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# Syllabus

## Welcome

- Review of Level 3
- Talking about measurement.

There are one thousand grams in a kilogram.

## Unit 1 Fun Outdoors

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><b>Camping:</b> climb hike canoe fish grill hamburgers watch birds</p> <ul style="list-style-type: none"> <li>• Questions with <i>what</i> <i>What does he/she like doing?</i> <i>He/She likes climbing.</i></li> <li>• Yes/No questions with <i>do</i> <i>Does he/she like climbing?</i> <i>Yes, he/she likes it a lot.</i> <i>No, he/she doesn't like it at all.</i></li> </ul>	<p><b>Sports:</b> ski snowboard ice skate in-line skate skateboard surf</p> <ul style="list-style-type: none"> <li>• Simple present statements with <i>is/isn't</i> <i>He's/She's good at skiing.</i> <i>He/She isn't good at skiing.</i></li> <li>• Yes/No questions with <i>is</i> <i>Is he/she good at skiing?</i> <i>Yes, he's/she's very good at it.</i> <i>No, he's/she's not very good at it.</i></li> </ul>	<p><b>Reading: The Skating Lesson</b></p> <ul style="list-style-type: none"> <li>• Trying something new <i>I'm not very good at ice skating.</i> <i>Don't worry. I can help you.</i></li> </ul> <p><b>Be brave.</b></p>	<p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>wear a helmet</li> <li>put on sunscreen</li> <li>wear a life jacket</li> <li>fasten your seatbelt</li> <li>• Time clauses with <i>when</i> <i>When you go snowboarding, always wear a helmet.</i></li> </ul> 

## Unit 2 Land and Sea

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><b>Animals and Insects:</b> hippopotamus gorilla panda butterfly caterpillar bee</p> <ul style="list-style-type: none"> <li>• Regular comparatives with <i>than</i> <i>The hippopotamus is bigger than the panda.</i></li> <li>• Regular superlatives <i>The hippopotamus is the biggest.</i></li> <li>• Questions with <i>which</i> and the superlative <i>Which one is the smallest?</i> <i>The bee is the smallest.</i></li> </ul>	<p><b>Sea Creatures:</b> eel seal dolphin squid whale shark</p> <ul style="list-style-type: none"> <li>• Comparisons with <i>as (adjective) as</i> <i>The eel is/isn't as long as the seal.</i></li> <li>• Yes/No questions with comparisons <i>Is the eel as long as the seal?</i> <i>Yes, it is./No, it isn't. It's shorter.</i></li> </ul>	<p><b>Reading: The Best Cap</b></p> <ul style="list-style-type: none"> <li>• Asking for a specific item using <i>which</i> <i>Which one would you like?</i> <i>I'd like the longest one, please.</i></li> </ul> <p><b>Be thoughtful.</b></p>	<p><b>Weight and Length:</b></p> <ul style="list-style-type: none"> <li>lizard</li> <li>beetle</li> <li>crab</li> <li>octopus</li> <li>• Questions with <i>How much</i> <i>How much does the lizard weigh?</i> <i>It weighs 150 kilograms.</i></li> <li>• Questions with <i>How long</i> <i>How long is the lizard?</i> <i>It's 3 meters long.</i></li> </ul> 

## Review 1 Units 1 and 2

Reading  A Camping Trip

## Unit 3 Appearance

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><b>What We Look Like:</b> short hair shoulder-length hair long hair straight hair curly hair wavy hair</p> <ul style="list-style-type: none"> <li>• Questions with <i>what</i> (3rd person) <i>What does he/she look like?</i> <i>He/She has short, black hair and brown eyes/glasses/a beard.</i></li> <li>• Questions with <i>which</i> (3rd person) <i>Which one is your brother/sister?</i> <i>He's/She's the one with short, straight, black hair and brown eyes/glasses/a beard.</i></li> </ul>	<p><b>Accessories:</b> watch necklace earrings sunglasses gloves belt</p> <ul style="list-style-type: none"> <li>• Questions with <i>what</i> <i>What does the watch/do the earrings look like?</i> <i>It's/They're new and black.</i></li> <li>• Questions with <i>which</i> <i>Which watch/gloves does he/she want to wear?</i> <i>He/She wants to wear the black one/ones.</i></li> </ul>	<p><b>Reading: The School Play</b></p> <ul style="list-style-type: none"> <li>• Wishing someone good luck <i>Good luck with the play.</i> <i>Thanks. You, too.</i></li> </ul> <p><b>Be kind.</b></p>	<p><b>Camouflage:</b></p> <p>stick leaf grass sand</p> <ul style="list-style-type: none"> <li>• Comparisons with <i>the same (color)/(shape)</i> as <i>The caterpillar is the same color/shape as the stick.</i></li> </ul>

## Unit 4 Getting Together

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><b>Sports:</b> baseball basketball volleyball golf tennis table tennis</p> <ul style="list-style-type: none"> <li>• Simple past statements with known regular verbs and new nouns <i>He/She played baseball yesterday.</i></li> <li>• Questions with <i>what</i> <i>What did he/she do yesterday?</i> <i>He/She played baseball yesterday.</i></li> </ul>	<p><b>Activities:</b> practice the piano use the computer talk on the phone help my parents visit my friend work on a project</p> <ul style="list-style-type: none"> <li>• Simple past questions with <i>what</i> and time expressions (1st person) <i>What did you do last weekend?</i> <i>I practiced the piano.</i> <i>Did you practice the piano on Monday?</i> <i>Yes, I did./No, I didn't.</i></li> </ul>	<p><b>Reading: The Baseball Game</b></p> <ul style="list-style-type: none"> <li>• Offering assistance <i>I can't find my glove.</i> <i>Don't worry. You can borrow mine.</i></li> </ul> <p><b>Be prepared.</b></p>	<p><b>Ancient Rome:</b></p> <p>stone clay glass metal</p> <ul style="list-style-type: none"> <li>• Simple past questions with <i>what</i> (3rd person plural)</li> <li>• The verb <i>use</i> with the infinitive <i>to make</i> <i>What did they use to make homes in Rome?</i> <i>They used stone.</i></li> </ul>

## Unit 5 A Day Out

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><b>Food and Drink:</b> noodles curry sushi lemonade grape juice tea</p> <ul style="list-style-type: none"> <li>• Known irregular verbs with new foods <i>He/She ate noodles. He/She drank lemonade.</i></li> <li>• Verbs with prepositions <i>for</i> and <i>with</i> <i>What did he/she eat for lunch?</i> <i>He/she ate noodles.</i> <i>What did he/she drink with lunch?</i> <i>He/She drank lemonade.</i></li> </ul>	<p><b>Things to Do:</b> go bowling take a picture see a parade have a picnic get a haircut buy clothes</p> <ul style="list-style-type: none"> <li>• Questions with <i>what</i> and <i>when</i> + irregular verbs <i>What did he/she do yesterday?</i> <i>He/She went bowling.</i> <i>When did he/she go bowling?</i> <i>He/She went bowling yesterday.</i></li> </ul>	<p><b>Reading: The Missing Backpack</b></p> <ul style="list-style-type: none"> <li>• Helping someone find something <i>What happened?</i> <i>I lost my backpack.</i> <i>Let's look for it together.</i></li> </ul> <p><b>Be helpful.</b></p>	<p><b>Dinosaurs:</b> feather tail claw wing</p> <ul style="list-style-type: none"> <li>• Past tense statements</li> <li>• Some with plural nouns <i>Some dinosaurs had feathers.</i></li> </ul>



## Unit 6 Being Creative

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><b>The Arts:</b> sing songs make movies write stories design clothes paint pictures make models</p> <ul style="list-style-type: none"> <li>• Simple present questions with <i>like</i> and infinitive to <i>What does he/she like to do in his/her free time?</i> <i>He/She likes to sing songs.</i> <i>Does he/she like to sing songs in his/her free time? Yes, he/she does. No, he/she doesn't.</i> <i>He/She likes to make movies.</i></li> </ul>	<p><b>Making Things:</b> cook dinner bake cookies make jewelry make a card knit a scarf play music</p> <ul style="list-style-type: none"> <li>• Preposition <i>for</i> + object pronouns <i>He/She cooked dinner for him/her/them.</i> <i>What did he/she cook for him/her/them?</i> <i>He/She cooked dinner for him/her/them.</i></li> </ul>	<p><b>Reading: Good Neighbors</b></p> <ul style="list-style-type: none"> <li>• Being kind to someone in need of assistance <i>Could you carry these bags for me?</i> <i>Sure. No problem.</i></li> </ul> <p><b>Be helpful.</b></p>	<p><b>Types of Art:</b> painting photograph mosaic sculpture</p> <ul style="list-style-type: none"> <li>• Simple present statements</li> <li>• Preposition <i>of</i> for subject matter <i>This is a painting of a bedroom.</i></li> </ul>



### Review 3 Units 5 and 6



Hobby: Making Models

## Unit 7 Things to Be

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><b>Careers:</b> actor artist musician game designer journalist scientist</p> <p>• Future time expression <i>when</i> + questions with <i>what/want</i> + <i>to be</i> <i>What do you want to be when you grow up?</i> <i>I want to be an actor.</i> <i>What does he/she want to be when he/she grows up?</i> <i>He/She wants to be an actor.</i></p>	<p><b>The Future:</b> go to space fly a helicopter work with animals drive a race car explore the jungle travel the world</p> <p>• Future time expression <i>when</i> + questions with <i>what</i> • <i>Want</i> + <i>to do</i> <i>What do you want to do when you're older?</i> <i>I want to go to space.</i> <i>What does he/she want to do when he's/she's older?</i> <i>He/She wants to go to space.</i></p>	<p><b>Reading: Space Museum</b></p> <p>• Reading and obeying signs <i>What does that sign mean?</i> <i>It means you can't run here.</i></p> <p><b>Be patient.</b></p>	<p><b>In Space:</b> space shuttle space station space suit Earth</p> <p>• Statements with <i>have to/don't have to</i> <i>Astronauts have to/don't have to take the space shuttle to get to the space station.</i> <i>Astronauts have to/don't have to wear a space suit in the space station.</i></p> 

## Unit 8 On Vacation

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><b>Activities:</b> take a boat ride see a show go on a bus tour ride a horse swim in the ocean stay in a hotel</p> <p>• Future questions with <i>going to</i> + <i>do/take</i> <i>What's he/she going to do on vacation? He's/She's going to take a boat ride.</i> <i>When is he/she going to take a boat ride? He's/She's going to take a boat ride tomorrow.</i></p>	<p><b>Things for a Trip:</b> swimsuit towel money tent flashlight sleeping bag</p> <p>• Future questions with <i>what; going to</i> + <i>take</i> <i>What's he/she going to take with him/her? He's/She's going to take a swimsuit.</i> <i>Are they going to take swimsuits with them? Yes, they are./No, they aren't.</i></p>	<p><b>Reading: Vacation Plans</b></p> <p>• Talking about vacation plans; saying good-bye <i>Bye. Have a great time!</i> <i>Thank you. See you next month.</i></p> <p><b>Be thoughtful.</b></p>	<p><b>Transportation:</b></p> <p>taxi ferry subway gondola</p> <p>• Future questions with <i>how</i> + <i>going to</i> + <i>get</i> <i>How's he/she/going to get to the department store?</i> <i>How are they going to get to the department store?</i> <i>He's/She's/They're/ going to take a taxi.</i></p> 

### Review 4 Units 7 and 8



### Vacation Time

# Introduction

## Course Description

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

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

With Student Book pages that are clear and easy to understand for both teachers and students, and Teacher's Book Lesson Plans that offer detailed support, *Everybody Up* is suitable for teachers of all levels of teaching experience. The syllabus is carefully structured and paced, combining step-by-step presentation with plenty of opportunity for practice.

## Course Philosophy

*Everybody Up* aims to develop students' speaking, listening, reading, and writing skills through activities that build students' independence and confidence, leading them to really use English. To achieve this goal, the series draws from a variety of methods and techniques used in teaching English to children.

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

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

to use English to talk meaningfully about themselves and their everyday lives.

**Content and Language Integrated Learning (CLIL)** uses a cross-curricular approach to allow students to link what they learn in their English classes to other school subjects such as math, science, art, social studies, and health. The last lesson of every unit builds on the grammar and vocabulary of the preceding lessons and teaches new real-world content that integrates English with students' school studies.

**The Communicative Approach** emphasizes the value of communication in English language learning. Students use newly learned language to communicate with each other and to talk meaningfully about themselves, thus reinforcing their learning. Opportunities for individual, pair, and group speaking activities occur in every lesson and the Teacher's Book includes multiple suggestions for interactive games and activities to help students review, practice, and consolidate what they have learned. To further enhance student communication, each lesson ends with an Everybody Up Friend who demonstrates essential language from the lesson, offers helpful follow-up activities to teachers, and prepares students to take the language home with them to show their parents.

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

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

## Testing



The *Everybody Up* Test Center gives you all the resources you need to evaluate your students' progress and to help them prepare for standardized tests of English such as the Cambridge Young Learners examinations.

The Test Center contains the following tests, all in ready-to-print and editable formats, with instructions, audio files, and answer keys:

**Placement Tests:** These tests are a quick and accurate tool to help you determine the English level of new students. Placement Test A matches the syllabus of *Everybody Up* Starter Level to Level 3. Placement Test B matches the syllabus of *Everybody Up* Levels 4 to 6.

**Achievement Tests:** A unit test after each unit, a midterm test after Review 2, and a final test after Review 4 help you assess your students' mastery of the vocabulary, grammar, and conversational language of the syllabus. Questions for oral assessment (speaking tests) are also provided. In addition, every test contains questions and tasks like the ones students will encounter in the Cambridge Young Learners examinations. All the material for the Achievement Tests is also printed in the Teacher's Book (pages 130–155).

**Cambridge Young Learners practice tests:** These tests provide specific practice in the style of the Cambridge Young Learners examinations, enabling you to choose task types and create practice materials for these tests. Even if you are not preparing your students for these examinations, you can still use the tasks to create extra practice, review tests, or worksheets.

Further information on testing and evaluation (including the scoring system) can be found in the introduction to the tests (see Test Center and Teacher's Book, page 130).

## Student Book Overview and Unit Structure

The Student Books consist of eight units. Units have four two-page lessons that are designed for a 50-minute class but which can also fit longer or shorter classes. After every two units, there is a unit review and a bonus reading lesson.

Every unit contains these four lessons:

**Lesson 1:** This lesson introduces the unit topic. It presents six new vocabulary items, and then contextualizes them in a large illustrated scene. It also

presents the first two grammar points. Exercises are carefully staged to introduce and practice the new language, and then lead students into actively producing what they have just learned.

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

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

**Lesson 4:** The final lesson in each unit teaches four new vocabulary items and builds on the grammar of the previous lessons with a CLIL focus. Each lesson has a cross-curricular connection to school subjects such as math, science, art, social studies, and health. Critical thinking activities and graphic organizers help students practice age-appropriate academic skills.

**Review and Reading Bonus:** After every two units, a review lesson helps students consolidate the vocabulary, grammar, and conversational language they have learned. When students have completed the page, teachers can add a sticker, a star, or other reward to the 'Award' space at the top of the page. The Review is followed by the Reading Bonus, a lesson which teachers can use to present and review a reading passage that includes newly learned vocabulary and grammar.

### Everybody Up Icons



Pair or  
group work



Student Audio CD



Class Audio CD



Test Center  
Audio Track



Math



Art



Science



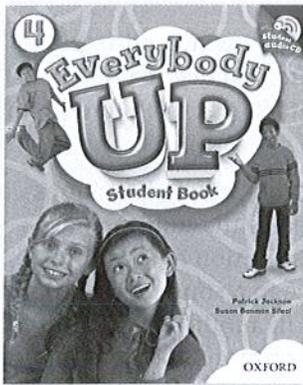
Health



Social  
Studies

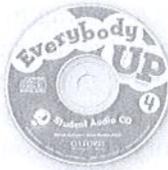
School Subject Connection (CLIL)

# Components



## Student Book

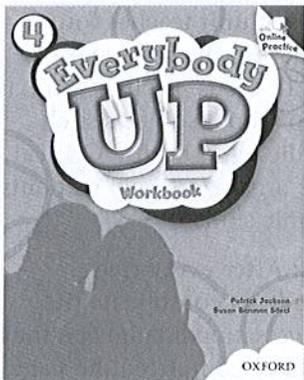
- Eight units with four lessons per unit
- Four reviews (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review



## Student Audio CD

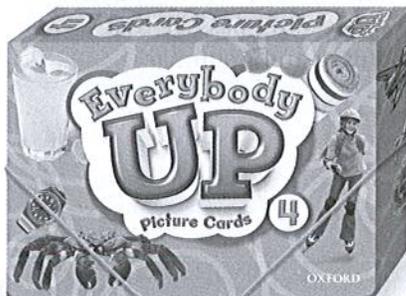
Included in the Student Book with Audio CD Pack

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



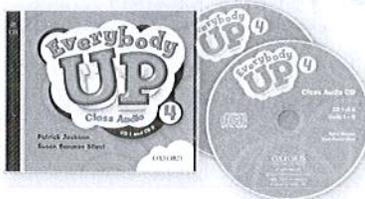
## Workbook

- Pages match the Student Book
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Alphabet pages at the back for review and writing practice



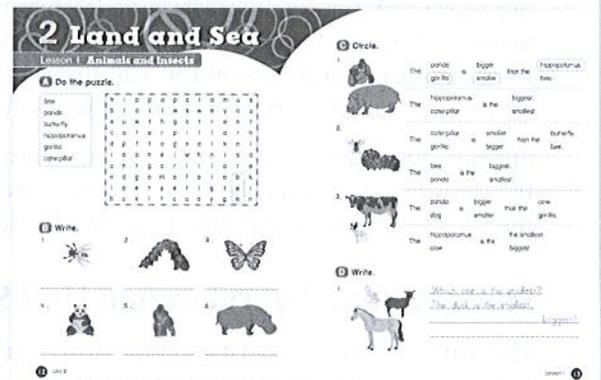
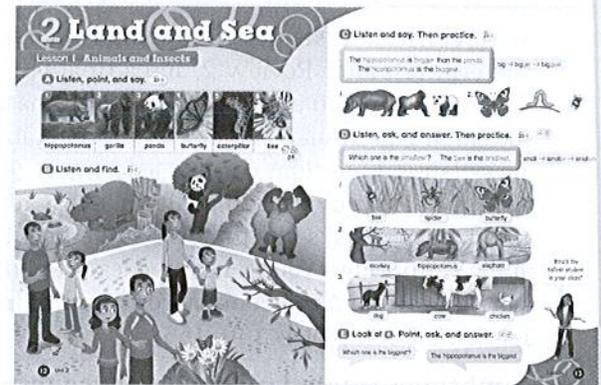
## Picture Cards

- Pictures on one side and vocabulary words on the other
- Words are big enough for use in large classrooms
- Useful for presenting new vocabulary, for assessing student knowledge, and for playing games
- Integrated into every Teacher's Book lesson plan



## Class Audio CDs

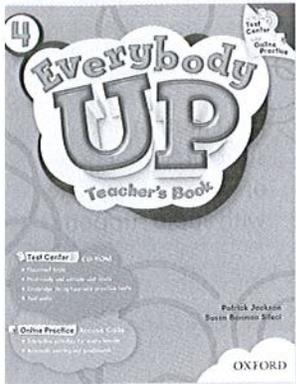
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants



**Work with your group.**

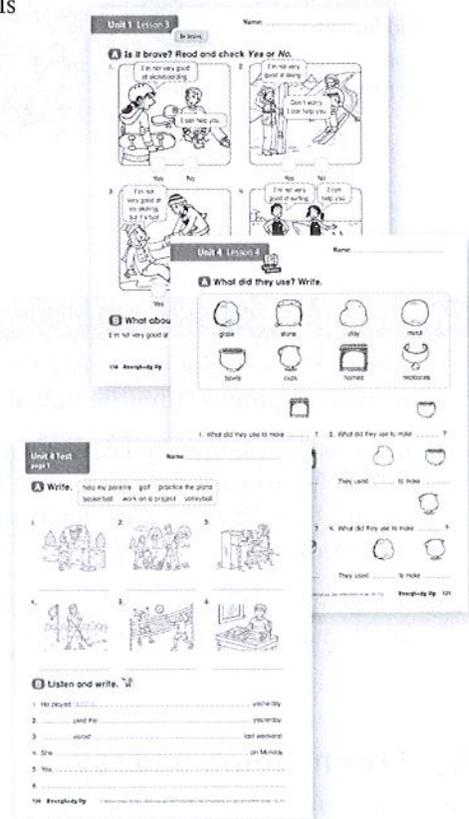
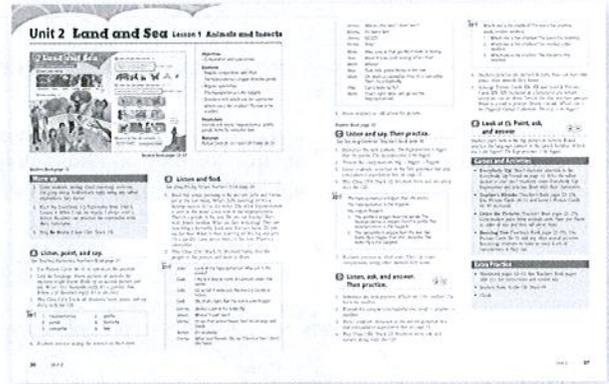
**work on a project**





## Teacher's Book

- **Introduction:**
  - A description of the course and its teaching methodology
  - Tips for teaching different aspects of the lessons
  - Descriptions of games and activities used in the lesson plans
- **Lesson Plans:**
  - Detailed plans that support teachers of all levels
  - Teaching suggestions for all elements of the Student Book page
  - A consistent, step-by-step approach designed to help students learn effectively
  - Ideas for extension activities
- **Also included in the Teacher's Book:**
  - Worksheets and tests with teaching notes and answer keys
  - Workbook answer key
  - Picture Card list and word list



## Test Center

CD-ROM included with the Teacher's Book

- Placement tests
- Print-ready and editable unit tests
- Cambridge Young Learners practice tests
- Test audio

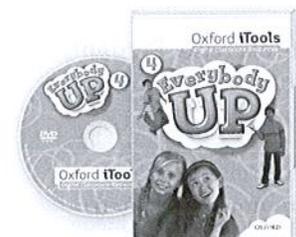
## iTools

- Classroom presentation software suitable for use with interactive whiteboard or data projector with computer
- Teachers can project Student Book and Workbook pages, show the Picture Cards, and play audio files
- Includes interactive activities with every lesson to use in class

## Online Practice

Access codes included with the Teacher's Book and the Workbook with Online Practice

- Interactive activities for every lesson
- Automatic scoring and gradebook
- [www.euonlinepractice.com](http://www.euonlinepractice.com)



# Lesson Guide Lesson 1

New words are clearly presented with audio support.

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

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

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

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

Student Book pages 12–13

## Warm up

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

## A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.

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

## B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read a short passage about the picture while pointing to it.
2. Play the Class CD track for this exercise. Students listen, find the items in the picture, and point to them.
3. Invite students to talk about what else they see in the picture. They may use previously learned language.

**C Listen and say. Then practice.**

See *Teaching Grammar*, Teacher's Book page 20.

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

**D Listen, ask, and answer. Then practice.**

See *Teaching Grammar*, Teacher's Book page 20.

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

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

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

**Games and Activities**

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and practice them with their classmates.
- Use the suggested games and activities to further practice the new vocabulary and grammar patterns.

**Extra Practice**

- Workbook
- Student Book Audio CD
- iTools
- Log in for  **Online Practice**

# Lesson 2

New words are clearly presented with audio support.

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

Further exposure to the new language.

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

Fun personalization activities offer more speaking practice.

Student Book pages 14–15

## Warm up

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

## A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
2. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards or classroom items to elicit responses from the students.

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

## B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

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

### **C Listen, ask, and answer.** **Then practice.**

See *Teaching Grammar*, Teacher's Book page 20.

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

### **D Exercise varies.**

Steps for this exercise will vary. See individual units.

### **E Exercise varies.**



Students work together, using the book or other items as directed to practice the language pattern in the speech bubbles. Encourage students to use all the language in this lesson, as well as previously learned language.

### **Games and Activities**

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and practice them with their classmates.
- Use the suggested games and activities to further practice the new vocabulary and grammar patterns.

### **Extra Practice**

- Workbook
- Student Audio CD
- iTools
- Log in for  **Online Practice**

# Lesson 3

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

The story highlights a universal value.

**Lesson 3 Reading**

**A Talk about the story. Then listen and read.**

**The Best Cap**

Mike and Leo are at the aquarium with their mom.

OK, boys. Here's some money.

Thanks, Mum.

Which one would you like?

I'd like the biggest one, please.

I'd like the smallest one, please.

Mike's dad is at work.

Wow! What about Dad? He likes caps.

Do you like it, Dad?

Thanks, boys! This is the best cap!

Which one would he like?

Be thoughtful.

**B Read and circle.**

1. Mike wants the biggest T-shirt. True False
2. Leo wants the smallest T-shirt. True False
3. Mike and Leo buy a book. True False
4. Their father likes the cap. True False

**C Sing.**

**Which One Would You Like?**

Which skateboard would you like? I'd like the biggest one, please.

Which skateboard would you like? I'd like the biggest one, please.

Which one would you like? I'd like the biggest one, too!

Which skis would you like? I'd like the longest ones, please.

Which ones would you like? I'd like the longest ones, too.

**D Listen and say. Then act.**

Which one would you like? I'd like the longest one, please.

biggest

longest

fastest

Who is the fastest runner in your class?

Student Book pages 16–17

Circling activity builds reading comprehension.

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

Role plays in different contexts help students practice the conversation.

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

## Warm up

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

## A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play the Class CD track for this exercise. Students listen and read along with the CD.
3. Read the story aloud with the students. Then direct students' attention to the value and play the track again. Students listen and read along.

## B Read and circle.

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

## C Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play the Class CD track for the song. Students listen and sing along with the CD.
3. Students sing the song again, using gestures or facial expressions as appropriate.

**D Listen and say. Then act.**

See *Teaching Conversations*, Teacher's Book page 21.

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

**Games and Activities**

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and practice them with their classmates. If a game or activity is suggested, use it to further practice the expressions.
- Use the suggested games and activities to further review the story.

**Extra Practice**

- Workbook
- Student Book Audio CD
- Lesson 3 Worksheet
- iTools
- Log in for  **Online Practice**

# Lesson 4

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

Words are clearly presented with audio support.

Structured practice of the new language.

**Lesson 4 Weight and Length** 

**A Listen, point, and say.**     

**B Listen, ask, and answer. Then listen and read.**   

How much does the lizard weigh? It weighs 150 kilograms. How long is the lizard? It's 3 meters long.

**Animals and insects have many shapes and sizes. Some creatures are very small and some are very big. These creatures are big!**

- The Komodo dragon is a very big lizard. It's 3 meters long and it weighs 150 kilograms.
- The Goliath beetle is the world's largest insect. It weighs 100 grams and is 10 centimeters long.
- The Spider crab is the world's largest crab. It weighs 19 kilograms. Its legs are about 2 meters long.
- The giant Pacific octopus is the biggest octopus in the world. It weighs 50 kilograms and is 5 meters long.

**C Read and circle.**

- The lizard weighs 100 grams. True False
- The beetle is 10 centimeters long. True False
- The crab isn't as long as the lizard. True False
- The octopus weighs 50 kilograms. True False

**D Listen. Fill in the chart.** 

eel	snake	tiger	bear
... meters	... centimeters	... meters	... meters
... kilograms	... grams	... kilograms	... kilograms

**E Look at. Ask and answer.** 

How long is the eel? It's 2 meters long.

How much does it weigh? The eel weighs 18 kilograms.

How much do you weigh?

Students practice the language and concepts with critical thinking activities.

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

Student Book pages 18–19

## School Subject Connection



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

### Warm up

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

## A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
- Link the language. Combine previously learned grammar patterns with the new vocabulary. Use a game, activity, or Picture Cards to elicit responses.
- Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
- Students practice saying the new vocabulary on their own, using their books.

## B Listen, ask, and answer. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the grammar box.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Play the track again. Students listen and read along.
6. Students read the passages on their own.
7. Divide the class into groups. Each group reads one of the passages aloud.

## C Read and circle.

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

## D Exercise varies.



Steps for this exercise will vary. See individual units.

## E Exercise varies.

Students practice the language pattern in the speech bubbles, using the information from the lesson as directed.

## Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates.
- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

## Extra Practice

- Workbook
- Student Book Audio CD
- Lesson 4 Worksheet
- Unit Test  **Test Center**
- iTools
- Log in for  **Online Practice**

# Review

**Review 1**

**A I can say these words.**

1. 2. 3. 4. 5. 6.  
7. 8. 9. 10. 11. 12.

**B I can talk about these topics.**

1. camping 2. sports 3. safety  
4. animals and insects 5. sea creatures 6. weight and length

**C I can talk with you.**

1. I'm not very good at riding a bike.  
2. I'd like the fastest one, please.

20 Review 1

Students recall and produce the words from the previous two units.

Students recall and produce the grammar patterns from the previous two units.

Teachers can add a sticker, star, or other reward to this space.

Students recall and produce conversational language from the previous two units.

Student Book page 20

## Warm up

1. Greet the class. Use language from the previous two units to elicit responses from students.
2. Elicit the Everybody Up Expression from one of the two previous units. Students practice.
3. Review the vocabulary and grammar from the previous two units. If a song, game, or activity is suggested, use it as additional warm up for the Review.

## A I can say these words.

See *Teaching Reviews*, Teacher's Book page 21.

1. Lead the class to say each word together aloud. Then, call on individual students to say the words.
2. Students practice saying the words on their own, using their books.
3. If a game or activity is suggested, use it to review the previous two units.

## B I can talk about these topics.



Students examine the pictures and discuss the topics in pairs or small groups.

## C I can talk with you.



1. Students look at each picture, read the words in the speech bubbles, and fill in the empty speech bubble.
2. Model each conversation with a few students, allowing them to respond in their own ways.
3. Student pairs practice and then switch roles.

# Reading

Bonus

**A Listen and read.** 35

**A Camping Trip**

Hi everybody!  
I'm camping with my family. I like canoeing and fishing in the river. We always wear life jackets and helmets. I'm not good at canoeing, but it's fun! My brother and father like canoeing, too. My canoe isn't as big as my brother's canoe, but it's the fastest! It's dinner time now. My mother is grilling hamburgers. Time to go!  
Good-bye.  
Kelly

**B Read and answer.**

1. What is Kelly doing? \_\_\_\_\_
2. What do they wear when they are canoeing? \_\_\_\_\_
3. Whose canoe is the fastest? \_\_\_\_\_
4. What is Kelly's mother grilling? \_\_\_\_\_

**C Listen and number.** 36

Reading 1 21

Students read a passage which reviews newly learned vocabulary and grammar patterns.

Students answer questions about the reading to assess reading comprehension.

Students develop listening skills by reviewing language from the previous two units.

Student Book page 21

## A Listen and read.

See *Teaching Reading*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play the Class CD track for this exercise. Students listen and read along with the CD.
3. Play the track again. Students listen and read again.
4. Students read the passage on their own.

## B Read and answer.



1. Students look back at Activity A and read the text again on their own.
2. Read each question aloud with the class. Students can answer orally and then write their answers in a notebook. Encourage students to use complete sentences in their answers.
3. Check answers together.

## C Listen and number.

1. Play the Class CD track for this exercise. Students listen and number the pictures.
2. Play the track again. Students listen and check their answers.
3. Check the answers together.

## Games and Activities

- *Review:* Use the suggested games and activities to further review the previous two units.
- *Reading:* Use the suggested games and activities to further review the reading.

## Extra Practice

- Workbook
- Midterm and Final Test 
- iTools
- Log in for 

# Teaching Techniques

## A Note on Eliciting

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

## Teaching Vocabulary

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

Step 1 uses the Picture Cards to introduce the new vocabulary. First, show the Picture Cards and say the words. Then show the cards and have the class repeat after you. Then show the cards and elicit the words without saying them yourself (see *A Note on Eliciting* above). Repeat several times. Correct pronunciation as needed. Once the class is saying the words confidently, begin to elicit the words from individual students.

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

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

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

## Using the Big Picture

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

audio recording, have students examine the Big Picture and, using English, talk about what they see (by naming objects or people, asking and answering questions about the picture, or saying what they think is happening in the scene). Next, read the short passage included in each Lesson 1 plan. As you read, point to the items mentioned. The short passages will contain both familiar and unfamiliar language. Students need not understand every word, but they should listen for familiar language, especially the target vocabulary.

## Teaching Grammar

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

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

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

An additional step may present plurals, articles, or other special language points. Pre-teaching is followed by audio and classroom activities.

## Teaching Songs

The songs in *Everybody Up* are a fun way to practice new grammar and vocabulary (Lesson 2) and functional conversation language (Lesson 3). Before playing the audio recording of a song, pre-teach the song using the lyrics.

Read the song lyrics aloud with the students. Repeat this a few times, to build confidence and fluency and to get students ready to sing.

Pre-teaching is followed by audio and classroom activities. Encourage students to come up with appropriate gestures or dances to accompany each song. If a song has multiple parts, divide the class into groups and assign the parts. More advanced classes might even want to try writing new lyrics.

## Teaching Stories

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

Step 1 has students look at each frame and name the people or objects they see.

Step 2 has students say what they think might be happening in each frame.

Next, students listen to the audio recording of the story. Then read the words aloud with the students. Each story ends with a value. Direct students' attention to it and play the track again. If desired, discuss the value with the class.

## Teaching Conversations

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

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

## Teaching Reviews

Before beginning each activity, a review of the relevant units' material is suggested below.

### Activity A

Review the vocabulary before beginning Activity A. Have students look back through their Student Books. Drill vocabulary using Picture Cards or realia.

Activity A is done as a class. First, point to each picture (or say the number) and elicit the words from the class. Next, elicit the words from individual students. Make sure that each student has a chance to say at least one word.

### Activity B

The Review lesson plans specify the language patterns that students should be able to use in talking about the Activity B topics. Review the language patterns before beginning Activity B. Have students look back through their Student Books. Write the patterns on the board and have the class practice them in groups or pairs.

For Activity B, place students in pairs or groups of three. To assess student performance in Activity B, circulate and observe each group one at a time, without distracting the students. Listen carefully, taking notes and making sure that students are correctly using all of the required language.

### Activity C

Review the conversations before beginning Activity C. Have students look back through their Student Books. Write the conversations on the board. Practice the conversations with the class divided into groups, or bring pairs forward to model the conversations.

For Activity C, place students in new pairs (or groups, as required). To assess student performance in Activity C, circulate and observe each group one at a time, without distracting the students. Listen carefully, taking notes and making sure that students are correctly using all of the required language.

## Teaching Reading

Level 4 Reading Bonus sections focus on reading fluency and comprehension. A typical Reading Bonus section begins with a pre-reading stage of three steps.

Step 1: Talk with students about the title of the reading and the pictures that go with it. Review any key words that are used to ensure that students understand them. Then, write those words on the board, along with any other known words that will help clarify their meanings.

Step 2: Ask students what they think the reading will be about. Engage them in discussing topics related to the reading.

Step 3: Play the audio for the reading and have students read aloud with it.

Pre-reading is followed by audio and classroom activities.

# Games and Activities

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

## Beanbag Toss

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

## Bingo

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

## Binoculars

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

## Brainstorm

As a class, brainstorm different themes or categories related to target language. Then in small groups, students list as many different things one might associate with each vocabulary term. Alternatively, show different pictures and realia and have students name what they see and discuss it in further detail.

## Buzzers

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

## Card Grab

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

## Categories

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

## Charades

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

## Circles

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

## Class Survey

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

## Down the Line

Set Picture Cards in a line on the floor. Place a team of students at each end of the line. A student from each team goes down the line of cards, saying the words. When the players meet, ask the student who is farthest along the line a challenge question. A correct answer wins that player's team a point. If players meet in the middle of the line, have them play *Rock, Paper, Scissors*. The winner gets a chance to answer the challenge question.

## Find

In this activity students will search for pictures or realia around the classroom. To cue students, you might say *It's blue* to get students to run and touch something blue, or you might say *I can see a hand* to get students to run and touch a picture of a hand.

## Find Someone Who

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

## Finish the Story

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

## Gaps

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

## Guess the Next Card

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

## Jump to the Word

Place the picture cards on the floor, face-up. Using verbs students know, instruct a student to go to a particular card (*Hop to (police officer)*). When S1 gets to the card, he or she says the word or makes a sentence about it: *He's/She's a (police officer)*. Alternatively, pairs of students can also be instructed to go to a card. Students use the word as a cue for a question-and-answer pattern.

### Listen and Draw

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

### Memory

This game is played in groups of 4–6, using student-made picture cards. Each group plays with two sets of cards. The cards are arranged facedown in a grid. Players turn over two cards per turn. The goal is to find a matching pair of cards. If a pair is not found, students should turn the cards facedown again. The goal is to find the most pairs.

### My Version

Students rewrite the passage in the Reading Bonus activity using their own information.

### A New Story

This activity has two versions: acting and drawing. For the acting version, put students in groups. Each group creates a new story and acts it out for the class. Stories should demonstrate the Lesson 3 value.

For the drawing version, students work alone. Using the existing story as a model, each student draws a new story with new scenes and characters. Stories should demonstrate the Lesson 3 value and include the target conversation language. More advanced students can write new text for the story. Beginning students can simply copy the text from the existing story.

### Order the Pictures

Draw simple pictures to illustrate the Lesson 3 story, cut them out, and give each student a set. Read the story aloud. Students listen and put the pictures in order. Alternately, to have the class work together, prepare large pictures and give one to each group of students. Groups hold the up pictures and arrange themselves in order as you read the story.

### Order the Text

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

### Packing List

Play this using any vocabulary students know. Start the game by saying *I'm going to go on vacation. I'm going to the beach. I'm going to take my swimsuit.* S1 says *I'm going to the beach. I'm going to take my swimsuit and a towel.* S2 repeats this, adds a third item, and so on. After some time, change the location and activity. This is also useful for units about shopping.

### Picture Pieces

In this activity, students will put word cards and picture cards in order to make a sentence. Prepare large word cards before class begins. Set the word and picture cards where everyone can see them. Say the target sentence aloud. Then have a student or pair come to the front and put the cards in order. Alternately, create multiples sets of word and picture cards and have students work alone or in pairs at their desks.

### Rhythm Circle

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

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

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

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

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

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

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

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

### Rollers

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

### Shop

Students play in small groups using realia, their own accessories, drawings, or Picture Cards. One student is the shopkeeper, and the other students use the target language to ask about and request accessories. Encourage student pairs to answer for each other in order to practice use third person: *She wants to wear the blue ones.*

### Simon Says

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

### Station Stop

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

### Teacher’s Mistake

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

### Telephone

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

### Toss and Tell

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

### Two Truths and a Lie

Hold up an object and make three statements about it to the class. Two statements must be true and one false. Students must listen carefully to catch the “lie” and then say the correct statement.

### What’s Missing?

First, show the class a set of Picture Cards and elicit the words. Then gather the cards and remove one. Set the remaining cards where everyone can see them. When students have decided which card is missing, they raise their hands and identify the missing card.

### Word Roll

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

# Welcome

**Welcome**

**A Listen, read, and say.** 03

1. **Mike:** My favorite day of the week is Saturday. In the morning, I always make my bed. Then, I usually go to the movie theater in the afternoon. What do you do on Saturdays?
2. **Emma:** We're shopping at the department store. It's across the street from the movie theater. My aunt is a salesperson at the store. She likes nice clothes and shoes. I do, too!
3. **Julie:** I'm walking to my cousin's home. We always have fun. Yesterday, it was rainy. We were at the museum. How's the weather today? It's sunny! We can go to the pool.
4. **Danny:** Today is May 1st. It's my mother's birthday. My uncle and I are making a cake. He's making a fruit salad, too. The party is at 6:00. See you then!

**B What about you? Talk with your classmates.** 03

2 Welcome

**C Listen and say. Then practice.** 04

There are one thousand grams in a kilogram.

100 = one hundred  
1,000 = one thousand  
1,000,000 = one million

1. gram 2. kilogram 3. centimeter 4. meter

5. kilometer 1 kilometer 2 kilometers

**D Listen, point, and say.** 04

1. **Things we like.** Work with your partner.
2. **Work with your group.**
3. **Write your name at the top of the page.**
4. **Write your answer on the board.**

## Student Book Pages 2–3

### Objectives

- Review of Level 3

### Grammar

#### Units of measurement

*There are one thousand grams in a kilogram.*

### Vocabulary

Measurements: gram, kilogram, centimeter, meter, kilometer

Classroom Language: Work with your partner; Work with your group; Write your name at the top of the page; Write your answer on the board.

### Materials

Picture Cards 01–09; Class CD1Tracks 03–05

## Student Book page 2

### Warm Up

1. Greet the class. Then greet individual students. Say: *Hello, how are you?* Have students practice greeting each other.
2. Review days of the week. Ask what the day or date is, saying: *What day is it today?* or *What's the date today?* Elicit the response: *It's (Monday)* or *It's (September 6th).*

3. **Julie:** I'm walking to my cousin's home. We always have fun. Yesterday, it was rainy. We were at the museum. How's the weather today? It's sunny! We can go to the pool.
4. **Danny:** Today is May 1st. It's my mother's birthday. My uncle and I are making a cake. He's making a fruit salad, too. The party is at six o'clock. See you then!

4. Students practice the phrases by pointing to the pictures and reading aloud.

### A Listen, read, and say.

1. Direct students' attention to the pictures. Elicit the names of the characters.
2. Link the language. Have students describe what they know about the characters, and which one they like the best. *I like Emma. She likes purple. I do, too.*
3. Play Class CD1 Track 03. Students listen, point, and say along with the CD.

CD 1  
03

1. **Mike:** My favorite day of the week is Saturday. In the morning, I always make my bed. Then, I usually go to the movie theater in the afternoon. What do you do on Saturdays?
2. **Emma:** We're shopping at the department store. It's across the street from the movie theatre. My aunt is a salesperson at the store. She likes nice clothes and shoes. I do, too!

### B What about you? Talk with your classmates.



Write questions on the board: *What's your favorite day of the week? What do you do in the morning? What do you do on Sundays?* Students practice answering the questions and talking about themselves with their classmates.

#### Student Book page 3

### C Listen and say. Then practice.

1. Students point to the pictures and name the measurements they see.
2. Play Class CD Track 04. Students listen and say along with the CD.

CD 1  
04

There are one thousand grams in a kilogram.

one hundred, one thousand, one million

1. gram  
There are one thousand grams in a kilogram.
3. centimeter  
There are one hundred centimeters in a meter.
4. meter  
There are one thousand meters in a kilometer.
5. kilometer  
There are one million centimeters in ten kilometers.

3. Students practice the words on their own, using their books.

## D Listen, point, and say.

1. Students point to the pictures and describe what they see.
2. Play Class CD1 Track 05. Students listen, point, and say along with the CD.

CD 1  
05

1. Work with your partner.
2. Work with your group.
3. Write your name at the top of the page.
4. Write your answer on the board.

3. Students practice the sentences on their own, using their books.

## Games and Activities

- **Telephone** (Teacher's Book pages 22–25). Whisper a different sentence to the student at each end of the line, for example: *Wednesday is my favorite day.* and: *We're walking to my uncle's house.*
- **Toss and Tell** (Teacher's Book pages 22–25). Write target language on the board. Students stand in a circle. S1 asks: *What's your favorite day?* S2 says: *My favorite day is Friday.* Then S2 tosses the ball to another student, asking: *How's the weather today?*
- **Measuring Project** Tell students to work in groups. Give students a metric ruler. Have them measure their books, pencils, other classroom objects, and their own height. Bring in a local map. Show students how to use the key to measure distance in kilometers on the map. Ask students to measure the distances to familiar local places.

## Extra Practice

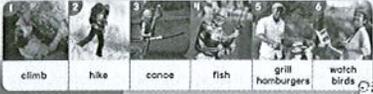
- Workbook pages 2–3. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 03.
- iTools
- Log in for  **Online Practice**

# Unit 1 Fun Outdoors

## Lesson 1 Camping

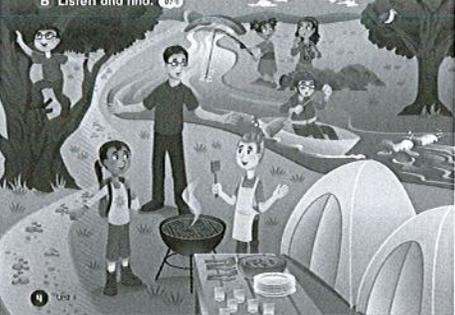
**1 Fun Outdoors**  
Lesson 1 Camping

**A Listen, point, and say.** 



climb hike canoe fish grill hamburgers watch birds

**B Listen and find.** 



**C Listen, ask, and answer. Then practice.** 

What does he/she like doing? He/She likes climbing.

climb → climbing hike → hiking canoe → canoeing  
fish → fishing grill hamburgers → grilling hamburgers watch birds → watching birds

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

**D Listen, ask, and answer. Then practice.** 

Does he/she like climbing? Yes, he/she likes it a lot. No, he/she doesn't like it at all.

doesn't = does not

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

**E Look at D. Point, ask, and answer.** 

What does she like doing? She likes fishing.

Student Book Pages 4–5

### Objectives

- Asking and answering with gerunds

### Grammar

- Questions with *what*  
*What does he/she like doing? He/She likes climbing.*
- Yes/No questions with *do*  
*Does he/she like climbing? Yes, he/she likes it a lot. No, he/she doesn't like it at all.*

### Vocabulary

Camping activities: climb, hike, canoe, fish, grill hamburgers, watch birds

### Materials

Picture Cards 10–15; Class CD1 Tracks 06–09

### Student Book page 4

#### Warm Up

1. Greet the class. Then ask the class about units of measure, saying: *Are there one hundred grams in a kilogram?* Elicit the response: *No, there are one thousand grams in a kilogram.*
2. Review the Welcome unit language. Ask students: *What's your favorite day of the week? What do you like to do on that day?*

#### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 10–15 to introduce the camping words.
2. Link the language. Where everyone can see, display outdoor activity realia or mime the actions and have students imitate you.
3. Play Class CD1 Track 06. Students listen, point, and say along with the CD.

CD 1  
06

1. climb 2. hike 3. canoe  
4. fish 5. grill hamburgers 6. watch birds

4. Students practice the words.

#### B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:  
Look at Julie, Danny, Mike, and Emma. Julie has a backpack and hiking boots. She likes hiking. She's talking to Danny. Danny is grilling hamburgers. Do you see Mike's brother, Leo? What is he doing? He's climbing a tree. Do you see Mike? Mike is canoeing. Mike's dad is watching him canoe. What about Emma's sister, Ann? She's fishing. Emma is telling her to be quiet. Do you see the bird in the tree? Emma is watching birds.
2. Play Class CD1 Track 07. Students listen, find the items in the picture, and point to them.

CD 1  
07

- Julie: Let's hike up the hill.  
Danny: But it's time for lunch. Let's eat first and then hike. OK?  
Julie: OK.  
Julie: What's for lunch?  
Danny: Let's grill hamburgers.  
Julie: Great!  
Leo: Look, Dad, I can climb.  
Mike's dad: Good job, Leo. That's a big tree. Don't go too high.  
Leo: OK, Dad. I won't.  
Mike's dad: Don't canoe there, Mike! Watch out! A rock!

- Mike: Whoa! Thanks, Dad!
- Ann: Do you want to fish with me? It's very fun. See? I think I have a fish! Can you help me?
- Emma: Please be quiet. The birds don't like noise.
- Ann: Where?
- Emma: Can you see that bird in the tree? You need to be quiet when you watch birds.
- Ann: Oh. I see it now.

3. Invite students to talk about other things they see in the picture, using previously learned language.

Student Book page 5

### C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What does he/she like doing? He/She likes climbing.*
2. Direct students' attention to the gerund box. Remind students that adding *-ing* makes a verb into a gerund.
3. Direct students' attention to the first grammar box.
4. Play Class CD1 Track 08. Students listen, ask, and answer along with the CD.

CD 1  
08

What does he like doing? He likes climbing.  
What does she like doing? She likes climbing.  
climb, climbing; hike, hiking; canoe, canoeing; fish, fishing; grill hamburgers, grilling hamburgers; watch birds, watching birds

1. What does he like doing? He likes climbing.
2. What does he like doing? He likes hiking.
3. What does she like doing? She likes canoeing.
4. What does she like doing? She likes fishing.
5. What does he like doing? He likes grilling hamburgers.
6. What does she like doing? She likes watching birds.

5. Students practice the pattern in pairs.

### D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern:  
*Does he/she like climbing? Yes, he/she likes it a lot./No, he/she doesn't like it at all.*
2. Direct students' attention to the second grammar box.
3. Play Class CD1 Track 09. Students listen, ask, and answer along with the CD.

CD 1  
09

- Does he like climbing?  
Yes, he likes it a lot.
- Does she like climbing?  
Yes, she likes it a lot.
- Does he like climbing?  
No, he doesn't like it at all.
- Does she like climbing?  
No, she doesn't like it at all.  
doesn't, does not

1. Does she like climbing? Yes, she likes it a lot.
2. Does she like grilling hamburgers? No, she doesn't like it at all.
3. Does he like hiking? No, he doesn't like it at all.
4. Does he like fishing? Yes, he likes it a lot.
5. Does she like watching birds? Yes, she likes it a lot.
6. Does she like canoeing? No, she doesn't like it at all.

4. Students practice the pattern in pairs.

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



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *What does she like doing? She likes fishing.* Students should use all of the new vocabulary.

## Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 5: *What do you like doing outdoors?* Students create Everybody Up Expressions and practice them with their classmates.
- **Teacher's Mistake** (Teacher's Book pages 22–25). Use Picture Cards 10–15 and any outdoor activity realia. Hold up a picture of hiking and say: *What does she like doing? She likes fishing.* Students raise their hands when they catch your mistake.
- **Charades** (Teacher's Book pages 22–25). Students play in small groups. Ask: *What does he/she like doing?* Students guess, saying: *He likes climbing.*
- **Class Survey** (Teacher's Book pages 22–25). Students circulate and interview six classmates, asking: *What do you like doing?* and taking notes on names and answers. Interviewees answer using Lesson 1 outdoor activities.

## Extra Practice

- Workbook pages 4–5. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 04
- iTools
- Log in for **Online Practice**

# Unit 1 Fun Outdoors

## Lesson 2 Sports

Lesson 2 Sports

**A Listen, point, and say.** *12s*

1 ski 2 snowboard 3 ice skate 4 in-line skate 5 skateboard 6 surf

**B Listen and say. Then practice.** *12s*

He's good at skiing. She's good at skiing. He isn't good at skiing. She isn't good at skiing.

isn't - is not  
He's - He is  
She's - She is

ski → skiing snowboard → snowboarding ice skate → ice skating  
in-line skate → in-line skating skateboard → skateboarding surf → surfing

**C Listen, ask, and answer. Then practice.** *12s*

Is he/she good at skiing? Yes, he's/she's very good at it. No, he's/she's not very good at it.

**D Sing.** *12s*

**I'm Good at Skating**

I'm good at skating. He's good at skating. She's  
I'm very good at it. Yes, yes.  
I'm good at surfing. He's good at surfing.  
I'm very good at it. Yes, yes.  
I'm not good at skating. He isn't good at skating.  
No, no. That's OK!

**E What about you? Ask and answer.** *12s*

Are you good at skateboarding? No, I'm not. What are you good at?  
Yes, I am.

Student Book pages 6–7

### Objectives

- Asking and answering with gerunds

### Grammar

- Simple present statements with *is/isn't*  
*He's/She's good at skiing. He/She isn't good at skiing.*
- Yes/No questions with *is*  
*Is he/she good at skiing? Yes, he's/she's very good at it. No, he's/she's not very good at it.*

### Vocabulary

Sports: ski, snowboard, ice skate, in-line skate, skateboard, surf

### Materials

Picture Cards 16–21; Class CD1 Tracks 10–13

### Student Book page 6

#### Warm up

1. Greet the class. Students can greet their classmates using familiar greeting patterns.
2. Review Unit 1, Lesson 1 grammar with a preference chain. Say: *I like hiking a lot. What do you like doing?* One by one, students state their own preferences.
3. Elicit the Everybody Up Expression from Unit 1: *What do you like doing outdoors?* Students respond with Lesson 1 activities.

#### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 16–21 to introduce the sports. Mime the actions and have students do the same.
2. Play *Charades* (Teacher's Book pages 22–25).
3. Play Class CD1 Track 10. Students listen, point, and say along with the CD.

CD1  
10

- |               |                  |
|---------------|------------------|
| 1. ski        | 2. snowboard     |
| 3. ice skate  | 4. in-line skate |
| 5. skateboard | 6. surf          |

4. Students practice saying the new activities.

#### B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *He's/She's good at skiing. He/She isn't good at skiing.*
2. Direct students' attention to the gerund box. Remind students that adding *-ing* makes a verb into a gerund. Say the words and have students repeat.
3. Direct students' attention to the grammar box.
4. Play Class CD1 Track 11. Students listen and say along with the CD.

CD1  
11

- He's good at skiing.  
She's good at skiing.  
He isn't good at skiing.  
She isn't good at skiing.  
isn't, is not; he's, he is; she's, she is  
ski, skiing; snowboard, snowboarding; ice skate, ice skating; in-line skate, in-line skating; skateboard, skateboarding; surf, surfing
1. She's good at skiing.
  2. He's good at snowboarding.
  3. She isn't good at ice skating.
  4. He isn't good at in-line skating.
  5. She's good at skateboarding.
  6. He's good at surfing.

5. Students practice the pattern, using their books.

Student Book page 7

### C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Is he/she good at skiing? Yes, he's/she's very good at it. No, he's/she's not very good at it.*
2. Direct students' attention to the grammar box.
3. Play Class CD1 Track 12. Students listen, ask, and answer along with the CD.

CD1  
12

- Is he good at skiing? Yes, he's very good at it.  
Is she good at skiing? Yes, she's very good at it.  
Is he good at skiing? No, he's not very good at it.  
Is she good at skiing? No, she's not very good at it.
1. Is she good at skiing? Yes, she's very good at it.
  2. Is he good at in-line skating? No, he's not very good at it.
  3. Is he good at skateboarding? Yes, he's very good at it.
  4. Is she good at ice skating? Yes, she's very good at it.
  5. Is she good at surfing? No, she's not very good at it.
  6. Is he good at snowboarding? No, he's not very good at it.

4. Students practice in pairs, miming the actions.

### D Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 13. Students listen and sing along with the CD.

CD1  
13

#### I'm Good At Skating

- I'm good at skating.  
He's good at skating.  
I'm very good at it.  
Yes, yes.  
I'm good at surfing.  
He's good at surfing.  
I'm very good at it.  
Yes, yes.  
I'm not good at skiing.  
He isn't good at skiing.  
No, No.  
That's OK!  
I'm good at skating.  
She's good at skating.  
I'm very good at it.  
Yes, yes.  
I'm good at surfing.

- She's good at surfing.  
I'm very good at it.  
Yes, yes.  
I'm not good at skiing.  
She isn't good at skiing.  
No, No.  
That's OK!

3. Students sing the song again, taking parts and acting out the sports as the lyrics dictate.

### E What about you? Ask and answer.



Students work in groups of three to practice the language pattern in the speech bubbles: *Are you good at skateboarding? No, I'm not. Yes, I am.* Switch roles.

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 7: *What are you good at?* Students create Everybody Up Expressions and practice them with their classmates. Students can draw or use realia to show sports they are good at.
- **Buzzers** (Teacher's Book pages 22–25). Use Picture Cards 16–21. Show a picture card or realia of sports and the outdoor activities from Lesson 2 and ask: *Is she good at surfing?*
- **Charades** (Teacher's Book pages 22–25). Students play in small groups. S1 acts out a sport and the other students guess (*He's good at skiing.*).
- **Class Survey** (Teacher's Book pages 22–25). Students circulate and interview six classmates, asking: *What are you good at?* and *Are you good at (skateboarding)?* Interviewers take notes on names and answers. When the time is up, write the answers on the board. Ask: *What is Sally good at?* The interviewer reports: *She's good at ice skating.*

### Extra Practice

- Workbook pages 6–7. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 05–06
- iTools
- Log in for Online Practice

# Unit 1 Fun Outdoors

## Lesson 3 Reading

Lesson 3 Reading

**A Talk about the story. Then listen and read.**

**The Skating Lesson**

Julie's very good at ice skating.

I'm not very good at ice skating. Don't worry, I can help you.

See, you can do it! Yes, I can!

The girls are going very fast.

Emma be careful! Whoa! Watch out, everybody!

I'm not very good at ice skating, but it's fun!

Be brave.

**B Read and circle.**

1. Julie isn't very good at ice skating. True False

2. Emma isn't very good at ice skating. True False

3. Emma helps Julie. True False

4. The girls have fun ice skating. True False

**C Sing.**

**Be Brave**

I'm not very good at ice skating.  
Don't worry, I can help you.

I can help you. Don't worry.

Don't worry.  
Be brave.

**D Listen and say. Then act.**

I'm not very good at ice skating. Don't worry, I can help you.

The girls are going very fast. Whoa! Watch out, everybody!

I'm not very good at ice skating, but it's fun!

riding a bike

making spaghetti

ice skating

The very good at ice skating. Are you?

Student Book pages 8–9

### Objectives

- Building reading and listening skills

### Conversation

- Trying something new

*I'm not very good at (ice skating).  
Don't worry. I can help you.*

### Value

Be brave.

### Materials

Picture Cards 10–21; Class CD1 Tracks 14–16

### Student Book page 8

#### Warm up

1. Greet the class. Then start a conversation chain to practice the Everybody Up Expression from Unit 1, Lesson 2: *What are you good at?* Begin the chain by asking S1, then S1 asks S2, and so on.
2. Review sports and outdoor activities. Hold up picture cards for all previously learned sports [Levels 1–3] and elicit the words.
3. Sing *I'm Good at Skating* (Class CD1 Track 13).

### A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 14. Students listen and read along with the CD.

CD1  
14

#### The Skating Lesson.

Julie's very good at ice skating.

Emma: I'm not very good at ice skating.

Julie: Don't worry. I can help you.

Julie: See, you can do it!

Emma: Yes, I can!

The girls are going very fast.

Julie: Emma, be careful!

Emma: Whoa! Watch out, everybody!

Emma: I'm not very good at ice skating, but it's fun!

3. Read the story aloud with the students. Then direct students' attention to the value *Be brave* and play the track again. Students listen and read along.

### Student Book page 9

#### B Read and circle.

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

#### Answer Key

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

**C Sing.**

See *Teaching Songs*, Teacher's Book page 20.

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

CD1  
15

**Be Brave**

I'm not very good at ice skating

Don't worry, I can help you.

I can help you. Don't worry.

Don't worry.

Be brave.

I'm not very good at skateboarding.

Don't worry, I can help you.

I can help you, don't worry.

Don't worry.

Be brave.

I'm not very good at snowboarding.

Don't worry, I can help you.

I can help you. Don't worry.

Don't worry.

Be brave.

3. Students sing the song again, gesturing as appropriate.
4. Divide the class into two groups. One group sings the first line, the other group sings the replies. Switch roles.

**D Listen and say. Then act.**

See *Teaching Conversations*, Teacher's Book page 21.

1. Play Class CD1 Track 16. Students listen and say along with the CD.

CD1  
16

1. Boy: I'm not very good at ice skating.

Teen boy: Don't worry. I can help you.

2. Girl: I'm not very good at riding a bike.

Older girl: Don't worry. I can help you.

3. Boy: I'm not very good at making spaghetti.

Woman: Don't worry. I can help you.

2. Students rehearse and act out the conversations, using facial expressions and gestures related to the situations in the three pictures.

**Games and Activities**

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 9: *I'm very good at ice skating. Are you?* Students create Everybody Up Expressions and practice them with their classmates, using a sport they like.
- **Finish the Story** (Teacher's Book pages 22–25). Copy the story on page 8, leaving some words in the speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- **A New Story** (Teacher's Book pages 22–25). Student pairs work together to plan and illustrate sports and activities that fit the Lesson 3 value: *Be brave*. Encourage students to show a time they were brave or helped someone else to be brave. Finished drawings can be presented to the class.
- **Order the Text** (Teacher's Book pages 22–25). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.

**Extra Practice**

- Workbook pages 8–9. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 07
- Unit 1, Lesson 3 Worksheet, Teacher's Book page 114. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for  **Online Practice**

# Unit 1 Fun Outdoors

## Lesson 4 Safety

Lesson 4 Safety 

**A Listen, point, and say.** 

1. wear a helmet  
2. put on sunscreen  
3. wear a life jacket  
4. fasten your seatbelt

**B Listen and say. Then listen and read.** 

When you go snowboarding, always wear a helmet.

When we're riding in the car or playing on the beach, we have rules. Here are some rules.

1. Snowboarding is fun. When you go snowboarding, always wear a helmet. Don't go too fast.  
2. When you go to the beach, always put on sunscreen. Drink water and wear a hat, too.  
3. When you go canoeing on the river, always wear a life jacket. Never stand up in the canoe.  
4. Does your family have a car? Be safe. When you ride in a car, always fasten your seatbelt.

**C Read and circle.**

1. When you go snowboarding, always wear a seatbelt. True False  
2. When you go to the beach, always put on sunscreen. True False  
3. When you go canoeing, always wear a life jacket. True False  
4. When you ride in a car, always wear a helmet. True False

**D Listen. Fill in the chart.** 

go skiing	<input checked="" type="checkbox"/>			
go canoeing				
ride a bike				
go skateboarding				
go to the beach				

**E Look at D. Ask and answer.** 

What do you always do when you go skiing?  
When you go skiing, always wear a helmet.

When I ride my bicycle, I always wear a helmet.

Student Book pages 10–11

### Objectives

- Imperatives for safety advice

### Grammar

- Time clauses with *when*

*When you go snowboarding, always wear a helmet.*

### Vocabulary

Safety advice: wear a helmet, put on sunscreen, wear a life jacket, fasten your seatbelt

### Materials

Picture Cards 22–25; Class CD1 Tracks 17–19

Student Book page 10

## School Subject Connection: Health

Lesson 4 is a cross-curricular lesson with a connection to health. Capitalize on this by beginning the lesson with a discussion of what it means to be safe. Then focus the conversation on safety precautions. Ask students what they already know about being safe. Have students talk about things they do to be safe before playing sports or going places. If possible, bring in realia depicting safety advice, such as posters or brochures.

### Warm up

1. Greet the class. Have students greet their classmates by name.
2. Elicit the Everybody Up Expression from Unit 1, Lesson 3: *I'm very good at ice skating. Are you?* Students practice the expression with their classmates.
3. Review Unit 1, Lesson 3 conversation language: *I'm not very good at skiing. Don't worry. I can help you.* Students practice the conversation with a classmate, using any sports or activities they know.
4. Sing **Be Brave** (Class CD1 Track 15) and have students act out the song.

### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 22–25, and any real items, to introduce the safety phrases. Have students mimic the actions as they say the words. Pass around safety items.
2. Link the language. Use Picture Cards 22–25. Ask a student: *Do you (wear a helmet)?* If the student replies: *Yes, I do*, hand over the picture card. Continue until all four cards are distributed. Then have the students holding the cards ask the questions.
3. Play Class CD1 Track 17. Students listen, point, and say along with the CD.

CD 1  
17

- |                       |                         |
|-----------------------|-------------------------|
| 1. wear a helmet      | 2. put on sunscreen     |
| 3. wear a life jacket | 4. fasten your seatbelt |

4. Students practice saying the new activities.

### B Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *When you go snowboarding, always wear a helmet.*
2. Direct students' attention to grammar and vocabulary boxes on page 10.
3. Play Class CD1 Track 18. Students listen and say along with the CD.

CD 1  
18

When you go snowboarding, always wear a helmet.

When we're riding in the car or playing on the beach, we have rules. Here are some rules.

1. Snowboarding is fun. When you go snowboarding, always wear a helmet. Don't go too fast.
2. When you go to the beach, always put on sunscreen. Drink water and wear a hat, too.
3. When you go canoeing on the river, always wear a life jacket. Never stand up in the canoe.
4. Does your family have a car? Be safe. When you ride in a car, always fasten your seatbelt.

4. Play the track again. Students listen and read along.
5. Students read the text on their own.
6. Write the names of the four activities or situations in a column on the board. Across from each word write one of the four phrases (in the wrong order). Then read the passages aloud. After each passage, ask the class: *When you (go snowboarding), always... What?* Invite a student volunteer to come to the board and draw a line between (snowboarding) and the correct safety phrase (wear a helmet).

Student Book page 11

### C Read and circle.

1. Explain that students will read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.
2. Students do the activity on their own, using Activity B as a reference.
3. Check the answers together.

#### Answer Key

- |          |          |
|----------|----------|
| 1. False | 2. True  |
| 3. True  | 5. False |

### D Listen. Fill in the chart.

1. Direct students' attention to the chart. Have students say what pictures they see and read the phrases.
2. Demonstrate how to do the first example. Say: *When you go skiing, always wear a helmet.* Show that the check in the skiing row goes under the picture of a helmet.
3. Play Class CD1 Track 19. Students listen and fill in the chart.

CD 1  
19

When you go skiing, always wear a helmet.

When you go canoeing, always wear a life jacket.

When you ride a bike, always wear a helmet.

When you ride in a car, always fasten your seatbelt.

When you go skateboarding, always wear a helmet.

When you go to the beach, always put on sunscreen.

4. Play the track again. Students listen and check their answers.
5. Draw the chart on the board and check the answers with the class. Ask if students have safety tips for other sports they play.

### E Look at D. Ask and answer.



Using the chart they made in Activity D, students circulate and practice the conversation pattern in the speech bubbles: *What should you always do when you go skiing? When you go skiing, always wear a helmet.*

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 11: *When I ride my bicycle, I always wear a helmet.* Students create Everybody Up Expressions and practice them with their classmates, using any of the Lesson 4 safety tips or any others they know.
- **Card Grab** (Teacher's Book pages 22–25). Call out: *I want to go (to the beach).* Students grab the correct card and reply: *Wear sunscreen.*
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Tell the class what activity or sport you want to do and make three statements, one of which is obviously wrong. For example, say: *I want to go to the beach. I always wear my helmet. I put on sunscreen and I drink water, too.* Students listen and then identify which statement is the "lie." (*I always wear my helmet.*)
- Students choose a Lesson 4 safety phrase and write it down. Next, students swap papers and try to guess what their partner wants to do, asking: *Are you going on a bike ride?* (for a picture of a helmet). When the correct guess is made, the student answers: *Yes, I always wear a helmet when I go for a bike ride.*

### Extra Practice

- Workbook pages 10–11. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 08
- Unit 1, Lesson 4 Worksheet, Teacher's Book page 115. See Teacher's Book pages 112–113 for instructions.
- Unit 1 Test, Teacher's Book pages 132–133. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

# Unit 2 Land and Sea Lesson 1 Animals and Insects

**2 Land and Sea**  
Lesson 1 Animals and Insects

**A Listen, point, and say.** 20  
hippopotamus gorilla panda butterfly caterpillar bee

**B Listen and find.** 21  
Which one is the smallest? The bee is the smallest. small → smaller → smallest  
1. bee spider butterfly  
2. monkey hippopotamus elephant  
3. dog cow chicken  
Which is the tallest student in your class?

**C Listen and say. Then practice.** 22  
The hippopotamus is bigger than the panda. The hippopotamus is the biggest. big → bigger → biggest

**D Listen, ask, and answer. Then practice.** 23  
Which one is the smallest? The bee is the smallest. small → smaller → smallest  
1. bee spider butterfly  
2. monkey hippopotamus elephant  
3. dog cow chicken  
Which is the tallest student in your class?

**E Look at D. Point, ask, and answer.** 24  
Which one is the biggest? The hippopotamus is the biggest.

Student Book pages 12–13

**Objectives**

- Comparatives and superlatives

**Grammar**

- Regular comparatives with *than*  
*The hippopotamus is bigger than the panda.*
- Regular superlatives  
*The hippopotamus is the biggest.*
- Questions with *which* and the superlative  
*Which one is the smallest? The bee is the smallest.*

**Vocabulary**

Animals and insects: hippopotamus, gorilla, panda, butterfly, caterpillar, bee

**Materials**

Picture Cards 26–31; Class CD1 Tracks 20–23

**Student Book page 12****Warm up**

1. Greet students, saying: *Good (morning), everyone. I'm going skiing.* Individuals reply using any safety expressions they know.
2. Elicit the Everybody Up Expression from Unit 1, Lesson 4: *When I ride my bicycle, I always wear a helmet.* Students can practice the expression with their classmates.
3. Sing **Be Brave** (Class CD1 Track 15).

**A Listen, point, and say.**

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 26–31 to introduce the animals.
2. Link the language. Show pictures of animals the students might know. Hold up an animal picture and ask: *What's this?* Students reply: *It's a (panda).* Ask: *Where is it?* Students reply: *It's in the (zoo).*
3. Play Class CD1 Track 20. Students listen, point, and say along with the CD.

CD 1  
20

- |                 |              |
|-----------------|--------------|
| 1. hippopotamus | 2. gorilla   |
| 3. panda        | 4. butterfly |
| 5. caterpillar  | 6. bee       |

4. Students practice saying the animals on their own.

**B Listen and find.**

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture: Julie and Emma are at the zoo today. What's Julie pointing to? It's a hippopotamus. It's in the water. The other hippopotamus is next to the pond. Look next to the hippopotamus. There's a panda in the tree. Do you see Emma? She's with Julie's brother. What are they watching? They are watching a butterfly. Look near Emma's hand. Do you see the bee? What is Alex pointing to? It's big and grey. It's a gorilla! Look above them, in the tree. There's a caterpillar.
2. Play Class CD1 Track 21. Students listen, find the people in the picture, and point to them.

CD 1  
21

- Julie: Look at the hippopotamus! Why is it in the water?
- Dad: I think it likes to swim. It's almost under the water. Look, Julie. There's a panda.
- Julie: It's so fat! It looks just like my toy panda at home.
- Dad: Oh, that's right. But this one is a lot bigger.
- Emma: James! Look at the butterfly.
- James: Where? I can't see it.
- Emma: It's on that yellow flower. See? It's orange and black.
- James: It's so pretty.
- Emma: What nice flowers. Oh, no! There's a bee! I don't like bees!

James: Where's the bee? I don't see it.  
 Emma: It's there! Ew!  
 James: BZZZZ!  
 Emma: Ah, stop!  
 Mom: Alex, look at that gorilla! It looks so strong.  
 Alex: Wow! It does look strong. What's that?  
 Mom: Where?  
 Alex: That little green thing on the tree.  
 Mom: Oh, that's a caterpillar. First, it's a caterpillar. Then, it's a butterfly.  
 Alex: Can it learn to fly?  
 Mom: That's right. Now, let's go see the hippopotamus!

3. Invite students to talk about the picture.

Student Book page 13

### C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *The hippopotamus is bigger than the panda. The hippopotamus is the biggest.*
2. Present the comparatives: big → bigger → biggest
3. Direct students' attention to the first grammar box and comparative/superlative box on page 13.
4. Play Class CD1 Track 22. Students listen and say along with the CD.

CD 1  
22

The hippopotamus is bigger than the panda.  
 The hippopotamus is the biggest.  
 big, bigger, biggest

1. The gorilla is bigger than the panda. The hippopotamus is bigger than the gorilla. The hippopotamus is the biggest.
2. The caterpillar is bigger than the bee. The butterfly is bigger than the caterpillar. The butterfly is the biggest.

5. Students practice on their own. They can make comparisons, using other animals they know.

### D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *Which one is the smallest? The bee is the smallest.*
2. Present the comparative/superlatives: small → smaller → smallest
3. Direct students' attention to the second grammar box and comparative/superlative box on page 13.
4. Play Class CD1 Track 23. Students listen, ask, and answer along with the CD.

CD 1  
23

Which one is the smallest? The bee is the smallest.  
 small, smaller, smallest

1. Which one is the smallest? The bee is the smallest.
2. Which one is the smallest? The monkey is the smallest.
3. Which one is the smallest? The chicken is the smallest.

4. Students practice the pattern in pairs. Pairs can also talk about other animals they know.
5. Arrange Picture Cards 26–31 and Level 1 Picture Cards 90–95 [animals] in a horizontal line where everyone can see them. Divide the class into two groups. Point to a card to prompt Group 1 to ask: *Which one is the (biggest)?* Group 2 answers: *The (cat) is the biggest.*

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



Student pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles: *Which one is the biggest? The hippopotamus is the biggest.*

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 13: *Who's the tallest student in your class?* Students create Everybody Up Expressions and practice them with their classmates.
- **Teacher's Mistake** (Teacher's Book pages 22–25). Use Picture Cards 26–31 and Level 1 Picture Cards 90–95 [animals].
- **Order the Pictures** (Teacher's Book pages 22–25). Give student pairs three animals cards. Pairs put them in order of size and then tell about them.
- **Beanbag Toss** (Teacher's Book pages 22–25). Use Picture Cards 26–31 and any other animal pictures. Encourage students to make as many kinds of comparisons as they can.

### Extra Practice

- Workbook pages 12–13. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 09
- iTools
- Log in for **Online Practice**

# Unit 2 Land and Sea

## Lesson 2 Sea Creatures

Lesson 2 Sea Creatures

**A Listen, point, and say.**

eel seal dolphin squid whale shark

**B Listen and say. Then practice.**

The eel *is* / *isn't* as long as the seal. *isn't* = *is not*

**C Listen, ask, and answer. Then practice.**

Is the eel as long as the seal? Yes, it is. / No, it isn't. It's shorter. It's - # B

**D What about other animals? Ask and answer.**

Is the snake as long as the tiger? No, it isn't. It's shorter. long fast strong heavy big Are you as fast as your friend?

Student Book Pages 14–15

### Objectives

- Building reading and listening skills

### Grammar

- Comparisons with *as (adjective) as*  
*The eel is/isn't as long as the seal.*
- Yes/No questions with comparisons  
*Is the eel as long as the seal?*  
*Yes, it is./ No, it isn't. It's shorter.*

### Vocabulary

Sea creatures: eel, seal, dolphin, squid, whale, shark

### Materials

Picture Cards 32–37; Class CD1 Tracks 24–26

### Student Book page 14

#### Warm up

1. Greet the class, saying *Hello* and *Hi*. Students can greet their classmates.
2. Review Unit 1 vocabulary with a game of **Down the Line** (Teacher's Book pages 22–25). Put pairs or three cards together. Students use comparatives or superlatives to make statement about the cards as they go down the line. *The (gorilla) is (bigger) than the (panda)*.
3. Elicit the Everybody Up Expression from Lesson 1: *Who's the tallest student in your class?* Students can practice their own expressions with classmates.

4. Students practice saying the new animals on their own, using their books.

#### **B Listen and say. Then practice.**

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *The eel is/isn't as long as the seal.*
2. Present the contractions: *isn't* → *is not*
3. Direct students' attention to the grammar box on page 14.
4. Play Class CD1 Track 25. Students listen and say along with the CD.

CD 1  
25

The eel is as long as the seal.

The eel isn't as long as the seal.

isn't, is not

1. The eel is as long as the seal.  
The seal is as long as the eel.
2. The seal isn't as long as the dolphin.  
The dolphin isn't as long as the seal.
3. The squid isn't as long as the whale.  
The whale isn't as long as the squid.
4. The shark isn't as long as the dolphin.  
The dolphin isn't as long as the shark.
5. The shark is as long as the whale.  
The whale is as long as the shark.
6. The whale isn't as long as the squid.  
The squid isn't as long as the whale.

#### **A Listen, point, and say.**

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 32–37 to introduce the sea creatures. Continue until students can produce the words on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 22–25) with the Picture Cards 32–37.
3. Play Class CD1 Track 24. Students listen, point, and say along with the CD.

CD 1  
24

- |          |          |            |
|----------|----------|------------|
| 1. eel   | 2. seal  | 3. dolphin |
| 4. squid | 5. whale | 6. shark   |

5. Students practice the pattern in pairs, using their books.

Student Book page 15

### C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Is the eel as long as the seal? Yes, it is./No, it isn't. It's shorter.*
2. Introduce the contraction: *it's* → *it is*.
3. Direct students' attention to the grammar box on page 15.
4. Play Class CD1 Track 26. Students listen, ask, and answer along with the CD.

CD 1  
26

Is the eel as long as the seal?

Yes, it is. No, it isn't. It's shorter.

It's, it is

1. Is the eel as long as the seal? Yes, it is.
2. Is the seal as long as the squid? No, it isn't. It's shorter.
3. Is the squid as long as the dolphin? Yes, it is.
4. Is the shark as long as the dolphin? No, it isn't. It's longer.
5. Is the shark as long as the whale? Yes, it is.
6. Is the whale as long as the eel? No, it isn't. It's longer.

5. Students practice the pattern in pairs, using their books.

### D What about other animals? Ask and answer.



Distribute drawing supplies and realia of other animals. In small groups, students draw pictures of the animals, using the list of words on page 15 to make comparisons. Challenge students to find the superlative animals. Compare groups' results on the board. If possible, for extra fun, have students bring in pictures of their pets.

## Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 15: *Are you as fast as your friend?* Students create Everybody Up Expressions and practice them with their classmates.
- **Find** (Teacher's Book pages 22–25). Put pictures of animals around the room. Cue students with comparisons: *It's as big as the (gorilla). It's the (biggest) animal.* Students race to the picture of an (elephant).
- **Jump To the Word** (Teacher's Book pages 22–25). Use Picture Cards 32–37. Instruct student pairs to go to a card and use it to practice a grammar pattern from the lesson.
- **Buzzers** (Teacher's Book pages 22–25). Display Picture Cards of animals. Ask questions using different comparisons. (*What's as long as the seal?*) Players race to slap the buzzer and give the correct answer. (*The eel is as long as the seal.*)

## Extra Practice

- Workbook pages 14–15. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 10
- iTools
- Log in for  **Online Practice**

# Unit 2 Land and Sea

## Lesson 3 Reading

Lesson 3 Reading

**A Talk about the story. Then listen and read.** 27a

**The Best Cap**

Mike and Leo are at the aquarium with their mom.

OK, boys. Here's some money.

Thanks, Mom.

Which one would you like?

I'd like the biggest one, please.

I'd like the smallest one, please.

Mike's dad is at work.

Wait! What about Dad? He likes caps.

Do you like it, Dad?

Thanks, boys! This is the best cap!

Which one would he like?

Be thoughtful.

**B Read and circle.**

1. Mike wants the biggest T-shirt. True False
2. Leo wants the smallest T-shirt. True False
3. Mike and Leo buy a book. True False
4. Their father likes the cap. True False

**C Sing.** 27b

**Which One Would You Like?**

Which skateboard would you like? Which skis would you like?

I'd like the biggest one, please. I'd like the longest ones, please.

Which one would you like? Which ones would you like?

I'd like the biggest one, too! I'd like the longest ones, too.

**D Listen and say. Then act.** 27c

Which one would you like? I'd like the longest one, please.

longest

fastest

Who is the fastest runner in your class?

fastest

Student Book pages 16–17

### Objectives

- Building reading and listening skills

### Conversation

- Asking for a specific item using *which*  
*Which one would you like? I'd like the (longest) one, please.*

### Value

Be thoughtful.

### Materials

Picture Cards 32, 33, and 36; Class CD1  
Tracks 27–29

### Student Book page 16

#### Warm up

1. Greet the class. Then introduce yourself and say what you're wearing: *I'm (Ms. Jones). I'm wearing (a white shirt and a blue skirt)*. Students can introduce themselves to their classmates and say what they're wearing.
2. Sing **Be Brave** (Class CD1 Track 15).
3. Review vocabulary and grammar from Unit 2, Lessons 1 and 2. Hold up three Picture Cards: 32, 33, and 36. Guide a student to say their names (*eel, seal, whale*). Ask: *Is the (whale) as long as the (seal)?* Elicit the answer from another student: *No, it isn't. It's longer.*
4. Review the conversation language from Unit 1, Lesson 3: *I'm not very good at (skateboarding). Don't worry. I can help you.* Encourage students to look for opportunities to use the language pattern in class today.

CD1  
27b

#### The Best Cap

Mike and Leo are at the aquarium with their mom.

Mike's mother: OK, boys. Here's some money.

Mike: Thanks, Mom.

Clerk: Which one would you like?

Leo: I'd like the smallest one, please!

Mike: I'd like the biggest one, please.

Mike's dad is at work.

Mike: Wait! What about Dad? He likes caps.

Leo: Which one would he like?

Leo: Do you like it, Dad?

Dad: Thanks, boys! This is the best cap!

3. Read the story aloud with the students. Then direct students' attention to the value *Be thoughtful* and play the track again. Students listen and read along.

Student Book page 17

### B Read and circle.

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

### A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 27. Students listen and read along with the CD.

**Answer Key**

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

**C Sing.**

See *Teaching Songs*, Teacher's Book page 20.

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

CD1  
28**Which One Would You Like?**

Which skateboard would you like?

I'd like the biggest one, please.

Which one would you like?

I'd like the biggest one, too!

Which skis would you like?

I'd like the longest ones, please.

Which ones would you like?

I'd like the longest ones, too.

Which ice skates would you like?

I'd like the fastest ones, please.

Which ones would you like?

I'd like the fastest ones, too.

3. Draw skateboards, skis, and ice skates of various sizes on the board. Students sing the song again, pointing to the correct item.

**D Listen and say. Then act.**

See *Teaching Conversations*, Teacher's Book page 21.

1. Play Class CD1 Track 29. Students listen and say with the CD.

CD1  
29

Which one would you like? I'd like the longest one, please.

1. Which one would you like? I'd like the longest one, please.

2. Which one would you like? I'd like the biggest one, please.

3. Which one would you like? I'd like the fastest one, please.

2. Students rehearse and act out the conversations, using facial expressions and gestures related to the situations in the three pictures.
3. Bring in the "store" items or realia and have small groups of students practice requesting items.

**Games and Activities**

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 17: *Who is the fastest runner in your class?* Students create Everybody Up Expressions and practice them with their classmates.
- **Finish the Story** (Teacher's Book pages 22–25). Copy the story on page 16, leaving a few sentences in the speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing sentences.
- **A New Story** (Teacher's Book pages 22–25). Ask students to give examples of ways they can be thoughtful. Students can draw a new story to illustrate the value *Be thoughtful*. Display the drawings in the classroom.
- Set up the multiples of realia items in several areas of the classroom. One is a "pen" store, the other a "hat" store, and so on. Place students in groups of three. Student 1 acts like the shopkeeper, asking: *Which one would you like?* S2 chooses an item for him or herself and S3. Have groups visit all the stores, then switch roles.

**Extra Practice**

- Workbook pages 16–17. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 11
- Unit 2, Lesson 3 Worksheet, Teacher's Book page 116. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for **Online Practice**

# Unit 2 Land and Sea Lesson 4 Weight and Length

Lesson 4 Weight and Length **Math**

**A Listen, point, and say.** 30

**B Listen, ask, and answer. Then listen and read.** 31

How much does the lizard weigh?  
It weighs 150 kilograms.

How long is the lizard?  
It's 3 meters long.

weight = length =

Animals and insects have many shapes and sizes. Some creatures are very small and some are very big. These creatures are big!

- The Komodo dragon is a very big lizard. It's 3 meters long and it weighs 150 kilograms.
- The Goliath beetle is the world's largest insect. It weighs 100 grams and is 10 centimeters long.
- The Spider crab is the world's largest crab. It weighs 19 kilograms. Its legs are about 2 meters long.
- The giant Pacific octopus is the biggest octopus in the world. It weighs 50 kilograms and is 5 meters long.

**C Read and circle.**

- The lizard weighs 100 grams. True False
- The beetle is 10 centimeters long. True False
- The crab isn't as long as the lizard. True False
- The octopus weighs 50 kilograms. True False

**D Listen. Fill in the chart.** 32

eel	snake	liger	bear
___ meters	___ centimeters	___ meters	___ meters
___ kilograms	___ grams	___ kilograms	___ kilograms

**E Look at . Ask and answer.** 33

How long is the eel?  
It's 2 meters long.

How much does it weigh?  
The eel weighs 18 kilograms.

How much do you weigh?

Student Book pages 18–19

**Objectives**

- Measuring and weighing things

**Grammar**

- Questions with *How much*

*How much does the lizard weigh?  
It weighs 150 kilograms.*

- Questions with *How long*

*How long is the lizard?  
It's three meters long.*

**Vocabulary**

Animals: lizard, beetle, crab, octopus

**Materials**

Picture Cards 38–43; Class CD1 Tracks 30–32

Student Book page 18

**School Subject Connection: Math**

Lesson 4 is a cross-curricular lesson with a connection to math. Ask students to tell you about their math classes. What kind of problems have they done? Have they studied measurement and weight? Did they use rulers and scales? Have students look at the chart in Activity D and talk about what they see. Bring some rulers and tape measures to class. Let students use them to measure things. In addition, talk about maps with your class. *What do maps show? How do maps show distance? How do you use a map to figure out distances?* Let students use the maps.

**Warm up**

1. Greet the class. Say: *Hello, I'm happy today. Today is the nicest day.*
2. Elicit the Everybody Up Expression from Unit 2, Lesson 3: *Who's the fastest runner in your class?* Students can ask their classmates about different abilities.
3. Review the Unit 2, Lesson 3 conversation language. Set a few "store" objects on your desk. Then say: *Which one would you like?* The student points and replies: *I'd like the smallest one, please.*
4. Sing **Which One Would You Like?** (Class CD1 Track 28).

**A Listen, point, and say.**See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 38–43 to introduce the animals.
2. Link the language. Play "store" with the animal and insect Picture Cards from Unit 2, Lessons 2 and 3. Give students a choice of only three cards and ask: *Which one would you like?* Students respond with: *I'd like the (beetle), please.* Ask: *Why?* Students respond with *It's the (cutest).*
3. Play Class CD1 Track 30. Students listen, point, and say along with the CD.

CD 1  
30

- |           |            |
|-----------|------------|
| 1. lizard | 2. beetle  |
| 3. crab   | 4. octopus |

4. Give each student four blank cards and drawing supplies. Students make picture cards for the new vocabulary words.

**B Listen ask, and answer. Then listen and read.**See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new patterns: *How much does the lizard weigh? It weighs 150 kilograms.* And: *How long is the lizard? It's 3 meters long.*

- Direct students' attention to the vocabulary box on page 18. Have students repeat *weight* and *length*.
- Play Class CD1 Track 31. Students listen, ask, and answer along with the CD.

CD1  
31

How much does the lizard weigh? It weighs 150 kilograms.

How long is the lizard? It's 3 meters long.  
weight, length

Animals and insects have many shapes and sizes. Some creatures are very small and some are very big. These creatures are big!

- The Komodo dragon is a very big lizard. It's 3 meters long and weighs 150 kilograms.
- The Goliath beetle is the world's largest insect. It weighs 100 grams and is 10 centimeters long.
- The Spider crab is the world's largest crab. It weighs 19 kilograms. Its legs are about 2 meters long.
- The giant Pacific octopus is the biggest octopus in the world. It weighs 50 kilograms and is 5 meters long.

- Play the track again. Students listen and read along.
- Students read the passages on their own.

Student Book page 19

### C Read and circle.

- Explain that students will circle *True* if the sentence is correct or *False* if the sentence is wrong.
- Students do the activity on their own, using Activity B as a reference.
- Check the answers together.

#### Answer Key

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

### D Listen. Fill in the chart.



- Direct students' attention to the chart on page 19. Have students name the animals they see.
- Play Class CD1 Track 32. Students listen to the CD.

CD1  
32

- This eel is very big. It is two meters long. It weighs 18 kilograms. That's as heavy as a small girl or boy.
- This snake is the smallest snake in the world. It is 10 centimeters long. That's as long as a crayon. It isn't heavy. It only weighs 2 grams.
- This tiger is very big. It weighs 300 kilograms. That's as heavy as ten of your classmates. The tiger is more than three meters long.
- This bear is the largest bear in the world. It weighs 680 kilograms. That's as heavy as 42 bicycles! It's 3 meters long.

- Play the track again. Students listen and write the answers in the chart.
- Check the answers on the board.

#### Answer Key

Eel:	2 meters, 18 kilograms
Snake:	10 centimeters, 2 grams
Tiger:	3 meters, 300 kilograms
Bear:	3 meters, 680 kilograms

- Pairs make comparisons about the animals in the chart.

### E Look at D. Ask and answer.



Pairs look at the pictures in Activity D and practice the language pattern in the speech bubbles: *How long is the eel? It's two meters long. And: How much does it weigh? The eel weighs 18 kilograms.*

### Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 19: *How much do you weigh?* Students create Everybody Up Expressions and then practice them with their classmates. Have students use a scale and tape measure to measure their weight and height.
- Class Survey** (Teacher's Book pages 22–25). Using the information students collected in the **Everybody Up!** activity, have students help you create a chart on the board.
- Have small groups of students use rulers, tape measures, and scales to find classroom objects to compare to the animals in Activities B and D. (*The snake weighs 2 grams. A pencil weighs 5 grams. It's heavier than the snake.*)
- Put groups of insect and reptile toys, as well as "store" objects around the room. Pairs circulate, visiting each station to measure the items.

### Extra Practice

- Workbook pages 18–19. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 12
- Unit 2, Lesson 4 Worksheet, Teacher's Book page 117. See Teacher's Book pages 112–113 for instructions.
- Unit 2 Test, Teacher's Book pages 134–135. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

# Review 1

## Review 1

**A I can say these words.**

**B I can talk about these topics.**

**C I can talk with you.**

## Reading Bonus

**A Listen and read.** 33

**A Camping Trip**

Hi everybody!  
I'm camping with my family. I like canoeing and fishing in the river. We always wear life jackets and helmets. I'm not good at canoeing, but it's fun! My brother and father like canoeing, too. My canoe isn't as big as my brother's canoe, but it's the fastest. It's dinner time now. My mother is grilling hamburgers. Time to go!  
Good-bye,  
Kelly

**B Read and answer.**

1. What is Kelly doing?
2. What do they wear when they are canoeing?
3. Whose canoe is the fastest?
4. What is Kelly's mother grilling?

**C Listen and number.** 34

Student Book Pages 20–21

## Review Language

- Units 1 and 2 grammar and vocabulary

## Reading

- Building reading and listening skills

## Materials

- Picture Cards 10–43; Class CD1
- Tracks 33–34

## Student Book page 20

### Warm up

1. Greet the class. Then greet a student and ask: *Are you good at skiing?* Students can practice similar questions with their classmates.
2. Sing **Which One Would You Like?** (Class CD1, Track 28).
3. Play **Order the Pictures** (Teacher's Book pages 22–25) using animal picture cards.

### A I can say these words.

See *Teaching Reviews*, Teacher's Book page 21.

1. Lead the class to say each word together aloud. Then, call on individual students to say the words.

#### Answer Key

- |                   |                 |                     |
|-------------------|-----------------|---------------------|
| 1. climb/climbing | 2. butterfly    | 3. wear a helmet    |
| 4. shark          | 5. surf/surfing | 6. crab             |
| 7. watching birds | 8. dolphin      | 9. put on sunscreen |
| 10. lizard        | 11. ski/skiing  | 12. whale           |

2. Students practice saying the words on their own.
3. Play **Down the Line** (Teacher's Book pages 22–25) using Picture Cards 10–43.

### B I can talk about these topics.

At minimum, students should use the following:

1. **Camping:** *What does he like doing? He likes (camping). Does he like (grilling hamburgers)? Yes, he does. Does she like (canoeing)? Yes, she does.*
2. **Sports:** *Is she good at (skiing)? Yes, she is. Is he good at (skateboarding)? Yes, he's very good at it.*
3. **Safety:** *When you (go canoeing), always (wear a life jacket). When you (ride in a car), always (fasten your seatbelt).*
4. **Animals and Insects:** *The (caterpillar) is (bigger) than the (bee). The (hippopotamus) is the (biggest) of all.*
5. **Sea Creatures:** *Is the (seal) as long as the (whale)? (No, it's not). Is the (whale) as long as the (seal)? (No, it's not. It's longer).*
6. **Weight and Length:** *How much does the shark weigh? How long is the dolphin?*

### C I can talk with you.

1. Students look at each picture, read the words in the speech bubble, and fill in the empty speech bubble.
2. Model each conversation with a few students.
3. Student pairs practice and then switch roles.

#### Answer Key

1. I'm not very good at riding a bike.  
Don't worry. I can help you.
2. Which one would you like?  
I'd like the fastest one, please.

# Reading

Bonus

Student Book page 21

See *Teaching Reading*, Teacher's Book page 21.

## A Listen and read.

- Students look at the pictures and talk about what they see.
- Play Class CD1 Track 33. Students listen and read along with the CD.

CD 1  
33

### A Camping Trip

Hi Everybody!

I'm camping with my family. I like canoeing and fishing in the river. We always wear life jackets and helmets. I'm not good at canoeing but it's fun! My brother and father like canoeing, too. My canoe isn't as big as my brother's canoe, but it's the fastest. It's dinner time now. My mother is grilling hamburgers. Time to go!

Good-bye,  
Kelly

- Play the track again. Students listen and read again.
- Students read the text on their own.

## B Read and answer.

- Students look back at Activity A and read the text again on their own.
- Read each question aloud with the class. Students can answer orally and then write their answers in a notebook. Encourage students to use complete sentences in their answers.
- Check the answers together.

### Answer Key

- Kelly is camping with her family.
- They always wear life jackets and helmets when they are canoeing.
- Kelly's canoe is the fastest.
- Kelly's mother is grilling hamburgers.

## C Listen and number.

- Play Class CD1 Track 34. Students listen and number the pictures.

CD 1  
34

- He always puts on sunscreen.
- The octopus is bigger than the girl.
- He likes watching crabs.
- He'd like the biggest one.
- She's very good at surfing.
- She's isn't very good at surfing.

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

### Answer Key

- |              |              |              |
|--------------|--------------|--------------|
| 1. Picture 2 | 2. Picture 6 | 3. Picture 3 |
| 4. Picture 4 | 5. Picture 1 | 6. Picture 5 |

## Games and Activities

- Review: Categories** (Teacher's Book pages 22–25). Use categories from Units 1 and 2, such as Camping, Sports, Safety, Animals.
- Reading: Order the Text** (Teacher's Book pages 22–25). Write each sentence from Reading Bonus Activity A on a separate strip of paper. Give one complete set of strips to each student. Read the passage aloud. Students listen and put the strips in order.
- Reading: My Version** (Teacher's Book pages 22–25). Students rewrite the passage in Reading Bonus Activity A using their own information.

## Extra Practice

- Workbook pages 20–21. See Teacher's Book pages 100–111 for instructions and answer key.
- iTools
- Log in for  [Online Practice](#)

# Unit 3 Appearance

## Lesson 1 What We Look Like

**3 Appearance**  
Lesson 1 What We Look Like

**A Listen, point, and say.** 35

**Hairstyles**

- 1 short hair
- 2 shoulder-length hair
- 3 long hair
- 4 straight hair
- 5 curly hair
- 6 wavy hair

**Hair Color**

- black
- brown
- red
- blond
- gray

**Eye Color**

- brown
- green
- blue
- a beard
- glasses

**B Listen and find.** 36

**C Listen, ask, and answer. Then practice.** 37

What does he/she look like? He has short, black hair and brown eyes, glasses, a beard. She has long, straight, black hair and brown eyes.

- 1 straight black brown eyes
- 2 short gray beard
- 3 curly brown green eyes
- 4 shoulder-length gray glasses
- 5 wavy blond glasses
- 6 long red blue eyes

**D Listen, ask, and answer. Then practice.** 38

Which one is your brother? He's the one with short, straight, black hair and brown eyes, glasses, a beard. She's the one with long, wavy, blond hair and blue eyes.

He's - He is  
She's - She is

**E Look at B. Point, ask, and answer.** 39

What does she look like? She has long, straight, black hair.

Student Book pages 22–23

**Objectives**

- People's appearance

**Grammar**

- Questions with *what* (3rd person)  
*What does he/she look like?*  
*He/she has short, black hair and brown eyes/glasses/a beard.*
- Questions with *which* (3rd person)  
*Which one is your brother/sister? He's/she's the one with short, straight, black hair and brown eyes/glasses/a beard.*

**Vocabulary**

Hairstyles: short hair, shoulder-length hair, long hair, straight hair, curly hair, wavy hair  
Hair color; eye color; a beard, glasses

**Materials**

Picture Cards 38–59; Class CD1 Tracks 35–38

## Student Book page 22

**Warm up**

1. Greet a few individual students. Say: *Hello, (Tim). How tall are you?* The student replies with his height.
2. **Teacher's Mistake** (Teacher's Book pages 22–25). Use the Unit 2, Lesson 4 Picture Cards 38–41. Show a picture of a (beetle) and say: *This is a (beetle). It weighs 100 (meters) and is 10 (centimeters) long.* Students correct: (grams, not meters).
3. Sing **Which One Would You Like?** (Class CD1 Track 28).

**Hair color:** black, brown, red, blond, gray**Eye color:** brown, green, blue / a beard, glasses

4. Students practice saying the new words.

**B Listen and find.**See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:  
Emma and Julie are at the hair salon. Who works at the hair salon? The hair stylist works at the hair salon. Look at Emma's mom. What does her hair look like? She has long hair. Look at Ann. Her hair is brown and it's curly. Emma is pointing to a picture of a girl with shoulder-length hair. It's blond, too. Emma and Julie are talking. Julie has black hair. It's straight. Emma has brown hair. It's wavy. Look at Tommy. He has curly hair.
2. Play Class CD1 Track 36. Students listen and find.

CD 1  
36

- Man: Welcome to my hair salon, Ms. Garcia. Can I help you?
- Mom: Yes, please. I have very long hair. Can you cut it?
- Man: Of course. That's my job! First, look at these magazines. Then let's talk about it.
- Mom: Good idea! Thank you.
- Dad: Which hairstyle would you like, Ann?
- Ann: Can I have that one? That girl has shoulder-length hair and it's wavy.
- Dad: That's very nice, Ann. You can't have blond hair.

CD 1  
35**Hairstyles**

1. short hair
2. shoulder-length hair
3. long hair
4. straight hair
5. curly hair
6. wavy hair

- Ann: That's OK. My hair is brown, and it's curly, too. I like my hair.
- Dad: Me, too.
- Woman: You have nice hair.
- Tommy: Thank you. You have very nice hair, too. It's red!
- Woman: Yes, it is! What would you like to do?
- Tommy: I'd like to have really short hair, please. Like that!
- Woman: OK. First, let's wash it. Then, I can cut it.
- Tommy: Great.
- Emma: I like your straight hair, Julie.
- Julie: Thank you. I brush it every morning and wash it every day. Oh, look at that picture. That woman is so pretty.
- Emma: Yes. I love her hair. It's long and wavy.

3. Invite students to talk about what else they see.

Student Book page 23

### C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What does he/she look like? He/she has short, black hair and brown eyes/glasses/a beard.*
2. Direct students' attention to the first grammar box.
3. Play Class CD1 Track 37. Students listen, ask, and answer along with the CD.

CD 1  
37

What does he look like? He has short, black hair and brown eyes.

What does she look like? She has short, black hair and glasses.

What does he look like? He has short, black hair and a beard.

1. What does she look like? She has straight, black hair and brown eyes.
2. What does he look like? He has short, gray hair and a beard.
3. What does he look like? He has curly, brown hair and green eyes.
4. What does she look like? She has shoulder-length, gray hair and glasses.
5. What does he look like? He has wavy blond hair and glasses.
6. What does she look like? She has long, red hair and blue eyes.

4. Students practice the pattern in pairs.

### D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *Which one is your brother/sister? He's/she's the one with short, straight, black hair and brown eyes/glasses/a beard.*
2. Introduce the contractions: *He's = He is; She's = She is.*

3. Direct students' attention to the second grammar box.
4. Play Class CD1 Track 38. Students listen, ask, and answer along with the CD.

CD 1  
38

Which one is your brother? He's the one with short, straight, black hair and brown eyes.

Which one is your sister? She's the one with short, straight, black hair and glasses.

Which one is your brother? He's the one with short, straight, black hair and a beard.

He's, he is; She's, she is

1. Which one is your brother? He's the one with short, straight, black hair and brown eyes.
  2. Which one is your mother? She's the one with long, wavy, brown hair and glasses.
  3. Which one is your father? He's the one with short, curly, red hair and a beard.
  4. Which one is your sister? She's the one with shoulder-length, straight, blond hair and blue eyes.
  5. Which one is your grandfather? He's the one with short, curly, gray hair and glasses.
  6. Which one is your grandmother? She's the one with shoulder-length, straight, gray hair and brown eyes.
5. Students practice the pattern in pairs, using their books.

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



Student pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles.

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 23: *What do you look like?* Students create Everybody Up Expressions.
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Make statements about the students' appearances.
- **Binoculars** (Teacher's Book pages 22–25). Pairs describe the appearance of other students in the classroom.
- **Listen and Draw** (Teacher's Book pages 22–25). In small groups. S1 says: *I have a photo of my brother/sister, but doesn't show the photo.* The group asks: *What does he/she look like?* S1 describes the brother's/sister's appearance. Students ask more questions and draw what they hear. S1 shows the photo and compares it to students' drawings.

### Extra Practice

- Workbook pages 22–23. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 13
- iTools
- Log in for [Online Practice](#)

# Unit 3 Appearance

## Lesson 2 Accessories

Lesson 2 Accessories

**A Listen, point, and say.**

watch necklace earrings sunglasses gloves belt

**B Listen, ask, and answer. Then practice.**

What does the watch look like? It's new and black.  
 What do the earrings look like? They're new and black.

**C Listen, ask, and answer. Then practice.**

Which watch does he want to wear?  
 He wants to wear the black one.  
 Which watch does she want to wear?  
 She wants to wear the black one.

**D Listen and circle.**

1. Do you want the red one or the green one?  
 2. Which necklace does she want to wear?  
 3. Which earrings does he want to wear?  
 4. Which sunglasses does she want to wear?

**E Draw pictures. Ask and answer.**

Which watch do you want?  
 I want the green one, please.

Student Book pages 24–25

### Objectives

- Asking/answering about appearances

### Grammar

- Questions with *what*  
*What does the watch look like?*  
*It's new and black.*  
*What do the earrings look like?*  
*They're new and black.*
- Questions with *which*  
*Which watch does he want to wear?*  
*He wants to wear the black one.*  
*Which gloves does she want to wear?*

### Vocabulary

Accessories: watch, necklace, earrings, sunglasses, gloves, belt

### Materials

Picture Cards 60–65; Class CD1 Tracks 39–42

### Student Book page 24

#### Warm up

1. Greet the class. Students greet their classmates.
2. Ask students if they have a brother or sister and what they look like, using the Everybody Up Expression from Unit 3, Lesson 1: *What does he/she look like?* Students describe their siblings.
3. **Buzzers** (Teacher's Book pages 22–25). Practice the question and answers from Unit 3, Lesson 1. Say: *Look at Kim. What does she look like?* Teams compete to describe their classmates.

#### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use realia or Picture Cards 60–65 to introduce the accessories.
2. Link the language. Show a student a pair of Picture Cards or realia and ask: *Which one would you like?* Prompt the student to answer: *I'd like the (blue) one.* Ask the class: *Which one would (Jon) like?* The class answers: *He'd like the blue one.* Give the student the blue item or card and continue.
3. Play Class CD1 Track 39. Students listen, point, and say along with the CD.

CD I  
39

1. watch
2. necklace
3. earrings
4. sunglasses
5. gloves
6. belt

4. Students practice the new vocabulary on their own.

#### B Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new patterns: *What does the watch look like? It's new and black. What do the earrings look like? They're new and black.*
2. Direct students' attention to the grammar box.
3. Play Class CD1 Track 40. Students listen, ask, and answer along with the CD.

CD I  
40

- What does the watch look like? It's new and black.  
 What do the earrings look like? They're new and black.
1. What does the watch look like? It's new and brown.
  2. What does the necklace look like? It's long and pink.
  3. What do the earrings look like? They're small and red.
  4. What do the sunglasses look like? They're big and yellow.
  5. What do the gloves look like? They're long and green.
  6. What does the belt look like? It's old and brown.

4. Students practice the pattern in pairs, using their books.
5. In groups of four, students discuss their own accessories or realia: *What does the notebook look like? It's pink and old.*

Student Book page 25

### C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Which watch/gloves does he/she want to wear? He/She wants to wear the black one./ ones.*
2. Direct students' attention to the grammar box.
3. Play Class CD1 Track 41. Students listen, ask, and answer along with the CD.

CD 1  
41

Which watch does he want to wear? He wants to wear the black one.

Which watch does she want to wear? She wants to wear the black one.

Which gloves does he want to wear? He wants to wear the black ones.

Which gloves does she want to wear? She wants to wear the black ones.

1. Which watch does she want to wear? She wants to wear the black one.
2. Which gloves does he want to wear? He wants to wear the gray ones.
3. Which necklace does she want to wear? She wants to wear the white one.
4. Which belt does he want to wear? He wants to wear the brown one.
5. Which earrings does she want to wear? She wants to wear the big ones.
6. Which sunglasses does he want to wear? He wants to wear the small ones.

4. Students practice the pattern in pairs.
5. In small groups, the students ask: *Which (sunglasses) does he want to wear?* S1 grabs a realia item, photo, or picture card of (*yellow sunglasses*). The group answers: *He/She wants to wear the yellow ones.*



### D Listen and circle.

1. Direct students' attention to the pictures. Have the class describe what they see.
2. Play Class CD1 Track 42. Students listen and circle the correct pictures.

CD 1  
42

1. What do the sunglasses look like? They're new and red.
2. Which belt does she want? She wants the long, green one.
3. What does the necklace look like? It's pink and yellow.
4. Which watch does he want? He wants the big, green one.

3. Play the track again. Students check their answers.
4. Check the answers together.

### Answer Key

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

### E Draw pictures. Ask and answer.



Distribute drawing supplies. Students draw a pair of similar accessories in different colors and styles. Pairs practice asking and answering with the language pattern in the speech bubbles: *Which watch do you want? I want the green one, please.* Encourage students to use new accessory items learned in the lesson.

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 25: *Do you want the red one or the green one?* Students use their drawings from Activity E, and create Everybody Up Expressions, and practice them.
- **Circles** (Teacher's Book pages 22–25). Students in the inner circle hold a realia accessory item, picture, or Picture Card and ask: *What does the (necklace) look like?* The outer circle answers.
- **Bingo** (Teacher's Book pages 22–25). As a class, generate a list of two versions of each new accessory on the board: *old brown watch* and *new green watch*. Students choose nine of the items and write or draw them on their Bingo sheet. Have students ask you the language pattern questions about the items in order to generate the "random" selection.
- **Shop** Students play in small groups using realia, their own accessories, drawings, or Picture Cards. One student is the shopkeeper and the other students use the target language to ask about and request accessories. Encourage pairs to answer for each other in order to practice use of the third person: *She wants to wear the blue ones.*

### Extra Practice

- Workbook pages 24–25. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 14
- iTools
- Log in for **Online Practice**

# Unit 3 Appearance

## Lesson 3 Reading

**Lesson 3 Reading**

**A Talk about the story. Then listen and read.**

**The School Play**

It's the day of the school play.

Good luck with the play.

Thanks.

My costume! What can I do now?

Don't worry. You can share mine.

Thanks, Julie.

Mike and his mother are watching the play.

Which one is Emma?

She is the one wearing black and white socks.

Who's that wearing the red T-shirt?

That's Julie! They are doing a good job!

Be kind.

**B Read and circle.**

- Julie and Emma are in the school play. True False
- Danny shares his costume with Julie. True False
- Mike and his mother are watching TV. True False
- Emma and Julie wear tree costumes in the play. True False

**C Sing.**

**Good Luck!**

Good luck with the play. Thanks! You, too!

Good luck in the game. Thanks! You, too!

Good luck on the test. The test? Oh, no!

Don't worry. Don't worry. Don't worry. I can help you study.

**D Listen and say. Then act.**

Good luck with the play. Thanks! You, too!

Test! on the test. Do you like plays?

with the play in the game

Student Book pages 26–27

### Objectives

- Building reading and listening skills

### Conversation

- Wishing someone good luck

*Good luck (with the play).*

*Thanks. You, too!*

### Value

Be kind.

### Materials

Class CD1 Tracks 43–45; Picture Cards 60–65

### Student Book page 26

#### Warm up

- Greet the class, saying *Hello* and *Hi*. Then ask students about appearances: *What does the scarf look like? Or What does (Susan) look like?*
- Using Picture Cards 60–65 or realia items, review the conversation language from Unit 2, Lesson 3: *Which one would you like?*
- Using Picture Cards 60–65 or accessory realia items, elicit the *Everybody Up Expression* from Unit 3, Lesson 2: *Do you want the red one or the green one?*

Emma: Thanks, Julie.

Mike and his mother are watching the play.

Mike's mom: Which one is Emma?

Mike: She's the one wearing black and white socks.

Mike's mom: Who's that wearing the red T-shirt?

Mike: That's Julie! They are doing a good job!

- Read the story aloud with the students. Then direct students' attention to the value *Be kind* and play the track again. Students listen and read along.

### Student Book page 27

#### B Read and circle.

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

#### Answer Key

1. True      2. False      3. False      4. True

#### A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

- Students look at the pictures and talk about what they see.
- Play Class CD1 Track 43. Students listen and read along with the CD.

CD1  
43

#### The School Play

It's the day of the school play.

Mike: Good luck with the play!

Danny: Thanks!

Emma: My costume! What can I do now?

Julie: Don't worry. You can share mine.

## C Sing.



See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 44. Students listen and sing along with the CD.

CD 1  
44

### Good Luck!

Good luck with the play.

Thanks. You, too!

Good luck in the game.

Thanks. You, too!

Good luck on the test.

The test? Oh, no!

Don't worry. Don't worry. Don't worry.  
I can help you study.

Good luck with the play.

Thanks. You, too!

Good luck in the game.

Thanks. You, too!

Good luck on the test.

The test? Oh no!

Don't worry. Don't worry. Don't worry.  
I can help you study.

3. Students sing the song again, gesturing as appropriate for each verse.

## D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 21.

1. Play Class CD1 Track 45. Students listen and say along with the CD.

CD 1  
45

Good luck with the play. Thanks. You, too.

1. Good luck with the play. Thanks. You, too.

2. Good luck on the test. Thanks. You, too.

3. Good luck in the game. Thanks. You, too.

2. Students rehearse and act out the conversations, using facial expressions and gestures related to the situations in the three pictures.

## Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 27: *Do you like plays?* Students create Everybody Up Expressions and practice them with their classmates. Encourage students to ask about other activities they participate in, such as sports and music concerts.
- **Circles** (Teacher's Book pages 22–25). The inner circle students say, in alternating patterns: *It's the day of the school play/test/game.* Outer circle students say: *Good luck with the school play/test/game.* Inner circle students say: *Thanks. You, too.* Switch roles after a while.
- **Gaps** (Teacher's Book pages 22–25). Prepare different texts for the story on page 26, with different words missing. Students fill in the words and then compare their answers.
- **A New Story** (Teacher's Book pages 22–25). Pairs of students rewrite the story, changing the characters (*Mike, Emma, Julie, mother*) into themselves, the event (*a play*) into their own activity, and the details (*costume, red T-shirt*) into their own details. Have student pairs read their stories to the class.

## Title

- Workbook pages 26–27. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 15
- Unit 3, Lesson 3 Worksheet, Teacher's Book page 118. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for **Online Practice**

# Unit 3 Appearance

## Lesson 4 Camouflage

Lesson 4 Camouflage

**A Listen, point, and say.**

1. stick 2. leaf 3. grass 4. sand

**B Listen and say. Then listen and read.**

The caterpillar is the same color/shape as the stick.

The shape and color of some insects and animals help them to be safe. They can hide from other animals.

1. Can you find the caterpillar? It's the same shape and color as the stick. Birds can't see this one.

2. This butterfly is hard to see. It's the same color and shape as the leaf. It looks like the leaf.

3. Snakes hide, too. This snake is the same color and shape as the grass. It's long, thin, and green.

4. This fish is good at hiding in the sand. It's the same color as the sand. Sharks can't find it.

**C Read and circle.**

1. The butterfly is the same shape as a stick. True False  
 2. The caterpillar looks like a leaf. True False  
 3. The fish is the same color as the sand. True False  
 4. The snake is the same color as the grass. True False

**D Listen. Fill in the chart.**

snake lizard tiger in the snow on a rock  
 spider bird in the grass in the leaves on a flower

What is it?	snake				
Where is it?	in the leaves				
Same shape?	no				
Same color?	yes				

**E Look at. Ask and answer.**

My shirt is the same color as the grass.

What does the snake look like?  
 It's the same color on the leaves.

Student Book Pages 28–29

### Objectives

- Describing appearances

### Grammar

- Comparisons with *the same (color)/ (shape) as*

*The caterpillar is the same color/shape as the stick.*

### Vocabulary

stick, leaf, grass, sand

### Materials

Picture Cards 66–69; Class CD1 Tracks 46–48

Student Book page 28

## School Subject Connection: Science



Lesson 4 is a cross-curricular lesson with a connection to science. Ask students to describe how animals look, using examples from Unit 2 (*gorilla, bee, etc.*) and any other animals they know. Then have students describe where the animals live, how they live (*Do they sleep at night?*), and how they hide. A science teacher or zoo worker might also be able to visit your class and explain the science behind animal camouflage.

### Warm up

1. Greet the class. Then ask a student: *What does your sister look like?* Students can practice the grammar pattern with classmates.
2. Sing **Good Luck!** (Class CD1 Track 44).
3. **Buzzers** (Teacher's Book pages 22–25). Review animals that students know from Unit 2. Show a picture card of an animal and ask: *What is it?* Students answer. Then ask: *What does it look like?*

### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 66–69 to introduce the nature words.
2. Play **Guess the Next Card** (Teacher's Book pages 22–25).
3. Play Class CD1 Track 46. Students listen, point, and say along with the CD.

CD 1  
46

1. stick 2. leaf 3. grass 4. sand

4. Give four blank cards and art supplies to each student. Students make picture cards for the new vocabulary. (They will use these later.)

### B Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *The caterpillar is the same color/shape as the stick.*
2. Link the language. Hold a photo or picture cards of a green frog and a leaf and ask: *What color is the frog?* Students answer: *It's green.* Ask: *What color is the leaf?* Students answer: *It's green, too.* Practice with other animals and nature words of the same color or shape.
3. Direct students' attention to the grammar box.
4. Play Class CD1 Track 47. Students listen and say along with the CD.

CD 1  
47

The caterpillar is the same color as the stick.  
 The caterpillar is the same shape as the stick.

The shape and color of some insects and animals help them to be safe. They can hide from other animals.

1. Can you find the caterpillar? It's the same shape and color as the stick. Birds can't see this one.
2. This butterfly is hard to see. It's the same color and shape as the leaf. It looks like the leaf.
3. Snakes hide, too. This snake is the same color and shape as the grass. It's long, thin, and green.

4. This fish is good at hiding in the sand. It's the same color as the sand. Sharks can't find it.

5. Play the track again. Students listen and read along.  
6. Students read the passages on their own.

Student Book page 29

### C Read and circle.



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

#### Answer Key

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

### D Listen. Fill in the chart.

1. Students look at the pictures and talk about them.
2. Direct students' attention to phrases in the word box.
3. Play Class CD1 Track 48. Students listen and fill in the chart along with the CD.

CD 1  
48

What is it?

snake, lizard, spider, tiger, bird

Where is it?

in the grass

in the snow

on a rock

in the leaves

on a flower

This snake is in the leaves. It's the same color as the leaves.

This tiger is in the grass. It's the same color as the grass.

This bird is in the snow. It's the same color as the snow.

This spider is on a flower. It's the same color as the flower.

This lizard is on a rock. It's the same shape and color as the rock.

4. Play the track again. Students check their answers.
5. Check the answers together.

#### Answer Key

1. snake, in the leaves, no, yes
2. lizard, on a rock, yes, yes
3. spider, on a flower, no, yes
4. tiger, in the grass, no, yes
5. bird, in the snow, no, yes

### E Look at D. Ask and answer.



Student pairs look at the chart in Activity D and practice the language pattern in the speech bubbles: *What does the snake look like? It's the same color as the leaves.*

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 29: *My shirt is the same color as the grass.* Students create Everybody Up Expressions and practice them.
- **Down the Line** (Teacher's Book pages 22–25). Pair photos of animal and nature Picture Cards 26–41, 66–69 of same color/shape items in a line. Students practice the new vocabulary and grammar patterns.
- **Listen and Draw** (Teacher's Book pages 22–25). Using the passages in Activity B as a model, prepare descriptions of four animals that are hiding on, in, or under a nature spot. Read the passages to the class. Students listen and draw what they hear.
- **Find Someone Who** (Teacher's Book pages 22–25). Divide animal and (multiple) nature picture cards among the class. Students circulate and find a match: *The (snake) is the same color as the (grass).*

### Extra Practice

- Workbook pages 28–29. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 16
- Unit 3, Lesson 4 Worksheet, Teacher's Book page 119. See Teacher's Book pages 112–113 for instructions.
- Unit 3 Test, Teacher's Book pages 136–137. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

# Unit 4 Last Week

## Lesson 1 Sports

**4 Last Week**  
Lesson 1 Sports

**A Listen, point, and say.** 49

baseball basketball volleyball golf tennis table tennis

**B Listen and find.** 50

**C Listen and say. Then practice.** 51

He played baseball yesterday. play → played

She played basketball yesterday.

1 2 3 4 5 6

**D Listen, ask, and answer. Then practice.** 52

What did he do yesterday? He played baseball yesterday.

What did she do yesterday? She played basketball yesterday.

1 2 3 4 5 6

What did Mike do yesterday? He played baseball.

**E Look at E. Point, ask, and answer.** 53

Student Book pages 30–31

### Objectives

- Talking about past activities

### Grammar

- Simple past statements with known regular verbs and new nouns

*He/She played baseball yesterday.*

- Questions with *what*

*What did he/she do yesterday? He/She played baseball yesterday.*

### Vocabulary

Sports: baseball, basketball, volleyball, golf, tennis, table tennis

### Materials

Picture Cards 70–75, Picture Cards 16–22 (Units 1 and 2 activities); Class CD1 Tracks 49–52

### Student Book page 30

#### Warm up

1. Greet the class. Students circulate and greet each other. Stop the activity by calling out: *It's (eight o'clock). It's time for English class! Please sit down.*
2. Review sports and activities from Unit 1. Say: *What's he/she doing?* and hold up Picture Cards 16–22 [Unit 1 sports]. Elicit answers such as: *He's/She's skiing.*
3. Sing **Good Luck!** (Class CD1 Track 44)

#### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 70–75 to introduce the sports. Use gestures to mimic the actions.
2. Link the language. Hold up Picture Cards 68–73 and ask a student, *Do you play (baseball)?* The student replies, *Yes, I do./No, I don't.* Prompt the class to say: *She/He plays baseball./She/He doesn't play baseball.* See if students can name the sports equipment pictured: *baseball bat, ball, net, golf club, golf ball, tennis racket, tennis ball, table tennis paddle.*
3. Play Class CD1 Track 49. Students listen, point, and say along with the CD.

CD 1  
49

1. baseball
2. basketball
3. volleyball
4. golf
5. tennis
6. table tennis

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

#### B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:  
Look at Carla. She has a golf club and a golf ball. She plays golf. Mike has a baseball and a glove. He plays baseball. What does Danny have? He has a tennis racket and a tennis ball. He plays tennis. What about Emma? She has a volleyball. She's a volleyball player. Look at Julie. What sport does Julie play? She plays basketball. What sport does Jay play? He plays table tennis.
2. Play Class CD1 Track 50. Students listen, find the items in the picture, and point to them.

CD 1  
50

- Mike: I have a baseball game today. I know we can win the game.
- Carla: Watch this! This is how to play golf. My dad teaches me every Saturday.
- Danny: You're very good at it, Carla. I'm good at tennis. I practice every day.  
Carla: Good luck!
- Mike/Danny: You, too.
- Emma: Go, Jay!
- Julie: Wow, Jay, I didn't know you were good at playing table tennis.

Emma: I'm good at volleyball. Let's play that next.  
 Julie: OK! I'll play with you. Then, let's play basketball.  
 Jay: Yeah! First, let me finish this table tennis game.  
 Emma: OK.

3. Invite students to talk about other things they see in the picture. They may use previously learned language.

### Student Book page 31

## C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *He/She played baseball yesterday.*
2. Direct students' attention to the grammar box.
3. Direct students' attention to the verb box:  
*play* → *played*.
3. Play Class CD1 Track 51. Students listen and say along with the CD.

CD 1  
51

He played baseball yesterday.  
 She played baseball yesterday.  
 play, played

1. She played baseball yesterday.
2. He played basketball yesterday.
3. She played volleyball yesterday.
4. He played golf yesterday.
5. She played tennis yesterday.
6. He played table tennis yesterday.

4. Students practice the pattern by themselves.
5. Play **Simon Says** (Teacher's Book pages 22–25). Review all the actions to go with the sports, such as mimicking swinging a bat for baseball. Students make the action when you say: *Simon says I played (baseball) yesterday.* Otherwise, they remain still.

## D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *What did he/she do yesterday? He/She played baseball yesterday.*
2. Direct students' attention to the third grammar box on page 31.
3. Play Class CD1 Track 52. Students listen, ask, and answer along with the CD.

CD 1  
52

What did he do yesterday?

He played baseball yesterday.

What did she do yesterday?

She played baseball yesterday.

1. What did he do yesterday? He played baseball yesterday.
2. What did she do yesterday? She played tennis yesterday.
3. What did she do yesterday? She played golf yesterday.
4. What did she do yesterday? She played table tennis yesterday.
5. What did he do yesterday? He played basketball yesterday.
6. What did he do yesterday? He played volleyball yesterday.

4. Students practice the pattern in pairs.

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



Student pairs look at the big picture in Activity B, point to the characters, and practice the language pattern in the speech bubbles: *What did Mike do yesterday? He played baseball.*

## Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 31: *What did you do yesterday?* Students create Everybody Up Expressions and practice them with their classmates.
- **Down the Line** (Teacher's Book pages 22–25). Students practice the new vocabulary and grammar patterns.
- **Charades** (Teacher's Book pages 22–25). Students mimic sports gestures and use the new grammar pattern to guess: *What did she do yesterday? She played (volleyball) yesterday.*
- **Class Survey** (Teacher's Book pages 22–25). In small groups, students interview each other, asking: *What did you do yesterday?* Compare answers with the class.

## Extra Practice

- Workbook pages 30–31. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 17
- iTools
- Log in for **Online Practice**

# Unit 4 Last Week

## Lesson 2 Activities

**Lesson 2 Activities**

**A Listen, point, and say.** 53

practice the piano   use the computer   talk on the phone   help my parents   visit my friend   work on a project

**B Listen, ask, and answer. Then practice.** 54

What did you do last weekend?  
I practiced the piano.

practice → practiced   use → used  
talk → talked   help → helped  
visit → visited   work → worked

**C Listen, ask, and answer. Then practice.** 55

Did you practice the piano on Monday? Yes, I did. / No, I didn't. / didn't = did not

Monday   Tuesday   Thursday  
Monday   Tuesday   Thursday

**D Sing.** 55

What Did You Do on Monday?

What did you do on Monday? I used the computer.  
What did you do on Tuesday? I played my guitar.  
What did you do on Wednesday? I worked on a project.  
What did you do on Thursday? I helped wash the car.  
What did you do on Friday? I visited my cousin.  
On Saturday and Sunday, I played baseball in the park.

**E What about you? Ask and answer.** 56

What did you do last weekend? I visited my friend. What about you?  
What did your friend do last weekend?

Student Book pages 32–33

### Objectives

- New regular verbs with new activities

### Grammar

- Simple past questions with *what* and time expressions (1st person)

*What did you do last weekend?*

*I practiced the piano.*

*Did you practice the piano on Monday?*

*Yes, I did./No, I didn't.*

### Vocabulary

Activities: practice the piano, use the computer, talk on the phone, help my parents, visit my friend, work on a project

### Materials

Picture Cards 76–82, 70–75; Class CD1 Tracks 53–56

### Student Book page 32

#### Warm up

1. Greet the class. Then review the days of the week. Ask a student: *What day is it today?* Elicit: *It's Monday* or *It's September 5th.*
2. Elicit the Everybody Up Expression from Unit 4, Lesson 1: *What did you do yesterday?* Students practice the expression with their classmates.
3. Review sports, using Picture Cards 70–75 and making full sentences: *What did he do yesterday?* *He played golf yesterday.*

#### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 76–82 to introduce the new phrases.
2. Link the language. Play **Listen and Draw** (Teacher's Book pages 22–25), telling students about your weekend and using the new phrases.
3. Play Class CD1 Track 53. Students listen, point, and say along with the CD.

CD 1  
53

- |                       |                      |
|-----------------------|----------------------|
| 1. practice the piano | 2. use the computer  |
| 3. talk on the phone  | 4. help my parents   |
| 5. visit my friend    | 6. work on a project |

4. Students practice the words on their own.

5. Play **Guess the Next Card** (Teacher's Book pages 22–25), using Picture Cards 76–82.

#### B Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What did you do last weekend?* *I practiced the piano.*
2. Introduce the simple past of the verbs: *practice* → *practiced*, *use* → *used*, *talk* → *talked*, *help* → *helped*, *visit* → *visited*, *work* → *worked*
3. Introduce the concept of *Saturday* and *Sunday* as *weekend*.
4. Direct students' attention to the grammar box, verbs box, and weekend box on page 32.
5. Play Class CD1 Track 54. Students listen, ask, and answer along with the CD.

CD 1  
54

What did you do last weekend? I practiced the piano.  
practice, practiced; use, used; talk, talked; help, helped;  
visit, visited; work, worked.  
weekend

1. What did you do last weekend?  
I practiced the piano.
2. What did you do last weekend?  
I used the computer.
3. What did you do last weekend?  
I talked on the phone.

4. What did you do last weekend?  
I helped my parents.
5. What did you do last weekend?  
I visited my friend.
6. What did you do last weekend?  
I worked on a project.

6. Students practice the pattern in pairs.

Student Book page 33

### C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Did you practice the piano on Monday? Yes, I did./No, I didn't.*
2. Present the contraction: *didn't* → *did not*
3. Direct students' attention to the grammar box and contraction box on page 33.
4. Play Class CD1 Track 55. Students listen, ask, and answer along with the CD.

CD 1  
55

Did you practice the piano on Monday? Yes, I did.  
Did you practice the piano on Monday? No, I didn't.  
didn't, did not

1. Did you practice the piano on Monday? Yes, I did.
2. Did you work on a project on Monday? No, I didn't.
3. Did you use the computer on Tuesday? Yes, I did.
4. Did you talk on the phone on Tuesday? No, I didn't.
5. Did you help your parents on Thursday? Yes, I did.
6. Did you visit your friend on Thursday? No, I didn't.

4. Students practice the pattern in pairs.

### D Sing.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 56. Students listen and then sing along with the CD.

CD 1  
56

#### What Did You Do on Monday?

What did you do on Monday?

I used the computer.

What did you do on Tuesday?

I played my guitar.

What did you do on Wednesday?

I worked on a project.

What did you do on Thursday?

I helped wash the car.

What did you do on Friday?

I visited my cousin.

On Saturday and Sunday I played baseball in the park.

What did you do on Monday?

I used the computer.

What did you do on Tuesday?

I played my guitar.

What did you do on Wednesday?

I worked on a project.

What did you do on Thursday?

I helped wash the car.

What did you do on Friday?

I visited my cousin.

On Saturday and Sunday I played baseball in the park.

3. Students sing the song again with gestures for each verse.

### E What about you? Ask and answer.



Pairs ask and answer questions using the language pattern in the speech bubbles.

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 33: *What did your friend do last weekend?* Students create Everybody Up Expressions and practice them.
- **Buzzers** (Teacher's Book pages 22–25). Show a Picture Card and ask: *What did you do last weekend?* The first player to hit his or her "buzzer" can win a team point by correctly answering: *I (practiced the piano).*
- **Toss and Tell** (Teacher's Book pages 22–25). S1 asks one of the grammar pattern questions, either: *What did you do last weekend?* Or: *Did you (help your parents) on Tuesday?* Then S1 tosses the ball to S2, who answers and asks a new question, before tossing the ball to S3.
- **Class Survey** (Teacher's Book pages 22–25). In small groups, students interview each other, asking: *What did you do last weekend?* Compare answers with the class using the third person.

### Extra Practice

- Workbook pages 32–33. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 18–19
- iTools
- Log in for Online Practice

# Unit 4 Last Week

## Lesson 3 Reading

Lesson 3 Reading

**A Talk about the story. Then listen and read.** 57

**The Baseball Game**

It's Saturday morning. Danny's friends are ready to play baseball.

Coach: OK, everybody! Let's start!  
Come on, Danny. Hurry up.

Mike: I can't find my glove.

Danny: What's wrong?  
Oh, no! This is my sister's bag!

Coach: Don't worry. You can borrow mine. I have an extra one.

Danny: Great!

Mike: Nice catch, Danny!  
Good job!

Danny: Nice glove. Thanks, Mike!

Coach: Be prepared.

**B Read and circle.**

- Danny is playing volleyball with his friends. True False
- Danny can't find his glove. True False
- Mike has an extra glove. True False
- Mike catches the ball. True False

**C Sing.** 58

**I Can't Find It!**

I can't find my glove. I can't find my cell phone.  
I can't find my glove. I can't find my cell phone.  
That's OK. That's OK. That's OK. That's OK.  
You can borrow mine. You can borrow mine.

**D Listen and say. Then act.** 59

I can't find my glove. Don't worry. You can borrow mine. You can borrow my pen.

glove cell phone calculator

Student Book pages 34–35

### Objectives

- Building reading and listening skills

### Conversation

- Offering assistance

*I can't find my (glove).*

*Don't worry. You can borrow mine.*

### Value

Be prepared.

### Materials

Class CD1 Tracks 57–59

### Student Book page 34

#### Warm up

- Greet the class. Then say: *I watched a video last night. What did you do?* Ask several students, then have students greet their classmates and ask the question.
- Review Unit 4, Lesson 3 grammar patterns and vocabulary: *What did you do last weekend?* And *Did you (practice the piano) on Monday?*
- Sing *What Did You Do on Monday?* (Class CD 1 Track 56).

Mike: Don't worry. You can borrow mine. I have an extra one.

Danny: Great!

Coach: Good job!

Mike: Nice catch, Danny!

Danny: Nice glove. Thanks, Mike!

- Read the story aloud with the students. Then direct students' attention to the value *Be prepared* and play the track again. Students listen and read along.

### A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

- Students look at the pictures and talk about what they see.
- Play Class CD1 Track 57. Students listen and read along with the CD.

CD 1  
57

#### The Baseball Game

It's Saturday morning. Danny's friends are ready to play baseball.

Coach: OK, everybody! Let's start!

Mike: Come on, Danny. Hurry up.

Danny: I can't find my glove.

Mike: What's wrong?

Danny: Oh, no! This is my sister's bag!

### Student Book page 35

#### B Read and circle.

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

**Answer Key**

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

**C Sing.**

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 58. Students listen and then sing along with the CD.

CD1  
58**I Can't Find It!**

I can't find my glove.  
I can't find my glove.  
That's OK, that's OK.  
You can borrow mine.

I can't find my cell phone.  
I can't find my cell phone.  
That's OK, that's OK.  
You can borrow mine.

I can't find my calculator.  
I can't find my calculator.  
That's OK, that's OK.  
You can borrow mine.

3. Students sing the song again with gestures for each verse.

**D Listen and say. Then act.**

See *Teaching Conversations*, Teacher's Book page 21.

1. Play Class CD1 Track 59. Students listen and say along with the CD, in pairs.

CD1  
59

I can't find my glove.  
Don't worry. You can borrow mine.

1. I can't find my glove.  
Don't worry. You can borrow mine.
2. I can't find my cell phone.  
Don't worry. You can borrow mine.
3. I can't find my calculator.  
Don't worry. You can borrow mine.

2. Students rehearse and act out the conversations, using facial expressions and gestures related to the situations in the three pictures.

**Games and Activities**

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 35: *You can borrow my pen.* Students create Everybody Up Expressions and practice them with their classmates.
- Read the story aloud. Divide the class into three groups. Group 1 reads Mike, and Group 2 reads Danny. Group 3 reads the Coach and the narrator.
- **Role Play** (Teacher's Book pages 22–25) In pairs, students pretend to have lost something and practice the dialogue: S1: *What's wrong?* S2: *I can't find my (book).* S1: *Don't worry. You can borrow mine. I have an extra one.* S2: *Thanks!* Students "borrow" things around the classroom or give each pair several Picture Cards of things they've lost. This can be realistic, with a *volleyball* Picture Card, or humorous, with a *lizard* or *beetle* Picture Card.
- **A New Story** (Teacher's Book pages 22–25). Student pairs create their own version of the Lesson 3 story in which one child helps another. Students can write out and illustrate their new stories, or they can perform them for the class.

**Extra Practice**

- Workbook pages 34–35. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 20
- Unit 4, Lesson 3 Worksheet, Teacher's Book page 120. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for **Online Practice**

# Unit 4 Last Week

## Lesson 4 Ancient Rome

**Lesson 4 Ancient Rome** **Social Studies**

**A Listen, point, and say.**



stone clay glass metal

**B Listen, ask, and answer. Then listen and read.**

What did they use to make homes in Rome? They used stone.

People in ancient Rome used stone, clay, metal, and glass to make the things they needed.

- Some people in Rome had big homes with beautiful walls. What did they use to make their homes? They used stone.
- People cooked meats at home. They used bowls like this one. What did they use to make bowls? They used clay.
- People made beautiful cups for drinking. What did they use to make cups? They used glass.
- Men and women wore jewelry in ancient Rome. What did they use to make necklaces? They used metal.

**C Read and circle.**

- Some people in Rome used stone to make homes. True False
- People used clay to make bowls. True False
- People used metal to make homes. True False
- People used wood to make cups. True False

**D Look at (C). Fill in the chart.**

What did they use?

clay				
stone				
metal				
glass				

**E Look at (D). Ask and answer.**

What did they use to make the cup? They used glass.

What did you use to make a project?

Student Book pages 36–37

### Objectives

- Talking about ancient Rome

### Grammar

- Simple past questions with *what*
- The verb use with the infinitive *to make*  
*What did they use to make homes in Rome? They used stones.*

### Vocabulary

stone, clay, glass, metal

### Materials

Picture Cards 83–86; Class CD1 Tracks 60–61

Student Book page 36

## School Subject Connection: Social Studies



Lesson 4 is a cross-curricular lesson with a connection to social studies. Capitalize on this by showing students where Rome, Italy is located on a world map. Bring in pictures that show interesting details about Rome, including maps showing the extent of the Roman Empire, and pictures of architecture, like the Coliseum, art, emperors, coins, etc. Invite students, parents, or teachers who are from or have visited Rome or Italy to visit your class and talk about their experiences there.

### Warm up

- Greet the class. Then ask a few students: *What did you do yesterday?* Students reply and then greet their classmates with the question.
- Pretend you can't find something: *Oh no! I can't find my (pen).* Elicit the Everybody Up Expression from Unit 4, Lesson 3: *You can borrow my pen.* Students practice the expression with their classmates.
- Review the grammar pattern from Unit 4, Lesson 2: *What did you do last weekend? I played volleyball.* And *Did you play baseball yesterday? Yes, I did./No, I didn't.*

### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Use Picture Cards 80–83 to introduce the new words. Continue until students can produce the words on their own.

- Link the language. Hold up a realia object made out of one of the four materials, such as a metal pen. Tap it and say: *This is a pen. It's metal.* See if students can identify things in the classroom made of the four materials by pointing and naming them.
- Play Class CD1 Track 60. Students listen, point, and say along with the CD.

CD I  
60

1. stone 2. clay 2. glass 4. metal

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

### B Listen, ask, and answer. Then listen and read.



See *Teaching Grammar*, Teacher's Book page 20.

- Introduce the new pattern: *What did they use to make homes in Rome? They used stone.*
- Direct students' attention to the grammar box on page 36.
- Play Class CD1 Track 61. Students listen ask, and answer along with the CD.

CD 1

61

What did they use to make homes in Rome?

They used stone.

People in ancient Rome used stone, clay, metal, and glass to make the things they needed.

1. Some people in Rome had big homes with beautiful walls. What did they use to make their homes? They used stone.
2. People cooked meals at home. They used bowls like this one. What did they use to make bowls? They used clay.
3. People made beautiful cups for drinking. What did they use to make cups? They used glass.
4. Men and women wore jewelry in Ancient Rome. What did they use to make necklaces? They used metal.

4. Divide the class into four groups. Group 1 reads the first passage, Group 2 reads the second passage, and so on.
5. Play the track again. Students listen and read along.
6. Students read the text on their own.

Student Book page 37

### C Read and circle.



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

#### Answer Key

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

### D Look at B. Fill in the chart.



1. Direct students' attention to the chart. Students describe what they see.
2. Students look at Activity B and fill in the chart.
3. Check the answers together.

#### Answer Key

- |                    |                 |
|--------------------|-----------------|
| 1. clay: bowl      | 2. stone: homes |
| 3. metal: necklace | 4. glass: cup   |

### E Look at D. Ask and answer.



Pairs ask and answer questions about the chart in Activity D, using the language pattern in the speech bubbles: *What did they use to make the cup? They used glass.*

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 37: *What did you use to make a project?* Students create Everybody Up Expressions and practice them with their classmates.
- **Gaps** (Teacher's Book pages 22–25). Prepare different versions of the text with different missing words. Distribute them. Students write in the missing words. Then students compare answers.
- **Categories** (Teacher's Book pages 22–25). In this version of the game, divide the class into four groups and assign each group a material. Hold up Picture Cards 83–86 and realia pictures of Roman items or items made of the four materials and ask: *What did they use to make homes?* When their material is shown, groups stand and say: *They used stone.* Proceed quickly.
- **A New Chart** Student pairs make a chart like that in Activity D, with the four materials and four columns. Pairs write or draw as many things as they can think of that are made of each type of material. Compare answers with the class. Alternatively, have students list sports in the column and name the sports equipment used. Students say: *What did you use to play basketball? I used a basketball and a net.*

### Extra Practice

- Workbook pages 36–37. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 21
- Unit 4, Lesson 4 Worksheet, Teacher's Book page 121. See Teacher's Book pages 112–113 for instructions.
- Unit 4 Test, Teacher's Book pages 138–139. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

# Review 2

## Review 2

**A I can say these words.**

**B I can talk about these topics.**

**C I can talk with you.**

## Reading

**A Listen and read.**

**Our Baseball Team**

I'm Ted. This is a picture of my baseball team. I'm the one with short, black hair. I'm standing next to my friend James. He's the one with red hair and glasses. We played a baseball game on Saturday morning. It was fun! In the afternoon, we played a game on the computer. I wasn't very good at it, but James helped me.

**B Read and answer.**

- What color is Ted's hair? \_\_\_\_\_
- What does James look like? \_\_\_\_\_
- What did Ted do on Saturday morning? \_\_\_\_\_
- What did Ted do in the afternoon? \_\_\_\_\_

**C Listen and number.**

Student Book pages 38–39

## Review Language

- Units 3 and 4 grammar and vocabulary

## Reading

- Building reading and listening skills

## Materials

Picture Cards 44–86; Class CD1 Tracks 62–63

## Student Book page 38

### Warm up

1. Greet the class. Ask a student: *What did you do last week?* Students practice the question.
2. Elicit the Everybody Up Expression from Unit 4, Lesson 4: *What did you use to make a project?* Students practice the expression.
3. Review the Unit 4, Lesson 4 grammar point using sports. Ask a student: *What sport did you play last week?* The student answers: *I played (volleyball).* Then ask: *What did you use to play volleyball?* Elicit: *I used a volleyball and a net.*

## A I can say these words.

See *Teaching Reviews*, Teacher's Book page 21.

1. Lead the class to say each word together aloud.

### Answer Key

- |                   |                       |              |
|-------------------|-----------------------|--------------|
| 1. sunglasses     | 2. talk on the phone  | 3. grass     |
| 4. clay           | 5. curly hair         | 6. golf      |
| 7. blue/blue eyes | 8. practice the piano | 9. watch     |
| 10. metal         | 11. stick             | 12. baseball |

2. Students practice saying the words on their own.

## B I can talk about these topics.



At minimum, students should use the following language for each topic:

62 Review 2

1. What we look like: *He has (gray) hair and (glasses). What does she look like? She has (straight, red) hair. What does he look like? He has (short, black) hair.*
2. Accessories: *What does the (necklace) look like? It's orange. What do the sunglasses look like? They are black and blue.*
3. Camouflage: *The (snake) is the same color as the (sand). The (lizard) is the same color and shape as the (stick).*
4. Sports: *She played (basketball) yesterday. He played (tennis) yesterday.*
5. Activities: *What did you do last weekend? I used the computer (last weekend). Did you do a project on (Monday)? Yes, I did.*
6. Ancient Rome: *What did they use to make (cups)? They used (glass). What did they use to make (bowls)? They used (clay).*

## C I can talk with you.



1. Students look at each picture, read the words in the speech bubble, and fill in the empty speech bubble.
2. Model each conversation with a few students.
3. Student pairs practice and then switch roles.

### Answer Key

1. Good luck on the test. Thanks. You, too.
2. Oh, no! I forgot my calculator. Don't worry. You can borrow mine.

# Reading

Bonus

Student Book page 39

See *Teaching Reading*, Teacher's Book page 21.

## A Listen and read.

- Students look at the pictures and talk about what they see.
- Play Class CD1 Track 62. Students listen and read with the CD.

CD1  
62

### Our Baseball Team

I'm Ted. This is a picture of my baseball team. I'm the one with short, black hair. I'm standing next to my friend James. He's the one with red hair and glasses. We played a baseball game on Saturday morning. It was fun! In the afternoon, we played a game on the computer. I wasn't very good at it, but James helped me.

- Play the track again. Students listen and read again.
- Students read the text on their own.

## B Read and answer.

- Students look back at Activity A and read the text again on their own.
- Read each question aloud with the class. Students can answer orally and then write their answers in a notebook. Encourage students to use complete sentences in their answers.
- Check the answers together.

### Answer Key

- Ted's hair is black.
- James has red hair and glasses.
- Ted played a baseball game on Saturday morning.
- In the afternoon, Ted played a game on the computer.

## C Listen and number.

- Play Class CD1 Track 63. Students listen and number the pictures.

CD1  
63

- He played volleyball last weekend.
- She has shoulder-length, wavy hair.
- It looks like grass.
- He has new sunglasses.

- She talked on the phone.
- He has short, black hair and brown eyes.

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

### Answer Key

- |              |              |              |
|--------------|--------------|--------------|
| 1. Picture 1 | 2. Picture 3 | 3. Picture 2 |
| 4. Picture 4 | 5. Picture 6 | 6. Picture 5 |

## Games and Activities

- Review **Categories** (Teacher's Book pages 22–25). Use categories from Units 3 and 4, such as Appearances, Accessories, Sports, or Activities.
- Review **Gaps** (Teacher's Book pages 22–25). Prepare different texts using Unit 3 and 4 grammar patterns and vocabulary. Leave several words blank in each sentence. Distribute copies of the texts to each student. Students complete the sentences and check their answers with a partner.
- Review **A New Song** Pairs can prepare a new version of the Unit 4, Lesson 2 song *What Did You Do on Monday?* They can change the words by putting in their own information. Pairs can prepare their songs for the class. Encourage students to use gestures.
- Reading **My Version** (Teacher's Book pages 22–25). Students rewrite the passage in Reading Bonus Activity A using their own information.

## Extra Practice

- Workbook pages 38–39. See Teacher's Book pages 100–111 for instructions and answer key.
- Midterm Test, Teacher's Book pages 140–143. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. 
- iTools
- Log in for  **Online Practice**

# Unit 5 A Day Out

## Lesson 1 Food and Drink

**5 A Day Out**  
Lesson 1 Food and Drink

**A Listen, point, and say.** 



noodles    curry    sushi    lemonade    grape juice    tea

**B Listen and find.** 



What did he eat for lunch? He ate noodles.  
What did she drink with lunch? She drank lemonade.

1						
2	<input checked="" type="checkbox"/>					
3	<input checked="" type="checkbox"/>					

What did he eat for lunch? He ate curry.

**C Listen and say. Then practice.** 

He ate noodles.    eat → ate  
She drank lemonade.    drink → drank



**D Listen, ask, and answer. Then practice.** 

What did he eat for lunch? He ate noodles.  
What did she drink with lunch? She drank lemonade.

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

What did he eat for lunch? He ate curry.

Student Book pages 40–41

### Objectives

- Asking and answering about what people ate

### Grammar

- Known irregular verbs with new foods  
*He/She ate noodles. He/She drank lemonade.*
- Verbs with prepositions *for* and *with*  
*What did he/she eat for lunch? He/She ate noodles. What did he/ she drink with lunch? He/She drank lemonade.*

### Vocabulary

Food: noodles, curry, sushi, lemonade, grape juice, tea

### Materials

Picture Cards 87–92; Class CD2 Tracks 02–05

### Student Book page 40

#### Warm up

1. Greet the class and ask several students: *What did you do last night?*
2. Sing **What Did You Do on Monday?** (Class CD1 Track 56.)
3. **Buzzers** (Teacher's Book pages 22–25). Review foods students know. Use pictures and Level 3 Picture Cards 5–20.

#### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 84–89 to introduce the food words.
2. Link the language. Show a picture card and ask a student: *Do you want (curry)?* Student answers: *Yes, I do./ No, I don't.*
3. Play Class CD2 Track 02. Students listen, point, and say along with the CD.

CD2  
02

- |             |                |          |
|-------------|----------------|----------|
| 1. noodles  | 2. curry       | 3. sushi |
| 4. lemonade | 5. grape juice | 6. tea   |

4. Students practice the new words on their own.

#### B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:  
Emma's family is at the mall. They're eating lunch. What does Emma's father have? He has curry and tea. What does Emma have? Emma has sushi and water. Look at Emma's mother. She has noodles and grape juice. What does Ann want? She wants lemonade.
2. Play Class CD2 Track 03. Students listen, find the items in the picture, and point to them.

CD2  
03

- |             |  |
|-------------|--|
| Emma:       | That looks good, Dad. What is it?            |
| Emma's dad: | It's curry. You can taste some.              |
| Emma:       | Thanks, Dad.                                 |
| Emma:       | What drink do you have?                      |
| Emma's dad: | I have tea. Be careful. It's very hot.       |
| Emma's mom: | These are big bowls of noodles!              |
| Ann:        | You forgot knives and forks, Mom.            |
| Emma's mom: | Don't worry. We eat noodles with chopsticks. |
| Emma's mom: | Look, Ann. They have lemonade!               |
| Ann:        | That's my favorite drink.                    |
| Emma's mom: | I know it is. Do you want some?              |
| Ann:        | Yes, please!                                 |
| Emma's mom: | I'd like some grape juice, please.           |
| Server:     | Here you are. Have a nice day.               |
| Emma's mom: | Thank you very much.                         |

Emma's dad: Do you like sushi, Emma?  
 Emma: I love sushi. It's my favorite food. I'm so hungry.  
 Emma's dad: Me, too. Let's eat!

3 Invite students to talk about other things they see.

**Student Book page 41**

### C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *He ate noodles. She drank lemonade.*
2. Introduce the irregular past tense verbs: *eat* → *ate*, *drink* → *drank*
3. Explain that irregular past tense verbs don't follow the *-ed* rule and have to be memorized.
4. Direct students' attention to the first grammar box and the verbs box on page 41.
5. Play Class CD2 Track 04. Students listen and say along with the CD.

CD2  
04

He ate noodles.  
 She ate noodles.  
 He drank lemonade.  
 She drank lemonade.  
 Eat, ate; drink, drank

1. He ate noodles.
2. She ate curry.
3. She ate sushi.
4. He drank lemonade.
5. She drank grape juice.
6. He drank tea.

6. Students practice the pattern on their own.

### D Listen, ask, and answer. Then practice.

1. Introduce the new pattern: *What did he eat for lunch? He ate noodles. What did she drink with lunch? She drank lemonade.*
2. Direct students' attention to the second grammar box on page 41. We use *for* to talk about the food we eat *for* lunch; the food *is* the lunch. We use *with* to talk about a drink we have *with* a meal.
3. Play Class CD2 Track 05. Students listen, ask, and answer along with the CD.

CD2  
05

What did he eat for lunch?  
 He ate noodles.  
 What did she eat for lunch?  
 She ate noodles.

What did he drink with lunch?  
 He drank lemonade.  
 What did she drink with lunch?  
 She drank lemonade.

1. What did she eat for lunch?  
 She ate noodles.  
 What did she drink with lunch?  
 She drank grape juice.
2. What did he eat for lunch?  
 He ate curry.  
 What did he drink with lunch?  
 He drank lemonade.
3. What did she eat for lunch?  
 She ate sushi.  
 What did she drink with lunch?  
 She drank tea.

4. Students practice the pattern in pairs.

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



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

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 41: *What did you eat for lunch yesterday?* Students create Everybody Up Expressions and practice them.
- **Down the Line** (Teacher's Book pages 22–25). Use Picture Cards 87–92. Students say: *He ate noodles.*
- **Buzzers** (Teacher's Book pages 22–25). Ask: *What did you eat for lunch yesterday?* or *What did you drink with lunch yesterday?* Players race to hit their buzzers and answer.
- **Class Survey** (Teacher's Book pages 22–25). Have groups of students find out what each other ate and drank for lunch yesterday. Collect the answers from the class by asking: *What did Tim eat for lunch yesterday?* Group members report, using the third person: *He ate (curry) for lunch yesterday.*

### Extra Practice

- Workbook pages 40–41. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 22
- iTools
- Log in for **Online Practice**

# Unit 5 A Day Out

## Lesson 2 Things to Do

Lesson 2 Things to Do

**A Listen, point, and say.**

go bowling take a picture see a parade have a picnic get a haircut buy clothes

**B Listen, ask, and answer. Then practice.**

What did he do yesterday? He went bowling.

What did she do yesterday? She went bowling.

go → went  
take → took  
see → saw  
have → had  
get → got  
buy → bought

**C Listen, ask, and answer. Then practice.**

When did he go bowling? He went bowling yesterday.

When did she go bowling? She went bowling yesterday.

1. yesterday 2. on Tuesday 3. on Saturday afternoon

4. last Monday 5. last week 6. last month

**D Listen and number.**

**E What about you? Ask and answer.**

What did you do last week? I had a picnic. What about you?

What did you do this morning?

Student Book pages 42–43

### Objectives

- What people did

### Grammar

- Questions with *what* and *when* + irregular verbs

*What did he/she do yesterday? He/She went bowling.*

*When did he/she go bowling? He/She went bowling yesterday.*

### Vocabulary

Things to do: go bowling, take a picture, see a parade, have a picnic, get a haircut, buy clothes

### Materials

Picture Cards 93–98; Class CD2 Tracks 06–09

### Student Book page 42

#### Warm up

1. Greet the class, then greet a few individual students saying, *Hello, (Tina). How are you today?*
2. Do a **Rhythm Circle** (Teacher's Book pages 22–25) to review the Unit 5, Lesson 1 grammar and vocabulary. You start: (*slap slap clap clap*) *I had curry for lunch yesterday.* S1 continues: (*slap slap clap clap*) *He had curry for lunch yesterday. I had noodles for lunch.* And so on.
3. Have students review the grammar from Unit 4, Lesson 2: *What did you do last weekend?*

#### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 93–98 to introduce the new activity phrases.
2. Link the language. Hold up Picture Cards 93–98 and ask questions about the new phrases using grammar and vocabulary students already know: *What do you use to go bowling? A ball, a bowling ball. What do you use to take a picture? A camera. What do you use to get a hair cut? Scissors.* And so on.
3. Play Class CD2 Track 06. Students listen, point, and say along with the CD.

CD2  
06

1. go bowling
2. take a picture
3. see a parade
4. have a picnic
5. get a haircut
6. buy clothes

4. Students practice the words on their own.

#### B Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What did he/she do yesterday? He/She went bowling.*
2. Introduce the irregular past tense verbs: *go → went, take → took, see → saw, have → had, get → got, buy → bought.* Explain that irregular past tense verbs don't follow the *-ed* rule and have to be memorized. Read the verbs and have students repeat.
3. Play Class CD2 Track 07. Students listen, ask, and answer along with the CD.

CD2  
07

What did he do yesterday?  
He went bowling.  
What did she do yesterday?  
She went bowling.

go, went; take, took; see, saw; have, had; get, got; buy, bought

1. What did he do yesterday?  
He went bowling.

2. What did she do yesterday?  
She took a picture.
3. What did she do yesterday?  
She saw a parade.
4. What did he do yesterday?  
He had a picnic.
5. What did he do yesterday?  
He got a haircut.
6. What did she do yesterday?  
She bought clothes.

4. Students practice the pattern in pairs.

Student Book page 43

### C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, page 20.

1. Introduce the new pattern: *When did he/she go bowling? He/She went bowling yesterday.*
2. Direct students' attention to the grammar box.
3. Play Class CD2 Track 08. Students listen, ask, and answer along with the CD.

CD2  
08

When did he go bowling?  
He went bowling yesterday.  
When did she go bowling?  
She went bowling yesterday.

1. When did he go bowling?  
He went bowling yesterday.
2. When did he take a picture?  
He took a picture on Tuesday.
3. When did he see a parade?  
He saw a parade on Saturday afternoon.
4. When did he have a picnic?  
He had a picnic last Monday.
5. When did she get a haircut?  
She got a haircut last week.
6. When did she buy clothes?  
She bought clothes last month.

4. Students practice the pattern in pairs.

### D Listen and number.



1. Explain that students will listen to the CD and write the number on the correct picture.
2. Play Class CD2 Track 09. Students listen and number the pictures.

CD2  
09

1. What did she do on Thursday?  
She got a haircut.
2. What did he do on Saturday afternoon?  
He went bowling.
3. What did she do last week?  
She had a picnic.
4. What did he do yesterday?  
He saw a parade.
5. What did she do on Tuesday?  
She took a picture.
6. What did she do last month?  
She bought clothes.

3. Check the answers together.

#### Answer Key

Top row: 3, 1, 2  
Bottom row: 4, 6, 5

### E What about you? Ask and answer.



Student pairs practice the language pattern in the speech bubbles.

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 43: *What did you do this morning?* Students create Everybody Up Expressions and practice them
- **Buzzers** (Teacher's Book pages 22–25). Say a present tense form of a verb: *take*. Students compete to say the past tense form, *took*, and, for a bonus, use it in a sentence: *I took a picture yesterday.*
- **Find Your Partner** (Teacher's Book pages 22–25). Divide the class in half. Give half of the students each a verb word card: *go, take, see, have, get, buy*. Give the other half the nouns cards: *bowling, a picture, a parade, a picnic, a haircut, clothes*. Students find the person with the other half of their phrase and then create a past tense sentence together.
- **Station Stop** (Teacher's Book pages 22–25). Practice the target language by giving the student a time prompt: *last Monday*. The student uses it in a sentence: *I had a haircut last Monday.*

### Extra Practice

- Workbook pages 42–43. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 23
- iTools
- Log in for **Online Practice**

# Unit 5 A Day Out

## Lesson 3 Reading

Lesson 3 Reading

**A Talk about the story. Then listen and read.**

**The Missing Backpack**

What happened?  
I lost my backpack.  
I can help you. Let's look for it together.

I know. Let's look at our cameras.

First, they bought clothes. Then, they got haircuts.

Emma and Ann run to the french fry stand.

Here you are!

Look! There it is! It's at the french fry stand.

Next, we bought some french fries.

Thank you. That was lucky!

Be helpful.

**B Read and circle.**

- Emma and Ann were at the zoo. True False
- Ann lost her backpack. True False
- They used a camera to find the backpack. True False
- They ate ice cream. True False

**C Sing.**

What Happened?

What happened?  
I lost my backpack!  
What happened?  
I lost my backpack!  
I looked over there. And over there. But I can't find it anywhere.  
I looked over there. And over there. But I can't find my backpack!

**D Listen and say. Then act.**

What happened?  
I lost my backpack.  
Let's look for it together.

I took pictures last weekend.  
What did you do?  
camera

backpack

coat

Student Book pages 44–45

### Objectives

- Building reading and listening skills

### Conversation

- Helping someone find something

*What happened?*

*I lost my backpack.*

*Let's look for it together.*

### Value

Be helpful.

### Materials

Picture Cards 87–92, 93–98; Class CD2 Tracks 10–12

### Student Book page 44

#### Warm up

1. Greet the class and start a chain. Turn to S1 and say: *I'm (Ms. Smith), and I went bowling last night. How about you?* S1 turns to S2 and says: *I'm (Helen), and I bought clothes. How about you?*
2. Review the irregular verbs from Unit 5, Lessons 1 and 2. Hold up Picture Cards 87–92 and 93–98 one by one, eliciting the verbs and their past tense forms.
3. Review the value *Be prepared* and the conversation language from Unit 4, Lesson 3: *I can't find my costume. Don't worry. You can borrow mine.*

### A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 10. Students listen and read along with the CD.

CD2  
10

#### The Missing Backpack

Emma: What happened?

Ann: I lost my backpack.

Emma: I can help you. Let's look for it together.

Emma: I know. Let's look at our cameras.

First, they bought clothes.

Then, they got haircuts.

Ann: Next we bought some french fries.

Emma: Look! There it is! It's at the french fry stand.

Emma and Ann run to the french fry stand.

Man: Here you are!

Ann: Thank you. That was lucky!

3. Read the story aloud with the students. Then direct students' attention to the value *Be helpful* and play the track again. Students listen and read along.

Student Book page 45

### B Read and circle.

1. Explain that students will read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.

- Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
- Check the answers together.

### Answer Key

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

## C Sing

See *Teaching Songs*, Teacher's Book page 20.

- Read the song lyrics with the students.
- Play Class CD2 Track 11. Students listen and sing along with the CD.

CD2  
11

### What Happened?

What happened? What happened?

I lost my backpack! I lost my backpack!

What happened? What happened?

I lost my backpack! I lost my backpack!

I looked over there. And over there. But I can't find it anywhere. I looked over there. And over there.

But I can't find my backpack!

What happened? What happened?

I lost my camera! I lost my camera!

What happened? What happened?

I lost my camera! I lost my camera!

I looked over there. And over there. But I can't find it anywhere. I looked over there. And over there. But I can't find my camera!

What happened? What happened?

I lost my coat! I lost my coat!

What happened? What happened?

I lost my coat! I lost my coat!

I looked over there. And over there. But I can't find it anywhere. I looked over there. And over there. But I can't find my coat.

- Students sing, gesturing with the lyrics.

## D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

- Play Class CD2 Track 12. Students listen and say along with the CD, in pairs.

CD2  
12

What happened?

I lost my backpack.

Let's look for it together.

- What happened?

I lost my backpack.

Let's look for it together.

- What happened?

I lost my camera.

Let's look for it together.

- What happened?

I lost my coat.

Let's look for it together.

- Students rehearse and act out the conversations, using facial expressions and gestures related to the situations in the three pictures.

## Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 45: *I took pictures last weekend. What did you do?* Students create Everybody Up Expressions and practice them.
- Order the Text** (Teacher's Book pages 22–25). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- A New Story** (Teacher's Book pages 22–25). Using their strips from **Order the Text** above, pairs create a new story. Students replace the lost item, the three past tense activities, and the location. Pairs read or act out their stories for the class.
- Binoculars** (Teacher's Book pages 22–25). Put picture cards or realia items around the room. Pair up students. S1 silently chooses one of the pictures or realia items visible in the classroom to have been "lost." S1 says: *Oh no! I lost my music player.* S2 says: *Let's look for it together,* and uses his or her hands like binoculars to find it. S2 says: *Look there it is! It's on the teacher's desk.*

## Extra Practice

- Workbook pages 44–45. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 24
- Unit 5, Lesson 3 Worksheet, Teacher's Book page 122. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for  **Online Practice**

# Unit 5 A Day Out

## Lesson 4 Dinosaurs

Lesson 4 Dinosaurs

**A Listen, point, and say.**

feather tail claw wing

**B Listen and say. Then listen and read.**

Some dinosaurs had feathers.

**C Read and circle.**

- The Microraptor looked like a fish. True False
- The Diplodocus was a big dinosaur. True False
- The Pterodactyl had wings. True False
- The Tyrannosaurus Rex used its wings to fly. True False

**D Listen. Fill in the chart.**

	Feathers	Tail	Wings	Claws
1. Quetzalcoatlus				
2. Brontosaurus				
3. Triceratops				
4. Velociraptor				

**E Look at . Point and say.**

This dinosaur had a tail and wings.

Do you have a pet?  
Does it have claws?

Dinosaurs lived millions of years ago. Some dinosaurs ate plants and some ate animals. They were all very different. What did they look like?

- Microraptor**  
Some dinosaurs had feathers. They lived in trees and looked like birds.
- Diplodocus**  
Some dinosaurs had tails. These were some of the biggest dinosaurs. Their tails were 14 meters long.
- Tyrannosaurus Rex**  
Some dinosaurs had claws. This dinosaur was six meters tall. Its claws were 25 centimeters long.
- Pterodactyl**  
Some dinosaurs had wings. They used their wings to fly. Their wings were two meters long.

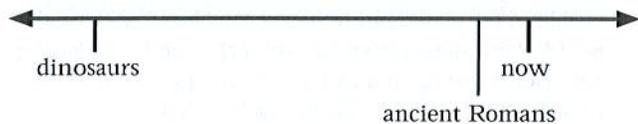
Student Book pages 46–47

Student Book page 46

### School Subject Connection: Science



Lesson 4 is a cross-curricular lesson with a connection to science. Elicit information from the class to see what students know about dinosaurs, including when and where they lived. Have students name and describe as many dinosaurs as they can. Explain that dinosaurs lived millions of years ago. Draw a timeline on the board, marking *now/your year*. Remind students of the *ancient Romans* from Unit 4. Have the timeline go very far back to the *dinosaurs* millions of years ago.



You may wish to have students research and bring in a picture and a fact about their favorite dinosaur.

#### Warm up

- Greet the class. Review Lesson 5 Unit 2 grammar, asking: *What did you do last night/last weekend?*
- Review past tense irregular verbs. Play **Card Grab** (Teacher's Book pages 22–25). Put out the present tense irregular verb cards: *eat, drink, go, take, see, have, get, buy*. Say the past tense irregular form: *had*. A student grabs the correct present tense card: *have*.

- Review the Unit 3, Lesson 1 descriptions: *What does (Sally) look like? She has long, black hair*. Use pictures of animals: *What does the cat look like? It's black and has green eyes*.

#### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Use Picture Cards 99–102 to introduce the nouns.
- Link the language. Hold up a picture of a (cat): *This is a cat. It has a tail*. Then hold up a picture of a bird: *This is a bird. It has feathers*. Continue with pictures of familiar animals and pets.
- Play Class CD2 Track 13. Students listen, point, and say along with the CD.

CD2  
13

- |            |         |
|------------|---------|
| 1. feather | 2. tail |
| 3. claw    | 4. wing |

- Students practice saying the new words.

#### B Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

- Introduce the new pattern: *Some dinosaurs had feathers*.
- Direct students' attention to the grammar box on page 46.
- Play Class CD2 Track 14. Students listen and say along with the CD.

CD2  
14**Some dinosaurs had feathers.**

Dinosaurs lived millions of years ago. Some dinosaurs ate plants and some ate animals. They were all very different. What did they look like?

- 1. Microraptor**  
Some dinosaurs had feathers. They lived in trees and looked like birds.
- 2. Diplodocus**  
Some dinosaurs had tails. These were some of the biggest dinosaurs. Their tails were 14 meters long.
- 3. Tyrannosaurus Rex**  
Some dinosaurs had claws. This dinosaur was 6 meters tall. Its claws were 25 centimeters long.
- 4. Pterodactyl**  
Some dinosaurs had wings. They used their wings to fly. Their wings were 2 meters long.

4. Play the track again. Students listen and read along.

Student Book page 47

**C Read and circle.**

1. Explain that students will read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.
2. Read each question aloud with the class. Students can answer orally and then circle the answers in their notebooks, or do the activity on their own.
3. Check the answers together.

**Answer Key**

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

**D Listen. Fill in the chart.**

1. Students look at the picture and talk about what they see.
2. Direct students' attention to chart.
3. Play Class CD2 Track 15. Students check the correct boxes in the chart along with the CD.

CD2  
15

- 1. Quetzalcoatlus**  
This dinosaur was like a big bird. It had wings.
- 2. Brontosaurus**  
This dinosaur was very big and had a very long tail.
- 3. Triceratops**  
This dinosaur was big. It was 9 meters long. It had claws. Scientists think it was gray.
- 4. Velociraptor**  
This dinosaur looked like a bird. It had small feathers.

4. Check the answers together.

**Answer Key**

Quetzalcoatlus: wings  
Brontosaurus: tail  
Triceratops: claws  
Velociraptor: feathers, wings

**E Look at D. Point and say.**

In pairs, students look at the completed chart in Activity D and practice the language pattern in the speech bubble.

**Games and Activities**

- **Everybody Up!** Direct students' attention to the *Everybody Up Friend* on page 47: *Do you have a pet? Does it have claws?* Students create *Everybody Up Expressions* and practice them.
- **Card Grab** (Teacher's Book pages 22–25). Distribute four blank cards and art supplies to each student. Have students make picture cards for *feather*, *tail*, *claw*, and *wing*. Name an item (*T. Rex*). Students race to hold up the card they think best describes a (*T. Rex*). If there is a tie, ask a challenge question using the Lesson 4 grammar pattern (or present tense if the animal is current).
- **Categories** (Teacher's Book pages 22–25). Divide the class into four groups. Draw a 4-column chart for the new words: *feather*, *tail*, *claw*, and *wing*. Groups try to come up with as many animals as they can, current and past, for each category. Check the answers with the class.
- **You: Past and Present** Give students blank cards and drawing supplies. Students draw a picture of themselves when they were younger or something they had, like a pet or a bicycle. Students tell a partner about their picture.

**Extra Practice**

- Workbook pages 46–47. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 25
- Unit 5, Lesson 4 Worksheet, Teacher's Book page 123. See Teacher's Book pages 112–113 for instructions.
- Unit 5 Test, Teacher's Book pages 144–145. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

# Unit 6 Being Creative

## Lesson 1 The Arts

**6 Being Creative**  
Lesson 1 The Arts

**A Listen, point, and say.**

1. sing songs    2. make movies    3. write stories    4. design clothes    5. paint pictures    6. make models

**B Listen and find.**

Does he/she like to sing songs in his/her free time?  
Yes, he/she does. No, he/she doesn't. He/She likes to make movies.    doesn't = does not

1.    2.    3.    4.    5.    6.

**C Listen, ask, and answer. Then practice.**

What does he/she like to do in his/her free time?  
He/She likes to sing songs.

**D Listen, ask, and answer. Then practice.**

Does he/she like to sing songs in his/her free time?  
Yes, he/she does. No, he/she doesn't. He/She likes to make movies.

1.    2.    3.    4.    5.    6.

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

What does Mike like to do in his free time?  
He likes to make models.

1. I like to make movies. Do you?

Student Book pages 48–49

### Objectives

- What people like to do in their free time

### Grammar

- Simple present questions with *like* and infinitive *to*

*What does he/she like to do in his free time? He/She likes to sing songs.*

*Does he/she like to sing songs in his/her free time? Yes, he/she does. No, he/she doesn't. He/She likes to make movies.*

### Vocabulary

sing songs, make movies, write stories, design clothes, paint pictures, make models

### Materials

Picture Cards 103–108 and 76–81; Class CD2 Tracks 16–19

### Student Book page 48

#### Warm up

1. Greet the class. Review the Everybody Up Expression from Unit 5, lesson 3: *I took pictures last weekend. What did you do?*
2. **Class Survey** (Teacher's Book pages 22–25). Using the results of the greeting activity, have students report what their classmates did during the weekend.
3. Review verb phrases from Unit 4, Lesson 2.

#### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 103–108 to introduce the new verb phrases.
2. Link the language. Take the nouns from the phrases: *songs, movies, stories, clothes, pictures, models* and have pairs use them in new sentences with familiar verbs: *I heard a song. I saw a movie, etc.*
3. Play Class CD2 Track 16. Students listen, point, and say along with the CD.

CD2  
16

- |                   |                   |
|-------------------|-------------------|
| 1. sing songs     | 2. make movies    |
| 3. write stories  | 4. design clothes |
| 5. paint pictures | 6. make models    |

4. Give each student six blank cards and art supplies. Students make picture cards for the new vocabulary.

#### B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:  
Everyone likes the arts. What do they like doing? Mike is making a model. Danny is making a movie. Leo is writing a story. Julie is painting a picture. Emma is designing clothes. Ann is singing a song.
2. Play Class CD2 Track 17. Students listen, find the items in the picture, and point to them.

CD2  
17

- Mike: What's that, Danny?  
Danny: It's a camera. I'm making a movie.  
Mike: Do you know how to do that?  
Danny: I'm not very good at it, but I'm learning. What are you doing?  
Mike: I'm making a model car. I'm almost finished.  
Danny: Hey Mike, let's use the model car in my movie.  
Mike: Great idea!  
Julie: What are you doing, Leo?  
Leo: I'm writing a story about an animal. It's about a hippopotamus  
Julie: Oh! Can I paint a picture for your story?  
Leo: Are you good at painting?  
Julie: Yes. I'm good at painting pictures. I can paint a big, gray hippopotamus.  
Leo: Then we can glue the picture next to the story.  
Julie: Yeah!  
Ann: Emma, I'm bored.

- Emma: I need some more time to design your dress, Ann. I know you like singing songs. Please sing a song for me.
- Ann: OK. (la la la)
- Emma: The dress looks very nice on you! Keep singing, Ann. You're good at it.
- Ann: Really? I'm happy you're good at designing clothes. Thank you!

3. Invite students to talk about what else they see.

Student Book page 49

### C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What does he/she like to do in his/her free time? He/She likes to sing songs.*
2. Direct students' attention to the first grammar box. Point out the word *to* before the plain form of the verb: *to do, to sing*, etc.
3. Play Class CD2 Track 18. Students listen, ask, and answer along with the CD.

CD2  
18

What does he like to do in his free time?

He likes to sing songs.

What does she like to do in her free time?

She likes to sing songs.

1. What does she like to do in her free time?  
She likes to sing songs.
2. What does she like to do in her free time?  
She likes to make movies.
3. What does he like to do in his free time?  
He likes to write stories.
4. What does she like to do in her free time?  
She likes to design clothes.
5. What does he like to do in his free time?  
He likes to paint pictures.
6. What does he like to do in his free time?  
He likes to make models.

4. Students practice the pattern in pairs.

### D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *Does he/she like to sing songs in his/her free time? Yes, he/she does. No, he/she doesn't. He/She likes to make movies.*
2. Direct students to the second grammar box.
3. Direct students to the contraction box: *doesn't = does not*.
4. Play Class CD2 Track 19. Students listen, ask, and answer along with the CD.

CD2  
19

Does he like to sing songs in his free time?

Yes, he does.

Does he like to sing songs in his free time?

No, he doesn't. He likes to make movies.

Does she like to sing songs in her free time?

Yes, she does.

Does she like to sing songs in her free time?

No, she doesn't. She likes to make movies.

doesn't, does not

1. Does she like to sing songs in her free time?  
Yes, she does.
2. Does he like to sing songs in his free time?  
No, he doesn't. He likes to make models.
3. Does he like to paint pictures in his free time?  
Yes, he does.
4. Does she like to design clothes in her free time?  
Yes, she does.
5. Does he like to make model cars in his free time?  
No, he doesn't. He likes to make movies.
6. Does she like to make movies in her free time?  
No, she doesn't. She likes to write stories.

5. Students practice the pattern in pairs.

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



Pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles.

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 49: *I like to make movies. Do you?* Students create Everybody Up Expressions and practice them.
- **Beanbag Toss** (Teacher's Book pages 22–25). Play in small groups using student-made picture cards from Activity A. S1 asks: *Does he like to sing songs in his free time?* and tosses the bean bag, aiming to land on the *sing songs* card. If the toss is accurate, S1 answers: *Yes, he does*. If the toss lands on a different card (e.g., *make movies*), S1 answers: *No, he doesn't. He likes to (make movies)*.
- **Class Survey** (Teacher's Book pages 22–25). Groups practice by asking about each other's interests. Groups report the results in the third person.

### Extra Practice

- Workbook pages 48–49. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 26
- iTools
- Log in for  **Online Practice**

# Unit 6 Being Creative

## Lesson 2 Making Things

Lesson 2 Making Things

**A Listen, point, and say.** 25

1. cook dinner   2. bake cookies   3. make jewelry   4. make a card   5. knit a scarf   6. play music

**B Listen and say. Then practice.** 26

He	cooked dinner for	him	he → him	cook → cooked
She	cooked dinner for	her	she → her	bake → baked
		them	they → them	make → made
				knit → knitted
				play → played

1.   2.   3.   4.   5.   6. 27

**C Listen, ask, and answer. Then practice.** 28

What did	he	cook for	him?	He	cooked dinner for	him.
	she		her?	She		her.
			them?			them.

1.   2.   3. 28

**D Sing.** 28

What Did She Knit for Him?

What did she knit for him? She knitted a scarf for him.	What did he cook for her? He cooked dinner for her.
What did they bake for him? They baked cookies for him.	What did they make for her? They made jewelry for her.
And what did he make for them? He made a card for them.	And what did she play for them? She played music for them.

**E What about? Ask and answer.** 28

What did you do for your mother?  
I made a card for her.

What did you do for your family last weekend?

Student Book pages 50–51

**Objectives**

- Doing things for people

**Grammar**

- Preposition *for* + object pronouns

*He/She cooked dinner for him/her/them.*

- Questions with *what* + object pronouns

*What did he/she cook for him/her/them?*

*He/She cooked dinner for him/her/them.*

**Vocabulary**

Making things: cook dinner, bake cookies, make jewelry, make a card, knit a scarf, play music

**Materials**

Picture Cards 109–114; Class CD2  
Tracks 20–23

## Student Book page 50

**Warm up**

1. Greet the class. Ask: *What did you do last night?* The student replies: *I (watched TV) last night.*
2. Elicit the Everybody Up Expression from Unit 6, Lesson 1: *I like to make movies. Do you?*
3. Review Unit 6, Lesson 1 grammar and vocabulary. If the students know each other well, play **Two Truths and a Lie** (Teacher's Book pages 22–25). Or play **What's Missing** (Teacher's Book pages 22–25).

**A Listen, point, and say.**

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 109–114 to introduce the phrases.
2. Link the language. Hold up Picture Cards 109–114. For each card, elicit a full sentence.
3. Play Class CD2 Track 20. Students listen, point, and say along with the CD.

CD2  
20

- |                 |                 |
|-----------------|-----------------|
| 1. cook dinner  | 2. bake cookies |
| 3. make jewelry | 4. make a card  |
| 5. knit a scarf | 6. play music   |

4. Students practice the verb phrases on their own.

**B Listen and say. Then practice.**

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *He cooked dinner for him/her/them. She cooked dinner for him/her/them.*
2. Introduce the object pronouns: *he → him, she → her, they → them.*
3. Introduce the past tense verbs: *cook → cooked, bake → baked, make → made, knit → knitted, play → played.*
4. Direct students' attention to the grammar, object pronoun, and verb boxes on page 50. Point out that object pronouns are used in place of the person's name, when the person comes after a *verb + for*.
5. Play Class CD2 Track 21. Students listen and say along with the CD.

CD2  
21

He cooked dinner for him. He cooked dinner for her.  
He cooked dinner for them. She cooked dinner for him.  
She cooked dinner for her. She cooked dinner for them.  
he, him; she, her; they, them/cook, cooked; bake, baked;  
make, made; knit, knitted; play, played

1. She cooked dinner for him.
2. He baked cookies for her.
3. She made jewelry for them.
4. He made a card for him.
5. She knitted a scarf for her.
6. He played music for them.

- Students practice the pattern on their own.
- Pantomime making a card (fold paper, write on it), and hand it to a male student. Say: *I made a card for...* Elicit the object pronoun *him*. Practice for *him/her*, and with groups, *for them*.

Student Book page 51

### C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

- Introduce the new pattern: *What did he/she cook for him/her/them? He/She cooked dinner for him/her/them.*
- Direct students' attention to the grammar box.
- Play Class CD2 Track 22. Students listen, ask, and answer along with the CD.

22) What did he cook for him? He cooked dinner for him.  
What did he cook for her? He cooked dinner for her.  
What did he cook for them? He cooked dinner for them.  
What did she cook for him? She cooked dinner for him.  
What did she cook for her? She cooked dinner for her.  
What did she cook for them? She cooked dinner for them.

- What did he cook for him?  
He cooked dinner for him.  
What did she make for him?  
She made a card for him.
- What did she knit for her?  
She knitted a scarf for her.  
What did she make for her?  
She made jewelry for her.
- What did he play for them?  
He played music for them.  
What did she bake for them?  
She baked cookies for them.

- Students practice the pattern in pairs.

### D Sing



See *Teaching Songs*, Teacher's Book page 20.

- Read the song lyrics with the students.
- Play Class CD2 Track 23. Students sing along with the CD.

23) **What Did She Knit for Him?**  
What did she knit for him?  
She knitted a scarf for him.  
What did they bake for him?  
They baked cookies for him.  
And what did he make for them?  
He made a card for them.  
What did he cook for her?  
He cooked dinner for her.  
What did they make for her?  
They made jewelry for her.

And what did she play for them?

She played music for them.

What did she knit for him?

She knitted a scarf for him.

What did they bake for him?

They baked cookies for him.

And what did he make for them?

He made a card for them.

What did he cook for her?

He cooked dinner for her.

What did they make for her?

They made jewelry for her.

And what did she play for them?

She played music for them.

- Students sing the song again, miming each activity.

### E What about you? Ask and answer.



Student pairs ask each other about their activities, using the language pattern in the speech bubbles.

#### Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 51: *What did you do for your family last weekend?* Students create Everybody Up Expressions and practice them.
- Telephone** (Teacher's Book pages 22–25). Play this using Lesson 2 grammar patterns and vocabulary.
- Rollers** (Teacher's Book pages 22–25). Students stand. S1 (*he*) hands a Picture Card to S2 (*him or her*, or S2 and S3 for *them*). The next student in line, S4, says the target language: (*He*) (*baked cookies*) for (*them*). Then S4 rolls the ball to another group and passes the card on. Once students have spoken correctly they can sit down.
- Have students make a card for their family. In it, they make a "coupon" for something they will do for their family, such as bake cookies. Alternatively, students can make cards for each other in class.

#### Extra Practice

- Workbook pages 50–51. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Tracks 27–28
- iTools
- Log in for **Online Practice**

# Unit 6 Being Creative

## Lesson 3 Reading

Lesson 3 Reading

**A Talk about the story. Then listen and read.**

**Good Neighbors**

Mrs. Brown broke her leg last week.

Hi, Mrs. Brown!

Let's help her.

How can we help you?

Sure. No problem.

Could you carry these bags for me?

The boys help Mrs. Brown all day. They walk her dog, they sweep for her, and they take out the garbage.

Whoa, Max! Come back here.

This is heavy!

Later that afternoon...

I baked these cookies for you.

Wow!

Be helpful.

Thanka, Mrs. Brown!

**B Read and circle.**

- Mrs. Brown is sick. True False
- Danny took out Mrs. Brown's garbage. True False
- Mike washed Mrs. Brown's car. True False
- Mrs. Brown made dinner for the boys. True False

**C Sing.**

**Could You Help Me?**

Could you carry these bags for me? Sure!

Could you carry these bags for me? No problem!

Could you carry these bags? Could you carry these bags?

Could you carry these bags for me?

OK!

open the door close the door

**D Listen and say. Then act.**

Could you carry these bags for me? Sure. No problem.

open the door

Who could you help?

carry these bags pick that up

Student Book pages 52–53

### Objectives

- Building reading and listening skills

### Conversation

- Being kind to someone in need of assistance

*Could you carry these bags for me?*

*Sure. No Problem.*

### Value

Be helpful.

### Materials

Class CD2 Tracks 24–26

### Student Book page 52

#### Warm up

- Greet the class and ask several students: *What did you do last night?* Then have students greet each other with the question.
- Elicit the Everybody Up Expression from page 51: *What did you do for your family last night?* If students took home cards with a "coupon" to do something (Unit 6, Lesson 2 Games and Activities), ask them about it. *What did they do? What did their family say? Did they like it?*
- Sing *What Did She Knit for Him?* (Class CD2 Track 23).

Mrs. Brown: Could you carry these bags for me?

Danny: Sure. No problem.

The boys help Mrs. Brown all day. They walk her dog, they sweep for her, and they take out the garbage.

Danny: This is heavy!

Mike: Whoa, Max! Come back here.

Later that afternoon...

Mrs. Brown: I baked these cookies for you.

Mike: Thanks, Mrs. Brown!

Danny: Wow!

- Read the story aloud with the students. Then direct students' attention to the value *Be helpful* and play the track again. Students listen and read along.

### Student Book page 53

#### B Read and circle.

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

#### A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

- Students look at the pictures and talk about what they see.
- Play Class CD2 Track 24. Students listen and read along with the CD.

CD2  
24

#### Good Neighbors

Mrs. Brown broke her leg last week.

Mike: Hi, Mrs. Brown!

Danny: Let's help her.

Danny: How can we help you?

**Answer Key**

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

**C Sing.**

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play CD2 Track 25. Students listen and sing along with the CD.

CD2  
25**Could You Help Me?**

Could you carry these bags for me?

Sure!

Could you carry these bags for me?

No problem!

Could you carry these bags? Could you carry these bags?

Could you carry these bags for me?

OK!

Could you open the door for me?

Sure!

Could you open the door for me?

No problem!

Could you open the door? Could you open the door?

Could you open the door for me?

OK!

Could you close the door for me?

Sure!

Could you close the door for me?

No problem!

Could you close the door? Could you close the door?

Could you close the door for me?

Okay!

3. Students sing the song again, using facial expressions and gestures.

**D Listen and say. Then act.**

See *Teaching Conversations*, Teacher's Book page 21.

1. Play Class CD2 Track 26. Students listen and say with the CD.

CD2  
26

Could you carry these bags for me?

Sure. No problem.

1. Could you carry these bags for me?

Sure. No problem.

2. Could you open the door for me?

Sure. No problem.

3. Could you pick that up for me?

Sure. No problem.

2. Students rehearse and act out the conversations, using facial expressions and gestures related to the situations in the three pictures.

**Games and Activities**

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 53: *Who could you help?* Students create their Everybody Up Expressions and practice them with their classmates.
- **Order the Text** (Teacher's Book pages 22–25). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **Brainstorm** (Teacher's Book pages 22–25) In small groups, have students brainstorm who they can help: friends, family, people and places in their town. Have them list as many things as possible. Groups can draw a picture to illustrate one of their ideas and the value *Be helpful*. Display the pictures in the classroom.
- **A New Story - Acting** (Teacher's Book pages 22–25). Student pairs create a new story, with a new person to help, and new activities. Then they act their story out for the class.

**Extra Practice**

- Workbook pages 52–53. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 29
- Unit 6, Lesson 3 Worksheet, Teacher's Book page 124. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for  **Online Practice**

# Unit 6 Being Creative

## Lesson 4 Types of Art

Lesson 4 Types of Art

**A Listen, point, and say.** 27

painting photograph mosaic sculpture

**B Listen and say. Then listen and read.** 28

This is a painting of a bedroom.

Thousands of people visit art museums every day. There are art museums around the world with many different types of art.

1. This is a painting of a bedroom with chairs, a table, and a bed. What colors did the artist use?

2. This is a photograph of a boy. His clothing has many colors. How many colors can you see?

3. This is a mosaic. There are many colors and shapes. Together, the different parts make a beautiful picture.

4. This is a metal sculpture of a girl from a story called *Alice in Wonderland*. There is a rabbit in the sculpture, too.

**C Read and circle.**

1. The photograph shows a bedroom. True False

2. The sculpture shows a girl and a rabbit. True False

3. The painting shows a girl. True False

4. The mosaic has many colors. True False

**D Listen and number.** 28

I like paintings. What about you?

**E Look at D. Point and say.** 29

This is a photograph of a lake.

It's a black and white photograph.

Student Book pages 54–55

### Objectives

- Describing different kinds of art

### Grammar

- Simple present statements
- Preposition *of* for subject matter  
*This is a painting of a bedroom.*

### Vocabulary

Art: painting, photograph, mosaic, sculpture

### Materials

Picture Cards 115–118; Class CD2  
Tracks 27–29

Student Book page 54

## School Subject Connection: Art



Lesson 4 is a cross-curricular lesson with a connection to art. In this lesson, students will read about different styles and works of art. Bring to class a variety of photographs of art: paintings, photographs, sculpture, and mosaics. Talk about famous works of art that students may know or any public art that may be in your city or town. If any of your students have been to art museums, ask them to describe what they saw. Students might also talk about the kinds of art they like to make.

### Warm up

1. Greet the class. Then have students greet their classmates and hold short conversations about what they did last night.
2. Review the Unit 6, Lesson 3 conversation language: *How can we help you? Could you carry these bags for me? Sure. No problem.* Encourage students to look for opportunities to practice this language pattern in class today.
3. Use realia to review colors and school supplies.

### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 115–118 to introduce the new nouns. Continue until students can produce the words on their own.
2. Play Class CD2 Track 27. Students listen, point, and say

along with the CD.

CD2  
27

- |             |               |
|-------------|---------------|
| 1. painting | 2. photograph |
| 3. mosaic   | 4. sculpture  |

3. Students practice the new words on their own, using their books.

### B Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *This is a painting of a bedroom.*
2. Direct students' attention to the grammar box on page 54.
3. Play Class CD2 Track 28. Students listen and say along with the CD.

CD2  
28

This is a painting of a bedroom.

Thousands of people visit art museums every day. There are art museums around the world with many different types of art.

1. This is a painting of a bedroom with chairs, a table, and a bed. What colors did the artist use?
2. This is a photograph of a boy. His clothing has many colors. How many colors can you see?
3. This is a mosaic. There are many colors and shapes. Together, the different parts make a beautiful picture.

4. This is a metal sculpture of a girl from a story called *Alice in Wonderland*. There is a rabbit in the sculpture, too.

- Play the track again. Students listen and read along.
- Divide the class into four groups. Each group reads one of the passages aloud.
- Students read the text on their own.

Student Book page 55

### C Read and circle.



- Explain that students will read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.
- Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity B as a reference.
- Check the answers together.

#### Answer Key

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

### D Listen and number.

- Explain that students will listen to a passage and then write numbers under the pictures.
- Play Class CD2 Track 29. Students listen.

CD2  
29

- This is a big, red sculpture. How much do you think it weighs? Can you see the little boy?
- This is a black and white photograph of a lake. There are hills and trees in the photograph, too.
- This is a mosaic with many different colors. What colors can you see?
- This is a painting of a girl in a yellow dress. She is reading a book.

- Check the answers together.

#### Answer Key

- |      |
|------|
| 2, 1 |
| 4, 3 |

### E Look at D. Point and say.



Student pairs use the pictures in Activity D to practice the language pattern in the speech bubbles: *This is a photograph of a lake. It's a black and white photograph.*

### Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 55: *I like paintings. What about you?* Students create Everybody Up Expressions and practice them with their classmates.
- What's Missing** (Teacher's Book pages 22–25). Use Picture Cards 115–118 and include extra pictures of art works. Students guess the missing picture by describing it.
- Down the Line** (Teacher's Book pages 22–25). Use Picture Cards 115–118 and any realia of art that contains images students know how to say: For example, paintings of people and simple interiors/exteriors, sculptures of animals or people, even simple paintings of colors or mosaic designs of animals, etc. Students go down the line and say what type of art it is and what it is an image of: *It's a mosaic of a white dog.*
- Listen and Draw** (Teacher's Book pages 22–25). Prepare several short passages modeled on those in Activity B. Read them aloud. Students listen and draw what they hear and then check their work by comparing their drawings.
- Give students art supplies. Students create a work of art and tell the class what it is and how they made it. *This sculpture is of a dinosaur. It's made from clay. It's green.* Students can circulate and look at each other's art as they would at an art show.

### Extra Practice

- Workbook pages 54–55. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 30
- Unit 6, Lesson 4 Worksheet, Teacher's Book page 125. See Teacher's Book pages 112–113 for instructions.
- Unit 6 Test, Teacher's Book pages 146–147. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

# Review 3

## Review 3

**A I can say these words.**

**B I can talk about these topics.**

**C I can talk with you.**

## Reading Bonus

**A Listen and read.**

**B Read and answer.**

- What does Sam like doing?
- What did Sam make yesterday?
- Who took the picture of Sam?
- Why did Sam make the model?

**C Listen and number.**

Student Book pages 56–57

## Review Language

- Units 5 and 6 grammar and vocabulary

## Reading

- Building reading and listening skills

## Materials

- Picture Cards 87–118; Class CD2
- Tracks 30–31

## Student Book page 56

### Warm up

- Greet the class. Then elicit the Everybody Up expression from Unit 6, Lesson 4: *I like painting. What about you?*
- Review Unit 6 vocabulary and grammar.
- Review Unit 5 vocabulary by holding up Picture Cards 87–102.
- Sing *Could You Help Me?* (Class CD2 Track 25).

- Food and Drink: *What did he eat for lunch? He ate noodles for lunch. What did he drink with lunch? He drank water.*
- Things to Do: *What did she do yesterday? She had a picnic. What did he do yesterday? He saw a parade.*
- Dinosaurs: *Some dinosaurs had wings/claws/a tail.*
- The Arts: *What does he like to do in his free time? He likes to make models. What does she like to do in her free time? She likes to take pictures.*
- Making Things: *What did he do for her? He cooked eggs for her. What did she do for him? She played guitar for him.*
- Types of Art: *The painting is of fruit. The photograph is of water and a bridge.*

### A I can say these words.

See *Teaching Reviews*, Teacher's Book page 21.

- Lead the class to say each word together.

- |                   |                   |
|-------------------|-------------------|
| 1. lemonade       | 2. sculpture      |
| 3. feather        | 4. make cookies   |
| 5. take pictures  | 6. make models    |
| 7. wing           | 8. mosaic         |
| 9. curry          | 10. knit a scarf  |
| 11. get a haircut | 12. write stories |

- Students practice saying the words on their own.

### B I can talk about these topics.

At minimum, students should use the following language for each topic:

80 Review 3

### C I can talk with you.

- Students look at each picture, read the words in the speech bubble, and fill in the empty speech bubble.
- Model each conversation with a few students.
- Student pairs practice and then switch roles.

#### Answer Key

- What happened? I lost my camera. I'll help you find it.
- Could you help me (pick up my book)?  
Sure. No problem.

# Reading

Bonus

Student Book page 57

See Teaching Reading, Teacher's Book page 21.

## A Listen and read.

- Students look at the pictures and talk about what they see.
- Play Class CD2 Track 30. Students listen and read with the CD.

CD 1  
30

**Sam**

I like making things in my free time. This is a picture of me. My sister Jan took it. Do you like my dinosaur? It's a model dinosaur. I made it yesterday. Then I painted it. It's a project for my science class. I like to make movies, too. My sister and I make movies sometimes after school. What do you do in your free time?

- Play the track again. Students listen and read again.
- Students read the text on their own.

## B Read and answer.

- Students look back at Activity A and read the text again on their own.
- Read each question aloud with the class. Students can answer orally and then write their answers in a notebook. Encourage students to use complete sentences in their answers.
- Check the answers together.

### Answer Key

- Sam likes making things in his free time.
- Sam made a model dinosaur yesterday.
- His sister Jan took the picture.
- Sam made the model for his science class.

## C Listen and number.

- Play Class CD2 Track 31. Students listen and number the pictures.

CD 1  
31

- He baked cookies.
- He drank lemonade.
- He took a picture of a flower.
- They sang a song.
- He bought clothes.
- He worked on a project.

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

### Answer Key

- |              |              |              |
|--------------|--------------|--------------|
| 1. Picture 1 | 2. Picture 6 | 3. Picture 4 |
| 4. Picture 2 | 5. Picture 5 | 6. Picture 3 |

## Games and Activities

- Review: Charades** (Teacher's Book pages 22–25). Students will act out verb phrases for their groups to guess. Use Picture Cards 103–114 [Unit 6 verb phrases] to cue students whose turn it is to act out a verb phrase.
- Reading: Order the Text** (Teacher's Book pages 22–25). Write each sentence from Reading Bonus Activity A on a separate strip of paper. Give one complete set of strips to each student. Read the passage aloud. Students listen and put the strips in order.
- Reading: My Version** (Teacher's Book pages 22–25). Students rewrite the passage in Reading Bonus Activity A using their own information.

## Extra Practice

- Workbook pages 56–57. See Teacher's Book pages 100–111 for instructions and answer key.
- iTools
- Log in for [Online Practice](#)

# Unit 7 Things to Be

## Lesson 1 Careers

**7 Things to Be**  
Lesson 1 Careers

**A Listen, point, and say.** 32



actor    artist    musician    game designer    journalist    scientist

**B Listen and find.** 31



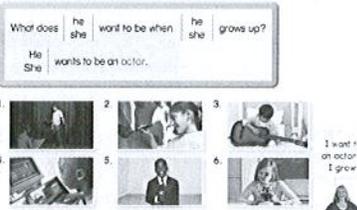
**C Listen, ask, and answer. Then practice.** 34

What do you want to be when you grow up?  
I want to be an actor.



**D Listen, ask, and answer. Then practice.** 35

What does he/she want to be when he/she grows up?  
He/She wants to be an actor.



**E Look at D. Point, ask, and answer.** 36

What does she want to be when she grows up?  
She wants to be a journalist.

I want to be an actor when I grow up.

Student Book pages 58–59

### Objectives

- Future careers

### Grammar

- Future time expression *when* + questions with *what/want* + *to be*

*What do you want to be when you grow up? I want to be an actor.*

*What does he/she want to be when he/she grows up? He/She wants to be an actor.*

### Vocabulary

Careers: actor, artist, musician, game designer, journalist, scientist

### Materials

Picture Cards 119–124; Class CD2  
Tracks 32–35

Student Book page 58

### Warm up

1. Greet the class. Ask: *What did you do yesterday?* S1 answers: *I cooked for my family.* And so on.
2. Review careers from Level 2, Unit 2. Hold up Picture Cards 22–31 or realia/photos and elicit: (*She's*) a (*doctor*).
3. **Picture Pieces** (Teacher's Book pages 22–25). Draw a person doing one of the vocabulary items from Unit 6. Ask: *What does he/she like to do in his/her free time?*

### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 119–124 to introduce the careers.
2. Link the language. Hold up Picture Cards 119–124, saying: *He likes plays. He's an actor.* Students repeat. Bring in pictures of famous people.
3. Play Class CD2 Track 32. Students listen, point, and say along with the CD.

CD2  
32

- |                  |               |              |
|------------------|---------------|--------------|
| 1. actor         | 2. artist     | 3. musician  |
| 4. game designer | 5. journalist | 6. scientist |

4. Students practice saying the words on their own.

### B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:  
Look at all of the TVs. Look at the blue TV by Emma. What's the man doing? He's painting a picture. He's an artist. Look at Jay. What is on the red TV? It looks like an actor in a movie. Mike is by a purple TV. There's a woman looking at plants. She's a scientist. Look at the green TV by Danny. What is the woman doing? Playing video games? No, she's designing video games. She's a game designer. Look at the brown TV by Carla. What's happening? A woman is talking about windy weather. She's a journalist. Julie is by the yellow TV. The man is playing a violin. He's a musician.
2. Play Class CD2 Track 33. Students listen, find the items in the picture, and point to them.

CD2  
33

Emma: Look at all these TVs. Do you see that one over there? That artist visited my school last month. He painted a picture of a lake.

Jay: Oh, really? I don't like art very much. I'm not very good at it.

Emma: That's OK. I want to draw and paint when I grow up. What's on that TV?

Jay: It's a movie. I want to be an actor. That's the job for me.

Mike: Hey, Danny. Is that woman playing computer games?

Danny: No, she's a game designer. She makes the games.

- Mike: Is that her job?  
 Danny: Yes. I really like computer games. I want her job.  
 Mike: Not me. I like science. Look at this TV.  
 Danny: What's she doing?  
 Mike: She's studying plants. She's a scientist.  
 Danny: That's the job for you, Mike. What do you think?  
 Mike: I don't know. I think I'd like to be a science teacher.
- Julie: That's what I'm good at.  
 Carla: Which TV are you looking at?  
 Julie: The one with the man playing the violin.  
 Carla: Is he good at playing the violin?  
 Julie: He's very good at it. I want to be a musician like that.  
 Julie: Look at that screen. Why is that woman out in the rain?  
 Carla: She tells people about the weather. She's a journalist.  
 Julie: She doesn't look like she's having fun.  
 Carla: There's a lot of wind and rain. I think she has a great job!

3. Students talk about other things they see in the picture.

Student Book page 59

### C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What do you want to be when you grow up? I want to be an actor.*
2. Introduce the infinitive *to* with the verb *be*. Draw a timeline on the board and mark *today* and *future*. Say: *I'm a student today.* Make a mark to the right and say: *When I grow up, I want to be an (actor).* Explain that the infinitive *to* is used to talk about things in the future.
3. Direct students' attention to the first grammar box.
4. Play Class CD2 Track 34. Students listen, ask, and answer along with the CD.

CD2 34) What do you want to be when you grow up?  
I want to be an actor.

1. What do you want to be when you grow up?  
I want to be an actor.
2. What do you want to be when you grow up?  
I want to be an artist.
3. What do you want to be when you grow up?  
I want to be a musician.
4. What do you want to be when you grow up?  
I want to be a game designer.
5. What do you want to be when you grow up?  
I want to be a journalist.
6. What do you want to be when you grow up?  
I want to be a scientist.

5. Students practice the pattern in pairs.

### D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *What does he/she want to be when he/she grows up? He/She wants to be an actor.*
2. Direct students to the second grammar box.
3. Play Class CD2 Track 35. Students listen, ask, and answer along with the CD.

CD2 35)

What does he want to be when he grows up?  
He wants to be an actor.  
What does she want to be when she grows up?  
She wants to be an actor.

1. What does he want to be when he grows up?  
He wants to be an actor.
2. What does she want to be when she grows up?  
She wants to be an artist.
3. What does he want to be when he grows up?  
He wants to be a musician.
4. What does he want to be when he grows up?  
He wants to be a game designer.
5. What does he want to be when he grows up?  
He wants to be a journalist.
6. What does she want to be when she grows up?  
She wants to be a scientist.

4. Students practice the pattern in pairs.

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



Student pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles.

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 59: *I want to be an actor when I grow up.* Students create Everybody Up Expressions and practice them.
- **Station Stop** (Teacher's Book pages 22–25). When the train stops, show a student a card and ask: *What does he/she want to be when he/she grows up? A correct answer wins the student a "ticket."*
- **Charades** (Teacher's Book pages 22–25). In small groups, students ask: *What does he/she want to be when he/she grows up?* Students guess by saying: *He/She wants to be an (actor).*

### Extra Practice

- Workbook pages 58–59. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 31
- iTols
- Log in for Online Practice

# Unit 7 Things to Be

## Lesson 2 The Future

Lesson 2 The Future

**A Listen, point, and say.** 



go to space   fly a helicopter   work with animals   drive a race car   explore the jungle   travel the world

**B Listen, ask, and answer. Then practice.** 

What do you want to do when you're older?  
I want to go to space.   you're - you are



**C Listen, ask, and answer. Then practice.** 

What does he/she want to do when he's/she's older?  
He/She wants to go to space.



**D Listen and number.** 



**E What about you? Ask and answer.** 

What do you want to do when you're older?  
I want to fly a helicopter. What about you?  
I want to make movies when I'm older.

Student Book pages 60–61

### Objectives

- Things to do in the future

### Grammar

- Future time expression *when* + questions with *what* and *want* + *to do*

*What do you want to do when you're older? I want to go to space.*

*What does he/she want to do when he's/she's older? He/She wants to go to space.*

### Vocabulary

Activities: go to space, fly a helicopter, work with animals, drive a race car, explore the jungle, travel the world

### Materials

Picture Cards 119–124, 125–130, Class CD2 Tracks 36–39

Student Book page 60

### Warm up

1. Greet the class, saying: *Hello, class. How are you today?* Elicit a polite group response.
2. **What's Missing?** (Teacher's Book pages 22–25). Use Picture Cards 119–124 to review Unit 7 Lesson 1 careers vocabulary.
3. Review Unit 7, Lesson 1 grammar and vocabulary. Ask S1: *What do you want to be when you grow up?* S1 answers: *I want to be (a musician).* Then, ask the class: *What does he/she want to be when he/she grows up?* Elicit the answer and repeat.

### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 125–130 to introduce the activities.
2. Do a **Rhythm Circle** (Teacher's Book pages 22–25) with the new vocabulary. Include Lesson 1 vocabulary after a round.
3. Play Class CD2 Track 36. Students listen, point, and say along with the CD.

CD2  
36

- |                       |                     |
|-----------------------|---------------------|
| 1. go to space        | 2. fly a helicopter |
| 3. work with animals  | 4. drive a race car |
| 5. explore the jungle | 6. travel the world |

4. Students practice the words on their own.

### B Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What do you want to do when you're older? I want to go to space.*
2. Introduce the contraction: *you're* → *you are*.
3. Direct students' attention to the grammar box and contraction box on page 60.
4. Play Class CD2 Track 37. Students listen, ask, and answer along with the CD.

CD2  
37

What do you want to do when you're older?

I want to go to space.

You're, you are

1. What do you want to do when you're older?  
I want to go to space.
2. What do you want to do when you're older?  
I want to fly a helicopter.
3. What do you want to do when you're older?  
I want to work with animals.
4. What do you want to do when you're older?  
I want to drive a race car.
5. What do you want to do when you're older?  
I want to explore the jungle.
6. What do you want to do when you're older?  
I want to travel the world.

4. Students practice the pattern in pairs, using their books.

Student Book page 61

### C Listen, ask, and answer. Then practice.



See Teaching Grammar, Teacher's Book page 20.

1. Introduce the new pattern: *What does he/she want to do when he's/she's older? He/She wants to go to space.*
2. Direct students' attention to the grammar box.
3. Play Class CD2 Track 38. Students listen, ask, and answer along with the CD.

CD2  
38

What does he want to do when he's older?

He wants to go to space.

What does she want to do when she's older?

She wants to go to space.

1. What does she want to do when she's older?  
She wants to go to space.
2. What does he want to do when he's older?  
He wants to travel the world.
3. What does he want to do when he's older?  
He wants to fly a helicopter.
4. What does she want to do when she's older?  
She wants to work with animals.
5. What does she want to do when she's older?  
She wants to explore the jungle.
6. What does he want to do when he's older?  
He wants to drive a race car.

4. Students practice the pattern in pairs.

### D Listen and number.

1. Play Class CD2 Track 39. Students listen and number the pictures.

CD2  
39

1. What does he want to do when he's older?  
He wants to explore the jungle.
2. What does she want to do when she's older?  
She wants to travel the world.
3. What does she want to do when she's older?  
She wants to drive a race car.
4. What does she want to do when she's older?  
She wants to go to space.
5. What does he want to do when he's older?  
He wants to fly a helicopter.
6. What does she want to do when she's older?  
She wants to work with animals.

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

#### Answer Key

- |              |              |              |
|--------------|--------------|--------------|
| 1. Picture 4 | 2. Picture 6 | 3. Picture 5 |
| 4. Picture 2 | 5. Picture 1 | 6. Picture 3 |

### E What about you? Ask and answer.



In pairs, students take turns asking and answering with the language pattern in the speech bubbles: *What do you want to do when you're older? I want to fly a helicopter. What about you?*

#### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 61: *I want to make movies when I'm older.* Students create Everybody Up Expressions and practice them.
- **Card Grab** (Teacher's Book pages 22–25). Play in small groups using Picture Cards 119–124 and 125–130. Name a career or activity, for example *fly a helicopter*. The student who grabs the card first must correctly say: *I want to fly a helicopter* in order to keep the card.
- **Picture Sentences** (Teacher's Book pages 22–25). Create a set of word cards for each student pair using Lesson 2 grammar patterns and vocabulary. Say a sentence or a question and answer. Pairs complete the sentences and check the answers with a neighbor.
- **Toss and Tell** (Teacher's Book pages 22–25). S1 asks: *What do you want to do when you're older?* S2 answers: (*I want to explore the jungle.*) and tosses the ball to S3, asking: *What do you want to do when you're older?*

#### Extra Practice

- Workbook pages 60–61. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 32
- iTools
- Log in for **Online Practice**

# Unit 7 Things to Be

## Lesson 3 Reading

**Lesson 3 Reading**

**A Talk about the story. Then listen and read.**

There's an astronaut at the museum.

Alex: What does that sign mean?

I want to see the astronaut!

Oops. It means you can't run here.

What does that sign mean?

Oh. It means you can't take a picture here.

I want to take a picture.

Yes, you may!

Julie, look! There's the astronaut!

What does that sign mean?

Now may I take a picture?

Oh. It means you can't be noisy here.

I want to be an astronaut when I'm older!

Be patient.

**B Read and circle.**

1. There is an astronaut at the museum. True False
2. Alex can't read the signs. True False
3. Alex was noisy. True False
4. Julie wants to be a cook when she is older. True False

**C Sing.**

**What Does That Sign Mean?**

What does that sign mean?  
It means you can't run here.

ice skate  
run

Does it mean you can't walk here?  
No, it means you can't run here.  
That's OK. I like walking!

take picture  
play chess

**D Listen and say. Then act.**

What does that sign mean?  
It means you can't run here.

run

Can you see a sign? What does it mean?

ice skate  
take pictures

Student Book pages 62–63

### Objectives

- Building reading and listening skills

### Conversation

- Reading and obeying signs  
*What does this sign mean?  
It means you can't run here.*

### Value

Be patient.

### Materials

Class CD2 Tracks 40–42

### Student Book page 62

#### Warm up

1. Greet the class. Ask several students: *What do you want to be when you grow up?* Then students practice the expression with each other. After a brief time, ask several students about their classmates. *What does he/she want to be when he/she grows up?*
2. Play a version of **Toss and Tell** (Teacher's Book pages 22–25) to review Unit 7, Lesson 2 grammar. Say: *I want to travel the world. What do you want to do when you're older?* S1 says: *I want to drive a race car.* Then S1 tosses the ball to S2, asking: *What do you want to be when you grow up?* S2 answers, and so on.
3. Talk about any signs that are in the classroom. Have students read the signs. For example: *No cell phones* or *Exit*. Have students talk about what signs they know or signs about school rules.

### A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 40. Students listen and read along with the CD.

CD2  
40

### Space Museum

There's an astronaut at the museum.

- Alex: I want to see the astronaut!
- Julie: Alex! What does that sign mean?
- Alex: Oops. It means you can't run here.
- Alex: I want to take a picture.
- Julie: What does that sign mean?
- Alex: Oh. It means you can't take a picture here.
- Alex: Julie, look! There's the astronaut!
- Julie: What does that sign mean?
- Alex: Oh. It means you can't be noisy here.
- Alex: Now may I take a picture?
- Astronaut: Yes, you may!
- Julie: I want to be an astronaut when I'm older!

3. Read the story aloud with the students. Then direct students' attention to the value *Be patient* and play the track again. Students listen and read along.

Student Book page 63

### B Read and circle.

1. Explain that students will read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.

- Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
- Check the answers together.

### Answer Key

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

## C Sing.

See *Teaching Songs*, Teacher's Book page 20.

- Read the song lyrics with the students.
- Play Class CD2 Track 41. Students listen and sing along with the CD.

CD2  
41

### What Does That Sign Mean?

What does that sign mean?

It means you can't run here.

Does it mean you can't walk here?

No, it means you can't run here.

That's OK. I like walking!

What does that sign mean?

It means you can't ice skate here.

Does it mean you can't snowboard here?

No, it means you can't ice skate here.

That's OK. I like snowboarding!

What does that sign mean?

It means you can't take pictures here.

Does it mean you can't play music here?

No, it means you can't take pictures here.

That's OK. I like playing music!

- Students sing the song again, using gestures.

## D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

- Play Class CD2 Track 42. Students listen and say along with the CD.

CD2  
42

What does that sign mean?

It means you can't run here.

- What does that sign mean?  
It means you can't run here.

- What does that sign mean?  
It means you can't ice skate here.

- What does that sign mean?  
It means you can't take pictures here.

- Students rehearse and act out the conversations, using facial expressions and gestures related to the situations in the three pictures.

## Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 63: *Can you see a sign? What does it mean?* Students create Everybody Up Expressions and practice them with their classmates.
- Read the story aloud. Divide the class into two groups. Group 1 reads Julie's part, Group 2 reads Alex's, and you read the parts of the narrator and the astronaut.
- Brainstorm** (Teacher's Book pages 22–25) As a class, brainstorm listing different locations by category: school, zoo, museum, department store, park, etc. Then in small groups, students list as many different signs as one might find in each category. Alternatively, show different pictures and realia of signs and have students name what they mean and where they might be found.
- Student pairs create a sign. Collect all of the pairs' signs, put them on the board, and write a number under each one. Without pointing to their sign, pairs perform their own versions of the Lesson 3 conversation in front of the class: *What does that sign mean? It means you can't talk on the phone here. Oh, I can use it outside.* The rest of the class listens and writes down the number of the sign they think matches the dialogue. After all pairs have acted out their stories, check the answers with the class.

## Extra Practice

- Workbook pages 62–63. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 33
- Unit 7, Lesson 3 Worksheet, Teacher's Book page 126. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for  **Online Practice**

# Unit 7 Things to Be

## Lesson 4 In Space

Lesson 4 In Space

**A Listen, point, and say.**

space shuttle   space station   space suit   Earth

**B Listen and say. Then listen and read.**

Astronauts have to take the space shuttle to get to the space station.  
Astronauts don't have to wear a space suit in the space station.

Some astronauts go to space to work and live in space stations. They can live in the space station for months.

Astronauts have to wear space suits when they are outside the space station.

Astronauts don't have to be scientists, but this woman is. She's studying weight in space.

Astronauts have to leave the space station. They have to come home to Earth. They want to see their families.

**C Read and circle.**

- Astronauts have to take the space shuttle to get to space. True False
- Astronauts have to wear space suits inside the space station. True False
- Astronauts don't have to be scientists. True False
- Astronauts don't have to come home to Earth. True False

**D Listen. Fill in the chart.**

- have to be careful    don't have to be careful
- have to work on the computer    don't have to work on the computer
- have to stay strong    don't have to stay strong
- have to be friendly    don't have to be friendly

**E Look at . Ask and answer.**

Do astronauts have to be careful with food?  
Yes, they do.

What do you have to do every day?

Student Book pages 64–65

### Objectives

- Talking about astronauts and space

### Grammar

- Statements with *have to/don't have to*

*Astronauts have to take the space shuttle to get to the space station.*

*Astronauts don't have to wear a space suit in the space station.*

### Vocabulary

In space: space shuttle, space station, space suit, Earth

### Materials

Picture Cards 128–131; Class CD2 Tracks 43–45

Student Book page 64

## School Subject Connection: Science



Lesson 4 is a cross-curricular lesson with a connection to science. Capitalize on this by sharing current news and images of space and space exploration with the class. Have students look at a map of our solar system and tell you what they already know about the Earth, the planets, and outer space. Have students choose a planet, an area of space exploration, or an astronaut and learn more about the topic. Students can also choose their favorite planet and draw a picture of it.

### Warm up

- Greet the class. Then start a question chain: Ask a student, *What do you want to be when you grow up?* That student replies, then turns to a neighbor and asks the same question.
- Sing **What Does That Sign Mean?** (Class CD2 Track 41).
- Review the conversation language from Unit 7, Lesson 3: *What does that sign mean? It means you can't run here.*

### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Use Picture Cards 128–131 to introduce the space vocabulary.

- Play **Guess the Next Card** (Teacher's Book pages 22–25) using Picture Cards 128–131.
- Play Class CD2 Track 43. Students listen, point, and say along with the CD.

CD2  
43

- space shuttle
- space station
- space suit
- Earth

- Give six blank cards and art supplies to each student. Students make picture cards for the new vocabulary.

### B Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 20.

- Introduce the new patterns: *Astronauts have to take the space shuttle to get to the space station. Astronauts don't have to wear a space suit in the space station.*
- Direct students' attention to the grammar box on page 64.
- Play Class CD2 Track 44. Students listen and say along with the CD.

CD2  
44

Astronauts have to take the space shuttle to get to the space station.

Astronauts don't have to wear a space suit in the space station.

Some astronauts go to space to work and live in space stations. They can live in the space station for months.

- Astronauts have to take the space shuttle to get to the space station.

2. Astronauts have to wear space suits when they are outside the space station.
3. Astronauts don't have to be scientists, but this woman is. She's studying weight in space.
4. Astronauts have to leave the space station. They have to come home to Earth. They want to see their families.

4. Play the track again. Students listen and read along.
5. Divide the class into four groups. Each group reads one of the sections aloud.
6. Students read the text on their own.

Student Book page 65

### C Read and circle.



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

#### Answer Key

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

### D Listen. Fill in the chart.



1. Students look at the pictures and talk about what they see.
2. Direct students' attention to the chart.
3. Play Class CD2 Track 45. Students listen and check the correct boxes in the chart along with the CD.

CD2  
45

1. Astronauts have to be careful when they eat in the space shuttle. This man is trying to eat candy.
2. Astronauts don't have to work on the computer, but many do.
3. Astronauts have to stay strong and healthy in the space station. They can't run outside!
4. Astronauts have to be friendly in the space shuttle. They work and live together in the space shuttle.

2. Check the answers together.

#### Answer Key

1. have to be careful
2. don't have to work on the computer
3. have to stay strong
4. have to be friendly

### E Look at D. Ask and answer.



Student pairs ask each other about what *astronauts have to do* or *don't have to do* using the information in the completed charts in Activity D and the language pattern in the speech bubbles: *Do astronauts have to be careful with food? Yes, they do!*

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 65: *What do you have to do every day?* Students create Everybody Up Expressions and practice them.
- **Rhythm Circle** (Teacher's Book pages 22–25). Practice saying the new space vocabulary words.
- **Card Grab** (Teacher's Book pages 22–25). Say the name of a card: *space station*. The student who grabs it must use the card to practice one of the Lesson 4 grammar patterns: *Astronauts have to be friendly in the space station*.
- **Buzzers** (Teacher's Book pages 22–25). Ask questions like: *What do astronauts have to do?* or *What do you have to do everyday?* The first student to slap his or her buzzer and give a correct answer wins a point for his or her team.
- **Brainstorm** (Teacher's Book pages 22–25). Pairs brainstorm two categories: things they have to do and things astronauts have to do.

### Extra Practice

- Workbook pages 64–65. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 34
- Unit 7, Lesson 4 Worksheet, Teacher's Book page 126. See Teacher's Book pages 112–113 for instructions.
- Unit 7 Test, Teacher's Book pages 148–149. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

# Unit 8 On Vacation

## Lesson 1 Activities

**8 On Vacation**  
Lesson 1 Activities

**A Listen, point, and say.** 44

1. take a boat ride    2. see a show    3. go on a bus tour    4. ride a horse    5. swim in the ocean    6. stay in a hotel

**B Listen and find.** 44

**C Listen, ask, and answer. Then practice.** 45

What's he/she going to do on vacation? He's/She's going to take a boat ride.

What's - What is

1.    2.    3.    4.    5.    6.

**D Listen, ask, and answer. Then practice.** 45

When is he/she going to take a boat ride? He's/She's going to take a boat ride tomorrow.

1. tomorrow    2. next Monday    3. next Thursday

4. next weekend    5. next week    6. next month

What are you going to do on vacation?

**E Look at D. Point, ask, and answer.** 45

What's he going to do on vacation? He's going to see a show.

Student Book pages 66–67

### Objectives

- Vacation activities

### Grammar

Future questions with *going to + do/take*

*What's he/she going to do on vacation?  
He's/She's going to take a boat ride.*

*When is he/she going to take a boat ride?  
He's/She's going to take a boat ride tomorrow.*

### Vocabulary

Activities: take a boat ride, see a show, go on a bus tour, ride a horse, swim in the ocean, stay in a hotel

### Materials

Picture Cards 135–140 and 119–134; Class CD2 Tracks 46–49

### Student Book page 66

#### Warm up

1. Greet the class. Elicit the Everybody Up Expression from Unit 7, Lesson 4: *What do you have to do today?*
2. Review the language from Unit 7, Lesson 2: *What do you want to do when you're older?*
3. Play **What's Missing?** (Teacher's Book pages 22–25) to review vocabulary from Unit 7. Use Picture Cards 119–134.

#### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 135–140 to introduce the activity vocabulary.
2. Link the language. Hold up Picture Cards 135–140, asking: *What do you want to do next weekend?* Elicit the reply *I want to (see a show).*
3. Play Class CD2 Track 46. Students listen, point, and say along with the CD.

CD2  
46

- |                      |                    |
|----------------------|--------------------|
| 1. take a boat ride  | 2. see a show      |
| 3. go on a bus tour  | 4. ride a horse    |
| 5. swim in the ocean | 6. stay in a hotel |

4. Students practice the new words on their own.

#### B Listen and find.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read this while pointing to the picture:

Look at Emma. Her picture is of a boat. She wants to take a boat ride. Mike's picture shows an actor. He wants to see a show. Look at Jay's picture of the ocean. Jay wants to swim in the ocean. What about Danny? He wants to stay in a hotel. Julie's picture shows a big red bus in England. She wants to go on a bus tour. And Carla? What does Carla want to do? She wants to ride a horse.

2. Play Class CD2 Track 47. Students find the items.

CD2  
47

Teacher: OK, class. What do you want to do on vacation? Emma, let's start with you.

Emma: This is a picture of a boat. My grandfather likes to fish and my grandmother likes boats, so we want to take a boat ride on our vacation.

Teacher: Thank you, Emma. Who's next?

Carla: May I go next, Ms. Brown?

Teacher: Of course, Carla.

Carla: My cousins live on a big farm and I want to visit them. I want to ride a horse and see all the farm animals.

Teacher: That sounds fun! Jay, what about you?

Jay: I want to visit a friend for my vacation. He lives near the ocean. I love playing and swimming in the water. My little sister likes it, too.

Teacher: That's a good picture, thank you. OK. Who has a picture of an actor?

Mike: That's mine! My parents and I want to see a show in a big theater. I like funny shows with lots of music.

Teacher: Have fun at the show, Mike!  
 Mike: Thank you, Ms. Brown.  
 Danny: May I go now, please?  
 Teacher: All right, Danny. What do you want to do on vacation?  
 Danny: I want to go and visit my uncle with my parents. We always stay in a hotel when we visit him.  
 Teacher: That sounds nice. OK, Julie, it's your turn.  
 Julie: I want to go on vacation with my mom and my aunt. We really like to go shopping and see movies. Then we can go on a bus tour.  
 Teacher: Good work, children!

3. Students talk about what else they see in the picture.

Student Book page 67

### C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What's he/she going to do on vacation? He's/She's going to take a boat ride.*
2. Present the contraction: *What's* → *What is*
3. Direct students' attention to the first grammar box and contraction box on page 67.
4. Play Class CD2 Track 48. Students listen, ask, and answer along with the CD.

CD2  
48

What's he going to do on vacation?  
 He's going to take a boat ride.  
 What's she going to do on vacation?  
 She's going to take a boat ride.  
 What's, what is

1. What's he going to do on vacation?  
He's going to take a boat ride.
2. What's she going to do on vacation?  
She's going to see a show.
3. What's she going to do on vacation?  
She's going to go on a bus tour.
4. What's he going to do on vacation?  
He's going to ride a horse.
5. What's she going to do on vacation?  
She's going to swim in the ocean.
6. What's she going to do on vacation?  
She's going to stay in a hotel.

5. Students practice the pattern in pairs.

### D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *When is he/she going to take a boat ride? He's/She's going to take a boat ride tomorrow.*
2. Direct students' to the second grammar box.
3. Play Class CD2 Track 49. Students listen, ask, and answer along with the CD.

CD2  
49

When is he going to take a boat ride?  
 He's going to take a boat ride tomorrow.  
 When is she going to take a boat ride?  
 She's going to take a boat ride tomorrow.  
 1. When is he going to take a boat ride?  
 He's going to take a boat ride tomorrow.  
 2. When is she going to ride a horse?  
 She's going to ride a horse next Monday.  
 3. When is he going to see a show?  
 He's going to see a show next Thursday.  
 4. When is she going to swim in the ocean?  
 She's going to swim in the ocean next weekend.  
 5. When is he going to go on a bus tour?  
 He's going to go on a bus tour next week.  
 6. When is she going to stay in a hotel?  
 She's going to stay in a hotel next month.

4. Students practice the pattern in pairs.
5. Divide the class into two groups. Group 1 asks the questions and Group 2 answers.

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



Student pairs look at the picture in Activity B and practice the language pattern in the speech bubbles.

## Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 67: *What are you going to do on vacation?* Students create Everybody Up Expressions and practice them.
- **Word Roll** (Teacher's Book pages 22–25). Student pairs make a die using the six new vocabulary phrases. S1 rolls the die and asks: *What's he/she going to do on vacation?* S2 looks at the die and answers (*She's going to see a show*). They switch roles.
- **Class Survey** (Teacher's Book page 22–25). In small groups, students discuss their vacation plans. Then create a chart on the board. Ask students to report on their group member's plans: *What's he/she going to do on vacation?* and *When is he/she going to (take a boat ride)?* Record the *who*, *what*, and *when* on the chart.
- **Find Someone Who** (Teacher's Book pages 22–25). Students write one phrase on a piece of paper and circulate to find someone doing the same thing.

## Extra Practice

- Workbook pages 66–67. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 35
- iTools
- Log in for Online Practice

# Unit 8 On Vacation

## Lesson 2 Things for a Trip

**Lesson 2 Things for a Trip**

**A Listen, point, and say.** 55

swimsuit towel money tent flashlight sleeping bag

**B Listen, ask, and answer. Then practice.** 56

What's he going to take with him? He's going to take a swimsuit.  
 she going to take with her? She's going to take a swimsuit.  
 a swimsuit some money

**C Listen, ask, and answer. Then practice.** 57

Are they going to take swimsuits with them? Yes, they are. / No, they aren't.

swimsuits money towels

**D Sing.** 58

**Vocabulary!**

What are you going to take with you on vacation?  
 I'm going to take a swimsuit and a magazine.  
 I'm going to take sunscreen and some money with me.  
 I'm going to take a skateboard and my favorite kite.  
 I'm going to take my dog and  
 I'm going to take my bike.

**E What about you? Ask and answer.** 59

What are you going to take with you on vacation? I'm going to take my camera. What about you?  
 What are you going to take with you on vacation? I'm going to take my camera. What about you?

Student Book pages 68–69

### Objectives

- Taking things on vacation

### Grammar

- Future questions with *what; going to + take*  
*What's he/she going to take with him/her?*  
*He's/She's going to take a swimsuit.*  
*Are they going to take swimsuits with them?*  
*Yes, they are./No, they aren't.*

### Vocabulary

Things for a trip: swimsuit, towel, money, tent, flashlight, sleeping bag

### Materials

Picture Cards 141–146; Class CD2  
 Tracks 50–53

### Student Book page 68

#### Warm up

1. Greet the class. Ask several students: *How are you today?* Elicit *I'm fine.* Or *I'm (sleepy).*
2. **What's Missing?** (Teacher's Book pages 22–25). Review previously learned items that might be taken on vacation: Unit 1: *canoe, snowboard, ice skates, in-line skates, skateboard, surfboard*; Unit 3: *sunscreen, helmet, life jacket, watch, etc.*
3. Elicit the Everybody Up Expression from Unit 8, Lesson 1: *What are you going to do on vacation?*

#### A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Use Picture Cards 141–146 to introduce things for a trip vocabulary.
2. Link the language. Arrange Picture Cards 135–140 and 141–146 in horizontal lines. Ask: *What are you going to do on vacation?* and *Which one would you like?* The students replies: *I'm going to swim in the ocean. I would like the towel.* Then ask: *What does the (towel) look like?* The student replies: *It's blue and white.*
3. Play Class CD2 Track 50. Students listen, point, and say along with the CD.

CD2  
50

- |             |               |                 |
|-------------|---------------|-----------------|
| 1. swimsuit | 2. towel      | 3. money        |
| 4. tent     | 5. flashlight | 6. sleeping bag |

4. Students practice the words by themselves.

#### B Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What's he/she going to take with him/her? He's/She's going to take a swimsuit.*
2. Present the articles used with the new vocabulary: *a/ some*. State each item with the corresponding article (*a swimsuit, a towel, some money, a tent, a flashlight, a sleeping bag*). Students listen and repeat. Explain that we use *a* with things we can easily count and *some* with things that are in a group, when the exact number isn't important.
3. Direct students' attention to the grammar box and the plurals box on page 68.
4. Play Class CD2 Track 51. Students listen, ask, and answer along with the CD.

CD2  
51

- What's he going to take with him?  
 He's going to take a swimsuit.  
 What's she going to take with her?  
 She's going to take a swimsuit.  
 a swimsuit, some money
1. What's he going to take with him?  
 He's going to take a swimsuit.
  2. What's he going to take with him?  
 He's going to take a towel.
  3. What's he going to take with him?  
 He's going to take some money.
  4. What's she going to take with her?  
 She's going to take a tent.

5. What's she going to take with her?  
She's going to take a flashlight.
6. What's she going to take with her?  
She's going to take a sleeping bag.

5. Students practice the pattern in pairs.

Student Book page 69

### C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Are they going to take swimsuits with them? Yes, they are./No, they aren't.*
2. Present the contraction: *aren't* → *are not*.
3. Direct students' attention to the grammar box.
4. Play Class CD2 Track 52. Students listen, ask, and answer along with the CD.

CD2  
52

Are they going to take swimsuits with them?

Yes, they are.

Are they going to take swimsuits with them?

No, they aren't.

aren't, are not

1. Are they going to take swimsuits with them?  
Yes, they are.
2. Are they going to take flashlights with them?  
No, they aren't.
3. Are they going to take some money with them?  
Yes, they are.
4. Are they going to take tents with them?  
No, they aren't.
5. Are they going to take sleeping bags with them?  
No, they aren't.
6. Are they going to take towels with them?  
Yes, they are.

5. Students practice the pattern in pairs.

### D Sing.

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 53. Students listen and sing along with the CD.

CD2  
53

#### Vacation!

What are you going to take with you on vacation?

I'm going to take a swimsuit and a magazine.

I'm going to take sunscreen and some money with me.

I'm going to take a skateboard and my favorite kite.

I'm going to take my dog and I'm going to take my bike.

Ohhhhh...What are you going to take with you on vacation?

I'm going to take a swimsuit and a magazine.

I'm going to take sunscreen and some money with me.

I'm going to take a skateboard and my favorite kite.

I'm going to take my dog and I'm going to take my bike.

3. Students sing the song again, adding gestures.

### E What about you? Ask and answer.



Student pairs ask and answer questions about taking things on vacation, using the language pattern in the speech bubbles.

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 69: *What are you going to take with you to school tomorrow?* Students create Everybody Up Expressions.
- **Picture Pieces** (Teacher's Book pages 22–25). In this version, students try to guess where you are going. On the board, list the things you're going to take on vacation: *I'm going to take some money. I'm going to take a camera. I'm going to take a map.*
- **Packing List** (Teacher's Book pages 22–25). Play this using any vocabulary students know. Start the game by saying: *I'm going to go on vacation. I'm going to the beach. I'm going to take my swimsuit. S1 says, I'm going to the beach. I'm going to take my swimsuit and a towel. S2 repeats this, adds a third item, and so on.*
- **Card Grab** (Teacher's Book pages 22–25). Play in small groups with sets of cards of things to take on vacation. Say: *I'm going to see a show.* Students rush to grab an appropriate card such as a *camera* (Picture Card 91 from Unit 5 *take a picture*) or *money*. The student correctly uses the card in a sentence in order to keep it.

### Extra Practice

- Workbook pages 68–69. See Teacher's Book pages 100–101 for instructions and answer key.
- Student Audio CD Tracks 36–37
- iTools
- Log in for  **Online Practice**

# Unit 8 On Vacation

## Lesson 3 Reading

**Lesson 3 Reading**

**A Talk about the story. Then listen and read.** 

What are the students going to do next week on vacation?



**B Read and circle.**

1. Emma is going to ride a camel. True False
2. Danny is going to go climbing. True False
3. The teacher is going to miss the students. True False
4. The students give a birthday card to their teacher. True False

**C Sing.** 

**Have a Great Time**

Good-bye. Have a great time. month

Thank you. See you next week. year

Bye-bye, have a great time.

OK. See you next week.

**D Listen and say. Then act.** 



Student Book pages 70–71

### Objectives

- Building reading and listening skills

### Conversation

- Talking about vacation plans; saying good-bye

*Bye! Have a great time.*

*Thank you. See you next month.*

### Value

Be thoughtful.

### Materials

Class CD2 Tracks 54–56

### Student Book page 70

#### Warm up

1. Greet the class. Then greet individual students, saying: *What are you going to do next week?* Students can practice the pattern with their classmates.
2. Elicit the Everybody Up Expression from Unit 8, Lesson 2: *What are you going to take with you to school tomorrow?* Students practice the expression with classmates.
3. Sing *Vacation!* (Class CD2 Track 53).
4. Review the conversation language from Unit 4, Lesson 3: *What does that sign mean? It means you (can't swim here).*

Julie: I'm going to be an actor in a play.

Emma: I'm going to go to the beach.

Mike: I'm going to ride a camel.

The students give their teacher a nice card.

Teacher: I'm going to miss you.

Students: We're going to miss you, too.

Teacher: Bye. Have a great time!

Students: Thank you. See you next month!

3. Read the story aloud with the students. Then direct students' attention to the value *Be thoughtful* and play the track again. Students listen and read along.

### Student Book page 71

#### B Read and circle.

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

#### Answer Key

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

#### A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 54. Students listen and read along with the CD.

CD2  
54

#### Vacation Plans

What are the students going to do next week on vacation?

Danny: I'm going to go climbing.

**C Sing.**

See *Teaching Songs*, Teacher's Book page 20.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 55. Students listen and sing along with the CD.

CD2  
55**Have a Great Time**

Good-bye. Have a great time.

Thank you. See you next week.

Bye-bye. Have a great time.

OK. See you next week.

Good-bye. Have a great time.

Thank you. See you next month.

Bye-bye. Have a great time.

OK. See you next month.

Good-bye. Have a great time.

Thank you. See you next year.

Bye-bye. Have a great time.

OK. See you next year.

3. Students sing the song again, adding gestures.

**D Listen and say. Then act.**

See *Teaching Conversations*, Teacher's Book page 21.

1. Play Class CD2 Track 56. Students listen and say along with the CD.

CD2  
56

Bye! Have a great time.

Thank you. See you next month.

1. Bye! Have a great time.

Thank you. See you next month.

2. Bye! Have a great time.

Thank you. See you tomorrow.

3. Bye! Have a great time.

Thank you. See you next week.

2. Students rehearse and act out the conversations, using facial expressions and gestures related to the situations in the three pictures.

**Games and Activities**

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 71: *I'm going to play basketball. What about you?* Students create Everybody Up Expressions and practice them with their classmates.
- **Order the Pictures** (Teacher's Book pages 22–25). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **A New Story** (Teacher's Book pages 22–25). Copy the story on page 70, leaving some speech bubbles blank. Give a copy to each student. Students complete the stories as they wish. Then small groups share their stories with each other. Groups choose their favorite story, take roles, and act it out for the class.
- Student pairs work together to create a poster that fits the Lesson 3 value: *Be thoughtful*. Pairs can list expressions and nice gestures they can make when saying good-bye to people. Finished posters can be presented to the class.

**Extra Practice**

- Workbook pages 70–71. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 38
- Unit 8, Lesson 3 Worksheet, Teacher's Book page 128. See Teacher's Book pages 112–113 for instructions.
- iTools
- Log in for  **Online Practice**

# Unit 8 On Vacation

## Lesson 4 Transportation

**Lesson 4 Transportation**

**A Listen, point, and say.**

taxi    ferry    subway    gondola

**B Listen, ask, and answer. Then listen and read.**

How's he going to get to the department store? He's going to take a taxi.  
How's she going to get to the department store? She's going to take a taxi.  
How are they going to get to the department store? They're going to take a taxi.

take a taxi    take a gondola    take a ferry    take the subway

Venice is a city in Italy. New York is a city in the United States. There are different kinds of transportation in these cities.

This woman is from New York. She's going to go shopping in a department store. She's going to take a taxi.

This boy is in Venice. He wants to visit his grandmother. He's going to take a ferry to her home.

This family is in New York. They are going to take a gondola to a hotel. There aren't any subways in Venice.

These people work in New York. They go to their jobs in the morning. They are going to take the subway.

**C Read and circle.**

- The woman is going to take a taxi. True False
- The boy is going to take a ferry. True False
- The family is going to take the subway. True False
- The people in New York are going to take a gondola. True False

**D Listen. Fill in the chart.**

New York		Venice	
Where	How	Where	How
library	taxi		

**E Look at C. Ask and answer.**

How are they going to get to the library? They're going to take a taxi.

I'm going to take a bus to school tomorrow. What about you?

Student Book pages 72–73

### Objectives

- Talking about transportation

### Grammar

- Future questions with *how + going to + get*

*How's he/she going to get to the department store?*

*He's/She's going to take a taxi.*

*How are they going to get to the department store?*

*They're going to take a taxi.*

### Vocabulary

Transportation: taxi, ferry, subway, gondola

### Materials

Picture Cards 147–150; Class CD2  
Tracks 57–59

### Student Book page 72

## School Subject Connection: Social Studies



Lesson 4 is a cross-curricular lesson with a connection to social studies. If possible, bring in brochures about transportation methods to class. Ask students to compare the types. Then bring in a map and have students discuss how one can get around your town or city. How many forms of transportation are there? What is the best way to get places?

### Warm up

- Greet the class. Then elicit the Everybody Up Expression from Unit 8, Lesson 3: *I'm going to play basketball (today). What about you?*
- Memory** (Teacher's Book pages 22–25). Review Unit 8 vocabulary. Show students pairs of picture cards: *money/see a show; towel/swim in the ocean*, etc. Give a set to each small group. Then, in small groups, students match the pairs.
- Review Unit 8 vocabulary. Create an arrangement of Unit 8 travel and vacation pictures. Students to make sentences, such as: *I'm going to go on vacation. I'm going to see a show. I'm going to take some money with me.*

## A Listen, point, and say.

See Teaching Vocabulary, Teacher's Book page 20.

- Use Picture Cards 144–147 to introduce the new words.

- Play Class CD2 Track 57. Students listen, point, and say along with the CD.

CD2  
57

- |           |            |
|-----------|------------|
| 1. taxi   | 2. ferry   |
| 3. subway | 4. gondola |

- Students practice the new words on their own.

## B Listen, ask, and answer. Then listen and read.



See Teaching Grammar, Teacher's Book page 20.

- Introduce the new pattern: *How's he/she/How are they going to get to the department store? He's/She's/They're going to take a taxi.*
- Introduce the articles: *take a taxi, take a gondola, take a ferry, take the subway.*
- Present the contractions: *How's → How is; They're → They are.*
- Direct students' attention to the grammar box, article box, and contraction box on page 72.
- Play Class CD2 Track 58. Students listen, ask, and answer along with the CD.

CD2  
58

- How's he going to get to the department store?  
He's going to take a taxi.
- How's she going to get to the department store?  
She's going to take a taxi.

How are they going to get to the department store?

They're going to take a taxi.

Take a taxi; take a gondola; take a ferry; take the subway  
how's, how is; they're, they are

Venice is a city in Italy. New York is a city in the United States. There are different kinds of transportation in these cities.

1. This woman is from New York. She's going to go shopping in a department store. She's going to take a taxi.
2. This boy is in Venice. He wants to visit his grandmother. He's going to take a ferry to her home.
3. This family is in Venice. They are going to take a gondola to a hotel. There aren't any subways in Venice.
4. These people work in New York. They go to their jobs in the morning. They are going to take the subway.

6. Play the track again. Students listen and read along.
7. Divide the class into four groups. Group 1 reads the first passage, Group 2 reads the second passage, and so on.
8. Students read the text on their own.

Student Book page 73

### C Read and circle.



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

#### Answer Key

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

### D Listen. Fill in the chart.



1. Students look and talk about what they see.
2. Direct students' attention to the chart.
3. Play Class CD2 Track 59. Students fill in the chart.

CD2  
59

A family is visiting New York. Look at the map.

First, they're going to take a taxi to the library.

Then, they're going to take a taxi to the department store.

Next, they're going to take the subway to the museum.

Finally, they're going to take a bus to the park.

A family is visiting Venice. Look at the map.

First, they're going to take a ferry to the hotel.

Then, they're going to take a gondola to the museum.

Next, they're going to take a gondola to the restaurant.

Finally, they are going to take a taxi to the theater.

4. Check the answers together.

#### Answer Key

New York	Venice
1. library, taxi	1. hotel, ferry
2. department store, taxi	2. museum, gondola
3. museum, subway	3. restaurant, gondola
4. park, bus	4. theater, taxi

### E Look at D. Ask and answer.



Student pairs ask and answer questions about the completed charts in Activity D using the language pattern in the speech bubbles: *How are they going to get to the library?* *They're going to take a taxi.*

### Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 73: *I'm going to take a bus to school tomorrow. What about you?* Students create Everybody Up Expressions.
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Read the passages in Activity B aloud, but change one sentence so that it is incorrect. Students listen carefully and try to catch the "lie."
- **Buzzers** (Teacher's Book pages 22–25). On the board, write these places: *department store, library, museum, restaurant, theater, and hotel*. To play, point to a place and hold up a picture card, asking: *How are they going to get to the department store?* Players race to hit their buzzers and make a correct sentence using the place and the card.
- Hand out maps of your town or city. Have pairs work to create a travel plan showing how to get to four places. Pairs present their plans to another pair. Compare plans with the class.

### Extra Practice

- Workbook pages 72–73. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 39
- Unit 8, Lesson 4 Worksheet, Teacher's Book page 129. See Teacher's Book pages 112–113 for instructions.
- Unit 8 Test, Teacher's Book page 150–151. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. **Test Center**
- iTools
- Log in for **Online Practice**

# Review 4

**Review 4**

**A I can say these words.**

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.

**B I can talk about these topics.**

1. careers  
2. the future  
3. life in space  
4. activities  
5. things for a trip  
6. transportation

**C I can talk with you.**

1. What does that sign mean?  
2. Thank you. See you next month!

**Reading Bonus**

**A Listen and read.**

**Vacation Time**  
Hi! I'm Lisa. I'm very excited. I'm going to the United States on vacation. I'm going to take a plane. In the United States, I'm going to visit New York. I'm going to see a show and go on a bus tour. I'm going to take my camera and take some pictures. When I'm older, I want to be an artist and travel the world.

**B Read and answer.**

- Where is Lisa going to go? \_\_\_\_\_
- How is she going to get there? \_\_\_\_\_
- What is she going to take? \_\_\_\_\_
- What does she want to be when she's older? \_\_\_\_\_

**C Listen and number.**

## Review Language

- Units 7 and 8 grammar and vocabulary

## Reading

- Building reading and listening skills

## Materials

- Picture Cards 119–150; Class CD2
- Tracks 60–61

Student Book pages 74–75

## Student Book page 74

### Warm up

- Greet the students. Practice polite greetings.
- Sing **Vacation!** (Class CD2 Track 53).
- Elicit the Everybody Up Expression from Unit 8, Lesson 4: *I'm going to take a bus to school tomorrow. What about you?*
- Play **Categories** (Teacher's Book pages 22–25) using Careers, the Future, In Space, Activities, Things for a Trip, and Transportation as categories.

### A I can say these words.

See *Teaching Reviews*, Teacher's Book page 21.

- Lead the class to say each word together.

#### Answer Key

- |                      |                    |                     |
|----------------------|--------------------|---------------------|
| 1. work with animals | 2. take a bus tour | 3. drive a race car |
| 4. space suit        | 5. musician        | 6. Earth            |
| 7. flashlight        | 8. ride a horse    | 9. take a taxi      |
| 10. sleeping bag     | 11. journalist     | 12. subway          |

- Students practice saying the words on their own.

### B I can talk about these topics.

At minimum, students should use the following language for each topic:

### C I can talk with you.

- Students look at each picture, read the words in the speech bubble, and fill in the empty speech bubbles.
- Model each conversation with a few students.
- Student pairs practice and then switch roles.

#### Answer Key

- What does that sign mean? It means you can't ice skate here.
- Bye. Have a great time! Thank you. See you next month!

# Reading Bonus

Student Book page 75

See *Teaching Reading*, Teacher's Book page 20.

## A Listen and read.

- Students look at the pictures and talk about what they see.
- Play Class CD2 Track 60. Students listen and read with the CD.

CD 1  
60

### Vacation Time

Hi! I'm Lisa. I'm very excited. I'm going to the United States on vacation. I'm going to take a plane. In the United States, I'm going to visit New York. I'm going to see a show and go on a bus tour. I'm going to take my camera and take some pictures. When I'm older, I want to be an artist and travel the world.

- Play the track again. Students listen and read again.
- Students read the text on their own.

## B Read and answer.

- Students look back at Activity A and read the text again on their own.
- Read each question aloud with the class. Students can answer orally and then write their answers in a notebook. Encourage students to use complete sentences in their answers.
- Check the answers together.

### Answer Key

- She's going to go to the United States.
- She's going to take a plane.
- She's going to take her camera.
- She wants to be an artist when she's older.

## C Listen and number.

- Play Class CD2 Track 61. Students listen and number the pictures.

CD 2  
61

What does that sign mean?  
It means you can't swim here.

What does he want to be?  
He wants to be a painter.

What does she want to do?  
She wants to drive a race car.

What's she going to take with her on vacation?

She's going to take a towel and a swimsuit.

How's she going to get to the hotel?

She's going to take the subway.

Where are they going to stay on vacation?

They're going to stay in a tent.

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

### Answer Key

- |              |              |              |
|--------------|--------------|--------------|
| 1. Picture 3 | 2. Picture 2 | 3. Picture 1 |
| 4. Picture 4 | 5. Picture 6 | 6. Picture 5 |

## Games and Activities

- Review: Down the Line** (Teacher's Book pages 22–25). Use picture cards from Units 7 and 8.
- Review: Gaps** (Teacher's Book pages 22–25). Prepare different texts using Unit 7 and 8 grammar patterns and vocabulary. Leave several words blank in each sentence. Distribute copies of the texts to each student. Students complete the sentences and check their answers with a partner.
- Reading: My Version** (Teacher's Book pages 22–25). Students rewrite the passage in Reading Bonus Activity A using their own information.

## Extra Practice

- Workbook pages 74–75. See Teacher's Book pages 100–111 for instructions and answer key.
- Final Test, Teacher's Book pages 152–155. See Teacher's Book pages 130–131 for instructions and pages 156–158 for answer key. 
- iTools
- Log in for  **Online Practice**

# Workbook Answer Key

## Welcome, pages 2–3.

### A. Unscramble.

Students look at the pictures, unscramble the words, and then write sentences.

#### Answers

1. I always make my bed in the morning.
2. We're shopping at the department store.
3. I'm walking to my cousin's home.
4. My uncle and I are making a cake.

### B. What about you? Write.

Students answer the questions, writing sentences about themselves.

### C. Circle.

Students read the sentences and circle the correct answers.

#### Answers

1. False
2. True
3. False
4. True
5. True
6. False

### D. Match.

Students draw lines, matching the sentences to the pictures.

#### Answers

1. Write your answers on the board. [4th picture]
2. Work with your group. [3rd picture]
3. Write your name at the top of the page. [2nd picture]
4. Work with your partner. [1st picture]

## Unit 1, Fun Outdoors

### Lesson 1, Camping, pages 4–5.

#### A. Match.

Students draw lines, matching the pictures to the words.

#### Answers

1. [1st picture] fish
2. [2nd picture] grill hamburgers
3. [3rd picture] hike
4. [4th picture] watch birds
5. [5th picture] canoe
6. [6th picture] climb

#### B. Write.

Students write the words, using the key.

#### Answers

1. hiking
2. climbing
3. fishing
4. canoeing
5. watching birds
6. grilling hamburgers

#### C. Write.

Students look at the picture and complete or write the questions and answers.

#### Answers

1. What does he like doing? He likes grilling hamburgers.

2. What does she like doing? She likes watching birds.
3. What does she like doing? She likes climbing.
4. What does he like doing? He likes fishing.

#### D. Write and circle.

Students look at the pictures, write the questions, and then circle the correct answers.

#### Answers

1. Does he like canoeing?  
Yes, he likes it a lot.
2. Does she like grilling hamburgers?  
No, she doesn't like it at all.
3. Does he like hiking?  
No, he doesn't like it at all.
4. Does she like watching birds?  
Yes, she likes it a lot.

## Lesson 2, Sports, pages 6–7.

#### A. Write.

Students look at the pictures and write the words.

#### Answers

1. snowboard
2. ski
3. ice skate
4. skateboard
5. surf
6. in-line skate

#### B. Read and number.

Students read the sentences and number the pictures.

#### Answers

1. He's good at skiing. [4th picture]
2. She's good at snowboarding. [3rd picture]
3. He isn't good at ice skating. [5th picture]
4. She isn't good at skiing. [1st picture]
5. She's good at ice skating. [6th picture]
6. He isn't good at snowboarding. [2nd picture]

#### C. Write.

Students look at the pictures and write the sentences.

#### Answers

1. Is he good at ice skating? Yes, he's very good at it.
2. Is he very good at skiing? No, he's not very good at it.
3. Is she good at surfing? Yes, she's very good at it.
4. Is she good at skateboarding? No, she's not very good at it.
5. Is he good at snowboarding? Yes, he's very good at it.
6. Is he good at in-line skating? No, he's not very good at it.

#### D. Unscramble.

Students look at the pictures, unscramble the words, and then write the sentences.

#### Answers

1. Is he good at in-line skating?  
No, he's not very good at it.
2. Is she good at skiing?  
Yes, she's very good at it.

## Lesson 3, Reading, pages 8–9.

### A. Read and number.

Students read and then number the sentences in the correct order.

#### Answers

1. I'm not very good at skiing.
2. Don't worry. I can help you.
3. See, you can do it!
4. Yes, I can!

### B. Match.

Students draw lines, matching the pictures to the sentences.

#### Answers

1. Watch out everybody!
2. I can help you.
3. I'm not very good at skateboarding
4. Be careful!

### C. Write and match.

Students complete the sentences, draw lines matching the sentences to the pictures, and then write the sentences.

#### Answers

1. I'm not very good at in-line skating. [4th picture]  
Don't worry. I can help you.
2. I'm not very good at skateboarding. [5th picture]  
Don't worry. I can help you.
3. I'm not very good at ice skating. [6th picture]  
Don't worry. I can help you.
4. I'm not very good at skiing. [3rd picture]  
Don't worry. I can help you.
5. I'm not very good at surfing. [2nd picture]  
Don't worry. I can help you.
6. I'm not very good at snowboarding. [1st picture]  
Don't worry. I can help you.

### D. What about you? Write.

Students answer the questions, writing sentences about themselves.

## Lesson 4, Safety, pages 10–11.

### A. Unscramble.

Students unscramble the letters and write the answers.

#### Answers

1. wear a helmet
2. wear a life jacket
3. put on sunscreen
4. fasten your seatbelt

### B. Connect.

Students draw lines, connecting the two halves of the sentences with the pictures.

#### Answers

1. When you go snowboarding, always wear a helmet. [4th picture]
2. When you go to the beach, always put on sunscreen. [2nd picture]
3. When you go canoeing, always wear a life jacket. [3rd picture]

4. When you ride in a car, always fasten your seatbelt. [1st picture]

### C. Look at the chart. Write.

Students complete or write the sentences, using the chart.

#### Answers

1. When you ride in a car, always fasten your seatbelt.
2. When you go in-line skating, always wear a helmet.
3. When you go canoeing, always wear a life jacket.
4. When you go skiing, always put on sunscreen.

### D. Draw and write.

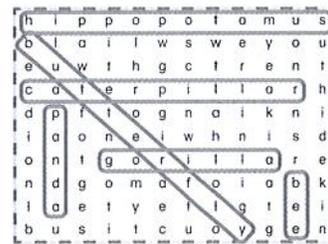
Students complete the sentence, writing about themselves, and then draw a picture.

## Unit 2, Land and Sea, Lesson 1, Animals and Insects, pages 12–13.

### A. Do the puzzle.

Students find and circle the words in the word search.

#### Answers



### B. Write.

Students look at the pictures and write the words.

#### Answers

1. bee
2. caterpillar
3. butterfly
4. panda
5. gorilla
6. hippopotamus

### C. Circle.

Students look at the pictures and circle the correct words, completing the sentences.

#### Answers

1. The gorilla is smaller than the hippopotamus.  
The hippopotamus is the biggest.
2. The caterpillar is bigger than the bee.  
The bee is the smallest.
3. The dog is smaller than the cow.  
The cow is the biggest.

### D. Write.

Students look at the pictures and complete or write the sentences.

#### Answers

1. Which one is the smallest?  
The duck is the smallest.  
Which one is the biggest?  
The horse is the biggest.

## Lesson 2, Sea Creatures, pages 14–15.

### A. Unscramble.

Students unscramble the letters and write the words.

#### Answers

- |            |          |
|------------|----------|
| 1. dolphin | 2. whale |
| 3. squid   | 4. seal  |
| 5. eel     | 6. shark |

### B. Circle.

Students circle the correct words, completing the sentences.

#### Answers

- The whale isn't as long as the dolphin.
- The shark isn't as long as the dolphin.
- The dolphin is as long as the seal.
- The seal isn't as long as the squid.
- The squid is as long as the eel.
- The eel isn't as long as the shark.

### C. Write.

Students look at the pictures and complete or write the sentences.

#### Answers

- Is the squid as long as the shark?  
No, it isn't. It's shorter.
- Is the seal as long as the dolphin?  
Yes, it is.
- Is the fish as big as the whale?  
No, it isn't. It's smaller.
- Is the spider as big as the ant?  
Yes, it is.
- Is the turtle as fast as the lion? No, it isn't. It's slower.
- Is the dog as fast as the rabbit?  
Yes, it is.

## Lesson 3, Reading, pages 16–17.

### A. Read and number.

Students read and then number the sentences in the correct order.

#### Answers

- Wait! What about Mom?
- Which one would she like?
- Do you like it, Mom?
- Thanks, girls! This is the best hat!

### B. Match.

Students draw lines, matching the pictures to the sentences.

#### Answers

- I'd like the smallest one, please.
- I'd like the longest one, please.
- I'd like the fastest one, please.
- I'd like the tallest one, please.
- I'd like the biggest one, please.

### C. Match.

Students draw lines, matching the sentences.

#### Answers

- Do you like it? This is the best cap.
- Which one would she like? She'd like the smallest one.
- Here's some money. Thanks, Dad.
- Which ones would you like? I'd like the biggest ones, please.

### D. Unscramble.

Students unscramble the words and write the sentences.

- Which one would you like?  
I'd like the fastest one, please.
- Which ones would you like?  
We'd like the longest ones, please.

### E. What about you? Write.

Students answer the questions, writing sentences about themselves.

## Lesson 4, Weight and Length, pages 18–19.

### A. Match.

Students draw lines, matching the words to the pictures.

#### Answers

- crab [4th picture]
- octopus [3rd picture]
- lizard [2nd picture]
- beetle [1st picture]

### B. Look at the chart. Write.

Students complete or write the sentences, using the chart.

#### Answers

- How much does the Komodo dragon weigh?  
It weighs 150 kilograms.
- How long is the giant Pacific octopus?  
It's 5 meters long.
- How much does the Spider crab weigh?  
It weighs 19 kilograms.
- How long is the Goliath beetle?  
It's 10 centimeters long.

### C. Write.

Students complete or write the sentences.

#### Answers

- The squid is 60 centimeters long.
- The seal is 2 meters long.
- The hippopotamus weighs 3,000 kilograms.
- The blue whale weighs 120,000 kilograms.

### D. Look at ⓐ. Circle.

Students look at exercise C and circle the correct answers.

#### Answers

- False
- False
- False
- True

## Review 1, page 20.

### A. Write.

Students look at the pictures and complete the sentences.

Answers

- What does she like doing?  
She likes ice skating.  
Is she good at ice skating?  
Yes, she's very good at it.
- What does he like doing?  
He likes skateboarding.  
Is he good at skateboarding?  
Yes, he's very good at it.
- What does she like doing?  
She likes canoeing.  
Which canoe is the biggest?  
Her brother's canoe is the biggest.
- What does he like doing?  
He likes bird watching.  
Which bird is the biggest?  
The gray bird is the biggest.

**Reading 1, page 21.****A. Read and circle.**

Students read the passage and circle the correct answers.

Answers

1. False    2. True    3. False    4. True

**B. What about you? Look at A. Write.**

Students look at exercise A as an example and complete the sentences, writing about themselves. Answers will vary.

**Unit 3, Appearance Lesson 1,  
What We Look Like, pages 22–23.****A. Match.**

Students draw lines, matching the pictures to the words.

Answers

- [1st picture] straight
- [2nd picture] short
- [3rd picture] long
- [4th picture] shoulder-length
- [5th picture] curly
- [6th picture] wavy
- [7th picture] glasses
- [8th picture] beard

**B. Unscramble.**

Students unscramble the letters and write the words.

Answers

- black hair
- brown hair
- red hair
- gray hair
- blond hair
- brown eyes
- green eyes
- blue eyes

**C. Write and match.**

Students write the questions and then draw lines, matching the questions to the answers.

Answers

- What does she look like? She has shoulder-length, wavy hair.
- What does she look like? She has long, straight hair.

- What does he look like? He has short, curly hair.
- What does he look like? He has a beard and glasses.

**D. Write.**

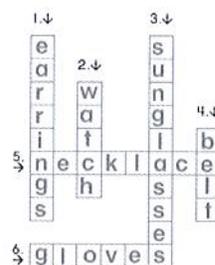
Students look at the picture and complete the sentences.

Answers

- Which one is your sister?  
She's the one with straight hair and glasses.
- Which one is your father?  
He's the one with short, curly hair.
- Which one is your brother?  
He's the one with short, wavy hair.
- Which one is your mother?  
She's the one with long, wavy hair.

**Lesson 2, Accessories, pages 24–25.****A. Do the puzzle.**

Students look at the pictures and write the words in the crossword puzzle.

Answers**B. Unscramble.**

Students unscramble the words and write the questions and answers.

Answers

- What does the watch look like?  
It's new and black.
- What does the belt look like?  
It's old and long.
- What do the gloves look like?  
They're big and gray.

**C. Write.**

Students look at the picture and write the questions and answers.

Answers

- Which necklace does she want to wear?  
She wants to wear the big one.
- Which belt does he want to wear?  
He wants to wear the short one.
- Which gloves does he want to wear?  
He wants to wear the white ones.
- Which sunglasses does he want to wear?  
He wants to wear the big ones.
- Which watch does he want to wear?  
He wants to wear the black one.
- Which earrings does she want to wear?  
She wants to wear the long ones.

## Lesson 3, Reading, pages 26–27.

### A. Read and number.

Students read and then number the sentences in the correct order.

#### Answers

1. Good luck on the test!
2. Thanks, Dad.
3. My pencils! What can I do now?
4. Don't worry. You can share mine.

### B. Connect.

Students draw lines, connecting the sentences and the pictures.

#### Answers

1. Good luck in the play. Thanks, Mom. [2nd picture]
2. Which one is Sam? He's the one wearing the black cap. [4th picture]
3. Who's that wearing the white cap? That's Sam's brother. [3rd picture]
4. My water! What can I do now? Don't worry. You can share mine. [1st picture]

### C. Write.

Students complete the sentences and then draw lines, matching the pictures to the sentences.

#### Answers

1. [1st picture] Good luck on the test.
2. [2nd picture] Good luck with the play.
3. [3rd picture] Good luck in the game.

### D. What about you? Write.

Students answer the questions, writing sentences about themselves. Answer will vary.

3. What does the crab look like?  
It's the same color as the sand.

### D. Read and draw.

Students draw pictures, illustrating the sentences.

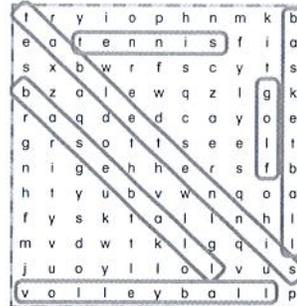
## Unit 4, Last Week

## Lesson 1, Sports, pages 30–31.

### A. Do the puzzle.

Students find and circle the words in the word search.

#### Answers



### B. Write.

Students look at the pictures and write the words.

#### Answers

1. tennis
2. baseball
3. basketball
4. table tennis
5. volleyball
6. golf

### C. Write.

Students look at the pictures and write the sentences.

#### Answers

1. He played golf yesterday.
2. She played basketball yesterday.
3. He played baseball yesterday.
4. She played tennis yesterday.
5. He played table tennis yesterday.
6. She played volleyball yesterday.

### D. Circle.

Students look at the pictures and circle the correct words, completing the sentences.

#### Answers

1. What did she do yesterday?  
She played tennis yesterday.
2. What did they do yesterday?  
They played volleyball yesterday.

## Lesson 2, Activities, pages 32–33.

### A. Connect and write.

Students draw lines, connecting the words, and then write the phrases.

## Lesson 4, Camouflage, pages 28–29.

### A. Write.

Students look at the pictures and write the words.

#### Answers

1. tree
2. leaf
3. grass
4. stick
5. river
6. fish
7. rock
8. sand

### B. Unscramble.

Students unscramble the words and write the sentences.

#### Answers

1. The butterfly is the same shape as the leaf.
2. The fish is the same color as the sand.
3. The snake is the same color as the grass.
4. The caterpillar is the same shape as the stick.

### C. Write.

Students look at the pictures and write the questions and answers.

#### Answers

1. What does the turtle look like?  
It's the same color and shape as the rock.
2. What does the frog look like?  
It's the same color as the leaf.

Answers

1. talk on the phone
2. practice the piano
3. visit my friend
4. work on a project
5. help my parents
6. use the computer

**B. Write.**

Students complete or write the questions and answers.

Answers

1. What did you do last weekend?  
I worked on a project.
2. What did you do last weekend?  
I talked on the phone.
3. What did you do last weekend?  
I used the computer.
4. What did you do last weekend?  
I visited my friend.

**C. Write.**

Students look at the pictures and complete the questions and answers.

Answers

1. Did you visit your friend on Monday?  
Yes, I did.
2. What did you do on Friday?  
I used the computer on Friday.
3. Did you practice the piano on Sunday?  
No, I didn't practice the piano on Sunday.
4. What did you do on Sunday?  
I talked on the phone on Sunday.

**D. What about you? Write.**

Students answer the questions, writing sentences about themselves. Answers will vary.

**Lesson 3, Reading, pages 34–35.****A. Read and number.**

Students read and then number the sentences in the correct order.

Answers

1. Come on! Hurry up!
2. What's wrong?
3. I can't find my coat.
4. Don't worry. You can borrow mine.

**B. Connect and write.**

Students draw lines, matching the words, and then write the phrases.

Answers

1. Don't worry.
2. What's wrong?
3. I can't find my glove.
4. Come on!
5. Hurry up!

**C. Write and match.**

Students complete the sentences, using the key.

Answers

1. I can't find my ruler. (fifth picture)
2. I can't find my stapler. (fourth picture)
3. I can't find my dictionary. (sixth picture)
4. I can't find my paintbrush. (second picture)
5. I can't find my calculator. (first picture)
6. I can't find my glue. ((third picture)

**D. What about you? Write.**

Students answer the questions, writing sentences about themselves. Answers will vary.

**Lesson 4, Ancient Rome, pages 36–37.****A. Write.**

Students write the words in the picture, using the key.

Answers

- a. homes
- b. stone
- c. clay
- d. bowls
- e. metal
- f. necklaces
- g. glass
- h. cups

**B. Look at A. Write.**

Students look at exercise A and complete or write the questions and answers.

Answers

1. What did they use to make bowls?  
They used clay.
2. What did they use to make cups?  
They used glass.
3. What did they use to make necklaces?  
They used metal.
4. What did they use to make homes?  
They used stone.

**C. Read and fill in the chart.**

Students read the sentences and then fill in the chart.

Answers

|       | NECKLACES | BOWLS | HOUSES | CUPS |
|-------|-----------|-------|--------|------|
| metal | ✓         |       |        |      |
| glass |           |       |        | ✓    |
| stone |           |       | ✓      |      |
| clay  |           | ✓     |        |      |

**D. What did you use? Write.**

Students answer the questions, writing sentences about themselves.

**Review 2, page 38.****A. Write.**

Students look at the pictures and complete or write the sentences.

Answers

1. What does she look like? She has wavy, brown hair and brown eyes. What did she do yesterday? She used the computer.
2. What does he look like? He has black hair and

brown eyes. What did he do yesterday? He played basketball.

- What does he look like? He has blond hair and blue eyes. What did he do yesterday? He practiced the piano.
- What does she look like? She has red hair and brown eyes. What did she do yesterday? She talked on the phone.

## Reading 2, page 39.

### A. Read and circle.

Students read the passage and circle the correct answers.

#### Answers

- True
- False
- False
- True

### B. What about you? Write.

Students answer the questions, writing sentences about themselves. Answers will vary.

## Unit 5, A Day Out, Lesson 1, Food and Drink, pages 40–41.

### A. Find and circle.

Students look at the pictures and then find and circle the words.

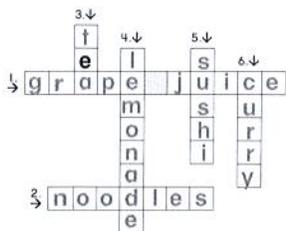
#### Answers

- sushi
- noodles
- tea
- grape juice
- curry
- lemonade

### B. Do the puzzle.

Students look at the pictures and write the words in the crossword puzzle.

#### Answer



### C. Write.

Students look at the pictures and complete or write the sentences.

#### Answers

- He ate sushi.
- She drank grape juice.
- She ate noodles.
- He drank tea.

### D. Write.

Students look at the pictures and complete or write the questions and answers.

#### Answers

- What did she eat for lunch?  
She ate noodles.
- What did he drink with lunch?  
He drank lemonade.
- What did he drink with lunch?  
He drank grape juice.
- What did she eat for lunch?  
She ate curry.

## Lesson 2, Things to Do, pages 42–43.

### A. Circle.

Students look at the pictures and circle the correct answers.

#### Answers

- take a picture
- see a parade
- buy clothes
- go bowling
- get a haircut
- have a picnic

### B. Write.

Students look at the pictures and complete the questions and answers.

#### Answers

- What did he do yesterday?  
He went bowling.
- What did she do yesterday?  
She took a picture.
- What did he do yesterday?  
He saw a parade.
- What did she do yesterday?  
She bought clothes.
- What did he do yesterday?  
He got a haircut.
- What did she do yesterday?  
She had a picnic.

### C. Read and circle.

Students read the charts and circle the correct answers, completing the sentences.

#### Answers

- When did she get a haircut? She got a haircut last Wednesday.
- When did he see a parade? He saw a parade on Sunday afternoon.
- When did he have a picnic? He had a picnic last week.
- When did she take a picture? She took a picture yesterday.

### D. What about you? Write.

Students answer the questions, writing sentences about themselves. Answers will vary.

## Lesson 3, Reading, pages 44–45.

### A. Read and number.

Students number the sentences in the correct order.

#### Answers

- I lost my skateboard.  
Let's look for it together.
- First, we worked on a project.
- Next, we saw a parade.
- Here you are.  
Thank you. That was lucky.

### B. Write.

Students complete the sentences, using the key.

#### Answers

- I lost my backpack.
- First, we took a picture.

### C. Write.

Students look at the pictures and complete or write the questions and answers.

#### Answers

- What happened?  
I lost my helmet.
- What happened?  
I lost my sunglasses.
- What happened?  
I lost my gloves.
- What happened?  
I lost my watch.

### D. What about you? Write.

Students answer the questions, writing sentences about themselves. Answers will vary.

## Lesson 4, Dinosaurs, pages 46–47.

### A. Do the puzzle.

Students find and circle the words in the word search.

#### Answers



### B. Match.

Students draw lines, matching the pictures to the sentences.

#### Answers

- Some dinosaurs had feathers.
- Some dinosaurs had tails.
- Some dinosaurs had claws.
- Some dinosaurs had wings.

### C. Fill in the chart.

Students look at the pictures and fill in the chart.

### Answers

|                   | TAILS | FEATHERS | WINGS | CLAWS |
|-------------------|-------|----------|-------|-------|
| Pterodactyl       |       |          | ✓     |       |
| Diplodocus        | ✓     |          |       |       |
| Microraptor       |       | ✓        | ✓     |       |
| Tyrannosaurus Rex | ✓     |          |       | ✓     |

### D. Draw and write.

Students draw a picture of the dinosaur that they like and then complete the sentences.

### E. Write.

Students look at the pictures and complete the sentences.

#### Answers

- It has claws and a tail.
- It has feathers and wings.
- It has claws and a tail.

## Unit 6, Being Creative, Lesson 1, The Arts, pages 48–49.

### A. Unscramble.

Students unscramble the letters and write the words.

#### Answers

- sing songs
- write stories
- design clothes
- make models
- paint pictures
- make movies

### B. Write.

Students look at the picture and write the answers.

#### Answers

- make movies
- sing songs
- design clothes
- write stories
- make models
- paint pictures

### C. Connect.

Students draw lines, matching the sentences to the pictures.

#### Answers

- He likes to sing songs in his free time.  
[2nd column, 2nd picture]
- She likes to make movies in her free time.  
[2nd column, 1st picture]
- He likes to paint pictures in his free time.  
[1st column, 2nd picture]
- She likes to design clothes in her free time.  
[1st column, 1st picture]

### D. Write.

Students look at the pictures and complete or write the questions and answers.

#### Answers

- Does she like to paint pictures?  
Yes, she does.

- Does he like to make movies?  
No, he doesn't. He likes to sing songs.
- Does she like to make models?  
No, she doesn't. She likes to design clothes.
- Does he like to write stories?  
Yes, he does.

- Could you carry this bag for me? Sure. No problem.
- Let's help Mrs. Watson. How can we help you?

### C. Write.

Students write the sentences, using the key.

#### Answers

- Let's help her.
- Can you open the window for me?
- Sure. No, problem.
- Thank you.

### D. What about you? Write.

Students answer the questions, writing sentences about themselves. Answers will vary.

## Lesson 2, Making Things, pages 50–51.

### A. Write.

Students look at the pictures and write the answers.

#### Answers

- make jewelry
- knit a scarf
- bake cookies
- cook dinner
- play music
- make a card

### B. Circle.

Students look at the pictures and circle the correct answers, completing the sentences.

#### Answers

- She knitted a scarf for him.
- He cooked dinner for her.
- She baked cookies for them.

### C. Write.

Students look at the picture and complete or write the questions and answers.

#### Answers

- What did he play for them?  
He played music for them.
- What did she knit for him?  
She knitted a scarf for him.
- What did he make for her?  
He made jewelry for her.
- What did she bake for them?  
She baked cookies for them.
- What did he cook for him?  
He cooked dinner for him.
- What did she make for her?  
She made a card for her.

## Lesson 4, Types of Art, pages 54–55.

### A. Write.

Students look at the pictures and write the answers.

#### Answers

- mosaic
- photograph
- sculpture
- painting

### B. Match.

Students draw lines, matching the pictures to the sentences.

#### Answers

- [1st picture] This is a photograph of two boys.
- [2nd picture] This is a painting of a chicken.
- [3rd picture] This is mosaic of a lizard.
- [4th picture] This is a sculpture of a dolphin.

### C. Write.

Students look at the pictures and complete the sentences.

#### Answers

- This is a mosaic of a girl. She's kicking a ball.
- This is a photograph of a boy. He's drinking milk.
- This is a sculpture of a girl. She's knitting.
- This is a painting of a boy. He's getting a haircut.

### D. What about you? Write.

Students answer the questions, writing sentences about themselves. Answers will vary.

## Lesson 3, Reading, pages 52–53.

### A. Read and number.

Students read and then number the sentences in the correct order.

#### Answers

- Let's help him.
- Could you carry these books for me?
- Sure. No problem.
- I painted this picture for you. Thanks.

### B. Match.

Students draw lines, matching the pictures and sentences.

#### Answers

- I made this card for you. Thanks!

## Review 3, page 56.

### A. Write.

Students look at the pictures and complete the sentences.

#### Answers

- What does he like to do in his free time? He likes to paint pictures. What did he do yesterday? He went bowling.
- What does she like to do in her free time? She likes to play music. What did she do yesterday? She bought clothes.
- What does he like to do in his free time? He likes to make movies. What did he do yesterday? He got a

haircut.

4. What does she like to do in her free time? She likes to make jewelry. What did she do yesterday? She cooked dinner.

## Reading 3, page 57.

### A. Read and circle.

Students read the passage and circle the correct answers.

Answers

1. True    2. False    3. False    4. False

### B. What about you? Write.

Students answer the questions, writing sentences about themselves. Answers will vary.

## Unit 7, Things to Be, Lesson 1, Careers, pages 58–59.

### A. Circle.

Students look at the pictures and circle the correct answers.

Answers

1. artist            2. scientist            3. game designer  
4. actor            5. musician            6. journalist

### B. Write.

Students look at the pictures and write the answers.

Answers

1. actor            2. journalist            3. game designer  
4. musician       5. artist                6. scientist

### C. Match.

Students draw lines, matching the pictures to the sentences.

Answers

1. [1st picture] I want to be a musician.  
2. [2nd picture] I want to be an actor.  
3. [3rd picture] I want to be a scientist.  
4. [4th picture] I want to be an artist.

### D. Write.

Students look at the pictures and complete or write the sentences.

Answers

1. What does he want to be when he grows up?  
He wants to be a journalist.  
2. What does she want to be when she grows up?  
She wants to be a scientist.  
3. What does he want to be when he grows up?  
He wants to be a game designer.  
4. What does she want to be when she grows up?  
She wants to be an artist.

## Lesson 2, The Future, pages 60–61.

### A. Write.

Students look at the pictures and write the answers.

Answers

1. fly a helicopter  
2. explore the jungle  
3. drive a race car  
4. go to space  
5. travel the world  
6. work with animals

### B. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

1. What do you want to do when you're older?  
I want to work with animals.  
2. What do you want to do when you're older?  
I want to explore the jungle.  
3. What do you want to do when you're older?  
I want to travel the world.

### C. Circle.

Students circle the correct words, completing the sentences.

Answers

1. What does she want to do when she's older?  
She wants to go to space.  
2. What does he want to do when he's older?  
He wants to drive a race car.  
3. What does she want to do when she's older?  
She wants to fly a helicopter.

### D. What do you want to do when you're older? Write.

Students answer the question, writing about themselves.

## Lesson 3, Reading, pages 62–63.

### A. Read and number.

Students read and then number the sentences in the correct order.

Answers

1. Let's go see the animals!  
Wait a minute.  
2. What does that sign mean?  
It means you can't run here.  
3. What does that sign mean?  
It means you can't feed the animals.  
4. I want to work with animals when I'm older.

### B. Unscramble.

Students unscramble the letters and write the sentences.

Answers

1. What does that sign mean?  
2. It means you can't take pictures here.  
3. I want to be a journalist when I'm older.

### C. Write.

Students look at the pictures and complete or write the sentences.

Answers

1. What does that sign mean?  
It means you can't climb trees here.
2. What does that sign mean?  
It means you can't skateboard here.
3. What does that sign mean?  
It means you can't use a phone here.
4. What does that sign mean?  
It means you can't play soccer here.

**D. Draw a sign. What does it mean?**

Students draw a picture of a sign and then explain what that sign means.

**Lesson 4, In Space, pages 64–65.****A. Write.**

Students look at the pictures and write the answers.

Answers

1. space shuttle
2. space suit
3. space station
4. Earth

**B. Read and circle.**

Students look at the pictures and circle the correct answers, completing the sentences.

Answers

1. Astronauts have to work on the computer.
2. Astronauts have to stay strong.
3. Astronauts have to leave the space station.
4. Astronauts don't have to be scientists to work in the space station.

**C. Write.**

Students look at the at the pictures and complete or write the sentences.

Answers

1. Astronauts have to be friendly in the space station.
2. Astronauts have to take the space shuttle to get to the space station.
3. Astronauts have to wear space suits outside the space station.
4. Astronauts have to be careful in the space station.

**D. What do you have to do at school? Write.**

Students answer the question, writing about themselves. Answers will vary.

**Unit 8, On Vacation, Lesson 1, Activities, pages 66–67.****A. Match.**

Students draw lines, matching the pictures to the words.

Answers

1. [1st picture] take a boat ride
2. [2nd picture] stay in a hotel
3. [3rd picture] swim in the ocean
4. [4th picture] see a show
5. [5th picture] go on a bus tour
6. [6th picture] ride a horse

**B. Unscramble.**

Students unscramble the letters and write the answers.

Answers

1. see a show
2. stay in a hotel
3. go on a bus tour
4. swim in the ocean
5. take a boat ride
6. ride a horse

**C. Write.**

Students look at the pictures and complete or write the questions and answers.

Answers

1. What's she going to do on vacation?  
She's going to take a boat ride.
2. What's he going to do on vacation?  
He's going to stay in a hotel.
3. What's she going to do on vacation?  
She's going to go on a bus tour.

**D. Write.**

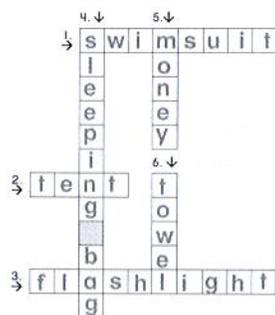
Students look at the chart and answer the questions.

Answers

1. He's going ride a horse next Monday.
2. He's going to swim in the ocean next weekend.
3. He's going to see a show tomorrow.

**Lesson 2, Things for a Trip, pages 68–69.****A. Do the puzzle.**

Students look at the pictures and write the words in the crossword puzzle.

Answers**B. Match.**

Students draw lines, matching the pictures to the sentences.

Answers

1. [1st picture] What's she going to take with her?  
She's going to take a towel.
2. [2nd picture] What's he going to take with him?  
He's going to take a swimsuit.
3. [3rd picture] What's he going to take with him?  
He's going to take some money.
4. [4th picture] What's she going to take with her?  
She's going to take a flashlight.
5. [5th picture] What's he going to take with him?  
He's going to take a tent.

**C. Look at the chart. Write.**

Students look at the chart and then complete or write the questions and answers.

Answers

- Are they going to take towels with them?  
Yes, they are.  
Are they going to take money with them?  
No, they aren't.
- Are they going to take swimsuits with them?  
Yes, they are.  
Are they going to take tents with them?  
No, they aren't.
- Are they going to take flashlights with them?  
Yes, they are.  
Are they going to take sleeping bags with them?  
No, they aren't.

**Lesson 3, Reading, pages 70–71.****A. Match.**

Students draw lines, matching the pictures to the sentences.

Answers

- [1st picture] I'm going to miss you.
- [2nd picture] Bye! Have a great time.
- [3rd picture] I'm going to ride a camel.
- [4th picture] Thank you. See you next month.

**B. Unscramble.**

Students unscramble the letters and write the answers.

Answers

- I'm going to ride a camel.
- See you next month.
- I'm going to miss you.
- Have a great time.

**C. Write.**

Students look at the pictures and complete or write the questions and answers.

Answers

- What are you going to do tomorrow?  
I'm going to go on a bus tour.
- What are you going to do next weekend?  
I'm going to stay in a hotel.
- What are you going to do next week?  
I'm going to ride a horse.

**D. What about you? Write.**

Students answer the questions, writing sentences about themselves. Answers will vary.

**Lesson 4, Transportation, pages 72–73.****A. Write.**

Students look at the pictures and write the answers.

Answers

- subway
- taxi
- gondola
- ferry

**B. Circle.**

Students look at the pictures and circle the correct answers.

Answers

- She's going to take a taxi.
- They're going to take a ferry.
- He's going to take the subway.
- They're going to take a gondola.

**C. Write.**

Students look at the pictures and complete or write the questions and answers.

Answers

- How's he going to get to the restaurant?  
He's going to take a gondola.
- How's she going to get to the museum?  
She's going to take the subway.
- How are they going to get to the hotel?  
They're going to take a ferry.
- How are they going to get to the park?  
They're going to take a taxi.

**Review 4, page 74.****A. Write.**

Students look at the pictures and complete or write the sentences.

Answers

- What's he going to do on vacation?  
He's going to ride a horse.  
What does he want to do when he's older?  
He wants to work with animals.
- What's she going to do on vacation?  
She's going to go on a bus tour.  
What does she want to do when she's older?  
She wants to travel the world.
- What's she going to do on vacation?  
She's going to swim in the ocean.  
What does she want to be when she's older?  
She wants to be a scientist.
- What's he going to do on vacation?  
He's going to take a gondola.  
What does he want to be when he's older?  
He want to be a musician.

**Reading 4, page 75.****A. Read and circle.**

Students read the passage and circle the correct answers.

Answers

- False
- True
- False
- True

**B. What about you? Look at A. Write.**

Students look at exercise A as an example and complete the sentences, writing about themselves. Answers will vary.

# Worksheet Instructions

## Unit 1, Lesson 3, page 114.

### A. Is it brave? Read and check Yes or No.

Students check yes if the situation depicts being brave or no if it doesn't.

Answers

1. Yes    2. Yes    3. Yes    4. No

### B. What about you? Write.

Students write their own personalized answer.

## Unit 1, Lesson 4, page 115.

### A. Complete the poster. Write.

Students use the words from the box to fill in the blanks in the poster.

Answers:

- When I go to the beach, I always put on sunscreen and wear a hat.
- When I go in a canoe, I always wear a life jacket.
- When I go skiing or snowboarding, I always wear a helmet.
- When I ride in a car, I always fasten my seatbelt.

### B. What about you? Draw and write.

Students draw a picture and fill in the blanks about a safety measure they always take.

Example: When I ride a bicycle, I always wear a helmet.

## Unit 2, Lesson 3, page 116.

### A. Which ones would they like? Circle.

Students circle the best answer.

Answers:

- He likes skateboards. He'd like the fastest one.
- She likes bicycles. She'd like the biggest one.
- She likes candy. She'd like the biggest one.
- They like hats. They'd like the newest ones.

### B. What about you? Draw a present and write.

Students draw a present for someone and complete the sentences.

Example: This present is for my mother.  
She would like a flower.

## Unit 2, Lesson 4, page 117.

### A. Make a poster.

Using a ruler or tape measure and a scale, students measure and draw themselves and two friends. Then they write down the name, height, and weight for each person. Practice using the vocabulary.

Example dialogue:

Student 1: How much do you weigh?

Student 2 (steps on scale): I weigh 35 kilograms.

### B. Look at your poster. Write.

Students complete the sentences using the information from their posters.

Answers will vary. Examples:

- John weighs the most.
- Tim is shorter than me.
- I am the shortest.
- Tim is the tallest.
- I am heavier than Tim.

## Unit 3, Lesson 3, page 118.

### A. Is this kind? Write ✓ for yes or X for no.

Students look at the pictures and write a checkmark (✓) if the situation depicts being kind and an X if it doesn't.

Answers:

1. ✓    2. ✓    3. X    4. X  
5. X    6. ✓

## Unit 3, Lesson 4, page 119.

### A. Read. Draw and color.

Students read the sentences. Then they draw and color the animals in the scene accordingly.

Answers should match the text:

- The fish is the same color as the sand.
- The butterfly is the same shape and color as the leaf.
- The insect is the same shape and color as the stick.
- The lizard is the same color as the rock.
- The snake is the same color as the grass.
- The beetle is the same shape as the leaf.

## Unit 4, Lesson 3, page 120

### A. Draw and write. Then cut.

Students should draw something they forgot or might forget.

Examples: a phone, a glove, a calculator

### B. Act. Then share your cards with a friend.

Students follow the script and act it out using their drawing from A, adding the name of the item they lost.

### C. Read and write.

Students answer the questions.

Example:

- I'm prepared for school.
- I'm not prepared for my baseball games.

## Unit 4, Lesson 4, page 121.

### A. What did they use? Write.

Students use the picture clues to fill in the blanks. Some words may be used more than once.

Answers:

- What did they use to make homes?  
They used stone to make homes.
- What did they use to make bowls?  
They used clay to make bowls.
- What did they use to make necklaces?  
They used metal to make necklaces.
- What did they use to make cups?  
They used glass to make cups.

## Unit 5, Lesson 3, page 122.

### A. Read, find, and write the letter.

Students read the dialogues and look at the scenes to "find" the missing item. Then they write the letter of the scene where the missing item can be found.

Answers:

1. C    2. B    3. D    4. A

## Unit 5, Lesson 4, page 123.

### A. Draw. Then write about animals and dinosaurs.

Students draw and write about the features of animals and dinosaurs they know, or they research dinosaurs and animals that have the features listed.

Examples:

- This is a picture of a bird.  
It has feathers.
- This is a picture of a T. Rex.  
It had claws.
- This is a picture of a pterodactyl.  
It had wings.
- This is a picture of a dog.  
It has a tail.
- This is a picture of a cat.  
It has a tail and claws.

## Unit 6, Lesson 3, page 124.

### A. Is it helpful? Read and check Yes or No.

Students look at the pictures and check yes if the scene is helpful or no if it isn't.

Answers:

- No
- Yes
- Yes
- No

### B. Check the things you do to be helpful.

Students put a checkmark beside the things they do.

Answers will vary.

### C. How has someone helped you?

Students write an example of something they do to be helpful.

Example:

I clean my room.

## Unit 6, Lesson 4, page 125

### A. Read, write, and match.

Students fill in the blanks with the words and match the sentences to the correct illustrations.

Answers:

- The artist used many shapes to make a mosaic. (2nd picture)
- The artist used a camera to make a photograph. (4th picture)
- The artist used paint to make a painting. (1st picture)
- The artist used clay to make a sculpture. (3rd picture)

### B. What about you? Write.

Students write their own personalized answers.

Examples:

- I like to make drawings.
- I use color pencils.

## Unit 7, Lesson 3, page 126

### A. Read and number.

Students write the number of the correct sign in front of the sentence.

Answers:

- This sign means you can't take pictures here.
- This sign means you can't skateboard here.
- This sign means you can't talk on the phone here.
- This sign means you can't ride a bike here.

### B. Match.

Students match the signs to the location where they would be found.

Answers:

- This sign is at the library. (1st picture)
- This sign is at the zoo. (2nd picture)
- This sign is at a school. (3rd picture)
- This sign is at the park. (4th picture)

## Unit 7, Lesson 4, page 127.

### A. What do astronauts have to do? Write *have to* or *don't have to*.

Students write *have to* or *don't have to* in front of the phrases.

Answers:

Astronauts...

- have to take the space shuttle to the space station.
- have to wear a space suit outside of the space station.
- don't have to wear a space suit in the space station.
- have to stay strong.
- don't have to be scientists.
- have to be friendly in the space station.

### B. Look at A. Write.

Students fill in the blank. Then they write three things that astronauts have to do.

Answers:

- Astronauts have to take the space shuttle to the space station.
- Astronauts have to stay strong.
- Astronauts have to be friendly in the space station.

### C. What about you? Write.

Students write their own personalized response.

Example:

I want to work with animals/be a veterinarian when I'm older.

## Unit 8, Lesson 3, page 128

### A. Is it thoughtful? Write ✓ for yes or X for no.

Students look at the pictures and write a check if the scene is thoughtful and an X if it's not.

Answers:

- ✓
- ✓
- ✓
- X

### B. Write a thoughtful answer.

Students write their own personalized, thoughtful responses to the conversations. Students can act out their dialogues with a partner.

Examples:

- A: See you next month. Bye!  
B: Bye! Have fun.
- A: I'm going to miss you!  
B: I'm going to miss you, too. Have a good weekend.

## Unit 8, Lesson 4, page 129

### A. Look at the map. Write.

Students look at the map and write answers about how people will get to their locations.

Answers:

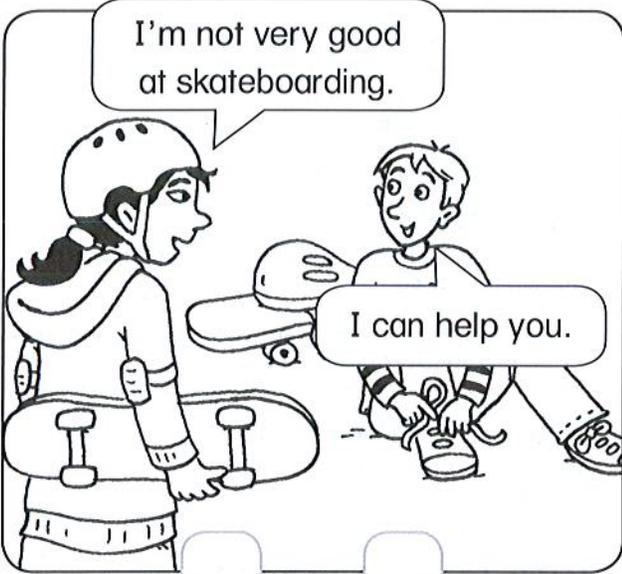
- How is he going to get to the hotel?  
He's going to take the subway.
- How is she going to get to the library?  
She's going to take a bus.
- How are they going to get to the zoo?  
They are going to take a taxi.
- How are they going to get to the restaurant?  
They are going to take a gondola.

## Unit 1 Lesson 3

Name: \_\_\_\_\_

Be brave.

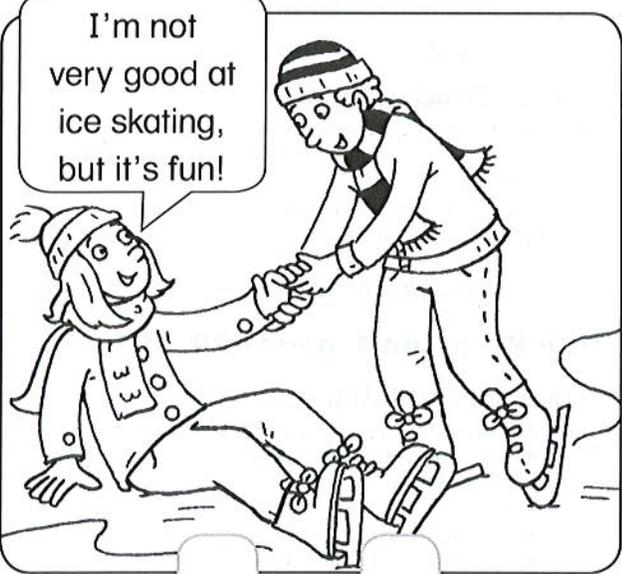
**A** Is it brave? Read and check Yes or No.

1. 

Yes  No

2. 

Yes  No

3. 

Yes  No

4. 

Yes  No

**B** What about you? Write.

I'm not very good at \_\_\_\_\_, but it's \_\_\_\_\_!

## Unit 1 Lesson 4



Name: \_\_\_\_\_

**A** Complete the poster. Write.

seatbelt helmet canoe car snowboarding  
 beach skiing life jacket hat sunscreen

**Safety Rules**

When I . . .

1.



. . . go to the \_\_\_\_\_, I always put on  
 \_\_\_\_\_ and wear a \_\_\_\_\_.

2.



. . . go in a \_\_\_\_\_, I always wear a  
 \_\_\_\_\_.

3.

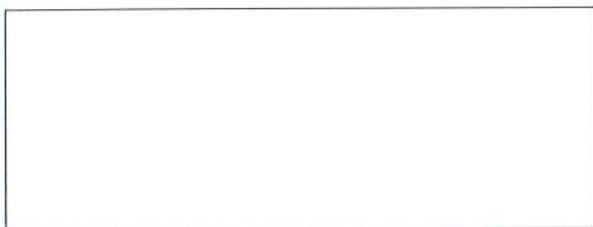


. . . go \_\_\_\_\_ or \_\_\_\_\_,  
 I always wear a \_\_\_\_\_.

4.



. . . ride in a \_\_\_\_\_, I always fasten my  
 \_\_\_\_\_.

**B** What about you? Draw and write.

When I \_\_\_\_\_, I  
 always \_\_\_\_\_.

# Unit 2 Lesson 3

Name: \_\_\_\_\_

Be thoughtful.

## A Which ones would they like? Circle.

1.



He likes skateboards.



He'd like the fastest one.



He'd like the slowest one.

2.



She likes bicycles.



She'd like the smaller one.



She'd like the biggest one.

3.



She likes candy.



She'd like the biggest one.



She'd like the smallest one.

4.



They like hats.

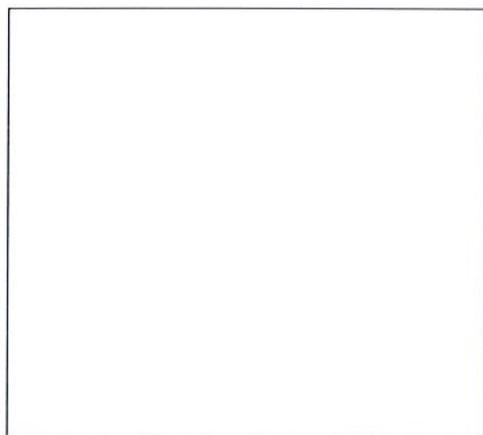


They'd like the newest ones.



They'd like the oldest ones.

## B What about you? Draw a present and write.



This present is for \_\_\_\_\_.

He/She would like \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Unit 2 Lesson 4



Name: \_\_\_\_\_

**A** Make a poster.

Me: \_\_\_\_\_

Height: \_\_\_\_\_ meters

Weight: \_\_\_\_\_ kilograms

Friend: \_\_\_\_\_

Height: \_\_\_\_\_ meters

Weight: \_\_\_\_\_ kilograms

Friend: \_\_\_\_\_

Height: \_\_\_\_\_ meters

Weight: \_\_\_\_\_ kilograms

**B** Look at your poster. Write.

1. \_\_\_\_\_ weighs more than \_\_\_\_\_.
2. \_\_\_\_\_ shorter than \_\_\_\_\_.
3. \_\_\_\_\_ the shortest.
4. \_\_\_\_\_ the tallest.
5. I am \_\_\_\_\_.

## Unit 3 Lesson 3

Name: \_\_\_\_\_

Be kind.

**A** Is this kind? Write ✓ for yes or X for no.

1.



2.



3.



4.



5.



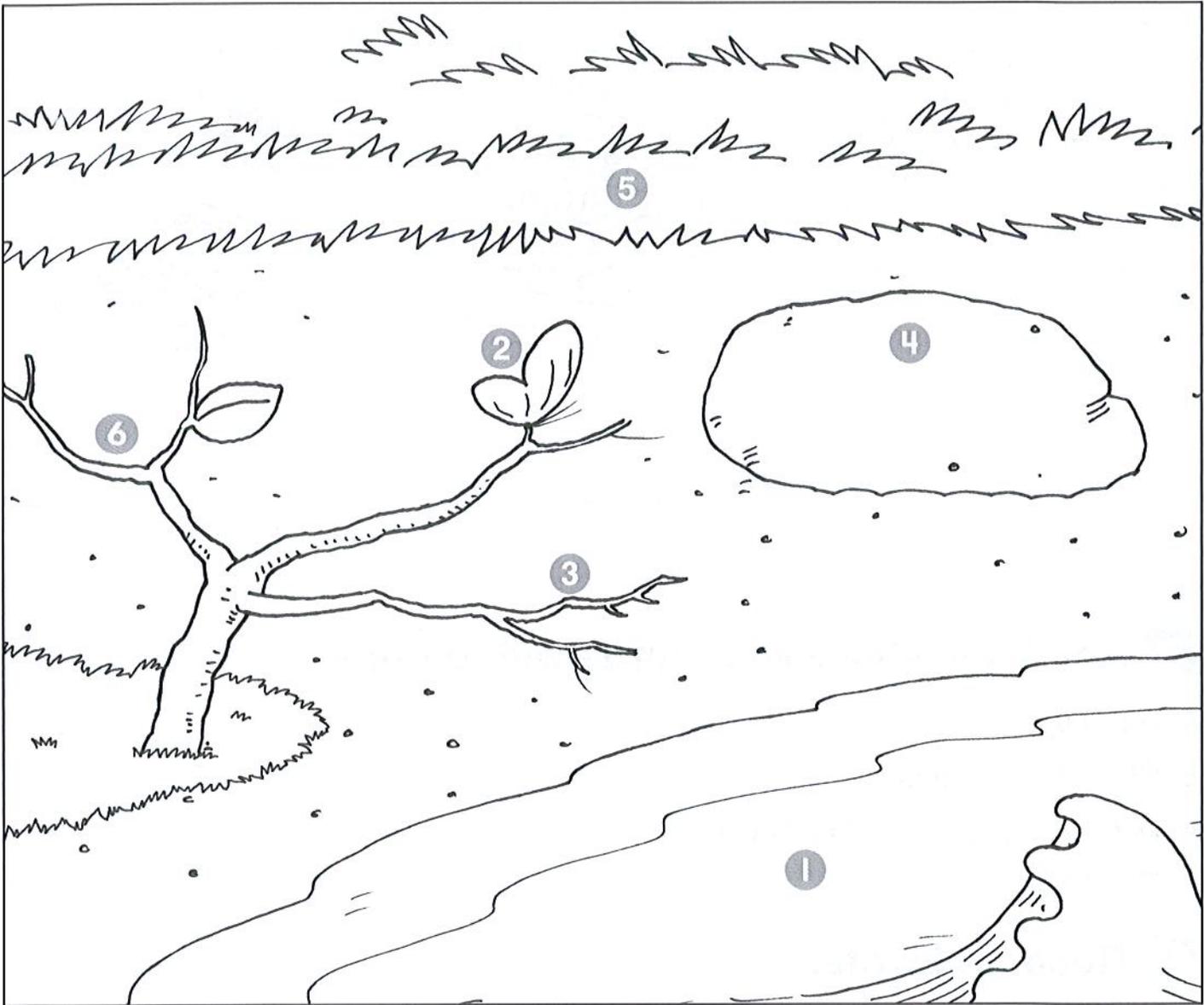
6.





Name: \_\_\_\_\_

### A Read. Draw and color.

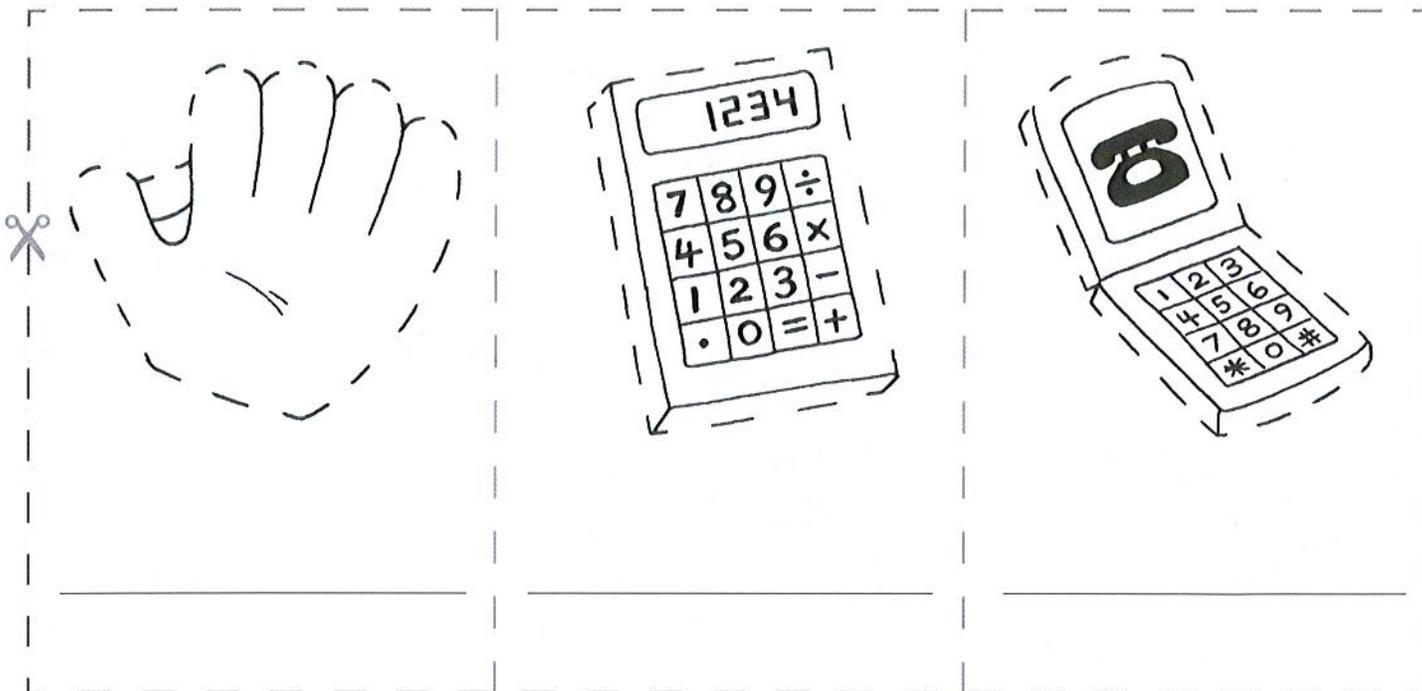


1. The fish is the same color as the sand.
2. The butterfly is the same shape and color as the leaf.
3. The caterpillar is the same shape and color as the stick.
4. The lizard is the same color as the rock.
5. The snake is the same color as the grass.
6. The beetle is the same shape as the leaf.

## Unit 4 Lesson 3

Name: \_\_\_\_\_

Be prepared.

**A** Draw and write. Then cut.**B** Act. Then share your cards with a friend.

A: Hurry up!

B: Oh, no! I can't find my \_\_\_\_\_.

A: Don't worry. You can borrow mine.

B: Thank you!

**C** Read and write.

1. When are you prepared?

I'm prepared for \_\_\_\_\_  
\_\_\_\_\_

2. When aren't you prepared?

I'm not prepared for \_\_\_\_\_  
\_\_\_\_\_

Unit 4 Lesson 4

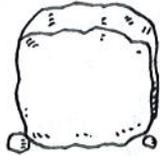


Name: \_\_\_\_\_

**A** What did they use? Write.



glass



stone



clay



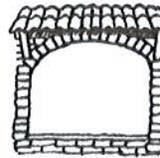
metal



bowls



cups



homes



necklaces



1. What did they use to make \_\_\_\_\_ ?

2. What did they use to make \_\_\_\_\_ ?



They used \_\_\_\_\_ to make \_\_\_\_\_.



They used \_\_\_\_\_ to make \_\_\_\_\_.



3. What did they use to make \_\_\_\_\_ ?

4. What did they use to make \_\_\_\_\_ ?



They used \_\_\_\_\_ to make \_\_\_\_\_.



They used \_\_\_\_\_ to make \_\_\_\_\_.

## Unit 5 Lesson 3

Name: \_\_\_\_\_

Be helpful.

**A** Read, find, and write the letter.

1.  I lost my sunglasses.  
First, I went bowling.  
 Then, I got a haircut.  
I can help you. Here they are.



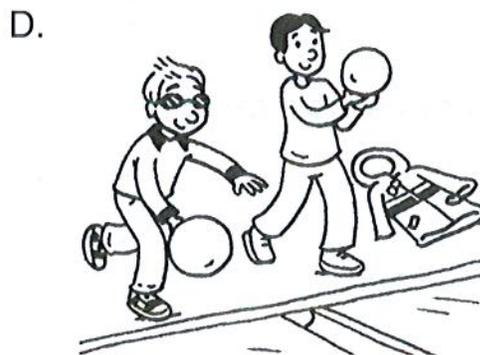
2.  I lost my backpack.  
First, I bought clothes.  
 Then, I took a picture.  
I can help you. Here it is.



3.  I lost my coat.  
First, I saw a parade.  
 Then, I went bowling.  
I can help you. Here it is.



4.  I lost my skateboard.  
First, I got a haircut.  
 Then, I had a picnic.  
I can help you. Here it is.

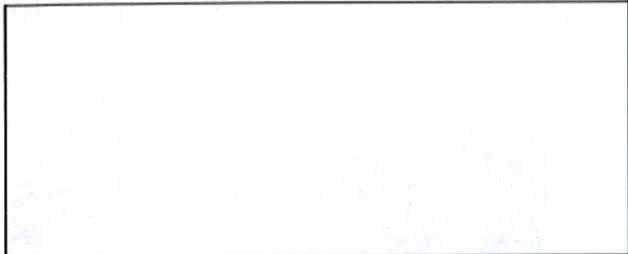


## Unit 5 Lesson 4



Name: \_\_\_\_\_

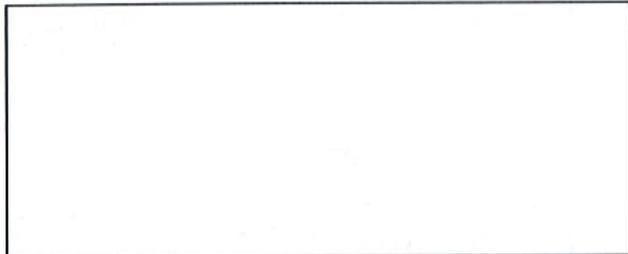
**A** Draw. Then write about animals and dinosaurs.

1. 

This is a picture of a

\_\_\_\_\_.

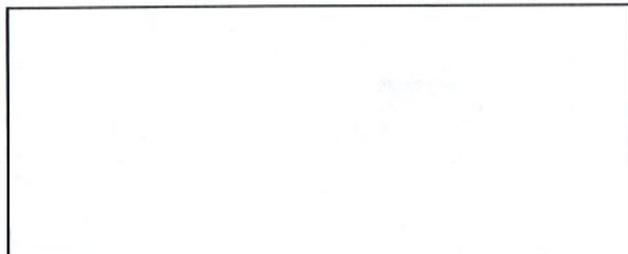
It \_\_\_\_\_ feathers.

2. 

This is a picture of a

\_\_\_\_\_.

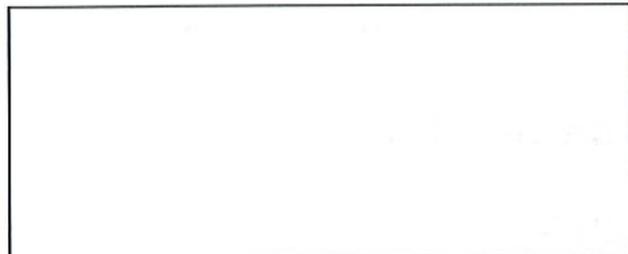
It \_\_\_\_\_ claws.

3. 

This is a picture of a

\_\_\_\_\_.

It \_\_\_\_\_ wings.

4. 

This is a picture of a

\_\_\_\_\_.

It \_\_\_\_\_ a tail.

5. 

This is a picture of a

\_\_\_\_\_.

It \_\_\_\_\_ and \_\_\_\_\_.

# Unit 6 Lesson 3

Name: \_\_\_\_\_

Be helpful.

## A Is it helpful? Read and check Yes or No.

1.    
 Could you carry these bags for me?   
 No.   
 Yes  No

2.    
 Could you open the door for me?   
 Sure.   
 Yes  No

3.    
 Could you pick that up?   
 No problem.   
 Yes  No

4.    
 Could you walk the dog, please?   
 I can't.   
 Yes  No

## B Check the things you do to be helpful.

- |  |   |  |
|--|---|--|
| 1. <input type="checkbox"/> cook dinner  | 2. <input type="checkbox"/> bake cookies  | 3. <input type="checkbox"/> carry bags           |
| 4. <input type="checkbox"/> walk the dog | 5. <input type="checkbox"/> do the dishes | 6. <input type="checkbox"/> take out the garbage |

## C How has someone helped you?

\_\_\_\_\_

\_\_\_\_\_

## Unit 6 Lesson 4



Name: \_\_\_\_\_

**A** Read, write, and match.

1. The artist used

\_\_\_\_\_

to make a mosaic.

•

•



paint

2. The artist used a

\_\_\_\_\_

to make a photograph.

•

•



many shapes

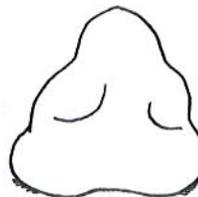
3. The artist used

\_\_\_\_\_

to make a painting.

•

•



clay

4. The artist used

\_\_\_\_\_

to make a sculpture.

•

•



camera

**B** What about you? Write.

1. What do you like to make? \_\_\_\_\_

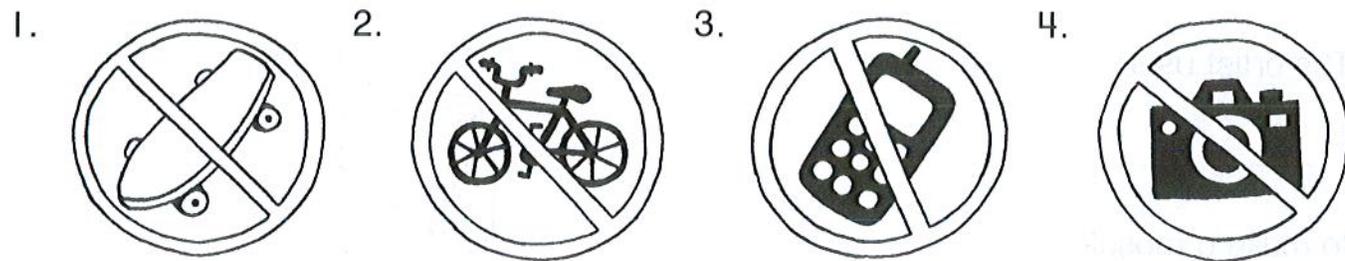
2. What do you use to make it? \_\_\_\_\_

# Unit 7 Lesson 3

Name: \_\_\_\_\_

Be patient.

## A Read and number.



\_\_\_\_\_ This sign means you can't take pictures here.

\_\_\_\_\_ This sign means you can't skateboard here.

\_\_\_\_\_ This sign means you can't talk on the phone here.

\_\_\_\_\_ This sign means you can't ride a bike here.

## B Match.

|    |  |  |  |
|----|--|--|--|
| 1. |  | ●      ● This sign is at the zoo.      ●     |  |
| 2. |  | ●      ● This sign is at the library.      ● |  |
| 3. |  | ●      ● This sign is at a school.      ●    |  |
| 4. |  | ●      ● This sign is at the park.      ●    |  |

## Unit 7 Lesson 4



Name: \_\_\_\_\_

**A** What do astronauts have to do?Write *have to* or *don't have to*.

Astronauts . . .

1. \_\_\_\_\_ take the space shuttle to the space station.
2. \_\_\_\_\_ wear a space suit inside of the space station.
3. \_\_\_\_\_ wear a space suit in the space station.
4. \_\_\_\_\_ stay strong.
5. \_\_\_\_\_ be scientists.
6. \_\_\_\_\_ be friendly in the space station.

**B** Look at **A**. Write.

What does an astronaut have to do?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**C** What about you? Write.

What do you want to do when you're older?

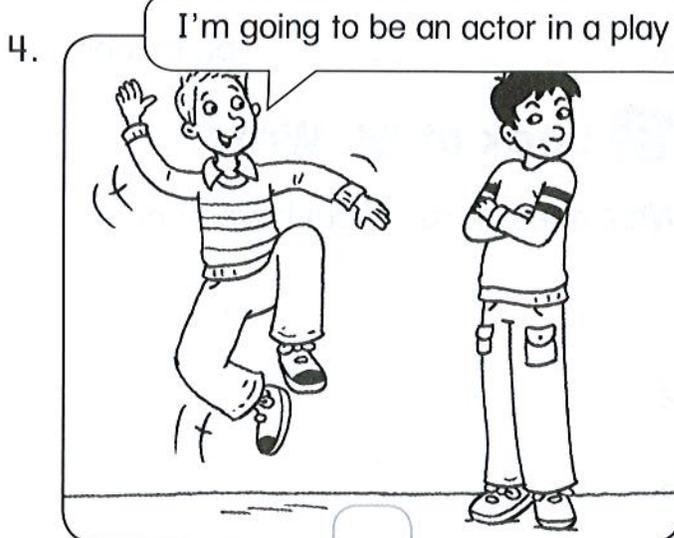
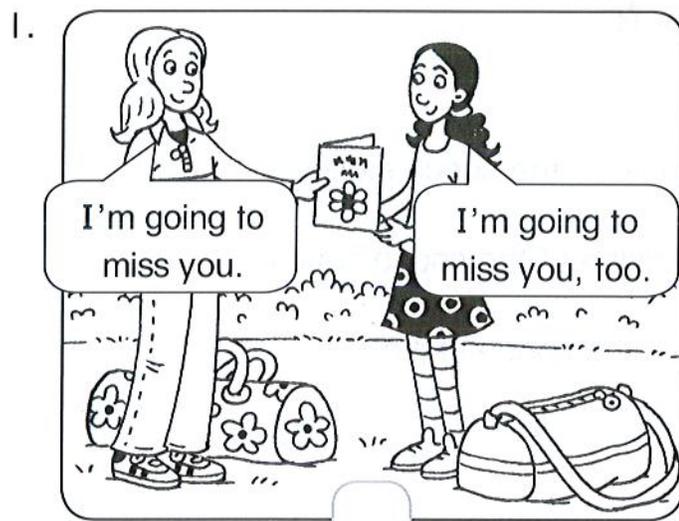
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## Unit 8 Lesson 3

Name: \_\_\_\_\_

Be thoughtful.

**A** Is it thoughtful? Write ✓ for yes or X for no.**B** Write a thoughtful answer.

1. A: See you next month. Bye!

B: \_\_\_\_\_

2. A: I'm going to miss you!

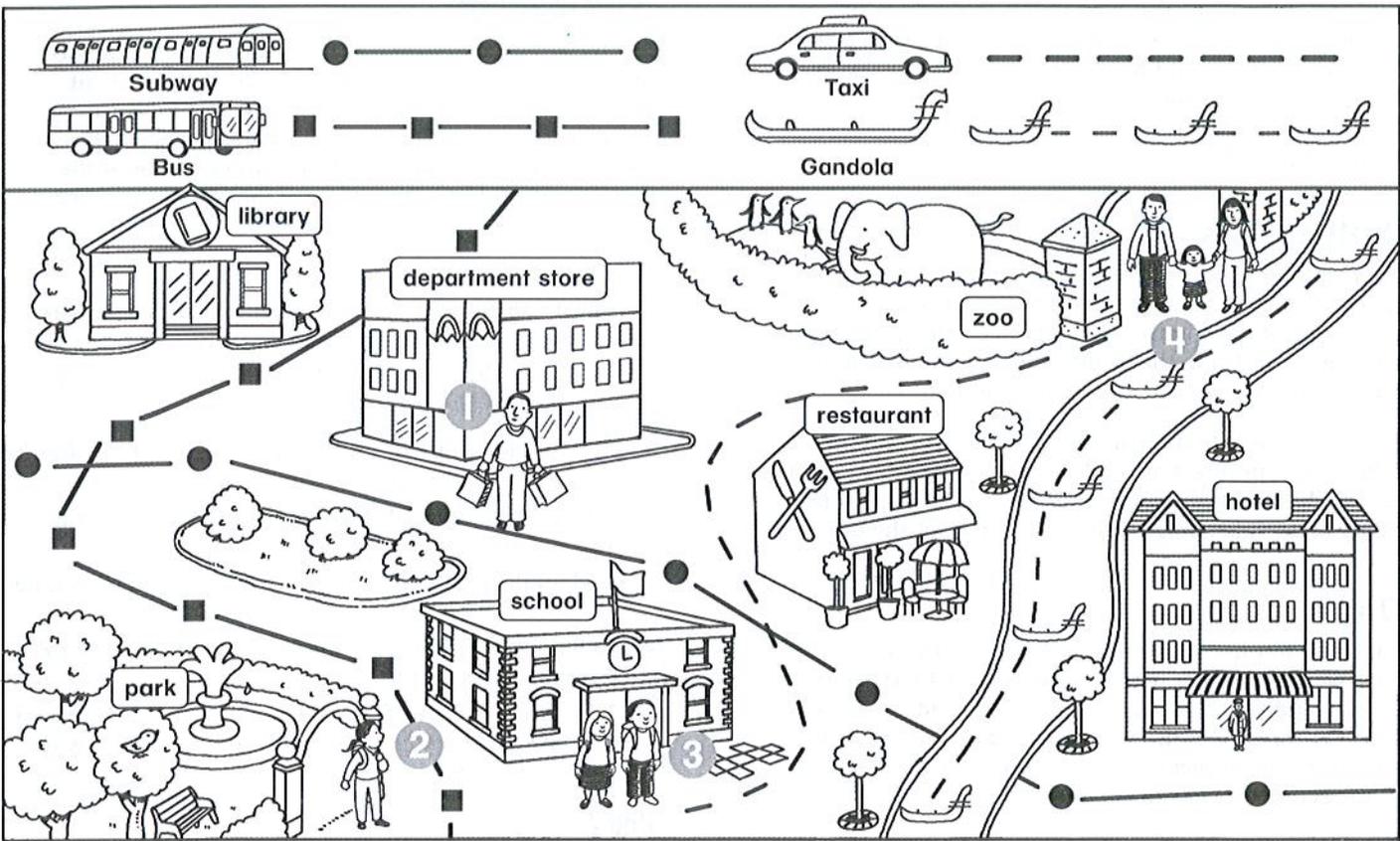
B: \_\_\_\_\_

Unit 8 Lesson 4

Name: \_\_\_\_\_



**A** Look at the map. Write.



1. How is he going to get to the hotel?



\_\_\_\_\_

2. How is she going to get to the library?



\_\_\_\_\_

3. How are they going to get to the zoo?



\_\_\_\_\_

4. How are they going to get to the restaurant?



\_\_\_\_\_

# Test Instructions

## Test Center

All the testing materials found in the Teacher's Book can also be accessed from the Test Center. You can print the tests directly from the pdf files or you can open the editable files to customize the tests according to your needs. You can download the audio files to your MP3 player, or play them directly from the CD.

## Written Tests

These tests are designed for group administration. Each test is divided into five parts and tests vocabulary and grammar. All the questions are multiple choice, matching, numbering, or fill in the blank. Some questions require the student to listen and answer the question.

Pause from time to time to make sure the students are following your directions and are working on the correct part of the test. You may wish to have students put their finger on each letter as you begin that part of the test.

## Oral Tests

Each unit test has an oral component that determines how well the student uses the grammar and vocabulary from the unit. These oral questions are found on pages 130–131 for each unit. The questions are listed in italics and suggested answers are given in parentheses. Use the rubric below to assess the oral tests.

### Rubric

|   |   |
|---|---|
| 4 | Answers question completely and correctly with a complete sentence. Uses adjectives in sentence when appropriate. |
| 3 | Answers question with complete sentence and appropriate answer but requires a word or phrase as a prompt.         |
| 2 | Answers question with an incomplete sentence.   |
| 1 | Gives nonverbal answer by pointing at picture, nodding, or shaking head.  |
| 0 | No response given.  |

## Midterm Test

The Midterm Test measures what has been learned in the first four units in vocabulary and grammar. There is a listening component in the midterm test.

## Final Test

The Final Test measures what has been learned in all eight units in vocabulary and grammar. There is a listening component in the final test.

## Oral Tests

As you administer the oral test, ask the student to answer each question with a complete sentence. If the student answers with one word, prompt him or her to use a complete sentence. If the student cannot answer the question, provide prompts such as the beginning of the correct answer. Have the student complete the sentence and then repeat the correct answer.

### Unit 1

**Materials:** Picture cards for grill hamburgers, canoe, surf, in-line skate, and put on sunscreen.

*I am going to ask you some questions. Answer each question with a complete sentence.*

1. Hold up the picture of grilling hamburgers. *What does he like doing?* (He likes grilling hamburgers.)
2. Hold up the picture of canoeing. *Does he like canoeing?* (Yes, he does.)
3. Hold up the picture of surf. *Is he good at surfing?* (Yes, he is.)
4. Hold up the picture of in-line skate. *What is she doing?* (She's in-line skating.)
5. Hold up the picture of sunscreen. *What do you always do when you go the beach?* (When you go the beach, always put on sunscreen.)

### Unit 2

**Materials:** Picture cards for hippopotamus, gorilla, panda, shark, whale, and seal.

*I am going to ask you some questions. Answer each question with a complete sentence.*

1. Display the pictures of a hippopotamus and a gorilla. *Which one is bigger than the gorilla?* (The hippopotamus is bigger than the gorilla.)
2. Display the pictures of a hippopotamus, a gorilla, and a panda. *Which one is the smallest?* (The panda is the smallest.)
3. Hold up the picture of a shark. *Is the shark as long as the whale?* (Yes, it is.)
4. Show pictures of a whale and a seal. *Is the seal as long as the whale?* (No, it isn't.) *What is it?* (It's shorter.)
5. *How much do you weigh?* (I weigh X kilograms.)

### Unit 3

**Materials:** Picture cards for shoulder-length hair, wavy hair, straight hair, watch and necklace.

*I am going to ask you some questions. Answer each question with a complete sentence.*

1. Hold up the picture of shoulder-length hair. *Look at her hair. What does she look like?* (She has shoulder-length hair.)

2. Hold up the picture of wavy hair. *Look at her hair color and eye color. What does she look like?* (She has wavy, brown hair and brown eyes.)
3. Hold up the picture of sunglasses. *What do the sunglasses look like?* (The sunglasses are new and orange.)
4. Display pictures of shoulder-length hair, wavy hair, straight hair. *Her sister has black hair. Which one is she?* (Student points. She's the one with straight, black hair.)
5. Turn to Student Book page 28. Point to the picture of the snake in the grass. *What color and shape is the snake?* (The snake is the same color and shape as the grass.)

#### Unit 4

**Materials:** Picture cards for volleyball, table tennis, use the computer, talk on the phone, and necklace.

*I am going to ask you some questions. Answer each question with a complete sentence.*

1. Hold up the picture of volleyball. *What did she do yesterday?* (She played volleyball)
2. Hold up the picture of table tennis. *What did he do yesterday?* (He played table tennis.)
3. Hand the picture of use the computer to the student. *What did you do last weekend?* (I used the computer.)
4. Hold up the picture of talk on the phone. *Did you talk on the phone on Monday?* (Yes, I did./No, I didn't.)
5. Hold up a picture of a necklace. *What did they use to make necklaces?* (They used metal to make necklaces.)

#### Unit 5

**Materials:** Picture cards for curry, lemonade, take a picture, buy clothes, and claw.

*I am going to ask you some questions. Answer each question with a complete sentence.*

1. Hold up the picture of curry. *What did he eat for lunch?* (He ate curry for lunch.)
2. Hold up the picture of lemonade. *What did she drink with lunch?* (She drank lemonade with lunch.)
3. Hold up the card for take a picture. *What did she do yesterday?* (She took pictures.)
4. Hold up the picture for buy clothes. *This was on Saturday afternoon. When did she buy clothes?* (She bought clothes on Saturday afternoon.)
5. Hold up the picture of a claw. *Which dinosaur had claws?* (Answers will vary: The Tyrannosaurus Rex/Triceratops had claws./Some dinosaurs had claws. )

#### Unit 6

**Materials:** Picture cards of sing songs, make movies, design clothes, and bake cookies.

*I am going to ask you some questions. Answer each question with a complete sentence.*

1. Hold up the picture of sing songs. *What does he like to do in his free time?* (He likes to sing songs.)
2. Hold up the picture of make movies. *What does he like to do in his free time?* (He likes to make movies.)
3. Hold up the picture of design clothes. *Does she like to knit scarves in her free time?* (No, she doesn't. She likes to design clothes.)
4. Hold up the picture of bake cookies. *What did she bake for them?* (She baked cookies for them.)
5. Turn to Student Book page 55. Point to the photograph of the lake. *What is this?* (It's a photograph of a lake.)

#### Unit 7

**Materials:** Picture cards for artist, musician, drive a race car, travel the world, and space shuttle.

*I am going to ask you some questions. Answer each question with a complete sentence.*

1. Hold up the picture of an artist. *What does he want to be when he grows up?* (He wants to be an artist.)
2. Hold up the picture of a musician. *What does she want to be when she grows up?* (She wants to be a musician.)
3. Hold up the picture of drive a race car. *What does he want to do when he's older?* (He wants to drive a race car.)
4. Hold up the picture of travel the world. *What does she want to do when she's older?* (She wants to travel the world.)
5. Hold up the picture of the space shuttle. *What do astronauts have to do?* (Astronauts have to take the space shuttle to get to the space station.)

#### Unit 8

**Materials:** Picture cards for take a boat ride, swim in the ocean, see a show, towel, tent, and subway.

A current calendar or calendar pages showing days and months. *I am going to ask you some questions. Answer each question with a complete sentence.*

1. Hold up the picture of see a show. *What's he going to do on vacation?* (He's going to see a show.)
2. Set the picture of take a boat ride on the next Thursday calendar space. Say *Next Thursday* as you set it down. *When is he going to take a boat ride?* (He's going to take a boat ride next Thursday.)
3. Set the picture of swim in the ocean on the next month calendar page and say *Next month*. *When is he going to swim in the ocean?* (He's going to swim in the ocean next month.)
4. Put the towel picture on the swim in the ocean picture. *What's he going to take with him?* (He's going to take a towel.)
5. Hold up the picture of the subway. *How's he going to get to his job?* (He's going to take the subway.)

# Unit 1 Test

page 1

Name: \_\_\_\_\_

## A Circle.



- (A) climb  
(B) ice skate  
(C) canoe  
(D) fish



- (A) grill hamburgers  
(B) watch birds  
(C) skateboard  
(D) ski



- (A) hike  
(B) snowboard  
(C) in-line skate  
(D) surf



- (A) ski  
(B) canoe  
(C) climb  
(D) surf



- (A) hike  
(B) grill hamburgers  
(C) watch birds  
(D) fish



- (A) snowboard  
(B) canoe  
(C) in-line skate  
(D) ice skate

## B Look at A. Write.

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

2. Does he like \_\_\_\_\_? No, he doesn't.

3. What does she like doing? \_\_\_\_\_

4. What does he like doing? \_\_\_\_\_

5. Is she good at \_\_\_\_\_?

Yes, she's \_\_\_\_\_ at it.

6. Is he good at \_\_\_\_\_?

\_\_\_\_\_

**Unit 1 Test**  
page 2

Name: \_\_\_\_\_

**C Listen and circle.** 

1. Yes No      2. Yes No      3. Yes No      4. Yes No

**D Write.** fun don't good careful help not very good

1. I'm not very \_\_\_\_\_ at climbing.

\_\_\_\_\_ worry. I can \_\_\_\_\_ you.

2. Be \_\_\_\_\_!

I'm \_\_\_\_\_ at snowboarding, but it's \_\_\_\_\_!

**E Match.**

|  |  |   |  |
|--|--|---|--|
| 1.  | 2.  | 3.  | 4.  |
| •  | •  | •   | •  |
| •  | •  | •   | •  |
| wear a life jacket   | put on sunscreen   | fasten your seatbelt  | wear a helmet  |

**F Circle.**

- |   |     |    |
|---|-----|----|
| 1. When you ride in a car, always fasten your seatbelt. | Yes | No |
| 2. When you go canoeing, always wear a helmet.          | Yes | No |
| 3. When you go to the beach, always wear a life jacket. | Yes | No |
| 4. When you go to the beach, always put on sunscreen.   | Yes | No |

# Unit 2 Test

page 1

Name: \_\_\_\_\_

## A Write the letter.

1. squid \_\_\_\_\_
2. whale \_\_\_\_\_
3. caterpillar \_\_\_\_\_
4. dolphin \_\_\_\_\_
5. hippopotamus \_\_\_\_\_
6. bee \_\_\_\_\_

a.



b.



c.



d.



e.



f.



## B Circle.

1. butterfly



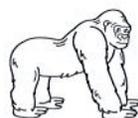
2. seal



3. eel



4. panda



## C Write.

bigger elephant biggest smaller

1. The elephant is \_\_\_\_\_ than the gorilla.
2. The monkey is \_\_\_\_\_ than the gorilla.
3. Which one is the biggest? The \_\_\_\_\_ is the \_\_\_\_\_.

Name: \_\_\_\_\_

## D Write.

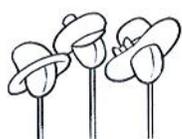
like one would please biggest I'd Which

1. Which one \_\_\_\_\_ you like?

2. \_\_\_\_\_ the smallest one, \_\_\_\_\_.

3. \_\_\_\_\_ would Mom like?

4. She'd like the \_\_\_\_\_ one.



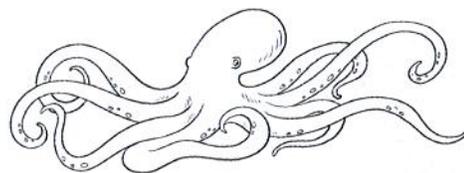
## E Listen and write.



1. This is an \_\_\_\_\_.

It weighs \_\_\_\_\_ kilograms.

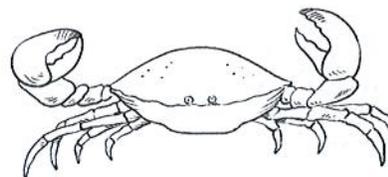
It is \_\_\_\_\_ meters long.



2. This is the world's biggest \_\_\_\_\_.

It weighs \_\_\_\_\_ kilograms.

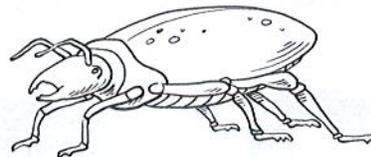
Its legs are \_\_\_\_\_ meters long.



3. This is the world's largest insect, a \_\_\_\_\_.

It weighs \_\_\_\_\_ grams.

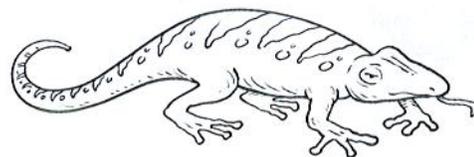
It is \_\_\_\_\_ centimeters long.



4. This is a very big \_\_\_\_\_.

It weighs \_\_\_\_\_ kilograms.

It is \_\_\_\_\_ meters long.



# Unit 3 Test

page 1

Name: \_\_\_\_\_

## A Match and color.

1.  ● ● She has long, black hair and brown eyes.
2.  ● ● He has wavy hair and a beard.
3.  ● ● She has curly, red hair and green eyes.
4.  ● ● She has wavy, blond hair and blue eyes.
5.  ● ● He has short, blond hair and blue eyes.
6.  ● ● She has shoulder-length, gray hair and glasses.

## B Listen and number.



# Unit 3 Test

page 2

Name: \_\_\_\_\_

## C Write.

small black brown long striped white old big



1. What does the \_\_\_\_\_ look like?

It's \_\_\_\_\_ and \_\_\_\_\_.

2. What do the \_\_\_\_\_ look like?

They're \_\_\_\_\_ and \_\_\_\_\_.

3. Which \_\_\_\_\_ does he want to wear?

He wants to wear the \_\_\_\_\_ one.

4. Which \_\_\_\_\_ does she want to wear?

She wants to wear the \_\_\_\_\_ one.

## D Match.

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. Good luck on the test. •    | • Don't worry. I can help you.    |
| 2. Oh, no! The test! •         | • He's the one with the blue hat. |
| 3. Which one is your friend? • | • Thanks. You, too.               |

## E Write.



The butterfly looks like the \_\_\_\_\_.



What does the lizard look like? It's the same

\_\_\_\_\_ as the \_\_\_\_\_.



What does the snake look like? It's the same

\_\_\_\_\_ and \_\_\_\_\_ as the \_\_\_\_\_.

# Unit 4 Test

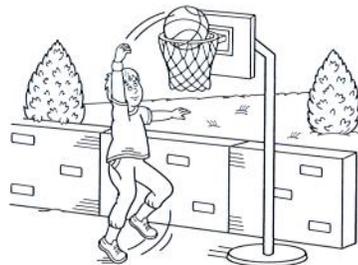
page 1

Name: \_\_\_\_\_

## A Write.

help my parents    golf    practice the piano  
basketball    work on a project    volleyball

1.



2.



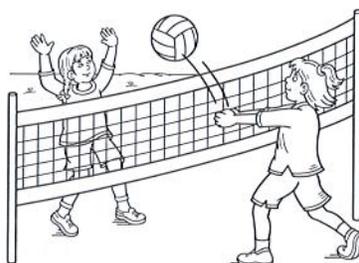
3.



4.



5.



6.



## B Listen and write.



1. He played tennis \_\_\_\_\_ yesterday.

2. \_\_\_\_\_ used the \_\_\_\_\_ yesterday.

3. \_\_\_\_\_ visited \_\_\_\_\_ last weekend.

4. She \_\_\_\_\_ on Monday.

5. Yes, \_\_\_\_\_.

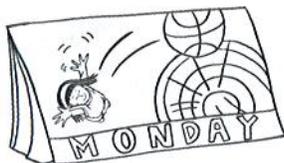
6. \_\_\_\_\_.

# Unit 4 Test

page 2

Name: \_\_\_\_\_

## C Look and write.



Monday



Tuesday



Wednesday

1. Did you practice the piano on Monday? \_\_\_\_\_
2. What did you do on Tuesday? \_\_\_\_\_
3. \_\_\_\_\_? Yes, I played golf.

## D Match.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1. Come on. Hurry up. ●             | ● Don't worry. You can borrow mine. |
| 2. Oh, no! I can't find my glove. ● | ● Thanks!                           |
| 3. Nice catch. ●                    | ● I can't find my cell phone.       |

## E Write.

1.



2.



3.



4.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## F Match.

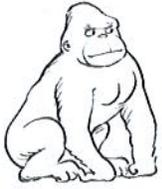
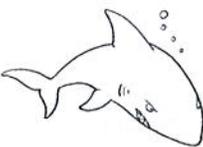
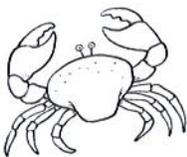
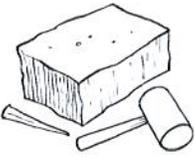
- |  |                      |
|--|----------------------|
| 1. What did they use to make homes in Rome? ●    | ● They used glass.   |
| 2. Men and women used metal ●                    | ● to make bowls.     |
| 3. What did people use to make beautiful cups? ● | ● They used stone.   |
| 4. They used clay ●                              | ● to make necklaces. |

## Midterm Test

page 1

Name: \_\_\_\_\_

**A Circle.**

- |  |   |  |   |
|--|---|--|---|
| 1.    | (A) gorilla<br>(B) panda<br>(C) whale<br>(D) hippopotamus                                       | 2.     | (A) basketball<br>(B) golf<br>(C) volleyball<br>(D) table tennis                                    |
| 3.    | (A) wear a life jacket<br>(B) put on sunscreen<br>(C) fasten your seatbelt<br>(D) wear a helmet | 4.     | (A) black hair<br>(B) straight hair<br>(C) curly hair<br>(D) shoulder-length hair                   |
| 5.   | (A) ski<br>(B) ice skate<br>(C) snowboard<br>(D) hike   | 6.     | (A) whale<br>(B) eel<br>(C) squid<br>(D) shark  |
| 7.  | (A) seal<br>(B) snake<br>(C) crab<br>(D) beetle   | 8.   | (A) stone<br>(B) clay<br>(C) glass<br>(D) metal   |
| 9.  | (A) sunglasses<br>(B) earrings<br>(C) gloves<br>(D) necklace                                    | 10.  | (A) practice the piano<br>(B) talk on the telephone<br>(C) visit my friends<br>(D) use the computer |

**B Listen and write.** 

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

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

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

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

5. \_\_\_\_\_

# Midterm Test

page 2

Name: \_\_\_\_\_

## C Write.

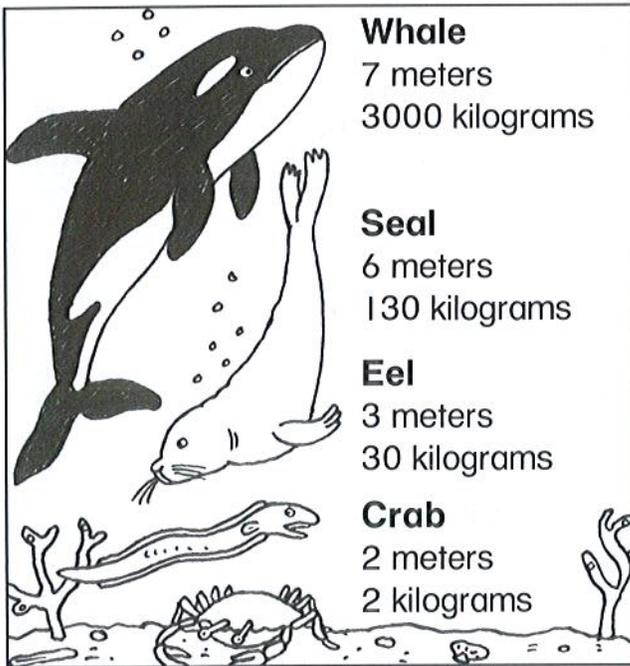


1. What does she like doing? \_\_\_\_\_
2. Is she very good at it? Yes, \_\_\_\_\_.
3. When she goes \_\_\_\_\_, she always \_\_\_\_\_.



4. What \_\_\_\_\_ doing? He \_\_\_\_\_.
5. He \_\_\_\_\_ good at it.
6. When he goes \_\_\_\_\_, he always \_\_\_\_\_.

## D Write.



1. Which one is the biggest? \_\_\_\_\_  
\_\_\_\_\_
2. The \_\_\_\_\_ isn't as long as the \_\_\_\_\_.
3. The seal is \_\_\_\_\_ meters long.
4. The crab weighs \_\_\_\_\_ kilograms.
5. How long is the whale?  
The whale is \_\_\_\_\_.

## E Match.

1. Which one would she like? ●
  2. I'm not very good at skiing. ●
  3. Which one would you like? ●
- I'd like the smallest one.
  - She'd like the biggest one.
  - Don't worry. I can help you.

## F Listen and write.



1.  She has \_\_\_\_\_ hair and  
\_\_\_\_\_ eyes.

2.  He has \_\_\_\_\_ hair and  
\_\_\_\_\_ eyes.

3.  She has \_\_\_\_\_ hair  
and \_\_\_\_\_.

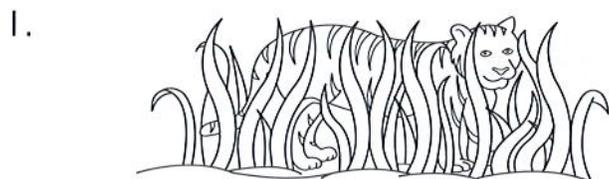
4.  He has \_\_\_\_\_ hair and  
a \_\_\_\_\_ beard.

5.  She has \_\_\_\_\_ hair and  
\_\_\_\_\_ eyes.

6.  He has \_\_\_\_\_ hair and  
a \_\_\_\_\_ beard.

## G Write.

snow color bird grass tiger color



Can you see the \_\_\_\_\_? It's the  
same \_\_\_\_\_ as the \_\_\_\_\_.



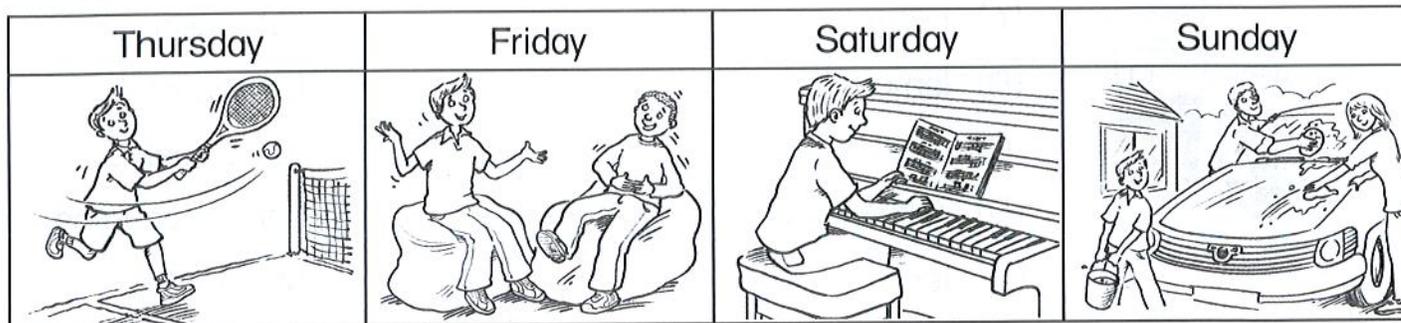
Can you see the \_\_\_\_\_? It's the  
same \_\_\_\_\_ as the \_\_\_\_\_.

# Midterm Test

page 4

Name: \_\_\_\_\_

## H Write.



1. What did you do on Thursday?

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

2. What did you do on Friday?

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

3. What did you do on Saturday?

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

4. Did you help your parents on Sunday?

\_\_\_\_\_

## I Match.

- |                                      |  |
|--------------------------------------|--|
| 1. What's wrong? •                   | • a. Don't worry. You can borrow mine. |
| 2. Good luck in the game! •          | • b. That's my friend.                 |
| 3. Nice catch. •                     | • c. I forgot my calculator.           |
| 4. My costume! What do I do now? •   | • d. Thanks! You, too.                 |
| 5. Who's that wearing the red hat? • | • e. Nice glove. Thanks.               |

## J Write.

metal homes clay Rome stone glass

- |  |  |
|--|--|
| 1. In _____, people had homes with beautiful walls. They used _____ to make their _____. | 2. People used _____ to make beautiful necklaces.    |
| 3. They used _____ to make beautiful cups.   | 4. What did they use to make bowls? They used _____. |

**Unit 5 Test**  
page 1

Name: \_\_\_\_\_

**A Circle.**

1.  (A) curry  
(B) lemonade  
(C) tea  
(D) grape juice

2.  (A) sushi  
(B) curry  
(C) noodles  
(D) grape juice

3.  (A) tea  
(B) lemonade  
(C) curry  
(D) sushi

4.  (A) tea  
(B) noodles  
(C) sushi  
(D) lemonade

5.  (A) see a parade  
(B) take a picture  
(C) go bowling  
(D) get a haircut

6.  (A) get a haircut  
(B) buy clothes  
(C) go bowling  
(D) have a picnic

**B Write.**



What did she do yesterday?



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

2. She \_\_\_\_\_ noodles.

3. She \_\_\_\_\_ clothes.

4. She \_\_\_\_\_ a picture.

5. She \_\_\_\_\_ bowling.

6. She \_\_\_\_\_ a haircut.

**Unit 5 Test**  
page 2

Name: \_\_\_\_\_

**C Look and write.**



1. When did he see a parade? He \_\_\_\_\_ on Saturday.
2. When did he have a picnic? He \_\_\_\_\_.
3. When did he go bowling? \_\_\_\_\_

**D Listen and write.**



I lost my \_\_\_\_\_.

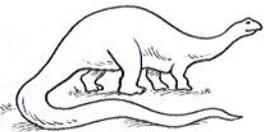
\_\_\_\_\_ happened?

I can \_\_\_\_\_ you. Let's \_\_\_\_\_ together.

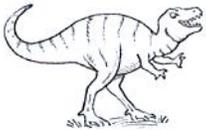


**E Look and write.**

wings    claws    tail    feathers    tail



1. The Brontosaurus was big and had a long \_\_\_\_\_.



2. The Tyrannosaurus Rex was tall and fast. It had a \_\_\_\_\_ and long \_\_\_\_\_.

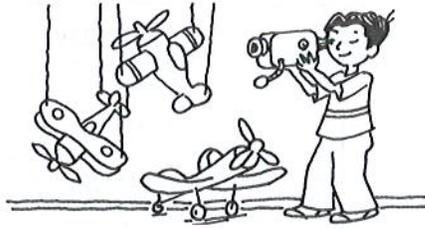


3. The Microraptor had \_\_\_\_\_ and \_\_\_\_\_. It looked like a bird.

**Unit 6 Test**  
page 1

Name: \_\_\_\_\_

**A Look and write.**

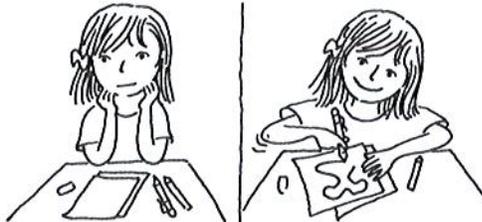


1. What does he like to do in his free time?

2. What does she like to do in her free time?

He likes to \_\_\_\_\_.

She likes to \_\_\_\_\_.



3. Does she like to write stories in her free time? \_\_\_\_\_

4. Does he like to paint pictures in his free time? \_\_\_\_\_

Does she like to design clothes in her free time? \_\_\_\_\_

Does he like to make models in his free time? \_\_\_\_\_

**B Match.**



●  
●  
She knitted a scarf for him.

●  
●  
He baked cookies for them.

●  
●  
She made jewelry for her.

●  
●  
He played music for her.

●  
●  
He made a card for him.

**Unit 6 Test**  
page 2

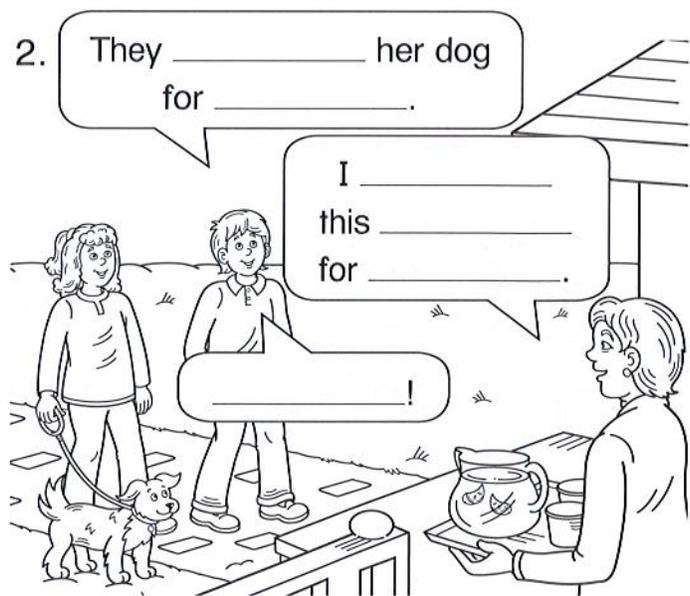
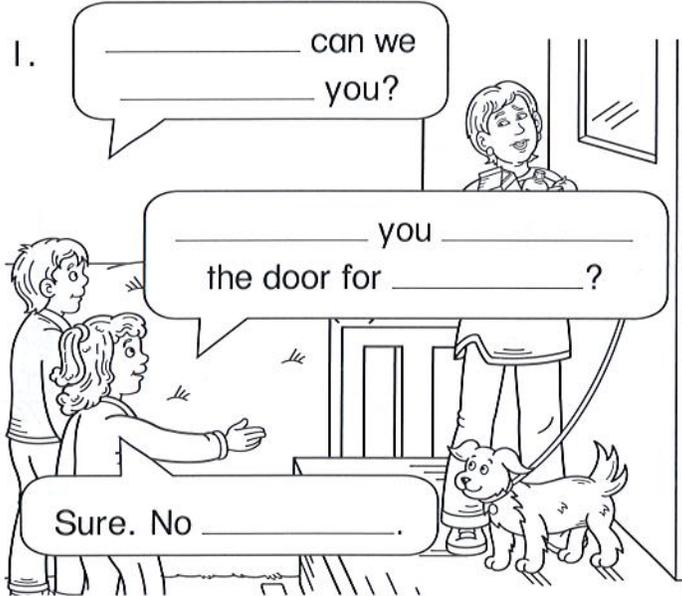
Name: \_\_\_\_\_

**C Listen and write.** 

1. She \_\_\_\_\_ for her.      2. He \_\_\_\_\_ for them.  
3. \_\_\_\_\_ played \_\_\_\_\_.      4. \_\_\_\_\_ cookies \_\_\_\_\_.

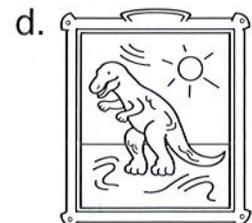
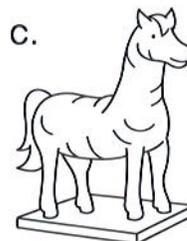
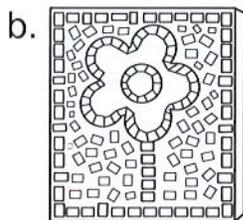
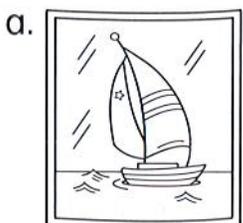
**D Write.**

Could    How    her    help    problem    walked  
me    open    you    made    Thanks    lemonade



**E Match.**

1. mosaic                              2. painting                              3. photograph                              4. sculpture



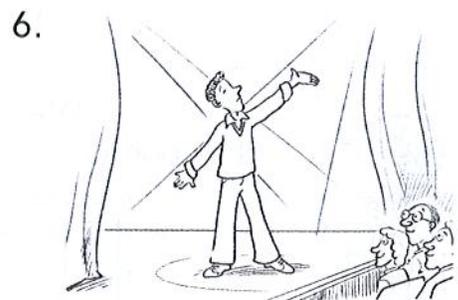
# Unit 7 Test

page 1

Name: \_\_\_\_\_

## A Write.

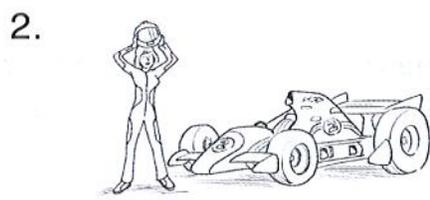
musician    artist    game designer    journalist    scientist    actor



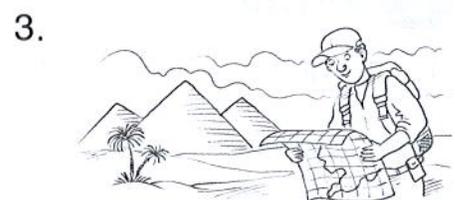
## B Listen. Then circle *True* or *False*.



True    False



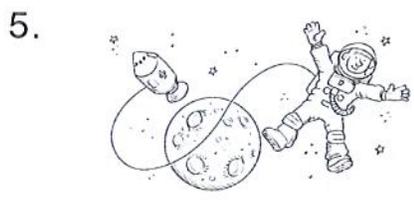
True    False



True    False



True    False



True    False



True    False

# Unit 7 Test

page 2

Name: \_\_\_\_\_

## C Match.

1. What does that sign mean?



- a. It means you can't take pictures here.

2. What does that sign mean?



- b. It means you can't run here.

3. What does that sign mean?



- c. It means you can't be noisy here.

## D Write.

Earth    space suit    space station    space shuttle

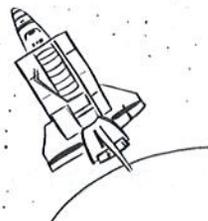
1.



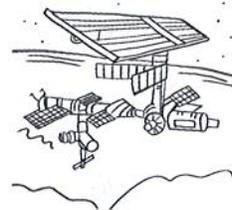
2.



3.



4.



## E Write.

1. Astronauts don't have to wear a \_\_\_\_\_

when they are inside the shuttle.

2. Astronauts have to take the \_\_\_\_\_ to get to the space station.

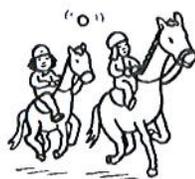
3. Astronauts \_\_\_\_\_ be friendly in the space station.

# Unit 8 Test

page 1

Name: \_\_\_\_\_

## A Circle.

- |   |   |
|---|---|
| 1. <br>(A) ride a horse<br>(B) go on a bus tour<br>(C) see a show<br>(D) stay in a hotel         | 2. <br>(A) take a boat ride<br>(B) go on a bus tour<br>(C) swim in the ocean<br>(D) stay in a hotel |
| 3. <br>(A) swim in the ocean<br>(B) ride a horse<br>(C) see a show<br>(D) take a boat ride       | 4. <br>(A) see a show<br>(B) swim in the ocean<br>(C) ride a horse<br>(D) take a boat ride          |
| 5. <br>(A) ride a horse<br>(B) swim in the ocean<br>(C) stay in a hotel<br>(D) go on a bus tour | 6. <br>(A) see a show<br>(B) go on a bus tour<br>(C) stay in a hotel<br>(D) take a boat ride       |

## B Look at the pictures and write.

1.  What's he going to do on vacation?  
He's going to \_\_\_\_\_.
2.  What's he going to do on vacation?  
\_\_\_\_\_.

## C Listen and circle.

- |                     |                  |                     |                    |
|---------------------|------------------|---------------------|--------------------|
| 1. (A) next weekend | 2. (A) tomorrow  | 3. (A) next weekend | 4. (A) next Monday |
| (B) next week       | (B) next Tuesday | (B) next month      | (B) tomorrow       |
| (C) next month      | (C) next month   | (C) next Saturday   | (C) next weekend   |
| (D) next Monday     | (D) next week    | (D) next Friday     | (D) next Friday    |

## Unit 8 Test

page 2

Name: \_\_\_\_\_

**D Write.**

tent towel sleeping bag money swimsuit flashlight

1.



What's he going to take  
with him?

He's going to take a  
\_\_\_\_\_.

2.



What's she going to take  
with her?

She's going to take a  
\_\_\_\_\_.

3.



What's he going to take  
with him?

He's going to take a  
\_\_\_\_\_.

4.



What's she going  
to take with her?

She's going to take a  
\_\_\_\_\_.

5.



Are they going to take  
\_\_\_\_\_ with them?

Yes, \_\_\_\_\_.

6.



Are they going to take a  
\_\_\_\_\_ with them?

\_\_\_\_\_.

**E Match.**

1. Bye. Have a great time! ●
2. We're going to miss you. ●
3. What are you going to do next  
week on vacation? ●
4. I'm going to be an actor in a play. ●

- I'm going to ride a camel.
- Thank you. See you next week.
- Good luck in the play!
- I'm going to miss you, too.

**F Write.**

1. How's he going to get to his job?  
\_\_\_\_\_ subway.
3. How are they going to the museum?  
\_\_\_\_\_ taxi.

2. How is she going to visit her cousin?  
\_\_\_\_\_ ferry.
4. How are they going to go to the zoo?  
\_\_\_\_\_ bus.

Name: \_\_\_\_\_

## A Listen and circle.

- |   |   |   |
|---|---|---|
| 1. (A) curry<br>(B) sushi<br>(C) noodles<br>(D) lemonade                              | 2. (A) sing songs<br>(B) make models<br>(C) play music<br>(D) make a birthday card            | 3. (A) astronaut<br>(B) explore the jungle<br>(C) game designer<br>(D) journalist |
| 4. (A) take a boat ride<br>(B) stay in a hotel<br>(C) gondola<br>(D) go on a bus tour | 5. (A) tail<br>(B) wing<br>(C) feather<br>(D) visit my friend                                 | 6. (A) snowboard<br>(B) surf<br>(C) climb<br>(D) skateboard                       |
| 7. (A) shoulder-length hair<br>(B) sunglasses<br>(C) earrings<br>(D) sand             | 8. (A) work on a project<br>(B) golf<br>(C) basketball<br>(D) volleyball                      | 9. (A) sculpture<br>(B) make models<br>(C) bake cookies<br>(D) cook dinner        |
| 10. (A) sleeping bag<br>(B) swimsuit<br>(C) stay in a hotel<br>(D) subway             | 11. (A) travel the world<br>(B) fly a helicopter<br>(C) space station<br>(D) drive a race car | 12. (A) curry<br>(B) curly hair<br>(C) caterpillar<br>(D) get a haircut           |

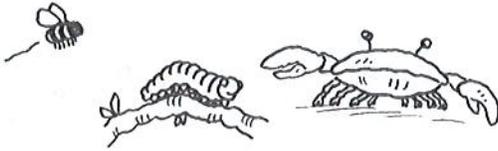
## B Look at A. Number.

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

Name: \_\_\_\_\_

**C** Write.

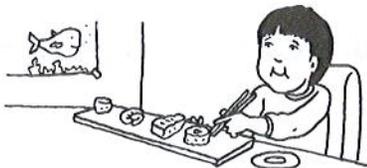
1.



Which one is the smallest?

\_\_\_\_\_

3.



What did he eat for lunch?

\_\_\_\_\_

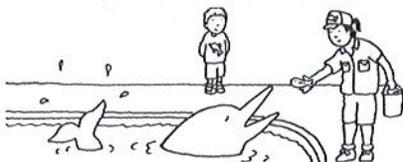
5.



What did he do for them?

\_\_\_\_\_

7.



What does he want to do when he's older?

\_\_\_\_\_

2.



What does he look like?

He has \_\_\_\_\_ hair and \_\_\_\_\_.

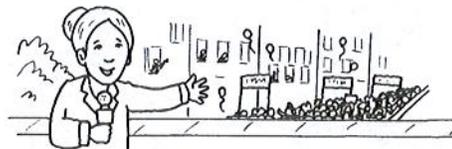
4.



What does she like to do in her free time?

\_\_\_\_\_

6.



What does she want to be when she grows up?

\_\_\_\_\_

8.



Do astronauts have to play video games?

\_\_\_\_\_

Name: \_\_\_\_\_

**D Write.**



yesterday



last week



Thursday



next month

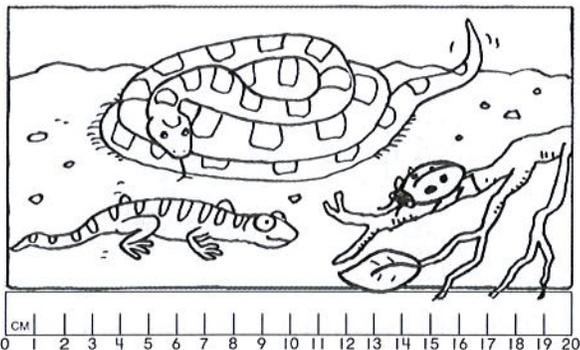
1. What did she do yesterday?

2. When did she get a haircut?

3. When is she going to ride a horse?

4. When is she going to go on vacation?

**E Write.**



1. Which one is the biggest?

2. What does she look like? She has

\_\_\_\_\_, black hair and \_\_\_\_\_.

How long is the lizard?

Does she like to paint pictures in her free time?

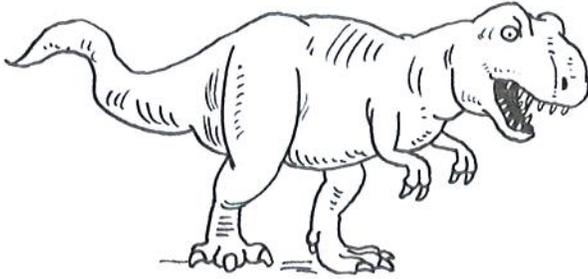
What does the beetle look like? It's the same \_\_\_\_\_ as the \_\_\_\_\_.

What does she like to do in her free time?

Name: \_\_\_\_\_

**F Listen and write.** 

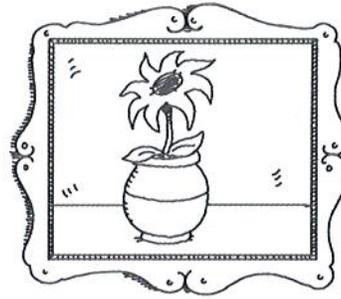
1.



Some \_\_\_\_\_ had claws

and a \_\_\_\_\_.

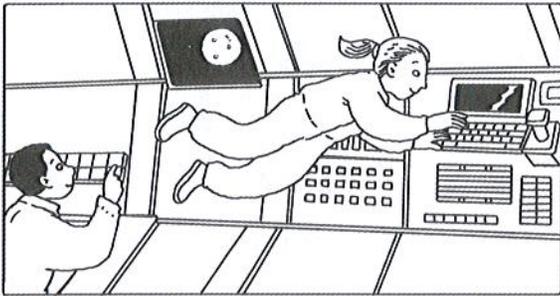
2.



This is a \_\_\_\_\_ of a

\_\_\_\_\_.

3.



What do \_\_\_\_\_

\_\_\_\_\_?

They have to work in space.

4.



How is he going to go to his job?

\_\_\_\_\_.

**G Write and match.**

- 1. I'm not \_\_\_\_\_ at skiing. ●
- 2. Which one \_\_\_\_\_ like? ●
- 3. \_\_\_\_\_ find my coat. ●
- 4. \_\_\_\_\_ you \_\_\_\_\_ door ●  
for me?
- 5. Bye. Have a \_\_\_\_\_ time. ●

- I'd \_\_\_\_\_ biggest one, please.
- Thanks! \_\_\_\_\_ next week.
- Sure. \_\_\_\_\_ problem.
- Don't \_\_\_\_\_. You can \_\_\_\_\_ mine.
- Don't worry. I can \_\_\_\_\_ you.

# Test Answer Key

Play or download the test audio from the Test Center.

## Unit 1

### A. Circle.

1. A                      2. A                      3. B  
4. D                      5. C                      6. D

### B. Look at . Write.

Students write about the pictures in A.

1. She likes climbing.
2. Does he like grilling hamburgers? No, he doesn't.
3. What does she like doing? She likes snowboarding.
4. What does he like doing? He likes surfing.
5. Is she good at watching birds? Yes, she's very good at it.
6. Is he good at ice skating? No, he's not very good at it.

### C. Listen and circle.

Students listen and circle *Yes* or *No*.

1. She likes climbing. She likes it a lot. Does she like climbing? Yes
2. What does he like doing? He likes watching birds. Does he like fishing? No
3. She likes surfing. She's very good at it. Is she good at surfing? Yes
4. He likes in-line skating. He's good at it. He isn't good at surfing. Is he good at in-line skating? Yes

### D. Write.

Students fill in the blanks with words from the box.

1. I'm not very good at climbing. Don't worry. I can help you.
2. Be careful!  
I'm not very good at snowboarding, but it's fun!

### E. Match.

1. put on sunscreen
2. wear a helmet
3. wear a life jacket
4. fasten your seatbelt

### F. Circle.

1. Yes      2. Yes      3. No      4. Yes

## Unit 2

### A. Write the letter.

1. d                      2. a                      3. b  
4. f                      5. e                      6. c

### B. Circle.

Students circle the correct animal.

1. butterfly (1st picture)
2. seal (3rd picture)

3. eel (2nd picture)
4. panda (3rd picture)

### C. Write.

Students fill in the blanks with words from the box.

1. The elephant is bigger than the gorilla.
2. The monkey is smaller than the panda.
3. Which one is the biggest? The elephant is the biggest.

### D. Write.

Students fill in the blanks with words from the box.

1. Which one would you like?
2. I'd like the smallest one, please.
3. Which one would Mom like?
4. She'd like the biggest one.

### E. Listen and write.

Students listen and write the name and numbers

1. This is an octopus.  
It weighs 40 kilograms.  
It is 4 meters long.
2. This is the world's biggest crab.  
It weighs 20 kilograms.  
Its legs are 2 meters long.
3. This is the world's largest insect, a beetle.  
It weighs 100 grams.  
It is 10 centimeters long.
4. This is a very big lizard.  
It weighs 150 kilograms.  
It is 3 meters long.

## Unit 3

### A. Connect.

1. He has short, blond hair and blue eyes.
2. She has long, black hair and brown eyes.
3. She has shoulder-length, gray hair and glasses.
4. He has wavy hair and a beard.
5. She has curly, red hair and green eyes.
6. She has wavy, blond hair and blue eyes.

### B. Listen and number.

Students listen and write the number under the picture that matches the description.

1. Which one is your brother? He's the one with short, wavy hair and glasses.
2. Which one is your sister? She's the one with long, wavy hair and brown eyes.
3. What does he look like? He's the one with short, curly hair and a beard.
4. What does she look like? She's the one with shoulder-length, black hair and green eyes.
5. Which one is your friend? She's the one with long, blond hair and blue eyes.

Answers: 3, 1, 5, 2, 4

### C. Write.

Students fill in the blanks with descriptions that match the numbered pictures.

1. What does the belt look like?  
It's long and old.
2. What do the gloves look like?  
They're big and striped.
3. Which watch does he want to wear?  
He wants to wear the black one.
4. Which watch does she want to wear?  
She wants to wear the small, white one.

### D. Match.

1. Good luck on the test. Thanks. You, too.
2. Oh, no! The test! Don't worry. I can help you.
3. Which one is your friend? He's the one with the blue hat.

### E. Write.

1. The butterfly looks like the leaf.
2. What does the lizard look like? It's the same color as the rock.
3. What does the snake look like? It's the same color and shape as the grass.

## Unit 4

### A. Write.

1. basketball                      2. help my parents
3. practice the piano            4. golf
5. volleyball                      6. work on a project

### B. Listen and write.

Answer in a complete sentence.

1. He played tennis yesterday. What did he do yesterday? He played tennis yesterday.
2. She used the computer yesterday. What did she do yesterday? She used the computer yesterday.
3. He visited his friend last weekend. What did he do last weekend? He visited his friend last weekend.
4. On Monday, she practiced the piano. On Tuesday, she worked on a project. What did she do on Monday? She practiced the piano on Monday.
5. She helped her parents on Saturday. She played table tennis on Sunday. Did she play table tennis on Sunday? Yes, she did.
6. He played basketball on Wednesday. He talked on the phone on Thursday. Did he play basketball on Thursday? No, he didn't.

### C. Look and write.

Students look at the schedule and write the answers.

1. Did you practice the piano on Monday?  
No, I didn't.

2. What did you do on Tuesday?  
I talked on the phone (on Tuesday).
3. Did you play golf on Wednesday?  
Yes, I played golf.

### D. Match.

1. c            2. a            3. b

### E. Write.

1. glass      2. metal      3. clay      4. stone

### F. Match.

Match the halves of the sentences.

1. What did they use to make homes in Rome?  
They used stone.
2. Men and women used metal to make necklaces.
3. What did people use to make beautiful cups?  
They used glass.
4. They used clay to make bowls.

## Midterm Test

### A. Circle.

1. A            2. B            3. C            4. C  
5. C            6. D            7. C            8. A  
9. B            10. D

### B. Listen and write.

Students listen to the word and write.

1. butterfly    2. beetle      3. baseball  
4. watch      5. help my parents

### C. Write.

1. What does she like doing?  
She likes snowboarding.
2. Is she very good at it?  
Yes, she's very good at it.
3. When she goes snowboarding, she always wears a helmet.
4. What does he like doing?  
He likes canoeing.
5. He isn't very good at it.
6. When he goes canoeing, he always wears a life jacket.

### D. Write.

Students look at the chart to write the answers.

1. Which one is the biggest?  
The whale is the biggest.
2. Multiple answers possible. Sample:  
The seal isn't as long as the whale.
3. The seal is 6 meters long.
4. The crab weighs 2 kilograms.
5. How long is the whale?  
The whale is 7 meters (long).

### E. Match.

1. Which one would she like? She'd like the biggest one.
2. I'm not very good at skiing. Don't worry. I can help you.
3. Which one would you like? I'd like the smallest one.

### F. Listen and write.

Students listen and fill in the blanks.

1. She has short, red hair and green eyes.
2. He has curly, blond hair and blue eyes.
3. She has wavy, gray hair and glasses.
4. What does he look like? He has curly, black hair and a gray beard.
5. What does she look like? She has long, black hair and brown eyes.
6. What does he look like? He has wavy, brown hair and a brown beard.

### G. Write.

Students fill in the blanks with the words in the box.

1. Can you see the tiger? It's the same color as the grass.
2. Can you see the bird? It's the same color as the snow.

### H. Write.

1. What did you do on Thursday?  
I played tennis (on Thursday).
2. What did you do on Friday?  
I visited my friend (on Friday).
3. What did you do on Saturday?  
I practiced the piano (on Saturday).
4. Did you help your parents on Sunday?  
Yes, I did.

### I. Match.

1. What's wrong? I forgot my calculator.
2. Good luck in the game! Thanks! You too.
3. Nice catch. Nice glove. Thanks.
4. My costume! What do I do now?  
Don't worry. You can borrow mine.
5. Who's that wearing the red hat?  
That's my friend.

### J. Write.

1. In Rome, people had homes with beautiful walls. They used stone to make their homes.
2. People used metal to make beautiful necklaces.
3. They used glass to make beautiful cups.
4. What did they use to make bowls? They used clay.

## Unit 5

### A. Circle.

1. D            2. C            3. A  
4. C            5. B            6. B

### B. Write.

1. She drank lemonade.
2. She ate noodles.
3. She bought clothes.
4. She took a picture.
5. She went bowling.
6. She got a haircut.

### C. Look and write.

1. When did he see a parade?  
He saw a parade on Saturday.
2. When did he have a picnic?  
He had a picnic on Sunday.
3. When did he go bowling?  
He went bowling on Friday.

### D. Listen and write.

Students listen and write the missing words.

- Boy: What happened?  
Girl: I lost my camera.
- Boy: I can help you. Let's look together.

### E. Look and write.

Students fill in the blanks with the words in the box.

1. The Brontosaurus was big and had a long tail.
2. The Tyrannosaurus Rex was tall and fast. It had a tail and long claws.
3. The Microraptor had feathers and wings.

## Unit 6

### A. Look and write.

1. make movies
2. sing songs
3. No, she doesn't. Yes, she does.
4. No, he doesn't. Yes, he does.

### B. Match.

1. She made jewelry for her.
2. He made a card for him.
3. She knitted a scarf for him.
4. He played music for her.
5. He baked cookies for them.

### C. Listen and write.

Students listen to the audio and write the answer.

1. She likes to make cards in her free time. She made a card for her sister. What did she make for her?  
She made a card for her.
2. He likes to cook dinner. He cooked dinner for his family. What did he cook for them?  
He cooked dinner for them.
3. She likes to play music. She played music for her father. What did she play for him?  
She played music for him.
4. He likes to bake cookies. He baked cookies for his sisters. What did he bake for them?  
He baked cookies for them.

### D. Write.

Students fill in the blanks with the words in the box.

1. How can we help you?  
Could you open the door for me?  
Sure. No problem.
2. They walked her dog for her.  
I made this lemonade for you.  
Thanks!

**E. Match.**

1. b      2. d      3. a      4. c

**Unit 7****A. Write.**

1. artist      2. game designer  
3. scientist      4. musician  
5. journalist      6. actor

**B. Listen. Then circle True or False.** 

- He likes dogs and cats. He wants to work with animals when he's older. What does he want to do when he's older? He wants to work with animals. (True.)
- She likes cars. She wants to drive a race car when she's older. What does she want to do when she's older? She wants to ride a bicycle. (False.)
- He likes to travel. He wants to travel the world when he's older. What does he want to do when he's older? He wants to travel the world. (True.)
- She wants to study monkeys. She wants to explore the jungle when she's older. What does she want to do when she's older? She wants to explore the jungle. (True.)
- He likes science. He wants to go to space when he's older. What does he want to do when he's older? He wants to go to space. (True.)
- She likes to fly. She wants to fly a helicopter when she's older. What does she want to do when she's older? She wants to drive a boat. (False.)

**C. Match.**

1. c      2. a      3. b

**D. Write.**

1. space suit      2. Earth  
3. space shuttle      4. space station

**E. Write.**

- Astronauts don't have to wear a space suit when they are inside the shuttle.
- Astronauts have to take the space shuttle to get to the space station.
- Astronauts have to be friendly in the space station.

**Unit 8****A. Circle.**

1. C      2. B      3. A  
4. D      5. A      6. C

**B. Look at the pictures and write.**

- What's she going to do on vacation?  
She's going to swim in the ocean.
- What's he going to do on vacation?  
He's going to ride a horse.

**C. Listen and circle.** 

Students listen and circle the phrase that answers the question.

- He's going to go on vacation. He's going to swim in the ocean next week. When is he going to swim in the ocean? B. next week
- She's going to go on vacation. She's going to ride a horse next Tuesday. When is she going to ride a horse? B. next Tuesday
- He's going to go on vacation. He's going to see a show next weekend. When is he going to see a show?  
A. next weekend
- She's going to go on vacation. She's going to take a boat ride next Friday. When is she going to take a boat ride? D. next Friday

**D. Write.**

Students fill in the blanks with the words in the box.

- What's he going to take with him?  
He's going to take a sleeping bag.
- What's she going to take with her?  
She's going to take a swimsuit.
- What's he going to take with him?  
He's going to take a flashlight.
- What's she going to take with her?  
She's going to take a towel.
- Are they going to take money with them?  
Yes, they are.
- Are they going to take a tent with them?  
No, they aren't.

**E. Match.**

- Bye. Have a great time! b
- We're going to miss you. d
- What are you going to do next week on vacation? a
- I'm going to be an actor in a play. c

**F. Write.**

Students use the words in the box.

- How's he going to get to his job?  
He's going to take the subway.
- How is she going to visit her cousin?  
She's going to take a ferry.
- How are they going to go shopping in a department store?  
They're going to take a taxi.
- How are they going to go to the zoo?  
They're going to take a bus.

**Final Test****A. Listen and circle.** 

Students listen and circle the word they hear.

1. C      2. B      3. D      4. A  
5. C      6. A      7. B      8. D  
9. C      10. A      11. B      12. B

**B. Look at **A**. Number.**

1. 3      2. 5      3. 1      4. 7  
5. 4      6. 10

**C. Write.**

- Which one is the smallest?  
The bee is the smallest.
- What does he look like?  
He has short hair and glasses.

- What did he eat for lunch?  
He ate sushi.
- What does she like to do in her free time?  
She likes to make movies.
- What did he do for them?  
He played music for them.
- What does she want to be when she grows up?  
She wants to be a journalist.
- What does he want to do when he's older?  
He wants to work with animals.
- Do astronauts have to play video games?  
No, they don't.

**D. Write.**

- What did she do yesterday?  
She bought clothes yesterday.
- When did she get a haircut?  
She got a haircut last week.
- When is she going to ride a horse?  
She's going to ride a horse next month.
- When is she going to go on vacation?  
She's going to go on vacation on Thursday.

**E. Write.**

- Which one is the biggest?  
The snake is the biggest.  
How long is the lizard?  
The lizard is 10 cm long.  
What does the beetle look like?  
It's the same shape as the leaf.
- What does she look like?  
She has short, black hair and glasses.  
Does she like to paint pictures in her free time?  
No, she doesn't.  
What does she like to do in her free time?  
She likes to sing songs.

**F. Listen and write.** 

- Some dinosaurs had claws and a tail.
- This is a painting of a flower.
- What do astronauts have to do? They have to work in space.
- How is he going to go to his job? He's going to take the subway.

**G. Write and match.**

- I'm not very good at skiing.  
Don't worry. I can help you.
- Which one would you like?  
I'd like the biggest one, please.
- I can't find my coat.  
Don't worry. You can borrow mine.
- Could you open the door for me?  
Sure. No problem.
- Bye. Have a great time.  
Thanks! See you next week.

# Picture Card List

- 1 gram
- 2 kilogram
- 3 centimeter
- 4 meter
- 5 kilometer
- 6 Work with your partner.
- 7 Work with your group.
- 8 Write your name at the top of the page.
- 9 Write your answer on the board.
- 10 climb
- 11 hike
- 12 canoe
- 13 fish
- 14 grill hamburgers
- 15 watch birds
- 16 ski
- 17 snowboard
- 18 ice skate
- 19 in-line skate
- 20 skateboard
- 21 surf
- 22 wear a helmet
- 23 put on sunscreen
- 24 wear a life jacket
- 25 fasten your seatbelt
- 26 hippopotamus
- 27 gorilla
- 28 panda
- 29 butterfly
- 30 caterpillar
- 31 bee
- 32 eel
- 33 seal
- 34 dolphin
- 35 squid
- 36 whale
- 37 shark
- 38 lizard
- 39 beetle
- 40 crab
- 41 octopus
- 42 weight
- 43 length
- 44 short hair
- 45 shoulder-length hair
- 46 long hair
- 47 straight hair
- 48 curly hair
- 49 wavy hair
- 50 black
- 51 brown
- 52 red
- 53 blond
- 54 gray
- 55 brown
- 56 green
- 57 blue
- 58 a beard
- 59 glasses
- 60 watch
- 61 necklace
- 62 earrings
- 63 sunglasses
- 64 gloves
- 65 belt
- 66 stick
- 67 leaf
- 68 grass
- 69 sand
- 70 baseball
- 71 basketball
- 72 volleyball
- 73 golf
- 74 tennis
- 75 table tennis
- 76 practice the piano
- 77 use the computer
- 78 talk on the phone
- 79 help my parents
- 80 visit my friend
- 81 work on a project
- 82 weekend
- 83 stone
- 84 clay
- 85 glass
- 86 metal
- 87 noodles
- 88 curry
- 89 sushi
- 90 lemonade
- 91 grape juice
- 92 tea
- 93 go bowling
- 94 take a picture
- 95 see a parade
- 96 have a picnic
- 97 get a haircut
- 98 buy clothes
- 99 feather
- 100 tail
- 101 claw
- 102 wing
- 103 sing songs
- 104 make movies
- 105 write stories
- 106 design clothes
- 107 paint pictures
- 108 make models
- 109 cook dinner
- 110 bake cookies
- 111 make jewelry
- 112 make a card
- 113 knit a scarf
- 114 play music
- 115 painting
- 116 photograph
- 117 mosaic
- 118 sculpture
- 119 actor
- 120 artist
- 121 musician
- 122 game designer
- 123 journalist
- 124 scientist
- 125 go to space
- 126 fly a helicopter
- 127 work with animals
- 128 drive a race car
- 129 explore the jungle
- 130 travel the world
- 131 space shuttle
- 132 space station
- 133 space suit
- 134 Earth
- 135 take a boat ride
- 136 see a show
- 137 go on a bus tour
- 138 ride a horse
- 139 swim in the ocean
- 140 stay in a hotel
- 141 swimsuit
- 142 towel
- 143 money
- 144 tent
- 145 flashlight
- 146 sleeping bag
- 147 taxi
- 148 ferry
- 149 subway
- 150 gondola

