables for dinner. Is Tara fit? (yes)*
- **Brainstorm** Draw a word web on the board. In the center, write the words **Being Fit**. Group students. Have groups brainstorm ways to be fit. Then, as a class, complete the word web on the board. Add ovals to the web as needed.

- Have students look at the photo on pp. 4–5. Ask *Is this person healthy and fit? (yes) How do you know? (He's climbing rocks; he's doing an outside activity.)*
- Ask questions to encourage discussion of the photo:
  - What do you see in the photo? (a person and rocks)*
  - What is the person doing? (climbing on rocks)*
  - How does the person stay safe? (He's careful; he wears gloves.)*
- Guide students through the activity on p. 4. Read items 1–3 aloud. Have students stand for statements they think are true and stay seated for statements they think are false. Discuss each statement. Then confirm the correct answer.
- Read item 4. Point to the thought bubble. Say *Write what the man is thinking about.* When students are finished, have several students share their answers.

## Vocabulary 1

### Objective

- Students will
- identify parts of the body.

**Vocabulary** *fingers, an elbow, a stomach, a bone, a muscle, toes, a knee, a shoulder, a back*

**Content Vocabulary** *exercise, fit, healthy*

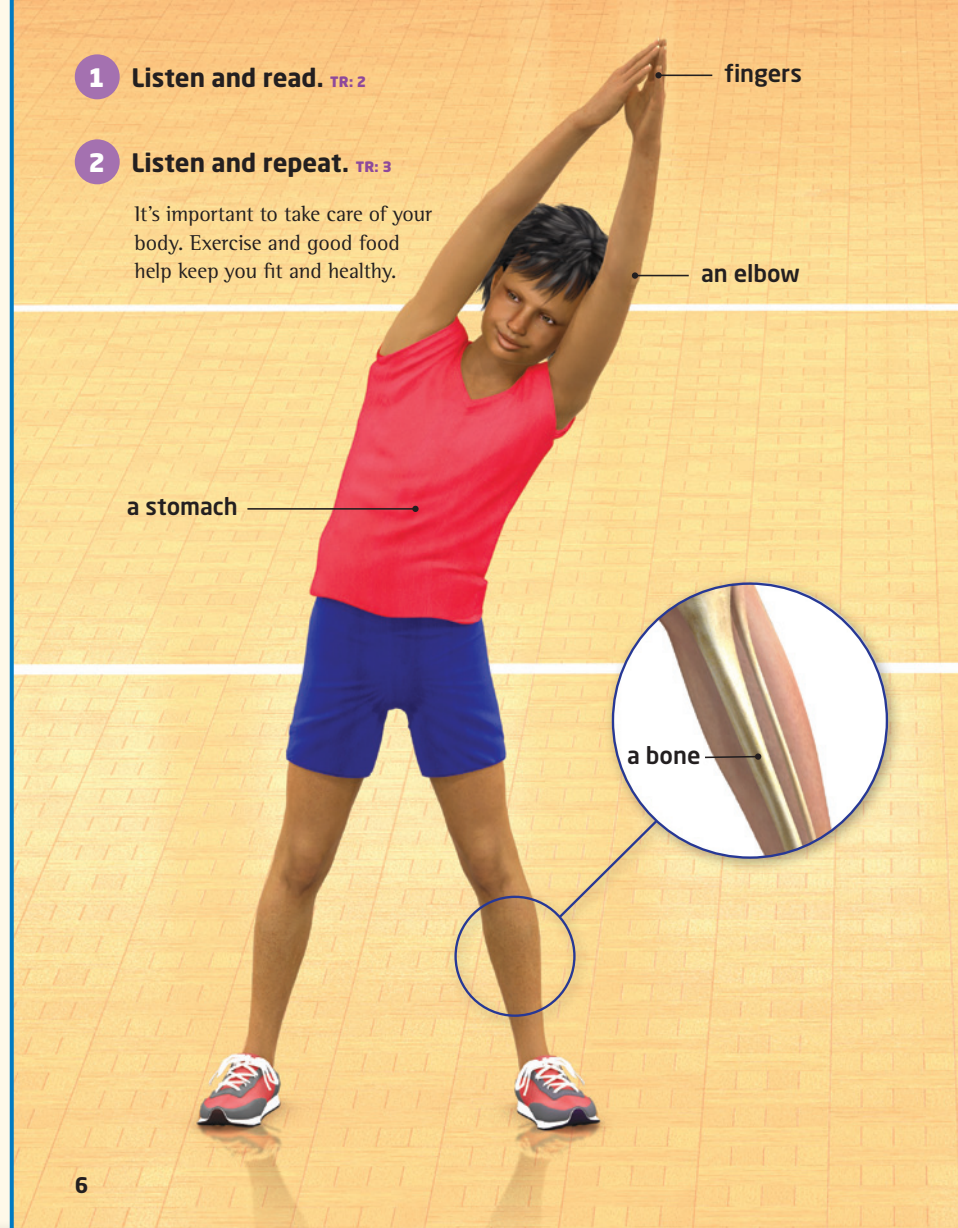
**Resources** Workbook pp. 4–5; Audio CD TR: 2–3; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher’s Resource CD-ROM: Activity Worksheet I.I

**Materials** full-body photos of people engaged in physical activities

### 1 Listen and read. TR: 2

### 2 Listen and repeat. TR: 3

It’s important to take care of your body. Exercise and good food help keep you fit and healthy.



6

## Be the Expert

### Vocabulary Strategy

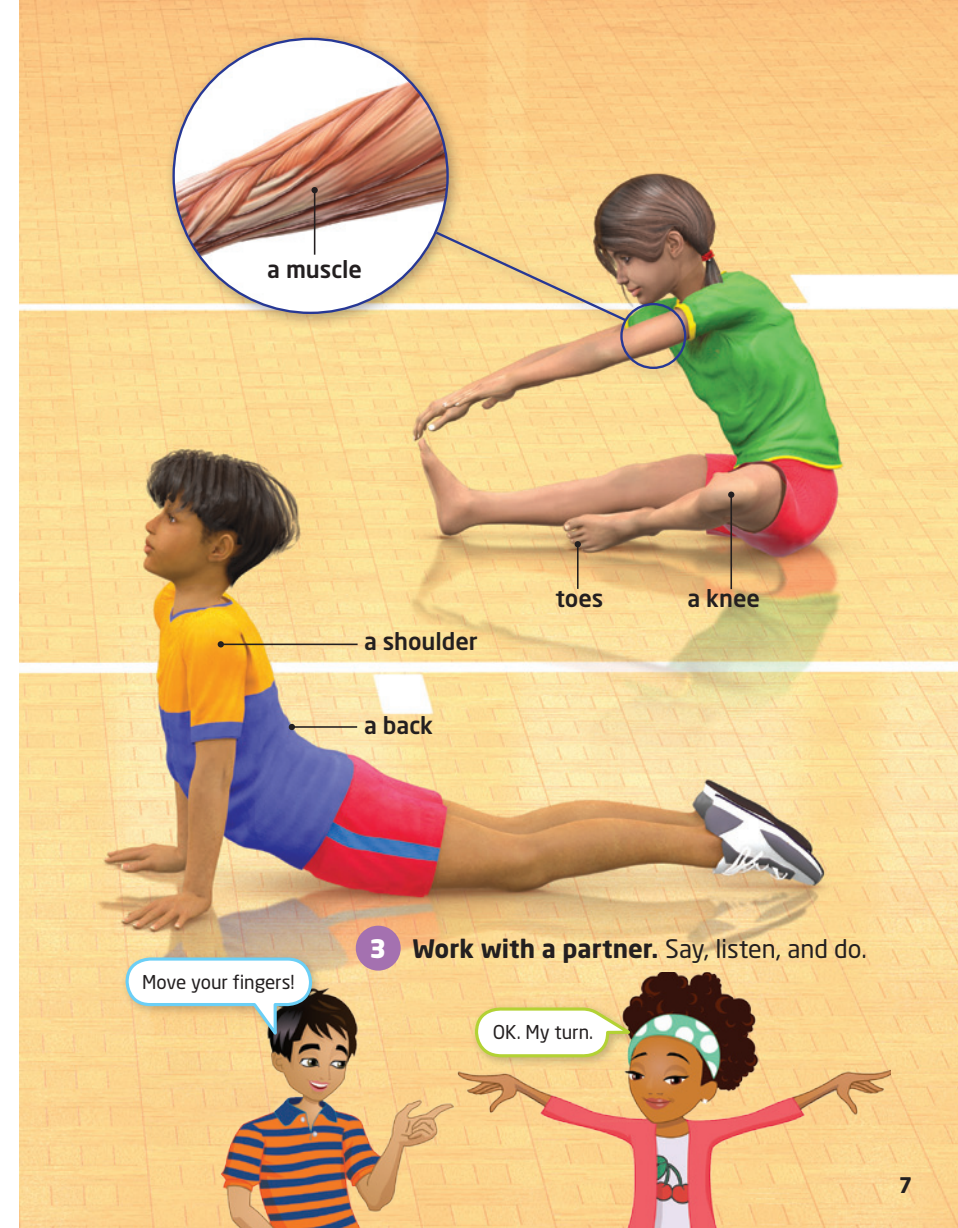
**Analogies** Create analogies to help students connect ideas. For example, a *finger* is part of a *hand*. A *toe* is part of a *foot*. You can pose the following analogy: *finger* is to *hand* as \_\_\_\_\_ is to *foot*. Have students use the connection between the words to complete the analogy. (*toe*)

Repeat with other connected words: An *elbow* helps you bend your *arm*. A *knee* helps you bend your *leg*. \_\_\_\_\_ is to *arm* as *knee* is to *leg*. (*elbow*)

### Formative Assessment

- Can students
- identify parts of the body?
- Hold up full-body photos of people engaging in physical activities. Point to various parts of the body on each photo, and have students say and write the name of each body part.

**Review** For additional practice, direct students to Activity Worksheet I.I.



### 3 Work with a partner. Say, listen, and do.

Move your fingers!

OK. My turn.

7

## Warm Up

- **Activate prior knowledge** Say *Today we’re going to learn some new words about our bodies.* Ask *What words do you know about your body?* (arm, ear, eye, foot, hand, head, leg, mouth, nose) List students’ responses on the board.
- Draw a person or stick figure on the board. Call students to the board and have them use the list to draw and label parts of the body. To guide students, point to a part of your own body (arm, ear, eye, foot, and so on) and ask *What’s this?*

## Present

- Say *Open your books to pages 6 and 7.* Ask *How can we move? What can we do with our bodies? We can run.* Run in place. *What else can we do?* (walk, jump, climb) Act out walking, jumping, and climbing. Have students mimic your movements.
- Point to each labeled part of the body on pp. 6–7 and say each word aloud. Have students repeat each word after you.
- Point to a part of your body and ask students to say the name. Continue until students have named all the parts of the body on pp. 6–7. Ask *What do we use to walk?* (toes, feet, knees, legs) *What do we use to write?* (fingers, hands)

## Practice 1 2

- **1** Say *Now listen to information about taking care of our bodies. Read the sentences and words on pages 6 and 7 as you listen.* Play TR: 2. Then discuss the information.
- **2** Say *Now we’ll hear words and sentences with those words. Repeat each word and sentence after you hear it.* Play TR: 3 and have students repeat.
- Pair students. Write a sentence frame on the board. *I use my \_\_\_\_\_ to \_\_\_\_\_.* Model a sentence: *I use my muscles to lift things.* Have partners write about how they use their bodies. Then have partners share their sentences with the class.

## Apply 3

- **3** Model and act out the dialogue with a student. Say *Tell your partner how to move. Then your partner tells you how to move.*
- Pair students. Have them take turns giving commands and moving. Call on partners to say and act out some movements in front of the class.

## Wrap Up

- Play a game of “Simon Says.” Call out an action, such as *Simon says, “Swing your leg.”* Repeat with different movements. Remind students to only do the movement if they hear “Simon says.”

## Objective

- Students will
- ask and answer questions with *did*.

**Grammar** use the simple past with *did* and short answers

**Academic Language** contraction, verb

**Resources** Workbook p. 6; Audio CD TR: 4; Video: Grammar I; Classroom Presentation Tool: Grammar I

**Materials** paper clips, pencils, a ball or an eraser

## GRAMMAR TR: 4

- Did you **wash** your hands? Yes, I **did**.  
 Did you **brush** your teeth? No, I **didn't**.  
 Did he **take** a shower? Yes, he **did**.

- 4 **Play a game.** Play with a partner. Take turns. Spin and ask questions.



Did you go for a walk yesterday?



Yes, I did.



8

## Warm Up

- Activate prior knowledge** Ask *What do you do to get ready for school?* (brush my teeth, take a shower, eat breakfast, put on a coat). Write the activities that students name on the board.
- Set the stage** Use the list to talk about daily routines. Ask *Today before school, did you take a shower?* Circle each activity students say they did. The list on the board should have some items circled and some items that are not circled.
- Preteach** Point to each activity listed and ask students whether they performed that activity this morning. Say *(Xuan), did you (take a shower) this morning?* Students say yes for each circled activity and no for each activity that is not circled.

## Present

- Have students look at the grammar box on p. 8. Play **TR: 4**. Act out the actions as you hear the questions. For example, pretend to wash your hands. For answers, make positive or negative gestures that students will recognize, such as nodding your head for yes and shaking your head for no.
- Ask a student if he did one of the things listed on the board yesterday. Remind students that yesterday is in the past. Ask *Did you (eat an apple) yesterday?* On the board, write *Yes, I did.* and *No, I didn't.* If the student answers yes, mark an X next to the phrase. Then, have the class repeat the question and the student's answer. Continue asking students questions about what they did yesterday, having the class repeat each question and answer.

## Practice

- Write the following on the board:

I did. She did. He did.  
 I didn't. She didn't. He didn't.

- Read each sentence aloud, gesturing "yes" for *did* statements and "no" for *didn't* statements.
- Have students call out activities they like to do, such as *ride a bike* or *eat carrots*. Write the activities on the board. Ask *Did you (ride a bike) yesterday?* Then have a student answer using a sentence on the board.
- Call on another student to tell what the first student did or didn't do. Say *Carlos, did (Maria) ride a bike yesterday?* Have the student use a sentence on the board to answer. (*She didn't.*) Say *That's right. Maria didn't ride a bike yesterday.*
- Continue asking questions. Have one student answer and another student tell about the first student's answer.

## Apply 4

- Write the following on the board:

Did you \_\_\_\_\_? Yes, I did. No, I didn't.

- 4 Have students turn to p. 8 in their books. Read aloud the direction line for Activity 4. Point out the spinner game. Pair students and have them make a pointer for the spinner. Demonstrate by using a paper clip and a pencil.
- Say *Spin the pointer and look at the picture and words. Then ask your partner a question.* Model by spinning the pointer. Say *The pointer stops on (play soccer). I ask my partner "Did you (play soccer) yesterday?" My partner answers "Yes, I did." or "No, I didn't."*
- Have pairs play the game, taking turns to ask and answer questions. Remind students that they can look at the board if they need help asking or answering a question.

## Wrap Up

- Have students stand in a circle. Hold a ball or eraser to toss. Ask *Did you go for a walk today?* Toss the object to a student. Have the student answer *Yes, I did* or *No, I didn't*, toss the ball to another student, and ask that student a new question.

## Our World in Context

Did you know that people who lived thousands of years ago brushed their teeth? They didn't use toothbrushes like we do today. Instead, they used "chew sticks" made of thin twigs. People would rub the sticks against their teeth.

## Grammar in Depth

When using *did* + [verb] to ask a question, do not conjugate the verb. The verb remains in the infinitive form no matter who the subject is. Answers always use *did* for positive responses and *didn't* or *did not* for negative responses.

## Teaching Tip

**Leveling** Don't let limited vocabulary restrict students when they brainstorm ideas. If students have an idea but don't know or can't remember the words to express it, ask them to act it out, draw a picture, or use other words to describe it. Then help them remember or learn the words to describe their ideas.

## Formative Assessment

Can students

- ask and answer questions with *did*? Have partners ask and answer questions about activities they did last week. Then have students share their dialogues with the class.

## Objective

- Students will
- identify and use phrases related to good and bad health habits.

**Vocabulary** *get exercise, eat junk food, eat vegetables, get rest, eat fruit*

**Content Vocabulary** *every day*

**Resources** Workbook p. 7; Audio CD TR: 5; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Activity Worksheet I.2

## Related Vocabulary

*French fries, watermelon*

**Materials** photos that show people doing healthy and unhealthy activities

## 5 Listen and repeat. Read and write. TR: 5



get exercise

eat junk food

eat vegetables

get rest

eat fruit

1. I \_\_\_\_\_ every day. I like apples, mangoes, and grapes!
2. I \_\_\_\_\_ every day. I play soccer and go swimming.
3. I \_\_\_\_\_ every day. I love carrots, beans, and potatoes.
4. I \_\_\_\_\_ every day. I relax after exercise, and I sleep at night!
5. I \_\_\_\_\_ sometimes. I eat potato chips and drink soda.

## 6 Stick in order (1 = most important). Work with a partner. Talk about what you think is important.

My number one is exercise. It's very important to get exercise.

My number one is fruit. I think it's important to eat fruit.

1

2

3

4

5

9

## Warm Up

- Say *Everybody stand up. What ways can you move your body? Show me.* Have students move in different ways.
- **Preteach** Say *Moving your body helps you stay fit and strong.* Flex your arm muscle to show *strong*. Say *When you're fit, you can do activities. I like to play basketball.* Act out dribbling and shooting a basketball. Ask *What's your favorite activity?* Have students act out their favorite physical activity.

## Present

- Say *Moving your body keeps it healthy. Now we'll talk about other ways to keep your body healthy.*

- **Give examples** Say *Everyone stand up. Let's run in place.* Run in place with students. Say *We're getting exercise!* Dance and have students copy your movements. Say *Dancing is exercise.* Jump in place. Say *Jumping is exercise, too!* Divide students into groups. Have each group choose a type of exercise and act it out for the class.
- **Explain** Say *Getting exercise helps you to be healthy. You need to eat good foods, too. What healthy foods do you know?* (apples, oranges, carrots) List responses on the board.

## Our World in Context

No matter where you live, it's important to stay healthy. Eating fruit is one way to do that.

Watermelon is a sweet fruit that is eaten raw. It varies in size, color, and shape. Small watermelons can weigh as little as 1 kilogram (2.2 pounds), while large watermelons can weigh more than 20 kilograms (44 pounds).

The sweet flesh can be red, white, yellow, or orange. The outside rind can be spotted or striped. People have been enjoying watermelons for more than 4,000 years! Pictures of this healthy fruit were drawn by ancient Egyptians.

## Teaching Tip

Encourage students to be active listeners when they work in pairs or groups. As classmates speak, have students take notes or make check marks if appropriate. Pause at various points in an activity and ask students to repeat what their partners just said.

## Practice 5

- Say *Open your books to page 9.* Point to each picture and say each phrase aloud. Have students repeat after you.
- **5** Say *Now you'll hear words, and sentences with those words. Repeat each word and sentence after you hear it.* Play TR: 5.
- Have students look at item 1. Say *Look at the second sentence first.* Read the sentence aloud. Ask *What are apples, mangoes, and grapes?* (fruit) *What do we write on the blank line?* (eat fruit)
- Have students complete items 2–5. Call on students to share their answers with the class. Then review the correct answers. **✓** Say *I eat fruit every day after school. Then I get exercise. Which words tell what I do to stay healthy?* (eat fruit, exercise)

## Apply 6

- **6** Say *Let's do a sticker activity.* Pair students. Have them talk with their partners about what each sticker shows. Then say *Look at your stickers. They are about being healthy. What is most important to you? Put that sticker as number one.*
- Point out the dialogue on p. 9, and model the dialogue with a student. Say *Your numbers don't have to be the same as your partner's. Something can be more important to you than to your partner. When you finish, compare stickers.*
- Have students ask each other questions about their choices using *why* and answer using *because*. Model by saying *Why did you put get exercise first? I put get exercise first because you need strong muscles to be fit.*

## Wrap Up

- Bring in photos of people engaged in different activities. Have a student select a photo. Let him choose to draw, give clues, or act it out for the class. When a student guesses correctly, she chooses the next photo.

## Formative Assessment

Can students

- identify and use phrases related to good and bad health habits?
- Name activities and call on students to say whether each one is healthy or not healthy.

**Review** For additional practice, direct students to Activity Worksheet I.2.

## Objective

- Students will
- talk about healthy and unhealthy habits using *enough* and *too*.

**Grammar** talk about quantity using *enough* and *too*

**Resources** Workbook p. 8; Audio CD TR: 6; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet I.3

**Materials** scissors, coins

## GRAMMAR TR: 6

It's important to get **enough** sleep. Don't stay up **too** late. I drink **enough** water. I don't eat **too** much junk food.

- 7 Read and make true sentences about you.**  
Underline the words.

- I **drink / don't drink** too much soda.
- I **get / don't get** enough exercise.
- I **drink / don't drink** enough water.
- I **eat / don't eat** too many chips.
- I **watch / don't watch** too much TV.
- I **get / don't get** enough sleep.

- 8 Play a game.** Cut out the cards on page 97. Choose a card and flip a coin. Play with a partner.



10

## Warm Up

- Build background** Say *I get exercise. I usually run every day.* Act out running. *How do you get exercise? Show me.* Have students act out ways that they exercise.
- Say *I try to get lots of sleep. But sometimes I stay up late.* Pretend to yawn. Say *Then I'm tired in the morning.*

## Present

- Explain** Write *enough* on the board. Say *To talk about how many times you do something, you can use enough. Enough tells that you do as much*

*of something as you should. I get a lot of sleep. I get enough sleep. Say To say that you do more of something than you should, you can use too much. You can say "I eat too much junk food."*

- Point out the grammar box on p. 10. Play **TR: 6**. Have students read each sentence aloud. Ask *What word do you use to talk about something you do as much of as you should?* (enough) *What word can you use to talk about something you do more of than you should?* (too) ✓ Ask students to tell you one activity they do too much of. If students have difficulty answering, review the use of *enough* and *too much*.

## Practice 7

- 7** Read the activity directions aloud. Say *Think about what you do every day. Underline the words that make the sentence true about you.*

## Apply 8

- 8** Read aloud the activity directions. Pair students and have partners cut out the cards and put them facedown in a pile. Say *Choose a card. Then flip a coin. For heads, use the photo on the card to talk about something that's good for you. You get one point. For tails, use the photo to talk about something that's bad for you. You get no points.*
- Model the dialogue on p. 10 with a student. Then demonstrate the game. Choose a card and show it to the class. Flip a coin to tails. Say *Tails. I (eat too much junk food). No points for me.* Have a student choose a card and show it to the class. Flip the coin to heads and say *Heads.* The student uses the photo to say a sentence about a healthy habit, for example, *I (eat enough vegetables).* Say *You get one point.* Put a mark on the board to show a point.
- Give a coin to each pair. Have partners place the pile of facedown cards between them. Say *Now play the game. Count the number of points you get for healthy activities. The person with more points wins.*

## Wrap Up

- Name things you can do that are healthy or unhealthy, such as *I get enough sleep. I eat too much junk food. I watch too much TV. I eat enough fruit.* For each statement, have students say *healthy* or *unhealthy*. Repeat the activity, this time asking students to stand for a "healthy" statement and stay seated for an "unhealthy" statement.

## Grammar in Depth

The word *enough* expresses the idea of having an adequate quantity of something. It can be used as an adjective (*I have enough money for a ticket*), an adverb (*He ran fast enough to win the race*), or a pronoun (*We have enough to spare*).

The word *too* is an adverb that expresses the idea that something is more than is wanted or needed. (*It's too cold to play outside.*) *Too* can also mean "also" (*He is going, too*) or "very" (*She didn't look too happy*). Remind students that this form of *too* is spelled differently than the number *two* and the preposition *to*.

## Teaching Tip

## Classroom Management

Maintain order in the classroom when students play games in pairs or groups. Before beginning, make sure all students understand the directions. Then walk through the first few turns of the game as a class. Have everyone flip coins, pick cards, or complete the first step of the game together. Doing activities in separate groups but at the same time helps students stay on task.

## Formative Assessment

Can students

- talk about healthy and unhealthy habits using *enough* and *too*?  
Write *junk food, water, and exercise* on the board. Have students use either *enough* or *too* to write two sentences for each item.

**Review** For additional practice, direct students to Activity Worksheet I.3.

## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary I** a back, a muscle, toes, a knee

#### Grammar

**Grammar I** use the simple past with *did* and short answers

**Resources** Workbook p. 9; Audio CD TR: 7; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet I.4

#### Related Vocabulary

cartwheel, skip, spin

### The Sounds of English

**Resources** Workbook p. 9; Audio CD: TR: 8; Classroom Presentation Tool: The Sounds of English; The Sounds of English Card I2

### 9 Listen, read, and sing. TR: 7

## Let's Move

We want to feel healthy.  
We want to feel fit.  
Come on, everybody.  
Stand! Don't sit!

What did you do to be fit today?  
What did you do to be strong?  
What did you do to be fit today?  
What did you do?



### Use the Song 9

- **Act it out** Say *We're going to listen to a song called Let's Move. How can you move? Show me.* Have the class stand and move in different ways. Then have students repeat after you as you say the first three lines of the song: "*We like to feel fit. We like to have fun. We like to play hard.*" When you say the fourth line, "*Let's move now, everyone!*," have students do their own movements. Ask *How did you move?* (jump, run)
- **9** Have students open their books to pp. 6–7 and look at the picture. Play the song (TR: 7). Have students point to words that they hear in the song.
- Have students turn to p. 11. Play TR: 7 again as students follow along. Complete song lyrics are on Student Book p. 93.

### Extend

- Put students in groups of three or four. Have each student act out an activity for the group members to guess. Say *Think of an action and act it out for your group to guess. Remember to take turns.* Allow time for group members to act out and guess activities.
- Assign groups the third or seventh verse. Have groups replace the actions in their verse with four new actions and write four new sentences for the song. Have groups present their new verses to the class, singing or chanting as they act out the movements.

### The Sounds of English: /ʃ/ as in shoe 10

- Introduce the /ʃ/ sound by pointing to one of your shoes. Say *shoe*, placing emphasis on the /ʃ/ sound made by the letter combination *sh* at the beginning of the word. Do the same for *shoulder*. Point to your shoulder and say *shoulder*, emphasizing the beginning /ʃ/ sound in the word. Repeat each word slowly as you write it on the board, underlining the letter combination *sh* in each word. Say *The letters s and h together make one sound. They stand for the /ʃ/ sound.* Then slowly say each word again: *sh... oe* and *shoul... der*. Say *The /ʃ/ sound comes at the beginning of these words.*
- Say *The /ʃ/ sound can also come at the end of a word.* Write *brush* and *wash* on the board. Say each word slowly as you underline the letter combination *sh* at the end of each word.
- **10** Have students turn to p. 11 in their books. Say *Now let's listen and say.* Play TR: 8 and pause after item 1. Have students listen and repeat. Do the same for items 2 and 3. Then play the audio again and have students say each word again.
- Draw students' attention to item 3 in Activity 10. Point to the words *vacation* and *sugar*. Write the words on the board, underlining the letter *t* in *vacation* and the letter *s* in *sugar* as you say each word. Point to the underlined letters and say *In these words, the letter t and the letter s also make the /ʃ/ sound.*
- To check understanding, have students listen and raise their hands when they hear /ʃ/ as in *shoe*. Say words that contain the target sound (*sheep, shirt, short, shelf, sharp, shorts, fish, paintbrush, [police or train] station*) and some that don't.
- Say each word twice, and have students raise their hands if they hear the target sound. Say *Listen. Raise your hand when you hear the /ʃ/ sound.* As students raise their hands, repeat the word aloud with them. Say words without the sound as well. Students keep their hands down when they don't hear the sound.
- Do a riddle and rhyme activity with students. Tell them you will say a word and they will think of a new word that rhymes with your word and that begins with the /ʃ/ sound. For example, say *What rhymes with blue and starts with sh?* (*shoe*) Use these other examples:  
*What rhymes with hair and starts with sh?* (*share*)  
*What rhymes with flower and starts with sh?* (*shower*)  
*What rhymes with older and starts with sh?* (*shoulder*)

## Be the Expert

### Teaching Tip

Before you begin a game or activity, review the instructions. If an activity involves speaking in front of the class, understanding instructions will build students' self-confidence. This will help them focus on producing language, rather than figuring out what to do, while they take part in the activity.

### The Sounds of English Cards

You can use The Sounds of English Card I2 to teach the /ʃ/ sound. The card and corresponding audio are available on the *Explore Our World* website.

**Review** For additional practice, direct students to Activity Worksheet I.4.

**Objectives**

- Students will
- compare types of video games.
  - talk about exercising with video games.
  - discuss main ideas and details.

**Reading Strategy** Identify Main Idea and Details

**Academic Language** *detail, main idea*

**Content Vocabulary** *brain*

**Resources** Workbook pp. 10–11; Audio CD TR: 9; Classroom Presentation Tool: Reading

**Materials** colored pencils or markers; poster paper



**11 Listen and read.** TR: 9

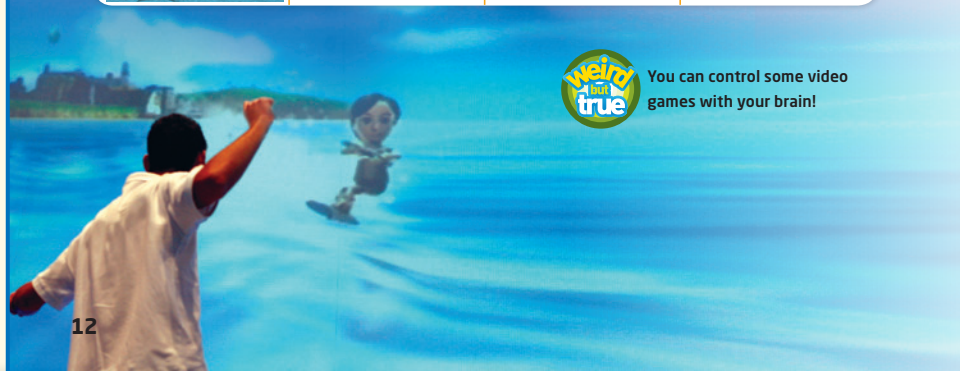
# Get Rest and Exercise!

In some video games, you only sit on the sofa and play. This is fun but you don't get much exercise. In other video games, you have fun *and* you get exercise. In these games, you move your whole body! A camera records the way you move. You can dance, run, or pretend to play soccer and watch yourself on the screen. These video games are a great way to keep fit. They make your muscles strong, but you don't get enough fresh air. Why don't you play a real game of soccer outside with your friends?



**12 Look and write.** Write about exercise with video games.

Video game	How you play	Why is it good?	Why is it bad?
1. 	Sit on the sofa and play. Press buttons with your fingers.		
2. 	Stand up and move. Watch yourself on the screen.		



- Have a student read aloud the “Weird but True” feature. Say *In these video games, you wear something on your head that helps you use your thoughts to move objects on screen.*
- Have students think about their experiences with video games. Ask *Do you play video games to get exercise? Do you move a lot when you play? Do you think video games are a good way to be fit? How does playing video games compare to other ways to be fit?*

## Practice

- Say *The main idea is the most important thing in a text. Details give more information about the main idea.*
- Say *Tell what the reading is about in one sentence.* On the board, draw a two-column chart and write the headings shown below. Work with students to identify the main idea and write it in the chart. Then discuss details that tell about the main idea and write them in the chart.

Main Idea	Details
Some video games help you get rest and other video games help you get exercise.	<p>In some video games, you sit on the sofa and play.</p> <p>In other video games, you move your whole body.</p> <p>You can use video games to dance or to act out playing sports.</p> <p>You don't get enough fresh air when you play video games.</p>

## Apply 12

- **12** Read aloud the directions for Activity 12 on p. 12. Point out the chart headings and rows. Say *Look at the pictures in the chart.* Ask *What kind of video game does the picture in the first row show?* (game in which you sit and play) *What kind of video game does the picture in the second row show?* (game in which you move your body)
- Have students complete the chart, writing details that explain how each kind of video game is good and bad. Discuss students' responses as a class.

## Wrap Up

- Put students in groups. Say *Make a poster to show how video games can be good for you.* Tell students they can use some of the information in their charts for their posters. Have students share their posters with the class.

### About the Photo

The photo shows a boy playing a video game at “gamescom” in Cologne, Germany. “Gamescom” is a five-day event. Video game companies show off new video games and people can try them out.

### Our World in Context

Scientists are developing technology that can help people who can't move their arms, legs, or other body parts because of injury or disease. When a person who can't move a body part thinks about performing a specific action with that body part, special machines and implanted computer chips translate the thought into an actual movement of the paralyzed or prosthetic body part.

### Reading Strategy

#### Identify Main Idea and Details

Explain that the main idea of a text is a summary of the most important point. A main idea can be a statement or an opinion. A main idea might promote one side of an issue or state that something is good or bad. Details can explain *why* or *how*. Details might be reasons or descriptions of how something works.

### Formative Assessment

- Can students
- compare types of video games? Have students describe video games that keep you fit and video games that don't keep you fit.
  - talk about exercising with video games? Have students talk about the types of exercise they can do with video games.
  - discuss main ideas and details? Ask students to summarize the reading in one or two sentences. Then ask questions using *why* and *how*. Have students use details in the text to answer.

## Warm Up

- **Activate prior knowledge** Ask *Do you play video games? What words can you think of that have to do with video games?* Write student responses on the board.
- Then ask *What sports do you like to play?* Pause to get student responses. Ask *What words can you think of that have to do with sports?* Write student responses on the board.

## Present 11

- Have students look at the big photo on p. 12. Ask *What do you see?* (a boy playing a video game) Ask *Do you play games like this one?*

- **11 Read together** Call on a student to read aloud the title. Ask *What do you think the reading is about?* Some students may predict that the reading is about ways to get rest and to get exercise. Others may predict that it is about how video games help you get both rest and exercise.
- Play **TR: 9** and have students read along.
- Then have students read the text aloud as a class. Pause periodically to check for comprehension. Ask: *How do some video games help you get rest? How do some video games help you get exercise?*
- **Graphic literacy** Point to the small photo at the top of p. 12. Ask *What does the photo show?* (the parts of a video game)



## Mission

**Mission** Keep fit.

### Objectives

- Students will
- talk about ways to keep fit.
  - share ideas.

**Resources** Video: Meet the Explorer;  
Classroom Presentation Tool:  
Mission; Mission Poster

## Be the Expert

### Meet the Explorer

Before starting her career as a primatologist (a person who studies primates) and conservationist, Mireya Mayor was a cheerleader for the National Football League in the United States. As a result of her curiosity and love for animals, Mayor went on to earn a Ph.D. in anthropology and to explore the wildest and most remote places on Earth.

In 1999, Mayor also became the first female wildlife correspondent for National Geographic's television series *Ultimate Explorer*. In 2007, she became a National Geographic Emerging Explorer.

**Keep fit.**

How do you keep fit?

Yosemite National Park, USA

**NATIONAL GEOGRAPHIC**

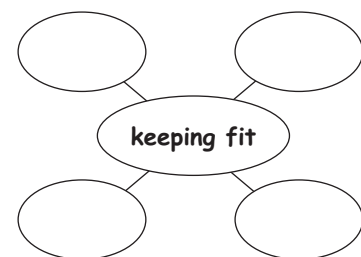
**Mireya Mayor**  
Primatologist/Conservationist  
Emerging Explorer

"My job involves either chasing animals or running from animals chasing me, so staying fit is essential to doing work in my field!"

13

## Mission

- Remind students that they have learned about different ways to keep fit. Draw a word web on the board. Write **keeping fit** in the center oval.



- Encourage a discussion of *keeping fit* with questions such as:  
*How can the foods you eat help you keep fit?*  
*Why is it important to get exercise?*

## Assessment

**Resources** Assessment Book 2  
pp. 18–19, 41, 47–49, 50–53, 54–56;  
Assessment Book Audio CD  
TR: AB4–AB5

## Be the Expert

### Testing Tip

**Make testing a part of learning.** Make testing part of the overall instructional program. For example, create review sheets and study guides that students can use to prepare for tests. Have a positive attitude toward testing and test scores to help students approach testing situations with constructive feelings.

## Give the Unit Quiz

- Hand out the Unit I Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section I** Point to the pictures on p. 18. Say *Look at the pictures.* Point to the letters. Say *There are letters next to different parts of the body. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB4. It's a back.** When students have written a letter, ask *What letter did you write?* When students respond with the letter *F*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB4.**
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Look at the pictures. Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use *enough* or *too*. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Complete the sentences.)
- Say *Now listen to an example. Write the missing words to complete the sentence you hear.* Play **TR: AB5.** (Did you eat lunch?) When students have completed the sentence, say *What sentence did you write?* Begin the quiz when students respond with *Did you eat lunch?* Say *Let's begin.* Play the rest of **TR: AB5.**
- **Speaking instructions** Point to the images at the top of p. 41. Say *Look at the pictures. Answer my questions. Use complete sentences. Now listen to an example.* Point to the sleeping girl. Say *She's tired.* Ask *What does she do?* Say *She gets rest.*
- See p. 47 of the Assessment Book for questions and expected student responses.

### Assess Unit Objectives

- Ask questions such as the following:
- Point to your elbow. Ask: *What is it?*
  - *Did you eat fruit for breakfast?*
  - *Do you get enough rest every day?*

**Project** For a theme-related closing activity, direct students to the Unit I Project Worksheet.

**Vocabulary 1** a muscle, a bone, a shoulder, a back, a knee, an elbow, fingers, toes, a stomach, a chest

**Vocabulary 2** eat vegetables, eat fruit, eat junk food, get exercise, get rest

**Grammar 1** use the simple past with *did* and short answers

**Grammar 2** talk about quantity using *enough* and *too*

**Song** *Let's Move*

**Viewing** how people and animals move

**Story Time** *Tortoise and Hare's Race*

**Resources** Student Book pp. 4–11; Teacher's Resource CD-ROM: Graphic Organizers (4-by-4 matrix)



## Zoom In

### Vocabulary

- Play the segment, stopping at each image in the frame. Have students identify the vocabulary term and, if applicable, act out the activity.

### Grammar

- Pause on the first frame of Grammar 1. Ask students to describe what they see. Play the segment. Have students summarize the plot.
- Replay Grammar 1 and Grammar 2. Role-play the dialogue with students.

### Song

- Divide the class in half. Play *Let's Move*. Have the whole class sing along. For verses with questions and answers, point to one side of the room to ask and the other to respond.

### Viewing

- Play the segment without audio. Ask students to describe what's happening on screen.
- After viewing, have students give other examples of video segments that would help explain the topic.

### Meet the Explorer

- Say *Mireya Mayor thinks it's important to keep herself fit. She can do her job better when she's fit. Why is it important for you to keep fit?*

### Story Time

- View Story Time once with students.
- View the story again. Pause the video to ask questions such as *Why doesn't Hare like to exercise?* (He gets tired.) *Why does Hare get tired in the race?* (He didn't keep fit; he ate junk food.) *How does Tortoise beat Hare?* (He's fit; he keeps moving.)

## Tortoise and Hare's Race

**Summary** Tortoise exercises and eats well. Hare is lazy and eats lots of junk food. Hare thinks he's faster than Tortoise, and challenges him to a race. Who will win the race?



## Before You Read

- **Activate prior knowledge** Ask students questions to get them thinking about the story. Say *Do you run in races or play sports? How do you get ready? Talk about what you do.*
- **Introduce the strategy** Give examples to help students understand how to make a connection with a personal experience. Ask a student about his favorite way to exercise. Then say *I like to (swim), too! I think (swimming) is fun, and it's good exercise.* Then say to the class *I know what (Antonio) is talking about because I made connections to something that I know about and do, too.*
- Say *As we read, we'll make charts to connect what happens in the story with what we know and do.* Draw a three-column chart on the board. Label the columns **What's in the Story**, **What I Know**, and **Connection to Me**. Have students copy the chart.
- Say *As we read, we'll stop to write what happens. Then we'll think about what we know about it. We'll try to connect the story to what we know and do.*

## While You Read

- Stop after every few pages to help students connect the story to what they know and do in their own lives.
  - p. 3: What do you know about exercise? What do you know about junk food?
  - p. 5: How do you get ready for a game or race?
  - p. 11: What does Hare learn? What do you learn from your friends?

## After You Read

- After finishing the story, pair students and have partners compare their charts. Remind students that their connections will be different. Have students pick one connection and tell a few sentences about it to their partner.

**Text Type** fable

**Reading Strategy** Make Connections to Personal Experience

**Vocabulary** a bone, eat junk food, get exercise, a muscle

**Grammar** talk about quantity using *enough* and *too*

**Resources** Classroom Presentation Tool: Story Time; Teacher's Resource CD-ROM: Graphic Organizers (Three-column chart)

## Be the Expert

### Reading Strategy

**Make Connections to Personal Experience** Personal experience can include both what students have done and what they've learned about a topic. Making connections to their own lives can help students better understand a story. Help students make connections in *Tortoise and Hare's Race* by stopping every few pages and asking questions about how students are the same as, or different from, the characters.

### Text Background

A fable is a story that teaches a lesson about how people should act. The characters in fables are usually animals that speak and act like humans. Just like humans, these animals have weaknesses, or bad habits. The purpose of a fable is for readers to learn from the animals' mistakes.

### Teaching Tip

For activities that require students to talk about personal experiences, explain that there's not one correct answer. Tell students that their answers should be different from their classmates'. Praise original responses, and ask for more than one response to the same question.

Student Book

TR: 2 Unit I. 1 Listen and read.

It's important to take care of your body. Exercise and good food help keep you fit and healthy.

fingers; an elbow; a stomach; a bone; a muscle; toes; a knee; a shoulder; a back

TR: 3 2 Listen and repeat.

fingers. I have ten fingers.  
 a stomach. I'm not hungry. My stomach is full.  
 an elbow. I have two elbows.  
 a bone. I have strong bones.  
 a muscle. I have strong muscles, too.  
 toes. I have ten toes.  
 a knee. Point to your knees.  
 a shoulder. I'm touching my shoulder.  
 a back. I can touch my back.

TR: 4 Grammar

Did you wash your hands?  
 Yes, I did.  
 Did you brush your teeth?  
 No, I didn't.  
 Did he take a shower?  
 Yes, he did.

TR: 5 5 Listen and repeat. Read and write.

get exercise. I get exercise every day.  
 eat junk food. I sometimes eat junk food.  
 eat vegetables. Do you eat a lot of vegetables?  
 get rest. It's important to get rest every night.  
 eat fruit. I eat fruit every day after school.

TR: 6 Grammar

It's important to get enough sleep. Don't stay up too late.

I drink enough water. I don't eat too much junk food.

TR: 7 9 Listen, read, and sing.

Note: Lyrics for the song *Let's Move* are on Student Book p. 93.

TR: 8 10 The Sounds of English /j/ shoe Listen and say.

1. shoulder; shower 2. brush; wash 3. vacation; sugar

TR: 9 11 Listen and read.

Get Rest and Exercise!

In some video games, you only sit on the sofa and play. This is fun but you don't get much exercise.

In other video games, you have fun and you get exercise. In these games, you move your whole body! A camera records the way you move your body. You can dance, run, or pretend to play soccer and watch yourself on the screen. These video games are a great way to keep fit. They make your muscles strong, but you don't get enough fresh air. Why don't you play a real game of soccer outside with your friends?

Workbook

TR: 2 Unit I. 3 Listen and write.

1. Did you wash your hands? Yes, I did.
2. Did she run in the park? Yes, she did.
3. Did you eat breakfast? No, I didn't.
4. Did he brush his teeth? No, he didn't.
5. Did they do their homework? No, they didn't.

TR: 3 4 Listen and match. Draw lines.

1. Did he walk to school? No, he didn't.
2. Did you play baseball yesterday? Yes, I did.
3. Did he brush his teeth after breakfast? Yes, he did.
4. Did you play with friends yesterday? No, I didn't.

TR: 4 9 Listen to the song. Draw lines to match.

Note: Lyrics for the song *Let's Move* are on Student Book p. 93.

TR: 5 11 Listen. Which words have a sound like the sh in show? Circle the words.

shoulder; wash; stick; shower; sometimes; watch; vacation; school; chance; shoes

TR: 6 12 Listen and read.

Do Animals Need Exercise?  
 Do animals get enough exercise? Wild animals run, walk, swim, and climb all day. Sometimes wild elephants walk more than 45 kilometers (27 miles) a day! Sometimes animals in zoos don't get enough exercise. They live in small spaces. Many zookeepers

help animals get exercise. They help elephants walk and run. They teach big cats, like lions and tigers, to climb and jump.

Sometimes pets, like dogs, cats, and birds, don't get enough exercise. It's important for pets to run, play, and move. Exercise helps keep all animals fit and healthy.

Answer Key

Student Book

Unit Opener SB p. 4

1. T, 2. F, 3. T, 4. Answers will vary.

5 SB p. 9

1. eat fruit, 2. get exercise, 3. eat vegetables, 4. get rest, 5. eat junk food

12 SB p. 12

1. Good: It's fun. Bad: You don't get enough exercise.  
 2. Good: You keep fit, and it makes your muscles strong. Bad: You don't get enough fresh air.

Workbook

Go to pp. 205–206 for the Workbook Answer Key for this unit.

## In This Unit

**Theme** This unit is about festivals and cultural traditions.

### Content Objective

- Students will
- identify and describe how people celebrate holidays and special occasions.

### Language Objectives

- Students will
- talk about celebrations and festivals.
  - tell what happened in the past.
  - talk about cultural traditions.

### Vocabulary

**Vocabulary 1** a costume, a mask, a lantern, a party, fireworks, celebrate, dress up, dance, a parade

**Vocabulary 2** a present, a birthday cake, candles, an invitation, balloons

### Grammar

**Grammar 1** ask and answer questions using the past tense of regular verbs

**Grammar 2** ask and answer questions using the past tense of irregular verbs

### Pacing Guides L4U2

**Mission** Learn more about other cultures.

## Unit 2

# Let's Celebrate!

### Look and check.

1. Holi is a festival of

- food.  
 colors.

2. Someone is playing

- a guitar.  
 a drum.

3. Would you like to go to this festival?

- yes  
 maybe  
 no

14



Holi Festival, India

15

## Be the Expert

### About the Photo

Holi is a religious festival. It marks the beginning of spring in India. During the festival of Holi, participants throw colored powders and colored water at one another.

### Teaching Tip

**Grouping** Make sure each student in a group has the chance to speak or share ideas. Have group members pass an object to show whose turn it is to speak. When the speaker finishes, she passes the object to another group member.

## Unit Opener

### Objectives

- Students will
- identify objects in a photo.
  - complete statements accurately.
  - express an opinion.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster

## Introduce

- **Activate prior knowledge** Say *The name of our next unit is "Let's Celebrate!"* Explain that when we celebrate, we show that we're happy about something. Ask *What special days do you and your family celebrate?* Students' responses are likely to include their own and family members' birthdays, as well as various religious, regional, and national holidays. List these on the board. Point to each item on the list and ask *What are some things you do to celebrate these special days?*
- **Build background** Say *Some people celebrate special days by having a party with friends. Sometimes, they cook food together. They tell stories and laugh. Others play music and sing. They have a good time.* Ask *Do your friends come to your house to celebrate? Do you go to friends' houses to celebrate?*

- Place students into groups of three or four. Have them look at the photo on pp. 14–15. Have groups list all of the things they can see in the photo. Then have them talk to one another about what they think is happening in the photo. Ask groups to share what they see in the photo. Then discuss the photo with students.
- Ask questions to encourage further discussion of the photo.
  - What do you see in the photo?* (people, many colors, a drum)
  - Do the people look like they're having fun?* (yes)
  - Do you think it's warm or cold where the people are? How can you tell?* (warm; They aren't wearing coats.)
- Guide students through the activity on p. 14. Read items 1 and 2 and their answer choices aloud. For each answer choice, have students raise their hand if they think it is the correct answer. Discuss each statement. Then confirm the correct answers. For item 3, have students give their opinion and tell why they would or would not like to attend the festival.

# Vocabulary 1

## Objectives

- Students will
- identify and use words about celebrations.
  - ask and answer questions about celebrations.

**Vocabulary** a costume, a mask, a lantern, a party, fireworks, celebrate, dress up, dance, a parade

**Academic Language** dictionary

**Content Vocabulary** celebration

**Resources** Workbook pp. 12–13; Audio CD TR: 10–11; Video: Vocabulary 1; Classroom Presentation Tool: Vocabulary 1; Teacher's Resource CD-ROM: Activity Worksheet 2.1

**Materials** magazine photos that show celebrations

1 Listen and read. TR: 10

2 Listen and repeat. TR: 11

People all over the world have special celebrations. People **celebrate** their birthdays, the first day of the year, food, colors, and light. They wear **costumes** and **masks**. They **dance**, eat food, and sometimes watch a **parade**. Celebrations are fun!



# Be the Expert

## Vocabulary Strategy

**Using a Dictionary** As students learn more words or encounter unfamiliar words, give them opportunities to look up the words in a dictionary.

An understanding of alphabetical order is necessary to use a dictionary. Make sure students understand that when two words begin with the same letter, the next letter in each word is used to alphabetize the words. When the second letter is also the same, then the following letter is used.

## Formative Assessment

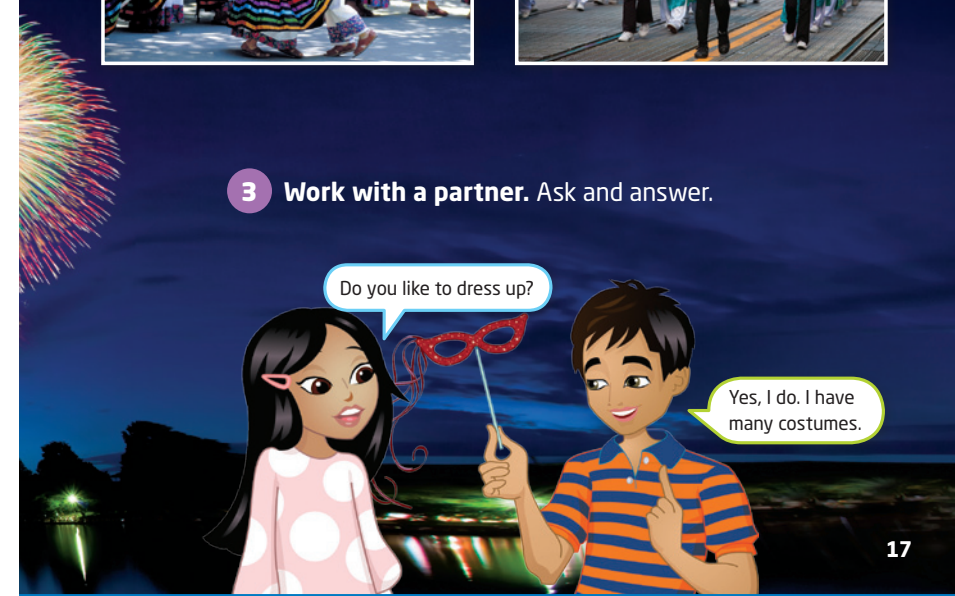
Can students

- identify and use words about celebrations?  
Have students use the vocabulary words to describe a celebration they participate in at home.
- ask and answer questions about celebrations?  
Hand out magazine photos that show celebrations. Have students ask and answer questions about the photos.

**Review** For additional practice, direct students to Activity Worksheet 2.1.



3 Work with a partner. Ask and answer.



## Warm Up

- **Activate prior knowledge** Ask *What's something you celebrate? In what month do you celebrate it? How do you celebrate it? What things do you celebrate in summer? in winter?* Have students name holidays or celebrations they know. List them on the board, along with the time of year or the month in which they occur.

## Present

- Say *Open your books to pages 16 and 17. Look at these photos of things and actions that are part of celebrations.* As you point to each object, action, or event, say the word. Then have students repeat it.

- Point to the photo for *celebrate*. Say *When you celebrate, you get together with people and do fun things.* Point to *fireworks*. Say *Sometimes, there are fireworks! Fireworks are special lights that explode in the sky.* Point to the photo of *a parade*. Say *A parade is when people walk together for a celebration.*
- Point to the photos of *dress up* and *a costume*. Say *Some people like to dress up and wear costumes to celebrations. Costumes are special clothes.* Point to *a mask*. Say *You can wear a mask with a costume.* Point to *a lantern*. Say *A lantern is a paper lamp. Sometimes, lanterns are part of a big celebration.*
- Point to *a party*. Say *This is a party. A party is a type of celebration.* Point to *dance*. Act out dancing at a party.

## Practice 1 2

- 1 Say *We're going to read and listen to information about how people celebrate. Read the paragraph on page 16 and the words on pages 16 and 17 as you listen.* Play TR: 10.
- 2 Say *Now we're going to hear words and sentences with those words. Repeat each word and sentence.* Play TR: 11. Have students repeat each word and sentence aloud.
- Place students in small groups. Assign sets of three vocabulary words, such as *celebrate*, *a parade*, and *dance*; *dress up*, *a mask*, and *a costume*; and *fireworks*, *celebrate*, and *parade*. Have groups write sentences for each word. Tell them to write sentences that tell a story. Have groups share their sentences with the class.

## Apply 3

- 3 Model the dialogue on p. 17 with a student. Pair students and have partners practice it.
- Give students about five minutes to write some questions. Then have partners take turns asking and answering questions using the vocabulary words.

## Wrap Up

- Say *I say a sentence. You say the vocabulary word that goes with it.* Write the vocabulary words on the board. Give clues for the words, for example: *I do this when I hear music.* (dance) *These are special lights that you see in the sky.* (fireworks) Have students guess each word.

Objective

- Students will
  - ask and answer questions using the past tense of regular verbs.

**Grammar** ask and answer questions using the past tense of regular verbs

**Resources** Workbook p. 14; Audio CD TR: 12; Video: Grammar 1; Classroom Presentation Tool: Grammar 1

**Materials** coins, erasers or other small objects to use as game pieces

GRAMMAR TR: 12

Did you **watch** the parade? Yes, I **watched** the parade.  
 Did you **dance** at the party? Yes, I **danced** at the party.

4 **Play a game.** Play with a partner. Ask and answer. Take turns.

Warm Up

• **Preteach** Write the following on the board:

dress up	He dressed up as a superhero.
watch	They watched the parade.
walk	They walked around the neighborhood.

- Have students read the sentences aloud. Point out the words on the left. Underline the form of the word in the sentence to the right. Ask *What's different about the word's spelling?* (The letters -ed are at the end of each word.) Say *Add -ed to the end of a word to tell about an action that happened in the past.*

Present

- Write *walk, play, listen, jump, call, watch, and color* on the board. Write + ed next to each. Say *Add -ed to the end of each action word to tell an action that happened in the past.* For each word, write an equal sign followed by the simple past form of the word, for example, *walk + ed = walked.*
- Say *Open your books to page 18.* Point out the grammar box. Play **TR: 12.**
- Replay **TR: 12,** pausing after each sentence. Have students repeat each sentence aloud. Use the verbs on the board and the question format in the grammar box to ask questions such as *Did you walk to school today?* Have students respond in complete sentences. (Yes, I walked to school today.) If students have difficulty, review the information on the board.

Teaching Tip

**Leveling** Students in your class may have different levels of experience and ability in answering questions. To give students more of a challenge when answering questions, rephrase *yes/no* questions as questions that require a more complex response. For example, instead of asking *Did you watch TV over the weekend?*, ask *What TV shows did you watch over the weekend?* Make sure students use a complete sentence to respond.

Practice

• Write the following on the board:

I walked	we walked
you walked	you walked
he / she / it walked	they walked

- Read the chart aloud and have students repeat after you.
- Have students use the following sentence frame to answer questions: \_\_\_\_\_ *walked to the park yesterday.* Point to a student and ask *What did you do yesterday?* (I walked to the park.) Point to another student and ask the same question. Point to the first student and ask a third student *What did she do yesterday?* (She walked to the park.) Point to the first two students and ask a fourth student *What did they do yesterday?* (They walked to the park.) Point to yourself and say *I walked to the park, too.* Then point to yourself and the first two students and say *We walked to the park.*
- Practice asking and answering questions with students. Ask:
  - Did you listen to music yesterday?*
  - Did you watch a movie last week? Did you like the movie?*
  - Did you play a sport this week? What sport did you play?*

Apply 4

- 4 Point out Activity 4 on p. 18. Read aloud the directions. Assign pairs to play the game.
- Demonstrate the game for students. Flip a coin and move a marker on the board. Look at the picture and ask a question. If you moved one space, ask *Did you play a game last week?* Then model a partner's answer: *Yes, I played a game last week.*
- Say *Ask a question. Your partner answers the question with "Yes" and a complete sentence. The first player to reach Finish wins.*
- Have pairs play the game, answering questions with *Yes, I ...* or *Yes, we ...* Observe partners as they play. If students have difficulty forming the past tense, remind them to add -ed to the end of the word.

Wrap Up

- Call on a student and ask (*Diego*), *did we play a game in class today?* (Yes, we played a game in class today.) Then have that student ask another student a new question, for example, (*Mala*), *did we listen to a song on Monday?* Continue the activity in this manner.

Formative Assessment

Can students
 

- ask and answer questions using the past tense of regular verbs? Write *look, watch, listen, play, talk, and celebrate* on the board. Pair students and have them use the words to ask and answer questions about activities they took part in recently.

Objective

- Students will
- identify and use words related to birthday celebrations.

**Vocabulary** a present, a birthday cake, candles, an invitation, balloons

**Resources** Workbook p. 15; Audio CD TR: 13–14; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher’s Resource CD-ROM: Activity Worksheet 2.2

**Materials** sample party invitation

Related Vocabulary

envelope

5 Listen and repeat. Read and write. TR: 13



1. You write this on paper. You give it to your friends. \_\_\_\_\_
2. It tastes sweet. It usually has candles on top. \_\_\_\_\_
3. They are usually round. They have air inside. \_\_\_\_\_
4. They are long and thin. You put them on a birthday cake. \_\_\_\_\_
5. You wrap it. You give it to people on their birthdays. \_\_\_\_\_

6 Listen and stick. TR: 14

1	2	3	4	5
---	---	---	---	---

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Warm Up

- **Set the stage** Describe a celebration that you had recently. Say *Some people like to celebrate (their birthday). They have a (birthday party) (with balloons and a cake). Their (friends bring gifts).*
- Ask *What are some common things at a birthday party?* (cake, food, music) Then have students turn to p. 16 and identify the picture of the birthday party. Ask *What do you see in the photo?* (children or girls, a grown-up, hats, gifts, cake)

Present

- Say *Now we’re going to learn some new words to talk about birthdays.* Hold up a Student Book and turn to p. 19. Point to each photo and say each

word aloud. Then say *Open your books to page 19.* Have students point to each photo and say the word aloud.

- Act out sentences for each photo, for example, *I got an invitation to a birthday party.* Act out opening and reading an invitation. *The invitation tells when and where the party is. Candles go on a birthday cake.* Act out placing candles on a cake. *The birthday girl or boy blows out the candles.* Act out blowing out candles. *People give presents.* Act out handing someone a present. *Balloons are often used at a birthday party.* Act out blowing up a balloon.

Teaching Tip

Consider displaying vocabulary words on a word wall in a prominent location in the classroom. Posting vocabulary words where students can see them helps students become familiar with the words and allows them to identify patterns and make connections between words. It also helps students recall the words more easily when they encounter them in situations outside the classroom. Be sure to add new words to the display on a regular basis.

Practice 5

- Say *Look at the photos on page 19.* Ask
  - What do you eat at a birthday party?* (a birthday cake)
  - What tells you when and where a party is?* (an invitation)
  - What do you put on top of a birthday cake?* (candles)
  - What do you often see at a party?* (balloons)
  - What do you bring to a party?* (a present)
- 5 Play TR: 13. Have students repeat each word and sentence.
- Complete item I with students. Read the two sentences aloud.
- **Think Aloud** Say *I’m looking for something made of paper. It’s something with writing on it, too. A candle isn’t made of paper. Neither is a balloon or cake. A present has paper on it, but you don’t write on that paper. It’s an invitation!* Have students write *an invitation* in the blank.
- Have students complete the activity. Review answers. ✓ Write *My mom put \_\_\_\_\_ on my birthday cake.* Ask *What goes on a cake?* (candles) If students have trouble, review the vocabulary terms.

Apply 6

- 6 Assign partners. Have students locate the stickers in the back of the book. Say *Listen. Then choose the right sticker and stick it in the box.* Model the activity. Play TR: 14 and pause after the first three lines of dialogue. Ask *What new word do you hear?* (invitations) Ask *Which sticker shows an invitation?* Pairs should stick the invitation sticker in the first box.
- Continue playing TR: 14. Have partners complete the activity.

Wrap Up

- Act out and say a clue for each vocabulary word. For example, act out opening a present and say *I got a new game for my birthday!* Students should guess *present*.

Formative Assessment

Can students

- identify and use words related to birthday celebrations?

Have students describe a birthday party. Ask questions such as *How do you know that a friend is having a birthday party? What do you often see at birthday parties?* Students should use the vocabulary words to respond in short sentences.

**Review** For additional practice, direct students to Activity Worksheet 2.2.

## Objective

- Students will
- ask and answer questions using the past tense of irregular verbs.

**Grammar** ask and answer questions using the past tense of irregular verbs

**Academic Language** verbs

**Resources** Workbook p. 16; Audio CD TR: 15; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 2.3

**Materials** scissors

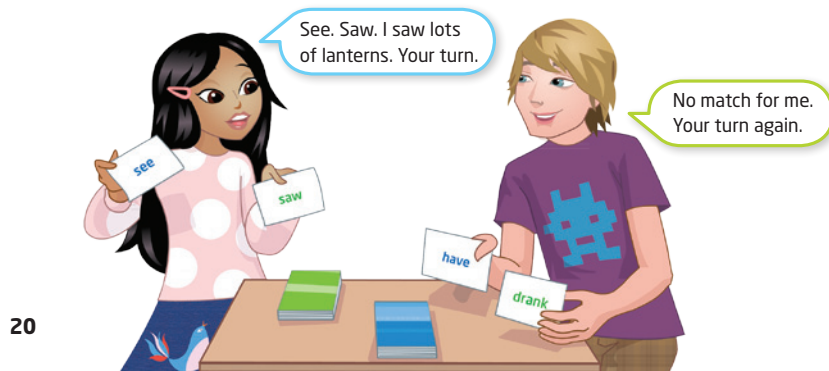
### GRAMMAR TR: 15

**Did you go** to the parade? Yes, I **went** to the parade.  
**Did you see** the fireworks? Yes, I **saw** the fireworks.  
**Did you eat** cake at the party? Yes, I **ate** a piece of cake at the party.

**7** These verbs change when you talk about the past. Match. Draw lines.

sing	wrote
drink	gave
wear	had
have	took
write	sang
give	drank
take	wore

**8** Play a game. Cut out the cards on page 99. Play with a partner. Match and say sentences.



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## Warm Up

- Write *walk, play, listen, and watch* on the board. Ask *What do we add to each word to tell about what happened in the past?* (-ed) Have students say sentences using the -ed form of each word. (I walked to school this morning; I played a game last night.)
- Preteach** Say *For some words, you don't add -ed to the end when you tell about the past. You use a different form of the word. Today we'll learn some of these forms.*

## Present

- Point out the grammar box on p. 20. Play **TR: 15**, pausing after each question and answer pair to allow time for students to repeat. Then have

students ask each other the questions from the grammar box. Model for students. Ask *Did you go to the parade?* Have a student answer *Yes, I went to the parade.*

- Select two students to read aloud the next question and answer. Then choose two new students to read aloud the third question and answer. Repeat the process until all students have had a chance to ask and answer a question from the grammar box.

## Practice 7

- Ask *What do we do with songs?* (We sing them.) *What do you do with pants?* (You wear them.) Explain that you don't add -ed to some action words to talk about the past.

Say *You use a different form of the word.* Write these examples on the board:

sing	→	sang
wear	→	wore

- List other irregular verbs such as *drink, write, take, eat, have, give, see, tell*. For each, draw an arrow and write the simple past form of the verb. Read them aloud and have students repeat.
- 7** Read aloud the directions for Activity 7. Have students complete the activity. Review answers as a class. Say *Choose a word from the right column. Use that word to say a sentence about something that happened in the past.* If students have trouble, provide an example: *I gave my dog a bath last Saturday.*

## Apply 8

- 8** Pair students. Read aloud the directions and the model dialogue. Have partners cut out the cards. Say *Put the blue words in one pile. Put the green words in another pile. One partner chooses a card from each pile. Say a sentence for cards that have two forms of the same word. Use the past form of the word. Say "no match" for cards that don't have forms of the same word. Your partner takes a turn. Play until you use all the cards.*
- Demonstrate the game. Choose the cards for *sing* and *sang*. Say a sentence with *sang*, for example, *We sang a song yesterday.* Then choose cards with forms of two different words, such as *see* and *ate*. Say *These words don't match. Now it's my partner's turn.* Then have pairs play the game.

## Wrap Up

- Point out the words in the left column of Activity 7. Say *Choose a word from this group. Use that word to ask a classmate a question about something she did. Your classmate uses the matching word in the right column to answer.* Model the activity. Ask (*Lupe*), *did you drink juice at breakfast?* (Yes, I drank juice at breakfast.) Have students continue asking and answering questions.

## Grammar in Depth

Students will need to memorize the simple past tense forms of irregular verbs. To help students remember these words, post the simple past tense forms of common irregular verbs in an easily visible part of the classroom.

If the concept of irregular past tense exists in students' native languages, make an explicit comparison. Give students an example of an irregular verb incorrectly formed in the past tense by using the rule for forming past tense of regular verbs. Providing an example in their own language will help explain this challenging grammar point.

## Formative Assessment

- Can students
- ask and answer questions using the past tense of irregular verbs?
- Write on the board: *eat/ate, drink/drank, take/took, wear/wore*. Have students use the words to ask and answer questions about their daily routines for the past week.

**Review** For additional practice, direct students to Activity Worksheet 2.3.



## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary 1** dress up, a parade, dance, a costume, a mask

#### Grammar

**Grammar 1** ask and answer questions using the past tense of regular verbs

**Grammar 2** ask and answer questions using the past tense of irregular verbs

**Resources** Workbook p. 17; Audio CD TR: 16; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 2.4

**Materials** World Map Poster

### The Sounds of English

**Resources** Workbook p. 17; Audio CD TR: 17; Classroom Presentation Tool: The Sounds of English; The Sounds of English Cards 3–4, 25

## 9 Listen, read, and sing. TR: 16

### Celebrate!

We went to a carnival.  
Everyone was there!  
We dressed up, sang some songs,  
and watched a parade.

But best of all,  
we danced to music,  
wonderful music.  
We danced to music  
all day long.

#### THE SOUNDS OF ENGLISH TR: 17

### 10 Listen and say. The ed sound is different in each set of words.

- |                       |                  |
|-----------------------|------------------|
| 1. watch <b>ed</b>    | dress <b>ed</b>  |
| 2. play <b>ed</b>     | listen <b>ed</b> |
| 3. celebrat <b>ed</b> | want <b>ed</b>   |



21

## Use the Song 9

- **Act it out** Remind students that they learned how people around the world have special celebrations. Say *People celebrate in many different ways. Some people dance. Some people march in parades. Some people watch parades.* As you say each example, act it out. Have students describe each action.
- **9** Play the song (TR: 16) once. Say *Now turn to pages 16 and 17.* Replay the song. Have students point to each vocabulary word as they hear it. (*dress up, a parade, dance, a costume, a mask*)
- Say *In the United States, people celebrate the Fourth of July.* Point to the United States on the World Map Poster. Say *People have a party outside. They eat hamburgers, hot dogs, and*

*ice cream. At night, they watch fireworks.* Have students name a special occasion or holiday they celebrated recently. Ask *Did you eat good food? Did you dress up? Did you go to a party?* Have students describe what they did during the celebration.

### Extend

- Write the following words on the board and have students copy them in their notebooks:

parade	food	dress up
masks	danced	costumes

- Group students. Tell them they will number the words in the order they hear them in the song. Say *Write a number "1" next to the word or words you hear first. Write a number "2" next to the word you hear next. Write numbers from 1 to 6.* Play TR: 16 and have groups complete the activity.
- Review answers. Words appear in this order: 1. dress up; 2. parade; 3. danced; 4. food; 5. costumes; 6. masks. Replay the song (TR: 16) and have students confirm answers.

## The Sounds of English: /t/ /d/ /ɪd/ 10

- Introduce the /t/, /d/, and /ɪd/ sounds. Write *watched, played, and celebrated* on the board. Underline the letters *-ed* at the end of each word as you say *These words all have the letters -ed at the end. But the letters -ed make a different sound in each word.*
- Point to *watched* on the board and say *watched*, emphasizing the /t/ sound at the end of the word. Repeat, again emphasizing the ending sound. Then point to *played* and say *played*, emphasizing the /d/ sound at the end. Repeat *played*, again emphasizing the ending sound. Finally, point to *celebrated* on the board and say *celebrated*, emphasizing the /ɪd/ sound at the end of the word. Say *celebrated* again, emphasizing the ending sound.
- **10** Have students turn to p. 21 in their books. Say *Now let's listen and say.* Read aloud the directions for Activity 10. Then play TR: 17 and pause after item 1. Have students listen and repeat both words. Do the same for items 2 and 3. Then play the audio again and have students say each set of words again.

- To check understanding, have students identify the word that ends with the target sound. For the /t/ sound, ask:

*Which word has the /t/ sound as in watched:  
danced or hugged? (danced)  
smiled or washed? (washed)*

For the /d/ sound, ask:

*Which word has the /d/ sound as in played:  
yawned or cooked? (yawned)  
liked or climbed? (climbed)*

For the /ɪd/ sound, ask:

*Which word has the /ɪd/ sound as in celebrated:  
counted or helped? (counted)  
crawled or tasted? (tasted)*

- For additional practice, use the following words:

*/t/: bounced, cooked, erased, helped, laughed, liked, talked  
/d/: colored, crawled, cried, glued, hugged, smiled  
/ɪd/: counted, tasted, wanted*

## Be the Expert

### About the Photo

The photo shows a masked dancer at the Tshechu Festival in Thimphu, Bhutan. Tshechu, which means "tenth day," is a religious festival held every year across Bhutan, a country in south Asia, north of India. Tshechu festivals are held on the tenth day of a month of the lunar calendar, but the month varies from place to place and temple to temple.

During the festival, masked dancers in colorful costumes perform special dances. The dances tell of the great deeds performed by the saint and teacher Padmasambhava, also known as Guru Rinpoche.

### Teaching Tip

Students may have difficulty pronouncing *-ed* at the end of a verb in the simple past. There are three ways to pronounce *-ed*. How it's pronounced is determined by the final sound of the base form of the verb. After sounds such as *k, f,* and *s* in words such as *marked, laughed,* and *missed*, the final *-ed* is pronounced like a *t*. After sounds such as *b, g, v,* and *z*, the final *-ed* is pronounced like *d*; for example, in the words *grabbed* and *hugged*. Finally, *-ed* is also pronounced like a *d* after vowel sounds; for example, *saved, stayed,* and *snowed*.

### The Sounds of English Cards

You can use The Sounds of English Cards 3 and 4 to teach the /t/ and /d/ sounds. You can use The Sounds of English Cards 25 and 3 to demonstrate the combined /ɪd/ sound. The cards and corresponding audio are available on the *Explore Our World* website.

**Review** For additional practice, direct students to Activity Worksheet 2.4.

**Objectives**

- Students will
- look for information in text.
- talk about celebrations.

**Reading Strategy** Scanning Text for Information

**Academic Language** *information, key words, scan*

**Content Vocabulary** *festival, cemetery, skull*

**Resources** Workbook pp. 18–19; Audio CD TR: 18; Classroom Presentation Tool: Reading; World Map Poster

**11 Listen and read.** TR: 18

# November Celebration

The Day of the Dead is an important festival in Mexico. People celebrate it on the first day of November.

Families take food to cemeteries, and they light candles and play music. Sometimes there are fireworks, too. People give candy and chocolate in the shape of skulls. For Mexicans, the festival is not sad. The Day of the Dead is a happy time.



Day of the Dead

**12 Read.** Complete the chart.

The Day of the Dead	
Where do people celebrate it?	
When is it?	
Why do they celebrate it?	
What do people do?	



In 2002, a candy company made chocolate fireworks! 60 kg (132 lb.) of chocolate went up into the sky!

**13 Talk with a partner.** Look at the pictures on this page. What do you see? What do you like?



## Warm Up

- **Build background** Say *Today we'll read about a celebration in Mexico.* Point to Mexico on a world map. Say *Mexico is a country. What continent is Mexico a part of?* (North America)
- Say *We're going to learn about a celebration that Mexico has in November.* Ask *Is there a celebration that you like in November?* Have students describe holidays or other special occasions that they celebrate in November. If students have trouble naming an occasion, provide suggestions. (In some years, Islamic New Year and Hanukkah fall in November.)

## Present 11

- **11 Explain** Direct students to p. 22. Point to the photo at the top right and say *The*

*Day of the Dead is a very special holiday in Mexico. It happens on the first day of November. Ask What do you see in the photo? (candles, flowers) Do you think this is a happy or sad day in Mexico? Have students write down their answers.*

- Play **TR: 18** and have students read along. After they finish, have them revisit their answer to the question.
- Play **TR: 18** a second time. Pause at the end of each paragraph to check for comprehension. Ask questions such as:

**Paragraph 1:** *When is the Day of the Dead celebrated?*

**Paragraph 2:** *What do families do on this day? What kinds of presents do people give at this celebration?*

## Practice 12

- Write the following questions on the board:

Is the Day of the Dead a happy festival in Mexico?  
On the Day of the Dead, what do families do at the cemeteries?

- Call on a student to read each question aloud. Say *Look for key words, or important words, in each question.*
- Model scanning a text to find information. Say *The first question asks whether the Day of the Dead is a happy festival in Mexico. I think happy is a key word. To answer the question, scan "November Celebration" for information. Let's scan the text for the word happy. Model scanning the text and say I see! At the end of the last paragraph, it says the Day of the Dead is a happy time. So the answer to the question is yes.*
- Read aloud the second question and guide students to identify *cemeteries* as a key word. Have them scan the text for *cemeteries* and find the answer to the question.
- **12** Point out the chart in Activity 12 on p. 22. Read the directions aloud. Say *Scan the text of "November Celebration" for information. Use the information you find to complete the chart.*
- Have students work independently to complete the chart.

## Apply 13

- **13** Pair students. Read aloud the Activity 13 directions, and have two students read aloud the model dialogue at the bottom of p. 22. Say *Look at the pictures in "November Celebration." Talk about what you see and what you like in each photo.*
- Have partners discuss what they see and like in each photo. Then ask *What information do the photos give about the November celebration in Mexico? How do the photos help you understand what the text says about the celebration?*

## Wrap Up

- Have students scan "November Celebration" and call out details about the festival. List the details on the board. Then ask *How is this festival like a celebration that you know? How is it different?* Write students' responses on the board, and discuss as a class.

### About the Photo

The photo at the bottom of p. 22 shows traditional candy skulls from Michoacán de Ocampo, a state in west-central Mexico. These skulls are sold at open-air markets, along with other items related to the Day of the Dead holiday, which is known as *Día de los Muertos* in Mexico. Candy skulls may feature a person's name written on the forehead, representing the soul of a person who has died.

### Reading Strategy

#### Scanning Text for Information

Make sure students understand that when they scan text for information, they should also look at titles, captions, and any other text that's not part of the main text. When scanning the main body of the text, they should look for information about the topic they need to address. For example, when scanning a text about celebrations, they might look for key words such as *costume, mask, celebrate, and fireworks.*

### Formative Assessment

- Can students
- look for information in text?  
Have students scan the text of "November Celebration." Ask them to describe two activities people participate in during the festival.
  - talk about celebrations?  
Write *party* and *costume/mask* on the board. Have students use the words to talk about celebrations they participate in or know about.

## Mission

**Mission** Learn more about other cultures.

### Objective

Students will

- share ideas about how to find out about other cultures.

**Resources** Video: Meet the Explorer; Classroom Presentation Tool: Mission; Mission Poster

## Be the Expert

### About the Photo

The photo shows a group of people celebrating a traditional festival in Cusco, Peru. Inti Raymi, the Festival of the Sun, and Saqsayhuaman, a festival in honor of the winter solstice, were celebrated by ancient Incans. Reenactments of the festival take place in Cuzco each year on June 24.

### Meet the Explorer

When Daniel Torres Etayo was 15, he visited an archaeological site and decided he wanted to be an archaeologist. Since becoming an archaeologist, Torres Etayo has worked at dozens of archaeological sites in Cuba and elsewhere. He has studied 19th-century shipwrecks, 13th-century plazas, and caves that once were used as burial grounds.

Torres Etayo has brought new ideas, new techniques, and new ways of thinking about the past to Cuba over the years. More than that, he is passionate about Cuba's heritage, and he hopes to pass that enthusiasm down to others. As he puts it, "My work lets me speak for humans who have been gone for centuries and who have been invisible in the history books."



## Mission

- Point out the term *culture*. Say *Culture is the way people live, the language they speak, the food they eat, the clothing they wear, and the art they make.*
- Remind students that they have learned about how people in Mexico celebrate their culture with a festival on the Day of the Dead. Encourage a discussion about how students can find out more about other cultures with questions such as:

*Who can you talk to to find out how other cultures celebrate their traditions?*

*What other cultures have celebrations in your town or city?*

*What kinds of books can you read or videos can you watch to learn about other people's cultures?*

*How can you find out about the type of clothing people of other cultures wear, the type of music they play, or the traditions they keep?*

## Assessment

**Resources** Assessment Book 2 pp. 20–21, 41, 47–49, 50–53, 54–56; Assessment Book Audio CD TR: AB6–AB7

## Be the Expert

### Testing Tip

**Review regularly.** Review content regularly in class to help reinforce learning. Reviewing will also help students prepare for quizzes and tests.

## Give the Unit Quiz

- Hand out the Unit 2 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section 1** Point to the pictures on p. 20. Say *Look at the pictures.* Point to the letters. *There is a letter on each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB6.** (She likes to dress up.) When students have written a letter, ask *What letter did you write?* When students respond with the letter *D*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB6.**
- When students have completed Section 1, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences.) Repeat the process for Sections 3 and 4. (3: Match. Write the letter. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Complete the sentences.)
- Say *Now listen to an example. Write the missing words to complete the sentence you hear.* Play **TR: AB7.** (Did you watch the fireworks?) When students have completed the sentence, ask *What sentence did you write?* Begin the quiz when students respond with *Did you watch the fireworks?* Say *Let's begin.* Play the rest of **TR: AB7.**
- **Speaking instructions** Point to the images at the bottom of p. 41. Say *Look at the pictures. Answer my questions. Use complete sentences. Now listen to an example.* Point to a girl in the top left photo. Say *This is Teresa. She had a birthday last week.* Ask *Did Teresa have a party?* Say *Yes, Teresa had a party.*
- See p. 47 of the Assessment Book for questions and expected student responses.

### Assess Unit Objectives

Ask questions such as the following:

- *Did you celebrate your birthday last year?*
- *Did you eat birthday cake?*
- *Did you watch fireworks?*

**Project** For a theme-related closing activity, direct students to the Unit 2 Project Worksheet.

**Vocabulary 1** *celebrate, remember, dance, dress up, a parade, fireworks, a party, a costume, a mask, a lantern*

**Vocabulary 2** *balloons, candles, a birthday cake, an invitation, a present*

**Grammar 1** ask and answer questions using the past tense of regular verbs

**Grammar 2** ask and answer questions using the past tense of irregular verbs

**Song** *Celebrate!*

**Viewing** holidays and celebrations

**Story Time** *Holiday Colors and Lights*

**Resources** Student Book, pp. 14–21; Teacher’s Resource CD-ROM: Graphic Organizers (Two-column chart)



## Zoom In

### Vocabulary

- Play Vocabulary 1 or 2, pausing at the images in the frames. Have students name and define the target word. Press *Play* for the full-screen image and caption.

### Grammar

- Play Grammar 1 and Grammar 2. Have students describe the characters, setting, and story. Have pairs or groups role play the segment.
- Replay the segments, pausing on each caption. Call on students to read the captions aloud and describe what they see in the image on-screen.

### Song

- Divide the class into groups and assign each group one song verse. Play the song and have groups sing their verse. Have the class sing the chorus.

### Viewing

- Put students in five groups. Assign a country: China, India, Brazil, the United States, and Thailand. Say *Write how a holiday is celebrated in your country.*
- Play the Viewing segment. Have groups discuss how the holiday in their country is celebrated.

### Meet the Explorer

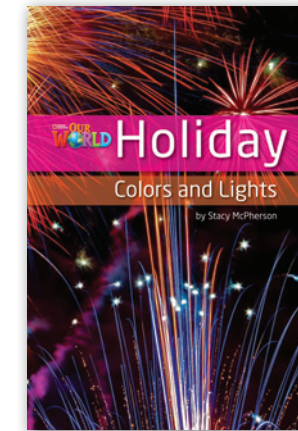
Say *Daniel Etayo is a scientist who learns about the past by studying ancient objects.* Ask *Why is it important to study objects from the past?*

### Story Time

- View *Holiday Colors and Lights* with students. Pause the video and ask questions such as *What color is popular during Chinese New Year?* (red) *What do children do during Chinese New Year?* (They carry lanterns in parades.) *How do families in India celebrate Holi?* (They dance and sing in the streets and throw colored powder at one another.)

## Holiday Colors and Lights

Color and light play an important part in holiday celebrations around the world. Read about the different ways that color and light are used in holiday costumes, parades, and decorations around the world.



## Before You Read

- **Activate prior knowledge** Ask these questions to get students thinking about the topic: *What’s your favorite color? Why do you like it? Where do you see this color? Do you see this color during holidays you celebrate? What holidays?*
- **Introduce the strategy** Give examples to help students understand what main ideas and details are. Say *The main idea in a text tells what the text is mostly about. The main idea is usually near the beginning of the text. Details come next in the text. Details give more information about the main idea.*
- Have a student read aloud the summary on the back of the book. Say *A summary usually tells the main idea of a text and gives important details.* Ask *What’s the main idea in the summary?* (People around the world use color and light in celebrations.)
- Write **Main Idea** on the board. Beside it, write *Celebrations around the world.* Then draw a three-column chart. Label the first column **Celebration and Country**, the second column **Detail 1**, and the last column **Detail 2**. Say *As we read, we’ll stop to identify details that support the main idea. As you look for details, think about what they tell about the main idea.*

## While You Read

- Stop after every few pages to help students identify details in the text. Ask the following questions:
  - p. 3: *What country does the first paragraph tell about? What details tell about celebrations in the country?*
  - p. 5: *What fact on page 5 tells how color or light is used in celebrations?*
  - p. 9: *How do Americans celebrate their country’s birthday? How do these facts support the text’s main idea?*

## After You Read

- Have students review the completed chart. Ask *How do all the details support the main idea? How does identifying the main idea and details help you understand what you read?*

**Text Type** nonfiction

**Reading Strategy** Identifying Main Ideas and Details

**Vocabulary** *celebrate, a present, a lantern, a parade, dance, a costume, a party, fireworks*

**Grammar** use past tense of regular and irregular verbs

**Resources** Classroom Presentation Tool: Story Time; Teacher’s Resource CD-ROM: Graphic Organizers (Three-column chart)

## Be the Expert

### Reading Strategy

**Identifying Main Ideas and Details** Identifying the main idea and details in informational text helps students focus on important facts and details, and understand how they relate to the main idea. Help students identify main ideas and supporting details in *Holiday Colors and Lights* by stopping every few pages and asking questions.

### Text Background

Informational text gives information about the arts, sciences, or social studies. Types of informational texts range from newspaper and magazine articles to digital information, and from nonfiction trade books to textbooks and reference materials.

Student Book

TR: 10 Unit 2. 1 Listen and read.

People all over the world have special celebrations. People celebrate their birthdays, the first day of the year, food, colors, and light. They wear costumes and masks. They dance, eat food, and sometimes watch a parade. Celebrations are fun!

a costume; a mask; a lantern; a party; fireworks; celebrate; dress up; dance; a parade

TR: 11 2 Listen and repeat.

a costume. Do you like my costume?  
 a mask. I love the colors on this mask.  
 a lantern. This lantern is beautiful.  
 a party. I like to go to parties!  
 fireworks. The fireworks are loud and colorful!  
 celebrate. We celebrate my birthday every year.  
 dress up. Let's dress up as superheroes.  
 dance. I always dance at parties.  
 a parade. It's time to watch the parade.

TR: 12 Grammar

Did you watch the parade?  
 Yes, I watched the parade.  
 Did you dance at the party?  
 Yes, I danced at the party.

TR: 13 5 Listen and repeat. Read and write.

a present. Here's a present for you. Happy Birthday!  
 a birthday cake. I love birthday cakes.  
 candles. There are seven candles on the cake.  
 an invitation. It's an invitation to a party!  
 balloons. There are eleven balloons.

TR: 14 6 Listen and stick.

OK. What do we need to do for your birthday party?  
 We can give people the invitations first!  
 Yes, great. We can write the invitations today.  
 Then we can make the birthday cake. Can we have a chocolate cake?  
 Yes, of course. And I have nine candles to put on the cake, too.  
 OK. And then we can blow up the balloons.  
 Yes—perfect. Then we are ready!

And then you can give me my presents!  
 Yes, then we can give you your presents!

TR: 15 Grammar

Did you go to the parade?  
 Yes, I went to the parade.  
 Did you see the fireworks?  
 Yes, I saw the fireworks.  
 Did you eat cake at the party?  
 Yes, I ate a piece of cake at the party.

TR: 16 9 Listen, read, and sing.

Note: Lyrics for the song *Celebrate!* are on Student Book p. 93.

TR: 17 10 The Sounds of English

Listen and say. The “ed” sound is different in each set of words.  
 1. watched; dressed 2. played; listened  
 3. celebrated; wanted

TR: 18 11 Listen and read.

**November Celebration**  
 The Day of the Dead is an important festival in Mexico. People celebrate it on the first day of November. Families take food to cemeteries, and they light candles and play music. Sometimes there are fireworks, too. People give candy and chocolate in the shape of skulls. For Mexicans, the festival is not sad. The Day of the Dead is a happy time.

Workbook

TR: 7 Unit 2. 3 Listen and write.

1. Did you walk to the party?  
 2. Yes, we walked to the party.  
 3. Did your cousins dance with you?  
 4. Yes, they danced with me.  
 5. Did you smell the yummy food?  
 6. Yes, I smelled the yummy food.

TR: 8 10 Listen to the song. Read and write.

Note: Lyrics for the song *Celebrate!* are on Student Book p. 93.

TR: 9 12 Listen.

Draw a box around words that have the *ed* sound as in *watched*. Circle words that have the *ed* sound as in *played*. Underline words that have the *ed* sound as in *celebrated*.

dressed; waited; listened; painted; danced; looked; smiled

TR: 10 13 Listen and read.

Celebrating the Sun

In Sweden, people celebrate the sun. In summer, days are long and nights are short. The festival of Midsummer happens in June. People celebrate the longest day of the year and the start of summer. People decorate their homes with flowers and leaves. Many people wear beautiful costumes to the festival. They dance and sing songs. They eat fish, potatoes, fruit, and other foods. People enjoy the sunlight and can forget about the cold, dark days of winter.

Answer Key

Unit Opener SB p. 14

1. colors, 2. a drum, 3. Answers will vary.

5 SB p. 19

1. an invitation, 2. a birthday cake, 3. balloons, 4. candles, 5. a present

6 SB p. 19

1. invitations, 2. birthday cake, 3. candles, 4. balloons, 5. pile of presents

7 SB p. 20

sing—sang  
 drink—drank  
 wear—wore  
 have—had  
 write—wrote  
 give—gave  
 take—took

13 SB p. 22

Day of the Dead	
Where do people celebrate it?	in Mexico
When is it?	on the first day of November
Why do they celebrate it?	They think of the dead people in their family.
What do people do?	Families take food to cemeteries and light candles and play music. They give candy and chocolate in the shape of skulls.

Workbook

Go to pp. 207–208 for the Workbook Answer Key for this unit.

# My Weekend

## Look and check. Then answer the question.

1. The boy is

- playing basketball.  
 playing volleyball.  
 playing soccer.

2. What is the boy thinking?  
Write a caption.



Tegucigalpa, Honduras

24

## In This Unit

**Theme** This unit is about hobbies and free-time activities.

### Content Objective

- Students will
- identify and describe free-time activities and hobbies.

### Language Objectives

- Students will
- talk about free-time activities.
  - talk about the past.
  - talk about hobbies.

### Vocabulary

**Vocabulary 1** *go to the movies, go on a picnic, stay home, lose, win, exciting, interesting, text my friends, busy*

**Vocabulary 2** *go horseback riding, go fishing, go hiking, go swimming, go ice skating*

### Grammar

**Grammar 1** use the simple past with *didn't* in long answers

**Grammar 2** use the *go + -ing* form in the simple past

### Pacing Guides L4U3

**Mission** Try new things.

### Related Vocabulary

*sidewalk, wall*

## Be the Expert

### About the Photo

People in some English-speaking countries, such as England and Australia, call the game of soccer *football*. People in the United States and Canada use the word *soccer*. Soccer is the most popular team sport in the world.

This photo shows a boy playing soccer in Tegucigalpa, Honduras. If possible, point out Honduras on a world map.

### Our World in Context

Days each week in which people don't normally go to school or work are called *the weekend* in English. Students in many countries around the world don't go to school on Saturday and Sunday. However, in some countries, many students do go to school on Saturday. In that case, Sunday would be the only day of the weekend.



25

## Unit Opener

### Objectives

- Students will
- analyze a photo for information.
  - accurately describe a photo.
  - make an inference.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster; World Map Poster

## Introduce

- **Activate prior knowledge** Write *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday* on the board. Say *These are the days of the week*. Ask *What days do you go to school?* Underline the days students go to school. Circle the remaining day or days.
- **Build background** Say *The name of our next unit is "My Weekend."* On the board write *weekend* and say *The weekend is the end of the week*. Point to the circled day or days on the board. Say *This is the weekend*.
- **Preteach** Say *On the weekend, we usually don't go to school. We have free time*. Write *free time* on the board and say *Free time is time to relax. Free time is time to play*.

- Say *Open your books to pages 24 and 25*. Have students look at the photo. Say *This boy is not at school. He's not working*. Ask *Is this boy playing?* (yes) Say *Yes, this boy is playing. He has free time*.
- Ask questions to encourage discussion of the photo.
  - What do you see?* (a boy, a ball, a street)
  - Is the boy at school?* (no)
  - Is the boy playing or working?* (playing)
- Guide students through the first part of the activity on p. 24. Read each answer choice aloud. Ask students to say *yes* or *no*. Confirm the correct answer. Ask *In your free time, do you play soccer? How do you feel when you're playing?* Call on students to answer aloud.
- Then point to the bubble. Say *Write a caption that tells what the boy is thinking about*. When students are finished, have several students share their answers.

## Objectives

- Students will
- identify free-time activities.
  - tell about what they do on weekends.

**Vocabulary** go to the movies, go on a picnic, stay home, lose, win, exciting, interesting, text my friends, busy

**Academic Language** context

**Content Vocabulary** outside, relax

**Resources** Workbook pp. 20–21; Audio CD TR: 19–20; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Activity Worksheet 3.I

**Materials** colored pencils, drawing paper, markers, index cards

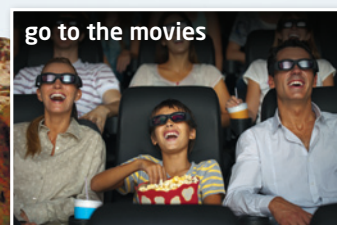
## Related Vocabulary

boats, cliffs, eat out, go to the beach, sand, shore, visit a museum

### 1 Listen and read. TR: 19

### 2 Listen and repeat. TR: 20

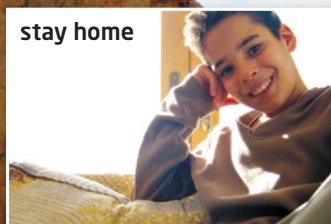
The weekend is a time to relax and do fun things. Sometimes we stay home. We do our homework, play games, text our friends, and watch TV. Other times we go out and visit interesting places, play outside, or see friends. It's nice to keep busy! What do you do on weekends?



go to the movies



go on a picnic



stay home



lose



win



exciting



interesting



text my friends



busy

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



## Teaching Tip

When students are learning several new vocabulary terms at once, help them to use the new terms together in context. For example, point out instances in which a new vocabulary term can describe or tell about another new vocabulary term, such as *I text my friends when I'm not busy doing homework.*

## Formative Assessment

Can students

- identify free-time activities?  
Act out, draw, or point to a picture of an activity on pp. 26–27. Ask students to name the activity and use it in a complete sentence.
- tell about what they do on weekends?  
On the board, write *What do you do on the weekend?* and the sentence frame *I \_\_\_\_\_ on the weekend.* Ask students to read the question and complete the sentence.

**Review** For additional practice, direct students to Activity Worksheet 3.I.

## Warm Up

- **Set the stage** Say *On weekends, many people don't go to work. They have free time. I usually (visit my friend's house). Sometimes, I (stay home). I never (go to work) on the weekends.*
- **Recycle** Say *Let's talk about some things to do on the weekend.* On the board, write *go to the movies* and *go on a picnic*. Say *These are two free-time activities. Where can we go to see movies?* (a movie theater) *Where can we go on a picnic?* (a park)
- On the board, write: *I go to \_\_\_\_\_ on the weekends.* Ask *What are some other places you go on the weekends?* List students' responses on the board. Call on students to read the sentence frame aloud, filling in the blank with an item from the list.

## Present

- Say *Open your books to page 27.* Point to *busy*. Say *At school, we're busy. At work, we're busy. Busy means we don't have free time.*
- Say *Look at the pictures on page 26. These are things we can do on the weekend, when we have free time.* Point to each photo, say the words aloud, and have students repeat after you.
- Point to *exciting* and *interesting*. Say *We can use these words to describe activities.* Model each term for students. For example, raise your arms over your head and say *Exciting!* Point to *win*. Say *It's exciting when we win!* Look closely at an object and say *This (book) is very interesting.*

## Practice 1 2

- **1** Say *Let's listen to words about weekend activities. Listen to the paragraph on page 26 and the words on pages 26 and 27.* Play TR: 19.
- **2** Say *Now listen to words and sentences. Repeat the words and sentences after you hear them.* Play TR: 20.
- Write *always, never, usually, and sometimes* on individual index cards. Hold up *sometimes* and say a sample sentence, such as *I sometimes (go to the movies) on the weekend.* Walk around the room and have students choose a card and read it aloud. Then ask another student to select a term on pp. 26–27 and say a sentence that uses the word on the card. Write sentences on the board.

## Apply 3

- **3** Point to the model dialogue on p. 27. Ask two students to read the dialogue aloud. Say *Write some things you do on the weekends. Write how often you do the activity.* (always, never, sometimes, usually)
- Pair students. Say *Talk with your partner about what you do on the weekends and how often you do those things.* Have students take turns asking and answering questions.

## Wrap Up

- Hand out drawing materials. Assign each student an activity from pp. 26–27. Say *Draw a picture of yourself doing the activity. Write a sentence that tells about it.*

## Objectives

- Students will
  - talk about the past using *didn't*.
  - describe what they did and didn't do on the weekend.

**Grammar** use the simple past with *didn't* in long answers

**Resources** Workbook pp. 22; Audio CD TR: 21–22; Video: Grammar I; Classroom Presentation Tool: Grammar I; Teacher's Resource CD-ROM: Graphic Organizers (T-chart)

## Related Vocabulary

*go shopping, go rock climbing, go mountain climbing, go dancing*

## GRAMMAR TR: 21

How was your weekend? It was boring. I **didn't do** anything special.  
 What did you do? I went to a soccer game.  
 Did your team win? No, they **didn't win**. They lost.

### 4 Listen. Underline the answer. TR: 22

What did you do on the weekend?

- We **went / didn't go** on a picnic.
- I **went / didn't go** to the movies.
- We **won / didn't win** the basketball game.
- I **watched / didn't watch** TV.

### 5 Work in a small group. Take a survey. Ask and answer. Tell about your weekend.

Name	stay home	text friends	go to the movies	watch TV	win a game

Did you stay home on the weekend?



No, I didn't. What about you?

28

## Warm Up

- On the board, draw a T-chart with columns labeled **Does** and **Doesn't**. Write sample activities in each column. Pair students and hand out T-chart graphic organizers. Ask pairs to complete their own T-charts and write one or two things their partner does and doesn't do on weekends.

Does	Doesn't
(Adila) does go to the movies.	(Jamil) doesn't go to the movies.
(Jamil) does go on a picnic.	(Adila) doesn't stay home.

- Call on students to share sentences about what their partner *does* and *doesn't* do on the weekends.

## Present

- Write *How was your weekend?* on the board. Say *We can talk about what we did and didn't do on the weekend.*

- Write the following on the board:

do → did      don't do → didn't do  
 go → went      don't go → didn't go  
 stay → stayed      don't stay → didn't stay

- Say *The arrows point to words that you can use to talk about the past, or what already happened.* Say *To talk about the past, put did not or didn't in front of the action word.* Point to *didn't go* and circle *go*.

- Choose two items from the **Doesn't** column in the T-chart on the board. Write sentences such as *(Jamil) didn't go to the movies.*

## Grammar in Depth

*Didn't* is the past tense form of *don't*, and is a contraction of the words *did* and *not*. When *didn't* is paired with an action word to talk about the past, the action word remains in the base form.

Remind students not to change the action word to the past tense when using *didn't*. For example, to change *don't go* to the past tense, change *don't* to *didn't*, but keep *go* in the infinitive form. Students should say *didn't go*, not *didn't went*.

- Have students open their books to p. 28. Point to the grammar box. Say *Let's listen to some sentences. Listen for the word didn't.* Play TR: 21.

## Practice 4

- Write the following on the board:

go to the movies → didn't go to the movies  
 win the game → \_\_\_\_\_ the game  
 text my friends → \_\_\_\_\_ my friends  
 stay home → \_\_\_\_\_ home

- Read the example with students. Ask students to copy the items and complete them with *didn't* plus the correct form of the verb.
  - Call on students to read phrases aloud.
- 4 Read the activity directions aloud. Say *Listen to each sentence. Underline the words that tell what the sentence said.* Play TR: 22 and pause after item 1. Have students underline *didn't go*. Then have them complete items 2–4. Review answers.

## Apply 5

- Tell students about your weekend. Say *My weekend was (interesting). I (didn't stay home). I (went on a picnic). I (watched animals in the park). Then I (played soccer). We (won!)*
- Say *Now, think about your weekend.* Write the following sentence frame on the board: *My weekend was \_\_\_\_\_.* Ask students *How was your weekend?* If students have difficulty responding, have them use the sentence frame.
- 5 Put students into groups. Say *Ask and answer questions about your weekend. Take a survey. Talk with members of your group. Fill in the chart.* Read the model dialogue on p. 28 with a student. Walk around the room and listen to students as they do the activity. If students have trouble asking and answering questions, refer them to the model dialogue.

## Wrap Up

- Have students form a circle. Stand in the center. Point to a student and ask *What did you do on the weekend?* Have the student answer. Point to the next student and ask *What didn't you do on the weekend?* Continue alternating questions.

## Formative Assessment

Can students

- talk about the past using *didn't*?  
 Ask students to name familiar home- or school-related activities. Have them identify which activities they didn't do last weekend.
- describe what they did and didn't do on the weekend?  
 Ask *What did you do on the weekend?*  
*What didn't you do on the weekend?*



Objectives

- Students will
  - identify more free-time activities.
  - tell what free-time activities they do and don't want to do.

**Vocabulary** go horseback riding, go fishing, go hiking, go swimming, go ice skating

**Resources** Workbook p. 23; Audio CD TR: 23; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Graphic Organizers (Word web), Activity Worksheet 3.2

**Materials** a ball

Related Vocabulary

fishing rod, goggles, skates

6 Listen and repeat. Read and write. TR: 23



go horseback riding



go fishing



go hiking



go swimming



go ice skating

- I \_\_\_\_\_ in winter. I can go fast on the ice.
- I \_\_\_\_\_ with my Dad. We don't catch many fish!
- I \_\_\_\_\_ sometimes. Horses can run very fast.
- I \_\_\_\_\_ with my family. We go into the woods.
- I \_\_\_\_\_ every weekend. I can swim very well now.

7 Stick your favorite activities. Work with a partner. Ask and answer.

Do you want to go fishing? No, I don't. I want to go hiking.

1

2

3

4

5

29

Warm Up

- Set the stage** Say *On weekends, some people like to exercise. Sometimes they like to do this.* Run in place. Ask *What do they like to do?* (run) Then say *Sometimes, (I do this with a friend) on weekends.* Call a student to the front of the room. Toss a ball back and forth a few times. Ask *What weekend activity (do I like to do with my friend)?* (play catch)

Present

- Say *Now we'll learn some new words for activities we can do on weekends.* Hold up a Student Book open to p. 29.

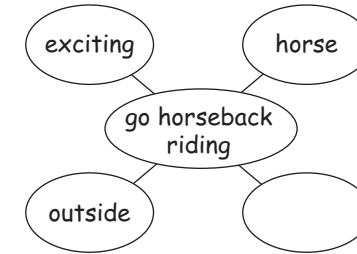
- Point to each activity, say its name aloud, and act it out. For example, say *go fishing* and pretend to cast with a fishing pole. Have students repeat the name of the activity and act it out with you.
- Say *Open your books to page 29. Look at the photos.* Have students point to each photo and say the words aloud. Point to each photo and ask questions such as *What do you see in the photo? Do you think this is a winter or summer activity? Why?* ✓ Ask *What are the activities with animals?* (go horseback riding, go fishing) *What are the activities with water?* (go fishing, go swimming, go ice skating) *What activity has walking?* (go hiking)

Teaching Tip

Have students keep a portfolio of the graphic organizers they complete in class. Graphic organizers can be used as review material in later lessons. As students continue to learn new words and grammar structures, have students review previously completed graphic organizers and add new details. Revisiting past material in graphic organizers not only gives students a chance to refresh their memory, but also to think critically as they connect past content with what they're presently learning.

Practice 6

- 6 Say *Let's listen to words and sentences. Say the words and sentences after you hear them.* Play TR: 23. Then read the directions for Activity 6 aloud.
- Point to item I. Ask *What activity has the word ice in it?* (go ice skating) Have students write *go ice skating* for item I. Then have them complete the remaining items. Review the answers as a class.
- Draw a word web on the board. Write *go horseback riding* in the center circle. Have the class brainstorm words that describe the activity. Use students' responses to fill in the web.



- Assign each student one of the remaining vocabulary terms. Hand out copies of the word web graphic organizer. Have students complete their own webs.

Apply 7

- 7 Pair students. Say *Look at the sticker activity on page 29.* Model the dialogue with a student. Say *There are six stickers. Pick your five favorite stickers.*
- Write *Do you want to \_\_\_\_\_?* on the board. Model the conversation with a student. Ask *Do you want to (go ice skating)?* If the student has the *ice skating* sticker, have her reply *Yes, I want to go ice skating* and place the sticker in the box. If she does not have *ice skating* as a favorite sticker, have her reply *No, I don't. I want to (go swimming)* and place the *(go swimming)* sticker in the box.

Wrap Up

- Draw clues on the board, such as trees, hiking shoes, and backpacks. Have students guess which activity you are drawing. (go hiking) The student who guesses correctly then comes to the board and draws clues for a different activity for the class to guess. Repeat for all the vocabulary terms.

Formative Assessment

- Can students
  - identify more free-time activities? Write this sentence frame on the board: *Some people \_\_\_\_\_.* Act out each of the five activities, and have students guess each activity and complete the sentence frame.
  - tell what free-time activities they do and don't want to do? Have students look at the vocabulary terms on p. 29 and say which activities they do and don't want to do.

**Review** For additional practice, direct students to Activity Worksheet 3.2.

**Objective**

- Students will
- describe past activities using *go + -ing*.

**Grammar** use the *go + -ing* form in the simple past

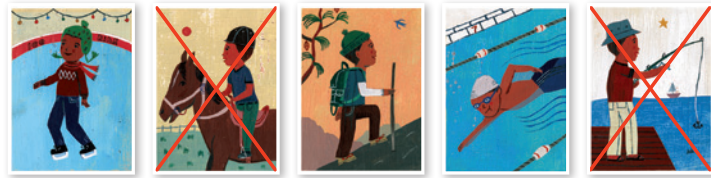
**Resources** Workbook p. 32; Audio CD TR: 24; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 3.3

**Materials** coins

**GRAMMAR TR: 24**

What **did** you **do** last weekend? We **didn't** go hiking. We **went** swimming.

**8 Look and write.**



What did Carlos do on the weekend?

- He went ice skating.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**9 Play a game.** Cut out the game board on page 101. Play with a partner. Take turns. Flip a coin.

What did you do last weekend?



**Heads:** Yes + move one space  
**Tails:** No

I didn't go to a party.

30

**Warm Up**

- Recycle** Ask *What words about outdoor activities have we learned?* (go horseback riding, go fishing, go hiking, go swimming, go ice skating) Write these phrases on the board.
- Preteach** Say *I did some of these things last weekend. But I didn't do all of them.* Point to go hiking and say *I went hiking on Sunday morning.* Then point to go fishing and say *I went fishing on Sunday afternoon.* Have students repeat each sentence after you. Then point to the remaining terms. As you point to each one, say *Last weekend, I didn't go (horseback riding, swimming, ice skating).* Have students repeat after you.

**Present**

- Explain** Say *We can talk about what we did last weekend. Last weekend is in the past. When we talk about the past, we change go to went and don't go to didn't go.* Write this model on the board:

<u>On the weekend</u>		<u>Last weekend</u>
I go fishing.	→	I went fishing.
I don't go fishing.	→	I didn't go fishing.

- Say *Open your books to page 30. Look at the grammar box.* Play **TR: 24** and have students read along. Point out that *go* does not change to *went* when it comes after *didn't*.

**Grammar in Depth**

A verb phrase is a main verb and at least one helping verb, such as *be, do, have, will, or can*. In the sentence *I did go shopping*, the verb phrase is *did go*.

In the sentence *I didn't ride my bike*, the verb phrase is *did ride*. The adverb *not* or the *n't* in a contraction is not part of a verb phrase.

**Practice 8**

- 8** Point out Activity 8. Say *Look at the pictures. What activities do you see?* Point to *horseback riding* and *fishing*. Say *What do you see over each of these two pictures?* (a red X) Say *A red X tells us Carlos didn't do that activity.*
- Have a student read the activity question aloud. Then review item 1. Point to the first picture. Ask *What activity is this?* (go ice skating) *Is there a red X?* (no) *How do we say go in the past?* (went) Read the completed sentence with students. Then have students complete the activity. ✓ Say *Imagine there's a red X over the picture of Carlos hiking. How would you say the sentence then?* (Carlos didn't go hiking.) If students answer incorrectly, review the information in the grammar box.

**Apply 9**

- Pair students, and have partners cut out the game board. Point to each activity on the board and ask *What activity is this?*
- 9** Read aloud the model dialogue on p. 30. Then model the game. Flip a coin. If it's heads, look at the activity on the game board and say *I (went shopping) last weekend.* Move forward one space. If it's tails, say *I didn't (go shopping).* Hand out two coins to each pair; one to serve as a marker, the other for students to flip. Say *Ask your partner "What did you do last weekend?" Listen to what your partner did or didn't do.* Have students play the game.

**Wrap Up**

- Have students fold a sheet of paper in half. On one half, have them draw an activity they did last weekend. On the other half, have them draw an activity they didn't do, and draw a red X over that picture. Ask students to write a sentence under each picture, using either *went* or *didn't go*.

**Formative Assessment**

- Can students
- describe past activities using *go + -ing*? Have students name activities they performed in the past.

**Review** For additional practice, direct students to Activity Worksheet 3.3.

## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary 1** stay home, lose, text my friends, win

**Vocabulary 2** go fishing, go swimming, go hiking, go horseback riding

#### Grammar

**Grammar 1** use the simple past with *didn't* in long answers

**Grammar 2** use the *go + -ing* form in the simple past

**Resources** Workbook p. 25; Audio CD TR: 25; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 3.4

#### Related Vocabulary

baseball bat

### The Sounds of English

**Resources** Workbook p. 25; Audio CD TR: 26; Classroom Presentation Tool: The Sounds of English; The Sounds of English Card 24

**Materials** sheets of paper, each with a drawing of a soccer goal, one per group; index cards, each with a drawing of a soccer ball, multiple cards per group

10 Listen, read, and sing. TR: 25



**Free Time**

What did you do on your weekend?  
Did you stay at home? Did you have some fun?  
What did you do on your weekend?  
Did you go outside and play in the sun?  
Did you go fishing?  
Did you play baseball?  
Did you go walking?  
What did you do?

**THE SOUNDS OF ENGLISH TR: 26**  
water

11 Listen. Underline the words that have a sound like the *w* in *water*.

1. How was your weekend?
2. What did you do?
3. Did you go walking?
4. Where did you go?

31

### Use the Song 10

- **Predict** Say *Open your books to page 31. What are the people doing?* Have students tell about what they see in the pictures. Next, have students read the title of the song. Say *Think about the pictures and the name of the song. What do you think the song is about?* Write students' predictions on the board.
- Have students look at the pictures again. Ask *Who likes to (play baseball) on the weekend? Who likes to (go swimming) on the weekend?* Have students raise their hands for each activity. Say *(Marissa, Yuri, and Jay) play baseball on the weekend. (Ahmed, Manuel, and Farah) go swimming on the*

*weekend.* Ask *What other things do you like to do in your free time on the weekends?* List students' ideas on the board.

- **10** Say *Now let's listen to a fun song about things you can do in your free time!* Play the song (TR: 25) once as students follow along. Complete song lyrics are on p. 94 in the Student Book.
- Then say *Turn to page 31 in your books.* Play TR: 25 a second time. Have students point to each vocabulary term as they hear it mentioned in the song.

### Extend

- Pair students. Have pairs first talk with each other about three things from the song that they do in their free time. Then have pairs talk about three things from the song that they don't do in their free time.
- Play the following lines from the song: *"Did you go swimming? / Did you go hiking? / Did you go horseback riding?"* Write *went* and *didn't go* on either side of a note card. Hold up one side of the card and ask students to say an answer to the question using either *went* or *didn't go*.

### The Sounds of English: /w/ as in *water* 11

- Introduce the /w/ sound by pointing to yourself and one student. Say *we*, placing emphasis on the /w/ sound made by the letter *w* at the beginning of the word. Say *The letter w makes the /w/ sound.* Slowly say the word again: *w...e*.
- On the board, write the sentence *We walked by the flowers near the water.* Underline the four occurrences of the letter *w*. Say *Let's read the sentence together. Say it with me.* Have the class say the sentence aloud with you. Point out the underlined *w* in the words *we*, *walked*, *flowers*, and *water*. Repeat the sentence again with the class, pointing to the *w* in each word as you say the word.
- **11** Have students turn to p. 31 in their books. Say *Now let's listen and underline.* Play TR: 26 and pause after item 1. Say *Some words in the sentence have a w sound. Listen again and underline the words with the w sound.* Have students listen to the sentence and underline. Then repeat the process for items 2–4. Discuss answers as a class.
- Call on students to answer each of the four questions in Activity II. Encourage a class discussion of activities that students engaged in on the weekend. Monitor students' pronunciation and grammar usage and provide guidance as needed.
- Put students into small groups. Give each group a sheet of paper with a drawing of a soccer goal. Have groups write the letter *w* on the goal. Hand out index cards that each have a drawing of a soccer ball. Tell students to think of as many words as they can that have the letter *w* and write each word on one of the index cards. The group with the greatest number of *w* words attached to the soccer goal wins.

## Be the Expert

### Teaching Tip

When using a song during class, sing or listen to parts of the song before moving from one lesson activity or lesson to the next. Sing one part of the song at the beginning of class, and sing the remaining parts of the song before the start of each new activity or lesson.

### The Sounds of English Cards

You can use The Sounds of English Card 24 to teach the /w/ sound. The card and corresponding audio are available on the *Explore Our World* website.

Objectives

- Students will
  - describe the parts and the contents of a museum.
  - identify an author's purpose.

Reading Strategy Identifying an Author's Purpose

Academic Language *author, information, opinion*

Resources Workbook pp. 26–27; Audio CD TR: 27; Classroom Presentation Tool: Reading; Teacher's Resource CD-ROM: Graphic Organizers (Two-column chart); World Map Poster

Related Vocabulary

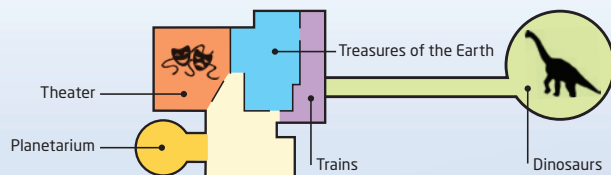
*models, planetarium*

12 Listen and read. TR: 27

# Wow! Look at That!

At The Children's Museum in Indianapolis, USA, there are giant models of dinosaurs outside. Some of them are running away, and others are looking in through the window! It's very exciting!

Inside the museum, you can go to the theater, learn about the stars in the planetarium, and go rock climbing. You can even celebrate your birthday there!



13 Work with a partner. Talk about the museum. Take turns. Ask and answer questions.

Did you like the museum? Yes, I did. I saw dinosaurs!



- One special night, the dinosaur models at the museum came to life.
- The dinosaur museum is on Main Street next to the library.
- I think the dinosaur museum is really interesting.

- Say *Read the sentences. Which sentence gives an opinion?* (sentence 3) *Which sentence tells a story?* (sentence 1) *Which sentence gives information?* (sentence 2) Discuss as a class.
- 12 Say *Open your books to page 32.* Play TR: 27 and have students read along.
- Say *Does the reading give an opinion, tell a story, or give information? Listen again.* Replay TR: 27.

## Warm Up

- Write *museum* on the board. Say *A museum is a building with interesting things in it. You can visit a museum to look at these interesting things.* Ask *Did anyone visit a museum last weekend?*

## Present 12

- Write *Give an opinion, Tell a story, and Give information* on the board. Say *Sometimes, people write to give an opinion, or tell about what they like and don't like. Sometimes, people write to tell stories. People write to give information, too.* Write these sentences on the board:

Pause after each paragraph and ask questions:

Paragraph 1: *Does the writer describe the dinosaurs or tell a story about dinosaurs?*

Paragraph 2: *What things can you see and do in the museum?*

- Help students identify the author's purpose. *Did the author tell a story?* (no) Ask students to underline sentences that give information. Say *The author gives a lot of information.*
- Graphic literacy Point out the infographic on p. 32. Say *This is a map of part of the museum. It tells us about things in the museum. What's next to the trains?* (Treasures of the Earth) Ask students to make their own questions using *next to*. Provide this sentence frame: *What's next to \_\_\_\_\_?* Have students read their questions aloud. Have students look at the museum map to answer.

## Practice

- Draw the following two-column chart on the board:

Do at the museum	See at the museum

- Say *Imagine you're at the Children's Museum.* Ask *What can you see in the museum? What can you do in the museum?* Give students time to reread the text and call out answers. Write answers in the appropriate columns on the chart.

## Apply 13

- 13 Read aloud the activity directions and the model dialogue on p. 32. Say *Think about The Children's Museum. Imagine that you visited the museum.* Ask *What did you see at the museum? What did you do at the museum?* Give students time to write their ideas in a list. Then pair students. Say *Tell your partner about the museum. Answer your partner's questions. Then ask your partner about the museum.* Ask "What did you see at the museum? What did you do at the museum?" Have students take turns asking and answering questions about the museum.

## Wrap Up

- Have students reread "Wow! Look at That!" Say *The author's main purpose in this text is to give information about the Children's Museum in Indianapolis.* Ask *Do you think the author does a good job of telling readers about the museum? Why or why not?* Have students write two sentences to answer the questions. Call on students to read their sentences aloud.

### About the Photo

The photo shows the Children's Museum of Indianapolis, in the U.S. state of Indiana. The museum is one of the largest children's museums in the world, with over one million visitors each year. In addition to the dinosaur models outside of the building, the museum also features two fossil skeletons of *Tyrannosaurus rex*, or *T. rex*.

### Reading Strategy

#### Identifying an Author's Purpose

Identifying an author's purpose is an important critical-thinking skill. Be sure students understand that people write for different reasons: to give opinions about what they like and don't like or explain what they believe is good or bad, to tell stories, to entertain readers, and to give information.

Have students ask themselves questions such as these when reading to identify an author's purpose: *Does the author want me to think this is good or bad? Does the author want to make me laugh, cry, or feel some other strong emotion? Does the author want me to learn about a topic?*

### Formative Assessment

- Can students
  - describe the parts and contents of a museum?
- Draw students' attention to the museum map on p. 32. Ask questions such as *What part of the museum is this? What can you do or see in this part?*
- identify an author's purpose?
  - Have students read the text of another reading in the Student Book. Ask *What is the author's main purpose for writing the text? Does the author want to give an opinion or information? Does the author want to tell a story?*

## Mission

**Mission** Try new things.

### Objective

Students will

- identify new things they want to try.

**Resources** Video: Meet the Explorer; Classroom Presentation Tool: Mission; Mission Poster

## Be the Expert

### Meet the Explorer

Iain Couzin is a scientist who studies how animals act in groups. By observing and analyzing group behavior in animals, Couzin aims to understand patterns of nature. He hopes to use this information to gain new insights into group behavior in people.

Couzin's research on how birds, fish, and ants cooperate in groups has led to the realization that animals have highly coordinated social systems. These systems allow groups to do things collectively and make decisions together.

Couzin uses a mix of fieldwork, lab experiments, computer simulations, and mathematical models to test his theories. By quantifying collective behavior, Couzin hopes to transfer the knowledge of group dynamics from animals to people.

**Try new things.**

What new things would you like to learn to do?

**NATIONAL GEOGRAPHIC**

**Iain Couzin**  
Behavioral Ecologist  
Emerging Explorer

"I never had special training in math or computer science, but I realized the power of using computational tools, so I basically taught myself programming."

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## Mission

- Point to the photo and to the verb *Try*. Say *The person is trying something new. To try means to do something for the first time.*
- Remind students that they have learned about different activities people do in their free time. Encourage a discussion about new things that students would like to learn to do with questions such as:

*Is there an activity you have seen other people do that you would like to learn to do?*

*Why would you like to learn to do the activity?*

*Is there an activity that you would not like to learn to do? Why not?*

## Give the Unit Quiz

- Hand out the Unit 3 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section I** Point to pictures on p. 22. Say *Look at these pictures.* Point to letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR:AB8**. (My friend likes to go fishing.) When students have written a letter, ask *What letter did you write?* When students respond with the letter G, begin the quiz. Say *Let's begin.* Play the rest of **TR:AB8**.
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Look. Write sentences. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Circle the answers.)
- Say *Now listen to an example.* Play **TR:AB9**. (How was your weekend? It was busy.) When students have circled their answer, ask *What sentence did you circle?* Begin the quiz when students respond *It was busy.* Say *Let's begin.* Play the rest of **TR:AB9**.
- **Speaking instructions** Point to the images at the top of p. 42. Say *Look at the pictures. Answer my questions. Use complete sentences. Now listen to an example.* Point to the people at the movies. Ask *What did they do last weekend?* Say *They went to the movies.*
- See pp. 47–49 of the Assessment Book for questions and expected student responses.

## Assessment

**Resources** Assessment Book pp. 22–23, 42, 47–49, 50–53, 54–56; Assessment Book Audio CD TR: AB8–9

## Be the Expert

### Testing Tip

**Be prepared.** Think about how students should ask questions during tests (raising their hands, coming to the teacher's desk, etc.), whether or not they are allowed to write on paper copies of the test, what they should do with their other books and school materials during testing, and how/if they should turn in their test when they are finished. Write directions and guidelines on the board before the testing session and state them verbally, so that testing procedures are clear to all students.

### Assess Unit Objectives

Ask questions such as the following:

- *How was your weekend?*
- *What did you do last Saturday?*
- *Did you go on a picnic?*

**Project** For a theme-related closing activity, direct students to the Unit 3 Project Worksheet.

**Vocabulary 1** *go on a picnic, go to the movies, stay home, text my friends, win, lose, exciting, interesting, busy*

**Vocabulary 2** *go hiking, go swimming, go fishing, go horseback riding, go ice skating*

**Grammar 1** use the simple past with *didn't* in long answers

**Grammar 2** use the *go + -ing* form in the simple past

**Song** *Free Time*

**Viewing** activities people do on the weekend

**Story Time** *Coyote's Weekend*

**Resources** Student Book pp. 24–31; Teacher's Resource CD-ROM: Graphic Organizers (T-chart)



## Zoom In

### Vocabulary

- During the vocabulary scenes, pause after each frame with an activity. Ask *What activity is this?*
- Have students name each activity. Then ask students to say a word to describe each activity, such as *exciting, interesting, fun, or boring.*

### Grammar

- View Grammar 2. Say *Watch what the bears do on the weekend.*
- After viewing the animation, ask *What did the bears do first? What did the bears do next? What did the bears do after that?* Ask students to respond using *The bears went \_\_\_\_\_.*

### Song

- Play *Free Time* once. Play it again. Have students act out Sofia's movements with her.

### Viewing

- Pause the video after each activity. Ask *Do you (go fishing) on weekends? Where do you (go hiking)? Who do you (go on picnics) with?*

### Meet the Explorer

- Say *Iain Couzin learned to program computers so he could better study group behavior in animals.* Ask *What do you want to learn in order to do something better?*

### Story Time

- View *Coyote's Weekend* once with students. Ask *What does Coyote do on the weekend?*
- View *Coyote's Weekend* again. Pause the video and ask questions such as *Why does Rabbit trick Coyote with the rock?* (Rabbit wants Coyote's food.) *What does Coyote see that he thinks is cheese?* (the moon's reflection) *Why does Coyote drink all the water in the pond?* (He thinks there's cheese under the water.)

## Coyote's Weekend

On Saturday, Rabbit sees Coyote having a picnic. On Sunday, Rabbit sees Coyote cooking fish. Can Rabbit trick Coyote to get Coyote's food?



## Before You Read

- **Activate prior knowledge** Ask students *Do you like to go hiking? Do you like to go on picnics? Do you like to go fishing?* Say *A character in our story, named Coyote, likes to do these things on the weekend.* Then ask *Do you like to trick people? Do you know any tricks?* Say *Another character in our story, named Rabbit, likes to trick Coyote.*
- **Introduce the strategy** Say *As we read, we learn about the characters in the story.* Guide students to look for details about what Coyote and Rabbit look like, how they think, and what they like to do. Say *When we know about, or understand, Coyote and Rabbit, we can talk about how they're the same and different.*
- Have students draw two word webs, with Coyote in the center of one web, and Rabbit in the center of the other. As students read, have them write words and phrases in the outer circles that describe what each character does.

## While You Read

- Stop every few pages and ask questions to help students understand each character.
  - p. 5: *How does Coyote get his food? How does Rabbit get his food?*
  - p. 7: *Does Coyote work hard to get his food? How does he get fish?*
  - p. 11: *Does Rabbit catch his own fish?*

## After You Read

- After they finish reading the story, ask students to work with a partner and use their word webs to compare what Coyote and Rabbit each did and didn't do. Have students write down sentences to share with the class. Remind students to use *went* and *didn't go*.

**Text Type** folktale

**Reading Strategy** Understanding and Comparing Characters

**Vocabulary** *go hiking, go on a picnic, go fishing, go swimming*

**Grammar** use the *go + -ing* form in the simple past

**Resources** Classroom Presentation Tool: Story Time; Teacher's Resource CD-ROM: Graphic Organizers (Word web)

## Be the Expert

### Our World in Context

The Mayan people created one of the greatest ancient civilizations. The Maya lived in southern Mexico, Guatemala, and Northern Belize—much of what is now called Central America. The Maya constructed more than forty cities in these regions, and built large temples, pyramids, and palaces. Today, many descendants of the Maya people still live in Central America.

### Text Background

*Coyote's Weekend* is based on a Mayan folktale. People around the world use folktales to tell about their past or to teach an important lesson. Members of one generation pass down folktales to younger generations. The Mayan people drew symbols and pictures on paper made from the bark of fig trees. They made books using this paper to tell and pass down stories about their past.

### Reading Strategy

**Understanding and Comparing Characters** Understanding characters helps students to compare and contrast them. Students learn about characters by paying attention to character traits—how the characters look, think, and act. Help students understand and compare Coyote and Rabbit by asking questions about what they do to get food.

Student Book

TR: 19 Unit 3. 1 Listen and read.

The weekend is a time to relax and do fun things. Sometimes we stay home. We do our homework, play games, text our friends, and watch TV. Other times we go out and visit interesting places, play outside, or see friends. It's nice to keep busy! What do you do on weekends?

go to the movies; go on a picnic; stay home; lose; win; exciting; interesting; text my friends; busy

TR: 20 2 Listen and repeat.

go to the movies. I like to go to the movies on the weekend.

go on a picnic. Do you want to go on a picnic today? stay home. I sometimes like to stay home on the weekend.

lose. I don't like it when we lose games.

win. My soccer team always wins!

exciting. This is so exciting! Let's do it again!

interesting. This is really interesting! Look!

text my friends. I text my friends on the weekend.

busy. I am very busy today. I have a lot of things to do!

TR: 21 Grammar

How was your weekend?

It was boring. I didn't do anything special.

What did you do?

I went to a soccer game.

Did your team win?

No, they didn't win. They lost.

TR: 22 4 Listen. Underline the answer.

What did you do on the weekend?

1. We didn't go on a picnic because it was raining!

2. On Sunday I went to the movies. It was a very exciting movie.

3. We played basketball on Saturday. We didn't win. We lost!

4. Yesterday I watched TV, played video games, and texted my friends.

TR: 23 6 Listen and repeat. Read and write.

go horseback riding. Can we go horseback riding one day?

go fishing. Let's go fishing tomorrow!

go hiking. I love to go hiking in the mountains.

go swimming. Can we go swimming in the river?

go ice skating. Where can we go ice skating in this town?

TR: 24 Grammar

What did you do last weekend?

We didn't go hiking. We went swimming.

TR: 25 10 Listen, read, and sing.

Note: Lyrics for the song *Free Time* are on Student Book p. 94.

TR: 26 11 The Sounds of English /w/ water

Listen. Underline the words that have a sound like the *w* in *water*.

1. How was your weekend?

2. What did you do?

3. Did you go walking?

4. Where did you go?

TR: 27 12 Listen and read.

Wow! Look at That!

At The Children's Museum in Indianapolis, USA, there are giant models of dinosaurs outside. Some of them are running away, and others are looking in through the window! It's very exciting.

Inside the museum, you can go to the theater, learn about the stars in the planetarium, and go rock climbing. You can even celebrate your birthday there!

Workbook

TR: 11 Unit 3. 2 Listen and write. Use words from the box.

What do you do on weekends?

1. I play soccer. I like to win.

2. I play games. I don't like to lose.

3. The movie was interesting. I learned a lot.

4. Last weekend, I was busy. I had too much homework!

5. The parade was exciting. There was music and dancing!

TR: 12 5 Listen and circle.

1. What did you do on Saturday? I stayed home.

2. Did you play soccer? No, I didn't play soccer.

3. Did you go on a picnic? No, I didn't go on a picnic. It rained.

4. Did you play baseball? Yes, I did. My team didn't win. It lost.

5. How was your weekend? I had an exciting weekend!

6. Did you go to the movies? No, we didn't go to the movies.

TR: 13 10 Listen to the song. Read. Look. Draw lines to match.

Note: Lyrics for the song *Free Time* are on Student Book p. 94.

TR: 14 11 Listen. Read and write.

Note: Lyrics for the song *Free Time* are on Student Book p. 94.

Answer Key

Unit Opener SB p. 24

1. playing soccer, 2. Answers will vary.

4 SB p. 28

1. didn't go, 2. went, 3. didn't win, 4. watched

6 SB p. 29

1. go ice skating

2. go fishing

3. go horseback riding

4. go hiking

5. go swimming

8 SB p. 30

1. He went ice skating.

2. He didn't go horseback riding.

3. He went hiking.

4. He went swimming.

5. He didn't go fishing.

TR: 15 12 Listen. Circle the words that begin with the *w* sound as in *water*. Then write more words that begin with the sound.

wings; was; mountain; went; under; played; won; yesterday; window; watch

TR: 16 13 Listen and read.

Let's Go to the Aquarium!

Aquariums teach us about oceans, rivers, and wetlands. They also teach us about plants and animals that live in water. You can see interesting ocean animals at many aquariums.

The Shedd Aquarium in Chicago, USA has more than 32,500 animals! Turtles, frogs, and fish are some of the animals. Some of the fish are zebra sharks. Baby zebra sharks have stripes like a zebra! You can also see shark eggs at the aquarium!

Aquariums are fun and interesting places to visit!

11 SB p. 31

1. How, was, weekend, 2. What, 3. walking, 4. Where

Workbook

Go to pp. 207–209 for the Workbook Answer Key for this unit.

Vocabulary UI-U4

Grammar UI-U4

Resources Workbook pp. 36-39;  
Audio CD: TR 37

1 Listen. Check activities that the boy did on the weekend. TR: 37

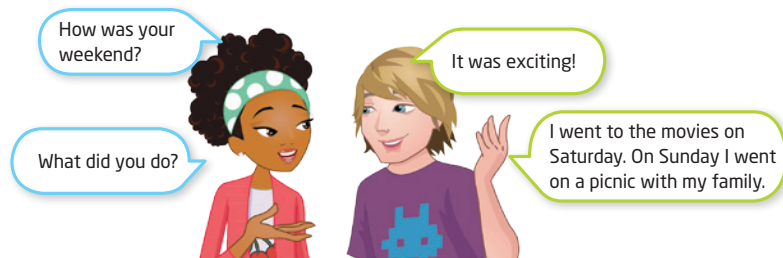


2 Read and write. Complete the sentences. Use the words in the box.

went	didn't go	lose	didn't lose
rode	didn't ride	got	didn't get
played	didn't play	won	didn't win

- On Saturday I \_\_\_\_\_ on a picnic because it was raining!
- I \_\_\_\_\_ my bike because the weather was bad.
- I stayed home all day so I \_\_\_\_\_ enough exercise!
- On Sunday the weather was great so I \_\_\_\_\_ soccer with my friends.
- We \_\_\_\_\_ the game. We lost!
- We played another game. This time we \_\_\_\_\_ the game. We won!

3 Work with a partner. Take turns. Ask and answer questions about your weekend.



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4 Work in a group. Take turns. Ask and answer questions about your family. Take notes.

- How many brothers and sisters do you have?
- Are they older or younger than you?
- Are you taller than some of your relatives? Who?
- Do most people in your family have straight, curly, or wavy hair?
- Who wears glasses in your family?
- Tell how two people in your family are the same and different.

5 Work in a group. Compare your information.

I have one brother. He's older than me.

I have two younger sisters.

Me, too!

6 Write. You are making plans for a birthday party. Write who is doing each activity. Use the information in the box below.

I / send / invitations	Mom and dad / buy / my present
My aunt / make / my birthday cake	Grandma / make / my costume
Dad / prepare the fireworks	

In my family, we're planning my birthday party. I'm sending the invitations. My aunt . . .

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Teaching Tips

**Listening** Students sometimes need help learning to be good listeners. Remind students that they cannot hear others if they are talking. During group work, encourage students to listen to their partners by having them take brief notes on the conversation.

**Speaking** Students who can read and write English may have more difficulty speaking. To help students become more comfortable speaking, provide them with models whenever possible and explain to students that they can use the models. Providing students with sentence frames for speaking can also help them become more confident speakers.

Listen 1

- Review activities that students do in their free time. Say *On the weekend, I like to ride my bike. What do you like to do on the weekend?* Have students respond.
- 1 Have students open their books to p. 44. Say *Let's listen to a boy and a girl having a conversation.* Direct students' attention to Activity 1. Say *Look at the pictures. Put a check mark next to each activity that the boy does on the weekend. He does not do all the activities.* Play TR: 37. Have students complete the activity. Play TR: 37 again to review answers. Ask *Which activities did the boy not do?* (go to the movies, go fishing)

Read 2

- 2 Have students scan items 1-6 and underline any words they do not know. Review these words with the class. Read the words in the box. Then say *Write the word or words from the box that go with each sentence.* Give students time to complete the activity. Review answers as a class.

Speak 3 4 5

- Ask students to name some things they do on the weekend. Then say *Think about things you do on the weekend. Write them down.* Give students five minutes to list weekend activities on a sheet of paper.

- 3 Model the dialogue in Activity 3 with a student. Then put students in pairs. Have partners ask and answer questions about their weekends. Have them use the activities they wrote on their lists.
- 4 5 Put students in groups of three. Review the questions in Activity 4. Say *Think about the people in your family.* Remind students to think of the physical features of each family member and how these features are the same and different for people in their family. Have students ask and answer the questions, and then compare their answers.

Write 6

- Say *On Saturday I'm going on a picnic with my family.* Remind students that they can use the *-ing* form of words to talk about their plans. Say *I use I'm going to tell about something I will do in the future.*
- 6 Read aloud the directions for Activity 6. Point out the word box. Have a student read aloud each group of words and phrases in the box. Tell students to write sentences that use the *-ing* form of the words. Point out the first two example sentences. Then have students write a sentence for each group of words and phrases in the box. After students complete the activity, have them share their sentences with the class.



## In This Unit

**Theme** This unit is about families and physical traits.

### Content Objective

- Students will
- describe their families.

### Language Objectives

- Students will
- describe physical appearance.
  - talk about plans.

### Vocabulary

**Vocabulary 1** *relatives, different, cuter, smarter, friendlier, bigger, smaller, older, younger, taller, shorter*

**Vocabulary 2** *glasses, wavy hair, blond hair, straight hair, curly hair*

### Grammar

**Grammar 1** form comparatives with -er

**Grammar 2** express future plans using the present progressive tense

### Pacing Guides L4U4

**Mission** Understand the human family.

### Related Vocabulary

*suitcase, trip, vacation*

## Unit Opener

### Objectives

- Students will
- analyze a photograph for information.
  - make an inference.
  - identify known vocabulary.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster

## Unit 4

# All in Our Family

### Look and answer.

1. What is the girl holding?
2. Who are the other people in the photo?
3. How many family words do you know? Make a list.

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## Introduce

- **Activate prior knowledge** Say *The name of our next unit is "All in Our Family."* Say *A mother is part of a family. Who are other people in a family?* After students have given examples, say *Raise your right hand if you have a brother.* Then say *Raise your left hand if you have a sister.* Explain that students will talk about how people in families are the same and different.
- Say *Draw a picture of your family. What do they look like? What do they like to do?* Model the activity by drawing a picture of a boy with a basketball. Say *My brother is tall. He has brown hair. He likes to play basketball.*
- Give students five minutes to draw their family. Then place students in pairs. Say *Show your picture to your partner. Tell about each person in your family.*

## Be the Expert

### About the Photo

This photo the girl is holding shows a family sitting at the back of a car in their garage. The suitcases suggest that the family is going on vacation.

Many families take road trips. Perhaps this family is going to a beach or a national park—as both are popular vacation spots for families taking road trips.

### Teaching Tip

Some students may be nervous about speaking English in front of their classmates. Be especially encouraging to students as they continue with the unit lessons. Use language to motivate students such as *Don't worry, Take your time, or Just do your best.* Remind students to be supportive of one another.



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- In the same pairs, have students look at the photo on pp. 34–35. Ask questions to encourage discussion of the photo.

*What do you see in the photo?* (a family, a car)

*Who are the people in the photo?* (a mother, a father, a daughter, a son)

- Say *Look again at the photo. Talk about what the family is doing. Tell why you think that.* Walk around the room to make sure both partners are participating in the discussion.
- Ask students to tell about a trip they took with their families. Ask *Where did your family go? Why did your family go there?* Write the following on the board:

My family went to \_\_\_\_\_.

We wanted to \_\_\_\_\_.

- Guide students through the questions on p. 34.

# Vocabulary 1

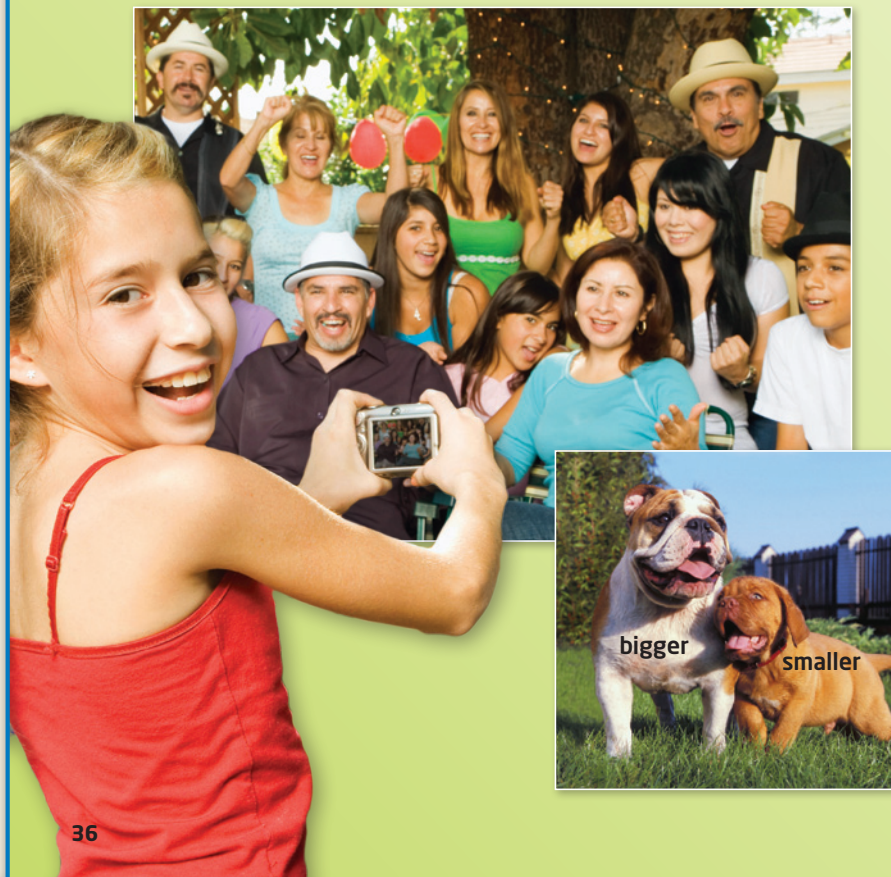
## Objectives

- Students will
- identify and use adjectives to make comparisons.
  - discuss how family members are different.

**Vocabulary** *relatives, different, cuter, smarter, friendlier, bigger, smaller, older, younger, taller, shorter*

**Content Vocabulary** *same*

**Resources** Workbook pp. 28–29; Audio CD TR: 28–29; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher’s Resource CD-ROM: Graphic Organizers (Two-column chart); Activity Worksheet 4.I



1 Listen and read. TR: 28

2 Listen and repeat. TR: 29

Hi, I’m Andrea Martinez. Here we are at the Martinez family picnic. All my **relatives** are here. We’re a big family. Some of us look the same. Some of us are very **different**. Our pets are different, too. My dog Roxy is **cuter** than my cousin’s dog. Roxy is also **smarter** and **friendlier**.

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# Be the Expert

## Vocabulary Strategy

**Antonyms** Words with opposite meanings are *antonyms*. Antonyms describe how two things are different. Point out a photo with a pair of antonyms and use the antonyms in a sentence. Have students use the other pairs of antonyms in sentences.

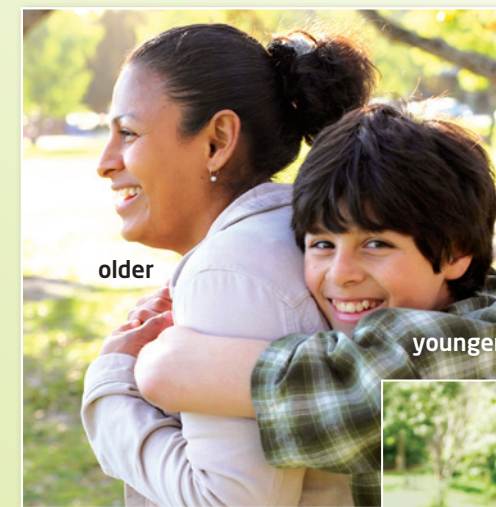
## Teaching Tip

Physical appearance can be a sensitive issue. Avoid situations in which students are questioned about characteristics they may feel sensitive about. Remind students to treat each other with respect when discussing physical traits.

## Formative Assessment

- Can students
- identify and use adjectives to make comparisons?  
*Ask Sara is 9 years old. Tom is 7 years old. Who’s younger?*
  - discuss how family members are different?  
*Point to a picture of two family members and ask Who’s (shorter)?*

**Review** For additional practice, direct students to Activity Worksheet 4.I.



3 What did you learn?  
How are the people different? Discuss with a partner.



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## Warm Up

- **Activate prior knowledge** Draw a two-column chart on the board with headings **Name** and **is my**.

Name	is my...

Have students use the chart to list family members. Model the activity. Write (Maria) in the first column and mother in the second column. Say *(Maria) is my mother’s name*.

- When students are done, ask *Who is in your family? How are the people in your family different from you? Who’s older than you? Who’s taller?*

## Present

- Say *Open your books to pages 36–37. Look at the photos of family members and their pets.* Point and read aloud the labels. Have students repeat. Say *These words tell about people or animals.*
- Say *Three photos have pairs of words.* Point out *bigger* and *smaller*. Ask *What’s the connection between the words?* (They are opposites.)
- Say *Raise your hand if you have a family member who is tall.* Then ask *Are you taller than one of your family members? Who?* Repeat with several other vocabulary words.

## Practice 1 2

- 1 Say *We’re going to read and listen to information about how family members are different. Read the paragraph on page 36 and the words on pages 36 and 37 as you listen.* Play TR: 28.
- Ask questions such as:  
*Where is the Martinez family?* (at a picnic)  
*What does relatives mean?* (people in a family)
- 2 Say *Listen. Repeat each word and sentence after you hear it.* Play TR: 29.
- Compare yourself with students. For example, say *I’m shorter than (Anya).* Write *smaller* on the board and have students use it in a sentence to compare two people or things.

## Apply 3

- 3 Model the dialogue on p. 37 with a student.
- Put students in pairs. Have students take turns asking and answering questions.

## Wrap Up

- Have students complete sentences with the correct word. Write on the board:

The people in a family are \_\_\_\_\_. (relatives)  
The opposite of same is \_\_\_\_\_. (different)  
My grandmother is 78. She is \_\_\_\_\_ than me. (older)

**Objectives**

- Students will
  - use adjectives to form comparatives.
  - compare people, pets, and family members.

**Grammar** form comparatives with *-er*

**Academic Language** form, compare

**Resources** Workbook p. 30; Audio CD TR: 30; Video: Grammar I; Classroom Presentation Tool: Grammar I; Teacher's Resource CD-ROM: Graphic Organizers (Word web)

**GRAMMAR** TR: 30

My best friend is **bigger** than I am.  
My dog is **friendlier** than your cat.

I'm **shorter** than my sister.  
Cats are **cuter** than dogs.

**4 Compare.** Work with a partner. Talk about the photos. Use words from the box.



tall	short	big	small
friendly	cute	old	young



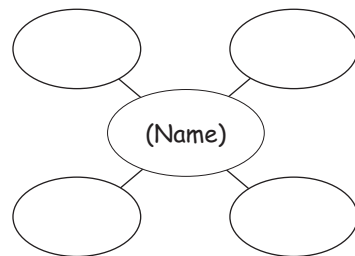
**5 Work in a group.** Take turns. How are you and your relatives different?



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**Warm Up**

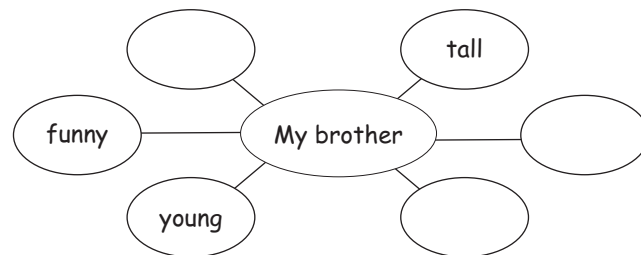
• **Activate prior knowledge** Give students a copy of the word web graphic organizer.



Say *Write the name of a relative in the middle circle of your word web. Write words that describe the person in the other circles.* Have students use the information in their word webs to talk about family members.

**Present**

- Say *Open your books to page 38.* Direct students to the grammar instruction and play **TR: 30.** Say *Each sentence compares people or animals.*
- Model** Say *Now use your word web to compare yourself with a relative.* Draw the following word web on the board:



**Grammar in Depth**

Not all comparatives are formed in the same way. To form the comparative of many one-syllable words, add *-er* (*short, shorter*). To form the comparative of some two-syllable words, it's also possible to add *-er* (*friendly, friendlier*). However, some two-syllable words, and words with three or more syllables, use *more* to make comparisons. *You're more helpful than she is. The yellow flowers are more beautiful than the pink ones.*

**Teaching Tip**

When you provide models for student activities, encourage students to adapt the models to add a variety of words, especially vocabulary words learned earlier in the lesson. In the model, underline a word that students can change. For example, underline *taller* in *Is it taller than a \_\_\_\_\_?* Write on the board several examples of words that can replace the underlined word, such as *stronger*, or *smaller*.

- Say *I'm going to compare a brother and sister.* Point to the word *young*. Say *The brother is 28, and the sister is 35. He is younger than his sister.* Write the word *younger* when you say it. Say *We can add -er to words such as young or tall to make comparisons.* Repeat for the other adjectives.

- Say *Compare yourself to one of your relatives. Write one sentence for each word in your web.* Have students share their sentences with a partner. ✓ Ask students to compare their relative with their partner's relative using the new words.

**Practice 4**

• Write the following on the board:

tall → taller	friendly → friendlier
short → shorter	cute → cuter
big → bigger	old → older
small → smaller	young → younger

- Before students begin Activity 4, point to the words on the board and remind students to add *-er* to make a comparison.

- 4** Point to each photo in Activity 4 and call on a student to describe the people or animals in the photo. Then pair students and have them complete Activity 4. Tell students to use the words in the box to talk about the photos with their partner. Walk around the room and monitor students' conversations. Provide guidance as needed.

- Have partners share comparisons they made for some of the photos with the class.

**Apply 5**

- 5** Ask two students to read the model dialogue on p. 38. Place students in groups to complete Activity 5. Remind students to talk about several relatives, not just cousins. List family members on the board if necessary. Make sure that group members take turns and that everyone participates.

**Wrap Up**

• Write the following on the board:

_____ are older than _____.
_____ are smaller than _____.

- Have students use animal names to complete the sentences. Have them read the completed sentences aloud to the class. Ask other students to agree or disagree with the statements. If they disagree, encourage students to use the opposite word (*younger, bigger*).

**Formative Assessment**

- Can students
- use adjectives to form comparatives?  
*Ask How do we change the word friendly to compare two people? (friendlier)*
  - compare people, pets, and family members?  
Choose two students to share their birthdays aloud, including the year of they were born. Have students compare their ages. (She's older than he is. He's younger than she is.)

## Objectives

- Students will
  - describe physical appearance.
  - tell how people are different.

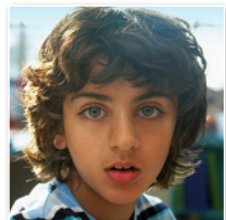
**Vocabulary** *glasses, wavy hair, blond hair, straight hair, curly hair*

**Academic Language** *match*

**Resources** Workbook p. 31; Audio CD TR: 31–32; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher’s Resource CD-ROM: Activity Worksheet 4.2



glasses



wavy hair



blond hair



straight hair



curly hair

### 6 Listen and repeat. Look at the pictures. Match. TR: 31

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1. She looks just like her mother.   | a. But he wears glasses, and I don't. |
| 2. My cousin is really cute.         | b. They both have straight hair.      |
| 3. My cousins are very different.    | c. I love his wavy hair.              |
| 4. My brother has blue eyes like me. | d. But they both have curly hair.     |

### 7 Listen and stick. Work with a partner. Talk about you. TR: 32

He has brown hair.  
I have brown hair, too.

She wears glasses.  
I don't!

1

2

3

4

5

39

## Warm Up

- Recycle** Write vocabulary words from pp. 36–37 on the board. Say *Think about what you were like five years ago. Use vocabulary words to talk about how you're different today.* Have students share their responses.

## Present

- Give examples** Say *We talked about how people are different. Today we're going to talk about hair.* Draw three circles on the board. In one, draw wavy hair, in another draw curly hair, and in the third draw straight hair. Then point to each picture and say *This person has straight hair. She has curly hair. He has wavy hair.*

- Say *Look around the room. Who has straight hair? Who has wavy hair? Who has curly hair?* Say *Curly hair, wavy hair, straight hair, no hair! Tall, short, old, young. We're all different in some ways, and the same in many ways.*
- If you wear glasses, say *I have glasses. People wear glasses to help them see.* Hold the glasses up for students to see. If you don't wear glasses, point to a student who does, and say *(Pat) has glasses.*
- Say *Now think about your family. What different kinds of hair do people in your family have? Who has glasses?* Have students write responses and share them with the class.

## Vocabulary Strategy

**Memorization** Pictures and visual cues can help students remember words. For example, for the hair-related words in this lesson, students can write the word *straight* with straight lines, the word *wavy* with wavy lines, and the word *curly* with curly lines. They also might draw heads with different types of hair and write the corresponding vocabulary word underneath.

## Teaching Tip

**Grouping** Use a variety of ways of grouping students so that students do not always work with the same classmates. For example, group students alphabetically, by their favorite color, or by the season in which they were born. Try a different strategy each time so that students have the opportunity to work with all of their classmates.

## Practice 6

- Have students open their books to p. 39. Say *Now you're going to hear words and sentences.* Play TR: 31. Have students repeat the words and sentences. If possible, find students in the class with each type of hair to provide an additional example. ✓ Have students use the new words to say a sentence that describes a classmate.
- Write a list on the board: *blond hair, curly hair, straight hair, wavy hair, and glasses.* Draw a vertical line to the right of the list.
- Choose a student to write on the board. Read each word and have students with that characteristic raise their hands. The student at the board counts and writes the number next to the word.
- 6 Say *Now we're going to do Activity 6 on page 39.* Before students begin, have one student read items 1–4 aloud. Have another read items a–d.
- Say *Match the sentences. Draw a line from a sentence on the left to a sentence on the right.* Model with item 1. When students have finished, have them explain their answers.
- Have students look at the chart on the board. Model saying one sentence about the chart and one about yourself. For example, say *Five students wear glasses. I (don't) wear glasses.* Call on students to share their own sentences.

## Apply 7

- 7 Place students in pairs. Say *Now it's time for a sticker activity.* Direct students' attention to Activity 7. Play audio track TR: 32 once and have students repeat the sentences. Then play it again and have students place the correct sticker for each number. After they place each sticker, pause the audio, and have them talk to their partners using the model.

## Wrap Up

- Ask students to use the vocabulary words they learned to describe a famous person of their choice. Give an example using a famous athlete or actor.

## Formative Assessment

Can students

- describe physical appearance? Ask students to describe a member of their family.
- tell how people are different? Have students look at the person next to them. Ask them to compare themselves with this person, finding something that's the same and something that's different.

**Review** For additional practice, direct students to Activity Worksheet 4.2.

Objective

- Students will
  - ask and answer questions using the present progressive tense.

**Grammar** express future plans using the present progressive tense

**Academic Language** progressive tense

**Resources** Workbook p. 32; Audio CD TR: 33; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 4.3

**Materials** scissors; magazine photos of people doing different activities, such as playing sports or shopping

GRAMMAR TR: 33

What **are** you **doing** on Saturday?  
What **are** they **doing** at 7:00?

I'm **going** to visit my aunt.  
They're **having** dinner with their neighbors.

**8 Read.** Complete the sentences. Use the correct form of the word in parentheses.

- Where \_\_\_\_\_ you \_\_\_\_\_ after school? (go)
- What \_\_\_\_\_ you \_\_\_\_\_ on Saturday? (do)
- \_\_\_\_\_ you \_\_\_\_\_ your relatives on the weekend? (visit)
- \_\_\_\_\_ you \_\_\_\_\_ dinner with your family tonight? (have)

**9 Work with a partner.** Ask and answer the questions in Activity 8.

**10 Play a game.** Cut out the cards on page 103. Play with a partner. Listen, talk, and act it out.



Warm Up

- Set the stage** Draw a picture on the board. Say *Right now I am drawing. I am talking.* Write your name and say *I am writing.*
- Ask students *What are you doing right now?* Encourage students to say complete sentences, such as *I am sitting at my desk.*
- Write the following sentences on the board and have the class read them aloud: *I am talking. I am writing. I am sitting.*
- Say *We can also use I am plus an -ing word to talk about our plans. For example: Tomorrow, I am visiting my sister.*

Present

- Say *We're going to learn how to talk about our plans.* On the board, write:

Now	Future
Today I am reading.	Tomorrow I am watching a movie.

- Underline the words *am reading*. Say *I can use the words am reading to talk about what I'm doing right now.* Open a book and read. Say *I am reading.*
- Say *I can use the same words to talk about what I'm doing tomorrow. I am not reading tomorrow. I'm watching a movie.*
- Repeat the activity with other verbs, such as *playing, visiting, and going.*

Grammar in Depth

The present progressive is used to talk about an action that's happening right now, at the present moment, but may continue for a time. Words and phrases such as *right now, now, this minute, this instant, and at the moment* indicate that the present progressive tense is being used.

The present progressive is also used to talk about specific plans in the future. Sentences may include a specific future time word or phrase, such as *later, tomorrow, this weekend, and next month.* For example: *I'm running in a race tomorrow.*

Practice 8

- Write the following phrases on the board.

go	→	going	visit	→	visiting
do	→	doing	have	→	having

- Say *In the word have, remove the e and add -ing.* Circle the e in *have* and the *ing* in *having*.
- Help students make sentences to talk about future plans. Give an example such as *I'm having pizza for dinner tomorrow.* Students should write three or four sentences. Ask students about other students' plans with questions like *What's (Taro) doing tomorrow?*
- Have students study the grammar box at the top of p. 40. Play TR: 33. Point out that *I'm* is a contraction for *I am*. Write *I am = I'm* on the board. Repeat with *they're (they are)*.
- Have students review the words in parentheses before beginning. Remind them to use the *-ing* form of the words from the list on the board. Check their spelling.
- Pair students. Have partners take turns asking and answering each question in Activity 8. When students have completed the activity, ask partners to share their responses with the class.

Apply 10

- Direct students to the cards on p. 103. Have two students act out the dialogue at the bottom of p. 40.
- Have students cut out the cards. Student pairs place the cards in two piles: picture cards and word cards. Students draw a card from each pile. They use the word card to form a sentence or ask a question: *Guess what I'm doing after school.* Then, they act out the activity on the picture card. Their partner responds in the present progressive tense: *You're playing guitar.*

Wrap Up

- Arrange students in small groups. Say *Talk about what you're doing this weekend. Use words in the -ing form.* Have students share their responses with the class.

Formative Assessment

Can students

- ask and answer questions using the present progressive tense? Hold up photos of different activities (watching TV, shopping, etc.) Have students ask and answer questions about the photos with a partner. For example: *What am I doing tomorrow? (You're watching TV.) What's she doing on Sunday? (She's shopping.)*

**Review** For additional practice, direct students to Activity Worksheet 4.3.

## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary I** taller, different, shorter, younger, smarter, bigger

#### Grammar

**Grammar I** form comparatives with -er

**Resources** Workbook p. 33; Audio CD TR: 34; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 4.4

### The Sounds of English

**Resources** Workbook p. 33; Audio CD TR: 35; Classroom Presentation Tool: The Sounds of English; The Sounds of English Card 33



11 Listen, read, and sing. TR: 34

## We're All Different

*I'm taller than you.  
He's taller than me.  
We're all different.  
Yes, we're different.  
And I like being me!*

THE SOUNDS OF ENGLISH TR: 35

12 Listen and say. Listen for the underlined sound in each word. Then say the word.

taller   shorterer   friendlier  
father   finger

### Use the Song 11

- **Recycle** The song includes the words *I*, *he*, *we*, and *it*. Review these words to help students understand the comparisons in the song. Point to yourself and say *I*. Point to a male student and say *he*. Point to your desk and say *it*. Hold out your arms to indicate all of the students and say *we*.
- Read the song aloud to the class. Read it again, this time with the students. Complete song lyrics are on p. 94 in the Student Book. Ask *What vocabulary words from this unit do you see?* (taller, different, shorter, younger, smarter, bigger)
- **11** Play the song (TR: 34) once so that students can become familiar with the music. Then play it again and have students sing along.

### Extend

- On the board, write the following pairs of phrases and the sentence frame:
 

you / I	our car / your car
my dad / your dad	my dog / your dog
_____, but _____.	
- Pair students. Have partners use the phrases and sentence frame to talk about themselves. Remind pairs to take turns. Model an example by saying *Your dad is tall, but my dad is taller.*
- Say *Imagine it's ten years from now. How are you different? Are you taller? Are you funnier?* Have students draw a picture of themselves in ten years.

Then have them write a paragraph about their picture, using the song as a model. Have students show their pictures to the class and sing the words of their paragraphs to the beat of the song.

### The Sounds of English: /ə/ father 12

- Introduce the /ə/ sound by holding up your index finger. Say *finger*, clearly enunciating the /ə/ sound made by the letters *er* at the end of the word. Repeat the word slowly as you write it on the board, underlining the letters *er*. Say *The letters e and r together make one sound. They stand for the /ə/ sound.* Slowly say the word again: *fin... ger*. Say *The /ə/ sound usually comes at the end of a word.*
- **12** Have students turn to p. 41 in their books. Say *Now let's listen to more words with the /ə/ sound.* Play TR: 35 once and have students listen. Say *Now let's listen and say. Listen for the underlined sound in each word. Then say the word.* Play TR: 35 again and have students listen and repeat each word. Play the audio a third time to give students additional practice identifying and pronouncing the /ə/ sound.
- To check understanding, have students listen and raise their hands when they hear /ə/ as in *finger*. Say words that contain the target sound (*bigger, cuter, eraser, inventor, marker, older, paper, shoulder, smaller, smarter, tiger, younger*) and some that don't.
- Say each word twice, and have students raise their hands if they hear the target sound. Say *Listen. Raise your hand when you hear the /ə/ sound.* As students raise their hands, repeat the word aloud with them. Say words without the sound as well. Students keep their hands down when they don't hear the sound.
- Put students in groups and have them do a ball toss activity. The student with the ball says a word that has the /ə/ sound and tosses the ball to another student. That student says another word that has the /ə/ sound and tosses the ball to the next student. Play continues in this manner.

## Be the Expert

### Teaching Tip

Listening to music is a great way for students to practice oral comprehension. Whenever possible, find popular songs that relate to the lesson content and share them with students.

### The Sounds of English Cards

You can use The Sounds of English Card 33 to teach the /ə/ sound. The card and corresponding audio are available on the *Explore Our World* website.

**Objectives**

- Students will
  - read about inherited traits.
  - discuss traits shared with a relative.

**Reading Strategy** Use Visuals to Support Comprehension





**Content Vocabulary** *trait, inherit*

**Resources** Workbook pp. 34–35; Audio CD TR: 36; Classroom Presentation Tool: Reading

**13 Listen and read.** TR: 36

# Where Do Your Eyes Come From?

The color of your eyes and your hair come from your family. We call them family traits. How tall you are, the shape of your face, and even the shape of your ears, are all family traits.

EYE COLOR	
most common	
second most common	 
rarest	

You inherit other traits from your family, too. For example, how do you fold your hands? Do you cross your right thumb over your left thumb? Or do you cross your left thumb over your right thumb? Now ask your parents to fold their hands! It's fun to look at these traits with your family and friends. Try it!

right thumb over left thumb



Blonds have more hairs on their heads than people with brown hair do.

**14 Work with a partner.** Choose three traits in the box below. Who did you inherit these traits from? Discuss.

- eye color
- nose shape
- hair color
- shape of face
- type of hair

I have straight, dark hair. My mother has straight, dark hair, too.



the second column. Which is the most common eye color? Model reading the chart to find the answer. Point to *most common* in the first column, run your finger to the second column, and point to the brown eye.

- Think Aloud** Model guessing meaning from context clues. Say *I'm not sure what the word inherit means. The word is in a sentence that says you "inherit other traits from your family, too." I know traits are things that make us look different, like eye color and hair color. Maybe the meaning of inherit is connected to getting things from people in our family.*

## Practice

- Write the following chart on the board. Have students copy and complete it. Then have students compare information in their charts. Call on students to describe their traits.

My Traits			
eye color	hair color	type of hair	which thumb on top of folded hands?

**Our World in Context**

Brown eye color is by far the most common eye color. In most parts of Asia and Africa, almost everyone has brown eyes. Blue eye color occurs in only two percent of humans. It is most common in northern Europe and North America.

**Teaching Tip**

When discussing new vocabulary, make sure students are aware of which syllables to stress in pronunciations. This is especially important in countries with languages in which units of speech are pronounced with little or no stress. Consider writing words on the board and including the type of stress marks shown in dictionary pronunciations.

in her' it

**Reading Strategy**

**Use Visuals to Support Comprehension** Charts and photos help students visualize information. Ask students how the photo of the folded hands and the chart of eye color help them better understand the information in the reading.

## Warm Up

- Brainstorm** Say *We've talked about ways that people are different. Think about these differences.* Ask *What do you think makes people different?* (hair color, how they look, what they like to do) List students' answers on the board.

- Play TR: 36 a second time. Pause to check for comprehension. Ask questions such as:
  - Paragraph 1:** Ask *What's the meaning of the phrase "family traits"?*
  - Paragraphs 1–2:** Ask *Besides eye color and hair color, what other traits are mentioned?*

## Present 13

- 13 Read together** Ask students to open their books to p. 42. Explain that the title of the reading refers to eye color. Say *Look at the reading. Look at the title and the pictures.* Give students 30 seconds to skim p. 42.
- Play TR: 36 and have students read along.

- Graphic literacy** Say *Look at the photos and chart. They show what the text is about.*
- Draw students' attention to the chart. Say *The title of the chart tells what the chart is about.* Point to the title and say *This chart is about eye color. The first column has words, and the second column has pictures about those words. Look at the pictures in*

## Apply 14

- Say *We already talked about some traits. Two other traits are nose shape and face shape. Noses can be long or short. Faces can be round or long.* Write *long, short,* and *round* on the board. Have students open their books to p. 39. Point to the boy with wavy hair. Say *The boy has a long face. His nose is long, too.* Point to the boy with straight hair. Say *This boy has a round face. He has a short nose.*
- 14** Say *Now let's work on Activity 14. Talk about some of your traits.* Assign partners for the activity.
- Say *Look at the list of five traits.* Remind students of the types of hair: wavy, straight, and curly. Say *Choose three traits.* Read the model aloud. Tell students they can also talk about their father, a grandparent, or other relative for each trait.

## Wrap Up

- Have students find a classmate that they share traits with. Have pairs list their common traits. Find the pairs with the greatest number of shared traits. Have them come to the front of the room and point out their shared traits to the rest of the class.

**Formative Assessment**

- Can students
  - identify the meaning of *inherited traits*?
  - Have students reread and summarize the first paragraph of the reading "Where Do Your Eyes Come From?"
  - identify traits shared with a relative?
  - Have students use vocabulary words to tell which traits they share with one of their parents or other relative.

## Mission

**Mission** Understand the human family.

### Objective

- Students will
- share ideas

**Resources** Video: Meet the Explorer; Classroom Presentation Tool: Mission; Mission Poster

## Be the Expert

### Meet the Explorer

As a child, Spencer Wells became interested in history and biology. Later, he studied biology at Harvard University. He became an expert in the migrations, or movement patterns, of early humans, focusing on Central Asia. Wells has found a way to use the genetic information he has collected to show how and where early humans moved.

### About the Photo

The girl shown in the photo lives in Peru, in the village of Patacancha, high in the Andes.

# Understand the human family.

Are all the people in the world one big family? How are they the same? How are they different?

**NATIONAL GEOGRAPHIC**

Spencer Wells  
Geneticist  
Emerging Explorer

"Everyone alive today descends from one woman who lived around 180,000 years ago."



43

## Mission

- Tell students that all people are connected to each other, because we all come from the earliest humans. Encourage a discussion of the human family with questions such as:
  - Who's in your family? What's the human family?*
  - How are all people the same? How are they different?*
  - Do people who live far apart need to care about each other?*
- Point out the word *descends* in the quote by Spencer Wells. Say *When a person descends from another person, it means that they're related to a person who lived long ago. It's possible to find out who the parents of your grandparents were, and even who their parents were. Then you can see how you're connected to people who lived a long time ago.*

## Give the Unit Quiz

- **Listening instructions, Section I** Hand out the Unit 4 Quiz. Point to the pictures with letters on p. 24. Say *There is a letter next to each picture. Write the letter that matches the sentence you hear. Listen to an example.* Play **TR: AB10**. After students write, ask *What letter did you write?* When students respond C, begin the quiz. Play the rest of **TR: AB10**.
- When students finish Section I, read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences. Use the correct form of the words in parentheses.) Repeat the process for Sections 3 and 4. Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Read the directions aloud. Say *After you listen, read the answer choices. Circle the answer. Now listen to an example.* Play **TR: AB11**. (Where is Nico going on Saturday morning?) Ask *What answer did you circle?* Begin the quiz after students respond with *He's going hiking.* Play the rest of **TR: AB11**.
- **Speaking instructions** Point to the images at the bottom of p. 42. Say *Answer my questions. Use complete sentences. Listen to an example.* Point to the bigger dog. Say *This is Fido.* Point to the smaller dog. Say *This is Roxy.* Ask *Which dog is bigger?* Point to the bigger dog. Say *Fido is bigger.* See pp. 47–49 of the Assessment Book for questions and responses.

## Give the Mastery Test

- **Listening instructions, Section I** Use the *Listening instructions, Section I* above, but play **TR: AB20** for this example: *She eats fruit every day.* After students write a letter, ask *What letter did you write?* When students respond with the letter C, begin the quiz. Play the rest of **TR: AB20**.
- When students finish Section I, read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences. Use the correct form of the word in parentheses.) Repeat the process for Sections 3 and 4. Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Use the *Listening instructions, Section 5* above, but play **TR: AB21**. For the example, students should circle *No, he didn't*.
- **Speaking instructions** Use the *Speaking instructions* above, but use the images at the top of p. 45. Point to the middle photo. Ask *Who is taller?* Point to the girl. Say *The girl is taller.* See pp. 47–49 of the Assessment Book for questions and expected responses.

## Assessment

**Resources** Assessment Book pp. 24–25, 34–35, 42, 45, 47–39, 40–53, 54–56; Assessment Audio CD TR: AB10–II, AB20–2I

## Be the Expert

### Testing Tip

**Manage time.** Teach students to pace themselves based on how long the test should take to complete. Even though time is an important factor, remind students not to rush, and to do their best. Also, remind them to keep focused on the test and not to get distracted with one or two difficult questions.

### Assess Unit Objectives

Ask questions such as the following:

- *How are you and your relatives different?*
- *Where are you going after school?*
- *What are you doing next weekend?*

**Project** For a theme-related closing activity, direct students to the Unit 4 Project Worksheet.



**Vocabulary 1** *relatives, different, taller, shorter, younger, older, bigger, smaller, cuter, smarter, friendlier*

**Vocabulary 2** *curly, wavy, straight, blond, glasses*

**Grammar 1** form comparatives with *-er*

**Grammar 2** express future plans using the present progressive

**Song** *We're All Different*

**Viewing** showing differences in animals

**Meet the Explorer** Spencer Wells

**Story Time** *The Mirror*

**Resources** Student Book, pp. 34–41



## Zoom In

### Vocabulary

- Play Vocabulary I. Have students write answers to the video questions.

### Grammar

- Ask students to write down each example of an action word ending in *-ing* that they see in the video. Have partners compare their answers.

### Song

- Play the song with the audio off. Have students read the lyrics together. Play the song again, with audio. Have students listen as they read.

### Viewing

- Say *This section is about differences in animals.* Play the section once without audio. Have students write the animals they see.
- Play the section with sound. Have students write words about traits next to each animal they listed. Ask *Is a baby elephant slower or faster than an adult elephant? Is a female spider bigger or smaller than a male spider?*

### Meet the Explorer

- Before playing the segment, review the quote from the Explorer on p. 43. Then say *Spencer Wells studies how the earliest humans moved from one place to another. Then he uses this information to make connections to the past.*

### Story Time

- View *The Mirror* once with students. View it again with the sound off. Ask students questions about the events and have them respond. For example, ask *Does Sun Hee think that the woman in the mirror is prettier or uglier?*

## The Mirror

Tae Hyun buys a mirror for his wife as a present. No one in his family has ever seen a mirror before. When the family members look in the mirror, they think they're seeing other people. Will they figure out that they're looking at their own reflections?



## Before You Read

- **Build background** Say *You're going to read a folktale about people who lived in a Korean village a long time ago. Before about 1870, people who lived in villages usually did not have things made of glass. The people in this story have never before looked into a mirror. Imagine what it would be like to look into a mirror for the first time. Ask What would you see if you looked into the mirror right now?* Have students describe their "mirror images."
- **Introduce the strategy** Say *We can understand a story better by keeping track of the things that happen. By putting events in the order, or sequence, that they happen, we can see how events may be connected.*
- Say *As we read the story, let's use a flow chart to keep track of the events that happen.* Give students a copy of the flow chart organizer. Then draw a flow chart on the board. Say *As you read, write events from the story in the flow chart, in the order that they happen.*

## While You Read

- Stop after every page or two for students to write an event in the flow chart.
  - p. 2: Model writing the first event in the box of the flow chart: Tae Hyun buys a mirror.
  - p. 5: Ask *What does Sun Hee do when she looks in the mirror?*
  - p. 6: Ask *Who looks in the mirror? What does she see?*

## After You Read

- Assign partners. Say *Compare your flow chart with your partner's. See if you left out any important events.*

**Text Type** folktale

**Reading Strategy** Understand Sequence of Events

**Vocabulary** *cuter, older, taller, younger*

**Grammar** form comparatives with *-er*

**Resources** Video: Story Time; Classroom Presentation Tool: Story Time; Teacher's Resource CD-ROM: Graphic Organizers (Flow chart)

## Be the Expert

### Our World in Context

Long before glass mirrors were first made in factories, some ancient cultures had mirrors. Ancient Greeks and Aztecs used a material called *obsidian*, which came from volcanoes, to see their reflections.

### Reading Strategy

**Understand Sequence of Events** Be sure students understand that a flow chart should show events in the correct order. If students have difficulty choosing events for a flow chart, suggest they begin by choosing one event from each page of the book. Then they can decide which of the events are the most important.

### Text Background

This story takes place in Korea. In Korean culture, people are expected to respect their elders and those with authority in the family. This story shows how some family members worried about where they stood with the person with power in the family, Tae Hyun.

Student Book

TR: 28 Unit 4. 1 Listen and read.

Hi, I'm Andrea Martinez. Here we are at the Martinez family picnic. All my relatives are here. We're a big family. Some of us look the same. Some of us are very different. Our pets are different, too. My dog Roxy is cuter than my cousin's dog. Roxy is also smarter and friendlier.

bigger; smaller; older; younger; taller; shorter

TR: 29 2 Listen and repeat.

relatives. I have so many relatives. We are a very big family.  
different. They are sisters, but they look different.  
cuter. Which is cuter—a panda or a rabbit?  
smarter. I feel smarter today than I did yesterday.  
friendlier. You need to be friendlier—smile more!  
bigger. My cousin Anna is bigger than me.  
smaller. My brother is smaller than me, he is only three.  
older. My older brother is in sixth grade.  
younger. My younger sister is in third grade.  
taller. I am taller than Eduardo.  
shorter. My brother is shorter than my sister.

TR: 30 Grammar

My best friend is bigger than I am.  
I'm shorter than my sister.  
My dog is friendlier than your cat.  
Cats are cuter than dogs.

TR: 31 6 Listen and repeat. Look at the pictures. Match.

glasses. Pedro started wearing glasses this year.  
wavy hair. Enrique has brown, wavy hair.  
blond hair. Sara's blond hair is long.  
straight hair. Jacob has straight hair.  
curly hair. Carla's curly hair is cut short.

TR: 32 7 Listen and stick. Work with a partner. Talk about you.

1. My cousin Marco has curly brown hair. He wears glasses.
2. My brother Lee has short, straight hair. He wears glasses, too.

3. My sister Ana has long wavy black hair. And she wears glasses, too!
4. My cousin Martin doesn't wear glasses. He has curly brown hair.
5. My cousin Abby has straight blond hair. She wears glasses.

TR: 33 Grammar

What are you doing on Saturday?  
I'm going to visit my aunt.  
What are they doing at 7:00?  
They're having dinner with their neighbors.

TR: 34 11 Listen, read, and sing.

Note: Lyrics for the song *We're All Different* are on Student Book p. 94.

TR: 35 12 The Sounds of English

Listen and say. Listen for the underlined sound in each word. Then say the word.

taller; shorter; friendlier; father; finger

TR: 36 13 Listen and read.

Where Do Your Eyes Come From?

The color of your eyes and your hair come from your family. We call them family traits. How tall you are, the shape of your face, and even the shape of your ears, are all family traits.

You inherit other traits from your family, too. For example, how do you fold your hands? Do you cross your right thumb over your left thumb? Or do you cross your left thumb over your right thumb? Now ask your parents to fold their hands! It's fun to look at these traits with your family and friends. Try it!

Workbook

TR: 17 Unit 4. 10 Listen and answer. Check the pictures that are described.

SI: Who's this in the photo?  
S2: That's my sister Alice. And my dad.  
SI: Wow! She looks just like you!  
S2: Yes, she has wavy hair, like me.  
SI: Her hair is also blond, just like yours.  
SI: What about this photo? Who are the two men

playing with the dog?  
S2: Oh, that's my dad and my uncle. They're brothers.  
SI: Really? They look very different.  
S2: Do you think so?  
SI: Yes, your dad has straight hair, but your uncle's hair is very curly.  
S2: Yeah. My uncle wears glasses, too.

TR: 18 15 Listen to the song. Write the order (1–5) in which you hear these words.

Note: Lyrics for the song *We're All Different* are on Student Book p. 94.

TR: 19 17 Listen. Which words have the same er sound at the end as *cuter*? Circle the numbers.

cuter  
1. finger 2. shoulder 3. relatives 4. taller 5. bigger

Answer Key

Student Book

Unit Opener SB p. 34

1. a photo
2. her parents and her brother
3. Answers will vary but may include *grandpa, dad, mom, sister, uncle, aunt, cousin.*

6 SB p. 39  
1. b, 2. c, 3. d, 4. a

- 7 SB p. 39
1. sticker of boy who has curly brown hair, glasses, and a blue shirt
  2. sticker of boy who has short straight hair, glasses, and a green shirt
  3. sticker of girl who has long wavy black hair, glasses, and a yellow shirt
  4. sticker of boy who has curly brown hair, no glasses, and a purple shirt
  5. sticker of girl who has straight blond hair, glasses, and a blue shirt

TR: 20 18 Listen and read.

Cool Families

Imagine you live with the same relatives all your life, from the day you are born until the day you die! You are always with your mom, your sisters, and your aunts. You don't leave them to go to school, and they don't leave you. Not for one minute! This is how the females in baboon families live.

Young meerkats play games every day while their parents look for food. Their brothers and sisters are the babysitters. When meerkats turn one month old, they go out for the first time and learn to hunt. When they are four months old, they can already find their own food! Bye-bye, mom and dad!

8 SB p. 40

1. are; going, 2. are; doing, 3. Are; visiting, 4. Are; having

Workbook

Go to pp. 209–211 for the Workbook Answer Key for this unit.

Let's Talk

Hello!

- I will ...
- greet people (formally and informally).
  - say thank you (formally and informally).

1 Listen and read. TR: 38

Sofia: **Hello**, Mrs. Gomez. **How are you?**  
 Mrs. Gomez: **I'm very well, thank you**, Sofia.  
 Please come in.  
 Sofia: Thank you.  
 Sofia: **Hi**, Carla! **What's up?**  
 Carla: **Not much**. Hey, do you want a soda?  
 Sofia: Sure! **Thanks**.



<b>Hello.</b> Good morning. Good afternoon. Good evening.	<b>How are you?</b> How are you today?	<b>I'm very well, thank you.</b> I'm fine, <b>thanks</b> .
<b>Hi!</b> Hi there! Hey!	<b>What's up?</b> What are you doing? How's it going?	<b>Not much.</b> Nothing. Fine. Not bad.

2 Work with a partner. Greet each other. Use the chart. Take turns.

Objectives

Everyday English: *Hello!*

- Students will
- greet people (formally and informally).
  - say thank you (formally and informally).

School English: *What does that mean?*

- Students will
- interrupt someone (formally and informally).
  - ask the meaning and ask how to spell or say something.
  - explain a meaning and give a spelling.
  - say that they don't know.

Content Vocabulary *greet*

Academic Vocabulary *interrupt, formal, informal, meaning, pronunciation, spelling*

Resources Audio CD TR: 38-40

Hello! 1 2

- Say *When you greet a person, you say hello. There are different ways to greet people. Watch.* Walk up to a student while standing very straight and say *Hello, Miss (Maria). How are you?* Then turn to the rest of the class and say *I greeted (Maria) formally. Who do you greet formally?* (teachers, adults who are not family). Then say *Now watch me greet someone informally.* Relax your body. Walk casually up to a different student and say *Hi, (Alex.) What's up?* Turn to the class and say *I greeted (Alex) informally. Who do you greet informally?* (friends, family members)

- 1 Say *We're going to hear two greetings. Listen to the first.* Play TR: 38, pausing the audio after the first conversation. Ask *Was that greeting formal or informal?* (formal) Say *Right! Now let's hear the second greeting.* Finish playing the rest of TR: 38. Ask again *Was that greeting formal or informal?* (informal) Say *Good!*
- 2 Have students turn to p. 46 in their books. Point to the chart. Explain that the top part of the chart shows phrases for formal greetings and the bottom part shows phrases for informal greetings. Model using phrases from each part to create formal and informal greetings. Then put students in pairs and have them use the phrases in the chart to greet each other formally and informally.

What does that mean?

- I will ...
- interrupt someone (formally and informally).
  - ask the meaning and ask how to spell or say something.
  - explain a meaning and give a spelling.
  - say that I don't know.

3 Listen and read. TR: 39

Antoni: **Hey**, Martina, **what does this mean?**  
 Martina: **I don't know. I think it's a kind of** exercise.  
 Antoni: I'm not sure. Let's ask the teacher.  
 Martina: **That's a good idea. Excuse me**, Ms. Biga.  
 What does this word mean?

<b>Hey,</b> <b>Excuse me, Mr. / Ms. / Mrs.</b> _____	<b>What does _____ mean?</b>	<b>I think it's a kind of _____.</b> I think it means _____. It's the opposite of _____.	<b>I don't know.</b> I'm not sure.	<b>That's a good idea.</b> Good point.
	How do you spell _____? How do you pronounce this word? How do you say _____?			

4 Listen. You will hear two discussions. Read each question and circle the answer. TR: 40

1. What does the boy want to know?  
a. meaning b. spelling c. pronunciation
2. What does the girl want to know?  
a. meaning b. spelling c. pronunciation

5 Work in pairs. Prepare and practice discussions. You want to know the spelling, the meaning, or the pronunciation of a word. Ask your partner and then ask the teacher.

What does that mean? 3 4 5

- Write *exercise* on the board. Point to column 2 of the chart on p. 47. Ask *What does exercise mean?* Say *Exercise is an activity you do to keep fit.* Ask *How do you spell exercise?* Have a student spell *exercise* aloud. Say *When you pronounce a word, you say it correctly.* Write *exercise* on the board, and ask *How do you pronounce it?* Have a student respond.
- Say *In class, we can ask our friends for help, or we can ask the teacher.* Point to column 1. Say *Hey is informal. We use informal words to ask our friends questions such as "Hey, what does (chasing) mean?"* Point to *Excuse me*. Say *We use formal words, like Excuse me, to ask our teacher questions.* Model an example such as *Excuse me, Mrs. Martinez, how do you spell (muscle)?*
- 3 Play TR: 39 as students read along in their books. Ask *How does Antoni ask Martina a question?* (Hey, Martina, what does this mean?) *What does Martina say to Ms. Biga?* (Excuse me, Ms. Biga.)
- 4 Say *A boy and a girl have questions. What do they want to know about?* Play TR: 40 and have students circle their answers. Have students say phrases from the audio that helped them choose their answers.
- 5 Pair students. Give each pair a group of two or three vocabulary words from Units 1-4. Have students use phrases from the chart to ask about spelling, meaning, and pronunciation. Remind pairs to use informal phrases because they are working with a classmate.

Our World in Context

Students in different cultures have varying attitudes about asking teachers questions during class. Students in China, for example, may prefer to ask their classmates for clarification instead of asking a teacher, as it may be considered impolite or disrespectful to interrupt the teacher's lesson. If students decide to ask their teacher a question, they may decide to do it before or after class rather than during class time.

Teaching Tip

Students will continually have questions as they learn a new language. Pause periodically during class to give students a chance to ask questions about the lesson. Encourage students to ask any questions they may have about vocabulary, grammar, or other English-language content they are learning. To help students feel comfortable about asking questions, remind them that all questions are important, even simple questions. Explain that if a student has a question, it's very likely that many other students in the class have the same or a similar question.

## In This Unit

**Theme** This unit is about growing and eating fresh vegetables.

### Content Objective

- Students will
- compare and discuss local and nonlocal food production.

### Language Objectives

- Students will
- talk about obligation.
  - describe frequency.
  - discuss and order food.

### Vocabulary

**Vocabulary 1** *grow, pick, dig, plant, a pumpkin, lettuce, a cucumber, a cabbage, hot peppers, an onion*

**Vocabulary 2** *how often, every (day/week), on (Fridays), once (a month), three times (a week), twice (a year)*

### Grammar

**Grammar 1** talk about obligation with *have to + verb*

**Grammar 2** order using *would like*

### Pacing Guides

L4U5

### Mission

Appreciate local food.

### Related Vocabulary

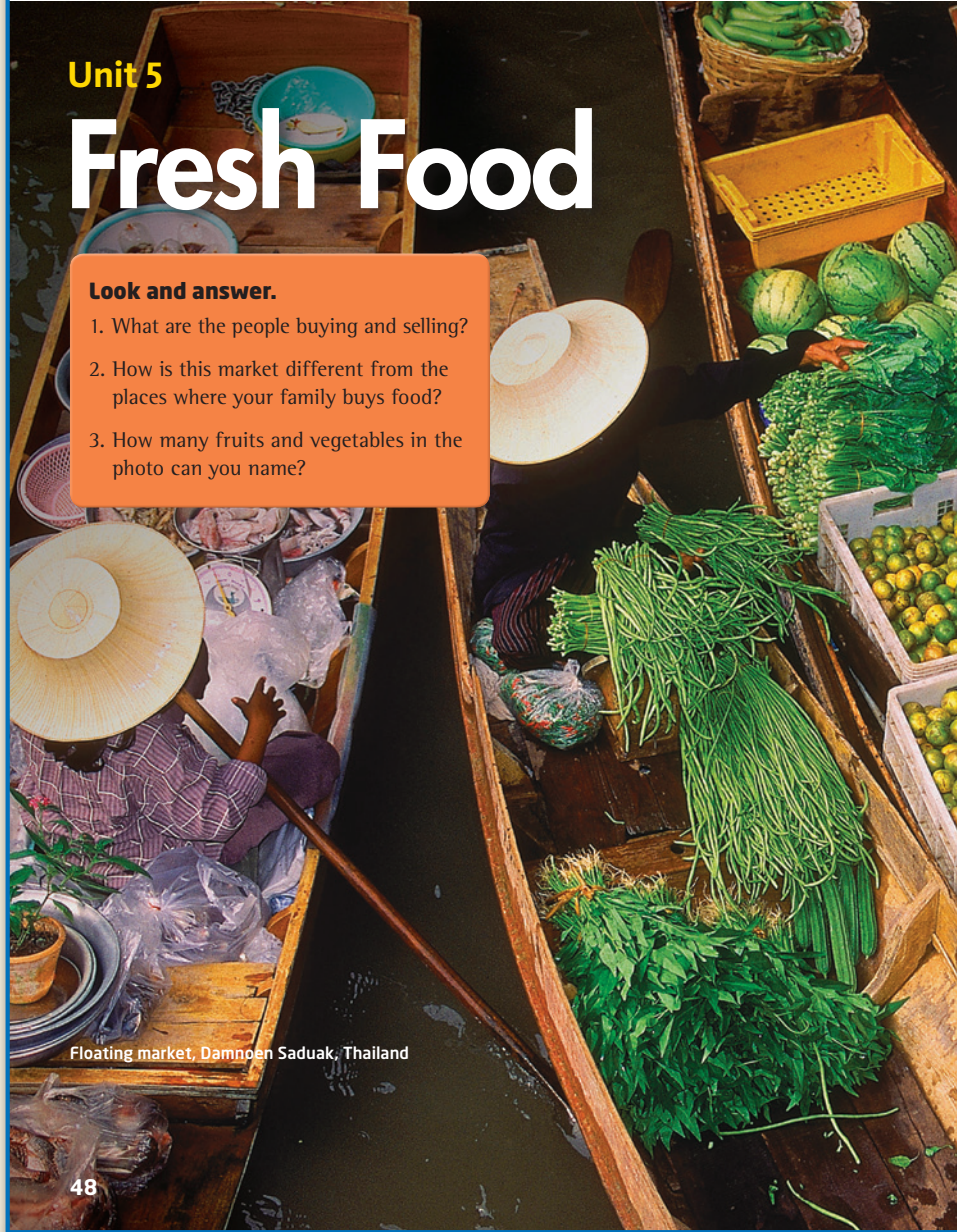
*farmers, hats, lemon, mushroom, plants, watermelon*

## Unit 5

# Fresh Food

### Look and answer.

1. What are the people buying and selling?
2. How is this market different from the places where your family buys food?
3. How many fruits and vegetables in the photo can you name?



Floating market, Damnoen Saduak, Thailand

48



49

## Be the Expert

### About the Photo

This photo was taken in Thailand, a country in Southeast Asia. If possible, show students where Thailand is on a world map. With one hand, point to Thailand, and with the other, point to the students' country. Point out some of the countries (or continents) between the two.



The town in the photo, Damnoen Saduak, has a "floating market" each morning. Local farmers sell fruit and vegetables from wooden boats. These markets are very popular with tourists. The farmers in the boats are wearing hats made from palm leaves. These hats are worn by many farmers in Thailand. The hats protect the farmers from the sun and rain while they work.

### Teaching Tip

Teach students to be respectful of other cultures. Help them avoid using negative words to describe food, clothing, or other things from cultures that may be unfamiliar to them. Encourage students to use words such as *different* and *interesting*.

## Unit Opener

### Objectives

- Students will
- analyze a photograph for information.
  - contrast information shown in a photo with their own experience.
  - identify known food vocabulary.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Graphic Organizer (Two-column chart); Unit Opener Poster; Home-School Connection Letter; World Map Poster

## Introduce

- **Activate prior knowledge** Say *The name of our next unit is "Fresh Food."* Hold up a non-food item such as a pen or a book and ask *Is this food?* Then hold up a food item such as an apple or a cookie and ask *Is this food?* Ask *What are some other examples of foods?*
- **Set the stage** Say *What is fresh food? Not all food is fresh. For example, I had a bottle of milk in my refrigerator for more than a week. Yesterday I opened it. Make a face like you smell something bad. It was not fresh. It smelled bad.* Ask *What's fresh? Is milk from a cow fresh?* (yes) *Are vegetables from a garden fresh?* (yes)
- Put students into groups of three or four. Have them look at the photo on pp. 48–49. Have groups use two-column charts to list all of the things they can name. Have them list the words under

the headings **Food** and **Not Food**. Then have groups share their words with the class. **Food** words might include *lemons, cucumber, watermelon, mushroom, lettuce*. **Not Food** words might include *boat, people, farmers, plants, hats*.

- Ask questions to encourage discussion of the photo.
  - What do you see in the photo?* (boats, fruits and vegetables, people, plants)
  - Do you think the foods are fresh?* (yes)
  - Who are the people in the boats?* (farmers)
  - What does market mean, in the caption "Floating market"?* (a place to buy and sell food, similar to our supermarket)
- Guide students through the questions on p. 48. Read each question aloud. Call on students to answer the questions. Encourage a class discussion about each question. For question 3, list students' responses on the board.

# Vocabulary 1

## Objectives

- Students will
- identify and use verbs related to growing a garden.
  - identify vegetables and use words to describe them.

**Vocabulary** *grow, pick, dig, plant, a pumpkin, lettuce, a cucumber, a cabbage, hot peppers, an onion*

**Content Vocabulary** *farm, garden, seeds*

**Resources** Workbook pp. 40–41; Audio CD TR: 41–42, Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Activity Worksheet 5.1

**Related Vocabulary** *carrots, eggplant, green beans, ready, ripe, water, weed, zucchini*

### 1 Listen and read. TR: 41

### 2 Listen and repeat. TR: 42

Every week many people go to the supermarket to buy vegetables like **cabbages** and **pumpkins**. These vegetables come from big farms. People like to go to the supermarket because it's easy and it's quick. But some people prefer to **grow** their own vegetables. For example, they grow **onions**, carrots, and **cucumbers**.

It's easier than you think to grow vegetables. First, you **dig**. Then you **plant** the seeds. Then, when the vegetables are ready, you can **pick** them. But you have to take care of your garden. Vegetables need water and sun. And sometimes insects eat your **lettuce!**



50



### 3 Work with a partner. What did you learn? Ask and answer.

Why do people grow their own vegetables?

Because it's easy!

51

# Be the Expert

## Vocabulary Strategy

**Compound Words** One kind of compound word is a noun that is made up of two separate words. These two words have a single meaning when used together. Another kind of compound word is made up of two words that are written together as one word. Draw attention to both kinds of compound words in the lesson (*hot peppers, supermarket*).

## Formative Assessment

Can students

- identify and use verbs related to growing a garden? Have students arrange the following verbs in sequential order: *pick, dig, plant*.
- identify vegetables and use words to describe them? Point to a photo of a vegetable and ask *Is this a (pumpkin) or (an onion)?*

**Review** For additional practice, direct students to Activity Worksheet 5.1.

## Warm Up

- **Recycle** Write *carrot, apple, and bread* on the board. Ask *Which food is a vegetable?* After students identify *carrot*, ask *What are some other vegetables?* As students call out vegetables, write them on the board.

- **Activate prior knowledge** Ask questions such as:

*Where do we buy vegetables?* (supermarkets, markets, shops)

*Where do vegetables grow?* (farms, gardens)

*Which do you think are fresher, vegetables from the supermarket or vegetables from farms?* (from farms)

For students who need more support, rephrase the questions as *yes/no* questions. For example, *Do we buy vegetables at supermarkets?*

## Present

- Say *Open your books to page 51. Look at the photos of vegetables.* As you point to each vegetable, name it and have students repeat.
- Ask *Which vegetables are green? Which are red? Which vegetables are round? Which have seeds?*
- Ask *Which vegetables do you like? Which don't you like?* For students who need more support, ask *yes/no* questions such as *Do you like lettuce?*
- Say *The photos on page 51 show vegetables, which are things. But the photos on page 50 show actions—what people do. People do these actions to grow vegetables.* Point to each picture on p. 50. As you point, say each word and have students repeat.

## Practice 1 2

- **1** Say *We're going to read and listen to information about growing vegetables. Read the paragraphs on page 50 and the words on pages 50 and 51 as you listen.* Play TR: 41.
- Discuss the paragraph on p. 50. Ask questions such as:
  - Where do supermarkets get vegetables?* (from farms)
  - Can people grow their own vegetables?* (yes)
- **2** Say *Now we're going to hear words and then listen to sentences with those words. Repeat each word and sentence after you hear it.* Play TR: 42. Have students repeat each word and sentence.

## Apply 3

- **3** Model the dialogue on p. 51 with a student. Say *Think of questions you can ask about the reading.* Write on the board: *who, what, why, where, when, and how.* Model asking a question. Say *How do you grow vegetables?*

## Wrap Up

- Pair students. Say *Let's play a game. Think of a word we learned and make up clues. Your partner guesses the word.* Model the activity. Say *I am thinking of a vegetable. It can be white, yellow, or red. It is round. I eat it in salad.* (onion) Make sure students take turns giving the clues and guessing the word.

Objectives

- Students will
  - talk about obligation with *have to* + verb.
  - ask and answer questions using *have to* + verb.

**Grammar** talk about obligation with *have to* + verb

**Resources** Workbook p. 42; Audio CD TR: 43; Video: Grammar I; Classroom Presentation Tool: Grammar I; Teacher's Resource CD-ROM: Graphic Organizers (Two-column chart)

**Materials** scissors, tape or glue

GRAMMAR TR: 43

I **have to** wash and cut the vegetables. I **don't have to** buy any more seeds.  
 She **has to** plant the tomatoes in a sunny place. He **doesn't have to** do homework today.

4 **What about you?** Write five things you usually have to do.

In the morning I \_\_\_\_\_.  
 In the afternoon I \_\_\_\_\_.  
 In the evening I \_\_\_\_\_.  
 On weekends I \_\_\_\_\_.  
 On Sunday I \_\_\_\_\_.

5 **Play a game.** Cut out the cubes on page 105. Work with a partner. Ask and answer.



52

Warm Up

• **Preteach** Write the following in two columns on the board:

Marisa	has to feed and walk the dog.
Ari	has to water the garden.
Marisa and Ari	have to help their grandmother go grocery shopping.

- Ask *What does Marisa have to do every Saturday morning?* (feed and walk the dog) *What does Ari have to do?* (water the garden) *What do Marisa and Ari both have to do every Saturday morning?* (help their grandmother go grocery shopping)

Present

- Give examples** Draw a two-column chart on the board. Label the chart **At school**. Label the columns **We have to** and **We don't have to**.
- Have students name things that they must do at school and things they don't have to do at school. List responses in the chart.
- Write the question frame *Do you have to \_\_\_\_\_?* on the board. Have partners ask and answer questions about school routines. For example *Do you have to feed a pet at school? Yes, I have to feed our hamster every morning.*

Practice

- Draw students' attention to the grammar box on p. 52. Say the sentences or play **TR: 43**. On the board, write:

I	have to	We	have to
You	have to	You	have to
He/She	has to	They	have to

- Help students make sentences. For example: *We have to work together in school. I have to do my homework at home.*
- Add *don't have to* or *doesn't have to* to the phrases. Help students make sentences with *don't have to* or *doesn't have to*. (He doesn't have to practice today.)

Apply 4 5

- 4 Read aloud the directions for Activity 4. Ask *What do you usually have to do in the morning?* Help students complete the first sentence. Point out that *usually* means "most of the time." Remind students to use *have to* in their responses. Have students complete the sentences.
- 5 Say *Now let's play a game*. Have students cut out and make the cubes on p. 105. Have one student read aloud the words on one cube. Have another student describe the images on the other cube.
- Put students in pairs. Say *Roll the cubes. Read the word you see on the top of one cube. Then look at the picture on the top of the other cube. Ask a question that uses the word and the picture. Use have to in your question*. Model by rolling the cubes. Say *(Weekend). (Take a shower)*. Ask *Do you have to take a shower on the weekend?* Say *Your partner answers using have to or don't have to*.
- Read the model dialogue with a student. Then have partners take turns rolling the cubes and asking and answering questions. Tell students that they may roll combinations that are logical (make your bed/in the morning) as well as combinations that are funny (eat an apple/on Sunday). Walk around the room and listen to students' conversations.

Wrap Up

- Ask individual students: *What do you have to do next at school today? What do you have to do when you get home?*

Our World in Context

At the end of a school day in Japan, students usually work together to clean the classroom. This is called *shoji*, and is the responsibility of all students. Students sweep their classrooms and hallways, empty trash cans, clean restrooms, and pick up trash from the school grounds. After the cleanup is completed, the school day is over.

Grammar in Depth

The terms *have to* and *must* are very similar in meaning. *Must* is usually used to express an obligation. (I must send my aunt a thank you note.) *Have to* is usually used to express responsibilities or necessity. (I have to wait for the bus in the morning.) In informal English, *have to* and *must* are often used interchangeably in affirmative sentences.

Formative Assessment

- Can students
- talk about obligation with *have to* + verb?  
Ask questions such as *Do you have to feed your cat every day?* Have students use *have to* or *don't have to* when responding in phrases or short sentences.
  - ask and answer questions using *have to* + verb?  
Provide phrases such as *walk the dog today, do your homework tonight, and go to sleep now*. Have students work in pairs to make questions and answers, using the phrases *have to* and *don't have to*.

## Objective

- Students will
- identify and use frequency words and expressions.

**Vocabulary** *how often, every (day/week), on (Fridays), once (a month), three times (a week), twice (a year)*

**Resources** Workbook p. 43; Audio CD TR: 44; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Activity Worksheet 5.2

**Materials** index cards, marker

## 6 Listen and say. Read and write about what you do. TR: 44

How often?

	S	M	T	W	T	F	S
every day	do homework eat fruit	eat fruit	do homework eat fruit	eat fruit	do homework eat fruit	go to market eat fruit	eat fruit
three times (a week)	do homework eat fruit	eat fruit	do homework eat fruit	eat fruit	do homework eat fruit	go to market eat fruit	eat fruit
	do homework eat fruit	eat fruit	do homework eat fruit	eat fruit	do homework eat fruit	go to market eat fruit	eat fruit

on (Fridays) ←

once (a month) ← take vegetables to Sue

twice (a year) ← plant

1. Every day I \_\_\_\_\_.
2. On Fridays I \_\_\_\_\_.
3. Three times a week I \_\_\_\_\_.
4. Twice a year we \_\_\_\_\_.
5. Once a month we \_\_\_\_\_.

## 7 Work with a partner. Ask and answer, and then stick.

How often do you ride your bike?

Twice a day.

1

2

3

4

5

53

## Warm Up

- Say *Let's review the vocabulary you learned during the last class.* Point to the vegetable photos on p. 51. Have students say the names of the vegetables they see. Then review the action words on p. 50 by acting them out. As you perform each action, have students call out the action.

## Present

- Say *Now we're going to use vocabulary to talk about how often we do things. How often is another way of saying how many times.*

- Write the numbers 1, 2, 3, 4, and 5 on the board. Say *We use special words to answer the question How often.* Next to 1 on the board, write the phrase *one time.* Write *two times* next to 2. Next to 3, write *three times*, and so on. Then write *once* and say *It's more common to say once than one time.* Then, next to 2, write *twice.* Say *It's more common to say twice than to say two times.*
- **Model** Demonstrate how to ask and answer questions with *How often.* Write *How often do you watch TV?* on the board. Have a student read the question. Answer by saying *I watch TV twice a week.* ✓ Ask each student to tell you something they do once or twice a day. If students have difficulty, review the use of *once* and *twice.*

## Teaching Tip

**Pair Work** Pair-work activities often call for students to ask and answer questions. To ensure that this is happening, use a marker to draw a large question mark on an index card. The question mark should be large enough to see across the room. Give one card to each pair. The student asking the question should hold the question mark. Check to be sure both students have held the card during the activity.

## Practice 6

- Write on the board: *S = Sunday, M = Monday, T = Tuesday, W = Wednesday, T = Thursday, F = Friday, S = Saturday.*
- Have students open their books to p. 53. Say *Look at the calendar. Each letter at the top stands for a day of the week.*
- Say *Imagine that the chart is about you.* Point out the phrase *do homework.* Model how to ask and answer questions using information in the chart. Ask *How many times a week do you do homework?* (I do homework three times a week.)
- Ask students other questions about the chart. Ask questions such as:
  - How often do you eat fruit?* (every day)
  - How often do you go to the market?* (once a week)
  - How often do you take vegetables to Sue?* (once a month)
- Point out that *on (Fridays)* is the one phrase on the calendar that tells when something happens, rather than how often it happens. It is used to answer a "When" question such as *When do you visit your grandmother?*
- 6 Say *Now you will hear words and sentences with those words. Repeat each word and sentence.* Play TR: 44.
- Have students complete items 1–5 using information from the calendar. Complete item 1 together as a class.

## Apply 7

- 7 Say *Let's do a sticker activity.* Assign partners. Ask students to look at Activity 7. Say *One of you asks "How often" or "When" questions. If your partner uses one of the phrases, he puts the sticker down.* Provide students with prompts such as: *brush your teeth, eat vegetables, study English, play with your friends.*

## Wrap Up

- Say *Before we finish class today, tell me some of the things you learned about what your classmates do each day, week, or month, and how often they do it.*

## Formative Assessment

Can students

- identify and use frequency words and expressions?
- Ask school-related questions such as *How often do we eat lunch?*  
*How often do we have (music class)?*

**Review** For additional practice, direct students to Activity Worksheet 5.2.

**Objectives**

- Students will
  - ask and answer questions using *would like*.
  - order food using *would like*.

**Grammar** order food using *would like*

**Resources** Workbook p. 44; Audio CD TR: 45; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 5.3

**Academic Language** contraction

**Materials** photos of a pumpkin, cucumber, and onion; coins

**GRAMMAR TR: 45**

What **would** you **like** for lunch? I'd **like** a bowl of vegetable soup.

**8 Read.** Complete the dialogue.

A: Welcome to Mario's Café. What would you like to order today?

B: I \_\_\_\_\_ some pumpkin soup and bread.

C: I \_\_\_\_\_ some chicken and rice, please.

D: I usually order pie, but today I \_\_\_\_\_ some ice cream.

**9 Play a game.** Play with a partner.

Make sentences. Take turns.



**Start**

EVERY DAY

THREE TIMES

TWICE

ON MONDAY

ON SATURDAY

ONCE

**Finish**

**Warm Up**

- Preteach** Show photos of vegetables such as *pumpkin*, *cucumber*, and *onion*. Review the names of the vegetables. Pick up the photo of the onion, and say *I'd like an onion, please*.
- Hold out two photos at a time and ask a student *Would you like a cucumber or a pumpkin?* Model how students can use *I'd like* in their responses. (*I'd like a pumpkin, please*.)
- As students respond, say *Maria would like a pumpkin. She'd like a pumpkin*.

**Present**

- Say *When you order or ask for food, it's polite to say I'd like or I would like. It's one way of asking for something that you want*.
- Direct students' attention to the grammar box at the top of p. 54. Play **TR: 45**. Point out that *I'd* is a contraction. Write *I would = I'd* on the board. Remind students that they can either say the contraction or use the two separate words when ordering food.
- Write *some ice cream, a banana, some milk, a hot dog, and an apple* on the board. Say *Would you like (some ice cream)?* Have students respond aloud. If needed, provide the sentence frame *I'd like \_\_\_\_\_*.

**Grammar in Depth**

*I like* and *I'd like* have different meanings. When referring to a preferred or favorite food, activity, or object, use *I like*. (*I like fried peppers*.) When expressing a desire or wish, use *I'd like*. (*I'd like the fried peppers, please*.)

**Practice 8**

- Read item A aloud. Say *This dialogue takes place in a restaurant. A worker is speaking. People are telling him what they would like to order*.
- 8** Have students complete the activity. Point out that the subject of each sentence is *I*. Say *To complete each sentence, you can use a contraction. You can also write out both words*.
- To review the activity, have a student read item A aloud, substituting his own name for *Mario*. Remind students to use 's after their names. For example, a student may say, *Welcome to Ana's Café. What would you like to order today?*

**Apply 9**

- Write the following sentence frames on the board:

We \_\_\_\_\_ every day in school.

I \_\_\_\_\_ three times a month.

We \_\_\_\_\_ twice a day.

I \_\_\_\_\_ on Monday.

- 9** Demonstrate the game for students. Flip a coin and move a marker on the board. Model a sample sentence. If you move two spaces, say *I eat breakfast every day*. Then have pairs of students play the game. Remind them to use complete sentences. Observe partners as they play the game to be sure they use complete sentences. If students have difficulty using complete sentences, remind them to look at the samples on the board.

**Wrap Up**

- Have students wait on a table of customers. Have a waiter take an order for a table of four to six customers and then repeat the order back to the customers.

**Formative Assessment**

- Can students
- ask and answer questions using *would like*?  
Hold up three familiar classroom objects, for example, a pencil, a pen, and a book. Call on students to say which one they would like.
  - order food using *would like*?  
Use photos and sentence frames such as *I would like \_\_\_\_\_, please*.

**Review** For additional practice, direct students to Activity Worksheet 5.3.



## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary I** *pumpkin, lettuce, peppers, beans, grow, dig, pick, cabbage, plant*

#### Grammar

**Grammar I** talk about obligation with *have to* + verb

**Resources** Workbook p. 45; Audio CD TR: 46; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 5.4

### The Sounds of English

**Resources** Workbook p. 45; Audio CD TR: 47; Classroom Presentation Tool: The Sounds of English; The Sounds of English Card 30

10 Listen, read, and sing. TR: 46

## Something's Growing

*Pumpkin, lettuce, peppers, and beans.  
Something's growing, and it's green.  
Pumpkin, lettuce, peppers, and beans.  
Something's growing, and it's green.*

*Working in the garden,  
working in the sun,  
working in the garden is a lot of fun.*

### THE SOUNDS OF ENGLISH TR: 47

banana

11 Listen and repeat.

1. about      around
2. tomato      potato
3. children      chicken

55

### Use the Song 10

- **Act it out** Say *We've talked about gardens and growing food. I like to work in the garden. I like to plant seeds. I like to take care of plants.* Act out digging in a garden and caring for plants. Have students describe your actions.
- Have students look at p. 51. Ask *What vegetables can I plant?* As students name vegetables, have them point to photos.
- **10** Play the song (TR: 46) once so that students can hear the names of the vegetables. Have them point out the vegetables as they hear them named in the song. (pumpkins, lettuce, peppers, beans, cabbage, carrots)

- Play the song (TR: 46) again and have students sing along. Complete song lyrics are on p. 95 in the Student Book.

### Extend

- Pair students. Write the following questions on the board: *What are three things you can pick? What are two things that you have to do in the garden?* Have partners use the song lyrics to answer the questions. Call on partners to share their answers with the class.
- Do a call-and-response activity with students. Sing or play the following line from *Something's Growing*: "Pumpkin, lettuce, peppers, and beans."

## Be the Expert

### About the Photo

The beans in the photo are called scarlet runner beans. Also called scarlet emperor or scarlet conqueror, they're named for their beautiful bright red flowers. Scarlet runners are climbers and can reach up to 15 feet in height. You can eat the flowers.

### Teaching Tip

**Vocabulary** Explain to students that they do not have to understand every word in a song to understand its meaning. Have them listen to a song a second or even third time before exploring its meaning. Have them keep a list of the words or phrases they would like to know more about.

### The Sounds of English Cards

You can use The Sounds of English Card 30 to teach the /ə/ sound. The card and corresponding audio are available on the *Explore Our World* website.

- Say *pumpkin, lettuce* and have students respond *peppers and beans*. Repeat. Then have students fill in the sequence. Say *Pumpkin*. Pause for two beats, and then say *and beans*. Repeat and have students give the missing words. (lettuce, peppers)
- Hold a "Garden Party." Have students draw pumpkins, lettuce, and peppers on sheets of paper. Place them in rows on the floor. Have students walk down their garden paths, describing what they've planted, and what they have to do to take care of it.
- Play *Something's Growing*. Have "gardeners" act out watering, weeding, digging, and planting as they hear each word mentioned in the song.

### The Sounds of English: /ə/ as in *banana* 11

- Introduce the /ə/ sound by drawing a picture of a banana on the board. Say *banana*, placing emphasis on the /ə/ sound made by the first *a* and last *a* in the word. Repeat the word slowly as you write *banana* on the board, underlining the first and last *a*. Slowly say the word again: *ba ... na ... na*. Say *You can hear the /ə/ sound twice in the word banana. Sometimes the letter a stands for the /ə/ sound.*
- Say *Other letters can also stand for the /ə/ sound.* Write *parrot* and *garden* on the board, underlining the *o* in *parrot* and the *e* in *garden*. Say each word slowly as you point to the underlined letter in each word.
- **11** Have students turn to p. 55 in their books. Say *Now let's listen and say.* Play TR: 47 and pause after item 1. Have students listen and repeat. Do the same for items 2 and 3. Then play the audio again and have students say each word again.
- To check understanding, have students listen and raise their hands when they hear /ə/ as in *banana*. Say words that contain the target sound (*about, apple, celebrate, kitchen, listen, mountain, people, sofa, today*) and some that don't.
- Say each word twice, and have students raise their hands if they hear the target sound. Say *Listen. Raise your hand when you hear the /ə/ sound.* As students raise their hands, repeat the word aloud with them. Say words without the sound as well. Students keep their hands down when they don't hear the sound.
- For additional practice with students, use the following words that have the /ə/ sound: *agree, away, balloon, complete, garden, important, panda, parade, parrot, problem, season, table, tomorrow, zebra.*

Objectives

- Students will
  - compare ways that vegetable plants grow in gardens.
  - discuss problems and solutions.
  - talk about ways to grow food in gardens.

Reading Strategy Problem and Solution

Academic Language *graphic features, predict, problem, skim, solution*

Resources Workbook pp. 46–47; Audio CD TR: 48; Classroom Presentation Tool: Reading

12 Listen and read. TR: 48

# Up the Wall and On the Roof

Would you like to grow fruit and vegetables, but you don't have a big yard? Look up! There is lots of space! You can grow food up the walls or even on the roof!

Growing vegetables up a wall is easy. Choose a sunny place and choose plants that climb. Peas and tomatoes are good choices.

"Roof gardens" are great because you can grow lots of different vegetables and fruits. In one roof garden, a class of children grew 453 kg (1,000 pounds) of vegetables in one year. The children grew cabbages, carrots, lettuce, and even strawberries! They enjoyed the fresh food they grew in their outside classroom.



Most people spend about five years of their life eating.

13 Work with a partner. Imagine you have a roof garden. Talk about it.

We can plant carrots and lettuce in our garden.

It's fun to grow fresh vegetables!



- Play TR: 48 a second time. Pause at the end of each paragraph to check for comprehension. Ask:

Paragraph 1: *Where are some places you can grow food?*

Paragraph 2: *What kind of plants should you choose to grow up a wall?*

Paragraph 3: *Why do you think you can grow more kinds of vegetables in a roof garden than on a wall?*

- Help students identify the problem and solution in the reading. Say *Underline the sentence in the first paragraph that tells about the problem. Circle the sentence that tells about solutions.*
- Graphic literacy** Have students use the three drawings on p. 56 to compare and contrast ways that vegetables grow.
- Ask *How do the drawings help you understand the different ways that carrots, lettuce, and tomatoes grow?* (They show that tomatoes grow above the ground, lettuce grows on the ground, and carrots grow under the ground.)

## Practice

- Write on the board the following words:

food fresh grow outside plants walls  
roof climb fruit vegetables sunny

Encourage a class discussion. Have students summarize what they learned about ways to grow fresh food in gardens.

## Apply 13

- 13 Read aloud the directions for Activity 13. Pair students.
- Point out the speech bubbles. Have two students read aloud the model dialogue. Say *Talk with your partner about your roof garden. Tell what fruits and vegetables you will plant. Talk about how to take care of the plants. Tell how the fresh fruits and vegetables will taste.*

## Wrap Up

- Ask students to think of two school-related problems, such as *The buses leave too quickly* or *There aren't enough books in the school library*. Then, have them propose solutions to the problems. (Talk to the bus driver; Ask parents to buy books.)

### About the Photo

The vegetable garden on p. 56 is on the roof of a school building in the city of Chicago, Illinois. A full-time gardener uses the garden to teach students about growing and taking care of plants. The garden uses heat from the building and solar energy, so it's possible to grow plants in it almost all year.

### Our World in Context

Growing seasons vary from country to country, and sometimes within countries. In the Northern Hemisphere, August is generally the best time to harvest tomatoes. In parts of the Southern Hemisphere, tomatoes can be harvested in January or even February.

### Reading Strategy

**Problem and Solution** Be sure students understand that a problem may have more than one solution. Point out that not all possible solutions may actually solve a problem. Have students consider the advantages and disadvantages, or *pros* and *cons*, of possible solutions to problems.

### Formative Assessment

- Can students
- compare ways that vegetable plants grow in gardens? Have students describe differences in the ways that carrots, lettuce, and tomatoes grow.
  - discuss problems and solutions? Have students come up with solutions to several different problems.
  - talk about ways to grow food in gardens? Have students reread and summarize "Up the Wall and On the Roof."

## Warm Up

- Activate prior knowledge** Say *I want to plant a garden. I enjoy eating fresh food. But I have a problem. I don't have enough space outside to grow vegetables. What should I do?*
- Guide the conversation to possible solutions. Say *I can use the community garden in my neighborhood. I can plant vegetables there. I can also grow vegetables in pots at my house. What other ways can I get fresh food?* Student responses may include buying fresh food at the local farmers' market or purchasing a share in a local farm that participates in community-supported farming.

## Present 12

- 12 **Read together** Direct students to p. 56. Have a student read the title aloud. Give students 15 seconds to skim the page, looking at photos, diagrams, and other graphic features. Have them close their books. Ask *What do you think the reading is about?*
- Play TR: 48 and have students read along. After they finish, have them revisit their predictions.
- Ask *Was your prediction correct? If not, how was your prediction different from what the reading was about?* Discuss students' predictions. Remind students that they can change their predictions as they read.

## Mission

**Mission** Appreciate local food.

### Objective

- Students will
- share ideas.

**Resources** Video: Meet the Explorer;  
Classroom Presentation Tool:  
Mission; Mission Poster

## Be the Expert

### Meet the Explorer

Juan Martinez grew up in South Central Los Angeles. When he was in high school, Martinez was in danger of failing out of school. He was also thinking about joining a gang. But then a teacher asked him to join a nature club at his school.

The club had a small garden. Martinez joined the club and spent his afternoons growing jalapeños in the garden. The experience taught Martinez to appreciate nature.

Martinez decided to focus on changing the lives of other kids the way his teacher helped to change his life. He now helps create programs that teach urban kids about gardens and nature. Martinez also recently became the first person in his family to graduate from college!

### Teaching Tip

When teaching new vocabulary, encourage students to use the new words to talk about something related to their own lives. Personalization helps make a new word relevant and meaningful to students. This helps students “own” and remember the new word.

**Appreciate local food.**

Why is it important to appreciate local food?

**NATIONAL GEOGRAPHIC** Juan Martinez  
Environmentalist  
Emerging Explorer

“Learning how to grow jalapeños changed my life.”

57

## Mission

- Tell students that *local food* is food that is grown nearby. Encourage a discussion of local food with questions such as:
  - What kind of local food can we buy?*
  - Where can we buy it?*
  - Do you ever buy local food? Why?*
  - Do you want to buy local food? Why?*
- Point out the term *appreciate*. Say *When you appreciate something, you're really happy to have it. You're thankful for having it.*

## Give the Unit Quiz

- Hand out the Unit 5 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section I** Point to the pictures on p. 26. Say *Look at the pictures. Point to the letters. There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB12.** (I can dig.) When students have written a letter, ask *What letter did you write?* When students respond with the letter *B*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB12.**
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Look at the calendar. Complete the sentences.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use words from the box. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–3 independently.
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Read. Circle the answer.)
- Say *Now listen to an example.* Play **TR: AB13**, pausing after the example question *How often do Leila's parents go to the bakery?* When students have circled their answers, say *What answer did you circle?* Begin the quiz when students respond with *They go to the bakery twice a week.* Say *Let's begin.* Play the rest of **TR: AB13.**
- **Speaking instructions** Point to the image at the top of p. 43. Say *This is a menu for a restaurant named Mario's Café.* Point to the words *Mario's Café.* *A menu lists the foods you can buy at a restaurant.* Point to the lists of foods. Say *Look at the menu. Answer my questions. Use complete sentences. Now listen to an example.* Say *Look at the sandwiches you can buy.* Point to the list of sandwiches. Ask *What would you like for lunch?* Point to the words *fish sandwich.* Say *I'd like a fish sandwich.*
- See pp. 47–49 of the Assessment Book for questions and expected student responses.

## Assessment

**Resources** Assessment Book  
pp. 26–27, 43, 47–49, 50–53,  
54–56; Assessment Book Audio  
CD TR: AB12–AB13

## Be the Expert

### Testing Tip

**Create a comfortable seating environment.** Consider how students are placed in the classroom and determine whether a new seating arrangement is needed. It may be helpful to move students' seats farther apart during testing so there is more space between students and less opportunity for students to look at one another's answers.

### Assess Unit Objectives

Ask questions such as the following:

- *What would you like for lunch?*
- *How often do you eat cucumbers?*
- *Do you have to eat vegetables every day?*

**Project** For a theme-related closing activity, direct students to the Unit 5 Project Worksheet.

**Vocabulary 1** a cabbage, a pumpkin, lettuce, hot peppers, a cucumber, an onion, dig, plant, pick

**Vocabulary 2** how often, every (day/week), on (Fridays), once (a month), three times (a week), twice (a year)

**Grammar 1** talk about obligation with *have to + verb*

**Grammar 2** order food using *would like*

**Song** *Something's Growing*

**Viewing** gardens and gardening

**Meet the Explorer** Juan Martinez

**Story Time** *The Empty Pot*

**Resources** Student Book pp. 48–55; Teacher's Resource CD-ROM: Graphic Organizers (Two-column chart)



## Zoom In

### Vocabulary

- Fast-forward, stopping at the images in frames. Have students name each vegetable that they see. Press *Play* to bring up the full-screen image and caption.

### Grammar

- Freeze an early animation frame. Have students describe the characters and the setting.
- View the entire animation. Have students use the captions to discuss what happens in the animation.

### Song

- Play the song with the audio off. Have students read the lyrics together. Play the song again, with audio. Have students listen as they read.

### Viewing

- After viewing, have students suggest additional video clip ideas they feel can work well.
- Have them write a four- or five-sentence “script” for their favorite suggestions. Remind them that their “scripts” should use language that helps the viewer understand what’s on the screen.

### Meet the Explorer

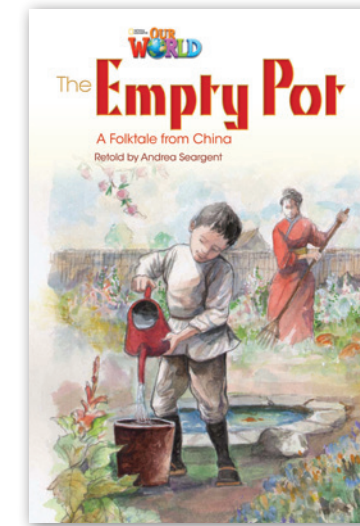
- Say *Juan Martinez believes that it's important for young people to be outdoors in nature.* Ask *What do you like to do outdoors?*

### Story Time

- View *The Empty Pot* once with students.
- View it again. Pause the video and ask questions such as *What did Cheng do with the seed the emperor gave him?* (He put it in soil and then watered it every day.) *Why did the other gardeners' plants grow so well?* (They lied and used their own seeds.)

## The Empty Pot

A boy named Cheng is a wonderful gardener. The Emperor gives a seed to each gardener in the village, telling them that the person who grows the most beautiful plant will become the next emperor. Young Cheng takes good care of his seed. But will he win the contest?



## Before You Read

- **Activate prior knowledge** Ask students questions to get them thinking about main ideas in the story. Say *Did you ever grow a plant? What did you need to do to help the plant grow? Did you ever enter a contest? Tell about it.*
- **Introduce the strategy** Give students examples to help them understand the word *prediction*. Say *Is it going to rain later? Hmm. The sky doesn't look dark. I don't see many clouds. I predict it won't rain today.*
- Say *As we read the story, let's use a chart to keep track of our predictions.* Draw a two-column chart on the board. Label one column **My prediction** and the other column **What actually happens**. Say *Look at the picture on the cover of this reader. What do you predict this reader will be about?*
- Say *As we read, we will sometimes stop to make predictions about what will happen next. Look for clues in the text to help you make these predictions.*

## While You Read

- Stop after every few pages to make predictions together about what will happen next.
  - p. 5: *What do you think Cheng will do?*
  - p. 9: *Do you think Cheng will take his pot to the palace? What do you think will happen there?*
  - p. 10: *What do you think the Emperor will say?*

## After You Read

- After finishing the story, look at the predictions in the first column of the chart. For each prediction, ask *Was that prediction right?* Next to each prediction, have students write *correct* or *write* what actually happened.

**Text Type** folktale

**Reading Strategy** Make Predictions

**Vocabulary** a cucumber, an onion, a pumpkin, dig, grow, plant, every day

**Grammar** talk about obligation with *have to + verb*

**Resources** Classroom Presentation Tool; Story Time; Teacher's Resource CD-ROM: Graphic Organizers (Two-column chart); World Map Poster (optional)

## Be the Expert

### Our World in Context

*The Empty Pot* is a folktale from China, the largest country in the world. China is on the eastern part of the continent of Asia. If possible, show students China on a world map.

### Reading Strategy

**Make Predictions** Making predictions helps students to be active readers. Help students make predictions while reading *The Empty Pot* by stopping every few pages and asking questions about what might happen next.

### Text Background

The story takes place in ancient China. Chinese civilization, which started over 4,000 years ago, is one of the oldest in the world. Emperors ruled China for more than 2,000 years, starting in 221 BCE.

Student Book

TR: 41 Unit 5. 1 Listen and read.

Every week many people go to the supermarket to buy vegetables like cabbages and pumpkins. These vegetables come from big farms. People like to go to the supermarket because it's easy and it's quick. But some people prefer to grow their own vegetables. For example, they grow onions, carrots, and cucumbers.

It's easier than you think to grow vegetables. First, you dig. Then you plant the seeds. Then, when the vegetables are ready, you can pick them. But you have to take care of your garden. Vegetables need water and sun. And sometimes insects eat your lettuce!

pick; dig; plant; a pumpkin; lettuce; a cucumber; a cabbage; hot peppers; an onion

TR: 42 2 Listen and repeat.

grow. I like to grow vegetables.

pick. Pick only the fruits and vegetables that are ready.

dig. Dig the rocks out of the dirt.

plant. Plant the seeds in a row.

a pumpkin. Pumpkin pie is my favorite dessert.

lettuce. Lettuce is very good in salad.

a cucumber. Cucumber is good in salad, too.

a cabbage. Cabbage is delicious in soup.

hot peppers. Hot peppers make good hot sauce.

an onion. Onions can be white, yellow, red, or green.

TR: 43 Grammar

I have to wash and cut the vegetables.

I don't have to buy any more seeds.

She has to plant the tomatoes in a sunny place.

He doesn't have to do homework today.

TR: 44 6 Listen and say. Read and write about what you do.

How often. How often do you eat fruit?

every day. I eat fruit every day.

On. On Fridays, I have to go to the market with my mother.

once. Once a month we take vegetables to our neighbor.

three times. Three times a week I have to do my homework.

twice. Twice a year my dad has to plant new seeds.

TR: 45 Grammar

What would you like for lunch?

I'd like a bowl of vegetable soup.

TR: 46 10 Listen, read, and sing.

Note: Lyrics for the song *Something's Growing* are on Student Book p. 95.

TR: 47 11 The Sounds of English /ə/ banana

Listen and repeat.

1. about; around 2. tomato; potato 3. children; chicken

TR: 48 13 Listen and read.

Up the Wall and On the Roof

Would you like to grow fruit and vegetables, but you don't have a big yard? Look up! There is lots of space! You can grow food up the walls or even on the roof!

Growing vegetables up a wall is easy. Choose a sunny place and choose plants that climb. Peas and tomatoes are good choices.

"Roof gardens" are great because you can grow lots of different vegetables and fruits. In one roof garden, a class of children grew 453 kg (1,000 pounds) of vegetables in one year. The children grew cabbages, carrots, lettuce, and even strawberries! They enjoyed the fresh food they grew in their outside classroom.

Workbook

TR: 22 Unit 5. 2 Listen and underline the missing word. Then listen and repeat.

1. \_\_\_\_\_ are long and green. 2. \_\_\_\_\_ are round and green. 3. \_\_\_\_\_ are round and make us cry! 4. \_\_\_\_\_ are small and spicy.

1. Cucumbers are long and green. 2. Cabbages are round and green. 3. Onions are round and make us cry! 4. Hot peppers are small and spicy.

TR: 23 7 Listen to the story. Correct the sentences.

My aunt and uncle think food and exercise are really important. I stayed with them last summer. I had to do all kinds of things I don't usually do. For example, I had to eat six servings of fruit and vegetables every day. There's more! I had to get lots of exercise. My aunt says kids need to exercise three times a week. Oh, and I had to drink a big glass of water three times a day. Can you imagine that?! But you know what? I feel good!

TR: 24 11 Listen and write. Listen to the conversation. Write the questions.

S1: Hello and welcome. Would you like a table for lunch?

S2: Yes, please.

S1: Wonderful! This way, please.

S1: Okay. What would you like to drink?

S2: I'd like a glass of water, please.

S1: And what about you? Would you like a glass of water?

S3: No, thanks. Apple juice for me, please.

S1: Okay. What would you like to eat?

S3: I would like a bowl of fresh fruit.

S2: And I would like a salad.

S1: Perfect!

Answer Key

Student Book

Unit Opener SB p. 48

- fruit and vegetables
- Possible answers: the people at the market are in boats; they are on a river, they are wearing hats, they are outdoors.
- Answers will vary.

6 SB p. 53

- eat fruit, 2. go to the market, 3. do homework, 4. plant, 5. take vegetables to Sue

TR: 25 12 Listen, write, and draw. Listen to the song. Write your own words. Then draw a picture.

Note: Lyrics for the song *Something's Growing* are on Student Book p. 95.

TR: 26 14 Listen. Which words have a sound like the *u* in *lettuce*? Circle the words.

problem; peppers; aloud; banana; birthday; celebrate; relative; parade

TR: 27 15 Listen and read.

Celebration Time!

Let's read about some harvest celebrations!

Every February, the people of Mendoza, Argentina, harvest their grapes. Then they celebrate for a month! There are parades, shows, and fireworks.

The people of Swaziland in Africa celebrate harvest every December or January. Before the Incwala festival can begin, the king must eat the first fruit. After that, everyone else eats.

France's famous Menton Lemon festival starts in February. There are big parades with floats decorated with lemons and oranges. More than 200,000 people visit this festival!

Do you know any harvest festivals?

8 SB p. 54

A: would you like

B: would (or 'd) like

C: would (or 'd) like

D: would (or 'd) like

Workbook

Go to pp. 212–214 for the Workbook Answer Key for this unit.

## In This Unit

**Theme** This unit is about how life today is different from life in the past.

### Content Objective

- Students will
- compare the past with the present.

### Language Objectives

- Students will
- talk about people's actions in the past.
  - describe what the past was like.
  - compare the past and the present.

### Vocabulary

**Vocabulary 1** *spend time, begin, electric lights, chores, make, fire, learn, wash, cell phone, tell*

**Vocabulary 2** *modern, difficult, expensive, old-fashioned, important*

### Grammar

**Grammar 1** contrast actions and ideas using *but* and *instead*

**Grammar 2** compare things using *more* + an adjective

### Pacing Guides L4U6

**Mission** Appreciate the past.

### Related Vocabulary

*crops, field, sandals, turban*

## Unit 6

# Long Ago and Today

### Look and circle.

1. They are riding  
a. to school.      b. to the market.
2. The boy is holding  
a. a box.            b. a computer.

### Look and answer.

3. What makes you think this photo is from the present?
4. What makes you think it's from the past?

Father and son biking to school, Uttar Pradesh, India

58



59

## Be the Expert

### About the Photo

This photo was taken in Uttar Pradesh, India. Point to India on the world map. Then point to your own location. Ask *Is India near or far?* Have students use the map to identify bodies of water and continents between your location and India.



The man in the picture wears a traditional long shirt and a head covering called a turban. Men in India have worn turbans for hundreds of years. The boy is wearing modern clothes.

## Unit Opener

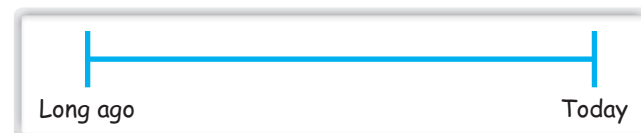
### Objectives

- Students will
- analyze a photograph for information.
  - identify details in a photo that relate to the past and to the present.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Graphic Organizers (Timeline, Word web), Home-School Connection Letter; Unit Opener Poster; World Map

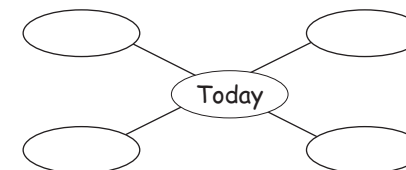
## Introduce

- **Activate prior knowledge** Say *Our next unit is called "Long Ago and Today."* Ask *Which means "now:" long ago or today?* (today) Draw this timeline on the board and have students copy it.



- Under **Today**, write *the present*. Say and have students repeat *Things that happen today happen in the present*. Under **Long ago**, write *the past*. Say *Things that happened long ago happened in the past. We're going to talk about things from long ago and things from the present*.
- Draw students' attention to the photo on pp. 58–59. Ask *What do you see in this photo?* (a man, a boy, a bicycle, a computer) Point to each object as students name it.

- Draw a word web on the board. Write **Today** in the center. Give students a copy of the word web organizer.



- Ask *What things in the photo do we use today?* (bicycle, road, shoes, shirts, pants, computer) Complete the web on the board and have students complete their word webs.
- Direct students to the activity on p. 58. Read item 1 aloud. Have students read the answer choices aloud with you. Say *Look at the web you made*. Have students use their word web to answer items 1 and 2. For items 3 and 4, say *Is this photo from the past or the present?* (present) Say *Yes, it's from the present*. Have students describe details in the photo that are from the present and details that are from the past. Discuss answers to items 3 and 4 as a class.

# Vocabulary 1

## Objective

- Students will
- identify and use words related to the past and to the present.

**Vocabulary** *spend time, begin, electric lights, chores, make, fire, learn, wash, cell phone, tell*

**Academic Language** *action, action word*

**Content Vocabulary** *chores, soap, machines*

**Resources** Workbook pp. 48–49; Audio CD TR: 49–50; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher’s Resource CD-ROM: Graphic Organizers (T-chart, Timeline), Activity Worksheet 6.I

**Materials** cell phone

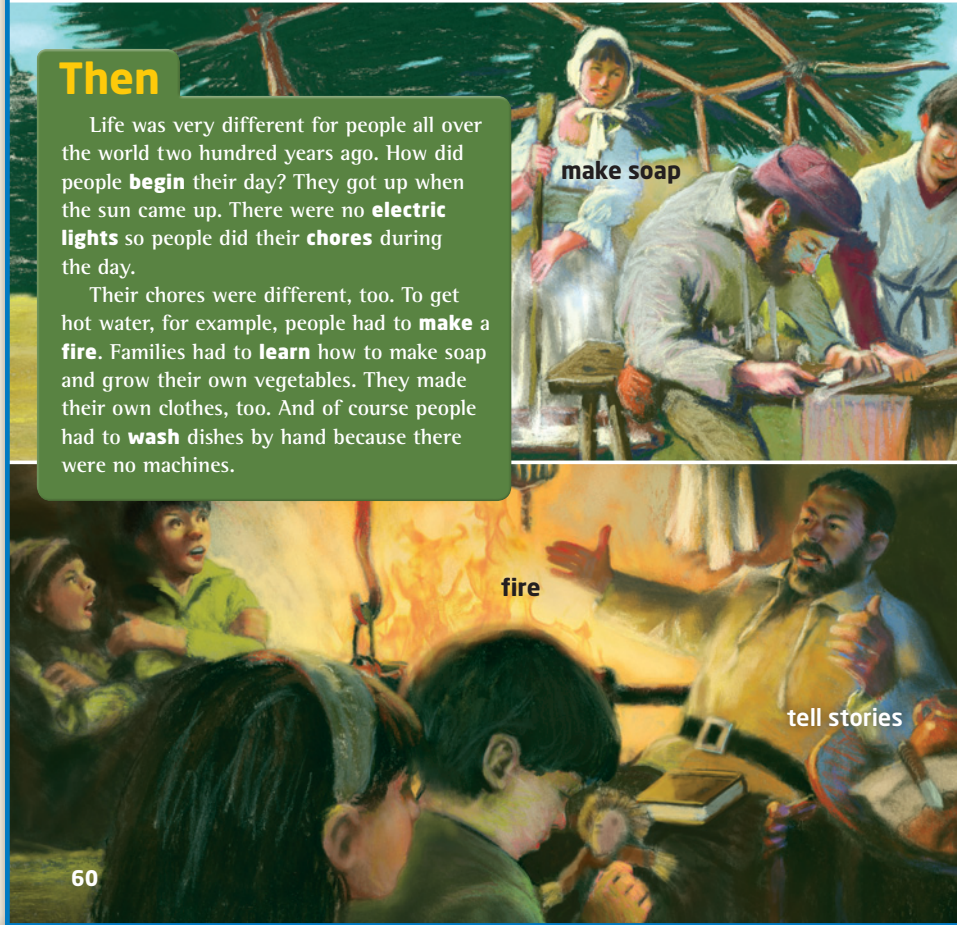
## Related Vocabulary

*dishwasher, toaster, refrigerator, lamp*

### 1 Listen and read. TR: 49

### 2 Listen and repeat. TR: 50

How did people **spend time** long ago? How were their days different from our days today? How were they the same?



## Then

Life was very different for people all over the world two hundred years ago. How did people **begin** their day? They got up when the sun came up. There were no **electric lights** so people did their **chores** during the day.

Their chores were different, too. To get hot water, for example, people had to **make a fire**. Families had to **learn** how to make soap and grow their own vegetables. They made their own clothes, too. And of course people had to **wash** dishes by hand because there were no machines.

make soap

fire

tell stories

60

### 3 Work with a partner. What did you learn? Ask and answer.

Why did people get up with the sun?

They wanted to do their chores in the daytime. They didn't have electric lights.



## Now

Today most people in the world have electric lights and **cell phones**. People still have to do chores, but in their free time, they can watch TV, make calls, and play video games.

Of course, not everybody lives this way. Many families don't like to spend a lot of time in front of the computer or TV. They prefer to go hiking or go on picnics. At home they like to talk, **tell** stories, and play card games with their friends and family. What about you?

cell phone

electric light

61

# Be the Expert

## Our World in Context

Electric lights have been around since the early 1800s, but did not become popular in homes until the 1870s, when Thomas Edison invented the electric light bulb. This invention made it easier and less expensive to have electric lamps inside homes.

## Formative Assessment

Can students

- identify and use words related to the past and to the present?

Give the following sentence frame:  
*In the past, it was common to \_\_\_\_\_, but today we \_\_\_\_\_ instead.*

Ask students to use it to tell about differences between the past and the present.

**Review** For additional practice, direct students to Activity Worksheet 6.I.

## Warm Up

- **Set the stage** Say *Imagine it is long ago. It is the past. I sit by the fire to get warm. I make many of the things I need to live.*
- Say *Now it is the present. Today, we use electric light. We buy clothes at a store.* Pick up a cell phone. Say *Today, we use cell phones.*

## Present

- Say *Let's learn words to talk about today and long ago.* Draw a T-chart on the board. Say *We'll write the words in two columns: Things and Actions.*

Things	Actions

- Have students look at pp. 60–61. Point to the fire on p. 60. Ask *Is fire a thing or an action?* (a thing) Write *fire* in the first column. Do the same for *video game, electric light, and cell phone.*
- Point to the picture of the woman making soap on p. 60. Ask *Is make (soap) a thing or an action?* (an action) Act out making a sandwich. Write *make* in the second column of the T-chart. Repeat with *wash (the dishes)* and *tell (stories)*. Then say *We learn new words. Is learning a thing or an action?* (an action) Write *learn* in the chart.
- **Give examples** Say *Some actions are called chores. We do chores to help at home. My chore is washing clothes. What chores do you do at home?*

## Practice 1 2

- **1** Say *We're going to read and listen to information about the past and the present. Read the paragraphs and the words on pages 60 and 61 as you listen.* Play TR: 49.
- Say *Let's talk about the past.* Ask: *How did people begin their day?* (They got up when the sun came up.) *What chores did people do?* (make a fire, make soap, grow vegetables, make clothes, wash dishes)
- **2** Say *Now we're going hear words and then listen to sentences with the words. Repeat each word and sentence after you hear it.* Play TR: 50.

## Apply 3

- **3** Direct students' attention to the top of p. 61. Model the dialogue with a student.
- Have students write questions using the photos and the reading. Encourage students to ask *yes/no* questions as well as informational questions that begin with the words *why, how, and when.*
- Have partners take turns asking and answering their questions.

## Wrap Up

- Group students. Have groups list five favorite ways to spend time. Have a student from each group write the group's list on the board. Review as a class. Ask *Did people do this long ago? Why or why not?*

## Objective

Students will

- contrast actions and ideas in the past and present using *but* and *instead*.

**Grammar** contrast actions and ideas using *but* and *instead*

**Academic Language** *contrast*

**Resources** Workbook p. 50; Audio CD TR: 51; Video: Grammar I; Classroom Presentation Tool: Grammar I; Teacher's Resource CD-ROM: Graphic Organizers (Timeline)

## GRAMMAR TR: 51

Long ago, children walked to school, **but** I take the bus.  
Two hundred years ago, people didn't have TV. They told stories **instead**.

### 4 Same or different? Write true sentences.

My grandparents ...	Me
watched TV.	I watch TV, too.
grew their own vegetables.	I buy vegetables in a store instead.
walked everywhere.	
played board games.	
sent letters to their friends.	

### 5 Work in a group. Talk about your grandparents' lives and your life. How are they different?



62

## Warm Up

- Preteach** Point to a student with curly hair and then to a student with straight hair. Say *Deng has curly hair, but Jade has straight hair*. Repeat the beginning of the sentence, *He has straight hair*, and have students supply the ending (but she has curly hair).
- Use similar examples to teach *instead*. Point to yourself. Say *I choose cucumbers with my lunch*. Point to a student. Say *She chooses lettuce instead*. Repeat, emphasizing *instead*. Write these example sentences on the board, leaving a blank for *instead*. Read the sentences together as a class, having the students say the word *instead*.

## Present

- Explain** Draw a timeline on the board. Say these words as you write them above the left end of the line: *then, long ago, the past, many years ago*. Repeat with these words above the right end of the line: *now, today, the present*.
- Say *Now let's add a way to tell how then and now are different*. Write *but* below the middle of the timeline.
- Draw students' attention to the grammar box at the top of p. 62. Read aloud the first sentence or play TR: 51. To signal time order as well as meaning, point to *long ago* and *but* on the timeline as you read the sentence again. As you move your hand from left to right, say the sentence.

## Teaching Tip

Sentence strips are useful for teaching correct word order. Cut a sentence into individual words or phrases. Have students arrange them in the right order.

## Grammar in Depth

The word *but* is used to join two grammatically equal words, phrases, clauses, or sentences. *But* always appears between the two grammatically equal parts that it joins, as in *Long ago, people used candles, but today we use electric lights*. *Instead* is an adverb. It can appear after a word, phrase, or clause, or with a comma at the beginning of a sentence, as in *Instead, I buy clothes*.

- Say *Now let's add another way to tell how then and now are different*. Write the word *instead* at the bottom right of the timeline.



- Have students return to the grammar box on p. 62. Read aloud the example for *instead* or play TR: 51. Point to the timeline (many years ago, instead) as you read the example again.

## Practice 4

- Prior to having students complete Activity 4, you may wish to have them talk with their grandparents or other older relatives to learn more about how things were done in the past.
- 4** Direct students' attention to Activity 4. Read aloud the directions. Review meanings of *same* and *different*. Read the column heads in the chart. Model doing the first item.
- Think Aloud** *I read the headings and the words in the first row: My grandparents watched TV. I ask myself, Do I watch TV now? Yes, that's the same. I write I watch TV, too.*
- Contrast *too* with *instead*. Say *When things are the same, use the word too. My grandparents watched TV in the past, but I also watch TV in the present. Say: I watch TV, too. When things are different, use instead. Long ago people used horses to go places. Today we use cars instead.*
- Model completing the second item. Then have students complete the chart. Point out that there can be more than one correct answer.

## Apply 5

- 5** Read aloud the directions for Activity 5. Point out the mascots and the text in the speech bubble. Have a student read aloud the text. Say *Talk with members of your group. Listen and take turns.*
- Put students in an even number of small groups. Then put two groups together. Have one group say what their grandparents did. Have the other say what they do now. Then have groups exchange roles.

## Wrap Up

- Have students write sentences contrasting the past and the present. They should use *too* and *instead*. Have them read their sentences aloud, slowly to the class.

## Formative Assessment

Can students

- contrast actions and ideas in the past and present using *but* and *instead*?  
Provide phrases such as *I use my cell phone* and *My grandparents talked face-to-face*, and have students use the phrases to create one or two sentences using *but* or *instead*.



Objective

- Students will
  - identify and use adjectives related to the past and to the present.

**Vocabulary** *modern, difficult, expensive, old-fashioned, important*

**Resources** Workbook p. 51; Audio CD TR: 52; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Activity Worksheet 6.2

**Materials** photos of items that can be described with new vocabulary, such as a cell phone (modern), an algebra problem (difficult), a sports car (expensive), a black-and-white TV (old-fashioned), keys (important)

6 Listen and say. Then read. Check T for True or F for False. TR: 52



- Video games are modern toys.  T  F
- Parents say that cleaning your room is an important chore.  T  F
- A pencil eraser is expensive.  T  F
- The telephone in the photo above is old-fashioned.  T  F
- This sentence isn't difficult.  T  F

7 Work with a partner. Talk and stick.

Look at this. What do you think? It's very expensive.

1	2	3	4	5
---	---	---	---	---

Warm Up

- Arrange the class into two lines. Say to the first line *You are going to say a sentence about things that happened in the past.* Say to the second line *You are going to say a similar sentence about today.* Model by pointing at the "past" line and saying *Long ago, people made their own clothes.* Then point at the "today" line and say *Today, we buy clothes at the store instead.* Have students repeat the activity, using different sentences.

Present

- Explain** Use photos to explain the meanings of the new words. Hold up the cell phone photo and say *Long ago, people didn't have cell phones.*

*Cell phones are new. They are modern. What else is modern?* Repeat with the other photos. For example, for the photo of the sports car, say *This car costs a lot of money. It's expensive. What else is expensive?*

- Give examples** Write the target words on the board. Try to find an example of each in the room. Point and say sentences like *This clock is old-fashioned. This window is difficult to open. This computer is modern. The computer is expensive. Tests are important.* Then have students work with a partner to find a second example for each word. Listen to students' responses and have the class agree or disagree with the partners.

Teaching Tip

Allow students to make mistakes. If students know that they're allowed to make mistakes, they will be more comfortable about speaking up and using new words. When errors occur, give the student time to make the correction himself. When you need to correct, add encouragement. For example: *Good try! The answer is ...*

Practice 6

- 6 Say *Now you're going to hear words and sentences with those words. Listen and repeat each word and sentence.* Play TR: 52.
- Have students look at the photos on p. 63. Point to the old-fashioned phone and ask *Is this telephone expensive or old-fashioned?* (old-fashioned) Point to the TV and ask *Is this TV difficult or expensive?* (expensive) Point to the photo for *difficult* and ask *Are math problems modern or difficult?* (difficult) Point to the photo for *important* and ask *Is this person important or old-fashioned?*
- Place students in pairs to do the true/false activity. Say *Decide together if each sentence is true or false.* Walk around the room giving help as needed. ✓ Ask a student to name one thing that is *old-fashioned* and one thing that is *modern*. If students have difficulty, use the pictures on pp. 60–61 to point out modern things (electric light, cell phone, video game, dishwasher) and old-fashioned things (making soap, using fire for light or heat).

Apply 7

- 7 On the board, write the following.

- |                  |              |
|------------------|--------------|
| 1. modern        | 4. important |
| 2. old-fashioned | 5. expensive |
| 3. difficult     |              |

- Assign partners and have students look at Activity 7. Show a photo of something expensive, such as the photo of the sports car. Model the dialogue on p. 63 with a student.
- Show students the Unit 6 stickers at the back of the book. Say *Look at the pictures on the stickers. Use the words on the board to ask and answer questions about the pictures. Pick the word from the board that tells about the sticker. When you both agree, place the sticker over the right number.*

Wrap Up

- Say *Tell me something important you learned today.* For each response, ask *Was it difficult or easy to learn?* Discuss students' answers.

Formative Assessment

- Can students
- identify and use adjectives related to the past and to the present?
- Ask students questions such as *What are two things that are modern?*

**Review** For additional practice, direct students to Activity Worksheet 6.2.

## Objective

- Students will
- compare things using *more* + an adjective.

**Grammar** compare things using *more* + an adjective

**Academic Language** *syllable*

**Resources** Workbook p. 52; Audio CD TR: 53; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Activity Worksheet 6.3

**Materials** coins, small objects such as erasers to use as game pieces

## GRAMMAR TR: 53

Life was **more difficult** back then.  
That cell phone is **more expensive than** this one.

## 8 Complete the sentences.

- I think jumping rope is \_\_\_\_\_ (difficult) riding a bike.
- Getting exercise is \_\_\_\_\_ (important) watching TV all day.
- Video games are \_\_\_\_\_ (expensive) board games.
- Board games are \_\_\_\_\_ (old-fashioned) video games, but they're fun to play.
- Our new house is \_\_\_\_\_ (modern) our old one.

## 9 Play a game. Cut out the game board on page 107. Play with a partner. Make sentences about the pictures.



64

## Warm Up

- Revisit** Point out the photos on p. 63. Say *The cell phone is more modern than the other phone. The TV is more expensive than a book.* Point to the photo of the student doing the math problem. Turn to a student and ask *Is math more difficult than English for you?* For support, write the sentence frame: \_\_\_\_\_ is more difficult than \_\_\_\_\_.

## Present

- Revisit** Write the word *tall* on the board. Say *tall* as you clap once. Say *Tall has one syllable. To compare, we add -er to tall.* Write *taller* next to *tall*. Say *I am taller than (Luis).*
- Write the word *friendly* on the board. Say *friend-ly* as you clap twice—once for each syllable. Say *Friendly has two syllables. We can add -er to many*

*two-syllable words to compare.* Write *friendlier* next to *friendly*. Say *Dogs are friendlier than birds.*

- Explain** Say *Most of the words you just learned, like difficult, expensive, old-fashioned, and important have three syllables.* Write the words on the board, drawing a line to separate the syllables as you say them.
- Say *Add the word more before these words when you want to use them to compare.* Point to the word *difficult* on the board. Say *Science is more difficult than English.* Continue with the other words, giving additional examples. Have students repeat each example after you give it.
- Say *Let's listen to some examples where more is added before a word to compare two things.* Play TR: 53. Have students follow along with the text at the top of p. 64.

## Grammar in Depth

The rules for comparatives vary according to how many syllables the adjective has. One-syllable words generally take *-er* (taller, shorter).

Most words with three or more syllables take *more* (more difficult, more expensive). Words with two syllables vary.

Many, but not all, two-syllable words that end in a consonant take *more* (more modern, more afraid).

Two-syllable words ending in *-ful* always take *more* (more useful, more helpful). However, many two-syllable words take *-er* (curlier, friendlier). Most two-syllable words will be learned on a case-by-case basis.

*wavy* → *wavier*  
*narrow* → *narrower*  
*gentle* → *gentler*

## Practice 8

- 8 Point to Activity 8. Say *Now let's complete the sentences.* Model the first item by reading it aloud and then saying *I have to use difficult in the blank in the correct way. I am comparing two things, jumping rope and riding a bike, so I write more difficult than.* Have students complete the rest of the sentences on their own.
- After students finish, review answers as a class. Say *Sometimes we don't compare one thing to another, so we don't add than.* Give examples, such as *We use more modern computers* or *Do they make a more expensive car?*

## Apply 9

- 9 Direct students' attention to Activity 9. Read aloud the directions. Guide students as they cut out the game board. Put students in pairs and give each pair a coin. Say *Now it's time to play the game.*
- Use a student's game board to show how to play the game. Pick a small object, such as an eraser, to use as a game piece. Flip a coin and move your game piece. If you moved two spaces, say *The computer is more modern than the TV.*
- Remind students to use complete sentences as they play. Ask *Does more go before the word it describes or after it?* (before) *Where does than go?* (after the word that it describes)

## Wrap Up

- Put students in small groups. Say *Use these five words: difficult, expensive, modern, old-fashioned, and important. Compare things you see in the classroom. Make sure to use more and than in your sentences.* Have students from each group share one of their sentences with the class. Have them point to each object as they talk about it.

## Formative Assessment

Can students

- compare things using *more* + an adjective?
- Have students compare activities like studying English and studying math using the word *difficult*.

**Review** For additional practice, direct students to Activity Worksheet 6.3.

## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary I** *learned, electric light, cell phone, spend time, fire*

#### Grammar

**Grammar I** contrast actions and ideas using *but* and *instead*

**Resources** Workbook p. 53; Audio CD TR: 54; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 6.4

**Materials** one or two photos of modern means of transportation, such as an airplane, a train, or a passenger ferry

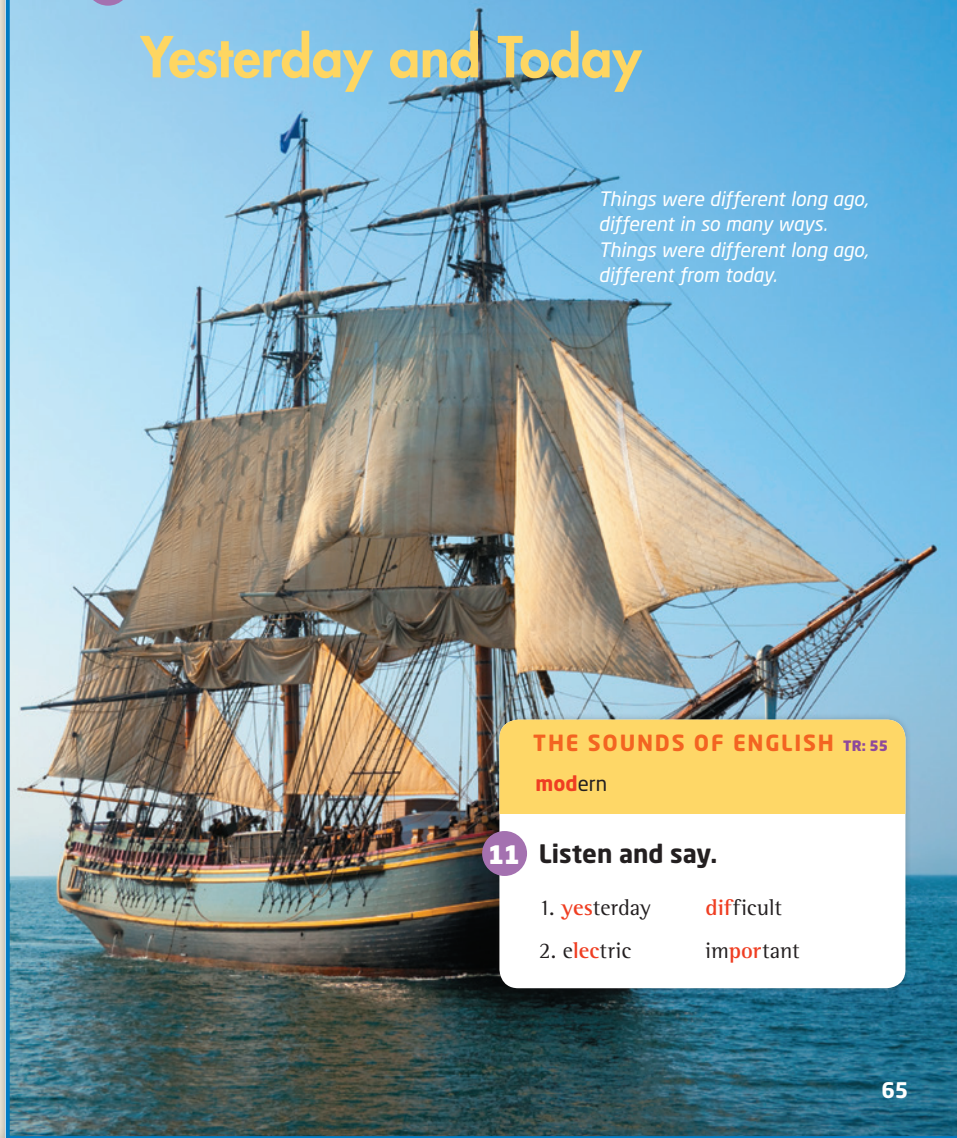
### The Sounds of English

**Resources** Workbook p. 53; Audio CD TR: 55; Classroom Presentation Tool: The Sounds of English

10 Listen, read, and sing. TR: 54

## Yesterday and Today

*Things were different long ago,  
different in so many ways.  
Things were different long ago,  
different from today.*



### THE SOUNDS OF ENGLISH TR: 55

modern

#### 11 Listen and say.

1. yesterday      difficult
2. electric        important

65

### Use the Song 10

- **Revisit** Show the photos of modern modes of transportation, such as an airplane, a train, or a motorized passenger ferry. Say *Today we can travel to places far away on modern airplanes, electric trains, and ships with motors.* Ask *Did people long ago travel on airplanes, electric trains, or ships with motors?* (no)
- Have students look at the photo on p. 65. Say *The ship in the picture has sails.* Ask *How does the ship move? What makes it go?* (the wind pushes the sails on the ship to make the ship go) Say *Things were different long ago.*
- **10** Say *We're going to listen to a song. Look at the words in your book on page 95. Use your finger to follow the words of the song.* Play the first verse of

the song (TR: 54) and show students how to follow along with their fingers. Then play the whole song. Sing along with the chorus: *Things were different long ago, different in so many ways. Things were different long ago, different from today.* After the second verse, encourage students to sing the chorus with you.

### Extend

- Write on the board: *cell phone, electric lights, fire, learned, spend time.* Sing or play TR: 54 and have students clap each time they hear one of these words or phrases. Pause at the end of each phrase with a target word, and repeat the word and its context. For example, say *We just heard the word cell phone. Now we use a cell phone to call from place to place.*

## Be the Expert

### Teaching Tip

Songs are a chance for musical students and auditory learners to shine. Let these students take the lead in reading, singing, tapping out, or even playing the music for one or more parts of the song.

- Play TR: 54. Sing each verse of the song, leaving out the word *but*. Have students sing the word during your pause.
- Put students in small groups. Have them write another verse for the song. Ask them to use *but* and *instead* to compare today and long ago in their verse.

### The Sounds of English: syllable stress as in modern 11

- Introduce the concept of syllable stress by writing the word *modern* on the board. Say *modern*, placing emphasis on the first syllable in the word. Repeat the word slowly as you underline the first syllable, *mod*. Slowly say the word again: *mod...ern*. Point to each syllable as you say *The word modern has two syllables, mod and ern. The first syllable is spoken in a louder voice than the second syllable. The first syllable is stressed.*
- **11** Have students turn to p. 65 in their books. Say *First we'll listen. Then we'll listen and say.* Play TR: 55 and have students listen. Play TR: 55 again and have students repeat each word.
- Play TR: 55 a third time, pausing after the first word, *yesterday*. Have students listen and repeat the word. Say *The first syllable is stressed in the word yesterday.* Resume playing TR: 55 and pause after the second word, *difficult*. Have students listen and repeat the word. Say *The word difficult has three syllables.* Ask *Which syllable is stressed in the word difficult?* (the first syllable)
- Say *Now let's listen to words that have stress on the second syllable.* Resume playing TR: 55. Pause after the word *electric*. Say *The word electric has three syllables. The second syllable is stressed in the word electric.* Play the audio for *electric* and have students listen and repeat. Resume playing TR: 55, pausing after the word *important*. Have students listen and repeat the word. Say *The word important has three syllables.* Ask *Which syllable is stressed in the word important?* (the second syllable)
- To check understanding, say two words and have students identify the word that has stress on the first syllable. Ask: *Which word has stress on the first syllable: pumpkin or parade?* (pumpkin) *delicious or cucumber?* (cucumber)
- Then have students identify the word that has stress on the second syllable. Ask: *Which word has stress on the second syllable: balloon or lantern?* (balloon) *often or compare?* (compare)

Objectives

- Students will
  - identify sequence word and picture clues.
  - identify a sequence of events.
  - talk about how bicycles changed over time.

**Reading Strategy** Sequence of Events

**Academic Language** order, sequence

**Content Vocabulary** wheels, pedals

**Resources** Workbook pp. 54–55  
 Audio CD TR: 56; Classroom Presentation Tool: Reading; Teacher’s Resource CD-ROM: Graphic Organizer (Flow chart)

12 Listen and read. TR: 56

# From Walking to Biking

The first bicycle was made of wood. The hobby horse had two wheels but no pedals. You didn’t ride it—you walked it!

The velocipede came next. Velocipedes had pedals so people could ride them. But velocipedes were difficult to ride on stone streets. These “boneshakers” hurt your bones!

Later, people rode a new kind of bicycle called a “high wheeler.” It was made of metal and had a high front wheel so people often fell off!

The next bicycle had two wheels of the same size. This design became the standard for modern children’s bicycles. Now everyone enjoys bicycles!

13 Work with a partner. Talk about bicycles.

Ask and answer.

1. What was the main problem with each kind of bicycle: hobby horse, boneshaker, and high wheeler?
2. Do you have a bicycle? When and how do you use it?
3. Why are bicycles a good idea?

The hobby horse had no pedals. You couldn’t ride it!



The longest bike ever made was about 36 m (117 ft.) long!



Hobby Horse



Boneshaker



High Wheeler



Children’s Bicycle



nearby sentences to look for clues. I read that velocipedes were difficult to ride on stone streets. Streets made of stones are bumpy. A bike would go up and down over them! It would shake. Pretend to hold handlebars that shake. I guess that the word boneshaker means a kind of bicycle that shakes your bones as you ride it.

## Practice

- Direct students’ attention to the arrows beneath the photos on p. 66. Say *The arrows show what comes next. They help us to understand how bicycles changed over time.*
- Write the words *first, next, later, and now* on the board. Say *These words help tell how bicycles changed over time, too.* Have students scan the reading and underline each of these words. Then point out their uses. Say *Look at the beginning of paragraph 1; it says “The first bicycle...” At the beginning of paragraph 2, I read “The velocipede came next.” Paragraph 3 begins with “Later, people rode a new kind of bicycle...” Paragraph 4 begins with “The next bicycle...”*
- Say *The last sentence has one more clue word. What is it? (Now) Say That’s right! “Now everyone enjoys bicycles!”*
- Have students use words from the board to say sentences about each bicycle. (The hobby horse was first. The boneshaker came next.) ✓ Have students close their books. Ask *What does a velocipede have that a hobby horse doesn’t?* (pedals)
- Distribute flow chart graphic organizers. Have students use the words on the board to label their flow charts in the correct order. Then have students write each type of bicycle in the correct place in their flow charts.

## Apply 13

- 13 Put students in pairs. Have them work together to read and respond to the questions.
- After students have finished asking and answering the questions, call on partners to share their answers with the class.
- Draw students’ attention to the *Weird but True* fact. Read it aloud, and then say *Thirty-six meters is about as long as three school buses in a row!*

## Wrap Up

- Ask *How are today’s bicycles better than bicycles from long ago? Give examples.* Have students discuss the question in small groups and write at least three examples. Have groups share their examples with the class.

### Our World in Context

Students may notice that the boneshaker has pedals on its front wheel. This was the first placement for pedals on a bicycle. A Frenchman named Alexandre Lefèbvre added pedals to his design. His vehicle was called a *vélocipède de pédale*, or, in English, velocipede. Such a long name couldn’t—and didn’t—last long. Soon after, people in Europe began using the word *bicycle*.

### Reading Strategy

**Sequence of Events** There are many ways for students to identify the sequence in which things happen in a reading. They can find clues *before* they read. (Does the title show time order? Are there pictures that show time order or steps?) They can find clues *as* they read. (Are there clue words such as *first, next, later, last, and now*? Does each paragraph seem to tell about a different time or another step?)

### Formative Assessment

- Can students
- identify sequence word and picture clues?
    - Have students list sequence words from the reading (*first, next, later, now*). Have them explain how the pictures show changes over time.
  - identify a sequence of events?
    - Write the following phrases on the board: *water the plant, buy the seeds, pick the vegetable, cover the seeds with dirt*. Have students put the events in order using *first, next, later, and last*.
  - talk about how bicycles changed over time?
    - Have students use the text and pictures on p. 66 to tell how bicycles and their parts changed over time.

## Warm Up

- **Build background** Say *Today we’ll read about bicycles from long ago and today. Bicycles changed over time.* Write the word *wheeler* on the board. Say *One of the bikes we will read about is called a high wheeler.* Use your hand to indicate *high*. *A high wheeler is a bike from long ago. We will learn about other bikes from the past, too!*

## Present 12

- **Graphic literacy** Direct students to p. 66. Have a student read the title aloud. Ask students to look at each photo and picture. Have students describe the different kinds of wheels on the bicycles.
- 12 **Read together** Play TR: 56 and have students read along. As they hear the description of each

bicycle, have them point to the matching bicycle in their books.

- Play TR: 56 a second time. Pause at the end of each paragraph to check for comprehension. Ask questions such as:
  - Paragraph 1:** *How did you make the hobby horse bicycle move?* (You walked it.)
  - Paragraph 2:** *What is another name for the bicycle called the velocipede?* (the “boneshaker”)
- ✓ Ask sequencing questions and have students point to the pictures to answers. *Which bike was first? Second? Third? Fourth?*
- **Think Aloud** Model how students can use context clues to find meaning. Say *When I see words I don’t know, I look for context clues to help me. I don’t know what boneshakers are, so I reread*

## Mission

**Mission** Appreciate the past.

### Objectives

- Students will
- share ideas.

**Resources** Video: Meet the Explorer;  
Classroom Presentation Tool:  
Mission; Mission Poster

## Be the Expert

### About the Photo

The photo shows a Vietnamese elder teaching a young man the ancient art of calligraphy, or handwriting as art. The man's silk clothes and hat are traditional, while the boy wears modern clothes.

### Meet the Explorer

Stephen Ambrose was a historian and best-selling author of more than 35 history books. To write his books, Ambrose visited the places he wrote about. When he wrote about D-Day, he visited Normandy. When he wrote about American explorers Lewis and Clark, he retraced their trail across the American West. When he wrote about air warfare, he flew war planes.

In addition to writing books, Mr. Ambrose was a professor at the University of Orleans. He founded the Eisenhower Center for American Studies at the university. He also founded a museum about D-Day. One of his greatest achievements was collecting thousands of spoken and written histories from veterans of World War II.



# Appreciate the past.

How can you and other kids find out more about the past? Who can you ask?

**NATIONAL GEOGRAPHIC**

Stephen Ambrose  
(1936-2002)  
Historian  
Explorer-in-Residence Emeritus

"The past is a source of knowledge, and the future is a source of hope. Love of the past implies faith in the future."



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## Mission

- Remind students that they have been learning about things in the past and comparing the past and present. Encourage a discussion of appreciation of the past with questions like these:  
*How were things different long ago?*  
*How can books, movies, museums, and other people help you learn more about people and things from long ago?*  
*Were some things better long ago? What? Why do you think that?*  
*What can you learn by thinking about the past?*
- Point out the word *appreciate*. Say *We saw this word in Unit 5. What does it mean?* (to be thankful for or happy to have something) Say *When we appreciate something, we are thankful for it or happy to have it.* Ask students to think of a person or thing that they are thankful for. Say *In this lesson, we are using the term appreciate to mean that we understand the importance of learning about the past.*

## Give the Unit Quiz

- Hand out the Unit 6 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section I** Point to the pictures on p. 28. Say *Look at the pictures.* Point to the letters. *There is a letter next to each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB14.** (They're playing a modern game.) When students have written a letter, ask *What letter did you write?* When students respond with the letter *B*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB14.**
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the sentences. Use *but* or *instead*.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use *more* and the words in parentheses. 4: Read. Match. Write the letter.)
- Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Complete the sentences.)
- Say *Now listen to an example. Write the missing words to complete the sentence you hear.* Play **TR: AB15.** When students have completed the sentence, ask *What sentence did you write?* Begin the quiz when students respond with *Long ago, people didn't have electric lights.* Say *Let's begin.* Play the rest of **TR: AB15.**
- **Speaking instructions** Point to the image at the bottom of p. 43. Say *Look at the pictures. Answer my questions. Use complete sentences. Now listen to an example.* Ask *Long ago, people didn't have electric lights. What did people use instead?* Point to the fire. Say *They used a fire instead.*
- See pp. 47–49 of the Assessment Book for questions and expected student responses.

## Assessment

**Resources** Assessment Book pp.  
28–29, 43, 47–49, 50–53, 54–56;  
Assessment Book Audio CD TR:  
AB14–AB15

## Be the Expert

### Testing Tip

**Focus on the positive.** Remind students to focus on what they know, and to come back to difficult questions at the end. Explain that it's okay if they do not remember something: they will have time to review things they didn't remember after the test.

### Assess Unit Objectives

- Ask questions such as the following:
- *What chores did people do long ago?*
  - *What chores do you do today?*
  - *Was life more difficult long ago than it is today?*

**Project** For a theme-related closing activity, direct students to the Unit 6 Project Worksheet.

## Video

**Vocabulary 1** fire, tell, spend time, cell phone, chores, make, wash, electric light, begin, learn

**Vocabulary 2** old-fashioned, modern, important, difficult, expensive

**Grammar 1** contrast actions and ideas using *but* and *instead*

**Grammar 2** compare things using *more* + an adjective

**Song** Yesterday and Today

**Viewing** changes from past to present

**Meet the Explorer** Stephen Ambrose

**Story Time** Rhodopis

**Resources** Student Book pp. 58–65; Teacher's Resource CD-ROM: Graphic Organizers (Venn diagram)



## Zoom In

## Vocabulary

- Fast-forward through the vocabulary, pausing at the images with captions. Have students say and write each word, and then label it as “today,” “long ago,” or “both.” Then press *Play* and have students watch and listen to each description.

## Grammar

- View the entire animation. Pause so students can write the pairs of activities (watch TV/fly kites). After viewing, have students say sentences using the pairs.

## Song

- Play the song once. Have students write *long ago* and *today* on separate pieces of paper. Play it again and have students hold up papers labeled either *long ago* or *today* when appropriate.

## Viewing

- Play the segment without the audio. Pause at each scene. Ask *Is this scene about long ago or today?*
- In groups, have students brainstorm things that are the same today as long ago. As a class, create a list of such things to add to the video.

## Meet the Explorer

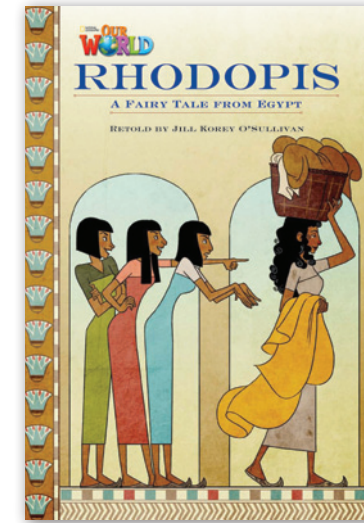
- Say *Stephen Ambrose was a historian. Historians do research about the past and write about it. Stephen Ambrose believed that telling stories about the past is very important.*

## Story Time

- View *Rhodopis* once with students.
- View it again. Pause to ask questions such as *How do the other servants treat Rhodopis?* (badly) *What chores does Rhodopis have to do?* (take out the garbage, do the wash, do the dishes)

## Rhodopis

Rhodopis is a good and kind servant. But the other servants are cruel and make her do all of the chores. One day, the pharaoh invites everyone to a party. The other servants say Rhodopis can't go, but a magic slipper helps Rhodopis meet the pharaoh.



## Before You Read

- **Activate prior knowledge** Ask *Do you know of a fairy tale about a girl who does chores and is treated badly?* Students may know *Cinderella* or a similar story. If so, ask *What happens to the girl in the story?* (She meets a prince.)
- **Introduce the strategy** Define *problem* and *solution*. For *problem*, give an example of a problem that happened in class. For example, say *In class, we started a project. We ran out of glue. Another teacher gave us some glue. The problem was running out of glue. The solution was the other teacher giving us some glue.*
- Say *We are going to read a story about a girl named Rhodopis.* Show the book cover and point to the name.
- On the board, draw a T-chart labeled **Problems and Solutions**. Give students a copy of the T-chart organizer. Say *Let's list the problems that Rhodopis has as we read about them. We are going to write them in the Problems column. Next to each problem, let's write its solution in the Solutions column.*

## While You Read

- Read aloud p. 2. Say *What problem does Rhodopis have? It says that the other servants make her do all the chores. I write that under Problems.* Write *She had to do all of the chores* on the chart.
- Have students complete their T-charts as they read. Ask questions such as (p. 6) *Rhodopis looks sad. What's the problem?* (She can't go to the party.) Pause while students write the problem in their charts. Say *Let's look for the solution as we read.* Pause during the reading to check whether students can find solutions to the problems they identified.

## After You Read

- Place students in pairs. Have them compare the lists of problems and solutions in their charts. Explain that some of the problems may have more than one possible solution.

**Text Type** fairy tale

**Reading Strategy** Identify Problems and Solutions

**Vocabulary** chores, wash, difficult, important, make, modern

**Academic Vocabulary** problem, solution

**Grammar** contrast with *but*, comparatives with *more* + adjective

**Resources** Video: Story Time: *Rhodopis*; Classroom Presentation Tool: Story Time; Teacher's Resource CD-ROM: Graphic Organizers (T-chart), World Map Poster

## Be the Expert

## Our World in Context

*Rhodopis* is set in Ancient Egypt. Egypt is in northeast Africa. If possible, show students Egypt on a map. Egypt is one of the oldest civilizations in the world. In ancient times, Egypt was ruled by pharaohs, who were worshipped as gods.

## Text Background

*Rhodopis* is a “Cinderella story.” Cinderella stories appear worldwide. There are more than 500 versions of the story in Europe alone! In some versions, the shoe or “slipper” is glass, but in others it is gold or silver.

## Reading Strategy

**Identify Problems and Solutions** Many stories are written around one or more problems that the main character has to solve. Students can better understand the events when they are looking for problems and solutions. As you read with students, point out problems, and have them try to find the solutions in the story.

Student Book

TR: 49 Unit 6. 1 Listen and read.

How did people spend time long ago? How were their days different from our days today? How were they the same?

Then

Life was very different for people all over the world two hundred years ago. How did people begin their day? They got up when the sun came up. There were no electric lights so people did their chores during the day.

Their chores were different, too. To get hot water, for example, people had to make a fire. Families had to learn how to make soap and grow their own vegetables. They made their own clothes, too. And, of course, people had to wash dishes by hand because there were no machines.

Now

Today most people in the world have electric lights and cell phones. People still have to do chores, but in their free time, they can watch TV, make calls, and play video games.

Of course, not everybody lives this way. Many families don't like to spend a lot of time in front of the computer or TV. They prefer to go hiking or go on picnics. At home they like to talk, tell stories, and play card games with their friends and family. What about you?

TR: 50 2 Listen and repeat.

spend time. I like to spend time with my grandparents on weekends.

begin. It's time to begin your homework.

electric lights. Electric lights made the day longer.

chores. I do my chores in the morning.

make. I make my bed in the morning.

fire. Long ago, people cooked their food over fire.

learn. Do you want to learn how to play chess?

wash. My brother washes the dishes three times a week.

cell phone. Cell phones make communication easier.

tell. Grandpa, tell me a story!

TR: 51 Grammar

Long ago, children walked to school, but I take the bus.

Two hundred years ago, people didn't have TV. They told stories instead.

TR: 52 6 Listen and say. Then read. Check T for True and F for False.

modern. Long ago, life was slow. Modern life is fast. difficult. This math problem is really difficult.

expensive. That video game is very expensive.

old-fashioned. I don't like that dress. It's old-fashioned.

important. It's important to do your homework.

TR: 53 Grammar

Life was more difficult back then.

That cell phone is more expensive than this one.

TR: 54 10 Listen, read, and sing.

Note: Lyrics for the song *Yesterday and Today* are on Student Book p. 95.

TR: 55 11 The Sounds of English modern Listen and say.

1. yesterday; difficult 2. electric; important

TR: 56 12 Listen and read.

From Walking to Biking

The first bicycle was made of wood. The hobby horse had two wheels but no pedals. You didn't ride it—you walked it!

The velocipede came next. Velocipedes had pedals so people could ride them. But velocipedes were difficult to ride on stone streets. These "boneshakers" hurt your bones!

Later, people rode a new kind of bicycle called a "high wheeler." It was made of metal and had a high front wheel so people often fell off!

The next bicycle had two wheels of the same size. This design became the standard for modern children's bicycles. Now everyone enjoys bicycles!

Workbook

TR: 28 Unit 6. 4 Listen. Write one thing that each person didn't have or didn't do.

1. We lived in a small town. We had electric lights, but we didn't have cell phones.

2. Most of the time we stayed home. We didn't spend a lot of money. In the evenings, we usually sat by the fire and told stories.

3. I walked to school every day. In the evening, I did lots of chores, but I didn't make the fire. My brother did that.

4. I always began the day at 5 a.m. I spent all day working in a factory, so I didn't do many chores at home.

TR: 29 8 Look and listen. Number the order you hear each word.

1. S1: Who is the girl in a long dress? She looks very important!

S2: That's Paloma. She looks beautiful, too. Her mom made her dress.

2. S2: I like Alfredo's hat. Where did he find those old-fashioned clothes?

S1: He found them in his house! They were his grandfather's, I think.

3. S2: Who's that? The boy walking on his hands?

S1: Oh, that's Ramon. He practiced it for hours. It's very difficult!

4. S1: What about the boy who's singing? Who's he?

Answer Key

Student Book

Unit Opener SB p. 58

1. a, 2. b, 3. and 4. Answers will vary.

6 SB p. 63

1. T, 2. T, 3. F, 4. T, 5. T

8 SB p. 64

1. more difficult than

2. more important than

S2: That's Hector. He's a rapper. He wanted to wear something modern.

5. S2: Ana looks awesome. She looks just like a princess!

S1: Yes, she does. Her clothes look very expensive, but she made them herself.

TR: 30 13 Listen to the song. Match.

Note: Lyrics for the song *Yesterday and Today* are on Student Book p. 95.

TR: 31 15 Listen and repeat. Circle the loudest part of the word.

1. yesterday 2. today 3. electric 4. stories 5. ago 6. exciting 7. exercise 8. instead 9. begin 10. elbow

TR: 32 16 Listen and read.

High and Dry

A stilt house is a home on "legs." People live high up so that if it rains, the water can't enter the rooms. Also, it is often cooler upstairs. Stilt houses are high, safe, and dry.

Today, you can find stilt houses in South America, Africa, Europe, and Asia. However, they are not all the same. In some Vietnamese stilt houses, the left side of the house is for the women; the men's rooms are on the right. In Thailand, the houses are often built on water and face the mountains.

Most modern stilt houses have electric lights, refrigerators, TVs, and computers. And most people who live in them have cell phones!

3. more expensive than

4. more old-fashioned than

5. more modern than

Workbook

Go to pp. 214–216 for the Workbook Answer Key for this unit.

## In This Unit

**Theme** This unit is about illnesses and injuries and how to treat them.

### Content Objectives

- Students will
- describe illnesses and injuries.
  - tell how to treat them.

### Language Objectives

- Students will
- talk about health and illness.
  - describe actions.
  - give advice.
  - talk about cause and effect.

### Vocabulary

**Vocabulary 1** a tissue, sneeze, have a cold, an earache, a headache, a stomachache, cough, have a fever, a first-aid kit, medicine

**Vocabulary 2** a broken leg, a scratch, a burn, a bruise, a cut

### Grammar

**Grammar 1** give advice with *should*

**Grammar 2** talk about oneself with reflexive pronouns

### Pacing Guides L4U7

**Mission** Be prepared.

**Related Vocabulary**  
*cast, plaster*

## Unit Opener

### Objectives

- Students will
- analyze a photograph for information.
  - make inferences.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Unit Opener Poster; Teacher's Resource CD-ROM: Home-School Connection Letter

## Unit 7

# Get Well Soon!

### Look and answer.

1. What's the matter with her?  
She has \_\_\_\_\_.
  - a cold
  - a broken arm
  - a headache
2. How do you think she feels?
  - It hurts a lot.
  - It hurts, but she feels fine.
  - Better than ever.
3. Write a speech bubble for this girl.

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## Introduce

- **Explain** Say *The name of our next unit is "Get Well Soon!" You say "Get well soon" to someone when she's sick.*
- **Recycle** Review vocabulary for parts of the body. Write on the board *arm, bone, leg, ear, eye, elbow, fingers, hands, head, neck, nose, back, stomach, teeth, toes, and tongue.* Point and say each word. Ask different students to point to the body part.
- Model having a headache. Hold your head and make a sad face. Say *I'm sick. My head hurts.* Pretend to bump your arm. Say *Ouch! That hurt. I injured my arm.* Say *When we're sick or injured, a part of our body hurts.*
- Say *Open your book to pages 68 and 69. Look at the photo.* Say *The girl has a cast on her arm.* Ask *Did you ever have a cast?* Then ask *Why do people get casts?* (they break a body part) Say *The girl has an injury.* Pretend to cough. Say *I have an illness.*

## Be the Expert

### About the Photo

The photo shows a young girl wearing a colorful cast on her arm. She has a broken arm. A broken arm is the most common type of broken bone in children. While broken bones are more common during childhood, children's bones heal faster than adults' bones.



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*For both an injury and an illness, you can say, "Get well soon." In this unit, we're going to learn about illness and injury.*

- Ask questions to encourage discussion of the photo.
  - What body parts do you see?* (arm, hand, fingers)
  - What's the girl's problem?* (she has a broken arm)
  - What's on the cast?* (writing)
- Guide students through the activity on p. 68. Read aloud the first two questions. Then read each answer and have students raise their hands if they believe it is the correct answer. Discuss the correct answers.
- Say *Item 3 shows a speech bubble. A speech bubble shows what a person is saying. What do you think the girl is saying? Write your answer in the bubble.* When students are finished, have several students share their answers.



## Vocabulary 1

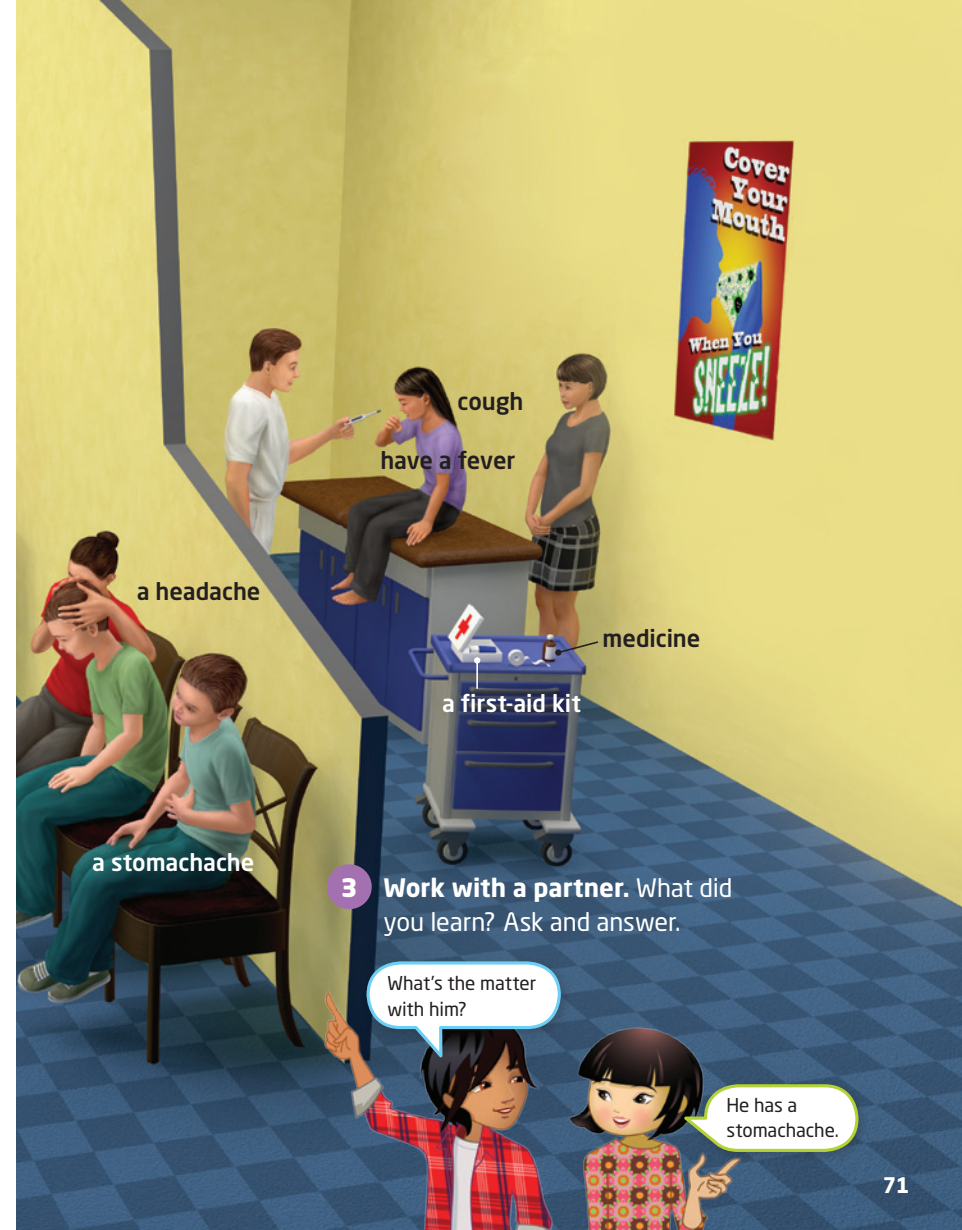
### Objectives

- Students will
- discuss illnesses.
  - say how to treat illnesses and injuries.

**Vocabulary** a tissue, sneeze, have a cold, an earache, a headache, a stomachache, cough, have a fever, a first-aid kit, medicine

**Resources** Workbook pp. 56–57; Audio CD TR: 57–58; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Activity Worksheet 7.1

**Materials** tissues (optional)



## Be the Expert

### Teaching Tip

Acting out new vocabulary words can help students understand and remember the words. Students can act out words for a partner or a small group. For example, give the class a category and call on students to act out words in that category. Do this to review vocabulary from current and previous lessons.

### Formative Assessment

Can students

- discuss illnesses?  
Ask questions such as *What makes me sneeze? What's it called when my head hurts?*
- say how to treat illnesses and injuries?  
Give students the following sentence frames to complete:  
*When I have a cold, I need \_\_\_\_\_.*  
*When I have a broken arm, I wear \_\_\_\_\_.*

**Review** For additional practice, direct students to Activity Worksheet 7.1.

## Warm Up

- **Activate prior knowledge** Ask *When was the last time you saw a doctor? Did the doctor help you?* Have a few students answer. Then say *Sometimes we only feel a little sick. We do not go to the doctor. Instead, we stay home and rest. When did you last feel a little sick? What happened?*
- **Build background** Write *injury* and *illness* on the board. Say *When you are sick, you have an illness.* Pretend to sneeze. Say *I have an illness.* Say *When you are hurt, you have an injury.* Walk as if you hurt one leg. Say *I hurt my leg. I have an injury.* Cough and ask *Do I have an illness or an injury?* (illness)
- **Hold up a tissue and ask** *Do I use this for an illness or for an injury?* (illness)

## Present

- Say *Open your books to pages 70 and 71. Look at the picture. These people don't feel well. They're waiting to see the doctor.* Point to each picture and read the word aloud. Have students repeat.
- **Act it out** Pretend to sneeze. Say *Oh! I think I have a cold.* Repeat for each illness. For *feeling dizzy*, say *When you feel dizzy, you might fall.*
- Write *symptom* on the board. Say *A symptom is what you feel when you're sick or hurt.*
- Ask *Do I use a tissue for a headache?* (no) ✓ Ask *What do I use when I sneeze?* (a tissue) If students have trouble answering, hold up a tissue and say *I use a tissue when I sneeze.*

## Practice 1 2

- **1** Say *Now we're going to listen to words and sentences. Read the paragraphs on page 70 and the words on pages 70 and 71 as you listen.* Play **TR: 57.**
- Ask questions such as:  
*What causes a cold?* (germs)  
*How can you keep germs out of your body?* (wash your hands with soap)
- **2** Say *Let's listen to more vocabulary words and sentences with the words. Repeat each word and sentence after you hear it.* Play **TR: 58.**

## Apply 3

- **3** Tell students to look at the bottom of p. 71. Say *Ask questions about the pictures.* Model the dialogue with a student. Explain that "What's the matter?" means "What's wrong?"
- Pair students. Say *Take turns. Use as many new words as possible.*

## Wrap Up

- List illnesses on the board. Form small groups. Have students write the number of people in their group who had each illness. Write results on the board. Ask *What illness was most common?*

**Objectives**

- Students will
  - give advice with *should*.
  - talk and write about treating health problems.

**Grammar** give advice with *should*

**Academic Language** contraction

**Resources** Workbook p. 58; Audio CD TR: 59; Video: Grammar I; Classroom Presentation Tool: Grammar I

**GRAMMAR TR: 59**

I have a bad earache. What **should** I do?  
 You **shouldn't** wait any longer. Your mom **should** take you to the doctor.

- 4 Work with a partner.** Look at the photos. Give advice. Use the words in the box.

use tissues	go out	go to the doctor
sneeze on people	go to bed	go to school



He feels sick. He has a fever.



She has a cold and a cough.

- 5 Work in a group.** Act out an illness. Guess and give advice. Take turns.



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**Warm Up**

- Say *Today we're going to talk about how to help sick people. What do your parents do when you're sick?* As students answer, have others raise their hands if their parents also do this.

- Recycle** Write the sentences below on the board. Have students complete them with *but* or *too*.

Veronica doesn't have an illness, \_\_\_\_\_ she does have a broken leg. (but)  
 Lee has a stomachache, and he has an earache, \_\_\_\_\_. (too)

Review answers as a class.

**Present**

- Say *Open your books to page 72.* Draw students' attention to the Grammar box. Play **TR: 59**, acting out the first sentence as you hear it.
- Say *We use should to make a suggestion or give advice.* Write on the board: *I should use a tissue when I have a cold.* Underline *should use*. Say the sentence, changing the subject to *you*.
- Say *We can also give advice about what not to do. We use the words should not. Another way to say should not is shouldn't.*
- Explain that *shouldn't* is a contraction. Remind students of other contractions they know, such as *I'd, I'm, and you're*.

**Practice 4**

- 4** Say *Now it's time for Activity 4 on page 72. Look at the photos. These people do not feel well. Give them advice. Use the words in the box.* Discuss each photo first. For the first photo, ask *Why is someone holding a hand on the boy's forehead?* (to check for a fever) For the second photo, ask *What's the woman doing?* (coughing)
- Put students in pairs. Say *Talk with your partner. Give advice for each photo. Tell what the person should do. Then tell what the person shouldn't do.*
- When students are finished, have them compare their answers with another pair of students. If students disagree, discuss answers as a class.

**Apply 5**

- 5** Place students in groups of three. Choose three students to model the dialogue. Ask students to think of other things they could say to the girl in the picture. Say *One student in each group acts out being sick. The other two students should give advice. Remember to use the words should and shouldn't.* Tell students to use pp. 70–71 for help with vocabulary. When they are done, ask groups to act out their dialogue for the class.

**Wrap Up**

- Have students play a game. Ask a student to stand, say a symptom, and ask for advice. (*I feel dizzy. What should I do?*) Ask another student to stand and give advice. The advice can be good or bad. (Good advice: *You should see a doctor.* Bad advice: *You should run around.*) Then ask the class *Was that good advice or bad advice?* Continue with other students and different symptoms.

**Grammar in Depth**

Note the difference between *should* and *must*. *Should* is used to give advice or make suggestions. *Must* is used to express obligations.

*Should:* You should have a first-aid kit at home.

*Must:* You must take the medicine every four hours.

Explain that *should* is also used to talk about expectations. For example, *The first-aid kit should be in the bathroom.*

**Teaching Tip**

Activities may show that students have different opinions. Be sure to allow time for students to discuss and explain their ideas. Discourage students from suggesting that others' opinions are wrong. Emphasize that we all have the right to our own opinions and that students should keep an open mind.

**Formative Assessment**

- Can students
- give advice with *should*?  
Have students say what a person should and shouldn't do if he has a fever.
  - talk and write about treating health problems?  
Have students write three sentences about how to be healthy, using the phrases *you should* and *you shouldn't*.

Objective

- Students will
  - identify and use words about injuries.

**Vocabulary** a broken leg, a scratch, a burn, a bruise, a cut

**Content Vocabulary** accident

**Resources** Workbook p. 59; Audio CD TR: 60–61; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher’s Resource CD-ROM: Activity Worksheet 7.2

6 Listen and repeat. Read and circle the letter. TR: 60



a broken leg



a scratch



a bruise



a cut



- Why can't you run?  a. I have a broken leg.  b. I have a bruise.
- Is that a burn?  a. Yes, I have a headache.  b. Yes, I touched the stove!
- I have a scratch. What should I do?
  - You should wash it.
  - You should go to bed.
- What an ugly bruise. What happened to her?
  - She had a bike accident.
  - She ate too much chocolate.
- How did you get that cut?
  - I ran with scissors. Bad idea!
  - I ate too much ice cream. Bad idea!

7 Work with a partner. Listen. Talk and stick. TR: 61

What happened on Monday? His brother got a cut on his finger.

Monday	Tuesday	Wednesday	Thursday	Friday
				73

Warm Up

- Build background** Say *In this unit, we're talking about illnesses and injuries. An illness is when you are sick. An injury is when a part of your body gets hurt.*
- Revisit** Say *Let's talk about being sick. What words did we learn about illnesses?* Write students' answers on the board. If necessary, ask students to turn to pp. 70–71 and find other words that are not on the board. Ask *What causes some illnesses?* (germs) Explain that many illnesses are caused by germs, but injuries are caused by accidents.

Present

- Say *Now we're going to learn words about injuries. An injury happens when we get hurt. The thing that makes us get hurt is called an accident.*

- Tell students about a time when you got hurt. For example, say *I was running too fast, and I fell. It was an accident. I hurt my hand.*
- Say *Turn to page 73. Here are some new words about injuries.* Read the words aloud.
- Explain** Say *A broken leg happens when you have a bad accident. You have to wear a cast on your leg. A small accident can cause a scratch. Or an animal, like a cat, might also give you a scratch. A burn happens when you touch something hot, like a stove. A bruise happens when something hits you. A bruise can last for many days. When you touch something sharp, like scissors, you can get a cut.*
- Read the words aloud again and have students repeat and explain them.

Vocabulary Strategy

**Multiple Meanings** Many words in English can be used as either verbs or nouns. You can use these examples to show students how the same word can be used in different grammatical ways.  
 burn: *I burned my hand on a hot plate. My burn hurts.*  
 scratch: *I scratched my arm when I fell down. The scratch is long.*  
 bruise: *I bruised my leg playing basketball. My bruise is purple.*  
 cut: *I cut my finger on a piece of paper. The cut is small.*

Teaching Tip

Remember to give all students a chance to answer questions and provide examples in class. Avoid repeatedly calling on the same students. Sometimes, call on students who do not raise their hands, and be patient with these students if they need extra time to answer.

Practice 6

- 6 Say *Now you'll hear the words again, this time with sentences.* Play TR: 60. Have students repeat.
- Complete item I with students. Then have students complete the activity. When they are done, have groups of three or four students compare answers. ✓ Walk around the room and ask questions such as *How do you get a burn—from touching something hot or from touching something sharp?* (from touching something hot)

Apply 7

- 7 Say *It's time for a sticker activity. First we listen and take notes. Many injuries happened to a family one week. Listen for the day of the week and the injury.* Play the first two sentences on TR: 61. Use the board to model taking notes. Say *I heard that on Monday his brother cut his finger. I write Monday and cut in my notes.*

Monday - cut

- Play TR: 61 and have students take notes. Remind them that they are listening for what injury happened on each day.
- Put students in pairs. Say *One partner asks what happened. The other answers with a sentence that includes a word on a sticker. Take turns asking the questions. So, one student asks about Monday, Wednesday, and Friday. The other student asks about Tuesday and Thursday. There is one sticker that you aren't going to use.* Discuss students' answers as a class.

Wrap Up

- Have students copy and complete the following matching activity. Say *Draw a line to match the accident with the injury.*

Accident	Injury
touching a knife	a burn
falling out of a tree	a cut
touching fire	a bruise
getting hit by a door	a broken leg

Formative Assessment

- Can students
- identify and use words about injuries?  
Ask questions such as *What injury can I get from a cat? What injury do I have if I'm wearing a cast?*

**Review** For additional practice, direct students to Activity Worksheet 7.2.

## Objective

- Students will
- identify and use reflexive pronouns.

**Grammar** talk about oneself with reflexive pronouns

**Resources** Workbook p. 60; Audio CD TR: 62–63; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher’s Resource CD-ROM: Graphic Organizers (Word web); Teacher’s Resource CD-ROM: Activity Worksheet 7.3

**Materials** mirror; paper; scissors; index cards; paper bag; glue

**GRAMMAR** TR: 62

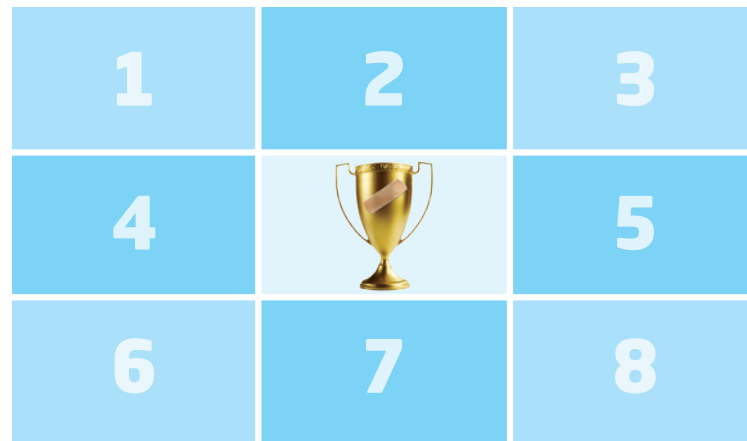
Ouch! I cut **myself**.  
Be careful. Don't hurt **yourself**.  
My brother burned **himself** on the stove. He shouldn't cook by **himself**.  
Look at that bandage. Did she hurt **herself**?

a cut → to cut  
a burn → to burn

**8 Read and write.** Complete the sentences.

1. Last week I ran with scissors and I fell. I cut \_\_\_\_\_.
2. When my sister touched the stove, she burned \_\_\_\_\_ . It was terrible.
3. You are always sick! You should take care of \_\_\_\_\_.
4. My brother didn't listen to me, and he hurt \_\_\_\_\_.

**9 Play a game.** Cut out the cards on page 109. Glue the cards. Listen. TR: 63



74

## Warm Up

- **Preteach** Say *Today we're going to learn some new words.* Hold up a mirror and look in it. Say *I look at myself.* Hand the mirror to a student and say *(Anya) looks at herself.* Ask *What new words did I use?* (myself, herself)

## Present

- **Explain** Say *Sometimes a person gets hurt because of something she did. You say that the person hurt herself. You add self to her, him, my, and your to show that the injured person made the injury happen.*
- Direct students' attention to the Grammar box at the top of p. 74. Play TR: 62, pausing after the phrase *to burn*. Point out *cut* and *burn* in the yellow box. Say *These words can be both things and actions.* Pick up a piece of paper and cut it.

Hold it up. Say *I cut the paper.* Show the cut and say *The paper has a cut.*

- Continue playing the audio. Point to a student. Say *I'm pointing at (Jamie).* Point to yourself and say *I'm pointing at myself.*

- **Explain** Write the following on the board.

I → myself	you → yourself
he → himself	she → herself

- Then grab your arm and say *Ouch! I hurt myself.* Point to a student and ask *Did you hurt yourself?* She should answer *Yes, I hurt myself.* Then look at the class and say *(Yerin) hurt herself. She hurt herself.* Point to these words on the board as you say them.

## Grammar in Depth

The lesson teaches only singular reflexive pronouns. You may want to teach students both singular and plural reflexive pronouns:

Singular	Plural
I → myself	we → ourselves
you → yourself	you → yourselves
he → himself	they → themselves
she → herself	

Point out *self* in the words in the first column. Explain that the words in that column tell about one person. Then point out *elves* in the words in the second column and explain that the words in the second column tell about more than one person. Give examples such as *We got ourselves a new puppy.*

## Teaching Tip

When students work in pairs, have them signal to you when they have finished their work. You might have pairs fold their hands or tape a red card to their desk when they finish. This will help you keep track of students' progress and will tell you when it is time to move on to the next activity.

## Practice 8

- **8** Say *Now you're going to do Activity 8.* Do item 1 with the class. Ask *What word goes with I?* (myself) Have students complete the remaining items. Have them check their work with partners.
- Write *I, you, he, she* on separate index cards and put them in a paper bag. Say *Let's change the sentences.* Show how to do this with item 1. Pick a card and say *I picked she. My new sentences are Last week she ran with scissors and fell. She cut herself.* Have students take cards and say the new sentences to the class.

## Apply 9

- **9** Say *It's time for a game! For this game you're going to listen to sentences, and glue the card that goes with each sentence.*
- Pass out glue and scissors. Say *You should be careful with the scissors. Be careful not to cut yourselves!* Have students cut out the cards on p. 109. Say *Some cards have a red X. That means the sentence has the word not in it.* Do the first sentence with students. Play TR: 63. Pause the audio after number one. Hold up the card that has a stove and a red X and repeat *He shouldn't touch the stove. He could burn himself.* When students have glued down the correct card, continue the game. ✓ Walk around the room and point to a picture on a game board. Have students say a sentence using a reflexive pronoun for the picture you point to.

## Wrap Up

- Write the following on the board.

She fell on the ice and hurt \_\_\_\_\_.  
He was not careful. He cut \_\_\_\_\_.  
I don't want you to burn \_\_\_\_\_.

Put students in pairs and have them decide together how to complete these sentences. (herself, himself, yourself) Then have them share their sentences with the class.

## Formative Assessment

- Can students
- identify and use reflexive pronouns?  
Give students the following sentence frames. Have them use the correct reflexive pronouns to complete them.
- I burned \_\_\_\_\_.*  
*Maria scratched \_\_\_\_\_.*  
*Did you cut \_\_\_\_\_?*

**Review** For additional practice, direct students to Activity Worksheet 7.3.

## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary 1** a stomachache, a first-aid kit, a headache

**Vocabulary 2** a scratch

#### Grammar

**Grammar 1** give advice with *should*

**Grammar 2** talk about oneself with reflexive pronouns

**Resources** Workbook p. 61; Audio CD TR: 64; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 7.4

#### Related Vocabulary

hippopotamus, toothbrush

### The Sounds of English

**Resources** Workbook p. 61; Audio CD TR: 65; Classroom Presentation Tool: The Sounds of English; The Sounds of English Card II

10 Listen, read, and sing. TR: 64

## Get Well Soon

Take care of yourself. You know what to do.  
Exercise a lot and eat the right food.  
But once in a while, when you don't feel well,  
here are some things that you should do.

### THE SOUNDS OF ENGLISH TR: 65

vet

11 Listen and say. Underline the v sound in each word.

vet very visit vegetable  
fever every relative invitation

75

## Use the Song 10

- **Set the stage** Tell students about a time that you were not feeling well. Tell about the symptoms, who you went to for help, and how your illness was treated. Include some of the new words. For example, say *One time I had a fever. My stomach hurt, too. I went to the doctor. She gave me medicine. I felt better after a few days.*
- **Predict** Have students review the vocabulary terms on pp. 70–71. Then read the title of the song aloud with students. Have students predict the words they will hear in the song based on its title. Have students write down their predictions and check them as they listen to the song.
- **10** Have students open their books to p. 96. Play the song (TR: 64) once and have students listen. Play it again and have them underline vocabulary terms. Point out the terms *toothache*, *sweets*, and *dentist*. Explain their meanings to students.
- Have a student read these two lines aloud: *If you have a stomachache, you should tell your mother.* Form pairs and have students role-play the mother and the child. Then have students role-play the person with a broken arm and the doctor.

## Extend

- Put students in pairs. Have each pair write a new verse for the song. Tell students to use vocabulary words that are not in the song. Provide sentence frames:

If you have a \_\_\_\_\_,  
you should \_\_\_\_\_.

- Play *Get Well Soon*. Have students stand up and point to parts of the body as they hear them mentioned in the song. Also have them act out exercising, eating, climbing a tree, and taking medicine.

## The Sounds of English: /v/ as in vet 11

- Introduce the /v/ sound by holding up the Student Book and pointing to the photo on p. 75. Say *This person is brushing the teeth of a hippopotamus. The person is taking care of the hippopotamus. A person who takes care of animals is a vet.*
- Say *vet*, placing emphasis on the /v/ sound at the beginning of the word. Say *The letter v makes the /v/ sound.* Slowly say the word again: *v...e...t*. Say *The /v/ sound comes at the beginning of the word vet.*
- Say *The /v/ sound can also come in the middle or at the end of a word.* Write *river* and *stove* on the board. Say each word slowly as you underline the letter v in each word.
- **11** Have students turn to p. 75 in their books. Direct students' attention to The Sounds of English box at the bottom of the page. Say *Now let's listen and say.* Play TR: 65 and pause after the first word. Have students repeat the word. Say *Now underline the v sound that you hear in the word.* Play the audio for the first word again and have students underline the v sound in *vet*. Resume playing TR: 65, pausing after each word so that students can repeat the word and underline the v sound in each word.
- Discuss answers as a class. Ask *Which words have the v sound at the beginning?* (*vet, very, visit, vegetable*) *in the middle?* (*fever, every, invitation*) *at the end?* (*relative*)
- Ask students to name other words with the v sound and identify where the sound is in the word. Students may say *cave, gloves, have, hive, inventor, living room, movie, olives, shelves, wavy, and video game.*

## Be the Expert

### About the Photo

This photo was taken at a zoo in Medellin, Colombia. It shows a zoo worker cleaning the teeth of a hippopotamus named Orion. Clean teeth are important for hippopotamuses because hippopotamuses are plant eaters and use their teeth to grind up the plants they eat.

Hippopotamuses can eat around 35–45 kilograms (80–100 pounds) of food each day. When a hippopotamus's mouth is wide open, it can measure up to 1.2 meters (4 feet) from top to bottom.

### Teaching Tip

**Classroom Management** During interactive lessons, such as role-plays and songs, students may get distracted. Use quick assessment checks to ensure students are on task. For example, pause the lesson and ask students to identify the meaning of the last word they heard or summarize a concept that was just presented.

### The Sounds of English Cards

You can use The Sounds of English Card II to teach the /v/ sound. The card and corresponding audio are available on the *Explore Our World* website.

**Objectives**

- Students will
  - explain why we sneeze.
  - identify a sequence of events.
  - take notes on a topic.

**Reading Strategy** Identify Sequence of Events

**Academic Language** *sequence, events, order*

**Content Vocabulary** *tickle, message, center*

**Resources** Workbook pp. 62–63; Audio CD TR: 66; Classroom Presentation Tool: Reading

**Related Vocabulary**

*bacteria, contagious, handkerchief, mucus, virus*

**12 Listen and read.** TR: 66

# Why Do We Sneeze?

Aaaaa . . . choo! When you have a cold, you often sneeze. Why? Because germs make a home in your nose, and they tickle you! Sneezing is your body's way of sending germs out of your nose. Many animals sneeze, too!

What happens? Your nose doesn't like the germs, so it sends a message to a part of your brain called the "sneeze center." The sneeze center sends a message to your muscles. Then all your muscles push hard. Even your eyes push. That's why you close your eyes when you sneeze! You should have a tissue ready because the sneeze happens very quickly. A sneeze can travel as fast as a car!



A sneeze from one person on the subway can reach 150 other people.



**13 Work with a partner.** Ask questions and take notes. Take turns.

Sneezing	
Why?	
Who?	
How?	
How fast?	
How many people?	



Iguanas sneeze more than any other animal!



## Warm Up

- **Activate prior knowledge** Say *One of the words you learned in this unit is sneeze.* Say *People have different sneezes.* Ask students to show you how different sneezes sound. *How does a soft sneeze sound? How does a loud sneeze sound?* Tell them to cover their mouths and noses when they act out their sneezes. Ask *What parts of your face move when you sneeze?* (eyes, nose, mouth)

## Present 12

- **Read together** Have students open their books to p. 76. Read the title aloud. Ask *Why do you think people sneeze?* List students' guesses on the board. Have students vote on the answer that seems most likely to be the best reason.

- Play **TR: 66** and have students read along. After they finish, have them revisit their guesses.
- Play **TR: 66** a second time. Pause at the end of each paragraph to check for comprehension. Ask questions such as:
  - Paragraph 1:** *When you have a cold, what makes you sneeze?*
  - Paragraph 2:** *Where's your "sneeze center"? How fast can a sneeze travel?*
- **Graphic literacy** Point out the photo of the girl and the diagram beneath it. Read the caption sentence. Ask:
  - What does the dark green person at the top of the diagram stand for?* (the person sneezing)
  - What do the many light green people stand for?* (other people near the sneezing person)

## Practice

- Write the following sentences on the board:

- \_\_\_ Germs in your nose tickle you.
- \_\_\_ You close your eyes and sneeze.
- \_\_\_ Your nose sends a message to the "sneeze center" in your brain.
- \_\_\_ Your muscles push hard.
- \_\_\_ The "sneeze center" sends a message to your muscles.

- Have students copy the sentences. Say *Think about how a sneeze happens. Read the sentences. Write numbers from 1 to 5 to show the order of how a sneeze happens.*
- Read the sentences together with the class. Say *The first thing that happens is that germs in your nose tickle you. Write a number 1 next to that sentence.*
- Assign partners. Say. *Write numbers to put the sentences in order. Look back at the reading to help you.* Have pairs complete the activity. Invite students to share their answers with the class. (Numbered sentences: 1, 5, 2, 4, 3)

## Apply 13

- **13** Direct students' attention to Activity 13 on p. 76. Read aloud the dialogue with a student. Then say *In this activity we are going to ask questions and take notes.* Draw the first row from the chart on the board. Say *Use why to ask a question. Why do people sneeze?* Write the question in the chart.
- Model taking notes to find the answer. *I read the first paragraph. I read: Because germs make a home in your nose and they tickle you! I write germs in the nose tickle.*
- Put students in pairs to complete the chart. Have them take turns asking and answering the questions.

## Wrap Up

- Say *Sometimes we do not have time to get a tissue. How else can we protect people from germs when we sneeze?* (cover mouth with hands) Write students' ideas on the board.
- Then put students in pairs. Have partners discuss what you should and shouldn't do if you have to sneeze.

### Teaching Tip

To improve reading fluency, have students practice reading aloud in phrases instead of individual words. Play an audio recording and pause after each sentence. Have students repeat the sentence exactly as they heard it. Learning to read in phrases helps students become more fluent readers. They can recognize common phrase types and apply a familiar pattern to different texts.

### Reading Strategy

**Identify Sequence of Events** Tell students that the sequence of events in a text is often the same as the order in which the events happen. They might find the first event in the first paragraph of the text and the last event in the last paragraph. Sometimes, however, events are not put together in this way. To identify the order of steps, tell students to look for words such as *first, then, next, and last.* Point out the word *then* in the reading and explain that it signals the next step in the sequence.

### Formative Assessment

- Can students
- explain why we sneeze? Have students name the reason that people sneeze.
  - identify a sequence of events? Ask questions and have students answer to explain the steps that make up a sneeze.
  - take notes on a topic? Read aloud a paragraph from a previous unit of the book. Have students write only the most important piece of information.

## Mission

**Mission** Be prepared.

### Objectives

- Students will
- share ideas about safety.
- evaluate ideas.

**Resources** Video: Meet the Explorer; Classroom Presentation Tool: Mission; Mission Poster

## Be the Expert

### Meet the Explorer

A native of Saudi Arabia, Hayat Sindi cares about improving health care for poor people around the world. In 2001, she became the first Arab woman born in the Middle East to receive a Ph.D. in biotechnology. She works to identify medical technology that is both inexpensive and useful.

She's particularly excited about a device developed by researchers at Harvard University. It has a small piece of paper coated with special chemicals. When a drop of blood or saliva is placed on the paper, chemical reactions occur that can reveal illnesses or other health problems. The invention is particularly helpful in identifying liver damage caused by other medicines.

### About the Photo

This photo was taken in Sedona, a mountainous area in Arizona, in the United States. Sedona is famous for its natural beauty and hiking areas.

When someone is seriously injured in the mountains, it can be difficult to move them to a hospital. An injured person must be put in a stretcher, like the one shown, so that no other injuries occur as they are moved. Ropes are used to move the stretcher to a flat area where a helicopter or other vehicle can transport the person to a hospital.



## Mission

- Tell students that the best way to take care of an illness or injury is to stop it from happening. Encourage a discussion of safety with questions like these:
  - How can we stop germs from getting into our bodies?*
  - What should we do when we get sick?*
  - How can we stop accidents from happening?*
  - When accidents happen, how can we be ready to help people who get hurt?*
- Put students in small groups to answer the question on p. 77. After students have shared their ideas, have them identify which they think are the best. Choose the top five ideas and make a poster to display them in your room. This will help students be prepared in case of an illness or injury.

## Give the Unit Quiz

- Hand out the Unit 7 Quiz. Have students scan the pages. Say *Look at the directions, examples, questions, and pictures. Think about what you know and what you've learned.*
- Give students two or three minutes to preview the test.
- **Listening instructions, Section I** Point to the pictures on p. 30. Say *Look at the pictures.* Point to the letters. *There is a letter on each picture. Write the letter that matches the sentence you hear.*
- Say *Now listen to an example.* Play **TR: AB16.** (She has an earache.) When students have written a letter, ask *What letter did you write?* When students respond with the letter *F*, begin the quiz. Say *Let's begin.* Play the rest of **TR: AB16.**
- When students have completed Section I, have them put down their pencils. Say *Now you're going to read and write.* Read the directions for Section 2 aloud. Ask *What do you have to do?* (Write sentences. Use *should* or *shouldn't* and the words in parentheses.) Repeat the process for Sections 3 and 4. (3: Complete each sentence. 4: Read. Circle *True* or *False*.)
- Have students complete Sections 2–4 independently.
- **Listening instructions, Section 5** Read the directions aloud. Ask *What do you have to do?* (Listen. Read. Circle the answer.)
- Say *Now listen to an example.* Play **TR: AB17**, pausing after *Hi, Tina! Is that a scratch on your arm? No, it's a burn.* When students have circled their answers, say *What answer did you circle?* Begin the quiz when students respond with *No, it's a burn.* Say *Let's begin.* Play the rest of **TR: AB17.**
- **Speaking instructions** Point to the image at the top of p. 44. Say *Look at the picture. Answer my questions. Use complete sentences. Now listen to an example.* Ask *Who should have a first-aid kit?* Point to the first-aid kit. Say *Families should have a first-aid kit.*
- See p. 47–49 of the Assessment Book for questions and expected student responses.

## Assessment

**Resources** Assessment Book pp. 30–31, 44, 47–49, 50–53, 54–56; Assessment Book Audio CD TR: AB16–AB17

## Be the Expert

### Testing Tip

**Review your answers.** Teach students to take time at the end of testing to review answers and responses. They should look to make sure they did not make any careless mistakes (such as putting the right answer in the wrong place or skipping a question), and then spend the last few minutes going over the most difficult items and tasks.

### Assess Unit Objectives

Ask questions such as the following:

- *What should you do when you cut yourself?*
- *Why should you use a tissue when you sneeze?*
- *Why should you be careful near a hot stove?*

**Project** For a theme-related closing activity, direct students to the Unit 7 Project Worksheet.

**Vocabulary 1** *sneeze, have a cold, cough, a headache, an earache, a stomachache, have a fever, medicine, a first-aid kit, a tissue*

**Vocabulary 2** *a scratch, a burn, a cut, a bruise, a broken leg*

**Grammar 1** give advice with *should*

**Grammar 2** use reflexive pronouns

**Song** *Get Well Soon*

**Viewing** illnesses and injuries

**Meet the Explorer** Hayat Sindi

**Story Time** *Tender Flower and the Medicine*

**Resources** Student Book pp. 68–75; Teacher's Resource CD-ROM: Graphic Organizers (Two-column chart)



## Zoom In

### Vocabulary

- Play one of the Vocabulary segments. Have students use new vocabulary to name the images presented in the frames. Then have them read aloud the captions.

### Grammar

- Freeze on an early frame of Grammar 1. Ask *What is wrong? What should the boy do?*
- Before playing Grammar 2, ask students to write down words in the video that end with *-self*.

### Song

- Have students open their books to p. 96. Play the segment once, having students follow along and look for their new words. Then play *Get Well Soon* again and have students join in with the singing if they wish to.

### Viewing

- Give each student a two-column chart. Have them list places where sick or injured people might go. Have students say why people might go there. Play the relevant again and have students write the reasons in their charts.

### Meet the Explorer

- Hayat Sindi uses her training in science in her work. Ask *How does Hayat Sindi help people get healthy?*

### Story Time

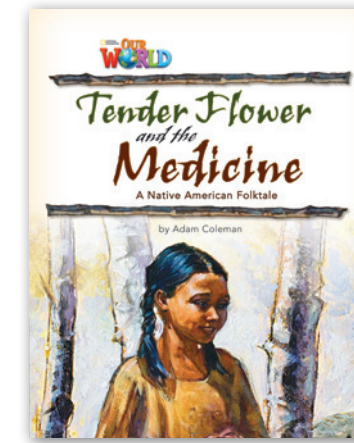
- View *Tender Flower and the Medicine* once with students. Write the following on the board:

\_\_\_\_\_ Flowers grow where she lost her slippers.  
 \_\_\_\_\_ Tender Flower walks to another village.  
 \_\_\_\_\_ Tender Flower falls down in the snow.  
 \_\_\_\_\_ She gets medicine from a chief.  
 \_\_\_\_\_ People in a village get sick.

- Say *Put the events in order from 1 to 5.*
- View the story again. Have students check the sequence.

## Tender Flower and the Medicine

During a cold, snowy winter, young Tender Flower is the only person in her village who does not become sick. To get medicine, Tender Flower and her dog must go to the village on the other side of the forest. Will they make it through the ice and snow?



## Before You Read

- Activate prior knowledge** Ask *Did you ever help a sick family member?* Have students explain what they did to help. Say *This story is about a girl who helps sick people in her family and in her village. To help them, she has to walk in bad weather.* Then ask *Did you ever walk very far in bad weather? Why?*
- Introduce the strategy** Say *When you make a prediction, you say what you think will happen.* Have students look at the cover of their reader. Ask *What do you think is going to happen in the story?* Make a list of students' predictions on the board.
- Say *As you read, check to see if the predictions on the board are correct. Also, we will make more predictions as we read the story. Use the pictures and the text to make predictions as we read.*

## While You Read

- Stop after every two or three pages to make predictions as a class about what will happen next.
  - p. 5: *Will Tender Flower get the medicine?*
  - p. 9: *Will Tender Flower make it home?*
  - p. 10: *What will happen to the people when they get the medicine?*

## After You Read

- Review the predictions on the board. Compare students' predictions with what actually happened.

**Text Type** folktale

**Reading Strategy** Make Predictions

**Vocabulary** *cough, a sneeze, have a fever, a headache, a stomachache, a cut, medicine, a bruise*

**Grammar** talk about oneself using reflexive pronouns

**Resources** Video: Story Time; Classroom Presentation Tool: Story Time

## Be the Expert

### Text Background

The source of this folktale is the Ojibwa people. The traditional home of the Ojibwa is the region of North America from Lake Huron to the Great Plains, along what is now the border between the United States and Canada. The Ojibwa hunted and fished for food. They also grew wild rice. They made homes called *wigwams* out of tree bark.

### Reading Strategy

**Making Predictions** Making predictions helps to keep students interested in the story. Students will want to continue reading to see if their predictions are correct. As you read the story, have students make predictions about what will happen with Tender Flower and the people in her village.



Student Book

TR: 57 Unit 7. 1 Listen and read.

Our bodies are amazing. Every day they work hard to keep us healthy. But everyone gets sick sometimes. When you have a cold or you have a fever, it means germs entered your body. You can't see germs, but they can make you sick. Some germs can live for two hours on your desk. So use tissues when you sneeze or cough! And wash your hands with soap.

Germs aren't the only things that can make you feel bad. You may get an earache, a headache, or a stomachache.

It's a good idea to have a first-aid kit, too. That's a good place to keep medicine.

a tissue; sneeze; have a cold; an earache; a headache; a stomachache; cough; have a fever; a first-aid kit; medicine

TR: 58 2 Listen and repeat.

a tissue. Do you have any tissues, Mom?  
sneeze. I sneeze when I have a cold.  
have a cold. My brother has a cold.  
an earache. Maria has an earache. It hurts a lot.  
a headache. My son has a headache again.  
a stomachache. Alex has a stomachache. He feels sick.  
cough. Don't cough on everyone.  
have a fever. Do you feel hot? I think you have a fever.  
a first-aid kit. Quick! Where's the first-aid kit?  
medicine. The doctor gave Ming some medicine for his cold.

TR: 59 Grammar

I have a bad earache. What should I do?  
You shouldn't wait any longer. Your mom should take you to the doctor.

TR: 60 6 Listen and repeat. Read and circle the letter.

a broken leg. Lucia has a broken leg.  
a scratch. Look at this scratch! I fell off my bike!  
a burn. How did Andrea get a burn on her finger?  
a bruise. Felipe fell and has a bruise on his leg.  
a cut. Maria has a cut on her finger.

TR: 61 7 Work with a partner. Listen. Talk and stick.

Last week my family had a terrible time! On Monday my little brother got a cut on his finger. Then on Tuesday my sister fell off her bike. She has an ugly bruise on her leg. On Wednesday afternoon mom got a big scratch on her hand from the cat. Then on Thursday my dad touched the stove. You should see his burn! But Friday was the worst! I fell off my bike and now I have a broken leg.

TR: 62 Grammar

a cut → to cut

a burn → to burn

Ouch! I cut myself.

Be careful. Don't hurt yourself.

My brother burned himself on the stove. He shouldn't cook by himself.

Look at that bandage. Did she hurt herself?

TR: 63 9 Play a game. Cut out the cards on page 109. Glue the cards. Listen.

1. He shouldn't touch the stove. He could burn himself.
2. She shouldn't run with scissors. She could cut herself.
3. If you hurt yourself and get a scratch, cover up the scratch.
4. You shouldn't scratch yourself! Stop it!
5. You shouldn't go out at night by yourself.
6. I should take care of myself. I should eat more vegetables.
7. You shouldn't open a bottle of medicine by yourself.
8. I have a cold. I need to buy some tissues.

TR: 64 10 Listen, read, and sing.

Note: Lyrics for the song *Get Well Soon* are on Student Book p. 96.

TR: 65 11 The Sounds of English vet

Listen and say. Underline the v sound in each word.

vet; very; visit; vegetable; fever; every; relative; invitation

TR: 66 12 Listen and read.

Why Do We Sneeze?

Aaaaa . . . choo! When you have a cold, you often sneeze. Why? Because germs make a home in your nose and they tickle you! Sneezing is your body's way of sending germs out of your nose. Many animals sneeze, too!

What happens? Your nose doesn't like the germs, so it sends a message to a part of your brain called the "sneeze center." The sneeze center sends a message to your muscles. Then, all your muscles push hard. Even your eyes push. That's why you close your eyes when you sneeze! You should have a tissue ready because the sneeze happens very quickly. A sneeze can travel as fast as a car!

Workbook

TR: 33 Unit 7. 5 Listen. Write two problems that each child has. Can you guess the illness?

1. S1: What's the matter, Irma?  
S2: My stomach hurts. And I feel sick.  
S1: Did you eat a lot of ice cream, Irma?
2. S1: There's a problem with my ear.  
S2: Really? Can you hear the teacher, Ben?  
S1: Yes, I can hear. But my ear hurts and I have a headache.
3. S1: Are you OK, Martha?

Answer Key

Student Book

Unit Opener SB p. 68

1. a broken arm, 2. It hurts, but she feels fine.
3. Answers will vary.

6 SB p. 73

1. a, 2. b, 3. a, 4. a, 5. a

7 SB p. 73

Monday: cut, Tuesday: bruise, Wednesday: scratch, Thursday: burn, Friday: broken

S2: Not really. I have a headache. And I feel hot.  
S1: Really? Let me check. Oh, you're very hot.  
4. S1: Are you OK, Ming? What's the problem?  
S2: I'm sneezing a lot. And my head hurts a bit.  
S1: Oh no, I'm sorry. I hope you get well soon.

TR: 34 13 Listen to the song. What should you do if you have these illnesses or injuries? Choose actions from Activity 12.

Note: Lyrics for the song *Get Well Soon* are on Student Book p. 96.

TR: 35 14 Listen. Which words have a sound like the v in have? Circle the words.

stove; windy; drive; pumpkin; cover; final; olives; laugh; inventor; expensive

TR: 36 15 Listen and read.

Of Bumps and Bruises

Ouch! You bruised yourself again! Now you have a big red bump. How does this happen? When we bruise ourselves, we break a small blood vessel called a capillary. Blood then fills the tissues under the skin. As more blood travels to the bruise, the bump gets bigger. Most bruises disappear after two weeks. But they often change color first! After two days, your bruise turns blue or purple. By day six, it's green. And by day eight or nine, it looks yellow to light brown.

8 SB p. 74

1. myself, 2. herself, 3. yourself, 4. himself

11 SB p. 75

vet, very, visit, vegetable, fever, every, relative, invitation

Workbook

Go to pp. 216–218 for the Workbook Answer Key for this unit.

## In This Unit

**Theme** This unit is about favorite activities and people.

### Content Objective

- Students will
- compare personal preferences.

### Language Objectives

- Students will
- identify different types of entertainment.
  - compare people and activities.
  - talk about favorite people and things.
  - share personal opinions.

### Vocabulary

**Vocabulary 1** *amazing, famous, cool, actors, popular, funny, movie, a person, an athlete, great*

**Vocabulary 2** *a TV show, a hobby, a school subject, a sport, a writer*

### Grammar

**Grammar 1** use superlatives with *-est* and *most*

**Grammar 2** use irregular comparatives and superlatives: *better, the best, worse, the worst*

### Pacing Guides

 L4U8

**Mission** Find a role model.

### Related Vocabulary

*theme park, ride, roller coaster*

## Unit 8

# My Favorites

### Check T for True and F for False.

1. These people are moving slowly.  T  F
2. Some people look scared.  T  F

### Look and write.

3. What are they thinking? Write a caption.

Genting, Pahang, Malaysia

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## Be the Expert

### About the Photo

This photo shows a theme park ride at the Genting Highlands Resort in Malaysia. This ride is a special type of roller coaster called a flying coaster. It's different from regular roller coasters. The wheels that run along the track are above the riders rather than below them. This flying coaster reaches a top speed of 42 kilometers per hour (26 miles per hour).

### Our World in Context

A miniature train ride and the Ferris wheel were included in 19<sup>th</sup> century fairs and expositions. Amusement parks and theme parks developed in the 20<sup>th</sup> century. The first of these were intended for adults, not children, but soon theme parks provided fun for the entire family.

### Teaching Tip

From time to time, call on students rather than asking for volunteers. Avoid calling on students who answer frequently. When calling on shy students, be encouraging. Provide extra support as needed. For example, provide part of the answer, or a sentence frame.

## Unit Opener

### Objectives

- Students will
- analyze a photograph.
  - evaluate the accuracy of statements.
  - make an inference.

**Resources** Video: Introduction; Classroom Presentation Tool: Unit Opener; Unit Opener Poster; Teacher's Resource CD-ROM: Home-School Connection Letter

## Introduce

- **Activate prior knowledge** Say *Our next unit is called "My Favorites."* *Your favorites are things and people you like more than anything or anyone else.* Give an example, such as *My favorite thing to do on the weekend is (ride my bicycle).* Ask *What do you like to do on the weekend?* Write a list of students' activities on the board.
- Have the class act out some of the activities on the board. If students are not sure what the word for the activity is, ask a few students to come to the front of the room to act it out. Then ask the whole class to join in.
- Ask *Which activity is your favorite?* Point to each activity on the board one at a time, having students raise their hands if it is their favorite activity. Draw a check mark next to each activity for each student who raises his hand for that activity. Then ask *Which activity has the most check marks?* Count and confirm students' answers.

- Say *Open your books to pages 78 and 79.* Ask questions to encourage discussion of the photo:
  - What do you see in the photo?* (young people, roller coaster)
  - What are the people doing?* (riding a roller coaster)
  - How do the people look?* (happy, scared)
- Ask *Did you ever ride on something like this? Where were you? Who did you ride with? How did the ride make you feel?*
- Have students write *true* in large letters on a sheet of paper. Guide students through the activity on p. 78. Say *Listen as I read each statement aloud. If you think an answer is true, raise your paper.* If students don't raise their paper, ask *Why do you think the statement is false?* Discuss each statement and confirm the correct answer.
- Then point to the bubble. Say *Write a caption that tells what the people are thinking.* When students are finished, have several students share their answers.

## Vocabulary 1

### Objective

- Students will
- identify and use words related to famous people.

**Vocabulary** *amazing, famous, cool, actors, popular, funny, movie, a person, an athlete, great*

**Content Vocabulary** *wax museum, hundreds, favorite, characters, history*

**Resources** Workbook pp. 64–65; Audio CD TR: 67–68; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I; Teacher's Resource CD-ROM: Activity Worksheet 8.I

**Materials** magazines or books with pictures of famous people; wax candle or other object made of wax (optional)

1 Listen and read. TR: 67

2 Listen and repeat. TR: 68

Wax museums are **amazing**. You can see hundreds of **famous** people. The people aren't real, but they look real!

In these **cool** museums, you can say "Hi" to all your favorite **actors** and **popular** TV stars. You can *hear* some of them, too! Meet a singer or actor from a **funny movie**. Take photos with a famous **person** or stand next to an **athlete** like Yao Ming. He's **great**.

There are interesting characters from history, too, like Cleopatra and Genghis Khan!

Cleopatra, Courtesy of the Wax Museum of Madrid

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3 Work with a partner. What did you learn? Ask and answer.

Can you see athletes in the museum?

Yes, you can. Yao Ming is there!

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## Be the Expert

### Vocabulary Strategy

**Categorizing Words** Help students understand different word categories, such as nouns and adjectives. For example, you can write a two-column chart with the headings **Jobs** (which are nouns) and **Descriptions** (which are adjectives). Words under **Jobs** include *athlete* and *actor*. Words under **Descriptions** are *amazing, cool, famous, great, and popular*.

### Formative Assessment

Can students

- identify and use words related to famous people?
- Ask students to identify and tell you about a famous actor or athlete.

**Review** For additional practice, direct students to Activity Worksheet 8.I.

## Warm Up

- **Brainstorm** Ask *Are you interested in people who act? People who play sports? People who sing?* On the board, write *Interesting People*. Write students' ideas below the heading. Then ask students for examples of each kind of person.
- **Build background** Hold up pictures of famous people in magazines or books. Choose pictures of people who are famous for doing interesting, exciting, or good things, and who students are likely to know. Ask *Who is this person? What do we know about her? What do you like about her?*

## Present

- Say *Open your books to pages 80 and 81 and look at the photos. These photos are from special places called wax museums. You may think you see famous people in these museums. But the people you see are not real! The people are made out of wax. In the photos, the queen and the basketball player are made out of wax.* If possible, show and let students feel a wax candle or other object made of wax.
- Say *Look at the photo on page 81.* Read the label *an athlete*. Say *An athlete plays sports. A basketball player is an athlete.*
- Say *In this unit we're going to talk about our favorite people and things to do. We're going to learn words to talk about them.*

## Practice 1 2

- 1 Say *We're going to read and listen to information about famous people. Read the paragraphs on page 80 as you listen.* Play TR: 67.
- Ask questions such as:
  - What can you see at wax museums?* (hundreds of famous people)
  - What words tell about wax museums?* (amazing, cool)
- 2 Say *Now listen. Repeat each word and sentence after you hear it.* Play TR: 68. Have students repeat each word and sentence.
- Explain the description words. Make sure students understand that *amazing* and *great* are words with similar meanings.

## Apply 3

- 3 Have students look at the model dialogue at the bottom of p. 81. Have two students read the dialogue aloud. Say *You're going to ask your partner questions using the new words. Your partner will answer with complete sentences.*
- Give students a few minutes to think of and write some questions. Remind them to look at the paragraphs on p. 80 and the photos.

## Wrap Up

- Call on students to name people who are *cool, funny, amazing*, and so on. Have students explain why they chose each person and give an example that shows how the person is cool, funny, or amazing.

Objectives

- Students will
  - use superlatives with *-est* and *most*.
  - use comparatives and superlatives to compare opinions.

**Grammar** use superlatives with *-est* and *most*

**Content Vocabulary** *world, opinion*

**Academic Language** *compare*

**Resources** Workbook p. 66; Audio CD TR: 69; Video: Grammar I; Classroom Presentation Tool: Grammar I

GRAMMAR TR: 69

I think Yao Ming is **the greatest** basketball player in the world.  
J.K. Rowling is **the most amazing** writer I know.  
In your opinion, what's **the funniest** movie of all?

4 Read. Complete the questions.

- Who is \_\_\_\_\_ in the world? (amazing / singer)
- In your opinion, who is \_\_\_\_\_? (cool / athlete)
- What is \_\_\_\_\_ you watch? (interesting / TV show)
- What is \_\_\_\_\_ of all? (funny / movie)

5 What about you? Work with a partner. Ask and answer. Complete the chart. Take turns.

Questions	Me	My partner
1. who / cool / singer		
2. what / interesting / video game		
3. who / funny / actor		
4. who / great / athlete		

Warm Up

- Explain** Say *Your opinion is what you think. I think Yao Ming is great. That's my opinion. Does everyone think the same thing?* (no) Say *People have different opinions.*
- Build background** Say *Sometimes we think a person or a thing is better than any other person or thing. For example, I think the coolest pet is a dog.*
- Write the following on the board:

The funniest movie is...    The coolest pet is...  
The most amazing soccer player is...    The greatest singer is...

- Use the sentence frames to share opinions. Discuss whether students agree or disagree.

Present

- Have students open their books to p. 82. Read the sentences in the Grammar box. Then play TR: 69.
- Write *great* → *greatest* on the board. Say *Many basketball players are great! But I think Yao Ming is the greatest!* Underline *est* in *greatest*. Say *When we think someone or something is so great that nothing else is as great, we add the letters est to great.*
- Write *amazing* → *most amazing* on the board. Say *I think J.K. Rowling is the most amazing writer!* Circle *most*. Say *For some words, (point to amazing) we don't add -est. Instead, we add the words the most before the word.*

Grammar in Depth

The rules for forming superlatives with two-syllable words are the same as the rules for comparatives, discussed in Unit 6. Two-syllable words that end in *-y*, *-ow*, and *-le* form the superlative by adding *-est*. The word *friendly* becomes *friendliest*, *gentle* becomes *gentlest*, and *narrow* becomes *narrowest*.

Another rule is that two-syllable words ending in *-ful* always add *most*, as in *most useful*. There are exceptions to some of these rules and additional rules for words with other endings. Students will have to learn and remember these superlative forms as they come across them.

Teaching Tip

**Classroom Management** When students are comparing opinions, be sure to emphasize that there are no right or wrong answers. Encourage students to support their opinions with reasons. Remind students to be respectful of other people's choices.

- Give examples** Say *The TV show that makes you laugh more than any other TV show is the funniest TV show. The singer who is liked by more people than anyone else is the most popular singer.* Write the following on the board:

cool → coolest      amazing → most amazing  
funny → funniest    famous → most famous  
great → greatest     popular → most popular

Practice 4

- Have students read aloud the sentences in the Grammar box on p. 82, or play TR: 69 again.
- 4 Have pairs of students complete Activity 4. Model the activity by completing item 1. Say *I see the words amazing and singer. I know that I have to add the words the most before amazing. So I'll write the most amazing singer. Let's read the question: Who is the most amazing singer in the world?*
- Model completing item 2. Then have partners complete the activity. Have pairs compare answers with another pair.

Apply 5

- 5 Say *Now let's do Activity 5. Look at the groups of words in the first column. Use each group of words to form a question. Look at item 1. Do we add -est or the words the most to cool? Say Right, we add -est. The question is Who is the coolest singer? Write your answer in the first box. Then ask your partner the question, and write his answer in the next box.*
- Pair students. You might want to have students write the questions on a separate sheet of paper.
- Have students form groups of 6 or 8. Tell them to compare the group's opinions and decide who or what is the group's favorite. Model the activity first with the whole class.
- When groups are finished, call on them to share their answers. Ask *Who or what are your group's favorites?*

Wrap Up

- Put students in pairs. Say *Ask your partner for his opinions about things and people.* Model an example. *Who is your funniest friend? My funniest friend is (Miguel).*

Formative Assessment

- Can students
- use superlatives with *-est* and *most*?  
Provide words such as *amazing*, *great*, and *famous*, and have students say sentences using *most* or *-est*.
  - use comparatives and superlatives to compare opinions?  
Ask questions such as *Which writer has more talent than anyone else? Which video game is cooler than all the others?*

Objectives

- Students will
  - identify and use words related to favorite activities.
  - put activities in order of preference.

**Vocabulary** a TV show, a hobby, a school subject, a sport, a writer

**Resources** Workbook p. 67; Audio CD TR: 70; Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Graphic Organizers (Word web), Activity Worksheet 8.2

6 Listen and repeat. Then read and match. TR: 70



a TV show



a hobby



a school subject



a sport



a writer

1. What's your favorite sport?
  - a. I like playing sports and going out with my friends.
  - b. Well, I like tennis. But I think soccer is the best.
  - c. I don't have one. I like all my school subjects.
  - d. She's from India. She's very famous.
  - e. My parents do, too!
2. My parents watch a lot of boring TV shows!
3. Which country is that writer from?
4. What are your favorite hobbies?
5. What's your favorite school subject?

7 Work with a partner. Stick and talk. Take turns.

I put sports first. I love soccer!

I put sports last! I don't like them.

1

2

3

4

5

83

Warm Up

- **Brainstorm** Draw a word web on the board and write *Things we like to do after school* in the center circle.
- Ask *What do you like to do after school?* Write students' answers in the other circles of the web.
- Have students make their own word web. Tell them to choose their favorite three activities and write them in the web.

Present

- Have students open their books to p. 83. Read aloud each word and have students repeat.
- Ask students to look at the photos and captions. For the photo of a hobby, say *A hobby is*

*something you like to do. One of my hobbies is (painting). This person is taking photos. Her hobby is called photography. For the photo for a sport, say My favorite sport is (basketball). What sport does this photo show? (soccer)*

- Draw the following chart on the board:

a TV show	a hobby	a school subject	a sport	a writer

- Ask students to give examples of each vocabulary term. Ask *What TV shows do you watch?* Write answers in the first column. Repeat for the other columns in the chart.
- Put students in pairs and ask them tell each other about one of their hobbies. Observe to make sure that all students identify a hobby.

Teaching Tip

**Classroom Management** When talking about favorite things, students are likely to be enthusiastic, and they may become overly loud during small-group discussions. Gently ask students who become too loud to lower their volume so they will not distract other groups.

Practice 6

- 6 Direct students' attention to Activity 6 on p. 83. Play TR: 70 and have students listen and repeat. Model item 1 with students. Say *Look at item 1. It asks about a favorite sport. Find an item in the next column that tells about a favorite sport. Right, it's item b. Draw a line from item 1 to item b. Match each item in the first column with the correct item in the next column.* Have students complete Activity 6 individually.
- Put students in pairs. Have them compare answers. If they disagree about the correct answer, they should explain why they chose their answers.

Apply 7

- 7 Put students in pairs. Ask students to look at Activity 7. Say *Let's do a sticker activity.* Have students locate the Unit 8 stickers at the back of the book.
- Say *Put the stickers in the order of how much you like to do the words on the stickers. Put your favorite thing on number 1. Put the thing you don't like at all or like only a little on number 5. When you're done, compare your work. Tell why you put the stickers where you did.*

Wrap Up

- Write the following list on the board:

a TV show  
a hobby  
a school subject  
a sport  
a writer

Ask students to use the words to create questions to ask their classmates, such as *What's your favorite sport? Is math your favorite school subject?* Put students in pairs and have them ask and answer each other's questions.

Formative Assessment

- Can students
- identify and use words related to favorite activities?  
*Ask questions such as What TV shows does your family like to watch? What are some of your friends' favorite hobbies?*
  - put activities in order of preference?  
*Ask questions such as Which do you like better, reading or playing sports? Do you prefer playing soccer or swimming?*

**Review** For additional practice, direct students to Activity Worksheet 8.2.

Objective

- Students will
- use irregular comparatives and superlatives: *better, the best, worse, the worst*.

**Grammar** use irregular comparatives and superlatives: *better, the best, worse, the worst*

**Content Vocabulary** *music, health*

**Resources** Workbook p. 68; Audio CD TR: 71; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher's Resource CD-ROM: Graphic Organizers (Three-column chart), Activity Worksheet 8.3

**Materials** scissors

GRAMMAR TR: 71

I'm **good** at music. I'm **better** than my friend at sports. And I'm **the best** in our class in English!

A cough is **bad**; a cold is **worse**; but a fever is **the worst**!

8 Complete the sentences.

- I love soccer. It is \_\_\_\_\_ free time activity of all! It's much \_\_\_\_\_ than TV because you go out and have fun. I think TV is \_\_\_\_\_ for your health because you don't get any exercise. And video games are \_\_\_\_\_ because you don't learn anything!

9 Play a game. Cut out the cards on page 111. Play with a partner.



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Warm Up

- Recycle** Say *You learned some ways to compare things*. Write on the board:

-er    more  
-est    most

- Say *Name two famous people who are funny*. After the students answer, ask *Now say who is funnier in your opinion*. If necessary, provide this sentence frame: *I think \_\_\_\_\_ is funnier*. Then ask students to add a third funny person. Ask *Who's the funniest?* If necessary, provide the sentence frame: *I think \_\_\_\_\_ is the funniest*.
- Have students make other comparisons using the words *great, popular, and amazing*.

Present

- Explain** Say *Sometimes we use completely different words when we compare things*. Have students look at the Grammar box at the top of p. 84. Play **TR: 71**.
- Distribute three-column graphic organizers to students. Write this chart on the board and have students copy it in their three-column organizers:

good	better	the best
bad	worse	the worst

- Say *We don't add -er to good. We use the word better to compare two things when we like one more than the other. When we compare three or more things, we use the best*. Ask students to read aloud the first set of sentences in the Grammar box.

Grammar in Depth

A common error students make is to use the word *more* before *better* or *worse*. Explain to students that *better* and *worse* don't take *more*.

Other words that have irregular comparatives and superlatives include *little, far, and much*:

*little, less than, the least*: I have very little homework. My brother has less homework than me. My sister has the least.

*far, farther, the farthest*: I live far from school. My best friend lives farther. My teacher lives the farthest.

*much, more, most*: There isn't much milk in my glass. You have more milk than me. She has the most milk.

Teaching Tip

**Classroom Management** Be sure that students understand the directions before starting an activity. Review directions, focusing on one step of the directions at a time. Ask students to point out any step they don't understand.

- Say *We use the word worse when we say that one thing is not as good as another. We use the worst when we compare three or more things*. Ask students to read aloud the last sentence in the Grammar box.

Practice 8

- Put students in groups of three or four. Say *Now let's work on Activity 8. You're going to complete the sentences with the words better, the best, bad, or the worst*.
- Complete the first item with students. Say, *Let's read the first and second sentences together. Which word or words complete the sentence?* (the best) *Now, let's read the completed sentences together: I love soccer. It is the best free time activity of all!* Then have students complete the activity. Ask students questions such as *What's a good TV show? What TV show is better than that one? What's the best TV show?* Have students answer in complete sentences.

Apply 9

- Say *Now we'll do Activity 9*. Put students in pairs and pass out scissors. Say *Open your books to page 111. Cut out the cards and put them in two sets. One set will have the eight words on the right. The other set will have the eight words on the left*.
- Ask students to mix up the cards in each of the two sets. Tell them to place the cards in two piles. Have students take turns taking one card from the top of each pile and asking a question that uses the two words. The other student answers the question.
- Choose two students to read the model dialogue. Then have students complete the activity.

Wrap Up

- Write the following two sentences on the board. Call on students to choose the correct answer from the words in parentheses.

Paula is (better, the best) at soccer than Marta is.  
That was (the worse, the worst) movie I've ever seen.

Formative Assessment

Can students

- use irregular comparatives and superlatives: *better, the best, worse, the worst?*

Ask questions such as *What are some activities that you like to do?* Have students compare the activities they enjoy doing, using the words they learned in this lesson.

**Review** For additional practice, direct students to Activity Worksheet 8.3.

## Song - The Sounds of English

### Song

#### Vocabulary

**Vocabulary 1** great, athletes, movie, actors, cool

**Vocabulary 2** a writer

#### Grammar

**Grammar 1** use superlatives with -est and most

**Grammar 2** use irregular comparatives and superlatives: better, the best, worse, the worst

**Resources** Workbook p. 69; Audio CD TR: 72; Video: Song; Classroom Presentation Tool: Song; Teacher's Resource CD-ROM: Activity Worksheet 8.4

#### Related Vocabulary

job, sports

### The Sounds of English

**Resources** Workbook p. 69; Audio CD TR: 73; Classroom Presentation Tool: The Sounds of English; The Sounds of English Card 37

### 10 Listen, read, and sing. TR: 72

## You're the Best

*I really like to play soccer.  
One day I could be great!  
I'll learn from my favorite athletes:  
work hard, practice, and wait!*

*Some days I dream of fans and fame  
in movies and on TV.  
I study the moves of my favorite actors.  
I'll be just like them, you'll see!*

#### THE SOUNDS OF ENGLISH TR: 73

first word learn curly

### 11 Listen and say.

- |                  |                 |                |
|------------------|-----------------|----------------|
| 1. <u>fi</u> rst | th <u>ir</u> st | w <u>or</u> st |
| 2. w <u>o</u> rd | h <u>ea</u> rd  | th <u>ir</u> d |
| 3. h <u>ur</u> t | sh <u>ir</u> t  | sk <u>ir</u> t |
| 4. <u>ea</u> rly | <u>cu</u> rlly  |                |



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### Use the Song 10

- **Build background** Say *We're going to listen to a singer singing about what she wants to do one day. She wants to be an athlete, an actor, an explorer, and a writer. Exploring is when you go to a new place. We call an explorer's trip an adventure.*
- **10** Ask students to open their books to p. 85. Play the song (TR: 72) once. Complete song lyrics are on p. 96 in students' books. Have students call out the vocabulary words as they hear them in the song.
- Point out that the word *fame* is related to the vocabulary word *famous*. Play the song again and have students sing along.

### Extend

- Put students in pairs. Say *The song tells about four professions, or jobs. Pick two of them. Tell what you would enjoy about being an athlete, an actor, an explorer, or a writer.*
- Model an example. *A writer has one of the jobs in the song. One cool thing a writer does is see her book in bookstores.*
- Have two student pairs compare lists and note how their choices are the same and different.
- Play TR: 72 again and say *This song is about what you might become someday. The things you like and the things you're good at can become a job. Write things that you want to be the best at.* Put students in pairs and have students share their sentences.

### The Sounds of English: /ɜːr/ as in first 11

- Introduce the /ɜːr/ sound. Write the words *first*, *word*, *learn*, and *curly* on the board. Say each word slowly as you write it on the board, underlining the following letters: *first*, *word*, *learn*, and *curly*. As you point to each set of underlined letters, say *Look at the underlined letters in each word. They all make the same sound, /ɜːr/*. Repeat the words again: *first, word, learn, curly*.
- **11** Have students turn to p. 85 in their books. Say *Now let's listen and say*. Play TR: 73 and pause after item 1. Have students listen and repeat all three words. Do the same for items 2–4. Then play the audio again and have students say each set of words again.
- To check understanding, say two words and have students identify the word that has the target sound. Ask:

*Which word has the /ɜːr/ sound:*

- blond or bird?* (bird)
- fur or fruit?* (fur)
- people or person?* (person)
- burn or broken?* (burn)
- nose or nurse?* (nurse)
- circle or snack?* (circle)

## Be the Expert

### Teaching Tip

Setting vocabulary words to music helps students remember the words. Repeatedly singing a song with vocabulary words helps students to "own" the words. Encourage students to sing songs with the vocabulary words at home as well, and perhaps even to teach the song to family members.

### The Sounds of English Cards

You can use The Sounds of English Card 37 to teach the /ɜːr/ sound. The card and corresponding audio are available on the *Explore Our World* website.

**Objectives**

- Students will
  - compare types of acrobatic activities.
  - share and compare opinions.
  - identify main ideas and details in a text.

**Reading Strategy** Identify Main Idea and Details

**Academic Language** compare, opinion

**Content Vocabulary** acrobat, circus, juggle

**Resources** Workbook pp. 70–71; Audio CD TR: 74; Classroom Presentation Tool: Reading

**Related Vocabulary**

brave, flexible, perform

**12 Listen and read.** TR: 74

# Amazing Acrobats

Most Chinese acrobats join the circus when they are six years old, but they can spend ten years practicing just one act!

- Juggling:** Acrobats use their feet to juggle things. They juggle tables, chairs, umbrellas, plates, and even people!
- Cycling:** In this act, acrobats use “monocycles” (bicycles with one wheel). The most famous act is the “bird.”
- Tight-wire:** This act is about 2,000 years old. Brave acrobats walk, cycle, or jump on a wire that is high in the air. Don't miss Chinese acrobats. They're the best!



**13 Read.** Label the pictures at the right a–c.

**14 Work in a group.** Compare your opinions. Write your group's decision in each box of the chart.

Acrobat Tricks			
most difficult	easiest	coolest	group favorite

I think juggling is the most difficult.

No way! Tight-wire is much more difficult.

**Weird but True** Some Chinese acrobats called “gastroloquists” make the sound of birds, animals, crying babies, and machines while they do their acts.

## Warm Up

- Activate prior knowledge** Ask *Did you ever go to a zoo? What animals did you see?* Write students' responses on the board.
- Ask questions to have students compare and contrast the animals listed on the board. *Which animal is the biggest? Which animal is the strongest?*
- Then have students give their opinions about the animals. Ask *Which animal is the coolest? Which is your favorite animal?* Discuss students' responses, and remind students that different people have different opinions.
- Say *Today we're going to read about a Chinese circus. In this circus, people do unusual activities.*

## Present 12

- 12 Read together** Direct students to p. 86. Ask a student to read the title aloud. Have students look at the photos.
- Play **TR: 74** and have students read along. Pause at the end of each paragraph to check for comprehension. Ask questions such as:
  - Paragraph 1:** *How old are most Chinese acrobats when they join the circus?*
  - List:** *What are three kinds of acts that Chinese acrobats do?*
- Read aloud the *Weird but True* feature. Discuss whether it would be more difficult for acrobats to do the act while making a noise at the same time.

**About the Photo**

In the photo at the top right, acrobats from the Great Chinese State Circus perform the “bird,” a cycling act, during a performance in the northern Spanish town of Santander. This act is sometimes also called the “peacock bicycle.”

**Reading Strategy**

**Identify Main Idea and Details** Identifying the main idea in a reading means finding the most important idea in the reading. Students should look at the title of a text and at its first paragraph. The main idea often appears in the first paragraph or title of a reading, for example: *Most Chinese acrobats join the circus when they are six years old, but they can spend ten years practicing just one act!* Details are the small pieces of information that help us understand the main idea. Details support, or tell more about, the main idea. For example: *the “bird;” walk, cycle, or jump on a wire that is high in the air.*

- Think Aloud** Model using visuals to understand the text. Say *The part about cycling says that the most famous act is called the “bird.” I wonder what the “bird” is. I can look for clues on the page. One of the photos shows many acrobats on a bicycle. They're spreading out their arms as if they're flying. I see that the caption beneath the photo is labeled bird.*
- Say *The main idea of a text is the most important idea. The main idea is what the text is mostly about.* Ask *What is the text mostly about?* (Chinese acrobats and their acts)
- Say *Details tell more about the main idea. A detail given in the text is that Chinese acrobats use their feet to juggle things.* Ask *What is another detail given in the text?* (Sample response: The tight-wire act is about 2,000 years old.)

## Practice 13

- 13** Say *Now, let's do Activity 13.* Point to the boxes on the photos and say *Look at the white box in each photo.* Then point to the letters in the reading and say *Look at the letters in the reading. You're going to write the letter that matches the photo in the box.*
- Put students in groups of three or four. Say *Work with your group to find the correct letter for each box.* When groups are done, have each group meet with another group to compare answers. Discuss any disagreements between groups.

## Apply 14

- 14** Place students in groups of five for Activity 14. Ask two students to read the model dialogue. Ask *What does no way mean?* (no)
- Say *As a group, you're going to decide which of the acrobat tricks is the most difficult, the easiest, the coolest, and your favorite. Share your opinions with the people in your group. Then vote on each question and fill in the boxes. For example, if most students think that the tight-wire is the most difficult act, write tight-wire in the first box.* Have groups complete the activity and read aloud their decisions.

## Wrap Up

- Write the following matching activity on the board:

1. walk high in the air	a. juggling
2. the “bird”	b. cycling
3. use feet	c. tight-wire

Have students match a descriptions on the left with an activity on the right. (1-c, 2-b, 3-c)

**Formative Assessment**

- Can students
- compare types of acrobatic activities? Ask questions such as *What do tight-wire acrobats do? What do juggling acrobats do?*
  - share and compare opinions? Ask questions such as *Which acrobat act do you think is most dangerous? Why?*
  - identify main ideas and details in a text? Ask questions such as *What's the main idea of today's reading? What details did you learn about Chinese circuses?*



## Mission

**Mission** Find a role model.

### Objectives

- Students will
- share ideas.

**Content Vocabulary** *inspires, wildlife*

**Resources** Video: Meet the Explorer; Classroom Presentation Tool: Mission; Mission Poster

## Be the Expert

### Meet the Explorer

Aparajita Datta is a biologist who works in the area of wildlife conservation in India. She explores the challenges facing one of the world's last large areas of wilderness. She studies the relationships between animals, plants, and the Lisu people who live in the area.

Aparajita Datta has worked with the Lisu people to try to protect hornbills, endangered birds that live in the area. She has helped the Lisu to get electricity from solar panels, receive medical training, and start schools. Datta has gained the Lisu people's trust. This in turn has helped her to work with them to reduce the hunting of hornbills.

### About the Photo

This photo shows a Bengal tiger. Bengal, or Indian, tigers account for more than half of the world's wild tigers. The tiger is a symbol of India, but now it is endangered. Both people and the tigers are trying to live on the same land. This causes problems for both tigers and humans.

As the number of people increases, the tiger's habitat is reduced. Reserves such as the Sundarbans National Park and Tiger Reserve try to protect the Bengal tiger population, yet tigers are still harmed. Some people kill tigers for their fur. Other people kill them because tigers have attacked humans.

## Find a role model.

Think about a person who inspires you. Why is he or she special?



Bengal tiger, Bandhavgarh National Park, India

**NATIONAL GEOGRAPHIC**

**Aparajita Datta**  
Wildlife Biologist  
Emerging Explorer

"When I was a young girl, I always wanted to be working with wildlife. But it's only because I had really great science teachers in school who gave me that interest in biology."

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## Mission

- Say *A role model is someone we learn from. A role model can show us how to become a better person. Role models are people we want to be like.*

Encourage a discussion of role models with questions such as:

- What make a person a good person?*
- What sort of work helps other people?*
- What kinds of things do you admire in a person?*

- Point out the word *inspires*. Say *When someone inspires you, the person makes you want to do something special.* Ask *Who inspires you? Why does he or she inspire you? Who is a role model for you?*

## Give the Unit Quiz

- **Listening instructions, Section I** Point to the pictures and letters on p. 32. Say *Write the letter that matches the sentence you hear. Listen to an example.* Play **TR: AB18**. *Her hobby is taking pictures.* Ask *What letter did you write?* When students respond with C, begin the quiz. Play the rest of **TR: AB18**.
- Read the directions for Section 2 aloud. Ask *What do you have to do?* (Complete the questions. Use the words in parentheses.) Repeat the process for Sections 3 and 4.
- **Listening instructions, Section 5** Read the directions aloud. Say *Listen to an example. Write the missing words to complete the sentence you hear.* Play **TR: AB19**. (Leon is a better actor than I am.) Confirm that students completed the sentence correctly.
- **Speaking instructions** Point to the images at the bottom of p. 44. Say *Answer my questions. Use complete sentences. Listen to an example.* Ask *Who is wearing the whitest shirt?* Say *The person in the second photo is wearing the whitest shirt.* See pp. 47–49 of the Assessment Book for prompts and expected student responses.

## Give the Mastery Test

- **Listening instructions, Section I** For the example on p. 36, play **TR: AB22**. *She has a cut.* Correct response: B.
- **Listening instructions, Section 5** Play the example on **TR: AB23**. *Pumpkins are more expensive than lettuce.* Continue when students complete the sentence correctly.
- **Speaking instructions** Point to the bread in the top left image at the bottom of p. 45. Ask *What should they buy?* Say *They should buy bread.* See pp. 47–49 of the Assessment Book for prompts and expected student responses.

## Give the Final Test

- **Listening instructions, Section I** For the example on p. 38, play **TR: AB24**. *He has a headache.* Correct response: D.
- **Listening instructions, Section 5** Play the example on **TR: AB25**. *Did you go ice skating last Friday?* Continue when students complete the sentence correctly.
- **Speaking instructions** Point to the boy wearing a birthday hat on p. 46. Ask *Did he have a party?* Say *Yes, he did.* See pp. 47–49 of the Assessment Book for prompts and expected student responses.

## Assessment

**Resources** Assessment Book pp. 32–33, 36–37, 38–40, 44–46, 47–49, 50–53, 54–56; Assessment Book Audio CD TR: AB18–AB19, AB22–AB25

## Be the Expert

### Testing Tip

**Write and speak in complete sentences.** Remind students that they should always write in complete sentences when answering questions or completing a writing task, and that during speaking tasks, they should answer with complete sentences.

### Assess Unit Objectives

Ask questions such as the following:

- *In your opinion, what's the funniest movie?*
- *Do you think basketball is better than soccer?*
- *Who is your favorite writer?*

**Project** For a theme-related closing activity, direct students to the Unit 8 Project Worksheet.

**Vocabulary 1** a person, amazing, cool, great, an actor, an athlete, funny, a movie, famous, popular

**Vocabulary 2** a writer, a sport, a TV show, a school subject, a hobby

**Grammar 1** use superlatives with *-est* and *most*

**Grammar 2** use irregular comparatives and superlatives: *better, the best, worse, the worst*

**Song** *You're the Best*

**Viewing** athletes and dancers

**Meet the Explorer** Aparajita Datta

**Story Time** *The Green Rabbit*

**Resources** Student Book pp. 78–85



## Zoom In

### Vocabulary

- Review the Vocabulary segments. Have students think of their favorite famous person. Then have them choose four words to describe the person.

### Grammar

- View Grammar 1 and Grammar 2. Pause the video when a comparison is made. Have students tell what is being compared and then write a sentence about the comparison.

### Song

- Play *You're the Best* once while students follow along on p. 96. Play it again and have students alternate singing the lines. For example, one side of the room sings the first line, the other side sings the second line, and so on. Have students clap their hands when they sing one of their new words.

### Viewing

- Pause the video at the end of two of the segments and ask students to write one sentence about each segment. Ask them to include as many new words as they can in the sentence.

### Meet the Explorer

- Say *Aparajita Datta believes it's important to protect animals.* Ask *Which animals do you think we should try to protect?*

### Story Time

- View *The Green Rabbit* once with students. Then view it again. Pause the video and ask questions such as *Why was Prince Javier a green rabbit during the day?* (His father, the king, put a spell on him.) *What was the second thing that Marisol had to do to end the spell?* (She had to wear out six pairs of boots.)

## Before You Watch

- Play the introduction to the video. Say *This video is about people and their favorite things to do.* Share some of your favorite things to do. Then ask *What are your favorite things to do?*

## While You Watch

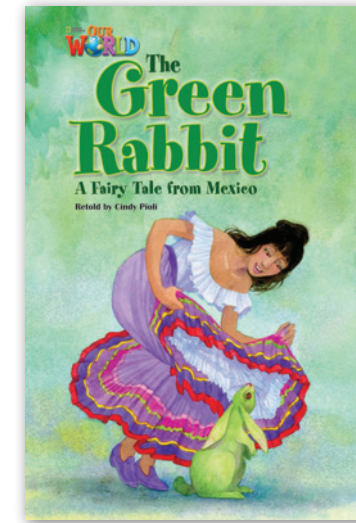
- Have students write a sentence about their favorite part from each scene. Encourage them to include at least one of the new words they learned in this unit in their sentences. You might provide the sentence frame *My favorite part is \_\_\_\_\_ because \_\_\_\_\_.*

## After You Watch

- Put students in pairs, and have them discuss their favorite parts of the video. Ask the pairs *Do you have any of the same favorite parts? Which ones? Why did each of you like these parts?* Discuss as a class.

## The Green Rabbit

One day, a beautiful young woman named Marisol is followed home by a green rabbit. But later that night, the rabbit turns into a handsome prince. The prince is under a spell. Only someone who truly loves him can break the spell. Marisol must pass tests to prove her love. Will she pass the tests?



## Before You Read

- Activate prior knowledge** Say *Fairy tales are stories that often include some sort of magic. What stories with magic do you know?* Discuss the stories and the examples of magic in them.
- Introduce the strategy** Say *When you summarize a story, you tell just the main, or most important, ideas.* Model summarizing a story students have recently read or are familiar with. Explain that a summary doesn't include everything that happens and that it can be a just a few sentences.
- Give out Storyboard graphic organizers. Say *Every few pages, stop reading and summarize what you read in one of the boxes of this chart.*

## While You Read

- As you read the story, stop after every few pages so students have time to summarize those pages of the story.
  - p. 4: *Who are the most important characters? Why is the prince a rabbit during the day?*
  - p. 6: *What does the King tell Marisol that she must do?*
  - p. 8: *What two tests does Marisol have to pass?*
- Read the story a second time, without pausing, to allow students to check the responses they wrote in their Storyboard organizers.

## After You Read

- After you finish the story, have students choose the four or five most important things that happened in the story. Say *Use the information in your Storyboard organizer to write a paragraph that summarizes the story.*

**Text Type** fairy tale

**Reading Strategy** Summarize

**Vocabulary** *amazing, great, popular, movie*

**Grammar** use superlatives with *-est* and *most*

**Resources** Video: Story Time; Classroom Presentation Tool: Story Time; Teacher's Resource CD: Graphic Organizers (Storyboard)

## Be the Expert

### Reading Strategy

**Summarize** Summarizing helps students remember the most important parts of a story. Make sure students understand that a summary is short and should include only main ideas; it does not include details. Help students evaluate whether information is important enough to include in their summaries.

### Text Background

*The Green Rabbit* is a fairy tale. Fairy tales often include characters who are royalty, such as a king, a queen, or a princess. They also often include some form of magic. They sometimes teach lessons.

### Teaching Tip

Students can remember a story better if they act it out. Help students to list the scenes in a story by asking such questions as *What happened first? Then what happened? When was it most exciting? How did it end?* Then have students choose which scene or scenes they want to act out. Encourage students to create their own dialogue for the scenes.

Student Book

TR: 67 Unit 8. 1 Listen and read.

Wax museums are amazing. You can see hundreds of famous people. The people aren't real, but they look real!

In these cool museums, you can say "Hi" to all your favorite actors and popular TV stars. You can hear some of them, too! Meet a singer or actor from a funny movie. Take photos with a famous person or stand next to an athlete like Yao Ming. He's great.

There are interesting characters from history, too, like Cleopatra and Genghis Khan!

TR: 68 2 Listen and repeat.

amazing. J.K. Rowling writes amazing books. famous. I want to be famous one day. cool. This movie is so cool. I love action! actors. There are many actors in the museum. popular. Harry Potter books are very popular. funny. That was a really funny movie. movie. I really liked that movie! a person. My grandpa is a really interesting person. an athlete. Yao Ming is a great athlete. great. Picasso was a great painter.

TR: 69 Grammar

I think Yao Ming is the greatest basketball player in the world.

J.K. Rowling is the most amazing writer I know.

In your opinion, what's the funniest movie of all?

TR: 70 6 Listen and repeat. Then read and match.

a TV show. What's your favorite TV show? a hobby. I love to read books. It's my favorite hobby. a school subject. English is the best school subject. a sport. Tennis is a wonderful sport. I play every day. a writer. J.K. Rowling is a wonderful writer.

TR: 71 Grammar

I'm good at music. I'm better than my friend at sports. And I'm the best in our class in English!

A cough is bad; a cold is worse; but a fever is the worst!

TR: 72 10 Listen, read, and sing.

Note: Lyrics for the song *You're the Best* are on Student Book p. 96.

TR: 73 11 The Sounds of English first Listen and say.

1. first; thirst; worst 2. word; heard; third 3. hurt; shirt; skirt 4. early; curly

TR: 74 12 Listen and read.

Amazing Acrobats

Most Chinese acrobats join the circus when they are six years old, but they can spend ten years practicing just one act!

- a. Juggling: Acrobats use their feet to juggle things. They juggle tables, chairs, umbrellas, plates, and even people!
- b. Cycling: In this act, acrobats use "monocycles" (bicycles with one wheel). The most famous act is the "bird."
- c. Tight-wire: This act is about 2,000 years old. Brave acrobats walk, cycle, or jump on a wire that is high in the air.

Don't miss Chinese acrobats. They're the best!

Workbook

TR: 37 Unit 8. 2 Listen and write. Complete the conversations.

1. S1: Hey Erica, what do you think of Johnny Depp, the actor in the *Pirates of the Caribbean* movies?

S2: Oh, him! I think he's amazing. What about you?

S1: I think he's great. And he's really funny, too. He's my favorite actor, in fact.

2. S1: Do you like Usain Bolt, Alex?

S2: Do you mean the famous athlete from Jamaica?

S1: Yes, that's right.

S2: Oh, I don't like him at all. He's a great runner, but he's not a great person.

S1: Really? I don't agree. I think he's cool.

TR: 38 8 Listen. Check T for True or F for False.

1. S1: What's your favorite school subject, Marco?

S2: Uh... I like them all. I love English and science especially. But I think math is the best.

2. S1: What's the most difficult school subject, in your opinion, Marco?

S2: Uh, I think most subjects are easy. But I find art really difficult. I'm so bad in drawing and painting!

3. S1: Would you like to watch TV with me and my sister after school?

S2: Ok, thanks. What are you watching? Is it a funny TV show?

S1: Yeah, it's Sesame Street.

S2: Sesame Street?! That's for little kids, Marco!

4. S1: What are you doing this afternoon, Marco?

S2: I'm playing soccer, the coolest sport in the world! It's so fast and exciting!

S1: No way! Volleyball is much cooler than soccer.

5. S1: You read all the time, Marco! Don't you have any other hobbies?

S2: Sure... I write stories. And I play the drums every Saturday with a friend.

S1: The drums? Wow, that's cool!

TR: 39 12 Listen to the song. Check the words you hear.

Note: Lyrics for the song *You're the Best* are on Student Book p. 96.

Answer Key

Student Book

Unit Opener SB p. 78

1. F, 2. T, 3. Answers will vary.

4 SB p. 82

1. the most amazing singer 2. the coolest athlete 3. the most interesting TV show 4. the funniest movie

6 SB p. 83

1. b, 2. e, 3. d, 4. a, 5. c

TR: 40 14 Listen. Check the words Which words have the same sound as *ir* in *girl*? Circle the words. Then write them in the box.

rug; bird; curly; lose; worse; purple; bruise; nurse; nest; learn

TR: 41 15 Listen and read.

Happy Birthday!

Do you have a favorite party game that you like to play on your birthday? In Mexico and other Latin American countries, children often celebrate their birthdays with a piñata. First, the children form a circle and sing a funny song, which makes them laugh. Then, children take turns to stand in the middle with their eyes covered. The child in the middle has to use a stick to hit the piñata. Suddenly there is a loud CRASH! The piñata breaks and lots of candy falls on the floor. The children stop singing and run to pick up the candy. It's a wonderful party game. Happy Birthday, everyone!

8 SB p. 84

1. the best; better; bad; the worst

14 SB p. 86

b, c, a

Workbook

Go to 218–220 for the Workbook Answer Key for this unit.

Vocabulary U5-U8

Grammar U5-U8

Resources Workbook pp. 72-75;  
Audio CD: TR 75-76

1 Listen. How did this family live? Listen and draw lines from column A to B. TR: 75

A	B	C
We	made the fire	every day.
I	began the day at 5 a.m.	twice a day.
My dad	told funny stories	sometimes.
My grandpa	grew vegetables	on the weekend.

2 Listen again. How often did the family members do each activity? Draw lines from column B to C. TR: 76

3 Write. Prepare five questions about favorites for your classmates.

amazing cool  
popular funny  
famous great  
interesting best / worst

actor TV show  
person movie  
hobby vegetable  
sport athlete

4 Work in a group. Take turns. Ask and answer the questions you wrote. Do you share any favorite things?



Listen 1 2

- Review the words in columns A and B with students. Say *Column A is a list of people, and column B is a list of actions.* Show students how to connect the two columns to create sentences. Ask students to create and share some of their own sentences. For example:  
*My grandpa told funny stories.*  
*My dad grew vegetables.*

- 1 Say *You are going to hear about a family from long ago. Listen for the names of people and draw lines from the people you hear about to the actions they did. Draw lines from the people to the actions.* Play TR: 75. Pause the audio after each person and action to give students time to draw a connecting line. When students have finished, call on different

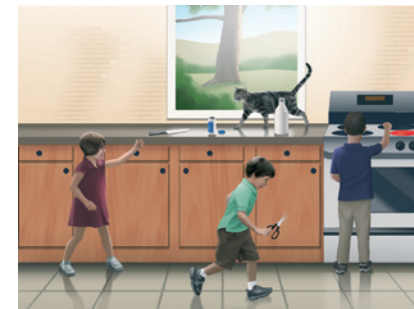
students to read aloud the people and actions they connected in columns A and B.

- 2 Review the time and frequency words in column C with students. Then say *Listen again. This time listen for when the people did each action.* Play TR: 76. Have students draw lines connecting the action words in column B with the frequency words in column C. Then have students read aloud the full sentences they created by matching columns A, B, and C.

Write 3

- 3 Read aloud the directions for Activity 3. Say *Use the words in the boxes to write your questions.* Point to the box at the left. Say *These words describe people or things.* Then point to the box at the right. Say *These words name people or things.* Model

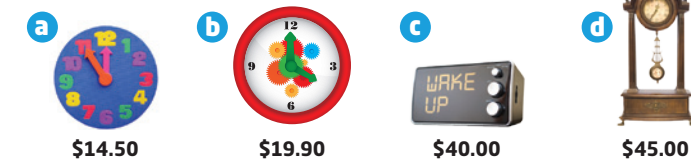
5 Look and read. Look at the picture below. What's wrong? Complete the sentences. Use the words in the box.



should shouldn't  
herself himself

- The stove is still hot. The boy \_\_\_\_\_ touch it. He can burn \_\_\_\_\_.
- The knife is sharp. The girl can hurt \_\_\_\_\_.
- The medicine bottle is open. Adults \_\_\_\_\_ always put away medicine.

6 Look and read. Read the sentences. Circle which clock each sentence is about.



- This clock is for younger children. It's smaller than the other clock for children. **a b c d**
- It is the most modern clock. **a b c d**
- This one is good for children. It's more expensive than the other children's clock. **a b c d**
- It is the most old-fashioned clock. It's the tallest, too. **a b c d**

asking a question that uses a word from each box. Ask *What is the funniest TV show?*

- Have students write five questions. Say *Use a word from each box. Remember to place the most before the word or to add -est to the end of the word.*

Speak 4

- 4 Draw students' attention to Activity 4. Model the dialogue with a student. Then put students in groups of three. Have students read their questions from Activity 3 and have other group members answer the questions with their opinions. Have students take turns asking and answering questions. Then have group members identify any shared favorites. Have groups share the results of their discussions with the class.

Read 5 6

- 5 Point to the picture in Activity 5. Say *There are some things wrong in the picture. There are some things that shouldn't happen.* Point to the word box and the sentences. Say *Read the sentences. Look at the picture. Use the words in the box to complete the sentences.* Review answers.
- 6 Point out the clocks and prices in Activity 6. Say *Each clock is different.* Point to each clock and ask *What words to describe this clock?*
- For items 1-4, have a student read aloud the sentence. Then have students decide which clock the sentence tells about and circle its letter.

Teaching Tips

**Listening** To help students' comprehension of an audio track, review key words they may need to know before you play the audio. This review can help students focus their attention on the important details as they listen.

**Speaking** A good first step to help students develop speaking skills is to have them read aloud sentences they write. Reading aloud gives students practice with pronunciation and speaking fluency, without the pressure of forming responses or sentences on the spot.

Let's Talk

What's wrong?

- I will ...
- ask how someone is feeling.
  - describe how I feel.
  - show that I care or understand.
  - make a suggestion.



1 Listen and read. TR: 77

Aziz: **What's wrong?**  
 Sawsan: **I feel sick.**  
 Aziz: **Oh, no.** What's the problem?  
 Sawsan: I have a stomachache.  
 Aziz: **Why don't you** tell Mom?  
 Sawsan: Yeah, that's a good idea. Mom!

<b>What's wrong?</b> What's the matter?	<b>I feel sick.</b> I don't feel good. I'm not feeling well.	<b>Oh, no.</b> I'm sorry. That's too bad.	<b>Why don't you</b> _____? You should _____
--	--	---	--

2 Work with a partner. Describe how you feel. Use the chart. Take turns.

I don't understand.

- I will ...
- politely interrupt.
  - express confusion.
  - check that someone understands.
  - thank someone and reply.

3 Listen and read. TR: 78

Nikolai: Let's start the game.  
 Olga: **Hang on! I'm lost.** How do we play?  
 Nikolai: First, you have to spin the spinner.  
 Then you move your counter. **Got it?**  
 Olga: Yeah, **I think so. Thanks.**  
 Nikolai: **No problem.**

<b>Hang on!</b> Wait. Wait a minute.	<b>I'm lost.</b> I don't understand.	<b>Got it?</b> Does that help? OK?	<b>I think so. Thanks.</b> Oh, I see! Thanks.	<b>No problem.</b> You're welcome.
--	---	--	---	---------------------------------------

4 Listen. You will hear two discussions. Read each question and circle the answer. TR: 79

- Does the boy understand the instructions after the girl explains them?  
a. yes b. no
- Which expression does the boy use?  
a. Do you see now? b. Got it? c. OK?

5 Work in pairs. Practice discussions. Imagine you are playing one of these games. One student doesn't understand. The other explains.

- A card game
- Bingo
- A board game

Our World in Context

People in all cultures experience pain and discomfort. However, people in different cultures have different ways of expressing how they feel pain. Some people in traditional cultures in Northern Japan use animal names to talk about how they feel. For example, people from this culture may describe a bad headache as a "bear headache" and a pounding headache as a "woodpecker headache." In some parts of China, children are taught to recognize crying as pain. However, crying is not expressed vocally, but rather through facial expressions.

Teaching Tip

Students may not always speak up or make it clear that they're confused. As you teach new material, be sure to pause and ask comprehension questions to check that students understand. Encourage students to speak up and say that they don't understand something. Remind students that it is common at first to not understand new things they learn in English, and that it's important for them to let you know when they need help.

What's wrong? 1 2

- Have students turn to pp. 90–91 in their books. Say *Sometimes, we are talking to a friend who looks sick or tired.* Point to the first column in the chart on p. 90. Say *You can use these questions to ask about a problem your friend has. You can say What's wrong?* Point to the second column. Say *You can use these sentences to tell about a problem.*
- Review that the three sentences have the same meaning. Explain that students can use the phrases in the third column to show that they care about the other person, and the phrases in the fourth column to help the other person. Point to the fourth column and say *Use these sentences to make suggestions to help your friend.*

- 1 Point to the picture. Say *Let's listen to Aziz and Sawsan. Sawsan doesn't feel well.* Play TR: 77. Have students listen and read along. After the audio, ask *What suggestion does Aziz make? (Why don't you tell Mom?)* Say *Imagine your friend feels sick. What suggestion do you make?* Have students use phrases from the chart to make a suggestion.
- 2 Pair students. Say *Your partner is having a bad day. Ask your partner how she feels, and listen to her answer. Respond to show that you care, and make a suggestion to help her. Use the questions and sentences in the chart.* Have students take turns describing how they feel. Have pairs share their dialogue with the class.

I don't understand. 3 4 5

- Point to the first two columns of the chart on p. 91. Say *We can use these sentences when we don't understand and we need someone to explain something.* Point to column 3. Say *We can ask these questions to check that someone understands what we say.* Point to columns 4 and 5. Say *We use these phrases to show that we understand, and to thank our friend for helping us understand.*
- 3 Say *Nikolai and Olga want to play a game. Olga doesn't know how to play. She's confused.* Play TR: 78 as students read along. After the audio, ask *What does Olga say to show she doesn't understand? (Hang on! I'm lost.) What question does Nikolai ask Olga to check that she understands? (Got it?)*
- 4 Read the instructions for Activity 4. Then have students read aloud each question. Play TR: 79 and have students circle an answer. Play the audio again so students can check their answers. Then review the answers as a class.
- 5 Pair students. If necessary, review the rules of the three games with the class. Have students choose a game. Say *One student doesn't understand the game. Talk with your partner and your partner will explain the game.* Then have students choose a new game and switch roles. Remind students to use phrases from each column of the chart to express confusion and check understanding.

## Student Book (Review: Units 1-4)

**TR: 37** 1 Listen. Check activities that the boy did on the weekend.

SI: Hi! How was your weekend?

S2: It was great! I went swimming on Saturday.

SI: What did you do on Sunday? Did you go to the movies?

S2: No, I didn't. On Sunday I went out with my friends.

SI: Really? Did you go fishing?

S2: No, we didn't. We went hiking. It was fun!

## Student Book (Let's Talk: Units 1-4)

**TR: 38** 1 Listen and read.

SI: Hello, Mrs. Gomez. How are you?

S2: I'm very well, thank you, Sofia. Please come in.

SI: Thank you.

SI: Hi, Carla! What's up?

S3: Not much. Hey, do you want a soda?

SI: Sure! Thanks.

**TR: 39** 3 Listen and read.

SI: Hey, Martina, what does this mean?

S2: I don't know. I think it's a kind of exercise.

SI: I'm not sure. Let's ask the teacher.

S2: That's a good idea.

S2: Excuse me, Ms. Biga. What does this word mean?

**TR: 40** 4 Listen. You will hear two discussions.

Read each question and circle the answer.

1: SI: Sayeed, how do you spell "celebrate"?

S2: No idea. You should ask the teacher.

SI: OK. Excuse me, Mr. Haddad. How do you spell "celebrate"?

2: SI: Hey, Aisha, how do you say *halawà* in English?

S2: I think it's dessert, but I'm not sure.

SI: Um, I don't think so.

S2: Why don't we ask the teacher?

SI: OK. Excuse me, Mr. Gonzalez. What does *halawà* mean in English?

## Student Book (Review: Units 5-8)

**TR: 75** 1 Listen. How did this family live? Listen and draw lines from column A to B.

SI: When I was a kid, things were very different from today.

S2: Really? How were they different?

SI: Well, we began the day at 5 a.m. every day and we had to work very hard. We were a big family, so there was a lot to do! Now we have electric lights, microwaves, and dishwashers to help us, but in those days it was much more difficult!

S2: I can imagine!

SI: My dad went to work every day. He worked long hours. Then on the weekends he worked in the garden. He grew vegetables for the family.

S2: What about you? Did you have to do any chores?

SI: Yes, I did. I made the fire twice a day—once in the morning and again in the evening after school. We didn't have electric lights then, you see. I often helped to weed the garden, too.

S2: Wow! So, was it all work and no play?

SI: No, everyone spent time together in the evenings.

We sat around the fire and sometimes my grandpa told funny stories. They were great!

**TR: 76** 2 Listen again. How often did the family members do each activity? Draw lines from column B to C.

See script for **TR: 75** above.

## Student Book (Let's Talk: Units 5-8)

**TR: 77** 1 Listen and read.

SI: What's wrong?

S2: I feel sick.

SI: Oh no. What's the problem?

S2: I have a stomachache.

SI: Why don't you tell Mom?

S2: Yeah, that's a good idea. Mom!

**TR: 78** 3 Listen and read.

SI: Let's start the game.

S2: Hang on! I'm lost. How do we play?

SI: First, you have to spin the spinner. Then you move your counter. Got it?

S2: Yeah, I think so. Thanks.

SI: No problem.

**TR: 79** 4 Listen. You will hear two discussions.

Read each question and circle the answer.

1 S1: Hey, let's do the stickers! I'll go first.

S2: Wait! I don't understand.

S1: Look. You have to put the sticker under the word, like this... Got it?

S2: Oh, I see! Thanks.

S1: Sure!

2 S1: Who goes first?

S2: Wait a minute! I don't get it.

S1: First, you cut out the pictures. Then you put them on the bingo board, like this... OK?

S2: I think so. Thanks.

S1: No problem.

### Workbook (Review: Units 1-4)

**TR: 21** 7 Listen. Write what each person did.

S1: Hi, Jonah. What did you do last night?

S2: Oh, hi, Sonja. I went swimming last night.

S1: That sounds great!

S2: Yes, I like to get exercise. What about you?

S1: I got some exercise, too! I went ice skating with my daughter.

S2: Sounds like fun! Did you hear about Sean and Felipe?

S1: No, I didn't. What did they do?

S2: They dressed up in costumes and went to a parade!

S1: Wow! That's wonderful!

### Workbook (Review: Units 5-8)

**TR: 42** 2 Listen and write. Check the box. Write sentences. Use *every day*, *once*, *twice*, and *three times*.

I'm very busy every week. I have a garden at home, and I like to grow hot peppers. I think they're delicious! I have to pick hot peppers on Friday and Saturday. I play soccer three times a week. I play on Mondays, Wednesdays, and Fridays. There are also a lot of chores to do around the house. I have to do chores every day! I really look forward to Sundays, though. Once a week, my family gets together and we tell stories. It's a lot of fun. Whew! That's a lot to do every week!

**TR: 43** 6 Listen. Check *T* for True and *F* for False.

Lionel Messi was born in 1987 in Argentina. He is an amazing athlete. He is one of the most popular soccer players in the world! He is very famous. When Messi was just five years old, he began to play soccer. He often played with his two brothers. They were older and taller than him, but he was a better athlete. He was faster than them, too. When Messi was thirteen, he and his family moved to Barcelona, Spain. At sixteen, he began to play for the one of the most famous soccer teams in Spain, called Barça. In 2006, Messi was the youngest Argentine athlete to play in the FIFA World Cup. After that, he got even better and scored many goals. In 2012, Messi became a father. When his son was born, it was the happiest day of his life.

### Student Book (Review: Units 1-4)

1 SB p. 44

Students should place checkmarks beneath two photos: the boy swimming and the group of children hiking.

2 SB p. 44

1. didn't go
2. didn't ride
3. didn't get
4. played
5. didn't win
6. didn't lose

6 SB p. 45

My aunt is making my birthday cake. Dad is preparing the fireworks. Mom and Dad are buying my present. Grandma is making my costume.

### Student Book (Let's Talk: Units 1-4)

4 SB p. 47

1. b, 2. a

### Student Book (Review: Units 5-8)

1 2 SB p. 88

Students should connect columns and create these finished sentences:

We began the day at 5 a.m. every day.

I made the fire twice a day.

My dad grew vegetables on the weekend.

My grandpa told funny stories sometimes.

5 SB p. 89

1. shouldn't run/himself, 2. herself, 3. should

6 SB p. 89

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

### Student Book (Let's Talk: Units 5-8)

4 SB p. 91

1. a, 2. c

### Workbook

Go to pp. 211–212 for the Workbook Answer Key for Units 1–4 Review and pp. 220–221 for the Workbook Answer Key for Units 5–8 Review.

**Unit 1**  
**Feeling Fit**

**1 Look and write.**

a back a shoulder  
an elbow a stomach  
fingers toes  
a knee

**2 Circle the best answer.**

- I have ten knees / elbows / fingers.
- I have two shoulders / toes / backs.
- I have one knee / muscle / stomach.
- Exercise builds strong fingers / muscles / knees.
- Exercise builds healthy bones / toes / elbows.

**GRAMMAR**

Did you **eat** a snack? Yes, I **did**.  
Did you **ride** your bike? No, I **didn't**.  
Did she **do** her homework? Yes, she **did**.  
Did he **make** his bed? No, he **didn't**.  
Did they **go** for a walk? Yes, they **did**.  
Did they **brush** their teeth? No, they **didn't**.

**didn't** = did not

**3 Listen and write.** TR. 2

- Did you wash your hands?  
Yes, I did.
- Did she run in the park?  
Yes, she did.
- Did you eat breakfast?  
No, I didn't.
- Did he brush his teeth?  
No, he didn't.
- Did they do their homework?  
No, they didn't.

**4 Listen and match.** Draw lines. TR. 3

- Did he walk to school? a. Yes, I did.
- Did you play baseball yesterday? b. Yes, he did.
- Did he brush his teeth after breakfast? c. No, I didn't.
- Did you play with friends yesterday? d. No, he didn't.

**5 Read and match.** Draw lines to match.

- I eat vegetables at dinner. a. I like bananas and oranges.
- I eat junk food on Saturday. b. I go to bed at 8:00.
- I eat fruit every morning. c. I ride my bike and jump rope.
- I get rest every day. d. I love cookies and ice cream.
- I get exercise every day. e. I like corn and peppers.
- She eats fruit every day. f. Because he loves them!
- He eats junk food at night. g. She loves mangoes.
- Why does he eat vegetables? h. She swims every afternoon.
- Does the baby get rest? i. He eats three bags of chips.
- She gets exercise every day. j. Yes, She sleeps at night.

**6 Look, read, and write.** Use words from the box.

eat fruit eat junk food eat vegetables get exercise get rest

- They eat fruit every day.
- They get exercise every day.

**GRAMMAR**

It's important to get **enough** exercise. Don't watch **too** much TV.  
I eat **enough** vegetables every day. I don't drink **too** much soda.

**7 Read.** Write *too* or *enough*.

- Don't stay up too late!
- I play soccer every day.  
I get enough exercise.
- Don't watch too much TV!
- I drink too much soda.

**8 Read and write.** Answer the questions. Check ✓ Yes or No.

	Yes	No
1. Do you eat too much junk food?		
2. Do you get enough sleep at night?		
3. Do you play too many video games?		
4. Do you drink enough water every day?		
5. Do you eat enough fruit every day?		
6. Do you eat enough vegetables every day?		

**9 Listen to the song.** Draw lines to match. TR. 4

- Did you move your legs?
- Did you get enough sleep?
- Did you eat a healthy snack?
- Did you touch your nose?
- Did you wiggle your toes?

**10 Write a new verse for the song.** Use some words from the box.

exercise elbows fingers vegetables stomach

Did you eat enough \_\_\_\_\_? Yes, I did!  
Did you move your \_\_\_\_\_? I did that a lot.  
Did you touch your \_\_\_\_\_? No, I forgot!  
Did you get enough \_\_\_\_\_? Yes, I did.

**11 Listen.** Which words have a sound like the **sh** in **show**? Circle the words. TR. 5

shoulder wash stick shower sometimes  
watch vacation school chance shoes

**12 Listen and read.** TR. 6

**Do Animals Need Exercise?**

Do animals get enough exercise? Wild animals run, walk, swim, and climb all day. Sometimes wild elephants walk more than 45 kilometers (27 miles) a day!

Sometimes animals in zoos don't get enough exercise. They live in small spaces. Many zookeepers help animals get exercise. They help elephants walk and run. They teach big cats, like lions and tigers, to climb and jump. Sometimes pets, like dogs, cats, and birds, don't get enough exercise. It's important for pets to run, play, and move. Exercise helps keep all animals fit and healthy.

**13 Read.** Check **T** for **True** and **F** for **False**.

- Animals in zoos always get enough exercise.  T  F
- Elephants in the wild walk a lot.  T  F
- Exercise helps keep pets healthy.  T  F

**14 Read and write.** Complete the chart.

	Do animals get enough exercise?	How do animals get exercise?
wild animals	<u>yes</u>	They run, <u>walk</u> , and <u>swim</u> and <u>climb</u> .
zoo animals	<u>sometimes</u>	Zookeepers teach big cats to <u>climb</u> and <u>jump</u> .
pets	<u>sometimes</u>	It's important for pets to <u>run</u> , <u>play</u> , and <u>move</u> .

**Using Because to Connect Sentences**

Read these sentences: *I need to exercise. It is good for my body.* The second sentence explains why you need to exercise. You can join them using *because*: *I need to exercise because it is good for my body.*

**15 Read.** Read about Daniel's favorite way to keep fit. He uses *because* to explain why he likes swimming. Underline the sentences with *because*.

**Swim to Keep Fit!**

Swimming is my favorite way to keep fit. It's great exercise and a lot of fun, too! I like it because you move all of your body. You use your arms, your shoulders, your legs—and all your muscles. Another reason I like it is because you can swim inside or outside. In winter, I go to the swimming pool. In summer, I sometimes swim in the sea and watch fish under the water. I like to swim in races, too. But my favorite thing is to splash water and have fun with my friends!

**16 Write.** How do you keep fit? What exercise or sport do you like? Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Unit 2

# Let's Celebrate!

1 Look and write.



1. fireworks

- celebrate
- a costume
- dance
- dress up
- fireworks
- a lantern
- a mask
- a parade
- a party



2. a lantern



3. a mask



4. a party      5. a costume      6. dress up



7. celebrate      8. a parade      9. dance

2 Read and write. Answers will vary.

- Do you like to dance? Yes, I do. It's fun!
- Do you like parties? \_\_\_\_\_
- Do you like to wear masks? \_\_\_\_\_
- Do you like to watch parades? \_\_\_\_\_
- Do you like lanterns? \_\_\_\_\_
- Do you like fireworks? \_\_\_\_\_

GRAMMAR

- Did you wear a mask? Yes, I wore a mask.
- Did you drink soda? Yes, I drank soda.
- Did you buy her a present? Yes, I bought her a present.

8 Look at the gray words. They are verbs. They change when you talk about the past. Match. Draw lines.

eat	rode	see	wrote
ride	had	write	saw
give	ate	drink	went
have	sang	go	drank
sing	took	wear	made
take	gave	make	wore

9 Read and write. Complete the sentences.

- Did you write invitations? Yes, I wrote invitations.
- Did you wear party hats? Yes, we wore party hats.
- Did your friends sing to you? Yes, my friends sang to me.
- Did you eat birthday cake? Yes, we ate birthday cake.
- Did you have fun? Yes, I had fun.

10 Listen to the song. Read and write. TR: 8

- We went to a carnival. Everyone was there! We dressed up, sang some songs, and watched a parade.
- Did you like the food? Yes, I liked the food. Did you dress up? Yes, I went as a frog.
- Did you like the costumes? Yes, I liked the costumes. Did you see any masks? Yes, we saw some masks.



11 Write a new verse for the song. Use some words from the box.

- Did you like the \_\_\_\_\_? Yes, I liked the \_\_\_\_\_. Did you see any \_\_\_\_\_? Yes, I saw some \_\_\_\_\_.

- dances
- lanterns
- fireworks
- party

12 Listen. Draw a box around words that have the ed sound as in watched. Circle words that have the ed sound as in played. Underline words that have the ed sound as in celebrated. TR: 9

watched (boxed) played (circled) celebrated (underlined)

dressed (boxed) waited (boxed) listened (circled) painted (boxed)

danced (boxed) looked (boxed) smiled (circled)

GRAMMAR

- Did you watch fireworks? Yes, I watched fireworks.
- Did you dress up? Yes, we dressed up.
- Did your brother dance? Yes, he danced.
- watched = watch + ed
- dressed = dress + ed
- danced = dance + ed

3 Listen and write. TR: 7

- Did you walk to the party?
- Yes, we walked to the party.
- Did your cousins dance with you?
- Yes, they danced with me.
- Did you smell the yummy food?
- Yes, I smelled the yummy food.



4 Write these verbs so they tell about the past.

- watch watched
- listen listened
- sound sounded
- celebrate celebrated
- cook cooked
- taste tasted

5 Read and write. Complete the sentences. Use some verbs from Activity 4.

- We celebrated my brother's birthday yesterday.
- My grandma cooked noodle soup.
- We listened to music and danced after dinner.

6 Look and read. Draw lines to match.

balloons

a birthday cake

candles

a present

7 Read. Circle the best answer.

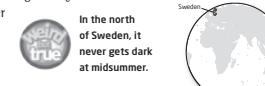
- Today I'm nine years old. I have nine \_\_\_\_\_ on my birthday cake.
  - a. presents
  - b. invitations
  - c. candles
- My grandpa has \_\_\_\_\_ to my birthday party.
  - a. an invitation
  - b. a balloon
  - c. a birthday cake
- I have round \_\_\_\_\_ at my party.
  - a. presents
  - b. balloons
  - c. invitations
- My \_\_\_\_\_ looks sweet and delicious!
  - a. candle
  - b. balloon
  - c. birthday cake
- What is that big red box? It's a big \_\_\_\_\_ for me.
  - a. candle
  - b. invitation
  - c. present

13 Listen and read. TR: 10

## Celebrating the Sun

In Sweden, people celebrate the sun. In summer, days are long and nights are short. The festival of Midsummer happens in June. People celebrate the longest day of the year and the start of summer.

People decorate their homes with flowers and leaves. Many people wear beautiful costumes to the festival. They dance and sing songs. They eat fish, potatoes, fruit, and other foods. People enjoy the sunlight and can forget about the cold, dark days of winter.



14 Read. Check T for True and F for False.

- People in Sweden celebrate the sun.  T  F
- The festival of Midsummer is in July.  T  F
- People dance and sing at the festival of Midsummer.  T  F

15 Read. Complete the chart.

Midsummer	
Where do people celebrate it?	Sweden
Why do they celebrate it?	They celebrate the longest day of the year and the start of summer.
What do people do?	<ul style="list-style-type: none"> <li>• They decorate their homes with flowers and leaves.</li> <li>• Many people wear beautiful costumes.</li> <li>• They dance and sing songs.</li> <li>• They eat fish, potatoes, fruit, and other foods.</li> </ul>

Describing an Event

When you write about an event, for example a festival or a parade, give the name and location, and describe what you did and what you saw. Write a short, simple title that tells the reader what the paragraph is about.

16 Read about Hiro and his favorite festival. What title does Hiro use for his writing? In the text, Hiro uses words that describe what he saw, heard, and did.

### The Sapporo Snow Festival by Hiro

Every year we have a snow festival. It is in February, in the winter. This year it was fantastic! It was very cold. I wore a snowsuit, boots, gloves, and a hat. There was a lot to do, and we had so much fun. I went to see the beautiful snow sculptures with my brother and sister. My favorite sculpture was of two big dinosaurs. They looked scary! We played on the snow slides and in a snow maze, too! In the evening, we saw colorful lights, we listened to music, we ate steamed buns, and we drank hot chocolate to get warm! The festival was wonderful this year!



17 Write. Write about a celebration or festival. Think about what you wore, what you saw, and what you did. Write a title.

\_\_\_\_\_

\_\_\_\_\_

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Unit 3  
**My Weekend**

1 Look and write.

text my friends stay home go to the movies go on a picnic



1. go to the movies 2. go on a picnic



3. stay home 4. text my friends

2 Listen and write. Use words from the box. TR: 11

busy exciting interesting lose win

- I play soccer. I like to win.
- I play games. I don't like to lose.
- The movie was interesting. I learned a lot.
- Last weekend, I was busy. I had too much homework!
- The parade was exciting. There was music and dancing!

3 Unscramble the words.

- cngxeiti exciting
- syub busy
- vomsei movies
- riensgtriet interesting
- cnicip picnic
- xett text

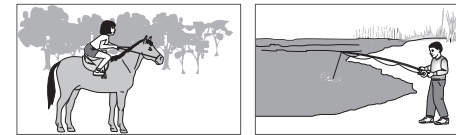
4 Look and write. Complete the story. Use words from Activity 3.

Last Saturday was a rainy day. I didn't go outside to play. I wanted to go to the movies. So, I texted my friend Sam. He wanted to go, too! He wanted to see the movie about the police officer. It looked exciting! I wanted to see the movie about fish in the sea. It looked interesting. How did we decide? We saw both of them!

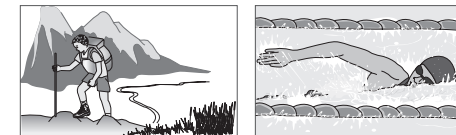
GRAMMAR

What do you do on weekends? I usually go swimming.  
What did you do last weekend? I went shopping.  
What does he do on weekends? I didn't go swimming.  
What did he do last weekend? He usually goes fishing.  
He didn't go fishing.  
He went running.

9 Look, read, and write. Use go or went in your answers.



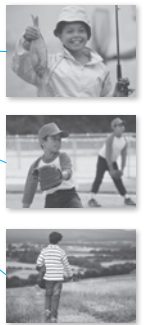
- What did Mai do last weekend?  
She went horseback riding.
- What did her brother do last weekend?  
He went fishing.



- What did Ivan do last weekend?  
He went hiking.
- What did his sister do last weekend?  
She went swimming.

10 Listen to the song. Read. Look. Draw lines to match. TR: 13

- Did you go fishing?  
Did you play baseball?  
Did you go walking?  
What did you do?



11 Listen again. Read and write. TR: 14

I didn't go fishing or walking.  
I didn't go swimming or hiking.  
I played a game with my little brother.  
I went to the movies with my mother.

12 Listen. Circle the words that begin with w as in water. Then write more words that begin with w. TR: 15

wings was mountain went under  
played won yesterday window watch  
win wear want walk why

Sample answers shown.

GRAMMAR

How was your weekend? It was boring. I didn't have fun.  
What did you do? I stayed home.  
What did your friends do? They went to the movies.  
Did you text your friends? No, I didn't text them.

didn't = did + not

5 Listen and circle. TR: 22

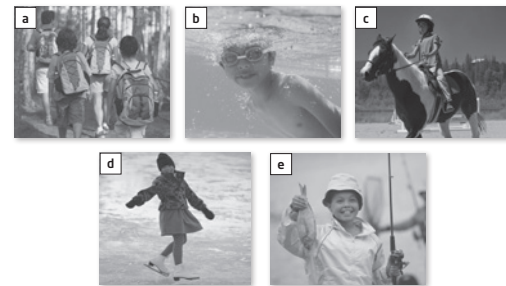
- I went to the movies. I stayed home.
- No, I didn't play soccer. Yes, I played soccer.
- Yes, I went on a picnic. No, I didn't go on a picnic.
- My team didn't win. My team won.
- I had an interesting weekend! I had an exciting weekend!
- Yes, we went to the movies. No, we didn't go to the movies.

6 Read and write. Complete the sentences. Use some words from the box.

didn't lose didn't stay didn't text  
didn't win stayed texted won

- I played soccer, but my team didn't win. I was sad.
- My family didn't go out. We stayed home and ate dinner.
- I texted my friends, but they were busy and didn't text me.
- My brother didn't stay home after dinner. He went to the movies.

7 Look, read, and match. Write the letter.



- I go fishing in the river near my house. e
- My family likes to go hiking. a
- I go horseback riding on weekends. c
- I go ice skating in cold weather. d
- I go swimming on hot days. b

8 Read and write. Use words from the box.

go fishing go hiking go horseback riding  
go ice skating go swimming

- I go swimming in summer at the swimming pool.
- You have a horse! Do you go horseback riding?
- It is cold outside! I can go ice skating.
- I want fish for dinner. Let's go fishing.
- I wear shoes and socks to go hiking. I walk and climb.

13 Listen and read. TR: 16

**Let's Go to the Aquarium!**

Aquariums teach us about oceans, rivers, and wetlands. They also teach us about plants and animals that live in water. You can see interesting ocean animals at many aquariums.

The Shedd Aquarium in Chicago, USA, has more than 32,500 animals! Turtles, frogs, and fish are some of the animals. Some of the fish are zebra sharks. Baby zebra sharks have stripes like a zebra. You can also see shark eggs at the aquarium.

Aquariums are fun and interesting places to visit!



a baby zebra shark

You can take an elevator inside a really big aquarium in Germany. You can see more than 1,500 fish on your ride because the elevator is made of glass!

14 Read. Check T for True and F for False.

- Aquariums teach us about plants and animals that live on land.  T  F
- There are sharks at the Shedd Aquarium.  T  F
- You can eat shark eggs at the Shedd Aquarium.  T  F
- Baby zebra sharks have stripes.  T  F

15 Read and write. What's at the Shedd Aquarium? Complete the chart.

Things I know are there	Things I think are there
zebra sharks more than 32,500 animals turtles frogs fish shark eggs	

Paragraphs of Sequence

When you describe an event, you can use words like *first*, *then*, *next*, and *after* that to show when things happened.

16 Read. Underline the words that Hassan uses to say when he did things.

My Perfect Weekend

I got up early on Saturday, and it was warm and sunny. First, I ate my favorite breakfast—a bowl of yogurt, honey, and nuts! After that, I went fishing with my friend Yildiray. We took lunch with us—we were out all day. In the evening, I watched TV with my brothers. On Sunday, we didn't get up early. I read my comic book in bed. Next, we got ready to see my favorite soccer team. We went to the stadium. My team won, of course! We sang and shouted a lot! It was a fantastic weekend!



17 Write. Describe a good weekend you had. What did you do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

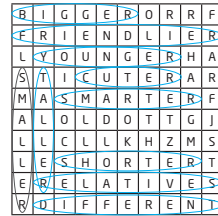
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Unit 4

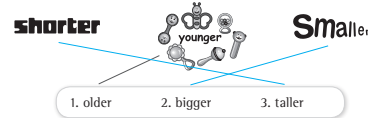
# All in Our Family

1 Circle the words in the puzzle. Which word is not in the puzzle? **OLDER**



- BIGGER OLDER SMARTER
- CUTER SHORTER TALLER
- FRIENDLIER SMALLER YOUNGER
- RELATIVES DIFFERENT

2 Find the opposites. Draw a line.



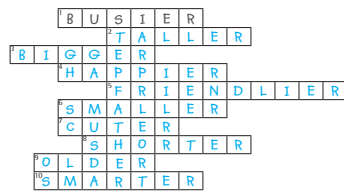
3 Complete the sentence. Circle the correct word.

- My dad is thirty years shorter / older / younger than his dad, but he's taller!
- Jake goes to a big school. But next year he will go to a cuter / bigger / smarter school!
- My hair is long. My sister's hair is shorter / smaller / taller.
- Cats make good pets. They are much younger / older / friendlier than turtles.

4 Read and write. Read the spelling rules. Do the puzzle.

One-syllable adjectives	One-syllable adjectives with consonant-vowel-consonant	Two-syllable adjectives ending in -y
tall → taller	big → bigger	busy → busier
short → shorter	sad → sadder	happy → happier
smart → smarter	hot → hotter	funny → funnier
cute → cuter		friendly → friendlier

- busy
- tall
- big
- happy
- friendly
- small
- cute
- short
- old
- smart



5 Write. Complete the questions.

- Who is taller (tall), you or your dad? \_\_\_\_\_
- Who has shorter (short) hair, you or your best friend? \_\_\_\_\_
- Who is friendlier (friendly), your grandma or your grandpa? \_\_\_\_\_
- Which is bigger (big), your bedroom or your kitchen? \_\_\_\_\_
- Which is cuter (cute), a cat or a monkey? \_\_\_\_\_
- Which is easier (easy), math or English? \_\_\_\_\_

GRAMMAR

What is she **doing** this weekend? She's **going** to a movie.  
Where **are** we **going** tonight? We're **going** to a party!  
What **are** you **doing** tomorrow morning? I'm **riding** my bike to the park.

12 Read and write. Write what people are doing tomorrow.

- Carolina is having (have) lunch with her grandmother tomorrow.
- Who is spending (spend) the day with her mom? Erica!
- Is Fernanda making (make) a cake? Yes!
- Berto and Daniel aren't going out (not / go out) with their dad.
- Is Mario going (go) shopping? No.
- Berto isn't going (not / go) to a movie. He and his sister are playing (play) tennis.
- Is Daniel seeing (see) his cousins tomorrow? Yes!
- What are Andres and his brother doing (do)? They are watching (watch) a movie.

13 Read and match. Read the sentences in Activity 12. Draw lines connecting each person with the activity he or she is doing.

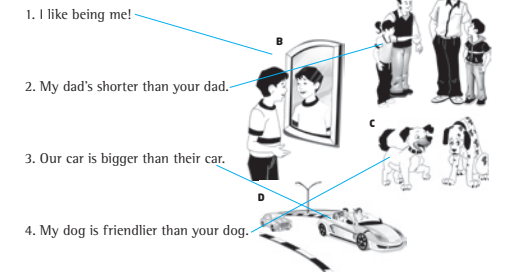
- Andres — is having lunch with her grandmother.  
Berto — is watching a movie with his brother.  
Carolina — is playing tennis with his sister.  
Daniel — is making a cake.  
Erica — is spending the day with her mom.  
Fernanda — is seeing his cousins.

14 Write. What are you doing this weekend? Write two or three sentences about your plans.

15 Listen to the song. Write the order (1-5) in which you hear these words. **18**

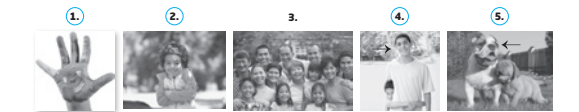
- 2 different
- 5 funnier
- 3 smarter
- 1 taller
- 4 bigger

16 Draw a line from the sentences to the pictures.



- I like being me!
- My dad's shorter than your dad.
- Our car is bigger than their car.
- My dog is friendlier than your dog.

17 Listen. Which words have the same **er** sound as in cuter? Circle the numbers. **19**

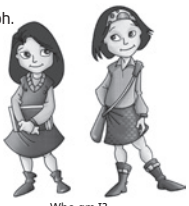


GRAMMAR

I'm	taller	than	my brother.
You're	cuter		his sister.
He's / She's	bigger		my best friend.
We're	friendlier		my cousins.
They're			me / him / her / us / them.
My dog is			your dog.

6 Read and write. Complete the paragraph.

Naomi and Zoe are sisters. Most people think they look the same, but their relatives know who is who! Naomi was born three minutes before Zoe, so she's older (old) than Zoe. Naomi is also a bit taller (tall) than Zoe, and her hair is shorter (short) than Zoe's hair. Zoe likes to talk to everyone. She's friendlier (friendly) than Naomi. She also has bigger (big) eyes than Naomi.



Who am I?

7 Look and write. Write two or three sentences about these three people.

- small
- old
- short
- friendly
- cute



Mom May Grandma

Answers will vary; examples include:

Grandma is older than Mom.

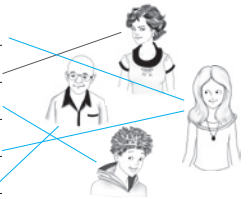
May is shorter than Grandma.

8 What about you? Compare two people in your family. Make true sentences.

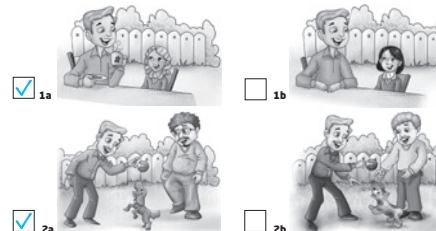
- \_\_\_\_\_
- \_\_\_\_\_

9 Unscramble the words. Then draw a line from the words to the pictures.

- iashtgrt riah straight hair
- yavw irah wavy hair
- ruycl ahri curly hair
- dolbn blond
- slesags glasses



10 Listen and answer. Check the pictures that are described. **17-17**



11 Write. Describe the boy's dad. Use the words from Activity 10.

- He doesn't wear glasses.
- Answers will vary; examples include: He has straight hair. He's blond.
- He doesn't have wavy or curly hair.

18 Listen and read. **20**

## Cool Families



Meerkats

Imagine you live with the same relatives all your life, from the day you are born until the day you die! You are always with your mom, your sisters, and your aunts. You don't leave them to go to school, and they don't leave you. Not for one minute! This is how the females in baboon families live.

Young meerkats play games every day while their parents look for food. Their brothers and sisters are the babysitters. When meerkats turn one month old, they go out for the first time and learn to hunt. When they are four months old, they can already find their own food! Bye-bye, Mom and Dad!



When meerkats get angry, they stand up and try to look taller.

19 Read the text again. Match.

- parents — a. girl or woman
- aunt — b. mother and father
- female — c. mother's or father's sister

20 Read the text again. Check the chart.

	Baboons	Meerkats
1. They never leave home.	✓	
2. They go out on their own after one month.		✓
3. Their parents are often away looking for food.		✓

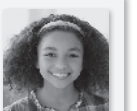
Journal Entries

In a journal, you write about things that happen in your life and how they make you feel.

21 Read the journal entry. What emotions does the writer describe? Underline the emotion words.

September 4

Today was my first day in fourth grade. I go to a big school, and some of my classmates are new every year. It's nice to meet new friends, but I'm always a little worried and scared at first. Today a girl with curly brown hair smiled at me. A boy with black hair and glasses asked my name. All the kids in my class were friendlier than I expected. They made me feel happy to be there. My old friend Sam was there, too. Now he's taller than me. But I don't care. I think I'm smarter! He thinks fourth grade is harder than third. But I think it's more fun. I'm happy to be back in class.



22 Write. Write a journal entry about a day in your life. Describe things that happened and how they made you feel.

\_\_\_\_\_

\_\_\_\_\_

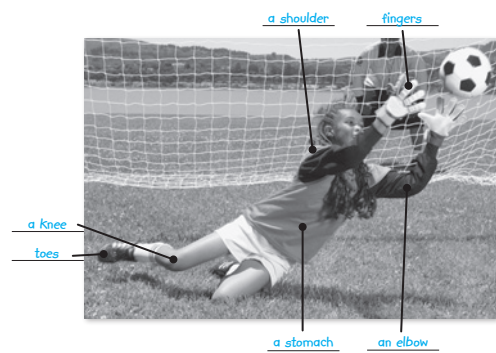
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\_\_\_\_\_

Review

1 Look and write.



2 Read and write. Use words from the box.

did didn't enough too

- Did you eat vegetables yesterday? Yes, I did.
- I drank five glasses of juice! I drank too much juice.
- Did you eat junk food yesterday? No, I didn't.
- I play basketball every day. I get enough exercise.
- I go to bed at 8:30. I don't stay up too late.
- Did you get enough rest? Yes, I did.

3 Read and write. Complete the sentences.

- Did you go to a party yesterday? Yes, I went to a party.
- Did you celebrate Lupe's birthday? Yes, we celebrated her birthday.
- Did you eat birthday cake? Yes, we ate birthday cake.
- Did you wear a costume? Yes, I wore a cat costume.

4 Read and look. Draw lines to match.

1. What did you do last weekend?  
I went horseback riding.

2. What did you do on the weekend?  
I didn't go fishing.

3. How was your weekend?  
It was OK. I stayed at home.

4. What did you do last weekend?  
We went to the movies.

5 What about you? Read and write.

- Where did you go last weekend?  
\_\_\_\_\_
- What did you do before school?  
\_\_\_\_\_

Unit 5

Fresh Food

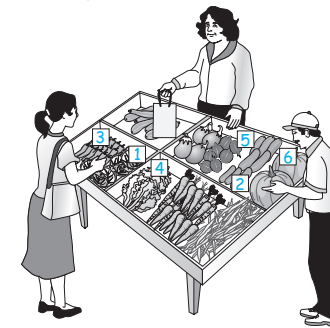
1 Unscramble the words. Find the six vegetables.

- bagbace cabbage
- mureccub cucumber
- oth prepesp hot peppers
- cleetut lettuce
- innoo onion
- kimppun pumpkin

2 Listen and underline the missing word. Then listen and repeat.

- carrots cucumbers onions
- onions cabbages pumpkins
- hot peppers cucumbers onions
- pumpkins hot peppers lettuce

3 Look and write. Read the list of six vegetables in Activity 1. Find them in the picture. Number them.



4 Look and write. Label the pictures.

dig - dug  
plant - planted  
grow - grew  
pick - picked



5 Look and write. Complete the story. Use the words from Activity 4.

Two children bought a small lemon tree and dug a hole. Then they planted the small tree in the ground. After a month, the sister said, "Look! I think the tree's getting bigger already. We're going to have lemons soon." "I don't think so," the brother replied. "Trees don't grow in one month!" What happened? The tree grew quickly, but they couldn't pick any lemons for a few years!



6 Unscramble the words. Then write words to complete the sentences.

- gibreg bigger
- llamsre smaller
- renyugo younger
- lessgas glasses
- livestare relatives

- My brother is three years older than me. I'm three years younger than him.
- This box is too small. I need a bigger one.
- All of her relatives will be at her birthday party.
- Where are my glasses? I can't see anything without them.
- Do you have a smaller shirt? This one is too big!

7 Listen. Write what each person did.

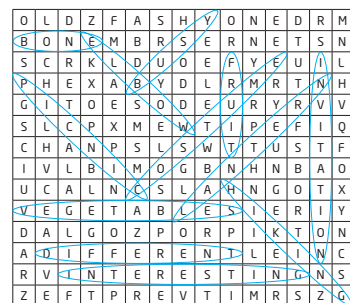
- What did Juan do last night?  
He went swimming.
- What did Ana do last night?  
She went ice skating.
- What did Marco do?  
He dressed up in a costume.
- What did Marco and Felipe do?  
They went to a parade.

8 Look, read, and write. Complete the paragraph.



People often look like their pets! For example, my aunt Rosa and her dog are similar. They both have wavy hair (They both / wavy). My cousin looks just like his dog. He has curly hair (He / curly), and the dog does, too. Of course they are different because he wears glasses (he / glasses) and the dog doesn't. Look at my sister's daughter. She's cute. Her dog is nearly white, and she has blond hair / she is blond (she / blond). Also, her hair is straight (hair / straight) like the dog's. Do you have any relatives who look like their pets?

9 Do the puzzle. Circle each word.



- bone
- busy
- costume
- different
- elbow
- fruit
- hiking
- interesting
- invitation
- lantern
- picnic
- vegetables

GRAMMAR

I				
You	<b>have to</b>		cook dinner tonight.	
We	<b>don't have to</b>		do homework every day.	
They			go to the market.	
People			buy some fresh fruit.	
He/She/It	<b>has to</b>			
	<b>doesn't have to</b>			
What	<b>do</b>	I	<b>have to</b>	clean?
When	<b>don't</b>	you		
Why	<b>does</b>	we		
	<b>doesn't</b>	they		
		he/she/it		

6 Read and write. Complete the conversation.

Jae: What do I have to do (do) tonight, Shin?  
Shin: You have to wash (wash) the dishes.  
Jae: And what about Eun Mi? What does she have to do (do)?  
Shin: She has to wash and cut (wash and cut) the vegetables.  
Jae: Hey, what about you?  
Shin: I don't have to do (not / do) anything. That means I can watch TV!  
Jae: Mom, that's not fair! Shin doesn't have to do (not / do) anything.  
Mom: Yes, he does. He has to do (do) his homework.

7 Listen to the story. Correct the sentences.

- The girl had to eat eight servings of fruit and vegetables every day.  
The girl had to eat six servings of fruit and vegetables every day.
- Her aunt says kids need to exercise five times a week.  
Her aunt says kids need to exercise three times a week.
- She had to drink a big glass of water once a day.  
She had to drink a big glass of water three times a day.

8 Write. Make true sentences.

every (day / Friday / morning / night)  
on the weekend  
once a (day / week / month)  
twice a (day / week / month)  
three times a (day / week / month)

- I have to eat \_\_\_\_\_ servings of fruit and vegetables \_\_\_\_\_.
- I eat vegetables \_\_\_\_\_.
- I usually exercise \_\_\_\_\_.
- I drink a big glass of water \_\_\_\_\_.

9 Complete the chart. Write things you do. Write them in the column that shows how often you do them.

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

**GRAMMAR**

What **would** you like for breakfast? I'd like some yogurt, please.  
 What **would** she like to eat? She **would like** to see the menu.  
 What **would** they like for dinner? They'd like some pizza.

**10 Read and write.** Put the words in order to make sentences.

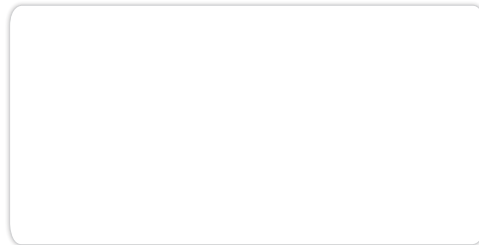
- like / menu / to see / Would / today's / you  
 Would you like to see today's menu?
- would / like / What / to drink / you  
 What would you like to drink?
- like / Would / lemonade / a / you  
 Would you like a lemonade?
- glasses / two / like / we'd / Yes  
 Yes, we'd like two glasses.
- like / would / What / to eat / you  
 What would you like to eat?

**11 Listen and write.** Listen to the conversation. Write the questions. *TR: 24*

Waiter: Hello and welcome. Would you like a table for lunch?  
 Girl: Yes, please.  
 Waiter: Wonderful! This way, please.  
 Waiter: OK. What would you like to drink?  
 Girl: I'd like a glass of water, please.  
 Waiter: And what about you? Would you like a glass of water?  
 Boy: No, thanks. Apple juice for me, please.  
 Waiter: OK. What would you like to eat?  
 Boy: I would like a bowl of fresh fruit.  
 Girl: And I would like a salad.  
 Waiter: Perfect!

**12 Listen, write, and draw.** Listen to the song. Write your own words. Then draw a picture. *TR: 25*

We can pick \_\_\_\_\_ in the garden.  
 We can grow \_\_\_\_\_ too.  
 We can plant \_\_\_\_\_  
 I like to \_\_\_\_\_, don't you?



**13 Write.** Write a new name for the song.

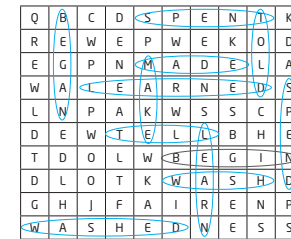
**14 Listen.** Which words have a sound like the **u** in lettuce? Circle the words. Underline the letters that make the sound. *TR: 26*

- (problem) peppers aloud banana  
 birthday celebrate relative parade

**Unit 6**

**Long Ago and Today**

**1 Do the puzzle.** Find and circle the words.



- begin— began  
 learn learned  
 make made  
 spend spent  
 tell told  
 wash washed

**2 Complete the chart.** Write the action words from Activity 1 in the chart.

Present	begin	learn	make	spend	tell	wash
Past	began	learned	made	spent	told	washed

**3 Label the pictures.** Match the words to the pictures.



an electric light a cell phone a fire a chore

**4 Listen.** Write one thing that each person *didn't* have or *didn't* do. *TR: 28*

- They didn't have cell phones.
- They didn't spend a lot of money.
- She didn't make the fire.
- He didn't do many chores at home.

**5 What can you say?** Only two options fit with each action word. Circle the letters.

- Tell... a) a story b) the time c) a fire
- Do... a) chores b) an electric light c) homework
- Make... a) a fire b) dinner c) a chore
- Spend... a. clothes b) time c) money

**6 Complete the questions.**

- What time do you begin the day?
- What kind of chores do you do at home?
- Do you know how to make a fire?
- How often do you and your family spend time together in the evening?
- Who in your family can tell good stories?

**15 Listen and read.** *TR: 27*

**Celebration Time!**

Let's read about some harvest celebrations! Every February, the people of Mendoza, Argentina, harvest their grapes. Then they celebrate for a month! There are parades, shows, and fireworks.

The people of Swaziland in Africa celebrate harvest every December or January. Before the Incwala festival can begin, the king must eat the first fruit. After that, everyone else eats.

France's famous Menton Lemon Festival starts in February. There are big parades with floats decorated with lemons and oranges. More than 200,000 people visit Menton for this festival. Do you know any harvest festivals?



**16 Complete the chart.**

	Argentina	Swaziland	France
Month	1. February	2. Dec./Jan.	February
Crop	3. grapes	fruit	4. lemons

**17 Answer the questions.**

- How long does the harvest festival in Mendoza last?  
It lasts for one month.
- What is the name of the festival in Swaziland?  
It's called "Incwala."
- How many people visit the Menton Lemon Festival?  
More than 200,000 people visit the festival.

**Paragraphs of Opinion**

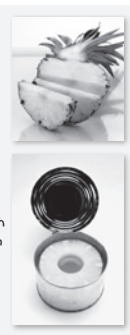
In a paragraph of opinion, you express your opinion about something. You give the reasons why you feel this way. Use words and expressions that introduce your opinion, such as *I think*, *in my opinion*, and *I believe*.

**18 Read.** How does the writer introduce opinions? Underline the words and expressions.

**Fresh Food or Canned Food?**

When you shop for food, you can buy fresh food or canned food. Which is better? I think fresh food tastes better. Fresh food is good for you. It does not have any extra salt or sugar. You know just what you are eating. But you have to wash it first because sometimes it is a little dirty.

There are some positive and negative things about canned foods, too. In my opinion, canned food is more convenient because it lasts longer than fresh food. Also, with canned food you can always have fruit and vegetables—even in winter. But canned food usually has extra salt or sugar, and I believe this is bad for you. Also, canned foods make more trash because you have to throw the cans away. I think fresh foods are better than canned foods.



**19 Write.** Write about food from supermarkets and food from local farms. Describe some positive points and some negative points about each one. Express your opinion.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**GRAMMAR**

Long ago, people rode horses, **but** today they drive cars.  
 Many years ago, we families didn't have cars. They rode horses **instead**.

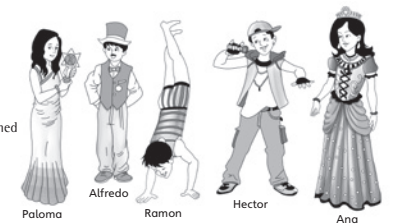
**7 Read and write.** Combine the sentences from the chart. Use the word in parentheses.

Long ago ...	Today ...
1. people wrote with feathers	we write with pens and pencils
2. people didn't eat chocolate	they eat and drink it
3. TV shows were in black and white	they are in color
4. people used umbrellas in the sun	we use them in the sun and the rain
5. people wore watches on their clothes	they wear watches on their arms

- Long ago, people wrote with feathers. \_\_\_\_\_ (instead)  
 Today, we write with pens and pencils instead.
- Long ago, people didn't eat chocolate. \_\_\_\_\_ (but)  
 but today they eat and drink it.
- Long ago, TV shows were in black and white. \_\_\_\_\_ (instead)  
 Today, they are in color instead.
- Long ago, people used umbrellas in the sun. \_\_\_\_\_ (but)  
 but today we use them in the sun and the rain.
- Long ago, people wore watches on their clothes. \_\_\_\_\_ (instead)  
 Today, they wear watches on their arms instead.

**8 Look and listen.** Number the order you hear each word. *TR: 29*

- difficult
- expensive
- important
- modern
- old-fashioned



**9 Listen to the audio in Activity 8 again.** Answer the questions.

- Is Paloma's dress from an expensive store?  
No, it isn't. Her mom made it.
- What kind of clothes did Alfredo's grandfather wear?  
He wore old-fashioned clothes.
- Why did Ramon practice walking on his hands for hours?  
He practiced because it is difficult.
- Did Hector want to wear something old-fashioned?  
No, he didn't. He wanted to wear something modern.
- Is Ana dressed as an important person?  
Yes, she is. She looks like a princess.

**10 Write.** Describe one of the people at the costume party. Use the words from Activity 8.

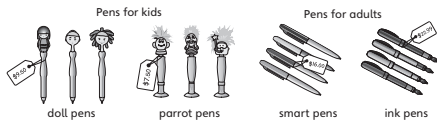
\_\_\_\_\_

\_\_\_\_\_

GRAMMAR

English is **more** interesting **than** math.  
 Cars are **more** expensive **than** bikes.  
 I am **more** beautiful **than** my sister.  
 Life was **more** difficult **than** it is today.

11 Look at the pens. Complete the sentences and compare them.



- The doll pen is more interesting than the ink pen. (interesting)
- The doll pen is more expensive than the parrot pen. (expensive)
- The pens for kids are more exciting than the pens for adults. (exciting)
- The ink pen is more old-fashioned than the smart pen. (old-fashioned)

12 Write. Make sentences. Then circle I agree or I don't agree.

- My cousin / me (beautiful)  
 My cousin is more beautiful than me. I agree. (don't agree.)
- Science / English (difficult)  
 Science is more difficult than English. I agree. I don't agree.
- Electric lights / cell phones (important)  
 Electric lights are more important than cell phones. I agree. I don't agree.
- Vegetables / fruit (delicious)  
 Vegetables are more delicious than fruit. I agree. I don't agree.

13 Listen to the song. Match. TR: 30

- Long ago, children walked to school.
  - Long ago, we learned to sew our own clothes.
  - We used to read by candles at night.
  - We used to talk only face-to-face.
  - People spent time with friends by the fire.
- But now we read by electric light.
  - Instead, now we play video games.
  - but today I ride my bike.
  - Now we use a cell phone to call a different place.
  - but now we buy the clothes we like.

14 Connect to the song. List four more things that are different between long ago and today.

Long ago ...	Today ...
1. Kids played card games.	1.
2.	2.
3.	3.
4.	4.

15 Listen and repeat. Circle the loudest part of the word. TR: 31

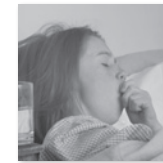
1. yesterday	2. today	3. electric	4. stories	5. ago
yes • ter • day	to • day	e • lec • tric	sto • ries	a • go
6. exciting	7. exercise	8. instead	9. begin	10. elbow
ex • cit • ing	ex • er • cise	in • stead	be • gin	el • bow

Unit 7

Get Well Soon!

1 Unscramble the words.

- hugco cough
- stfri-dia tki first-aid kit
- denimice medicine
- siustes tissues
- ezense sneeze
- aacdeehh headache



2 Write. Write a sentence for each word in Activity 1. Answers will vary.

- My brother had a cough last week.
- 
- 
- 
- 
- 

3 Read. Underline the correct word.

- Ming had headache / a headache. He had / felt a fever, too.
- Mei has / feels a cold. She is needs an earache / medicine.
- He has a / an earache. He doesn't feel well / sick.
- She has a stomachache. Her / The stomach hurt / hurts.



4 Read. Match the sentence halves.

- A first-aid kit is a good place a. to find out if you have a fever.
- Feel your head b. when you have a cough or cold.
- Keep bottles of medicine c. to keep medicine.
- Buy a box of tissues d. away from little children.

5 Listen. Write two problems that each child has. Can you guess the illness? TR: 33

Name	Problem 1	Problem 2	Illness
1. Irma	her stomach hurts	she feels sick	a stomachache
2. Ben	his ear hurts	he has a headache	an earache
3. Martha	she has a headache	she feels very hot	a fever
4. Ming	he's sneezing a lot	his head hurts	a cold

16 Listen and read. TR: 32

High and Dry

A stilt house is a home on "legs." People live high up so that if it rains, the water can't enter the rooms. Stilt houses are high, safe, and dry.

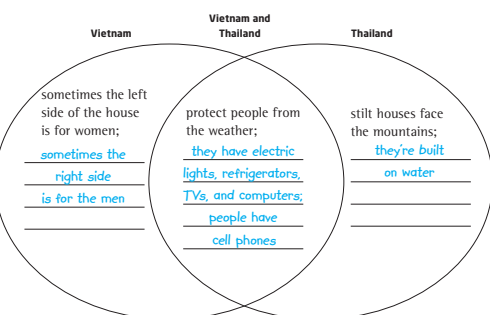
Today you can find stilt houses in South America, Africa, Europe, and Asia. However, they are not all the same. In some Vietnamese stilt houses, the left side of the house is for the women; the men's rooms are on the right. In Thailand, the houses are often built on water and face the mountains.

Most modern stilt houses have electric lights, refrigerators, TVs, and computers. And most people who live in them have cell phones!



In 2007, thirteen people—including six children—lived in a stilt home for a movie. They lived in the same way that people did 5,500 years ago!

17 Complete the chart with information from the reading.



Paragraph Unity

In a paragraph, the topic sentence tells the main idea. The other sentences that make up the body give facts and examples about the main idea. A paragraph has unity when all the sentences refer to the main idea.

18 Read. This paragraph has four sentences that do not belong. Two are crossed out. Find the other two and cross them out.

School in the Old Days

Long ago, school was different from the way it is now. Many students went to the same one-room schoolhouse. There was just one teacher, who taught all students of different ages. ~~All the students in my class are nine or ten years old.~~ Students sat on hard wooden benches in rows. ~~My class has comfortable desks, one for each student.~~ They copied the alphabet, numbers, and poems onto slates with chalk. They also practiced their handwriting every day. They used quill pens and ink to write neatly. ~~I use a computer to write.~~ They copied texts and memorized long paragraphs from the one or two books the teacher had. ~~I don't like to memorize things from books.~~ Some teachers made bad students stand in a corner and wear a pointed hat called a dunce cap. Students felt ashamed, and they looked silly, too. School is very different now.



19 Write in your notebook. Write about life long ago. What did children do after school? What were their houses like? What clothes did children wear? Choose a topic. Make sure your paragraph has unity.

GRAMMAR

I		go to bed.		
You	should	go to the doctor.		
He / She / It	shouldn't	tell your parents.		shouldn't = should not
We		stay in bed.		
They		stay away from treats.		
People		eat sweets.		
What		I	do?	Should we...?
When	should	you	take?	
Where		he / she / it	go?	Yes, we should.
Why		we	eat?	No, we shouldn't.
Who		they	tell?	

6 Read and write. Complete the dialogue.

Doctor: OK, Tania. Do you have any questions before you go?  
 Girl: Yes. What should I do ( / do ) to get better?  
Should I rest ( / rest ) a lot?  
 Doctor: Yes, you should . You need to get strong.  
 Girl: So I shouldn't play ( / not / play ) sports. That's good. I hate sports.  
 Doctor: Well, you do need exercise. Why don't you ride your bike?  
 Girl: I love riding my bike! Should I ride ( / ride ) it every day?  
 Doctor: No, you shouldn't ride ( you / not / ride ) your bike every day. Three times a week is fine.

7 Unscramble. Put the words in order to make sentences.

- Mei / to / sneeze / wants. use / she / a tissue. / should  
Mei wants to sneeze. She should use a tissue.
- has / Mei / earache / an. shouldn't / her / ride / she / bike.  
Mei has an earache. She shouldn't ride her bike.
- cold / has / a / Ming, he / stay / should / home.  
Ming has a cold. He should stay home.

8 Read and write. Complete the sentences.

a broken arm a broken leg a bruise  
 a burn a cut a scratch

- Last year, my brother fell off his bike. He couldn't walk for weeks because he had a broken leg .
- Mom touched the stove, and she got a burn on her hand.
- Last night the cat jumped up at my sister. She got a scratch , but it is very small.
- Our teacher couldn't write on the board for weeks because she had a broken arm .
- My best friend's knee looks black and blue! He got a bruise when he played soccer!
- When I was a little kid, I ran with some scissors and fell. I had to see the doctor because I had a cut on my leg. It really hurt!

9 Look and write. What about you? Explain what happened to get each injury.

- I have a broken leg. I was horseback riding, and I fell off the horse.
- I have a scratch
- I have a cut



GRAMMAR

I cut **myself**.  
You burned **yourself**.  
He scratched **himself**.  
She hurt **herself**.  
A wild cat can take care of **itself**.

We drew this picture **by ourselves**.  
Did you make it **by yourselves**?  
They went to the museum **by themselves**.

10 Read. Underline the correct words.

1. Lina: I want to buy a first-aid kit. What do you think?  
Dan: Don't buy it. Make it yourself / himself. I'll help you.  
Lina: Thanks. But I need to buy the medicine. I can't make it by itself / by myself!
2. Mom: This is great, Lina and Dan! Did you make it by yourselves / by ourselves?  
Lina: Well, Dan and I made the box himself / ourselves. And I bought the things inside.  
Mom: That's wonderful! Next time I burn myself / herself on the stove or your father cuts itself / himself, we can use this!
3. Mom: Dan, what is Lina doing upstairs?  
Dan: She's looking in the first-aid kit because she cut myself / herself.  
Mom: She's doing it by himself / by herself?! Someone should help her.



11 Read. Complete the sentences.

1. Dan says that Lina shouldn't buy the kit. She should make it (by) herself.
2. Mom was surprised because Lina and Dan made the box (by) themselves.
3. Mom is worried because Lina is looking in the first-aid kit by herself.

12 Label the pictures.



- 4 Eat the right food. 5 See the doctor. 1 Tell your mother.  
6 Exercise a lot. 2 Stay in bed. 3 Use a first-aid kit.

13 Listen to the song. What should you do if you are sick or hurt? Choose actions from Activity 12. TR: 34

1. If you have a stomachache, you should tell your mother.
2. If you have a broken arm, you should see the doctor.
3. If you get a scratch from climbing a tree, you should use a first-aid kit.
4. If you have a headache, you should stay in bed.

14 Listen. Which words have a sound like the v in have? Circle the words. TR: 35

- stove windy drive pumpkin cover  
final olives laugh inventor expensive

Unit 8

My Favorites

1 Read and write. Complete the sentences. Then find the words that match the pictures.

- actor amazing athlete cool famous  
funny great movie person popular

1. This man plays a part in a movie. He is an actor.
2. Our teacher is funny and kind. She's a wonderful person.
3. Athletes are so cool. I like tennis players and soccer players.
4. You can watch movies / a movie on TV or at the theater.
5. I'd like to be a famous pop star or a rapper. They're so cool.
6. Marco is the best baseball player in our town. He's great.
7. She makes us laugh all the time. She's so funny.
8. Everyone knows me because I'm on TV. I'm famous.
9. Everyone at school likes Ming. He's popular.
10. The stars are so clear tonight. They look amazing!



2 Listen and write. Complete the conversations. TR: 37

1. Alex: Hey Erica, what do you think of Johnny Depp, the actor in the *Pirates of the Caribbean* movies?  
Erica: Oh, him! I think he's amazing. What about you?  
Alex: I think he's great. And he's really funny, too. He's my favorite actor, in fact.
2. Erica: Do you like Usain Bolt, Alex?  
Alex: Do you mean the famous athlete from Jamaica?  
Erica: Yes, that's right.  
Alex: He's a great runner, but he's not very funny.  
Erica: Really? I don't agree. I think he's cool.

3 Write. List one example of each. Write two words to describe them.

	My choice	My opinion
an actor		
a cartoon character		
a popular person or place in your country		
a great movie or a funny movie		

4 Write about two people or things in Activity 3.

I like Johnny Depp, the actor. I think he's great. And he's funny, too.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15 Listen and read. TR: 36

Of Bumps and Bruises

Ouch! You bruised yourself again! Now you have a big red bump. How does this happen? When we bruise ourselves, we break a small blood vessel called a capillary. Blood then fills the tissues under the skin. As more blood travels to the bruise, the bump gets bigger.

Most bruises disappear after two weeks. But they often change color first! After two days, your bruise turns blue or purple. By day six, it's green. And by day eight or nine, it looks yellow to light brown.



16 Read. Check T for True or F for False.

1. When you bruise yourself, a small capillary breaks.  T  F
2. Bruises get smaller when lots of blood goes to them.  T  F
3. Don't worry if your bruise changes color. It's normal.  T  F
4. Bruises usually turn green first.  T  F

17 Complete the sentences with *that's why* or *that's because*.

1. Blood fills the tissues under the skin. That's why bruises are red!
2. After two weeks, your bruise is not red. That's because bruises change color.

Paragraphs of Cause and Effect

In a paragraph of cause and effect, you explain what happens and why. You use words like *because*, *that's why*, and *that's because* to show cause and effect.

18 Read. Read the paragraph of cause and effect. How does the writer explain what happens and the reasons why? Underline the words and expressions.

Ice Cream Headaches

Do you ever get a headache when you eat ice cream? Many people do. Why? Because your body doesn't like the cold temperature of the ice cream! Here's what happens. The ice cream is very cold. When the ice cream touches the roof of your mouth, the nerve center doesn't like the cold. Your brain sends a message to your blood vessels, and they get big very quickly. That's because they are trying to keep your head warm.



So that's why you get ice cream headaches! But they aren't serious, and they are easy to prevent. You should eat cold food slowly, and put the ice cream in the front of your mouth first.

19 Write in your notebook. Choose another common health problem. Write what happens and why. Use words and expressions to explain the reasons.

GRAMMAR

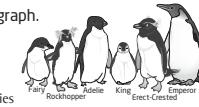
I'm You're She's He's It's	the greatest coolest funniest	actor in the world. person I know. athlete of all.	one syllable great → the greatest two syllables ending in y funny → the funniest
We're You're They're	the most amazing famous popular	people! athletes of all. movie stars.	two or more syllables popular → the most popular

Pavarotti was **one of the greatest** singers ever.

J. K. Rowling is **one of the most** popular writers in the world.

5 Read and write. Complete the paragraph.

Penguins are my favorite birds! I think they are the friendliest (*friendly*) birds in the world. There are about 18 species of penguins. The most famous (*famous*) species are: the Emperor, the Rockhopper, and the Adelle. The Emperor penguin is the biggest (*big*) of all. Adelle penguins are the strongest (*strong*) swimmers. They can also go downhill on their stomachs! But my favorite is the Rockhopper. It's one of the smallest (*small*) penguins. It has funny hair. It's the cutest (*cute*)! These three penguins were all in the movie *Happy Feet*. Did you see it? *Happy Feet* is the most popular (*popular*) movie ever about penguins. I think it's the funniest (*funny*) movie, too!



6 Look and write. Write what each penguin is thinking!

1. The Emperor: "Everyone loves me. I'm the biggest!"
2. The Adelle: "\_\_\_\_\_"
3. The Rockhopper: "\_\_\_\_\_"

7 Read the lists. Label them. Then write two more examples.

hobby school subject sport TV show writer

1. <u>school subject</u>	2. <u>sport</u>	3. <u>TV show</u>	4. <u>hobby</u>	5. <u>writer</u>
math science English music	basketball tennis soccer volleyball	game show quiz show comedy	play the drums write stories read books	J. K. Rowling Jacqueline Wilson J. R. R. Tolkien

8 Listen. Check T for True or F for False. TR: 38

1. Marco only likes one school subject.  T  F
2. He thinks that most school subjects are easy.  T  F
3. Marco's watching a TV show with his sister after school.  T  F
4. He's playing sports on Saturday morning.  T  F
5. Marco only has two hobbies.  T  F

9 Write. Tell about your favorites.

1. school subject: \_\_\_\_\_
2. hobby: \_\_\_\_\_
3. sport: \_\_\_\_\_
4. TV show: \_\_\_\_\_
5. writer: \_\_\_\_\_

**GRAMMAR**

My grades are I feel Soccer is **good.** **better** than yesterday. **the best** sport ever. **bad.** **worse** than ever! **the worst** sport in the world!

**10 Underline the correct word.** Complete the paragraphs.

1. I have lots of brothers and sisters, and it's awesome! Also, I'm the youngest, which is **good / bad** because everyone is nice to me. **Better / The best** thing about big families is that you always have someone to play with. **Worse / The worst** thing is that you have to share a room. I wouldn't like a small family. I think that small families are much **better / worse** than big families because they're boring.



2. I have **better / the best** family in the world! It's just me, Mom, and Dad. I'm the only child, and it's great! I think that small families are **better / worse** than big families because your parents have more time for you. Also, it's quiet at home, and that's really **good / better!** But sometimes I'd like brothers and sisters. You see, **bad / the worst** thing about no brothers and sisters is that you have to do all the chores by yourself!



**11 Write.** Write your opinion about two of these topics.

- What's the best or the worst thing about big families?
- What's the best or the worst thing about having many brothers and sisters?
- What's the best or the worst thing about being the oldest child?

**12 Listen to the song.** Check the words you hear. TR: 39

- amazing  cool  favorite  great  athletes  popular

**13 Write.** Describe your dreams for the future.

I want to \_\_\_\_\_ be \_\_\_\_\_ meet \_\_\_\_\_ travel to \_\_\_\_\_  
 I'll \_\_\_\_\_ play \_\_\_\_\_ learn \_\_\_\_\_ write \_\_\_\_\_  
 I dream about (+ ing) \_\_\_\_\_ have \_\_\_\_\_

I want to be a soccer player. I dream about playing in the World Cup. I'll be famous!

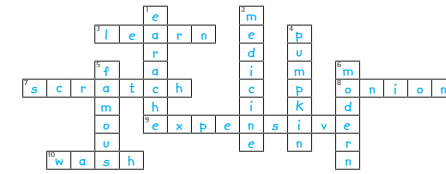
**14 Listen.** Which words have the same sound as **ir** in **girl**? Circle the words. Then write them in the box. TR: 40

- rug bird curly lose worse  
 purple bruise nurse nest learn

bird worse nurse  
 curly purple learn

**Review**

**1 Do the puzzle.** Complete the sentences.



- earache expensive famous learn medicine  
 modern onion pumpkin scratch wash

**Down**

- I'm going to the doctor today. I have the worst earache.
- The doctor will give me some medicine so I can feel better.
- Many people don't know that you can eat a pumpkin, but you can!
- My brother wants to be rich and famous.
- My grandparents aren't used to modern things like cell phones and computers.

**Across**

- It's difficult to learn another language.
- I played with my kitten and got a small scratch.
- I have to pick an onion from the garden today.
- I didn't buy that shirt. It was too expensive.
- I have to wash my bike this weekend. It's so dirty!

**2 Listen and write.** Check the boxes. Then write sentences. Use *every day, once, twice, and three times*. TR: 42

	M	T	W	Th	F	S	Su
pick hot peppers					✓	✓	
play soccer	✓		✓		✓		
do chores	✓	✓	✓	✓	✓	✓	✓
tell stories							✓

- He picks hot peppers twice a week.
- He plays soccer three times a week.
- He does chores every day.
- He tells stories once a week.

**3 Read and write.** Complete the sentences.

began cell phones electric lights fire picked spent told

- Long ago, my relatives didn't have electric lights, so they read by candles at night.
- Long ago, my family talked face-to-face or sent letters. They didn't have cell phones.
- They grew vegetables. When the vegetables were ripe, my family picked them.
- They began the day very early. They often got up at 4:00 a.m.
- If it was cold at night, my relatives lit a fire.
- My relatives spent time with the family. They didn't see their friends very often.
- They didn't go out often. Instead they told stories at night.

**4 Write.** How is your life different from the people in Activity 3? Use *but* or *instead*.

\_\_\_\_\_

\_\_\_\_\_

**15 Listen and read.** TR: 41

**Happy Birthday!**

Do you have a favorite party game that you like to play on your birthday? In Mexico and other Latin American countries, children often celebrate their

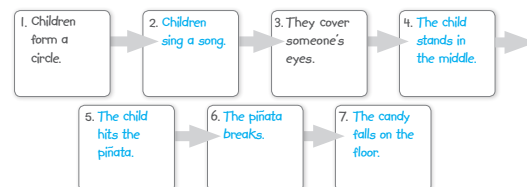
birthdays with a **piñata**. First, the children form a circle and sing a funny song, which makes them laugh. Then, children take turns to stand in the middle with their eyes covered. The child in the middle has to use a stick to hit the piñata. Suddenly, there is a loud CRASH! The piñata breaks, and lots of candy falls on the floor. The children stop singing and run to pick up the candy. It's a wonderful party game. Happy Birthday, everyone!



One of the largest piñatas in the world was a donkey. It was 28 meters long, 18 meters tall, and over 3,600 kilograms of candy were inside.

**16 Complete the chart.** Write the activities in the correct order.

The candy falls on the floor. The child stands in the middle. The piñata breaks. Children sing a song. The child hits the piñata.



**Reviews**

When you write a review, you tell the reader about the story and give your opinions. Use words like *in my opinion, I think, and I believe*. Use descriptive words like *interesting, exciting, and boring*.

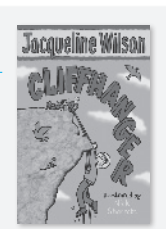
**17 Read.** Read the book review. How does the writer express her opinion? Underline the words and expressions.

Last weekend I went to the library with my dad, and I found an amazing book by Jacqueline Wilson. It's called "Cliffhanger." In my opinion, she is one of the best writers in the world.

"Cliffhanger" is about a boy called Tim. He's very smart, and he's the best student in most school subjects. But he's the worst student at sports! So when his parents send him to a sports camp, he has a bad time.

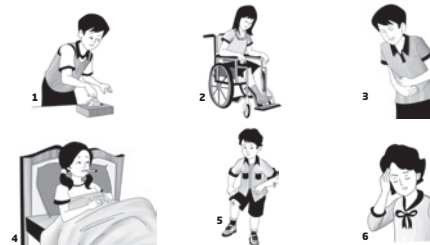
Every day at camp, Tim has to play sports, and he never gets better. He hates sports. But one day he has a smart idea on how to win the game. After that, he helps his team win, and he's the most popular person at camp. Then he doesn't want to leave!

I loved this book. Jacqueline Wilson helps us remember some important things. First, we're all different. Second, everyone is good at something. Finally, you always have to try!



**18 Write in your notebook.** Write about a book or movie you liked. Tell the story and explain why you liked it.

**5 Look and write.** Write what is wrong with each person.



a broken leg a bruise a-cold a fever headache stomachache

- He has a cold.
- She has a broken leg.
- He has a stomachache.
- She has a fever.
- He has a bruise.
- She has a headache.

**6 Listen.** Check T for True or F for False. TR: 43

- Lionel Messi is from Argentina.  T  F
- He is one of the most popular soccer players in the world.  T  F
- He began to play soccer for the Barcelona team when he was five years old.  T  F
- He has two older brothers.  T  F
- He was shorter and faster than his brothers.  T  F
- The happiest day of his life was when his daughter was born.  T  F

**7 Write.** Complete the questions. Then write your answers.

Question	My answer
1. What is <u>the most important</u> (important) thing for you?	
2. What is <u>the funniest</u> (funny) TV show or movie of all?	
3. Who is <u>the best</u> (good) singer in the world?	
4. What is <u>the most difficult</u> (difficult) school subject for you?	

**8 Complete the sentences.**

- Marco fell and hurt himself.
- Did they really do it by themselves?
- We'd like to do it by ourselves.
- You don't have to do it by yourself. I can help you!
- My sister bought a new sweater for herself.

**9 Read.** Circle the answers.

Every weekend thousands of families visit the circus. Nikita Moiseev, aged 15, is one of the youngest artists in his circus. He's an amazing acrobat from Russia. Nikita likes the friendly circus people, but he says it's boring sometimes. Like other kids, he goes to school, but his classroom is in the circus. He studies 15 to 25 hours a week, with three other students. Usually Nikita lives in a hotel. So for his vacation he goes "home" to Russia.



- The circus is popular with a. children.  b. people of all ages.
- Nikita thinks that circus life is a. the best thing.  b. good and bad.
- For school subjects, he has to a. study in the circus.  b. travel to a school.
- Nikita lives a. in hotels.  b. in a big house.



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