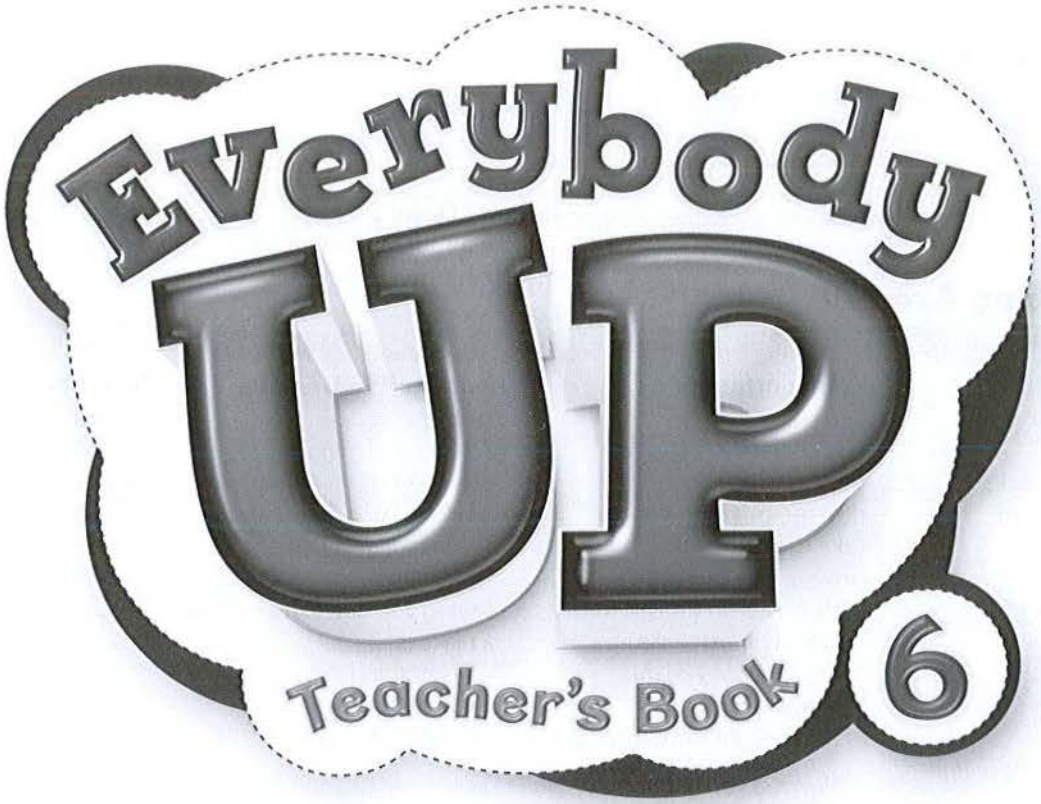

Kathleen Kampa
Charles Vilina

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Syllabus

Welcome

- Review of level 5
- Talking about languages of other countries

What language do they speak in Egypt?

Unit 1 Getting Around

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Directions: up the street over the bridge under the train tracks around the fountain along the river down the stairs • Asking for and giving directions *How do I get to the hotel?* *First walk up the street and turn right.* *Then, walk over the bridge and turn left.*	**Transportation:** catch a taxi ride the ferry take the subway ride the bus take the train drive a car • Talking about transportation using the past tense *What did they do this morning?* *They caught a taxi to the zoo.* *How did you get to the museum?* *We caught a taxi.*	**Reading: Finding the Fair** • Asking and giving directions *We're looking for the art fair.* *It's in that direction.* *OK. Thanks.* • Saying you don't know where a place is *The art fair? I don't know where it is.* *Thanks, anyway.* Be prepared.	Social Studies **Sightseeing:** capital busy similar giant panda honor observe • Future with *be going to* for plans *I'm going to Meiji Shrine on Friday afternoon.* • Asking and saying how you will get to a place. *How will you get there?* *I'll take the train to Harajuku Station and walk to the shrine entrance.*

Unit 2 Family Life

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Responsibilities: read textbooks pay bills go to bed early repair the house type a report scrub the sink • Compound sentences with *but* and *and* • Modal verb *have to* *I have to read textbooks, but my parents don't have to.* *I have to read textbooks, and my parents do, too.* *I don't have to read textbooks, but my son/daughter does.* *I don't have to pay bills, but my parents do.*	**Privileges:** call friends stay up late invite a friend over watch a scary movie sing karaoke have a party • Compound sentences with *but* and *and* • Modal verbs *can* and *could* *I can call friends on weekends, but I can't call friends on weekdays.* *My dad could call friends when he was my age, but my mom couldn't.*	**Reading: Babysitting** • Asking if something is mandatory *Do I have to babysit?* *You don't have to, but you should.* *OK. I will.* *Do I have to babysit?* *Yes, I'm afraid you do.* *All right, Mom.* Be responsible.	Math **Basic Math:** addition something order subtraction multiplication division • Asking what is the best way to do math problems *What kind of math should you use for the first problem?* *Addition.*

Review 1 Units 1 and 2

Reading Skills The Busy Millers

Unit 3 Student Life

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Experiences: own a laptop like mystery novels belong to the judo club know your best friend be class president have a smartphone • Present perfect sentences with *since* and *for* *He's owned a laptop since September/for two years.* • Questions with present perfect *How long have you owned a laptop?* *I've owned a laptop since May/for six months.*	**Experiences:** live in Paris play the saxophone build websites volunteer at a soup kitchen collect comic books study ballet • Present perfect progressive with *since* and *for* *We've/They've been living in Paris since we/they were ten. We've/They've been living in Paris for a long time.* • Questions using perfect progressive *How long have you been living in Paris?* *Since I was ten./For five years.*	**Reading: The Walk-a-Thon** • Talking about what someone has been doing *I've been walking all morning. You must be tired.* *I sure am!* *You should take a break.* *I think you're right.* **Be on time.**	**Origami:** century papyrus introduce tool samurai helmet edge • Statements with present perfect • Asking about sequence of events *I've finished step 3. What do I do next?* • Imperative statements with instructions *For step 4, you should fold the corners up to the top again.*

Unit 4 Wants and Needs

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Healthy Habits: soap perfume toothpaste hair gel shampoo cologne • Complex sentences with *because* *I went to the store because I needed a bar of soap/wanted a bottle of perfume.* • Questions with *why* *Why is she going to the store?* *Because she needs a bar of soap/wants a bottle of perfume.*	**Healthy Habits:** conditioner deodorant mouthwash sunscreen lotion dental floss • Complex sentences with *before* and *after* *You should use conditioner after you wash your hair. You should use deodorant before you go to school.* • Compound complex sentences with *while* and *so* *He ran out of conditioner while he was at camp, so he bought some more.*	**Reading: The Talent Show** • Saying it's not necessary to wait *Should I wait until you're ready?* *No, just go without me.* *OK. See you there.* Agreeing to wait and go together *Should I wait until you are ready?* *Yes, if you don't mind. / No, not at all.* **Be thoughtful.**	**Water:** cycle evaporation water vapor condensation precipitation collection • Questions with *what happens* and *what* *What happens after evaporation?* *Condensation.* *What is condensation?* *It's when the water vapor gets cold and becomes clouds.*

eview 2 Units 3 and 4

Bonus Skills Volunteer Day

Unit 5 Around Town

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Places to Go: deli pet shop convenience store jewelry store pizzeria bakery • Relative clauses with *who* *The boy/girl who is going to the deli is my younger/older brother/ sister.* *Which one is your younger/ older brother/sister?* *He's/She's the one who is going to the deli.*	**Places to Go:** mall skate park sports stadium science museum art gallery arcade • Questions and answers with reported speech *What did he say?* *He said that he was going to the mall.* *Did she say that she was going to the mall?* *Yes, she did/No, she didn't.*	**Reading: The Missing Card** • Expressing you liked something *I really like the card you gave me for my birthday.* *Good. I'm glad you like it.* *I'm happy to hear that.* **Be careful.**	**The Human Body:** Health bone muscle ligament support protect tendon • Questions in the simple present *What do bones do?* *They support and protect your body.*

Unit 6 Our Planet

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Conversation: reuse paper turn off the lights start a compost pile recycle bottles and cans shut off the water plant a garden • Sentences with the zero conditional *If you want to help the environment, reuse paper.* • Questions with the zero conditional *If you want to help the environment, what can you do?* *I can reuse paper.*	**Conversation:** take public transportation take reusable shopping bags use energy-saving light bulbs keep the air conditioner on low grow your own vegetables dry your clothes outside • First conditional *If we take public transportation, we'll conserve energy.* *He'll conserve energy if he takes public transportation.*	**Reading: A New Bicycle** • Talking with someone about what you would do *If I had a new bicycle, I would use it all the time.* *You would?* *Yes, of course.* *Are you sure?* *Definitely.* **Be resourceful.**	**Pollution:** Science plastic chemical harmful pollution power plant factory • Complex sentences with *whenever* *Whenever we throw away chemicals, we pollute the land and the water.* *Whenever we ride a bike, we protect the air.*

Review 3 Units 5 and 6

Skills A Healthy Club

Unit 7 Achievements

Lesson 1	Lesson 2	Lesson 3	Lesson 4
The Arts: Verdi's operas Picasso's paintings Shakespeare's plays Beethoven's symphonies Michelangelo's sculptures Balanchine's ballets • Statements in the present passive voice *Verdi's operas are performed here.* *Picasso's paintings are displayed here.* • Questions in the present passive voice *Whose operas are performed here?* *Verdi's operas are performed here.* *Whose paintings are displayed here?* *Picasso's paintings are displayed here.*	**Engineering Projects:** Erie Canal Trans-Siberian Railway Hoover Dam Seikan tunnel Taipei 101 Building Oliveira Bridge • Sentences in the past passive voice *The Erie Canal was completed in 1825.* • Questions in the past passive voice *When was the Erie Canal constructed?* *It was started in 1817, and it was finished in 1825.*	**Reading: An Afternoon at the Opera** • Asking if someone knows about something *Did you know that Aida was first performed in Egypt?* *I didn't know that./Yes, I knew that.* **Be polite.**	**Engineering Projects:** Math modern body of water daily height width underwater • Asking questions with comparisons *Which is higher, the Golden Gate Bridge or the Channel Tunnel?* *The Golden Gate Bridge is higher.* *Which has more daily use, the Golden Gate Bridge or the Channel Tunnel?* *The Golden Gate Bridge has more daily use.*

Unit 8 Graduation Day

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Adjectives: boring speech bored audience exciting award ceremony excited award recipients interesting performance interested guests • Sentences with adjectives with *–ed* and *–ing* • Comparing present tense with past tense and future tense *This year the audience is bored, but last year they were even more bored.* *The speech is boring this year, and it will be just as boring next year.*	**Things to Do:** open presents write thank-you cards send text messages hang out with friends visit relatives pose for pictures • Present progressive and present perfect progressive *I'm opening my presents now./I've been opening my presents all afternoon.* *What are you doing now?* *I'm opening presents.* *What have you been doing all day?* *I've been opening presents.*	**Reading: Behind the Curtains** • Finding out where someone has been *Where have you been?* *I was at my brother's graduation ceremony. Sorry!* *It's O.K. What are you doing now?* *Sorry. I didn't hear my phone.* *Don't worry about it.* **Be patient.**	**Discovery:** Social Studies physicist discover graphene flake transparent carbon • Verb tense review • Asking about graphite, grapheme, and carbon. *Where can you find graphite?* *You can find it in a pencil.*

Review 4 Units 7 and 8

Bonus Skills A Great School

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 a reading and writing or listening and speaking skills activity. The lesson culminates in a fun activity that allows for personalization or more open production and meaningful language use.

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

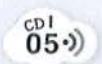
Lesson 4: The final lesson in each unit teaches six new vocabulary items and builds on the grammar of the previous lessons with a CLIL focus. Each lesson has a cross-curricular connection to school subjects such as math, science, art, social studies, and health. Critical thinking activities and graphic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

Review and Skills 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 Skills Bonus, a lesson that teachers can use to present and review a reading passage that includes newly learned vocabulary and grammar. The reading and its activities are designed to practice, reinforce, and assess reading, writing, listening, and speaking skills.

Everybody Up Icons

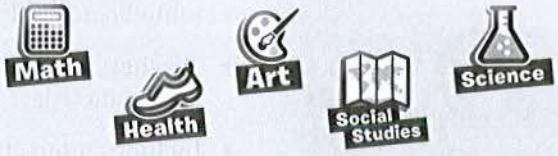
Pair or group work

Student Audio CD



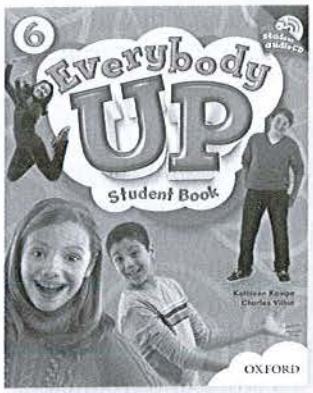
Class Audio CD

Test Center Audio Track



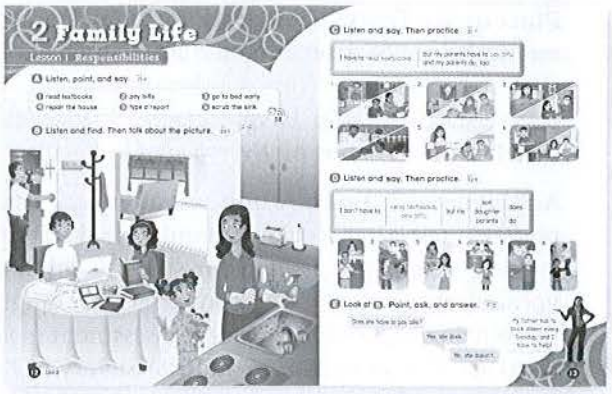
School Subject Connection (CLIL)

Components



Student Book

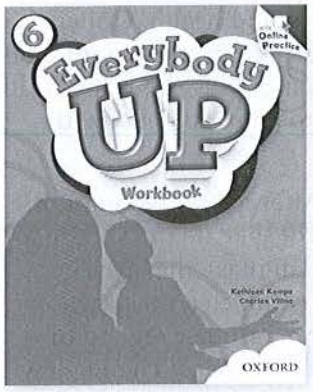
- Eight units with four lessons per unit
- Four reviews and bonus skills lessons (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review



Student Audio CD

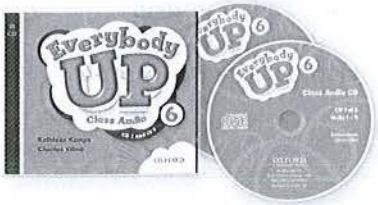
Included in the Student Book with Audio CD Pack

- 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
- Grammar Guide at the back for grammar tips and extra practice

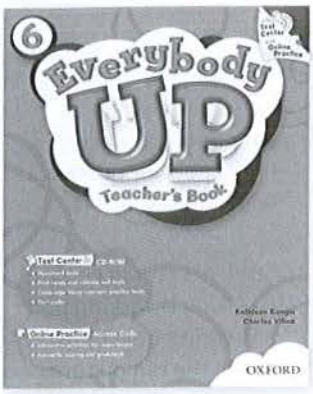


Class Audio CDs

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

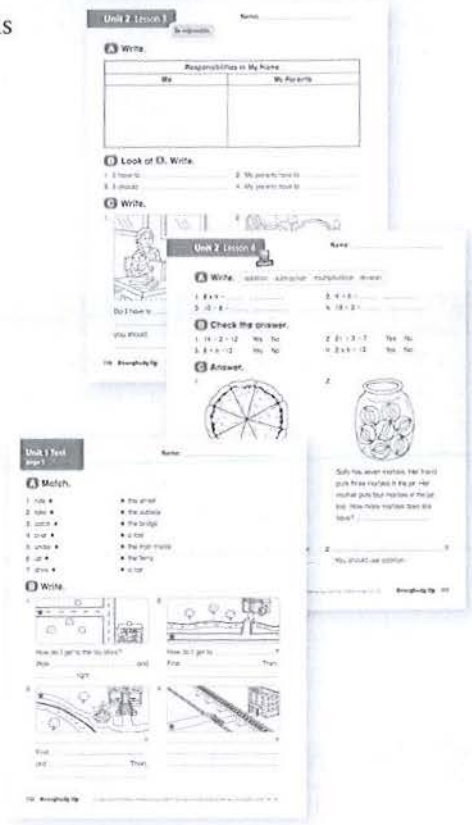
iTools

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



Teacher's Book

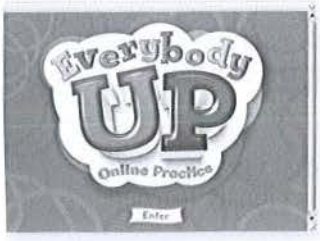
- **Introduction:**
  - A description of the course and its teaching methodology
  - Tips for teaching different aspects of the lessons
  - Descriptions of games and activities used in the lesson plans
- **Lesson Plans:**
  - Detailed plans that support teachers of all levels
  - Teaching suggestions 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
  - 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
- Word list



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

Lesson Guide Lesson 1

New words are clearly presented with audio support.

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

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

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

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

Student Book pages 30–31

Warm up

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

A Listen, point, and say.

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

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

B Listen and find. Then talk about the picture.

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 in pairs, 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.

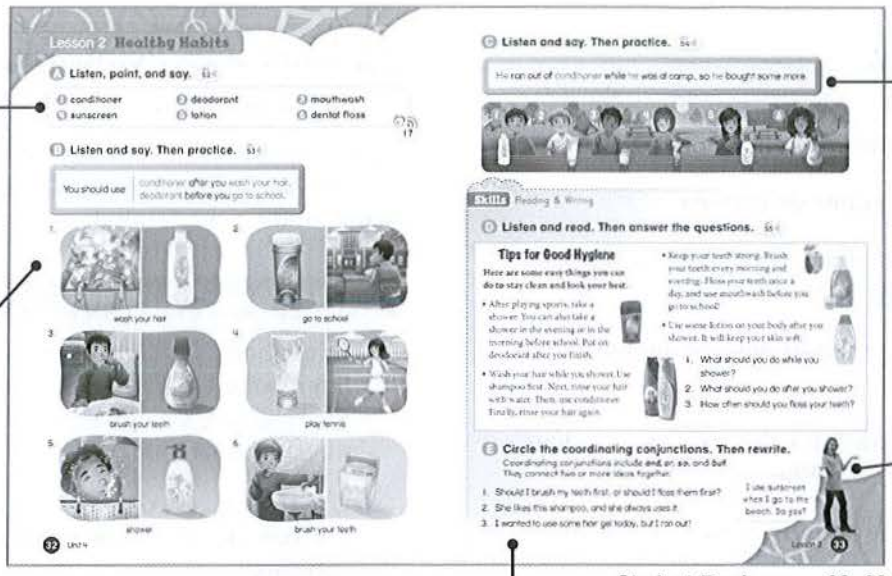
Games and Activities

- **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 32–33

Warm up

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

A Listen, point, and say.

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

1. Introduce the new vocabulary. Write the words or phrases on the board and help students understand them. Continue until students can produce the words on their own.
2. Link the language. Combine previously learned grammar patterns with the new vocabulary. Point to the words on the board to elicit responses from the students.
3. If a game or activity is suggested, use it to further practice the new vocabulary.
4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
5. Students practice the words on their own, using their books.

B Listen and say. Then practice.

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 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 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.

Skills Listening & Speaking

Listening and speaking lessons are included in odd numbered units.

D Listen and read. Then answer the questions.

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

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

E Exercise varies.

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

Skills Reading & Writing

D Listen and read. Then answer the questions.

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

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

E Exercise varies.

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

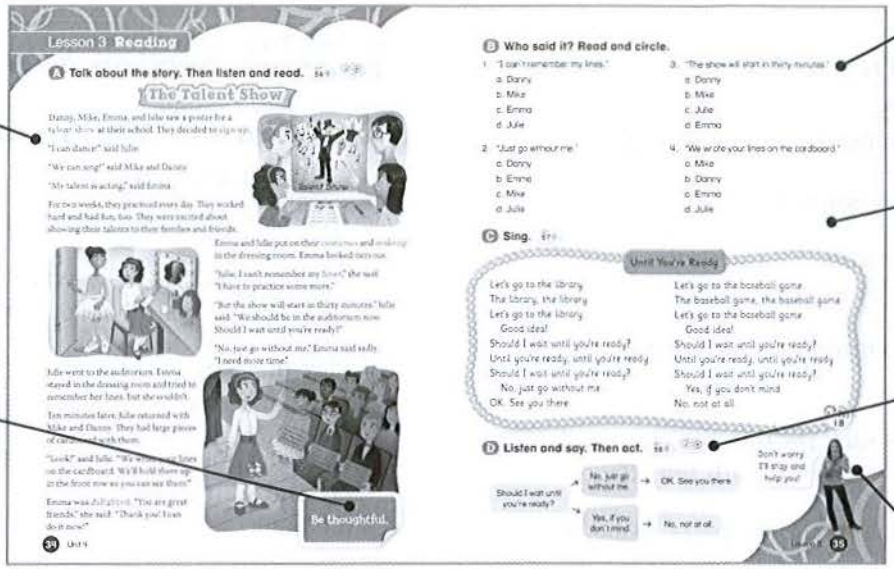
Games and Activities

- **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.

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.

Student Book pages 34–35

Warm up

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

A Talk about the story. Then listen and read.

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

1. Students look at the pictures and talk about what they see.
2. Introduce the new words from the reading. Write each word on the board and have students work in groups or pairs to guess the meaning using context clues.
3. Play the Class CD track for this exercise. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value and play the track again. Students listen and read along.
5. Exercise varies. See individual units.

B Exercise Varies.

1. Explain that students will read the sentences and complete the *True* or *False* or multiple choice exercise.
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 21.

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

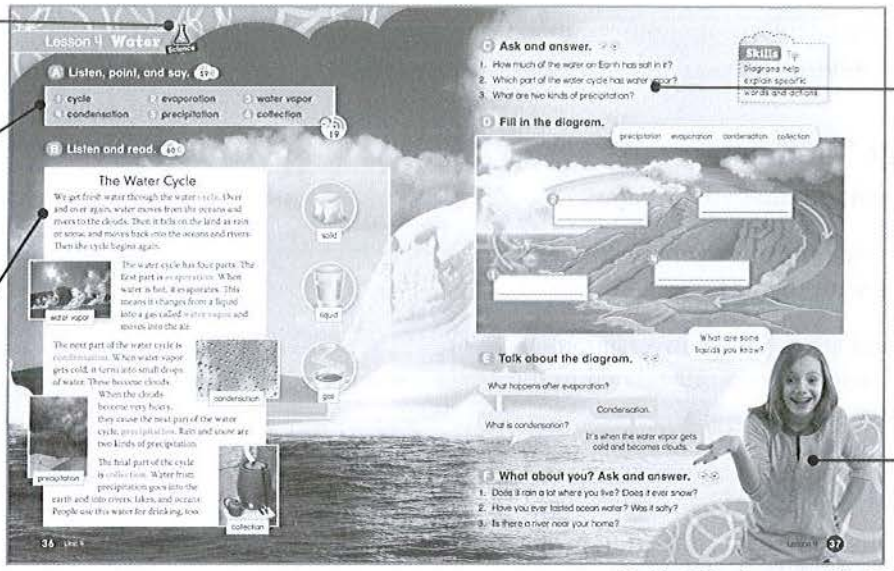
- Workbook
- Student Book Audio CD
- Lesson 3 Worksheet
- iTools
- Log in for Online Practice

Lesson 4

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

Words are clearly presented with audio support.

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



Students practice the language and concepts with critical thinking activities.

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

Student Book pages 36–37

School Subject Connection

Science

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

Warm up

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

A Listen, point, and say.

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

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

B Listen and read.

1. Students preview the reading by discussing the pictures and the reading title.
2. Play the Class CD track for this exercise. Students listen along with the CD.
3. Play the track again. Students listen and read along.
4. Students read the passage on their own.
5. Students read the passage aloud, alone or in small groups.

C Ask and answer.

1. Explain that students will read the sentences and answer them. Read each question aloud with the class.
2. Direct students' attention to the Skills Tip box.

Help students understand how to apply the tip to what they've just read.

3. Students answer the questions orally or write the answers in their notebooks. Encourage students to write their answers in complete sentences.

D Exercise varies.

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

E Exercise varies.

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

F What about you? Ask and answer.

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

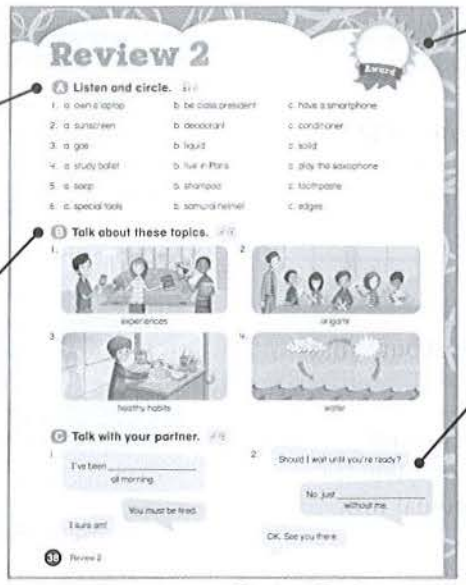
Games and Activities

- **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



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

Students recall and produce 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 38

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 Listen and circle.

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

1. Students listen to a conversation and circle the word or phrase they hear. Have students read the phrases.
2. Play the Class CD track for this exercise. Students listen and circle what they hear.
3. Check the answers with students.

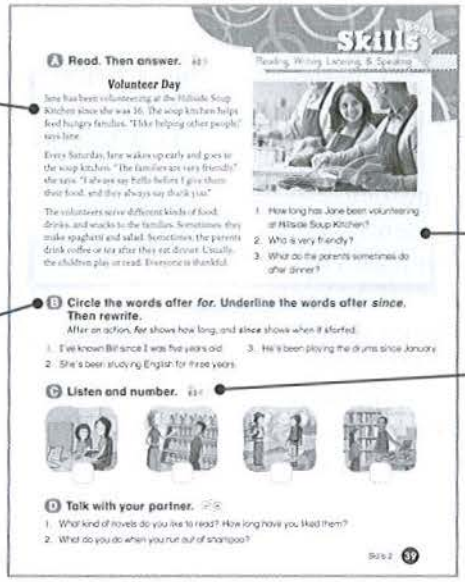
B Talk about these topics.

Students examine the pictures and discuss the topics in pairs or small groups. Each review includes the minimum amount of language students should use

C Talk with your partner.

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

Skills Bonus



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

Students answer questions about the reading to assess reading comprehension.

Student rewrite sentences using a language usage rule.

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

Student Book page 39

A Read. Then answer.

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

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. Students can answer orally or do the activity on their own. Encourage them to use complete sentences.
4. Check answers together.

B Exercise varies.

1. See individual Skills Bonus exercises. Direct students' attention to the writing rule. Explain the rule to students.
2. Read each statement aloud with the class. Students complete the exercise and then rewrite the sentences. Students can answer orally and then write their answers in a notebook.
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.

D Talk with your partner.

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

Games and Activities

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

Extra Practice

- Workbook
- Midterm and Final Test **Test Center**
- iTools
- Log in for **Online Practice**

Teaching Techniques

A Note on Eliciting

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

Teaching Vocabulary

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

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

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

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

Pre-teaching is followed by audio and classroom activities. An optional activity whenever vocabulary is presented is to give each student a blank card and art supplies to make their own word 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, find and point to each of the new vocabulary items in the picture before listening to the CD. After students have listened to the CD, have pairs use English to talk about what they see in the picture and practice the new vocabulary using their books. Encourage students to use previously learned language.

Teaching Grammar

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

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

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

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

Teaching Skills

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

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

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

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

Skills Bonus sections follow each of the four Reviews and focus on the four skills.

Activity A focuses on reading. Students look at the pictures, then read the title and questions to preview what the text will be about. After reading, students answer comprehension questions.

Activity B gives practice with a usage rule for writing. Demonstrate the rule with an example if necessary.

In Activity C students listen and write the number next to the correct picture. Orally preview the content of the pictures by having students describe what they see.

In Activity D, pairs practice speaking. Model each question with a volunteer and then have pairs do the activity. Listen carefully, making sure that students are correctly using the language.

Teaching Songs

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

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

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

Teaching Stories

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

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

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

In Step 3 students listen to the audio recording of the story. Then read the words aloud with the students. Each story ends with a value. Direct students' attention to it and play the track again. If desired, discuss the value with the class. Follow-up activities include having students rewrite the story or write a new ending for it.

Teaching Conversations

The conversations offer a chance for extra practice of the functional language featured in the Lesson 3 stories. 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.

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.

For Activity A, have students preview the multiple choice answers by skimming them. Then play the CD and have students circle the correct answers.

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.

Games and Activities

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

Beanbag Toss

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

BINGO

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

Brainstorm

This game may be played in a variety of ways as a class or in smaller groups. Students relate lesson topics to their own lives using lesson vocabulary and grammar. For example, students brainstorm locations in their community such as a library, department store, school, etc. Then they make sentences using the words from their brainstorm and prepositions of place. For example: The library is next to the department store. Students score by being the fastest in making sentences with the new lesson language.

Buzzers

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

Card Grab

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

Categories

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

Charades

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

Circles

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

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.

Find Your Partner

Ask students to match two sentence halves to form a complete sentence. Write each sentence on a separate long strip of paper. Tear the sentence strips in half and distribute them to individual students, student pairs, or small groups. Then ask students to circulate in the classroom to find the half that completes their sentences.

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.

Guess the Next Card

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

Hands On!

This game engages students using real-world connections or personalization. Students may be asked to design leaflets or make art projects involving different content topics. For example, students may be asked to create a poster showing ways to help the environment. In another instance, they may be asked to show how to perform simple science experiments or make an art project and explain the steps in the process.

Jump to the Word

In this game, students make word cards or picture cards for the vocabulary in a given lesson or unit. Display the cards around the classroom. Student pairs go from card to card, writing sentences that include each term. Encourage students to read their sentences aloud.

Listen and Draw

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

Memory Chain

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

Memory Game

Write vocabulary words on the board and erase them after fifteen seconds. Students write the words in the same order that they appeared on the board, and clap their hands when finished. Repeat by writing the words in a different order.

A New Story

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

Order the Text

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

Picture Pieces

Assign vocabulary words or phrases to students and ask them to make an incomplete drawing depicting a term. Students then share drawings with their classmates, who must guess what the partial drawing depicts. The student who guesses must use the term in a sentence and complete the drawing. Alternatively, students can draw a complete drawing of something associated with a vocabulary term and the class brainstorms to decide which vocabulary term is associated with the drawing. (Example: a drawing of a sculpture to indicate "art gallery".)

Picture Sentences

In this activity, students use a picture to help them create sentences or a story. Have student pairs write about four pictures which you supply. Alternatively, you could have them make their own pictures and ask them to write about them.

Rhythm Circle

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

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

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

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

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

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

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

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

Simon Says

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

Speed Dictation

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

Teacher's Mistake

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

Team Race

Call out vocabulary words and have student teams race to identify them. Students will either look in their books for the words and pictures, run to the board and touch a picture associated with the word, or identify them on a map or other classroom visual.

Telephone

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

Toss and Tell

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

Two Truths and a Lie

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

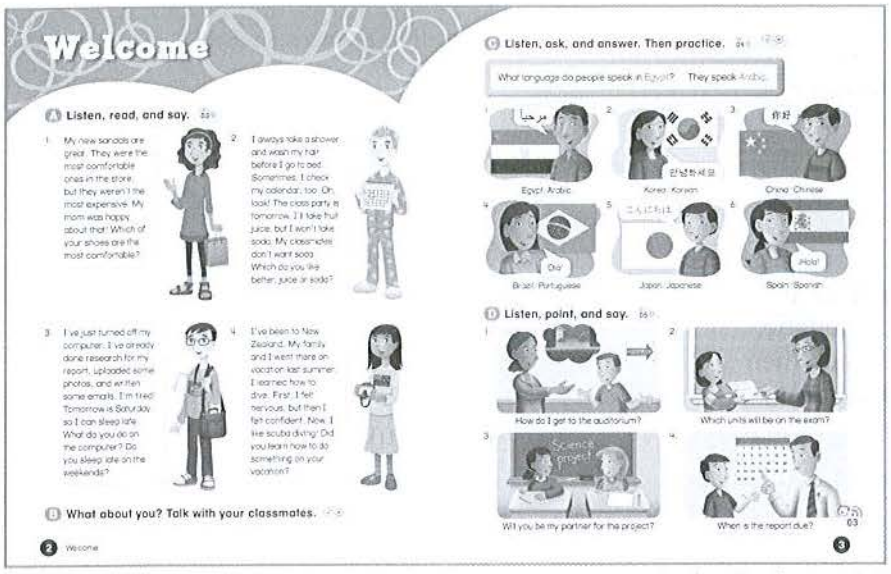
What's Missing?

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

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



Student Book pages 2–3

Objectives
- Review of level 5 grammar and vocabulary
- Classroom language

Grammar
- Directions
  What language do people speak in Egypt?
  They speak Arabic.

Classroom language
- *How do I get to the auditorium?*
- *Which units will be on the exam?*
- *Will you be my partner for the project?*
- *When is the report due?*

Vocabulary
Languages: *Arabic, Korean, Chinese, Portuguese, Japanese, Spanish*

Materials
Class CD1 Tracks 03–05

Student Book page 2

Warm up

1. Greet students by saying *Good (morning). My name is (Mrs. Smith).* Elicit *Good morning, (Mrs. Smith).* Ask students to introduce themselves individually and add a sentence including key information about themselves; for example: *My name's (Mike). I (play the guitar).*
2. **Toss and Tell** (Teacher's Book pages 22–25). Review present perfect question *Have you ever..?* S1 asks: *Have you ever read a book in Portuguese?* then tosses the ball to S2 who answers the question and asks a new question: *Have you ever climbed a mountain?* and tosses the ball to S3. You can stop the game when you have found three students who have done something extraordinary like climbing a mountain.
3. Review simple present and simple past with **Find Someone Who** (Teacher's Book pages 22–25). Write the following on the board or create your own sentences. *Find someone who…always wears a necklace; goes skateboarding; logged onto a new website last weekend; often walks to school, downloaded music yesterday; has a new cell phone* or any other gadget.

A Listen, read, and say.

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

1. Direct students' attention to the pictures. Elicit the names of the characters. Ask students to describe Emma, Danny, Mike, and Julie.
2. Link the language. Have students talk about what they already know about the characters. Ask students: *Who is your favorite character? What do you most like about him/her? Is he/she like you in any way?*
3. Play Class CD1 Track 03. Students listen, read, and say along with the CD.

CD 1 03

1. Emma: My new sandals are great. They were the most comfortable ones in the store, but they weren't the most expensive. My mom was happy about that! Which of your shoes are the most comfortable?
2. Danny: I always take a shower and wash my hair before I go to bed. Sometimes, I check my calendar, too. Oh, look! The class party is tomorrow. I'll take fruit juice, but I won't take soda. My classmates don't want soda. Which do you like better, juice or soda?
3. Mike: I've just turned off my computer. I've already done research for my report, uploaded some photos, and written some emails. I'm tired! Tomorrow is Saturday, so I can sleep late. What do you do on the computer? Do you sleep late on the weekends?
4. Julie: I've been to New Zealand. My family and I went there on vacation last summer. I learned how to dive. First, I felt nervous, but then I felt confident. Now, I like scuba diving! Did you learn how to do something on your vacation?

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

B What about you? Talk with your classmates.

1. Explain that students will talk using the questions the characters asked: *Which of your shoes are the most comfortable? Which do you like better, juice or soda? Do you sleep late on the weekends? Did you learn how to do something on your vacation?* Model a conversation with a volunteer.
2. Have students discuss the questions in pairs. Go around the room and help as needed.
3. Have pairs report on their partner's answers: This is *(Alex). (His sneakers) are the most comfortable shoes he has. He likes (soda) better than juice. He always sleeps late on (Sundays). He learned (how to ride a horse) on his vacation.*

Student Book page 3

C Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern: *What language do people speak in Egypt? They speak Arabic.*
2. Direct students' attention to the different flag pictures 1 to 6. Elicit the names of the countries. Then say the languages spoken in each country. Have students repeat the new words.
3. Ask the class to say any words they know in any of the languages mentioned or any other foreign language.
4. Play Class CD1 Track 04. Students listen and say along with the CD.

CD 1 04

What language do people speak in Egypt?
They speak Arabic.

1. What language do people speak in Egypt? They speak Arabic.
2. What language do people speak in Korea? They speak Korean.
3. What language do people speak in China? They speak Chinese.
4. What language do people speak in Brazil? They speak Portuguese.
5. What language do people speak in Japan? They speak Japanese.
6. What language do people speak in Spain? They speak Spanish.

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

D Listen, point, and say.

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

1. Introduce the new questions. Write each question on the board. Create an example by talking and using gestures where appropriate. Have students guess each phrase's meaning.
2. Play Class CD1 Track 05. Students listen, point, and say along with the CD.

CD 1 05

1. How do I get to the auditorium?
2. Which units will be on the exam?
3. Will you be my partner for the project?
4. When is the report due?

3. Students practice the questions on their own, using their books. They can also ask some questions about this course, for example: *Which units will be on the first exam? When is the first project due?*

Games and Activities

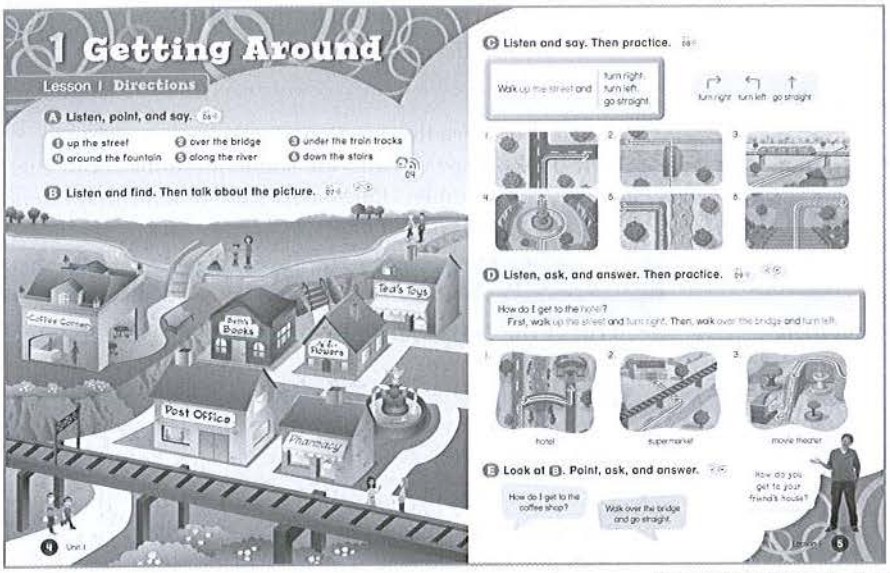
- **Guess the Next Card** (Teacher's Book pages 22–25). Students in groups of six make cards with the flags presented in the lesson: *Egypt, Korea, China, Brazil, Japan, Spain.* Then they play the game. The member of the group with the most guesses is the winner.
- Divide the class in four groups. Each group will underline a sentence from the text in Activity A, for example: *I learned how to dive.* The first student who finds the sentence in the text should raise his/her hand and say: *Julie!* If correct, the student wins (20 points) and reads another sentence aloud.
- **Order the Questions** (Teacher's Book pages 22–25). Copy the four classroom language questions on cardboard. Cut the questions into strips and then the strips into individual words, and give one question to each group of students. Students race to the front when they put the question in the correct order.

Extra Practice

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

Unit 1 Getting Around

Lesson 1 Directions



Student Book pages 4–5

Objectives
- Asking for and giving directions

Grammar
- Prepositions of direction: *up, over, under, around, along, down.*

  Walk up the street and turn right.

  How do I get to the hotel? First, walk up the street and turn right. Then, walk over the bridge and turn left.

Vocabulary
Prepositions of direction: up the street, over the bridge, under the train tracks, around the fountain, along the river, down the stairs

Materials
Class CD1 Tracks 06–09

Student Book page 4

Warm up

1. Greet students by saying *Good (morning/afternoon).* Write the date and talk about the weather. You can appoint a different student every class to write the date and the weather report as a class routine.
2. Ask students to find words in English that start with each of the letters in their first names. For example: *BRIAN brave, rugby, intelligent, actor, nature.* Students share their "descriptive names."
3. Ask: *How do you get to school: by bus, by bike, or do you walk to school?* Students who ride the bus to school stand up, students who ride their bikes to school clap their hands, and students who walk to school click their pens.

A Listen, point, and say.

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

1. Introduce the new prepositions of direction. Write each word on the board and help students to understand it.
2. Say a preposition from the new set; for example: *over the bridge.* Students mime the preposition with their hands (one hand stays still and the other moves over). Continue until students remember the prepositions.
3. Play Class CD1 Track 06. Students listen, point, and say along with the CD.

CD 1 06

1. up the street
2. over the bridge
3. under the train tracks
4. around the fountain
5. along the river
6. down the stairs

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

B Listen and find. Then talk about the picture.

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

1. Direct students' attention to the big picture. Have students try to find and point to each of the new words in the picture on their own before listening to the CD.
2. Play Class CD1 Track 07. Students listen and find the vocabulary in the picture.

CD 1 07

Carla: Do you want to go to the bookstore, Julie?
Julie: Sure, but I need to go to the flower shop, too. It's my aunt's birthday.
Carla: OK. Let's walk around the fountain.
Julie: Good idea!

Jay: Danny, Ted's Toys is open. Let's go!
Danny: We can go along the river.
Jay: Then it's down the stairs.
Danny: Great! Let's look at their new skateboards.

Leo: Mike, can you go with me to the post office?
Mike: Sure. It's just under the train tracks.
Leo: Great. We have to mail Grandma's birthday card.

Mike: Then, maybe we can go up the street and look at the new comic books at Beth's Books.

Emma: I'm thirsty.

Ann: Me, too.

Emma: Let's go over the bridge. I see a coffee shop over there.

Ann: OK. I hope they have lemonade!

3. In pairs, students talk about the picture and practice the new vocabulary, using their books.

Student Book page 5

C Listen and say. Then practice.

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

1. Introduce the new pattern: *Walk up the street and turn right.*
2. Direct students' attention to the first grammar box, and to the arrows that show the different directions. Say the directions and have students repeat.
3. Play Class CD1 Track 08. Students listen and say along with the CD.

CD 1 08

Walk up the street and turn right.
Walk up the street and turn left.
Walk up the street and go straight.
Turn right. Turn left. Go straight.

1. Walk up the street and turn right.
2. Walk over the bridge and turn left.
3. Walk under the train tracks and go straight.
4. Walk around the fountain and go straight.
5. Walk along the river and turn left.
6. Walk down the stairs and turn right.

4. Students practice the pattern on their own, using their books. They can point to any picture and have a classmate say the direction; for example: Student 1 says: *Picture 4.* Student 2 says: *Walk around the fountain and turn right.*

D Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern: *How do I get to the hotel? First, walk up the street and turn right. Then, walk over the bridge and turn left.*
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

How do I get to the hotel?
First, walk up the street and turn right. Then, walk over the bridge and turn left.

1. How do I get to the hotel? First, walk up the street and turn right. Then, walk over the bridge and turn left.
2. How do I get to the supermarket? First, walk along the river and turn left. Then, walk under the train tracks and go straight.
3. How do I get to the movie theater? First, walk around the fountain and go straight. Then, walk down the stairs and turn right.

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

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

Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *How do I get to the coffee shop? Walk over the bridge and go straight.* Students should use all of the new vocabulary.

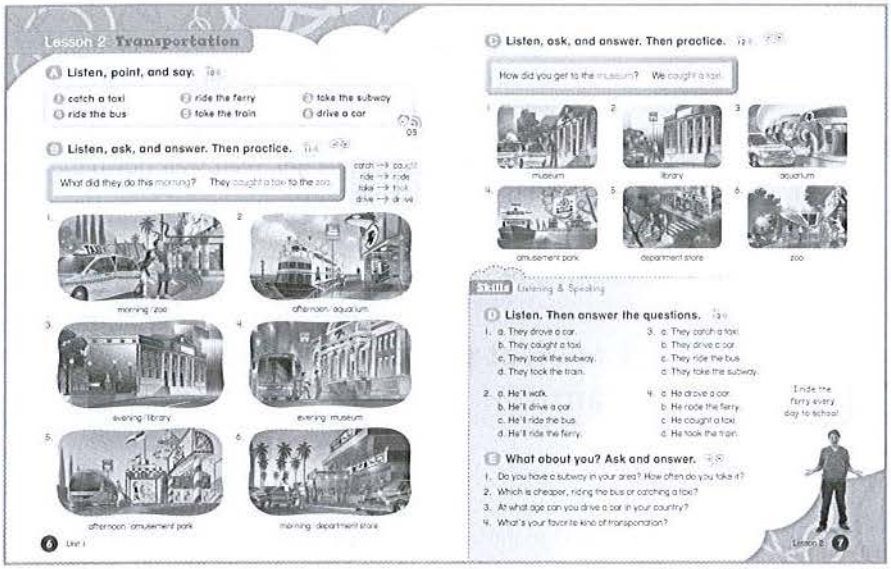
Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 5: *How do you get to your friend's house?* Students create Everybody Up Expressions and then practice them with classmates.
- **Brainstorm** (Teacher's Book pages 22–25). Half of the class makes a list of prepositions of place and the other half makes a list of landmarks and places in town. Have students share one preposition and one place in town. The first group to make a sentence using the words scores.
- **Toss and Tell** (Teacher's Book pages 22–25). S1 asks: *How do you get to the school's restroom?*, and tosses the ball. S2 answers: *Go down the stairs and turn right.* If the direction is correct, S2 asks a question and tosses the ball.
- **Simon Says** (Teacher's Book pages 22–25). Hide a ring or any other object before the students get into the class. Tell them you've hidden the object in the room. Students follow instructions in order to find the object. Say: *Simon says walk around your desk. Now, sit down. Oops. I didn't say Simon says!* Those students who sat are out of the game.

Extra Practice

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

Unit 1 Getting Around Lesson 2 Transportation



Student Book pages 6–7

Objectives
- Talking about transportation using the past tense

Grammar
- Irregular Past Tense:
  What did they do this morning?
  They caught a taxi to the zoo.
  How did you get to the museum?
  We caught a taxi.

Vocabulary
Transportation: *catch a taxi, ride the ferry, take the subway, ride the bus, take the train, drive a car*

Materials
Class CD1 Tracks 10–13

Student Book page 6

Warm up

1. Greet the class. Students can greet each other and ask: *Hi! What did you do yesterday evening?*
2. Review Unit 1, Lesson 1 grammar and vocabulary. Tell a short story about going for a walk without using prepositions of direction. Students should fill in the gaps by saying the correct preposition. Example: *Yesterday I was walking (down the street) to get to my friend Adam's house.*

A Listen, point, and say.

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

1. Link the language. Introduce the new transportation verbs. Ask students if they can remember the past tense of the new vocabulary and write them on the board.
2. Continue until students can produce the words on their own.
3. Play Class CD1 Track 10. Students listen, point, and say along with the CD.

CD 1 10

1. catch a taxi
2. ride the ferry
3. take the subway
4. ride the bus
5. take the train
6. drive a car

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

B Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern: *What did they do this morning? They caught a taxi to the zoo.*
2. Direct students' attention to the grammar box on page 6. Ask students to read aloud the different places in town. Ask them about names of popular places in their town and how they get there.
3. Play Class CD1 Track 11. Students listen, ask, and answer along with the CD.

CD 1 11

What did they do this morning?
They caught a taxi to the zoo.
catch caught, ride rode, take took, drive drove

1. What did they do this morning?
   They caught a taxi to the zoo.
2. What did they do this afternoon?
   They rode the ferry to the aquarium.
3. What did they do this evening?
   They took the subway to the library.
4. What did they do this evening?
   They rode the bus to the museum.
5. What did they do this afternoon?
   They took the train to the amusement park.
6. What did they do this morning?
   They drove a car to the department store.

Student Book page 7

C Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern: *How did you get to the museum? We caught a taxi.*
2. Direct students' attention to the grammar box on top of page 7. Play Class CD1 Track 12. Students listen, ask, and answer along with the CD.

CD 1 12

How did you get to the museum?
We caught a taxi.

1. How did you get to the museum?
   We caught a taxi.
2. How did you get to the library?
   We rode the bus.
3. How did you get to the aquarium?
   We drove a car.
4. How did you get to the amusement park?
   We rode the ferry.
5. How did you get to the department store?
   We took the subway.
6. How did you get to the zoo?
   We took the train.

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

Skills Listening & Speaking

D Listen. Then answer the questions.

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

1. Students read the choices for answers silently in order to be ready to answer as soon as they listen to the audio CD question. Suggest that students should listen to the dialogue before choosing the correct answer.
2. Play Class CD1 Track 13. Students listen and select the correct choice. Then check answers together.

CD 1 13

1. Did you and your family have fun at the zoo this morning? Yes, we did. We saw so many animals! How did you get there? We took the subway. It was cheaper than catching a taxi.
   How did the girl and her family get to the zoo?
2. Excuse me. How do I get to the library from here?
   You can walk, or you can ride the bus. How long does it take to walk? About fifteen minutes. Just go up this street. Oh, good. I can walk there. Thanks!
   How will the boy get to the library?
3. In the city of Tokyo, millions of people go to work every day. Most people take the subway to work. Some people ride the bus or catch a taxi. The subway is the fastest way to get to work for many people.
   How do most people get to work?
4. It took a long time to get to the amusement park! How did you get there, John? First, I rode the ferry. Then, I rode the bus for twenty minutes. Finally, I caught a taxi.
   What's the first kind of transportation that John used?

Answer Key

1. c. They took the subway.	**3.** d. They take the subway.
2. a. He'll walk.	**4.** b. He took the ferry.

E What about you? Ask and answer.

Read the questions with the class. Students write the answers. Then, student pairs exchange the information.

Answer Key

Possible Answers

1. Yes. I take the subway every day.
2. Riding the bus is cheaper than catching a taxi.
3. You can drive a car when you are seventeen.
4. I like to ride the ferry.

Games and Activities

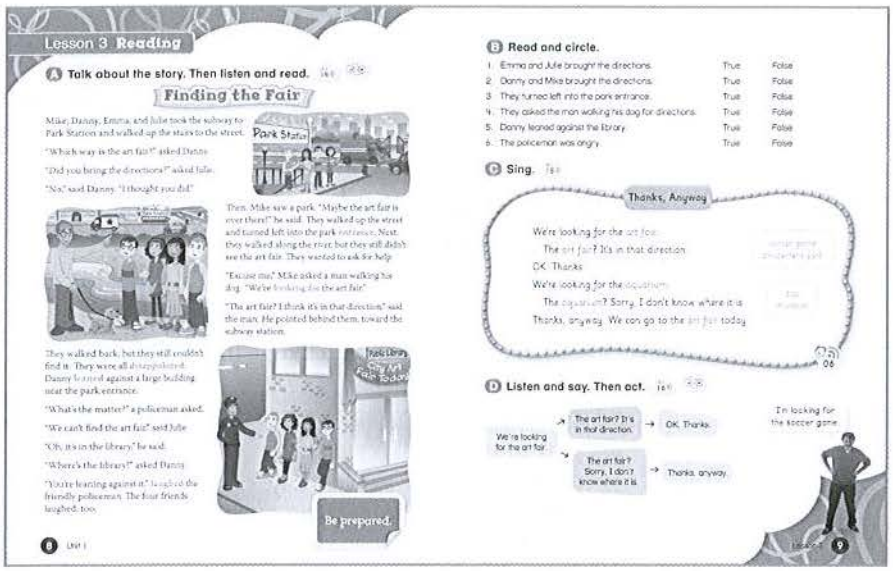
- **Everybody Up!** Direct students' attention to the Everybody Up friend on page 7: *I ride the ferry every day to school.* Students create Everybody Up Expressions and then practice them with classmates.
- **Rhythm Circle** (Teacher's Book pages 22–25). On the board, write: *I ride the ferry, I ride the bus. Who wants to come with us? I take the subway, I drive a car, Do you know where we are? They catch a taxi, They take the train. Who wants to walk in the rain?* Sitting in a circle, students read one line of the rhyme each.
- **Memory Chain** (Teacher's Book pages 22–25). Write names of places and the new verb phrases on strips of paper. Students turn over the cards and make sentences; for example: *I always ride the ferry to the zoo.* Or *I rode the ferry to the zoo last Saturday.*
- **Find Someone Who** (Teacher's Book pages 22–25). Write the following list on the board. Then, ask students to circulate and gather the information. *Find someone who… has never asked for directions, took a train last week, always walks to school, sometimes catches a taxi to the department store, has never been on a ferry, wants to drive a car.*

Extra Practice

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

Unit 1 Getting Around

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

Finding the Fair

Park Station

B Read and circle.

1. Emma and Julie brought the directions.	True	False
2. Danny and Mike brought the directions.	True	False
3. They turned left into the park entrance.	True	False
4. They asked the man walking his dog for directions.	True	False
5. Danny leaned against the library.	True	False
6. The policeman was angry.	True	False

C Sing.

Thanks, Anyway

D Listen and say. Then act.

The art fair? It's in that direction. → OK. Thanks.

We're looking for the art fair.

The art fair? Sorry, I don't know where it is. → Thanks, anyway.

I'm looking for the soccer game.

Be prepared.

Student Book pages 8–9

Objectives
- Asking for and giving directions

Vocabulary
entrance, looking for, disappointed, leaned, laughed

Conversation
We're looking for the art fair.
The art fair? It's in that direction.
OK. Thanks.

We're looking for the art fair.
The art fair? I don't know where it is.
Thanks, anyway.

Value
Be prepared.

Materials
Class CD1 Tracks 14–16

Student Book page 8

Warm up

1. Greet the class. Play a word game with your class to review the vocabulary from lesson 2. Teacher says: *train* S1 says: *take*; *T: taxi S2: catch*; *T: car S3: drive*, and so on. Once you demonstrate the activity, students can play in groups.
2. Once students have reviewed the vocabulary, play the following game. S1: *How did you get to your house yesterday?* S2: *I rode the bus. And you? S1: I took the train. Then, I walked. How about your brother?* S2: *He took the subway,* and so on. The first student who keeps silent for ten seconds, loses the game. Then, another pair can start the questions and answers again.
3. Ask the class if they have ever been lost—even in their neighborhood—and had to ask for directions to get to where they wanted to go.

A Talk about the story. Then listen and read.

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

1. Students look at the picture and talk about what they see. Ask students say what they think will happen.
2. Point out the new words in bold. Ask students to match them with the definitions written on the board:
   a. *try to find* (look for)
   b. *sad because something was not as you wanted.* (disappointed)
   c. *The door where you go into a place* (entrance)
   d. *to make sounds that show you are happy* (laugh)
   e. *rest against something* (lean).
3. Play Class CD1 Track 14. Students listen and read silently along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value: *Be prepared.* Ask them whether the characters in the story were prepared or not.
5. Play the track again. Students listen and read aloud.

Student Book page 9

B Read and circle.

1. Explain that students will read the sentences about the story and circle true if the information is correct or false if it's incorrect.
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 answers together.

Answer Key	
1. False	**2.** False
3. True	**4.** True
5. True	**6.** False

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD1 Track 15. Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4. Divide the class into groups of boys and girls and assign the parts. Then sing the song again.

CD 1 15

Thanks, Anyway

We're looking for the art fair.
The art fair? It's in that direction.
OK. Thanks.
We're looking for the aquarium.
The aquarium? Sorry, I don't know where it is.
Thanks, anyway. We can go to the art fair today.

We're looking for the soccer game.
The soccer game? It's in that direction.
OK. Thanks.
We're looking for the amusement park.
The amusement park? Sorry, I don't know where it is.
Thanks, anyway. We can go to the soccer game today.

We're looking for the zoo.
The zoo? It's in that direction.
OK. Thanks.
We're looking for the museum.
The museum? Sorry, I don't know where it is.
Thanks, anyway. We can go to the zoo today.

D Listen and say. Then act.

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

1. Explain that students will read and act out the conversations in the bubbles.
2. Play Class CD1 Track 16. Students listen and say along with the CD.

CD 1 16

We're looking for the art fair.
The art fair? It's in that direction.
OK. Thanks.

We're looking for the art fair.
The art fair? Sorry, I don't know where it is.
Thanks, anyway.

3. Student pairs rehearse and act out the conversations, using appropriate facial expressions and gestures. Switch roles.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 9: *I'm looking for the soccer game.* Students create Everybody Up Expressions and then practice them with classmates.
- **Finish the Sentences** (Teacher's Book pages 22–25). Read the following sentences about the story, or write them on the board. Then, students complete the ideas by finishing the sentences.

1 *The kids wanted to go to the art fair, but* _____

2 *Mike suggested a possible way to get to the fair, but* _____

3 *They decided to ask a man the way to the fair, but* _____

4 *A policeman helped the kids, and* _____*!*

- **A New Story** (Teacher's Book pages 22–25). Students answer the questions within the story in a different way, thus changing the story. Give students the following examples so they can see what's expected.

"Which way is the art fair?"
(Possible answer) *"I think it's in front of a big amusement park."*

"Did you bring the directions?"
(Possible answer) *"Yes, I did. But this is the old address. Sorry."*

"We're looking for the art fair."
(Possible answer) *"Sorry, I'm from out of town."*
"What's the matter?" _____

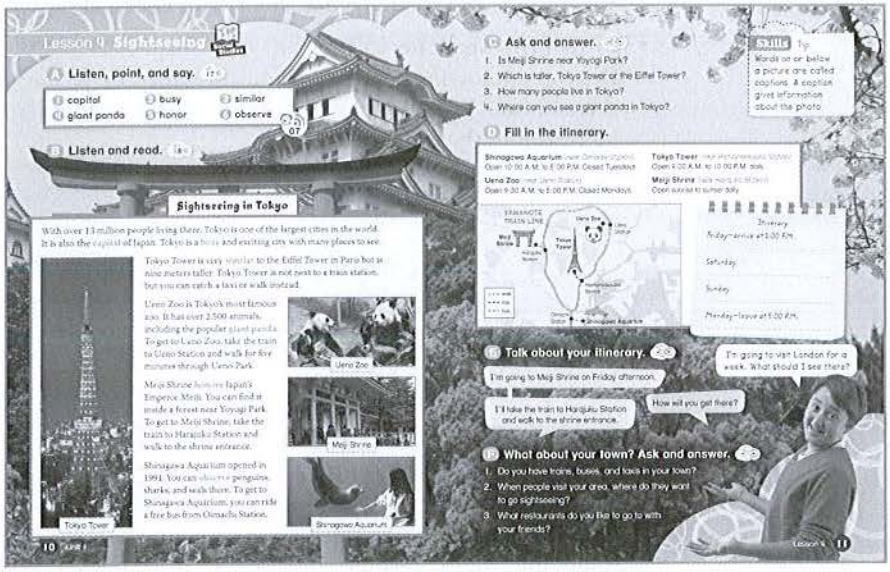
- Student pairs work together to plan and illustrate scenes that fit the Lesson 3 value: *Be prepared.* Prompt students by asking how they can be prepared when going to a place they've never been before. Finished drawings and suggestions can be presented to the class.

Extra Practice

- Workbook pages 8–9. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 06
- 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 Getting Around

Lesson 4 Sightseeing



Objectives
- Talking about future plans

Grammar
- Future with *be going* to for plans

  I'm going to Meiji Shrine on Friday afternoon.
- Asking and saying how you will get to a place

  How will you get there?
  I'll take the train to Harajuku Station and walk to the shrine entrance.

Vocabulary
Sightseeing: *capital, busy, similar, giant panda, observe, honors*

Materials
Class CD1 Tracks 17–18

Student Book pages 10–11

Student Book page 10

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies. Introduce the lesson by telling students they are going to learn about an interesting place in the world in the social studies lesson. Ask students: *What's your favorite place in the world? Why do you like it? Have you been there?* Ask students to tell you what they are studying in their social studies classes: *What did you learn last class? Did you like the topic? What do you most like and dislike about social studies*

Warm up

1. Greet the class. Then ask them if they had a test, went on an excursion, or attended an event at school recently. Ask students how well they were prepared for the occasion. Ask them how they are going to be prepared for any event already planned.
2. Ask them to write a place in the world they'd like to visit on a strip of paper, and also include their names. Students put all the strips with their dream place in a box, which they'll call the "dream box." Leave the strips in the box until the end of this lesson.

A Listen, point, and say.

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

1. Introduce the new vocabulary. Write each word on the board and help students to understand it. You can use synonyms: similar-different/busy-free/observe-watch, and provide examples for *capital*; for example: *Washington DC is the capital of the United States. Brasilia is the capital of Brazil.* Ask students: *What's the capital of your country?* Define the word *honor* and provide an example: *To honor means to do something that shows respect, for example, The school honored the graduates with a big celebration.*
2. Play Class CD1 Track 17. Students listen, point, and say along with the CD.

CD 1 17

1. capital	2. busy	3. similar
4. giant panda	5. honor	6. observe

3. Students repeat the words and try to make sentences including some of them; for example: *My town is similar to* _____, and so on.

B Listen and read.

1. Students look at the picture and talk about what they see. Students read the title *Sightseeing in Tokyo*. Ask if someone has ever visited Tokyo, met someone from Tokyo, seen a documentary, or read a book about this special place in the world.

2. Students find the new words in the text and point to them. Say them aloud for students to repeat.
3. Play Class CD1 Track 18. Students listen and read along with the CD.
4. Play the track again. Students listen and read along.
5. Students read the passage on their own.
6. Divide the class into five groups. Each group repeats together one paragraph until they read the whole text.

Student Book page 11

C Ask and answer.

1. Explain that students will read the questions and answer them with a partner.
2. Call students' attention to the Skills Tip. Read it aloud with the class. Explain what a *caption* is and demonstrate the tip with an example from the text in Activity B.
3. Read each question aloud with the class. Ask students to answer them with a partner using Activity B as a reference.
4. Check answers together.

Answer Key

1. Yes, Meiji Shrine is near Yoyogi Park.
2. Tokyo Tower is taller than the Eiffel Tower.
3. 13 million people live in Tokyo.
4. You can see the giant panda at Ueno Zoo in Ueno Park.

D Fill in the itinerary.

1. Direct students' attention to the itinerary including the things to do in Tokyo. Have students talk about what they see.
2. Explain that students will complete the itinerary with the place they'd like to visit. They can do the activity individually or in small groups. Ask students to use the information provided.
3. Check some answers orally and write one on the board as an example.

Answer Key

Answers will vary.

E Talk about your itinerary.

1. Read the conversation in bubbles.
2. Student pairs practice the dialogue and make new dialogues with the information in Activity D.
3. Students switch roles.
4. Some student pairs can share their itineraries with the class.

F What about your town? Ask and answer.

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

Answer Key

Possible Answers

1. Yes. We have trains, buses, and taxis in our town.
2. People like to visit the museums in my city.
3. There's a restaurant next to my house. I like to get pizza there with my friends.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 11: *I'm going to visit London for a week. What should I see there?* Students create Everybody Up Expressions and then practice them with classmates.
- Ask one student to open the "dream box" created at the beginning of this lesson. Take all the strips of paper out of the box and put them on a desk. In turns students pick up their own strip of paper and say, for example: *I'm going to travel to (Spain). I'm going to visit (Barcelona). I'm going to (take the train).* Tell students to read their dreams aloud.
- **Hands On!** Students design a leaflet about their dream place in the world. You can write the following example on the board or prepare a printed text for each group of students. Then they exchange leaflets with other students or groups, and talk about them.

Top London Attractions

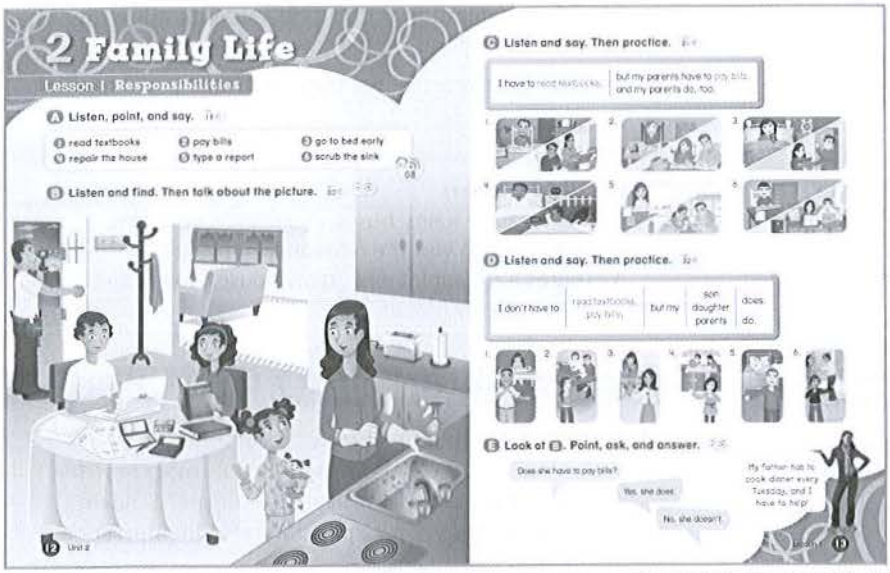
See the top London attractions in one day!
Don't miss the ***London Eye****. You can have fun and see most of London's landmarks.*
Walk by the ***Houses of Parliament****. The building is awesome, and you can take a photo of the famous* ***Big Ben****.*
Take the subway and have a picnic in ***Hyde Park****.*

Extra Practice

- Workbook pages 10–11. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 07
- Unit 1, Lesson 4 Worksheet, Teacher's Book page 115. See Teacher's Book page 112–113 for instructions.
- Unit 1 Test, Teacher's Book pages 132–133. See Teacher's Book pages 130–131 for instructions and page 151 for the answer key. Test Center
- iTools
- Log in for Online Practice

Unit 2 Family Life

Lesson 1 Responsibilities



Student Book pages 12–13

Objectives
- Talking about responsibilities

Grammar
- Compound sentences with *but* and *and*

  I have to read textbooks, but my parents have to pay bills.
  I have to read textbooks, and my parents do, too.
- Modal verb *have to*

  I don't have to read textbooks, but my son/daughter does.
  I don't have to pay bills, but my parents do.

Vocabulary
Responsibilities: read textbooks, pay bills, go to bed early, repair the house, type a report, scrub the sink

Materials
Class CD1 Tracks 19–22

Student Book page 12

Warm up

1. Review the value from Unit 1, *Be prepared,* by asking your class: *Are you ready to start a new unit? Did you bring the material, a pencil case with pens, pencils, and markers? Have you done your homework for Unit 1?*
2. Sing **Thanks, Anyway** (Class CD1 Track 15). Encourage students to move, clap hands, and accompany the music with gestures.
3. Review Unit 1: **Listen and Draw** (Teacher's Book pages 22–25). Students draw a type of transportation and a place. Both drawings represent what they did last weekend, for example, *took a ferry to an amusement park.* Then, students get in pairs and try to guess what's in the drawing by asking Yes/No questions: S1: *Did you go to the supermarket?* S2: *No, I didn't.* Once students guess, they can see their partners' drawings.

A Listen, point, and say.

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

1. Introduce the new verb phrases. Write each phrase on the board and help students to understand it.
2. Link the language. Ask: *Do you go to bed early? Do your parents read textbooks?*
3. Play Class CD1 Track 19. Students listen, point, and say along with the CD.

CD 1 19

1. read textbooks
2. pay bills
3. go to bed early
4. repair the house
5. type a report
6. scrub the sink

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

B Listen and find. Then talk about the picture.

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

1. Direct students' attention to the big picture. Have students try to find and point to each of the new vocabulary items in the picture on their own before listening to the CD.
2. Play Class CD1 Track 20. Students listen, find the items in the picture, and point to them.

CD 1 20

Mom: Tommy, are you almost finished typing your report?

Tommy: Yes, almost. I'll probably need another thirty minutes.

Mom: OK. Don't forget, your dad and I need to pay bills using the computer when you're done. And Emma, how's your homework going?

Emma: I'm reading textbooks now. The chapter in my science textbook is longer than the one in my social studies textbook.

Dad: What's that about paying bills? I'm still repairing the house. This door is so loose!

Mom: Ssh! Ann is going to go to bed early tonight. She wasn't feeling very well, remember?

Ann: Mom, I'm right here. I came to say "good night."
ALL: Good night, Ann.
Emma: Mom, do you need help cleaning the kitchen?
Mom: No, thanks. After I scrub the sink, I'll be finished.

3. In pairs, students talk about what they see in the picture and practice the new vocabulary, using their books.

Student Book page 13

C Listen and say. Then practice.

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

1. Introduce the new pattern: *I have to read textbooks, but my parents have to pay bills; I have to read textbooks, and my parents do, too.*
2. Direct students' attention to the first grammar box. Say the sentences and have students repeat.
3. Direct students' attention to the use of a comma before *and* and *but* as shown in the example in the grammar box.
4. Play Class CD1 Track 21. Students listen and say along with the CD.

CD 1 21

I have to read textbooks, but my parents have to pay bills.
I have to read textbooks, and my parents do, too.

1. I have to read textbooks, but my parents have to pay bills.
2. I have to read textbooks, and my parents do, too.
3. I have to go to bed early, but my parents have to repair the house.
4. I have to go to bed early, and my parents do, too.
5. I have to type a report, but my parents have to scrub the sink.
6. I have to type a report, and my parents do, too.

5. Students practice the pattern on their own, using their books. They can choose a picture that best represents the responsibilities in their house; for example: Picture 2: *I have to read textbooks, and my parents do, too.*

D Listen and say. Then practice.

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

1. Introduce the new pattern: *I don't have to read textbooks, but my son/daughter does. I don't have to pay bills, but my parents do.*
2. Direct students' attention to the second grammar box. Read the sentences together with the students.
3. Play Class CD1 Track 22. Students say along with the CD.

CD 1 22

I don't have to read textbooks, but my son does.
I don't have to read textbooks, but my daughter does.
I don't have to pay bills, but my parents do.

1. I don't have to read textbooks, but my son does.
2. I don't have to pay bills, but my parents do.
3. I don't have to write a report, but my daughter does.
4. I don't have to scrub the sink, but my parents do.
5. I don't have to go to bed early, but my son does.
6. I don't have to repair the house, but my parents do.

4. Students practice the pattern in pairs, using their books. One student can point to a picture and another student in the class has to provide the sentence.

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

Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Does she have to pay bills? Yes, she does./No, she doesn't.* Students should use all of the new vocabulary.

Games and Activities

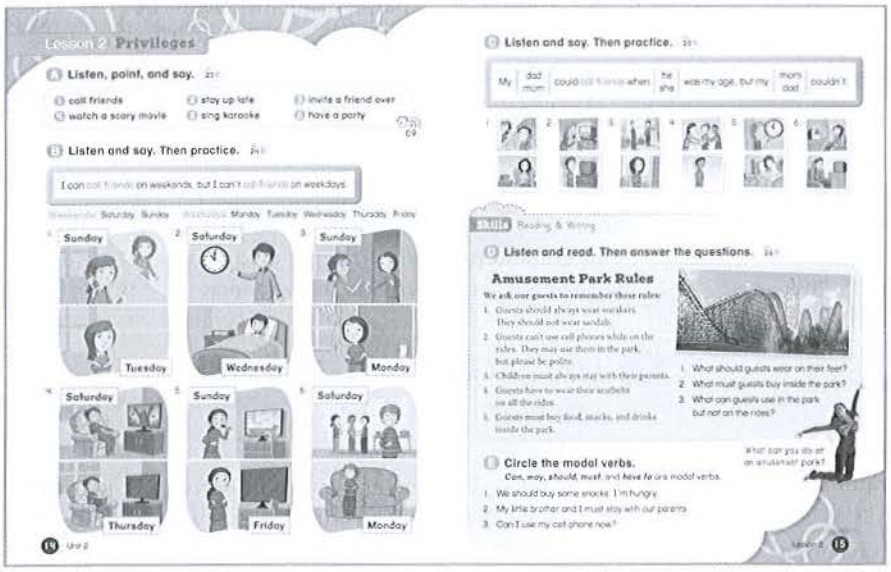
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 13: *My father has to cook dinner every Tuesday, and I have to help!* Students create Everybody Up Expressions and then practice them with classmates.
- **Jump to the Word** (Teacher's Book pages 22–25). Use responsibilities picture cards. Ask students to use real information about themselves and their families.
- **Picture Sentences** (Teacher's Book pages 22–25). Have student pairs make cards with the new vocabulary. S1 picks up two vocabulary cards and gives them to S2 who has to make a sentence using the words in both cards.
- **Find Someone Who** (Teacher's Book pages 22–25). Students walk around the class asking: *Does your mom have to write reports? Does your youngest brother/sister have to read textbooks* Include four to six questions with the vocabulary previously learned, or ask students to write the questions in small groups.

Extra Practice

- Workbook pages 12–13. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 08
- iTools
- Log in for Online Practice

Unit 2 Family Life

Lesson 2 Privileges



Student Book pages 14–15

Objectives
- Talking about what someone *can* or *can't* do in the present and past tenses

Grammar
- Compound sentences with *but* and *and*

  I can call friends on weekends, but I can't call friends on weekdays.
- Modal verbs *can* and *could*

  My dad could call friends when he was my age, but my mom couldn't.

Vocabulary
Privileges: call friends, stay up late, invite a friend over, watch a scary movie, sing karaoke, have a party

Materials
Class CD1 Tracks 23–25

Student Book page 14

Warm up

1. Greet the class. Then, each student turns around and asks the student behind him or her: *Hi, (David), Did you have to clean your room yesterday? Did you have to go to bed early?*
2. Invite students to talk about their privileges using language previously learned, for example: *I don't have to wash the dishes.* Introduce the new language by providing two examples about yourself: *I can stay up late on Fridays and weekends. I can use my new MP3 player when I go running.*

A Listen, point, and say.

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

1. Introduce the new verb phrases. Write each phrase on the board and help students to understand it. Then students rank the new vocabulary in order of preference.
2. Play Class CD1 Track 23. Students listen, point, and say along with the CD.

CD 1 23

1. call friends
2. stay up late
3. invite a friend over
4. watch a scary movie
5. sing karaoke
6. have a party

3. Students use their preference lists and try to make one for the whole class. Ask: *How many students have sing karaoke at the top of the chart?* Students who have positioned karaoke as a number 1 activity raise hands.

B Listen and say. Then practice.

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

1. Introduce the new pattern: *I can call friends on weekends, but I can't call friends on weekdays.*
2. Direct students' attention to the grammar box. Say the sentence and have students repeat.
3. Draw students' attention to the days of the week. Say the words and have students repeat them.
4. Play Class CD1 Track 24. Students read and say along with the CD.

CD 1 24

I can call friends on weekends, but I can't call friends on weekdays.

Weekends: Saturday, Sunday

Weekdays: Monday, Tuesday, Wednesday, Thursday, Friday

1. I can call friends on weekends, but I can't call friends on weekdays.
2. I can stay up late on weekends, but I can't stay up late on weekdays.
3. I can invite a friend over on weekends, but I can't invite a friend over on weekdays.
4. I can watch a scary movie on weekends, but I can't watch a scary movie on weekdays.
5. I can sing karaoke on weekends, but I can't sing karaoke on weekdays.
6. I can have a party on weekends, but I can't have a party on weekdays.

5. Students practice the pattern in pairs, using their books. Students can add a new picture and describe it to a classmate, for example: *My brother can invite a friend over, but he can't watch a scary movie.*

Student Book page 15

C Listen and say. Then practice.

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

1. Introduce the new pattern: *My dad could call friends when he was my age, but my mom couldn't.*
2. Direct students' attention to the grammar box. Read the sentences. Ask students if the sentence is true about their parents. If they don't know, they can bring the information for the next class.
3. Play Class CD1 Track 25. Students listen and say along with the CD.

CD 1 25

My dad could call friends when he was my age, but my mom couldn't.

My mom could call friends when she was my age, but my dad couldn't.

1. My dad could call friends when he was my age, but my mom couldn't.
2. My mom could sing karaoke when she was my age, but my dad couldn't.
3. My dad could invite a friend over when he was my age, but my mom couldn't.
4. My mom could have a party when she was my age, but my dad couldn't.
5. My dad could stay up late when he was my age, but my mom couldn't.
6. My mom could watch a scary movie when she was my age, but my dad couldn't.

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

Skills Reading & Writing

D Listen and read. Then answer the questions.

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

1. Students look at the picture and talk about what they see. Students can describe a local amusement park. They can discuss what they like and don't like about it. Then, have students read the title: *Amusement Park Rules*.
2. Play Class CD1 Track 26. Students listen and read along with the CD.
3. Read each question aloud with the class. Students can answer orally and then write the answers, or they can answer the questions on their own, using the reading as a reference. Encourage students to write complete sentences.
4. Check answers together.

Answer Key

1. They should wear sneakers.
2. They must buy food, snacks, and drinks inside the park.
3. They can use their cell phones in the park, but not on the rides.

E Circle the modal verbs.

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

1. Call students' attention to the rule: ***Can, may, should, must,*** *and* ***have to*** *are modal verbs.* Ask students which modal verbs express which meaning: obligation, possibility, and permission.
2. Read each sentence aloud with the class. Students can answer orally and then circle the modals in their books, or they can do the activity on their own.
3. Check answers together.

Answer Key

1. We (should) buy some snacks. I'm hungry.
2. My little brother and I (must) stay with our parents.
3. (Can) I use my cell phone now?

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 15: *What can you do at an amusement park?* Students create Everybody Up Expressions and then practice them with classmates.
- **Beanbag Toss** (Teacher's Book pages 22–25.). Write the new vocabulary on strips of paper. When students catch the beanbag, they have to make a sentence using the words on the strip of paper you are holding. For example: *I can (have a party) on weekends, but I can't have a party on weekdays.*
- **Ladders** Divide the class in half. One student from Group one writes the first letter of one day of the week and a row of dashes representing the number of letters on the board. The student draws a ladder with eight steps. Start at the bottom of the ladder. if the letter guessed is correct, the player goes up one step; if it's incorrect, the player stays at the bottom, or goes down one step. The game is finished when Group two guesses the whole word correctly. Have groups switch roles.

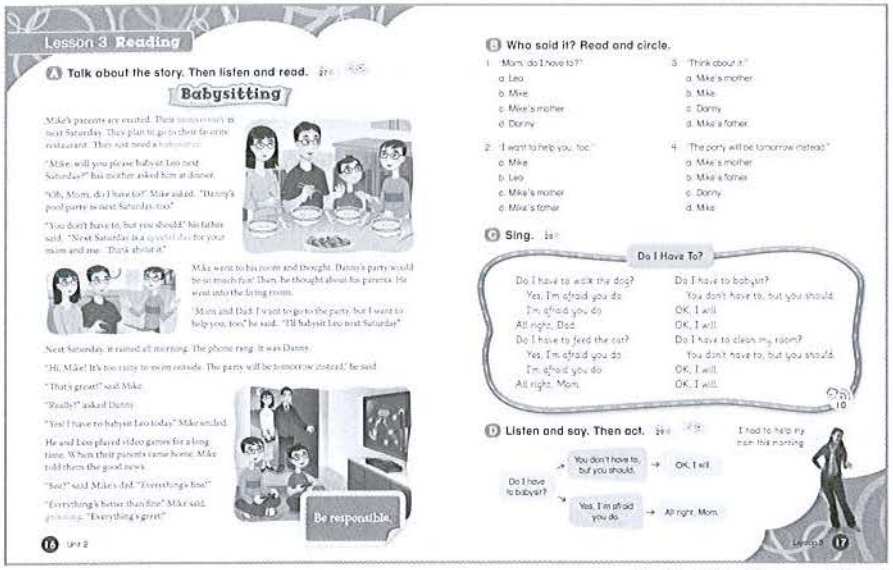
  Brainstorm (Teacher's Book pages 22–25). Student groups think of the rules of an amusement park and write them down; for example, *Children have to wear a badge with their names.*

Extra Practice

- Workbook pages 14–15. See Teacher's Book page 111–113 for instructions and answer key.
- Student Audio CD Track 09
- iTools
- Log in for **Online Practice**

Unit 2 Family Life

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

Babysitting

Mike's parents are excited. Their anniversary is next Saturday. They plan to go to their favorite restaurant. They just need a babysitter.

"Mike, will you please babysit Leo next Saturday?" his mother asked him at dinner.

"Oh, Mom, do I have to?" Mike asked. "Danny's pool party is next Saturday, too!"

"You don't have to, but you should," his father said. "Next Saturday is a special day for your mom and me. Think about it."

Mike went to his room and thought. Danny's party would be so much fun! Then, he thought about his parents. He went into the living room.

"Mom and Dad, I want to go to the party, but I want to help you, too," he said. "I'll babysit Leo next Saturday."

Next Saturday, it rained all morning. The phone rang. It was Danny.

"Hi, Mike! It's too rainy to swim outside. The party will be tomorrow instead," he said.

"That's great!" said Mike.

"Really?" asked Danny.

"Yes! I have to babysit Leo today," Mike smiled.

He and Leo played video games for a long time. When their parents came home, Mike told them the good news.

"See?" said Mike's dad. "Everything's fine!"

"Everything's better than fine!" Mike said, grinning. "Everything's great!"

Be responsible.

Unit 2

B Who said it? Read and circle.

1 "Mom, do I have to?"
a. Leo
b. Mike
c. Mike's mother
d. Danny

2 "I want to help you, too."
a. Mike
b. Leo
c. Mike's mother
d. Mike's father

3 "Think about it."
a. Mike's mother
b. Mike
c. Danny
d. Mike's father

4 "The party will be tomorrow instead."
a. Mike's mother
b. Mike's father
c. Danny
d. Mike

C Sing.

Do I Have To?

Do I have to walk the dog?
Yes, I'm afraid you do.
I'm afraid you do.
All right, Dad.
Do I have to feed the cat?
Yes, I'm afraid you do.
I'm afraid you do.
All right, Mom.

Do I have to babysit?
You don't have to, but you should.
OK, I will.
OK, I will.
Do I have to clean my room?
You don't have to, but you should.
OK, I will.
OK, I will.

10

D Listen and say. Then act.

Do I have to babysit?
→ You don't have to, but you should. → OK, I will.
→ Yes, I'm afraid you do. → All right, Mom.

I had to help my mom this morning.

Lesson 3 17

Student Book pages 16–17

Objectives
• Talking about responsibilities

Vocabulary
anniversary, babysitter, special day, grinning

Conversation
Do I have to babysit?
You don't have to, but you should.
OK. I will.

Do I have to babysit?
Yes, I'm afraid you do.
All right, Mom.

Value
Be responsible.

Materials
Class CD1 Tracks 27–29

Student Book page 16

Warm up

1. Greet the class. Write the date and the weather report and check for birthdays. Ask students: *Have you read anything interesting you can recommend to me in your literature, language, or science classes?* Students can brief you on what they read and why they found the information/book interesting.
2. Review modal verbs with students divided into two big groups. Each group has to think of an obligation or a privilege they have at school. For example: *We must bring the books. We should greet the teachers and students at school. We can run in the playground, but we can't run in the class. We should be silent during class,* and so on. The group that comes up with more sentences is the winner.
3. Play a guessing game. S1 makes a sentence that states something about a student in the class; for example: *Ray, I think you can watch scary movies.* If true, S1 wins three stars, and makes a new sentence about another student; *I think your dad could invite friends over.* If incorrect, another student starts making the statements. The student with most stars is the winner. You can draw all the stars on a paper medal and give it to him or her.

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. Ask students to say what they think will happen.
2. Point out the new words in bold. You can explain them to the class or have students look them up in a dictionary.
3. Play Class CD1 Track 27. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value: *Be responsible*, and play the track again. Students listen and read along.
5. Divide the class into three groups. Assign one part of the story to each group. Groups take turns reading until they finish the story.

Student Book page 17

B Who said it? Read and circle.

1. Explain that students will read the words and circle who said it.
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 answers together.

Answer Key	
1. b. Mike	**2.** a. Mike
3. d. Mike's father	**4.** c. Danny

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD1 Track 28. Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4. Divide the class in two groups. Half the class plays mom and dad, and the other half plays the kids. Then they switch roles.

CD 1 28

Do I Have To?

Do I have to walk the dog?
Yes, I'm afraid you do. I'm afraid you do.
All right, Dad.
Do I have to feed the cat?
Yes, I'm afraid you do. I'm afraid you do.
All right, Mom.
Do I have to babysit?
You don't have to, but you should.
OK, I will. OK, I will.
Do I have to clean my room?
You don't have to, but you should.
OK, I will. OK, I will.

D Listen and say. Then act.

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

1. Explain that students will read and act out the conversations in the bubbles.
2. Play Class CD1 Track 29. Students listen and say with the CD.

CD 1 29

Do I have to babysit?
You don't have to, but you should.
Okay, I will.
Do I have to babysit?
Yes, I'm afraid you do.
All right, Mom.

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

Games and Activities

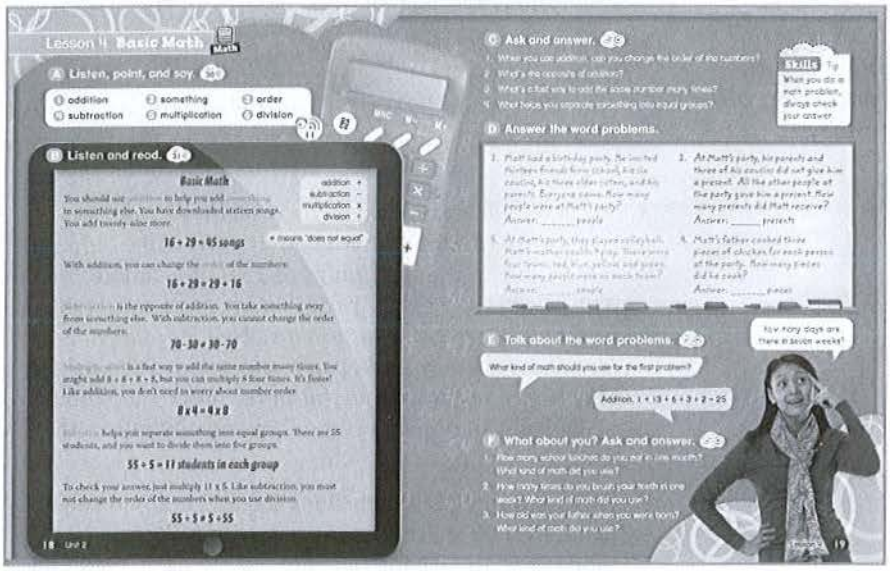
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 17: *I had to help my mom this morning.* Students create Everybody Up Expressions and then practice them with classmates.
- **Brainstorm** (Teacher's Book pages 22–25). Make a list on the board with as many words as students can remember from the story. Then students should try to retell the story using the words on the board. Cross out the words already used to avoid repetition.
- Work on the lesson's value: *Be responsible*. Student pairs work together to write down how Mike behaved responsibly in the story on page 16. For example: *Mike wanted to go to the party, but he stayed to help his parents. Mike talked to his parents about his feelings. He decided not to go to the party,* and so on. Then ask: *What other values were present in the story?* Talk about being helpful, respectful, and fair, and any others the students may come up with.
- A **New Story** (Teacher's Book pages 22–25). Student pairs invent a short dialogue between Mike and Leo while they are playing the video game. They read and act out the short exchange for the class.

Extra Practice

- Workbook pages 16–17. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 10
- 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 Family Life

Lesson 4 Basic Math



Student Book pages 18–19

Objectives

- Talking about basic math

Grammar

- Asking what is the best way to do something

What kind of math should you use for the first problem?

Addition. 13+6+3=24

Vocabulary

Basic math: addition, something, order, subtraction, opposite, multiplication, division.

Materials

Class CD1 Tracks 30–31

Student Book page 18

School Subject Connection: Math

Lesson 4 is a cross-curricular lesson with a connection to math. Ask students: *How many of you like math? Do you use math in your daily life? What for? When? What are you working on in your math class at the moment?*

Warm up

1. Greet the class. Ask the class to think of a request. For example: S1: *Can you help me with this homework?* Then ask how we would expect the other person to behave (helpful and friendly). S2 answers: *Sure! I'll help you after school.*
2. Sing **Do I Have To?** (Class CD1 Track 28).
3. Ask students to help you with the following: We are going to work in groups of four today. *How many copies of a worksheet do I need to make?* Students give the answer. Then, you say: *Great! What did you do to get to the answer?* (math)

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it. Write an example of each type of math. The word *order* can be explained as the way things are arranged (chronological/order of importance). The word *something* can be explained as a thing with no name.
2. Play Class CD1 Track 30. Students listen, point, and say along with the CD.

CD 1 30

1. addition	2. something
3. order	4. subtraction
5. multiplication	6. division

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

B Listen and read.

1. Students look at the picture. Ask: *Do you use a calculator in your math class or at home? What basic math operations can you do without a calculator?*
2. Students look at the reading text subheadings; 16+29=45 songs; 16+29=29+16; 70-30 ≠ 30-70; 8×4=4×8; 55÷5=11. Read them to the class using the necessary words: + (plus) –minus, multiplied by, divided by. Then, students can read the words in bold already presented in Activity A.
3. Play Class CD1 Track 31. Students listen and read along with the CD.
4. Play the track again. Students listen and read along.
5. Students read the text on their own.
6. Students read parts of the passage aloud, alone, or in small groups.

Student Book page 19

C Ask and answer.

1. Explain that students will read the questions and discuss them with a partner.
2. Call students' attention to the Skills Tip. Read it aloud with the class. Explain that even when the answer is obvious or the math operation is simple, it's always advisable to check the answer.
3. Read each question aloud with the class. Students can answer orally and then write their answers in their books, or they can do the activity on their own, using Activity B as a reference. Encourage students to use complete sentences.
4. Check answers together.

Answer Key

1. Yes, you can.
2. Subtraction.
3. Multiplication.
4. Division.

D Answer the word problems.

1. Direct students' attention to the exercise on page 19. Have students talk about what they see.
2. Explain that students will solve some word problems.
3. Students can solve the word problems orally, in pairs, and then write their answers in their books, or they can do the activity on their own.
4. Check the answers on the board.

Answer Key

1. 13+6+3+2+1= **25**
2. 2+3= 5 / 24-5= **19**
3. 25 -1=24 ÷ 4= **6**
4. 25 × 3= **75**

E Talk about the word problems.

1. Read the conversation in speech bubbles.
2. Model each question with a few students, allowing students to respond.
3. Student pairs practice the conversations and then switch roles.
4. The answers to the questions in the bubbles should be: *Addition* for the first problem, *addition* and then subtraction for the second problem; *division* for the third problem; *multiplication* for the fourth problem.

F What about you? Ask and answer.

1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond.
3. Student pairs practice the conversations.

Answer Key

Possible Answers

1. I eat twenty lunches a month. I used multiplication.
2. I brush my teeth fourteen times a week. I used multiplication.
3. My father was 25 when I was born. I used subtraction.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 19: *How many days are there in seven weeks?* Students create Everybody Up Expressions and then practice them with classmates.
- **Circles** (Teacher's Book pages 22–25). The questioners in the circle will think of basic operations. The answerers will have to solve them; for example: S1 says: *You have to solve this multiplication: 18 × 5=.* The answerer should solve the operation and say: "It's 90" in less than 15 seconds.
- **Buzzers** (Teacher's Book pages 22–25). Prepare eight basic math operations on strips of paper and place them on a front desk. Divide the students into groups. A student from one group runs to the desk, picks up a strip, and reads it aloud. The first student to do the math slaps the buzzer and scores for that group.
- **Math Marathon** Student groups prepare five basic math operations and two word problems on a sheet of paper, and write the solutions on a separate sheet. Collect all the worksheets, keep the solutions, and redistribute the worksheets so each group gets one. The first group to complete the sheet correctly wins.

Extra Practice

- Workbook pages 18–19. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 11
- 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 page 134–135. See Teacher's Book pages 130–131 for instructions and page 156 for the answer key. Test Center
- iTools
- Log in for Online Practice

Review 1

Review Language
- Units 1 and 2 grammar and vocabulary

Skills
- Building the four skills: reading, writing, listening, and speaking

Materials
Class CD1 Tracks 32–34

Student Book pages 20–21

Student Book page 20

Warm up

1. Allow students to choose the song they most liked from the first two units. Sing it with the class.
2. **What's the Number?** Write basic math problems on the board. Leave some numbers blank. Students fill in the missing number. Remind students to check their answers.

A Listen and circle.

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

1. Explain that students will listen to a conversation and then a final question. Students should circle the right answer to the final question. Have students read the phrases first.
2. Play Class CD1 Track 32. Students listen and circle the phrase they hear. Then check answers.

Answer Key	
1. b. over the bridge	**2.** a. call friends
3. a. observe animals	**4.** c. pay bills
5. c. take the train	**6.** b. subtraction

B Talk about these topics.

Students examine the pictures and discuss the topics in pairs or small groups. Suggest that students open their books as reference. At minimum, students should use the following language for each topic:

1. Directions: *How do you get to (the supermarket)? Walk (up the street/over the bridge/along the river). Then, (turn right, go straight)*, and so on.
2. Transportation: *How did you get to the club? I caught (a taxi/rode a bus)*, and so on.
3. Sightseeing: *We're going to (Central Park) on Friday morning. How will you get there?* We'll (ride the bus).
4. Responsibilities: *Do I have to (clean my bedroom)? Yes, I'm afraid you do. All right.*

   Do I have to (play with my little cousin)? You don't have to, but you should. OK, I will.
5. Privileges: *You can (stay up late) on Fridays. My (oldest brother) could (invite friends over) when he was my age.*
6. Basic math: Say the basic operations. Ask: *What should you use for this problem?*

C Talk with your partner.

1. Students read the words in the speech bubbles and decide what would work in the empty speech bubble.
2. Model each conversation with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice the conversations and then switch roles.

Answer Key
1. We're looking for the (aquarium). The (aquarium)? It's in that direction. OK. Thanks. **2.** Do I have to (help Dad)? You don't have to, but you should. OK. I will.

Skills Bonus

Student Book page 21

A Read. Then answer.

1. Students look at the picture and talk about what they see.
2. Students read the title *The Busy Millers* and the questions. Based on the questions, ask the class to say what they think the text will be about.
3. Play Class CD1 Track 33. Students listen and read with the CD.
4. Play the track again. Students listen and read again.
5. 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.
6. Check answers together.

Answer Key

1. They take the subway to work.
2. They walk to school.
3. They can stay up late and watch scary movies.

B Circle the helping verb. Underline the main verb. Then rewrite.

1. Call students' attention to the highlighted grammar reminder: ***Can*** *and* ***could*** *are helping verbs. The action word that follows the helping verb is the main verb.*
2. Read each statement aloud with the class. Students can answer orally and then write their answers in a notebook.
3. Check answers together.

Answer Key

1. Mary (can) cook dinner with her mother, but she (can't) pay bills.
2. Janelle (couldn't) sleep, so she read a book.
3. George (can) watch a scary movie this weekend.

C Listen and number.

1. Play Class CD1 Track 34. Students listen and number the pictures.
2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key

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

D Talk with your partner.

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

Answer Key

Possible Answers
1. On weekends, my family and I stay up late and watch movies.
2. I have to read textbooks and go to bed early every night.

Games and Activities

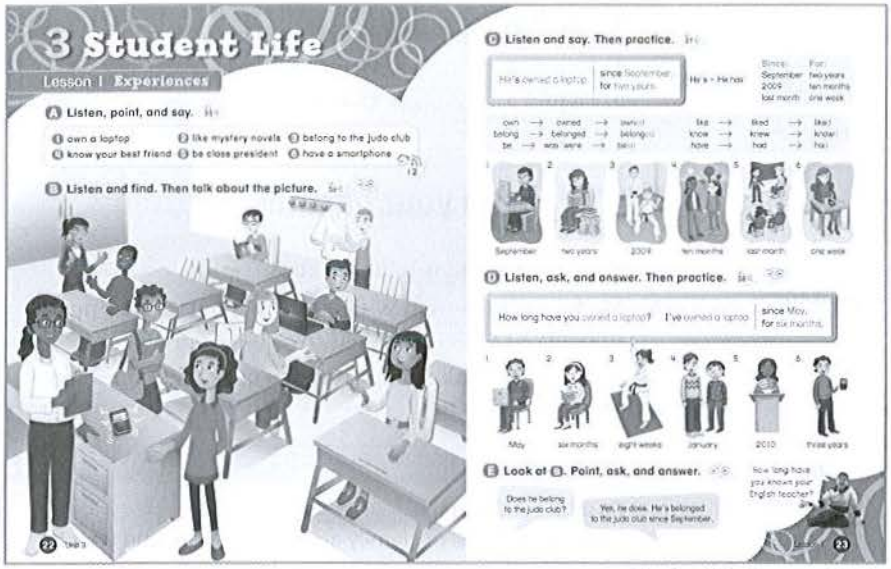
- Review Units 1 and 2 Vocabulary. **Card Grab** (Teacher's Book pages 22–25). Divide the class into three big groups and ask them to make vocabulary cards. Assign each group a category; for example: G1 responsibilities: *repair the house, read textbooks,* G2 places in town: *department store, museum,* etc, and G3 free time activities: *sing karaoke, watch a scary movie,* among others. Then play the game.
- **Who Wrote It?** (Teacher's Book pages 22–25). Students think of how they can be prepared and responsible for the next school excursion/school performance/sports competition or any other event; for example: *We have to take insect spray/an extra pair of socks,* and so on.
- **Sing the Next Stanza** Students open their books and find the song for Unit 1 on page 9, and the song for Unit 2 on page 17. Divide the class in two groups facing each other. Three students from one group agree to sing a stanza from any of the two songs, and three students from the other group should sing the stanza that follows. If correct, three other students from the same group pick a stanza for the other group to continue.

Extra Practice

- Workbook pages 20–21. See Teacher's Book page 100–111 for instructions and answer key.
- iTools
- Log in for **Online Practice**

Unit 3 Student Life

Lesson 1 Experiences



Student Book pages 22–23

Objectives
- Talking about life experiences using the present perfect tense

Grammar
- Present perfect sentence with *since* and *for*

  He's owned a laptop since September/for two years.
- Questions with present perfect

  How long have you owned a laptop? I've owned a laptop since May/for six months.

Vocabulary
Experiences: own a laptop, like mystery novels, belong to the judo club, know your best friend, be class president, have a smartphone

Materials
Class CD1 Tracks 35–38

Student Book page 22

Warm up

1. Greet students. Talk about the weather. Link the weather topic with what students did during the weekend, or what students are going to do after school.
2. Sing **Do I Have To?** (Class CD1 Track 28).

A Listen, point, and say.

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

1. Introduce the new vocabulary. Write each verb phrase on the board and help students to understand it.
2. Link the language. Ask: *Do you know someone who likes mystery novels? Do any of your friends own a smartphone? How did you meet your best friend?* Students share their responses with the class.
3. Play Class CD1 Track 35. Students listen, point, and say along with the CD.

CD 1 35

1. own a laptop
2. like mystery novels
3. belong to the judo club
4. know your best friend
5. be class president
6. have a smartphone

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

B Listen and find. Then talk about the picture.

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

1. Direct students' attention to the big picture. Have students try to find and point to each of the new vocabulary items in the picture before listening to the CD.
2. Play Class CD1 Track 36. Students listen, find the items in the picture and point to them.

CD 1 36

Ms. Jones:	Emma, can you read these for the class now? You're our class president.
Emma:	Sure, Ms. Jones. Excuse me. Swimming class will be at four o'clock at the town pool. Our class party will be on Friday.
ALL:	Yay!
Julie:	Thanks, Emma!
Carla:	Julie, when did you meet Emma?
Julie:	We met in Kindergarten. We were best friends then, and we're still best friends.
Carla:	Wow! I haven't known my best friend that long!
Jay:	Excuse me, Carla, what was our English homework?
Carla:	We need to write a report on the book we read in class.
Jay:	Oh, now I remember...I'm glad I own a laptop. I can finish the report at home.
Carla:	Good luck!
Danny:	Are you OK?
Mike:	Yes, it's just...this is a great book.
Danny:	What are you reading?

Mike:	It's a mystery novel. I really like mystery novels. Do you?
Danny:	Yes, but I like sports more. That's why I belong to the judo club.
Emma:	What's that?
Ms. Jones:	Oops! It's just my alarm. I have a smartphone. Time for class!

3. In pairs, students talk about what they see in the picture and practice the new vocabulary, using their books.

Student Book page 23

C Listen and say. Then practice.

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

1. Introduce the new pattern: *He's owned a laptop since September. He's owned a laptop for two years.* Remind students that *He's = He has*.
2. Read the box with the use of *since* and *for* and explain: *for* is used when referring to a period of time and *since* to express exact points in time.
3. Direct students' attention to the verb box and have them read them aloud.
4. Play Class CD1 Track 37. Students listen and say along with the CD.

CD 1 37

He's owned a laptop since September.
He's owned a laptop for two years.
He's/He has
since September, 2009, last month,
for two years, ten months, one week

own, owned, owned	like, liked, liked
belong, belonged, belonged	know, knew, known
be, was/were, been	have, had, had

1. He's owned a laptop since September.
2. She's liked mystery novels for two years.
3. He's belonged to the judo club since 2009.
4. She's known her best friend for ten months.
5. He's been class president since last month.
6. She's had a smartphone for one week.

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 pattern: *How long have you owned a laptop? I've owned a laptop since May./I've owned a laptop for six months.*
2. Direct students' attention to the second grammar box. Have a student read it aloud.
3. Play Class CD1 Track 38. Students listen, ask, and answer along with the CD.

CD 1 38

How long have you owned a laptop?
I've owned a laptop since May.
How long have you owned a laptop?
I've owned a laptop for six months.

1. How long have you owned a laptop?
   I've owned a laptop since May.
2. How long have you liked mystery novels?
   I've liked mystery novels for six months.
3. How long have you belonged to the judo club?
   I've belonged to the judo club for eight weeks.
4. How long have known your best friend?
   I've known my best friend since January.
5. How long have you been class president?
   I've been class president since 2010.
6. How long have you had a smart phone?
   I've had a smart phone for three years.

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

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

Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Does he belong to the judo club? Yes, he does. He's belonged to the judo club since September.* Students should use all of the new vocabulary.

Games and Activities

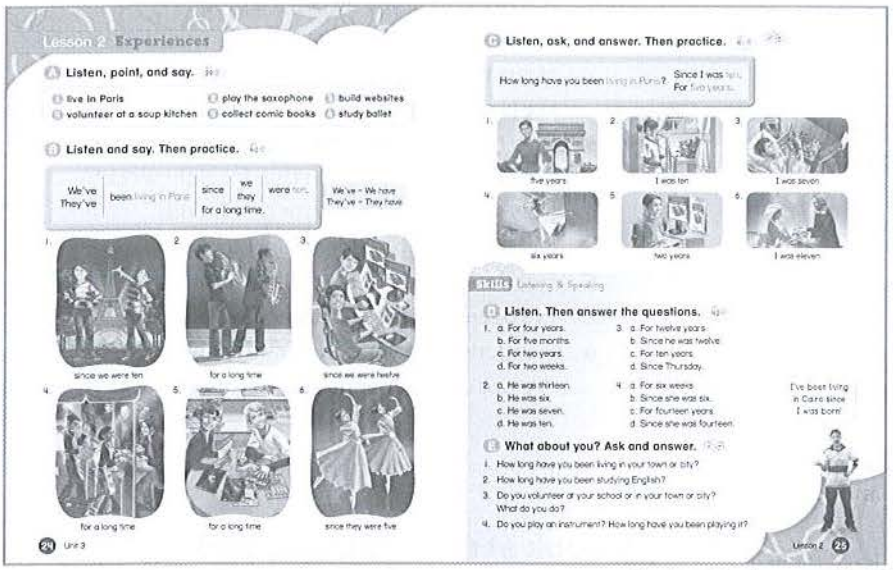
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 23: *How long have you known your English teacher?* Students create Everybody Up Expressions and then practice them with classmates
- **Charades** (Teacher's Book pages 22–25). Make word cards. Then play the game.
- **Teacher's Mistake** (Teacher's Book pages 22–25). Make sentences about yourself using the present perfect with *before* and *since*.
- **Memory Chain** (Teacher's Book pages 22–25). Students play the game in groups of four using present perfect sentences with *for* and *since*. Tell them they can use true sentences or funny ones.

Extra Practice

- Workbook pages 22–23. See Teacher's Book page 111–113 for instructions and answer key.
- Student Book Audio CD Track 12
- iTools
- Log in for Online Practice

Unit 3 Student Life

Lesson 2 Experiences



Student Book pages 24–25

Objectives

- Using present perfect progressive tense

Grammar

- Present perfect progressive

  We've/They've been living in Paris since we/they were ten. We've/They've been living in Paris for a long time.

- Questions using present perfect progressive.

  How long have you been living in Paris? Since I was ten./For five years.

Vocabulary

Experiences; live in Paris, play the saxophone, build websites, volunteer at a soup kitchen, collect comic books, study ballet

Materials

Class CD1 Tracks 39–42

Student Book page 24

Warm up

1. Greet the class. Students stand up and find someone who has belonged to a fan group/sports center/music band for more than two years, asking: *"Do you belong to a group or club? How long have you been a member?"* Students share answers with the class.
2. **Toss and Tell** (Teacher's Book pages 22–25). Link the language. Students ask questions using *How long?* and verbs from previous lessons. For example: *How long have you had the same bicycle?* Then, they toss the ball. Allow students five minutes to prepare three questions and then start the game.

A Listen, point, and say.

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

1. Introduce the new vocabulary. Write each verb phrase on the board and help students understand it.
2. Review the present progressive forms of the verbs presented. Write the following example on the board: *live→living→have been living.* Ask small groups to do the same with the rest of the vocabulary.
3. Play Class CD1 Track 39. Students listen, point, and say along with the CD.
4. Students practice saying the words on their own, using their books.

CD 1 39

1. live in Paris
2. play the saxophone
3. build websites
4. volunteer at a soup kitchen
5. collect comic books
6. study ballet

B Listen and say. Then practice.

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

1. Introduce the new pattern. Then, direct students' attention to the first grammar box and the contracted form of have: We've = We have.
2. Direct students' attention to the pictures. Read the time phrases with the class.
3. Play Class CD1 Track 40. Students listen and say along with the CD.
4. Students practice the pattern in pairs, using their books.

CD 1 40

We've been living in Paris since we were ten.
They've been living in Paris since they were ten.
We've been living in Paris for a long time.
They've been living in Paris for a long time.
We've, we have, they've, they have

1. We've been living in Paris since we were ten.
2. They've been playing the saxophone for a long time.
3. We've been building websites since we were twelve.
4. They've been volunteering at a soup kitchen for a long time.
5. We've been collecting comic books for a long time.
6. They've been studying ballet since they were five.

Student Book page 25

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, page 20.

1. Introduce the new pattern: *How long have you been living in Paris? Since I was ten./For five years.*
2. Direct students' attention to the grammar box on page 25.
3. Play Class CD1 Track 41. Students listen, ask, and answer along with the CD.

CD 1 41

How long have you been living in Paris?
Since I was ten.
How long have you been living in Paris?
For five years.

1. How long have you been living in Paris? For five years.
2. How long have you been playing the saxophone? Since I was ten.
3. How long have you been collecting comic books? Since I was seven.
4. How long have you been studying ballet? For six years.
5. How long have you been building websites? For two years.
6. How long have you been volunteering at a soup kitchen? Since I was eleven.

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

Skills Listening & Speaking

D Listen. Then answer the questions.

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

1. Tell students that they will listen to four questions and answers. Read the options aloud before listening to the audio.
2. Play Class CD1 Track 42. Students listen and choose the correct answer to each question. Check answers.

CD 1 42

1. How long have you been living here in Tokyo, Ken?
   For two years. Before Tokyo, my family and I lived in Paris.
   How long did you live in Paris?
   For four years.
   How long has Ken been living in Tokyo?
2. I've been studying ballet since I was six.
   How old are you now, Alex?
   I'm thirteen.
   So, you've been studying ballet for seven years.
   Yes, I have.
   How old was Alex when he started to study ballet?
3. Do you build websites?
   Yes, I do. I've been building them for a long time.
   How long have you building them?
   I've been building websites for twelve years.
   How long has the man been building websites?
4. Welcome to the soup kitchen! My name is Morgan. What's your name?
   I'm Jenny. Do you like volunteering here?
   Yes, I really do. I've been volunteering here since I was fourteen.
   How old are you now?
   I'm twenty.
   Wow, that's a long time! Today is only my first day. How long has Morgan been volunteering at the soup kitchen?

Answer Key

1. c. For two years. **2.** b. He was six.
3. a. For twelve years. **4.** d. Since she was fourteen.

E What about you? Ask and answer.

Read each question aloud with the class. Students can answer orally and then write the answers in their books.

Answer Key

Possible Answers
1. I've been living here for six years.
2. I've been studying English for four years.
3. I volunteer at school. I help clean the classroom.
4. I play the piano. I've been playing since I was five.

Games and Activities

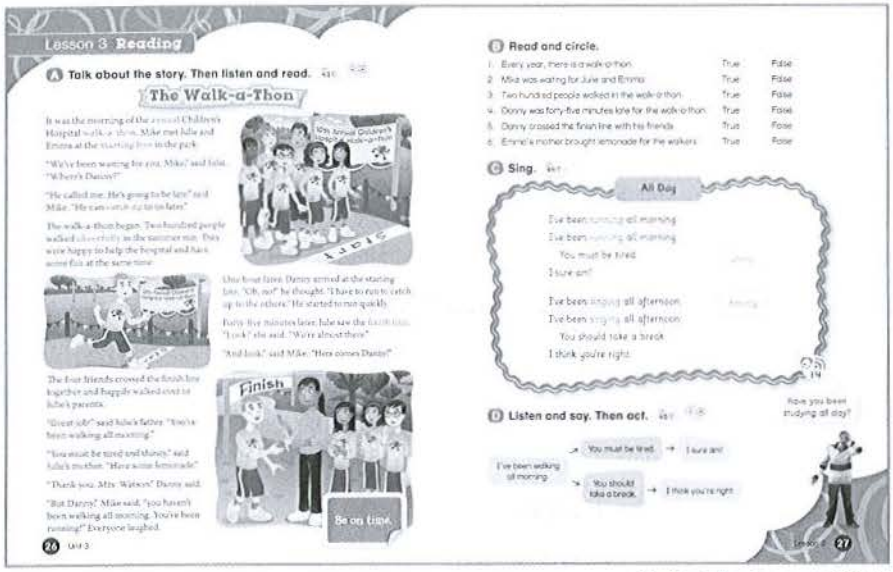
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 25: *I've been living in Cairo since I was born.* Students create Everybody Up Expressions and then practice them with classmates
- **Buzzers** (Teacher's Book pages 22–23). Read some sentences with blanks for verbs. For example, *I've been _____ old stickers for two years.* The first student to guess the verb slaps the buzzer and says: *I've been* ***collecting*** *old stickers for two years.*
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Students write three sentences; one including *since* and two including *for*. Only one sentence can be a lie.
- **Find Your Partner** (Teacher's Book pages 22–25). Half the class prepares the beginnings of questions on strips of paper numbering them from 1-6. *How long have you…?* The other half prepares possibilities for completing the questions: *been collecting comic books. (5)* Students complete their questions by matching the numbered sentence beginning with the number of their vocabulary term in exercise A.

Extra Practice

- Workbook pages 24–25. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 13.
- iTools
- Log in for Online Practice

Unit 3 Student Life

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

The Walk-a-Thon

B Read and circle.

C Sing.

All Day

D Listen and say. Then act.

Finish

Be on time.

Objectives

- Talking about what one has been doing

Vocabulary

annual, walk-a-thon, starting line, catch up, cheerfully, finish line

Conversation

I've been walking all morning.
You must be tired.
I sure am!
You should take a break.
I think you're right.

Value

Be on time.

Materials

Class CD1 Tracks 43–45

Student Book pages 26–27

Student Book page 26

Warm up

1. Greet the class. Write the date and the weather report on the board. Then start a conversation chain about school in order to practice the present perfect progressive: S1: *The teacher has been in class for 10 minutes;* S2: *We've been talking for five minutes.* S3: *(John) has been sharpening the pencil for one minute.* S4: *Maggie has been asking the teacher questions for two minutes,* and so on. You can write some verbs on the board to help students produce the sentences.
2. Review vocabulary from Lessons 1 and 2 by playing **Word Roll** (Teacher's Book pages 22–25). Half the class prepares a die with the verbs included in the vocabulary set from Lesson 1: *own, like, belong, know, be, have.* The other half of the class prepares a word die with the verbs from the vocabulary set from Lesson 2: *live, play (an instrument), build, volunteer, collect, study.* Students play the game in groups. One team will roll their die and the other must ask and answer using the verb at the top of the die. After most verbs have been practiced, have the teams switch dice, and play again.
3. Student pairs ask each other two personal questions; for example: S1: *What do you learn after school?* S1: *I take guitar lessons* S2: *How long have you been (studying the guitar)?* S1: *Since I was six years old* You can write the sample dialogue on the board.

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. Ask students to say what they think will happen.
2. Point out the new words in bold. Ask students to underline the words that come before and after the words in bold. Students try to guess the meaning of the new words. Then, they look up in the dictionary the meaning of the ones they couldn't guess.
3. Play Class CD1 Track 43. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value *Be on time* and play the track again. Students listen and read along.
5. Divide the class into three groups. Assign one part of the story to each group. Groups take turns reading until they finish reading the story.

Student Book page 27

B Read and circle.

1. Explain that students will read the sentences and circle true or false.
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 answers together.

Answer Key

1. True	**2.** False
3. True	**4.** False
5. True	**6.** False

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD1 Track 44. Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4. Divide the class into four groups. Assign one stanza to each group to sing. Then switch roles.

CD 1 44

All Day

I've been running all morning.
I've been running all morning.
You must be tired.
I sure am!

I've been singing all afternoon.
I've been singing all afternoon.
You should take a break.
I think you're right.

I've been skiing all morning.
I've been skiing all morning.
You must be tired.
I sure am!

I've been dancing all afternoon.
I've been dancing all afternoon.
You should take a break.
I think you're right.

D Listen and say. Then act.

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

1. Explain that students will read and act out the conversations in the bubbles.
2. Play Class CD1 Track 45. Students listen and say along with the CD.

CD 1 45

I've been walking all morning.
You must be tired.
I sure am!

I've been walking all morning.
You should take a break.
I think you're right.

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

Games and Activities

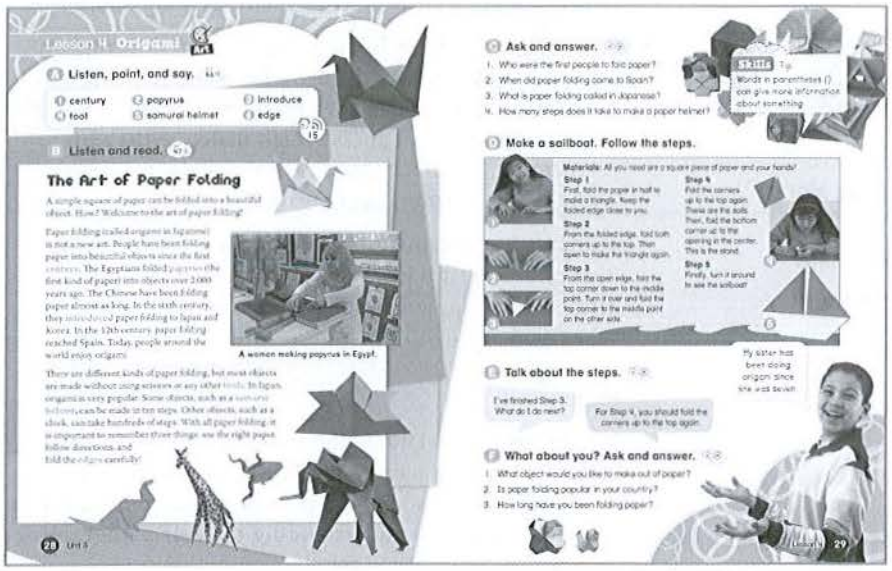
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 27: *Have you been studying all day?* Students create Everybody Up Expressions and then practice them with classmates
- **Charades** (Teacher's Book pages 22–25). In groups of four, students choose a dialogue from the reading text *The Walk-a-Thon.* Then they act it out silently. The other groups have to guess which dialogue they are performing. If correct, they read the dialogue aloud while the performers act it again.
- Students in the same groups design a poster with an illustration to fit the value in the story: *Be on time.* Students also say what other values are involved when you arrive on time; for example: *Be respectful, thoughtful, and responsible.* They can present their work to the class.
- **New Questions** Divide the class into three groups and assign each a part of the *Walk-a-Thon* story. In smaller groups, students prepare two comprehension questions checking understanding of their paragraph. When they finish, they ask the comprehension questions to other groups and also point out any mistakes as if they were the teacher. The teacher just observes, guides, and mediates when necessary.

Extra Practice

- Workbook pages 26–27. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 14
- 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 Student Life

Lesson 4 Origami



Student Book pages 28–29

Objectives
- Following directions in order to make an art project

Grammar
- Statements with present perfect
- Asking about sequence of events

  I've finished step 3. What do I do next?
- Imperative statements with instructions

  In step 4, you should fold the corners up to the top again.

Vocabulary
Art: century, papyrus, introduce, tool, samurai helmet, edge

Materials
Class CD1 Tracks 46–47

Student Book page 28

School Subject Connection: Art

Lesson 4 is a cross-curricular lesson with a connection to art. Ask the class about their art class: *Have you ever made a paper boat or plane? What kind of arts and crafts have you created? Have you ever shown your work at school? Have you put any of your art work on a shelf in your bedroom? What's the activity you enjoyed the most? Have you used what you learned outside of school?*

Warm up

1. Greet the class. Read or write the following question. Tell students the answer is in Lesson 4, page 28. *My name has seven letters, and two of them are i's. Can you find my name? (origami)*
2. Students draw on a sheet of paper an origami piece they'd like to have in their bedroom. They may draw a lantern, a boat, a butterfly or another object. Then they fold the sheet of paper six times in any direction. Student pairs exchange drawings and try to guess what it is as they unfold the drawing.
3. Sing **All Day** (Class CD1, Track 44).

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students understand it.
2. Play Class CD1 Track 46. Students listen, point, and say along with the CD.

CD 1 46

1. century	2. papyrus
3. introduce	4. tool
5. samurai helmet	6. edge

3. Students practice saying the new vocabulary on their own, using their books. Students can scramble two words and have a classmate unscramble them. For example: *dege/edge.*

B Listen and read.

1. Students look at the pictures and talk about what they see.
2. Students find the new words in the text and underline the words before or after the words in bold, so as to clarify the meaning. For example: *since the first* ***century****; folded* ***papyrus****;* ***introduced*** *paper folding; and so on.* Then explain the meaning of the ones that students couldn't understand.
3. Play Class CD1 Track 47. Students listen and read along with the CD.
4. Play the track again. Students listen and read along.
5. Students read the text on their own.
6. Chain reading. Individual students read one line each until they finish reading the text.

Student Book page 29

C Ask and answer.

1. Explain that students will read the questions and discuss them with a partner
2. Call students' attention to the Skills Tip. Read it aloud with the class. Explain what *parentheses* are and demonstrate the tip with an example: *Paper folding* (ex. B, page 28).
3. Read each question aloud with the class. Students can answer orally and then write their answers in their books, or they can do the activity on their own, using Activity B as a reference. Encourage students to use complete answers.
4. Check answers together.

Answer Key

1. The Egyptians were the first to fold papyrus into objects.
2. It reached Spain in the 12th century.
3. It's called "origami."
4. It takes ten steps.

D Make a sailboat. Follow the steps.

1. Direct students' attention to the illustrations on page 29. Have students talk about what they see. Then, students take a piece of paper and get ready to follow the instructions and create a paper sailboat.
2. Read the instructions to the class and remind students they can use the pictures to help them understand the instructions better and faster.
3. Allow students some time to go back and read some steps again if something has gone wrong.
4. As they finish, students present their sailboats to the class.

E Talk about the steps.

Student pairs look at the pictures in Activity D and practice the language pattern in the speech bubbles: *I've completed step 3. What do I do next? For step 4, you should fold the corners up to the top again.*

F What about you? Ask and answer.

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

Answer Key

Possible Answers
1. I would like to make a giraffe out of paper.
2. Folding paper is popular in my country.
3. I've been folding paper for about a year.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 29: *My sister has been doing origami since she was seven.* Students create Everybody Up Expressions and then practice them with classmates.
- **What's Missing?** (Teacher's Book pages 22–25). Brainstorm words from Lesson 4 and write them on the board. Select ten words and write them on strips of paper. Spread the strips on your desk and start the game.
- **Hands On! I** (Teacher's Book pages 22–25). Worksheet 119. Students read the instruction in order to make a samurai helmet. They can all wear the helmets for the coming class.
- **Hands on! II** (Teacher's Book pages 22–25). Students find an origami object by looking on the Internet, in the school library, or by asking someone who does origami how to make an easy object. Students bring the instructions and the object to class. They can dictate the instructions for the origami objects the class most liked.

Extra Practice

- Workbook pages 28–29. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 15
- Unit 3, Lesson 4 Worksheet, Teacher's Book page 119. See Teacher's Book page 112–113 for instructions.
- Unit 3 Test, Teacher's Book pages 136–137. See Teacher's Book pages 130–131 for instructions and page 156 for the answer key. Test Center
- iTools
- Log in for Online Practice

Unit 4 Wants and Needs

Lesson 1 Healthy Habits

Student Book pages 30–31

Objectives

- Talking about personal care and hygiene

Grammar

- Complex sentences with *because*

  I went to the store because I needed a bar of soap.

- Questions with *why*

  Why is she going to the store? Because she needs a bar of soap.

Vocabulary

Healthy habits: soap, perfume, toothpaste, hair gel, shampoo, cologne

Materials

Class CD1 Tracks 48–51

Student Book page 30

Warm up

1. Greet the class. Ask students about the past weekend activities.
2. Ask students: *Do you sometimes go shopping? What do you usually need from the local store: a bottle of milk, a bottle of shampoo, a loaf of bread? What do you usually want from the local store?*
3. Students open their book to page 30 and look at the big picture. They try to find one thing they'd like to buy from the store and share it with the class.

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students understand it.
2. Link the language. Point to the drawings and ask: *Have you ever bought a bottle of perfume?* or *How long have you been using the same shampoo?*
3. Play Class CD1 Track 48. Students listen, point, and say along with the CD.

CD 1 48

1. soap
2. perfume
3. toothpaste
4. hair gel
5. shampoo
6. cologne

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

B Listen and find. Then talk about the picture.

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

1. Direct students' attention to the big picture. Have students talk about what they see.
2. Play Class CD1 Track 49. Students listen, find the items in the picture, and point to them.

CD 1 49

Julie: Have you tried this hair gel?
Emma: Yes, I like it. It's not too thick, and it smells good, too.
Julie: I think I'll try it. What are you buying, Emma?
Emma: Soap, but I'd like to try something new, too. Look, green tea soap. I'll try that.
Megan: Excuse me, how much is this?
Woman: It's $24. It comes from Italy, but it's cologne. It's for men.
Megan: Oh, oops! What about that one?
Woman: That's a nice perfume. It's new, and it smells like spring flowers.
Megan: How much is it?
Woman: The small size is $10, but the large size is on sale today for $13.50.
Megan: Great! I'd like the large size please.
Woman: Sure thing.
Mike: Are you almost ready, Danny?
Danny: Yes, I just need one thing. I don't have any shampoo at home.
Mike: This one's on sale for $2.99.

Danny: OK, that's good. Let's go and pay...Then we can go skateboarding!

Mike: I almost forgot. My mom asked me to buy toothbrushes. Do you see any?

Danny: Yes, there are some here, right under the toothpaste.

Mike: Thanks! Now we can go.

3. In pairs, students talk about what they see in the picture and practice the new vocabulary, using their books.

Student Book page 31

C Listen and say. Then practice.

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

1. Introduce the new pattern. Make sure students see the difference between *need* and *want*.
2. Direct students' attention to the first grammar box. Say the sentences and have students repeat. Point out the needs and wants listed in the box.
3. Play Class CD1 Track 50. Students listen and say along with the CD.

CD 1 50

I went to the store because I needed a bar of soap.

I went to the store because I wanted a bottle of perfume.

Need: a bar of soap, a bottle of shampoo, a tube of toothpaste, Want: a bottle of perfume, a bottle of cologne, a tube of hair gel

1. I went to the store because I needed a bar of soap.
2. I went to the store because I wanted a bottle of perfume.
3. I went to the store because I needed a tube of toothpaste.
4. I went to the store because I wanted a tube of hair gel.
5. I went to the store because I needed a bottle of shampoo.
6. I went to the store because I wanted a bottle of cologne.

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

D Listen, ask, and answer. Then practice.

1. Introduce the new pattern: *Why is she going to the store? Because she needs a bar of soap.*
2. Direct students' attention to the second grammar box. You can use the illustration and add an extra example if necessary. *Why is number 2 going to the store? Because she wants a bottle of perfume.*
3. Play Class CD1 Track 51. Students listen, ask, and answer along with the CD.

CD 1 51

Why is she going to the store?

Because she needs a bar of soap.

Why is she going to the store?

Because she wants a bottle of perfume.

1. Why is she going to the store?
   Because she needs a bar of soap.
2. Why is she going to the store?
   Because she wants a bottle of perfume.
3. Why is he going to the store?
   Because he needs a bottle of shampoo.
4. Why is he going to the store?
   Because he wants a tube of hair gel.
5. Why is she going to the store?
   Because she needs a tube of toothpaste.
6. Why is he going to the store?
   Because he wants a bottle of cologne.

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

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

Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Why is he going to the store? Because he needs a tube of toothpaste.* Students should use all of the new vocabulary.

Games and Activities

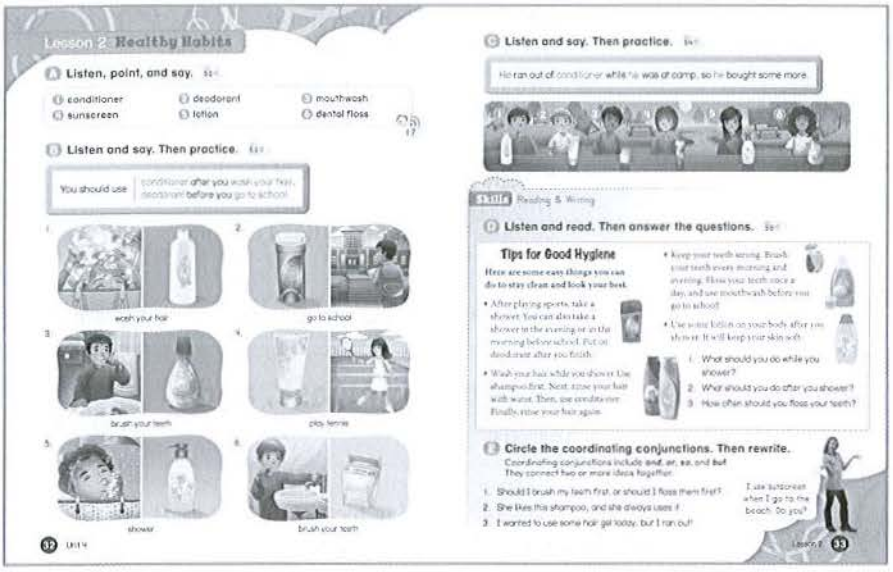
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 31: *I'm going to the store because I need a new toothbrush.* Students create Everybody Up Expressions and then practice them with classmates.
- **Card Grab** (Teacher's Book pages 22–25). Ask small groups of students to make the vocabulary cards or write the new vocabulary on strips of paper. Then play the game. Keep the cards for later use.
- **Speed Dictation** (Teacher's Book pages 22–25). Groups create a supermarket flyer including three products at a very convenient price. Provide an example: *Two bars of lemon soap $1.* Collect the flyers and then dictate the twelve offers to the class.
- **Toss and Tell** (Teacher's Book pages 22–25). Arrange students in a circle. Ask S1 to ask a question such as *Why is Mike going to the market?* Then S1 tosses the ball. S2: *Because he needs a tube of toothpaste.* Then S2 tosses the ball to another student who'll make a new question.

Extra Practice

- Workbook pages 30–31. See Teacher's Book page 100–111 for instructions and answer key.
- Student Book Audio CD Track 16.
- iTools
- Log in for **Online Practice**

Unit 4 Wants and Needs

Lesson 2 Healthy Habits



Student Book pages 32–33

Objectives
- Talking about good hygiene habits

Grammar
- Complex sentences with *before* and *after*
- *You should use conditioner after you wash your hair. You should use deodorant before you go to school.*
- Compound complex sentences with *while* and *so*
- *He ran out of conditioner while he was at camp, so he bought some more.*

Vocabulary
Healthy habits; conditioner, deodorant, mouthwash, sunscreen, lotion, dental floss

Materials
Class CD1 Tracks 52–55

Student Book page 32

Warm up

1. Greet the class. Ask students to turn round and ask the classmate sitting behind him or her: *Did you go to the supermarket yesterday? What did you buy?*
2. **Memory Game.** Write the toiletries from Lesson 1 on the board and erase them after 15 seconds. In small groups students write down the words they remember in the same order they were shown. The first group to finish claps hands. Change the order of the words and start again.
3. Review vocabulary from Lesson 1 by playing **Charades** (Teacher's Book pages 22–25). Write sentences on different strips of paper, for example: *You went to the supermarket because you needed toothpaste.* Appoint a student to act out the sentence. The student who guesses the sentence raises his or her hand and says it aloud. Ask students to provide the complete sentence in order to win the point.

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Link the language. Students think of and write the hygiene items they need to buy this week. Ask students to read their lists aloud.
3. Play Class CD1 Track 52. Students listen, point, and say along with the CD.

CD 1 52

1. conditioner
2. deodorant
3. mouthwash
4. sunscreen
5. lotion
6. dental floss

B Listen and say. Then practice.

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

1. Introduce the new pattern: *You should use conditioner after you wash your hair. You should use deodorant before you go to school.*
2. Direct students' attention to the first grammar box on page 32. Remind students of the meaning and use of the modal verb *should*, for example: *You should brush your teeth means that it's good for you to brush your teeth.* Students can provide another example.
3. Say the words and have students repeat.
4. Play Class CD1 Track 53. Students listen and say along with the CD.

CD 1 53

You should use conditioner after you wash your hair.
You should use deodorant before you go to school.

1. You should use conditioner after you wash your hair.
2. You should use deodorant before you go to school.
3. You should use mouthwash after you brush your teeth.
4. You should use sunscreen before you play tennis.
5. You should use lotion after you shower.
6. You should use dental floss after you brush your teeth.

5. Students practice the pattern in pairs, using their books. Student A points to any of the six pictures and Student B makes the sentence corresponding to that picture.

Student Book page 33

C Listen and say. Then practice.

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

1. Introduce the new pattern: *He ran out of conditioner while he was at camp, so he bought some more.*
2. Direct students' attention to the second grammar box on top of page 33.
3. Play Class CD1 Track 54. Students listen and say along with the CD.

CD 1 54

He ran out of conditioner while he was at camp, so he bought some more.

1. He ran out of conditioner while he was at camp, so he bought some more.
2. He ran out of sunscreen while he was at camp, so he bought some more.
3. He ran out of dental floss while he was at camp, so he bought some more.
4. She ran out of deodorant while she was at camp, so she bought some more.
5. She ran out of lotion while she was at camp, so she bought some more.
6. She ran out of mouthwash while she was at camp, so she bought some more.

4. Students practice the pattern in pairs, using their books. Ask them to add one more example and tell a partner, for example: *My mom ran out of sugar while making a cake, so she went to the supermarket.*

Skills Reading & Writing

D Listen and read. Then answer the questions.

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

1. Students look at the pictures and say the products they see. Ask students to read the title and the introductory sentence. Finally, ask the class: *How many tips can you see?*
2. Play Class CD1 Track 55. Students listen and read along with the CD.
3. Read each question aloud with the class. Students can answer orally and then write the answers, or they can answer the questions on their own, using the reading as a reference. Encourage students to write complete sentences.
4. Check answers together.

Answer Key

1. You should wash your hair while you shower.
2. You should use some lotion to keep your skin soft.
3. You should floss your teeth once a day.

E Circle the coordinating conjunctions. Then rewrite.

1. Call students' attention to the rule: *Coordinating conjunctions include* ***and, or, so,*** *and* ***but****. They connect two or more ideas together.* Remind students of the meaning and use of the conjunctions *and*, *or*, and *but*: *and* is used to add information; *but* contrasts information; *or* shows alternatives.

   Explain that students will read and circle the coordinating conjunctions in the sentences. They can do the activity individually or in pairs.
2. Check answers together. (1. or; 2. and; 3. but)
3. Divide the class into small groups and ask students to add an extra good hygiene tip using one conjunction per group (*and, but, or*). Then, they read the tips aloud.

Games and Activities

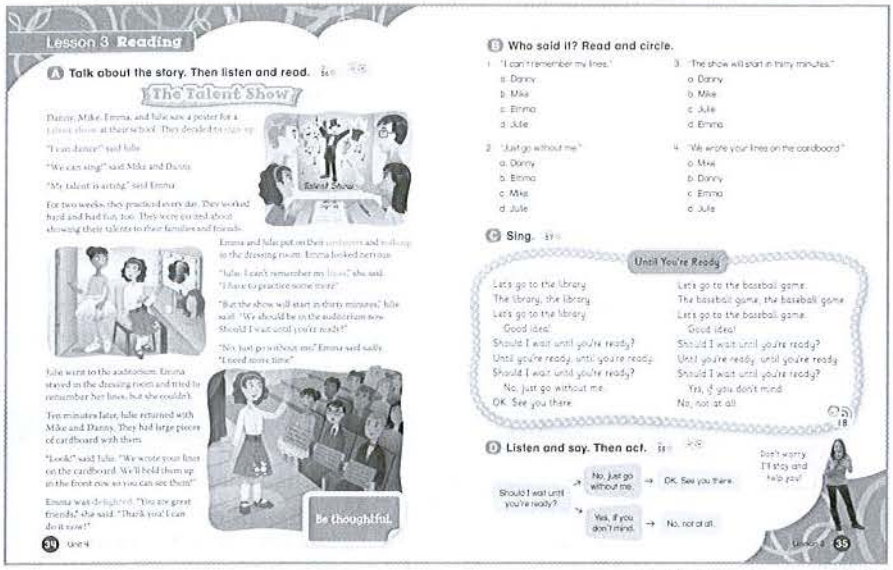
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 33: *I use sunscreen when I go to the beach. Do you?* Students create Everybody Up Expressions and then practice them with classmates.
- **Memory Game** Spread the sets of cards from Lessons 1 and 2 on a desk faced down in the following way: *shampoo-conditioner/cologne-perfume/toothpaste-mouthwash/sunscreen-lotion.* Divide the class in half and appoint one student per group to turn over two cards and see if they match. If they don't (e.g. toothpaste-cologne), they put them down back in the same place. The group that finds most matching pairs is the winner.
- **Teacher's Mistake** (Teacher's Book pages 22–25). Make nonsensical funny sentences for students to correct. For example: T: *You should use sunscreen before you cook.* S: *No! You should use sunscreen before you play tennis!*
- **Two Truths and a Lie** (Teacher's Book pages 22–25). In groups, students prepare two true sentences and one false sentence about a past school trip/workshop/fair/performance. *We ran out of food while we were at camp, so we collected fruit from trees. (Lie) We ran out of sunscreen so we used umbrellas and hats. (True).* The class listens and raises hands to say: *I think it's true/ I think it's false,* and if possible explain why.

Extra Practice

- Workbook pages 32–33. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 17
- iTools
- Log in for Online Practice

Unit 4 Wants and Needs

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

The Talent Show

Be thoughtful.

B Who said it? Read and circle.

C Sing.

Until You're Ready

D Listen and say. Then act.

Student Book pages 34–35

Objectives
- Asking about waiting for someone

Vocabulary
talent show, sign up, costumes, make up, lines, delighted

Conversation
Should I wait until you're ready?
No, just go without me. OK. See you there.
Should I wait until you are ready?
Yes, if you don't mind. / No, not at all.

Value
Be thoughtful.

Materials
Class CD1 Tracks 56–58

Student Book page 34

Warm up

1. Greet the class. Ask students to show you the picture they most like from this unit. Get individual students describe it.
2. **Find Your Partner** (Teacher's Book pages 22–25). Student pairs write one sentence on a strip of paper using a time or coordinating conjunction: *after, before, while, and, but,* and *so*. Collect the strips and cut them into two halves: *I ran out of water while / I was washing my hair, so I used a bottle of water.* Then shuffle the strips and redistribute them. Students circulate until they find the half that completes their sentence.
3. Link with the topic of the next reading. Ask students: *Who is the artist in the class? Who is the musician?*

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. Ask students to say what they think will happen.
2. Point out the new words in bold. Give students the definitions and have them find the word in the text. They can do the activity orally or write down the definitions and words.
   - *special clothes people wear in a play in order to look like a different person (costume)*
   - *very happy (delighted)*
   - *things that you put on your face to change the way you look (make up)*
   - *a show where you show abilities and skills (talent show)*
   - *the words said by an actor (lines)*
   - *to write your name on a piece of paper to say that you are going to do something (sign up)*
3. Play Class CD1 Track 56. Students listen and read along with the CD.
4. 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 35

B Who said it? Read and circle.

1. Explain that students will read the words and circle who said it.
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 answers together.

Answer Key	
1. c. Emma	**2.** b. Emma
3. c. Julie	**4.** d. Julie

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD1 Track 57. Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4. Divide the class in two groups. One group sings the "library" stanza, and the other the "baseball game" stanza. Then the groups switch parts.

CD 1 57

Until You're Ready

Let's go to the library.
The library, the library.
Let's go to the library.
Good idea!
Should I wait until you're ready?
Until you're ready, until you're ready.
Should I wait until you're ready?
No, just go without me.
OK. See you there.

Let's go to the baseball game.
The baseball game, the baseball game.
Let's go to the baseball game.
Good idea!
Should I wait until you're ready?
Until you're ready, until you're ready.
Should I wait until you're ready?
Yes, if you don't mind.
No, not at all.

D Listen and say. Then act.

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

1. Explain that students will read and act out the conversations in the bubbles.
2. Play Class CD1 Track 58. Students listen and say along with the CD.

CD 1 58

Should I wait until you're ready?
No, just go without me.
OK. See you there.

Should I wait until you're ready?
Yes, if you don't mind.
No, not at all.

3. Student pairs rehearse and act out the conversation, using facial expressions and gestures related to the situations in the three pictures. They can also think of other social situations: *going to the movies/ to a class/ to the school's cafeteria,* and practice the dialogues expressing enthusiasm or lack of it. Then, switch roles.

Games and Activities

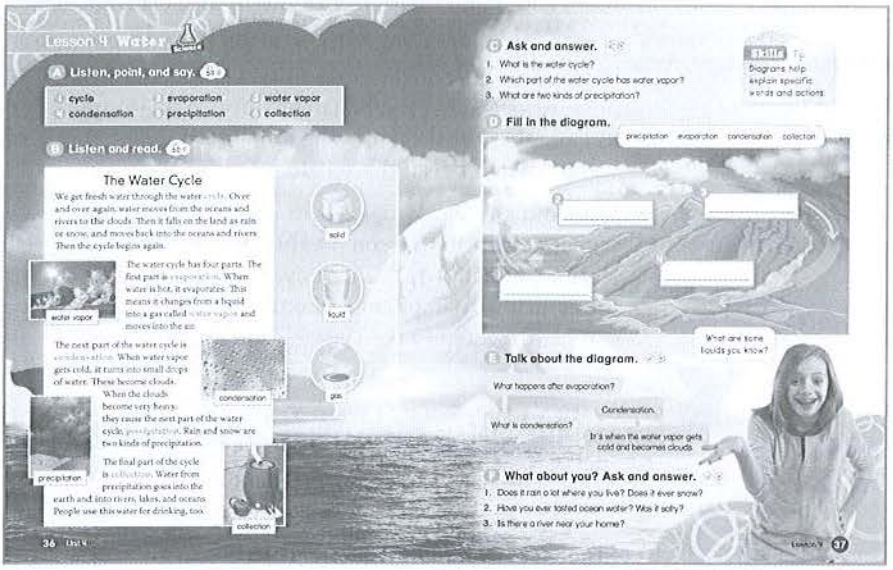
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 35: *Don't worry. I'll stay and help you!* Students create Everybody Up Expressions and then practice them with classmates.
- **A New Story** (Teacher's Book pages 22–25). Remind students of the conversation Julie, Danny, and Mike held backstage before the talent show. Ask groups to close their books and write a new version of that scene. Students read their dialogues aloud.
- Student pairs work together to plan and illustrate scenes that fit the Lesson 3 value: *Be thoughtful.* Prompt students by asking how they can be thoughtful at school and at home. Finished drawings can be presented to 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 18
- Unit 4, Lesson 3 Worksheet, Teacher's Book page 120. See Teacher's Book page 112–113 for instructions.
- iTools
- Log in for Online Practice

Unit 4 Wants and Needs

Lesson 4 Water



Student Book pages 36–37

Objectives
- Talking about the water cycle

Grammar
- Questions with *What happens* and *What*

What happens after evaporation?
Condensation.
What is condensation?
It's when the water vapor gets cold and becomes clouds.

Vocabulary
Water cycle: cycle, evaporate, water vapor, condensation, precipitation, collection

Materials
Class CD1 Tracks 59-60

Student Book page 36

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to science. Introduce the science lesson by asking students about their science classes. *Are you interested in science? What are you studying in your science lessons at the moment? Have you studied the water cycle? What did you learn? Where does the water vapor go? Do you know why it rains?*

Warm up

1. Greet the class. Tell students a brief personal anecdote about being thoughtful. Then ask a few individual students: *How were you thoughtful yesterday/last week?* Next, students greet and ask their classmates about how they were thoughtful.
2. Review the Everybody Up Expression from Lesson 3: *Don't worry. I'll stay and help you!* Student pairs practice the expression. S1 thinks of a problem, for example: *I can't understand the use of should.* S2 says: *Don't worry. I'll stay and help you!*
3. Sing **Until You're Ready** (CD1 Track 57).

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students understand it. Use the pictures on page 36 to illustrate the meaning of the new words.
2. Play Class CD1 Track 59. Students listen, point, and say along with the CD.

CD 1 59

1. cycle	2. evaporation
3. water vapor	4. condensation
5. precipitation	6. collection

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

B Listen and read.

1. Students look at the pictures and talk about what they see. Then say: *Name the oceans of the world you can remember. (Atlantic, Pacific, Arctic, Indian, Southern) Is it going to rain today? How do you know?* Read the title *The Water Cycle.*
2. Play Class CD1 Track 60. Students listen and read silently along with the CD.
3. Students find the new words in bold and check if they remember the meaning of the new words already presented in Activity A.
4. Play the track again. Students listen and read along.
5. Students read the text on their own.
6. Students read parts of the passage aloud, alone or in small groups.

Student Book page 37

C Ask and answer.

1. Explain that students will read the questions and discuss them with a partner
2. Call students' attention to the Skills Tip. Read it aloud with the class: *Diagrams help explain scientific words and actions.* They are good to summarize and visualize complex information. Demonstrate the tip with the diagram in activity D.
3. Read each question 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 B as a reference. Encourage students to use complete sentences.
4. Check answers together.

Answer Key

1. The water cycle is how we get fresh water.
2. Evaporation and condensation.
3. Rain and snow are two kinds of precipitation.

D Fill in the diagram.

1. Direct students' attention to the diagram again. Ask students if the diagram is clear to them. Ask them what makes the diagram clear.
2. Explain that students will write the steps in the cycle in the correct place. Remind students they can use the pictures and headings in Activity B to help them label the illustration.
3. Students can answer orally and then write their answers in their books, or they can do the activity on their own, using Activity B as a reference.
4. Check the answers on the board.

Answer Key

1. evaporation
2. condensation
3. precipitation
4. collection

E Talk about the diagram.

Student pairs look at the diagram in Activity D and practice the language pattern in the speech bubbles:
What happens after evaporation? Condensation.
What is condensation? It's when the water vapor gets cold and becomes clouds.

F What about you? Ask and answer.

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

Answer Key

Possible Answers
1. It rains a lot in the spring. Sometimes it snows in the winter.
2. Yes. I went swimming once in the ocean. The water was very salty.
3. There is a river in my city, but it is not near my home.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 37: *What are some liquids you know?* Students create Everybody Up Expressions and then practice them with classmates.
- **Circles** (Teacher's Book pages 22–25). Ask students to make a set of vocabulary cards showing the different steps of the water cycle. Put students in circles. S1 asks: *What happens after condensation?* S2 picks up the precipitation card and says: *Precipitation.* Students practice the pattern for a while before switching cards in order to practice another pattern. To add an extra challenge students can speed up the questions and answers.
- **Listen and Draw** (Teacher's Book pages 22–25). Read the following and have students draw a diagram as they listen. *Rain water runs along the streets. It goes into the street drains. Remember the holes where the rain water goes? They are called drains.What happens with all the trash, like bottle caps, bags, and food wrappers that we sometimes see in the streets? They also enter the drain. Yuck! The rain and all the trash go into the nearest river, lake, or ocean.* Display the diagrams to prepare for the next unit.

Extra Practice

- Workbook pages 36–37. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 19
- Unit 4, Lesson 4 Worksheet, Teacher's Book page 121. See Teacher's Book page 112–113 for instructions.
- Unit 4 Test, Teacher's Book page 138–139. See Teacher's Book page 130–131 for instructions and page 156 for the answer key. Test Center
- iTools
- Log in for Online Practice

Review 2

Review 2

A Listen and circle.

1. a. own a laptop b. be class president c. have a smartphone
2. a. sunscreen b. deodorant c. conditioner
3. a. gas b. liquid c. solid
4. a. study ballet b. live in Paris c. play the saxophone
5. a. soap b. shampoo c. toothpaste
6. a. special tools b. samurai helmet c. edges

B Talk about these topics.

1. experiences
2. origami
3. healthy habits
4. water

C Talk with your partner.

1. I've been _____ all morning.
   You must be tired.
   I sure am!
2. Should I wait until you're ready?
   No, just _____ without me.
   OK. See you there.

38 Review 2

SKILLS

Reading, Writing, Listening, & Speaking

A Read. Then answer.

Volunteer Day

Jane has been volunteering at the Hillside Soup Kitchen since she was 16. The soup kitchen helps feed hungry families. "I like helping other people," says Jane.

Every Saturday, Jane wakes up early and goes to the soup kitchen. "The families are very friendly," she says. "I always say hello before I give them their food, and they always say thank you."

The volunteers serve different kinds of food, drinks, and snacks to the families. Sometimes, they make spaghetti and salad. Sometimes, the parents drink coffee or tea after they eat dinner. Usually, the children play or read. Everyone is thankful.

1. How long has Jane been volunteering at Hillside Soup Kitchen?
2. Who is very friendly?
3. What do the parents sometimes do after dinner?

B Circle the words after *for*. Underline the words after *since*. Then rewrite.

After an action, *for* shows how long, and *since* shows when it started.

1. I've known Bit since I was five years old.
2. She's been studying English for three years.
3. He's been playing the drums since January.

C Listen and number.

D Talk with your partner.

1. What kind of novels do you like to read? How long have you liked them?
2. What do you do when you run out of shampoo?

Skills 39

Review Language
- Units 3 and 4 grammar and vocabulary

Reading
Volunteer Day

Skills
- Building the four skills: Reading, Writing, Listening, and Speaking

Materials

Class CD1 Tracks 61–63.

Student Book pages 38–39

Student Book page 38

Warm up

1. Greet the class. Ask students to look at Lessons 1 and 2 and write down things they will pack for a trip.
2. Sing **All Day** (Class CD1, Track 44).
3. Review Units 3 and 4 with **Teacher's Mistake** (Teacher's Book pages 22–25).

A Listen and circle.

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

1. Students listen to a conversation and circle the phrase they hear. Have students read the phrases.
2. Play Class CD1 Track 61. Students listen and circle.
3. Check answers together.

Answer Key	
1. c. have a smartphone	**2.** b. deodorant
3. a. gas	**4.** a. study ballet
5. c toothpaste	**6.** b. samurai helmet

B Talk about these topics.

Students discuss the topics using the following.

1. Experiences: *How long have you had a smartphone? I've had my smartphone for three months. How long have you liked mystery novels? I've liked mystery novels (for 2 years). How long have you been collecting comic books? (Since I was seven.)*
2. Origami: *I've completed step 2. What do I do next? In step 3, fold the corners up.*
3. Healthy habits: *Why is he going to the store? He's going to the store because he needs a (bar of soap). You should use conditioner after you wash your hair. He ran out of conditioner while he was at camp, so he bought some more.*
4. Water: *What happens first? The water evaporates. What happens with the water vapor? It becomes clouds. What is this part of the cycle called? Condensation.*

C Talk with your partner.

1. Students read the words in the speech bubbles and decide what would work in the empty speech bubble.
2. Model each conversation with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice the conversations and then switch roles.

Answer Key
1. A: I've been (playing the saxophone) all morning. B: You must be tired. A: I sure am! **2.** A: Should I wait until you're ready? B: No, just go without me. A: OK. See you there.

Skills Bonus

Student Book page 39

A Read. Then answer.

1. Students look at the picture and talk about what they see.
2. Students read the title and the questions. Based on the questions, ask the class to say what they think the reading will be about.
3. Play Class CD1 Track 62. Students listen and read with the CD.
4. Play the track again. Students listen and read again.
5. 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.
6. Check answers together.

Answer Key

1. She has been volunteering at the Hillside Soup Kitchen since she was 16.
2. The families are very friendly.
3. They drink coffee or tea.

B Circle the words after *for*. Underline the words after *since*. Then rewrite.

1. Direct students' attention to the highlighted grammar reminder: *After an action,* ***for*** *shows how long, and* ***since*** *shows when it started.*
2. Read each sentence aloud with the class. Students can circle and highlight as you read.
3. Check answers together.

Answer Key

1. I've known Bill since I was five years old.
2. She's been studying English for three years.
3. He's been playing the drums since January.

C Listen and number.

1. Play Class CD1 Track 63. Students listen and number the pictures.
2. Play the track again. Students listen and check their answers.
3. Check answers together.

Answer Key

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

D Talk with your partner.

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

Answer Key

Possible Answers

1. I like to read mystery novels. I've liked them since I was six.
2. When I run out of shampoo, I buy some more.

Games and Activities

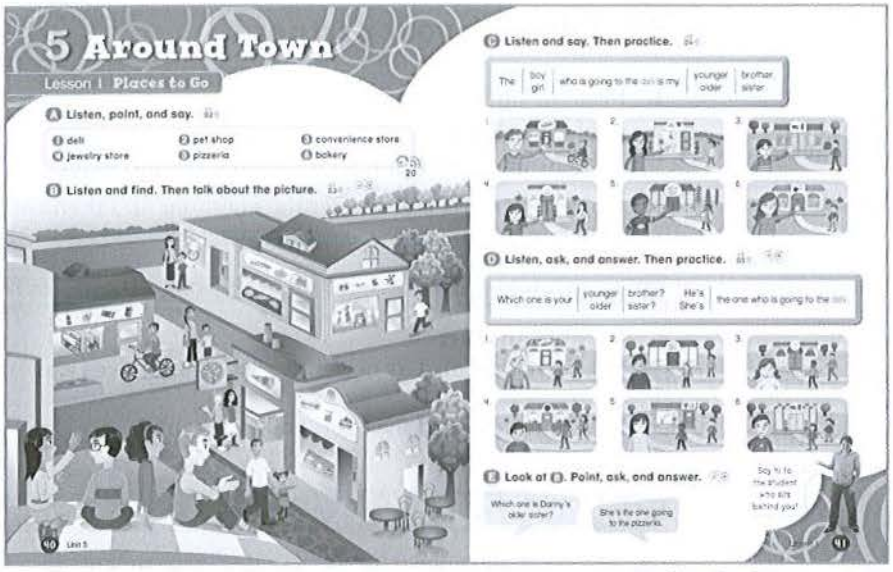
- Review. **Charades** with movie titles. Ask students in groups of four to invent titles for two movies using the vocabulary from Units 3 and 4. For example: *Judo Kid. I Want to Be the President. The Brave Samurai. Precipitation Day.*
- Review. **Team Race** Divide students in groups of four. Write the following categories on the board: *actions, toiletries, conjunctions*. Then, read aloud this list: *deodorant, after, while, play the saxophone, collect comic books, lotion, because.* One person from each groups runs to the board and touches the correct category and repeats the word.
- **Memory Chain** (Teacher's Book pages 22–25). Write the vocabulary from Lessons 3 and 4 on strips of paper or use the cards previously made by students. Display the vocabulary cards/strips of paper. Student pairs pick up a card and make a sentence. *I went to the store because I needed a bar of* **soap**. The next pair picks up a picture card to go on with the story: *I went to the store because I needed a bar of* ***soap****, but before I left I took my* ***smart phone*** *and* …..The story may turn out to be funny and with many loose ends. The objective is to make students think about the vocabulary learnt and how to use it while having fun.

Extra Practice

- Workbook pages 38–39. See Teacher's Book pages 100–111 for instructions and answer key.
- Midterm Test, Teacher's Book page 140–143. See Teacher's Book page 130–131 for instructions and page 156 for the answer key. Test Center
- iTools
- Log in for Online Practice

Unit 5 Around Town

Lesson 1 Places to Go



Objectives
- Talking about places in town

Grammar
- Relative clauses with *who*

The boy/girl who is going to the deli is my younger brother/sister.

Which one is your younger/older brother/sister?

He's/She's the one who is going to the deli.

Vocabulary
Places to go: deli, pet shop, convenience store, jewelry store, pizzeria, bakery

Materials
Class CD2 Tracks 02–05

Student Book pages 40–41

Student Book page 40

Warm up

1. Greet the class. Students talk about their activities yesterday using *after* and *before*. *I did my homework before/after my tennis class.*
2. Ask students to talk about places around their neighborhood using previously learned vocabulary.

A Listen, point, and say.

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

1. Introduce the new words and write each word on the board and help students to understand it.
2. Play Class CD2 Track 02. Students listen, point, and say along with the CD.

CD 2 02

1. deli
2. pet shop
3. convenience store
4. jewelry store
5. pizzeria
6. bakery

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

B Listen and find. Then talk about the picture.

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

1. Direct students' attention to the big picture. Students find and point to each of the new vocabulary items in the picture on their own before listening to the CD.
2. Play Class CD2 Track 03. Students listen, find the people and places in the picture, and point to them.

CD 2 03

Julie: Oh, look. There's my brother, James.
Mike: Where?
Julie: He's riding his bike. He's going to the convenience store.
Mike: And there are my mom and my little brother.
Julie: I see them. Are they going to the jewelry store?
Mike: I think so. My mom's earrings broke yesterday.
Julie: My little brother is over there, too. He's with my mom.
Mike: Oh, there they are! I think they're going to the bakery.
Julie: They're probably getting some bread to have with dinner.
Danny: Hey, there's my sister, Megan.
Emma: Is that her best friend with her?
Danny: Yes, it is. They always go to the pizzeria on Fridays. Is that your brother over there?
Emma: Oh, yeah. That's Tommy.
Danny: What does he need at the pet shop?
Emma: Dog food. We ran out this morning.
Danny: Hey, is that your dad?
Emma: Yes, and my little sister, Ann.
Danny: Are they going to the deli?
Emma: Yes, we're going to make sandwiches for lunch.

3. In pairs, students practice the new vocabulary.

Student Book page 41

C Listen and say. Then practice.

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

1. Introduce the new pattern: *The boy/girl who is going to the deli is my younger/older brother/sister.*
2. Direct students' attention to the first grammar box. Read the sentence in the box.
3. Play Class CD2 Track 04. Students listen and say along with the CD.

CD 2 04

The boy who is going to the deli is my younger brother.
The girl who is going to the deli is my older sister.

1. The boy who is going to the deli is my younger brother.
2. The girl who is going to the pet shop is my younger sister.
3. The boy who is going to the convenience store is my older brother.
4. The girl who is going to the jewelry store is my older sister.
5. The girl who is going to the pizzeria is my younger sister.
6. The boy who is going to the bakery is my younger brother.

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

D Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern. Remind students to use the wh-question, *Which*. Explain: *It's used when there's more than one thing or person to choose from, as in the big picture.*
2. Direct students' attention to the second grammar box. *Which one is your younger/older brother/sister? He's/She's the one who is going to the deli.*
3. Play Class CD2 Track 05. Students listen, ask, and answer along with the CD.

CD 2 05

Which one is your younger brother?
He's the one who is going to the deli.
Which one is your older sister?
She's the one who is going to the deli.

1. Which one is your younger brother? He's the one who is going to the deli.
2. Which one is your younger sister? She's the one who is going to the pizzeria.
3. Which one is your older brother? He's the one who is going to the jewelry store.
4. Which one is your older sister? She's the one who is going to the bakery.
5. Which one is your younger brother? He's the one who is going to the pet shop.
6. Which one is your younger sister? She's the one who is going to the convenience store.

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

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

Student pairs look at the big picture in Activity B, point to the characters, and practice the language pattern in the speech bubbles: *Which one is Danny's older sister? She's the one going to the pizzeria.* Students should use all of the new vocabulary.

Games and Activities

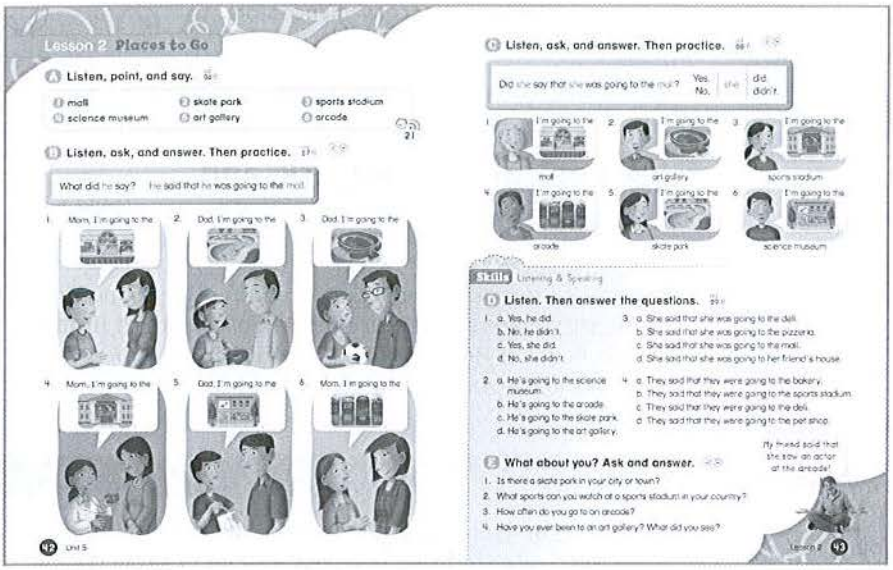
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 41: *Say hi to the student who sits behind you!* Students create Everybody Up Expressions and then practice them with classmates.
- **Guess the Next Card** (Teacher's Book pages 22–25). Students in groups of four make strips of paper with the new vocabulary. Then they play the game. Keep the vocabulary cards for later use.
- **Word Roll** (Teacher's Book pages 22–25). Students use the vocabulary strips and glue them to create a word dice. They take turns at throwing the dice, and make sentences about the big picture using the word on top of the dice as a cue.
- **Blindfold** A student in the class is blindfolded (S1) and another student (S2) chooses two classmates to stand up in front of the class. These two students say one sentence aloud, one at a time. For example: *Who am I?/I'm the one talking to you!* Then S2 asks blindfolded S1: *Which one is talking to you?* S1 says the name of the student. S2 asks S1: *Which one is Ken?* S1 points to (Ken). If S1 guesses correctly, he can play the role of S2 and another volunteer is blindfolded.

Extra Practice

- Workbook pages 40-41. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 20
- iTools
- Log in for Online Practice

Unit 5 Around Town

Lesson 2 Places to Go



Objectives
- Talking about places to go

Grammar
- Questions and answers with reported speech

What did he say?
He said that he was going to the mall.

Did she say that she was going to the mall?

Yes, she did./No, she didn't.

Vocabulary
Places to go: mall, skate park, sports stadium, science museum, art gallery, arcade

Materials
Class CD2 Tracks 06-09.

Student Book pages 42–43

Student Book page 42

Warm up

1. Greet the class. Review Lesson 1 by telling the class that you've invited some friends home tonight, and you need to buy some things for dinner. Students tell you where you should go to buy them..
2. **Brainstorm** (Teacher's Book pages 22–25). Tell students to think of as many names of places as they can. Remind them of words learned in Unit 1. Write them on the board.

A Listen, point, and say.

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

1. Introduce the new words and write each word on the board and help students to understand it.
2. Play Class CD2 Track 06. Students listen, point, and say along with the CD.

CD2 06

1. mall
2. skate park
3. sports stadium
4. science museum
5. art gallery
6. arcade

3. Students practice saying the words, using their books.

B Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern. Then direct students' attention to the first grammar box on page 42. Read the questions and answer.
2. Direct students' attention to the highlighted subject pronoun *he*. Explain that *he* is the subject, and that when there are two verbs, each verb needs a subject.
3. Play Class CD2 Track 07. Students listen, ask, and answer along with the CD.

CD2 07

What did he say?
He said that he was going to the mall.

1. Mom, I'm going to the mall.
   What did he say?
   He said that he was going to the mall.
2. Dad, I'm going to the skate park.
   What did she say?
   She said that she was going to the skate park.
3. Dad, I'm going to the sports stadium.
   What did he say?
   He said that he was going to the sports stadium.
4. Mom, I'm going to the science museum.
   What did she say?
   She said that she was going to the science museum.
5. Dad, I'm going to the art gallery.
   What did he say?
   He said that he was going to the art gallery.
6. Mom, I'm going to the arcade.
   What did she say?
   She said that she was going to the arcade.

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

Student Book page 43

C Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern. Then direct students' attention to the second grammar box on page 43.
2. Play Class CD2 Track 08. Students listen, ask, and answer along with the CD.

CD 2 08

Did she say that she was going to the mall?
Yes, she did.
Did she say that she was going to the mall?
No, she didn't.

1. I'm going to the mall.
   Did she say that she was going to the mall?
   Yes, she did.
2. I'm going to the sports stadium.
   Did he say that he was going to the art gallery?
   No, he didn't.
3. I'm going to the science museum.
   Did she say that she was going to the sports stadium?
   No, she didn't.
4. I'm going to the arcade.
   Did he say that he was going to the arcade?
   Yes, he did.
5. I'm going to the skate park.
   Did she say that she was going to the skate park?
   Yes, she did.
6. I'm going to the art gallery.
   Did he say that he was going to the science museum?
   No, he didn't.

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

Skills Listening & Speaking

D Listen. Then answer the questions.

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

1. Students pre-read the answer choices.
2. Play Class CD2 Track 09. Students listen.

CD 2 09

1. Mom, where is Dad?
   He said that he was going to the bakery.
   Oh. We don't have any cat food. Did he say that he was going to the pet shop, too?
   No, he didn't. I'll call him now and ask him to buy some.
   Did the girl's dad say he was going to the pet shop?
2. Have fun at the skate park.
   I'm not going there, Dad.
   Really? You said that you were going to the skate park.
   It's too cold outside today. I'm going to the arcade.
   Where is the boy going?
3. Bye, Mom! I'm going to the mall with my friends.
   Bye! Please be on time for dinner. I'm going to make pizza.
   Sounds delicious! What time is dinner?
   6:00 o'clock.
   What did the girl say?
4. What are you going to do this weekend?
   I'm going to the sports stadium. I'm going to watch a baseball game.
   The baseball game on Saturday?
   Yes, at two o'clock.
   My family and I are going to that game, too.
   Cool! See you there.
   What did they say?

3. Students can answer the questions on their own.

Answer Key			
1. b	**2.** b	**3.** c	**4.** b

E What about you? Ask and answer.

Student pairs ask and answer the questions.

Answer Key

Possible Answers
1. Yes. My town has a skate park.
2. We watch soccer in a sports stadium.
3. I go to an arcade about once a year.
4. I saw paintings in an art gallery.

Games and Activities

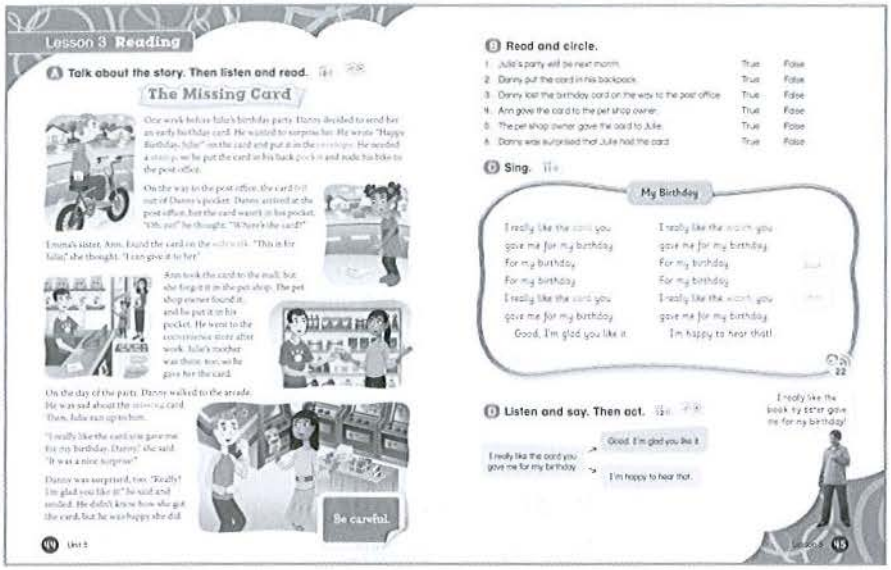
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 43: *My friend said that she saw an actor at the arcade.* Students create Everybody Up Expressions and then practice them.
- **Jump to the Word** (Teacher's Book pages 22–25). Students make word cards and go from card to card making sentences with each term.
- **Picture Pieces** Students draw something found in a particular place and the class has to guess the item and the place.
- **What Did She/He Say?** Divide students into small groups. S1 says: *I'm going to the mall.* S2: *What did Lisa say?* S3: *She said that she was going to the mall.* and so on.

Extra Practice

- Workbook pages 42–43. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 21
- iTools
- Log in for Online Practice

Unit 5 Around Town

Lesson 3 Reading



Objectives
- Expressing you liked something

Vocabulary
envelope, stamp, pocket, fell, sidewalk, missing

Conversation
I really like the card you gave me for my birthday.

Good. I'm glad you like it./I'm happy to hear that.

Value
Be careful.

Materials
Class CD2 Tracks 10–12

Student Book pages 44–45

Student Book page 44

Warm up

1. Greet the class. Write the date on the board and while your back is to the class say quietly: *I am going to teach Lesson 3 today.* Students at the back won't be able to hear what you said. Encourage them to ask: *What did the teacher say?* A student from the front row says: *(She) said (she) is going to teach Lesson 3 today.*
2. Review places in town from Lessons 1 and 2. Play **Beanbag Toss** (Teacher's Book pages 22–25).
3. Review Unit 5, Lesson 1 grammar. Ask students if they have brothers or sisters attending this same school. Those who answer *Yes* should say to the class something like: *My sister is in 4nd grade. She's the one who has long red hair.*

A Talk about the story. Then listen and read.

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

1. Students look at the picture and talk about what they see. Ask students to say what they think will happen.
2. Point out the new words in bold. You can explain them to the class by making simple drawings for the words *envelope, stamp, pocket, sidewalk* and *fell*. Students can look up the word *missing* in the dictionary.
3. Play Class CD2 Track 10. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value *Be careful*, 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* or *false*.
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 answers together.

Answer Key	
1. False	**2.** False
3. True	**4.** False
5. False	**6.** True

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD2 Track 11 **My Birthday.** Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4. Divide the class in four groups. Assign one stanza of the song to each group to sing. Students can point to or show the objects mentioned while they sing: *card, watch, book* and *shirt*.

CD2 11

My Birthday

I really like the card you gave me for my birthday.
For my birthday.
For my birthday.
I really like the card you gave me for my birthday.
Good, I'm glad you like it.

I really like the watch you gave me for my birthday.
For my birthday.
For my birthday.
I really like the watch you gave me for my birthday.
I'm happy to hear that!

I really like the book you gave me for my birthday.
For my birthday.
For my birthday.
I really like the book you gave me for my birthday.
Good, I'm glad you like it.

I really like the shirt you gave me for my birthday.
For my birthday.
For my birthday.
I really like the shirt you gave me for my birthday.
I'm happy to hear that!

D Listen and say. Then act.

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

1. Explain that students will read and act out the conversations in the bubbles.
2. Play Class CD2 Track 12. Students listen and say along with the CD.

CD2 12

I really like the card you gave me for my birthday.
Good. I'm glad you like it.

I really like the card you gave me for my birthday.
I'm happy to hear that.

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

Games and Activities

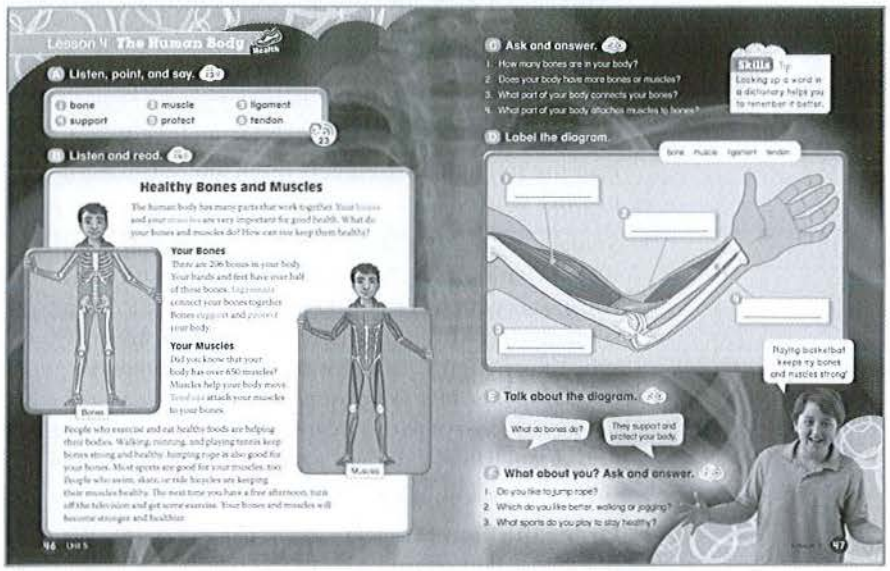
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 45: *I really like the book my sister gave me for my birthday!* Students create Everybody Up Expressions and then practice them with classmates..
- **Finish the Story** (Teacher's Book pages 22–25). Copy the story on page 44, leaving some key words in the story blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- Students re-read the story *The Missing Card* and say which characters were not very careful (Danny and Ann), and who *was* careful (Julie's mother). Prompt students' ideas by asking how they can be careful when they go to a party, for example: *keep money in a safe place/ take their cell phones with some useful numbers/ keep the party's address handy and safe in a bag or wallet.* Then ask student pairs to illustrate some of their ideas about being careful.
- **Order the Text** (Teacher's Book pages 22–25). Write out key sentences from the story on strips of paper. Distribute the strips among groups of students. Then ask: *Who has the first key sentence?* Students will reply: *We think we do.* A member of the group reads the sentence aloud. Once all the groups have agreed on an order, they can read the key sentences in the correct order in one try.

Extra Practice

- Workbook pages 44-45. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 22
- 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 Around Town

Lesson 4 The Human Body



Student Book pages 46–47

Objectives
- Talking about bones and muscles

Grammar
- Questions in the simple present

What do bones do?

They support and protect your body.

Vocabulary
Health: bone, muscle, ligament, support, protect, tendon

Materials
Class CD2 Track 13–14

Student Book page 46

School Subject Connection: Health

Lesson 4 is a cross-curricular lesson with a connection to health. Ask students to tell you about their health classes: *Do you have a health program at school? Do you talk about healthy food, like fruits and vegetables, or healthy habits, like brushing your teeth?* Explain that they are going to learn about bones and muscles in Lesson 4. Ask them to look at the pictures and discuss what they see.

Warm up

1. Greet the class. Ask students to list things they are responsible for and care about, for example: pet, bicycle, cell phone, video games console, and so on. Ask them to enlarge the list with two more things their parents care especially about.
2. Review the dialogue from Lesson 3, activity D: *I really like (the CD, mug, video game) you gave me for my last birthday/last weekend. Good I'm glad you like it.* Encourage students to use real information.
3. Sing **My Birthday** (Class CD2 Track 11).

A Listen, point, and say.

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

1. Introduce the new words and write each word on the board and help students to understand it. You can make simple drawings or use diagram D. Continue until students can produce the words on their own.
2. Play Class CD2 Track 13. Students listen, point, and say along with the CD.

CD2 13

1. bone	2. muscle	3. ligament
4. support	5. protect	6. tendon

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

B Listen and read.

1. Students look at the pictures and point to the picture that shows the bones, and then to the one that shows the muscles. Then, read the title: *Healthy Bones and Muscles.*
2. Students find the new words in the text and point to them. Students underline the important word written after or before the new vocabulary; for example: bones and muscles *important for good health*; ligaments *connect your bones*; bones *support and protect your body*; tendons *attach your muscles to your bones.*
3. Play Class CD2 Track 14. Students listen and read along with the CD.
4. Play the track again. Students listen and read along.
5. Students read the passage on their own.
6. Students do chain reading. Each student reads a sentence until the class finishes the text.

Student Book page 47

C Ask and answer.

1. Explain that students will read the questions and discuss them with a partner
2. Call students' attention to the Skills Tip: *Looking up a word in the dictionary helps you to remember it better.* Read it aloud with the class. Explain how to look up a word in the dictionary. Demonstrate the tip by asking students to look up a word from Activity B.
3. Read each question aloud with the class. Students can answer orally and write their answers in their books, or they can do the activity on their own, using Activity B as a reference. Encourage students to use complete answers.
4. Check answers together.

Answer Key

1. There are 206 bones in my body.
2. My body has more muscles than bones.
3. The ligaments connect my bones together.
4. The tendons attach my muscles to bones.

D Label the diagram.

1. Direct students' attention to the diagram. Have students talk about what they see.
2. Explain that students will write the names of the parts in the correct places. Remind students they can use the pictures and headings in Activity B to help them label the illustration.
3. Check the answers on the board.

Answer Key

1. muscle **2.** tendons
3. ligament **4.** bone

E Talk about the diagram.

Student pairs look at the pictures in Activity D and practice the language pattern in the speech bubbles: *What do bones do? They support and protect your body.* Students use the new vocabulary included in the diagram to further practice the language used in the example dialogue.

F What about you? Ask and answer.

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

Answer Key

Possible Answers
1. I don't like to jump rope. I'm not very good at it.
2. I like jogging better than walking. I like to go fast.
3. I like to play volleyball to stay healthy.

Games and Activities

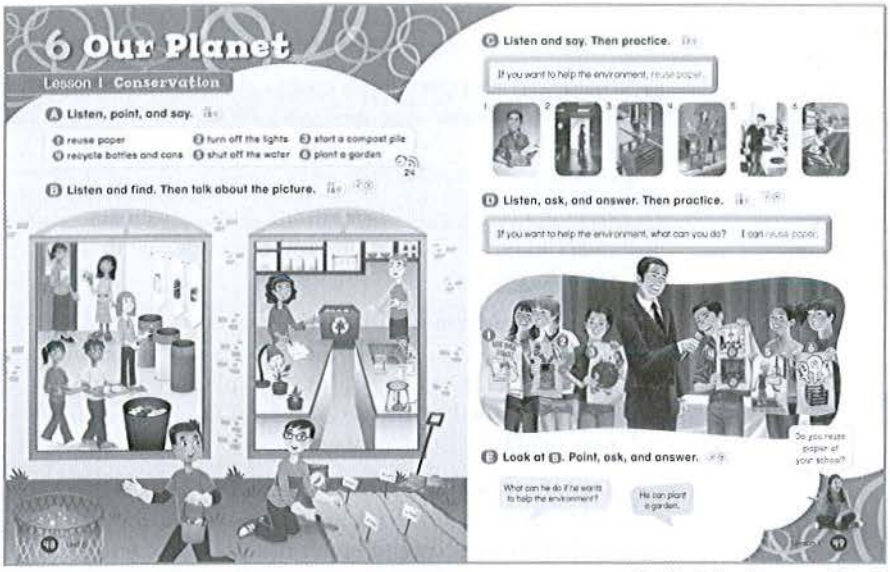
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 47: *Playing basketball keeps my bones and muscles strong.* Students create Everybody Up Expressions and then practice them with classmates.
- **Teacher's Mistake** (Teacher's Book pages 22–25.) Students spot and correct the incorrect information about muscles and bones, for example: *There are 650 bones in my body.* (Answer: muscles) *Ligaments connect your muscles, right?* (Answer: bones)
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Students write three sentences about what they do to keep their muscles and bones healthy. Two sentences will be true and one will be a lie. For example: *I drink a glass of milk every day to keep my bones strong* (true). *I ride my bike to school to keep my muscles strong.* (lie).
- **Rhythm Circle** (Teacher's Book pages 22–25). Students create, add, and change lines to the following chant: *I run, I run. My bones are healthy! I run, I run.*

Extra Practice

- Workbook pages 46-47. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 23.
- 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 page 156 for the answer key. Test Center
- iTools
- Log in for Online Practice

Unit 6 Our Planet

Lesson 1 Conservation



Student Book pages 48–49

Objectives
- Talking about helping the environment

Grammar
- Sentences with the zero conditional

  If you want to help the environment, reuse paper.
- Questions with the zero conditional

  If you want to help the environment, what can you do?

  I can reuse paper.

Vocabulary
Conservation: reuse paper, turn off the lights, start a compost pile, recycle bottles and cans, shut off the water, plant a garden

Materials
Class CD2 Tracks 15–18

Student Book page 48

Warm up

1. Greet students. Ask students about their last physical education class. *Did you run, play a sport, or do some kind of workout? What do you eat and drink before and after P.E. class?*
2. Review places in town from Unit 5. Say a list of places in town from Unit 5 and ask students to say the first thing that comes to mind. For example you say: *sports stadium*, and students raise hands to share their associations: *baseball, concerts, Olympics.* etc.

A Listen, point, and say.

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

1. Introduce the new words. Write each word phrase on the board and help students to understand it.
2. Play Class CD2 Track 15. Students listen, point, and say along with the CD.

CD 2 15

1. reuse paper
2. turn off the lights
3. start a compost pile
4. recycle bottles and cans
5. shut off the water
6. plant a garden

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

B Listen and find. Then talk about the picture.

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

1. Direct students' attention to the big picture. Have students try to find each of the new vocabulary items in the picture on their own before listening to the CD.
2. Play Class CD2 Track 16. Students listen, find the items in the picture, and point to them.

CD 2 16

Julie: Can I turn off the lights yet?

Teacher: The tables have been washed, but a few students need to put away their trays.

Julie: No problem. I'll wait while they throw away their trash.

Teacher: Thanks, Julie!

Carla: Let's see. Which recycling bins do these go in?

Julie: The bottles go here, and the cans go there.

Carla: I'm glad we can recycle bottles and cans here at school.

Emma: Oh no! We need more paper to finish this project about plants.

Danny: Don't worry! Look over here. There's a lot of paper in this recycling box. We can reuse paper to finish our project.

Emma: Great idea!

Emma: Danny, we need 300 milliliters of water for the next experiment.

Danny: Here you are, Emma.

Emma: Danny, this is 30 milliliters. We need 300.

Danny: Sorry. How's this?
Emma: That's perfect. Now, let's shut off the water.
Mike: Jay, what are you doing?
Jay: I'm taking some of the food from lunch that students threw away. We're going to start a compost pile with it.
Mike: That's a great idea! Did you know we're planting a garden, too? It'll have carrots, tomatoes, green beans, and cucumbers.
Jay: Great! When the compost is ready, we can put it on our garden.

3. Students practice in pairs, using their books.

Student Book page 49

C Listen and say. Then practice.

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

1. Introduce the new pattern. Then direct students' attention to the first grammar box. Point out the use of the simple present in both verbs: *want* and *reuse*.
2. Play Class CD2 Track 17. Students listen and say along with the CD.

CD2 17

If you want to help the environment, reuse paper.

1. If you want to help the environment, reuse paper.
2. If you want to help the environment, turn off the lights.
3. If you want to help the environment, start a compost pile.
4. If you want to help the environment, recycle bottles and cans.
5. If you want to help the environment, shut off the water.
6. If you want to help the environment, plant a garden.

3. 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 pattern. Remind students of the meaning of *can* as possibility and suggestion: *Reuse paper for the project.* (an instruction); *You can reuse paper for the project* (a suggestion or possibility.)
2. Direct students' attention to the second grammar box. Read the example question and answer.
3. Play Class CD2 Track 18. Students listen, ask, and answer along with the CD.

CD2 18

If you want to help the environment, what can you do?
I can reuse paper.

1. If you want to help the environment, what can you do? I can reuse paper.
2. If you want to help the environment, what can you do? I can recycle bottles and cans.
3. If you want to help the environment, what can you do? I can plant a garden.
4. If you want to help the environment, what can you do? I can turn off the lights.
5. If you want to help the environment, what can you do? I can shut off the water.
6. If you want to help the environment, what can you do? I can start a compost pile.

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

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

Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *What can he do if he wants to help the environment? He can plant a garden.* Students should use all of the new vocabulary.

Games and Activities

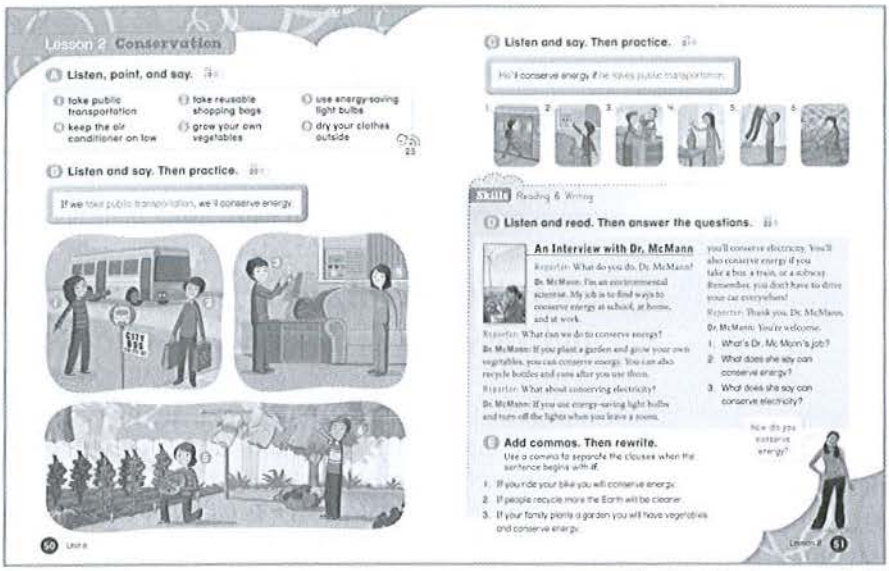
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 49: *Do you reuse paper at your school?* Students create Everybody Up Expressions and then practice saying them to classmates.
- **Card Grab** (Teacher's Book pages 22–25). Write the vocabulary on slips of paper. Divide the students in four groups. Call out one student. He or she races to the desk, grabs a word, and makes a true sentence: *I sometimes turn off the TV set when I leave my room.* If the sentence is correct, the group scores.
- **Find Your Partner** (Teacher's Book pages 22–25). Write sentences on strips on paper, for example: *If you want to save energy, turn off the lights.* Then cut the strips in two halves and distribute them among students. Students circulate and try to find the half that completes their sentence.
- **Funny Sentences** Write four questions on the board. Pairs of students think of an unusual or funny answer. Allow students some thinking time. For example: T: *If I want to start a compost pile, what can I do?* S1&2: *You can throw your dinner in the garden.* T: *If I want to save energy, what can I do?* S3&4: *You can go to sleep after school!*

Extra Practice

- Workbook pages 48-49. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 24
- iTools
- Log in for Online Practice

Unit 6 Our Planet

Lesson 2 Conservation


Lesson 2 Conservation

A Listen, point, and say.

1 take public transportation
2 take reusable shopping bags
3 use energy-saving light bulbs
4 keep the air conditioner on low
5 grow your own vegetables
6 dry your clothes outside

B Listen and say. Then practice.

If we take public transportation, we'll conserve energy.

B Listen and say. Then practice.

He'll conserve energy if he takes public transportation.

Skills Reading & Writing

C Listen and read. Then answer the questions.

An Interview with Dr. McMann

Reporter: What do you do, Dr. McMann?
Dr. McMann: I'm an environmental scientist. My job is to find ways to conserve energy at school, at home, and at work.
Reporter: What can we do to conserve energy?
Dr. McMann: If you plant a garden and grow your own vegetables, you can conserve energy. You can also recycle bottles and cans after you use them.
Reporter: What about conserving electricity?
Dr. McMann: If you use energy-saving light bulbs and turn off the lights when you leave a room, you'll conserve electricity. You'll also conserve energy if you take a bus, a train, or a subway. Remember, you don't have to drive your car everywhere!
Reporter: Thank you, Dr. McMann.
Dr. McMann: You're welcome.

1. What's Dr. Mc Mann's job?
2. What does she say can conserve energy?
3. What does she say can conserve electricity?

How do you conserve energy?

D Add commas. Then rewrite.

Use a comma to separate the clauses when the sentence begins with *if*.

1. If you ride your bike you will conserve energy.
2. If people recycle more the Earth will be cleaner.
3. If your family plants a garden you will have vegetables and conserve energy.

Objectives
- Talking about conserving energy

Grammar
- First conditional

If we take public transportation, we'll conserve energy.

He'll conserve energy if he takes public transportation.

Vocabulary
Conservation: take public transportation, take reusable shopping bags, use energy-saving light bulbs, keep the air conditioning on low, grow your own vegetables, dry your clothes outside

Materials
Class CD2 Tracks 19–22

Student Book pages 50–51

Student Book page 50

Warm up

1. Greet the class. Ask the class how "green" they were yesterday. *Did you reuse any containers like a plastic bottle or a glass? Did you turn off the TV when you left the room?* Then students ask a classmate: *Did you turn off your computer when you were finished?*
2. **Charades** (Teacher's Book pages 22–25). Review Unit 6, Lesson 1 vocabulary. Students write vocabulary on strips of paper. One at a time, students act out the vocabulary.
3. Review zero conditional. Students in groups of three prepare two questions asking for advice about a given topic, for example: S1: *If I want to feel stronger, what can I do?* Two students will play the advisors, and answer the questions:

A Listen, point, and say.

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

1. Introduce the new words. Write each conservation phrase on the board and help students to understand it. Continue until students can produce the words on their own.
2. Link the language. Half the class arranges the set of new vocabulary in alphabetical order. The other half arranges them from cheapest to most expensive. Both groups read their lists aloud.
3. Play Class CD2 Track 19. Students listen, point, and say along with the CD.

CD2 19

1. take public transportation
2. take reusable shopping bags
3. use energy-saving light bulbs
4. keep the air conditioner on low
5. grow your own vegetables
6. dry your clothes outside

4. Students practice saying 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 pattern: *If we take public transportation, we'll conserve energy.*
2. Direct students' attention to the grammar box on page 50. Explain that the first action is the condition for the second action to happen. To take transportation is the condition needed in order to conserve the energy.
3. Play Class CD2 Track 20. Students listen, ask, and answer along with the CD.

CD2 20

If we take public transportation, we'll conserve energy.

1. If we take public transportation, we'll conserve energy.
2. If we take reusable shopping bags, we'll conserve energy.
3. If we use energy-saving light bulbs, we'll conserve energy.

4. If we keep the air conditioner on low, we'll conserve energy.
5. If we grow our own vegetables, we'll conserve energy.
6. If we dry our clothes outside, we'll conserve energy.

5. Students practice the pattern in pairs or on their own.

Student Book page 51

C Listen and say. Then practice.

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

1. Introduce the new pattern. Then direct students' attention to the grammar box and draw students' attention to the change of order in the sentence. Remind students that the meaning is the same. Play Class CD2 Track 21. Students listen, ask, and answer along with the CD.

CD2 21

He'll conserve energy if he takes public transportation.

1. He'll conserve energy if he takes public transportation.
2. She'll conserve energy if she keeps the air conditioner on low.
3. He'll conserve energy if he takes reusable shopping bags.
4. She'll conserve energy if she uses energy-saving light bulbs.
5. He'll conserve energy if he dries his clothes outside.
6. She'll conserve energy if she grows her own vegetables.

2. Students practice the pattern in on their own, using their books.

Skills Reading & Writing

D Listen and read. Then answer the questions.

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

1. Students look at the small picture and talk about what they see. Students read the title: *An Interview with Dr. McMann*. Ask students what they think Dr. McMann does and what the doctor will talk about.
2. Play Class CD2 Track 22. Students listen and read along with the CD.
3. Read each question aloud with the class. Students can answer orally and then write the answers, or they can answer the questions on their own, using the reading as a reference. Encourage students to write complete sentences.

Answer Key

1. She's an environmental scientist.
2. People can grow their own vegetables and recycle bottles and cans to conserve energy.
3. People can use energy-saving bulbs, turn off the lights when they leave a room, and use public transportation to save electricity.

E Add commas. Then rewrite.

1. Call students' attention to the rule: *Use a comma to separate the clauses when the sentence begins with* ***if.*** Students will read the sentences and write a comma to separate the clauses when the sentence begins with *if*.
2. Read each sentence aloud with the class. Students can answer orally and then write the commas in their books, or they can do the activity on their own.

Answer Key

1. If you ride your bike, you will conserve energy.
2. If people recycle more, the Earth will be cleaner.
3. If your family plants a garden, you will have vegetables and conserve energy.

Games and Activities

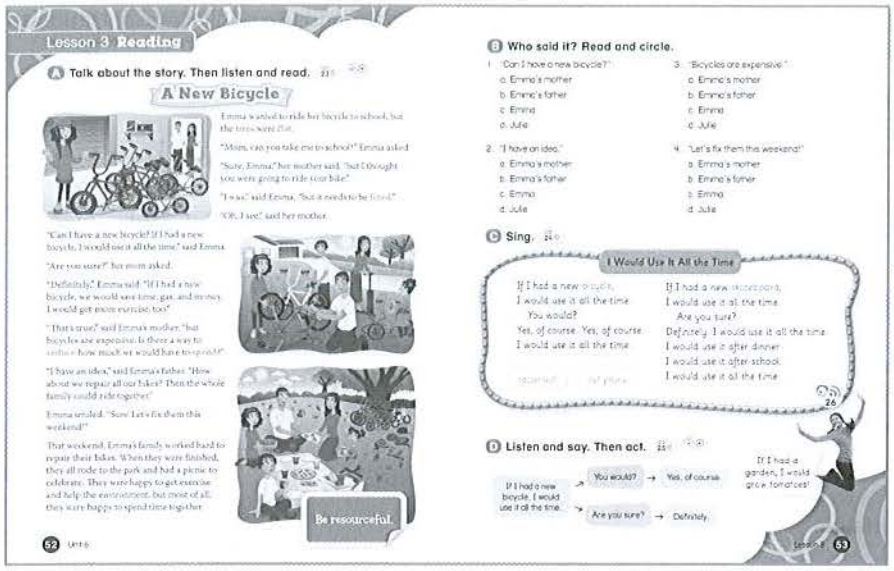
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 51: *How do you conserve energy?* Students create Everybody Up Expressions and then practice saying them to classmates.
- **Rhythm Circle** (Teacher's Book pages 22–25). Students use the six verb phrases learned in this lesson and say the rhythm.
- **Rollers** (Teacher's Book pages 22–25). S1 says: *If you ride your bike...*, and rolls the ball to another student who finishes the sentence: *you'll conserve energy.*
- **Team Race** Student pairs write any word from Lesson 2 on a strip of paper and put it in a box. Then close the box, shuffle the strips of paper and start the activity. One student from the pair opens the box, takes a strip, and reads it while the other student from the pair scans the lesson trying to find the word. When he/she finds it, he/she should point at the word and read the sentence containing it. The pair that spots the words faster is the winner.

Extra Practice

- Workbook pages 50–51. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 25
- iTools
- Log in for Online Practice

Unit 6 Our Planet

Lesson 3 Reading



Student Book pages 52–53

Objectives
- Talking with someone using *would*

Vocabulary
tires, flat, fixed, reduce, spend

Conversation
If I had a new bicycle, I would use it all the time.
You would?
Yes, of course.
Are you sure?
Definitely.

Value
Be resourceful.

Materials
Class CD2 Tracks 23-25

Student Book page 52

Warm up

1. Greet the class. Then start a conversation chain. Say: *I'll teach you a new lesson, if you listen to me.* Then a student says: *I'll listen to you if the class is quiet;* S3: *If the class is quiet, I'll understand the lesson.* S4: *If I understand the lesson, I'll enjoy it.* S5: *If I enjoy it, I'll do the homework.* First model the exercise with a student, then start the chain.
2. Ask students to answer the following question individually, then ask a classmate: *Have you ever made a card, a bag, or decoration out of recycled material? If so, what did it look like? Did you use it?*
3. **Listen and Draw** (Teacher's Book pages 22–25). Students draw the recycled objects their classmates describe in Activity 2. Have student describe their objects using as much detail as possible.

A Talk about the story. Then listen and read.

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

1. Students look at the picture and talk about what they see. Ask students to say what they think will happen.
2. Link the language. Point out the new words in bold. Ask students: *How many of the new words are verbs?* (Three: fix, reduce, spend). *How many are nouns?* (One: tire) *How many are adjectives?* (One: flat). *Can you understand the meaning of any of them without looking them up in the dictionary?* Then you can explain them to the class or have students look them up in a dictionary.
3. Play Class CD2 Track 23. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value: *Be resourceful* and play the track again. Students listen and read along.
5. Divide the class into four groups. Assign parts of the story to each groups: one group reads Emma's part, another group reads Emma's mom's part, another group reads Emma's dad's part, and the last group reads the narrator's words.

Student Book page 53

B Who said it? Read and circle.

1. Explain that students will read the words and circle who said them.
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 answers together.

Answer Key	
1. c. Emma	**2.** b. Emma's father
3. a. Emma's mother	**4.** c. Emma

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD2 Track 24. Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4. Divide the class into four groups. Assign one stanza of the song to each group. Each group divides itself in two in order to sing the dialogue between dad/mom and kids.

CD2 24

I Would Use It All the Time

If I had a new bicycle, I would use it all the time.
You would?
Yes, of course. Yes, of course. I would use it all the time.

If I had a new skateboard, I would use it all the time.
Are you sure?
Definitely. I would use it all the time.
I would use it after dinner. I would use it after school. I would use it all the time

If I had a new soccer ball, I would use it all the time.
You would?
Yes, of course. Yes of course. I would use it all the time.

If I had a new cell phone, I would use it all the time.
Are you sure?
Definitely. I would use it all the time.
I would use it after dinner. I would use it after school.
I would use it all the time.

D Listen and say. Then act.

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

1. Explain that students will read and act out the conversations in the bubbles: *If I had a new bicycle, I would use it all the time. You would?/Are you sure? Yes, of course./Definitely.*
2. Play Class CD1 Track 25. Students listen and say with the CD.

CD2 25

If I had a new bicycle, I would use it all the time.
You would?
Yes, of course.

If I had a new bicycle, I would use it all the time.
Are you sure?
Definitely.

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

Games and Activities

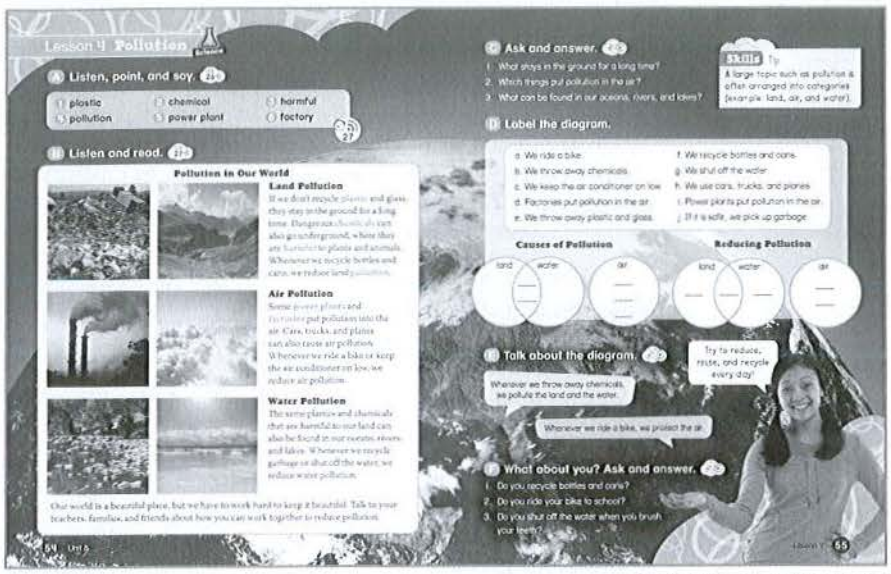
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 53: *If I had a garden, I would grow tomatoes!* Students create Everybody Up Expressions and then practice saying them to classmates.
- **Order the Text** (Teacher's Book pages 22–25). Write out key sentences from the story on strips of paper. Distribute the strips among groups of students. Then, read the story aloud. When students listen to the sentence they are holding, they stand up in front of the class one by one and read their sentences in order.
- Student pairs work together to plan and illustrate scenes that fit the Lesson 3 value: *Be resourceful.* Prompt students by asking how they can be resourceful when something doesn't work; for example when the electricity goes off and they need to do homework, or when the front door is locked, etc.
- **A New Story** (Teacher's Book pages 22–25). Ask student groups to change the answers to the following questions in the text. *Can I have a new bicycle? Is there a way to reduce how much we would have to spend? How about we repair all our bikes?* Then, each group reads the story with the changes.

Extra Practice

- Workbook pages 52-53. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 26
- 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 Our Planet

Lesson 4 Pollution



Objectives
- Talking about pollution and conservation

Grammar
- Complex sentences with *whenever*

Whenever we throw away chemicals, we pollute the land and the water.

Whenever we ride a bike, we protect the air.

Vocabulary
Ecology: plastic, chemical, harmful, pollution, power plant, factory

Materials
Class CD2 Tracks 26–27

Student Book pages 54–55

Student Book page 54

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to science. Ask students if they've talked about ecology in their science lessons. If so, ask them to tell you what they've learned and if they've put that knowledge into practice. For example: *Have you changed some habits at home, like starting a compost pile or riding your bike more often? Have you talked to your parents about the importance of being "green"? Have you replaced some regular light bulbs with energy-saving light bulbs?*

Warm up

1. Greet the class. Tell the class you've decided to go green. Share something personal, like you've started a vegetable garden. Then ask students to ask each other: *What are you going to do to help the environment?*
2. Ask students: *What changes would your bedroom/toys need to be green?* Tell them to think about the lights, the furniture, the computer, TV, decoration, and so on. Then they can read their ideas aloud and try to make one work in the near future.
3. Sing **I Would Use It All the Time** (Class CD2 Track 24).

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 26. Students listen, point, and say along with the CD.

CD2 26

1. plastic 2. chemical 3. harmful
4. pollution 5. power plant 6. factory

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

B Listen and read.

1. Students look at the pictures and talk about what they see. Get them to talk about the contrast shown in the pictures and different resources displayed.
2. Students find the new words in the text and point to them. Ask students to talk about the meaning of the words in context of the text.
3. Play Class CD2 Track 27. Students listen and read along with the CD.
4. Play the track again. Students listen and read along.
5. Students read the passage on their own.
6. Divide the class in three groups to read *Land Pollution*, *Air Pollution*, *and Water Pollution*. Each group can read each passage chorally or appoint a member of each group to do it.

Student Book page 55

C Ask and answer.

1. Students will read the questions and discuss them with a partner.
2. Call students' attention to the Skills Tip: *A large topic such as pollution is often arranged into categories (example: land, air, and water).* Read it aloud with the class. Explain that a *category* is a group of things with particularly features in common, and demonstrate the tip with the examples from the text in Activity B.
3. Read each question aloud with the class. Students can answer orally and then answer in their books, or they can do the activity on their own, using Activity B as a reference. Encourage students to use complete answers.
4. Check answers together.

Answer Key

1. Plastic, glass, and chemicals stay in the ground for a long time.
2. Power plants, factories, cars, trucks, and planes pollute the air.
3. Plastic and chemicals can be found in the oceans, rivers, and lakes.

D Label the diagram.

1. Direct students' attention to the information given by a-j. Have individual students read the sentences aloud. Then direct the students' attention to the diagrams below the text. Students read the titles and subtitles for the diagrams.
2. Explain that students will label the diagrams. Remind students they can use the information in Activity B to help them label the diagram.
3. Students can answer orally and then write their answers in their books, or they can do the activity on their own.
4. Check the answers on the board.

Answer Key

Causes of pollution: Land and water: b, e Air: d, h, i
Reducing pollution: Land and water: f, g, j Air: a, c

E Talk about the diagram.

Student pairs look at the pictures in Activity D and practice the language pattern in the speech bubbles: *Whenever we throw away chemicals, we pollute the land and the water. Whenever we ride a bike, we protect the air.*

F What about you? Ask and answer.

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

Answer Key

Possible Answers

1. Yes. We recycle bottles and cans at school and at home.
2. No. I can't ride my bike to school. It's too far. I take the bus to school.
3. I always shut off the water when I brush my teeth.

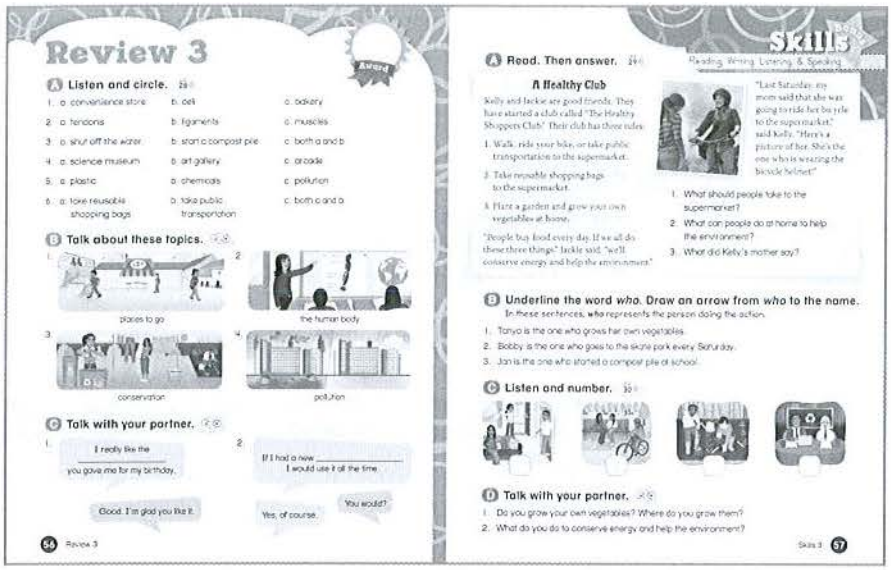
Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 55: *Try to reduce, reuse and recycle every day!* Students practice the expression with their neighbors.
- **Five Questions** (Teacher's Book pages 22–25). Students in small groups choose a noun, verb, or adjective from the vocabulary set or the reading text and students from the other groups guess the word by asking five questions.
- **Categories** (Teacher's Book pages 22–25). Divide the students into three groups: air, land, and water. Write the three categories on the board. Then read a list of words that fit the three categories. As students hear a word that suits their category, a member of each group runs to the board and writes the word under the correct category. The group to do it faster and correctly is the winner.
- **Hands On!** (Teacher's Book pages 22–25). Students design a leaflet with information about protecting the environment. When the leaflet is ready, start a campaign at school. Display the leaflet on notice boards or give the information to the school newsletter to teach people how to protect the environment with very simple daily actions.

Extra Practice

- Workbook pages 54-55. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 27
- 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 page 156 for the answer key. Test Center
- iTools
- Log in for Online Practice

Review 3


Review 3

A Listen and circle.

1. a. convenience store b. deli c. bakery
2. a. tendons b. ligaments c. muscles
3. a. shut off the water b. start a compost pile c. both a and b
4. a. science museum b. art gallery c. arcade
5. a. plastic b. chemicals c. pollution
6. a. take reusable shopping bags b. take public transportation c. both a and b

B Talk about these topics.

places to go

the human body

conservation

pollution

C Talk with your partner.

I really like the _____ you gave me for my birthday.

Good. I'm glad you like it.

If I had a new _____, I would use it all the time.

You would?

Yes, of course.

54 Review 3

SKILLS

Reading, Writing, Listening, & Speaking

A Read. Then answer.

A Healthy Club

Kelly and Jackie are good friends. They have started a club called "The Healthy Shoppers Club." Their club has three rules.

1. Walk, ride your bike, or take public transportation to the supermarket.
2. Take reusable shopping bags to the supermarket.
3. Plant a garden and grow your own vegetables at home.

"People buy food every day. If we all do these three things," Jackie said, "we'll conserve energy and help the environment."

"Last Saturday, my mom said that she was going to ride her bike to the supermarket," said Kelly. "Here's a picture of her. She's the one who is wearing the bicycle helmet."

1. What should people take to the supermarket?
2. What can people do at home to help the environment?
3. What did Kelly's mother say?

B Underline the word *who*. Draw an arrow from *who* to the name. In these sentences, *who* represents the person doing the action.

1. Tanya is the one who grows her own vegetables.
2. Bobby is the one who goes to the skate park every Saturday.
3. Jan is the one who started a compost pile at school.

C Listen and number.

D Talk with your partner.

1. Do you grow your own vegetables? Where do you grow them?
2. What do you do to conserve energy and help the environment?

Skills 57

Review Language
- Units 5 and 6 grammar and vocabulary

Reading
A Healthy Club

Skills
- Building the four skills: Reading, Writing, Listening, and Speaking

Materials
Class CD2 Tracks 28-30

Student Book pages 56–57

Student Book page 56

Warm up

1. Greet the class. Draw a 4x4 grid on the board. Fill in the grid with the word parts: ar/cade; harm/ful; mus/cle; re/use; bake/ry; sta/dium; comp/post. Ask students to connect the word parts to review the vocabulary from units 5 and 6.
2. Sing. Students vote to find out which song has been the most popular from units 5 and 6, **My Birthday** or **I Would Use It All the Time** (CD2 Track 11 or CD2 Track 24). Sing it with the class.

A Listen and circle.

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

1. Students listen to a conversation and find the word/phrase they hear. Have students read the words/phrases.
2. Play Class CD2 Track 28. Students listen and circle the phrase they hear. Check answers together.

Answer Key

1. c. bakery	**2.** a. tendons
3. b. start a compost pile	**4.** a. science museum
5. a. plastic	**6.** take public transportation

B Talk about these topics.

Students discuss the pictures using the following:

1. Places to Go: *The boy in a red T-shirt is going to the skate park. Which one is going to the pizzeria? The boy in green is the one who is going to the pizzeria.*
2. The Human Body: *Bones support and protect the body. Ligaments connect the bones together. Muscles help out body move. Tendons attach muscles to bones.*
3. Conservation: *If you want to help the environment, reuse plastic bottles/shut off the water/turn off the lights/start a compost pile. If we keep the air conditioning on low/use energy-saving lights/dry our clothes outside, we'll conserve energy.*
4. Pollution: *The woman in pink is drying the clothes outside; The girl on the left is recycling material; The man on the left is planting a garden.*

C Talk with your partner.

1. Students read the speech bubbles and fill in the blanks.
2. Model each conversation with a few students, allowing students to respond in their own ways.
3. Student pairs practice the conversations.

Answer Key

1. I really like the (T-shrt/CD) you gave me for my birthday. Good. I'm glad you like it.
2. If I had a new (skateboard/bicycle), I would use it all the time. You would? Yes, of course.

Skills Bonus

Student Book page 57

A Read. Then answer.

1. Students look at the picture and talk about what they see.
2. Students read the title *A Healthy Club,* and the questions. From the questions, ask the class to/talk about what they think the reading will be about.
3. Play Class CD2 Track 29. Students listen and read with the CD.
4. 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.
5. Check answers together.

Answer Key

1. They should take reusable shopping bags.
2. People can plant a garden and grow their own vegetables.
3. She said that she was going to ride her bicycle to the supermarket.

B Underline the word *who*. Draw an arrow from *who* to the name.

1. Call students' attention to the highlighted reminder: *In these sentences,* **who** *is the person doing the action.*
2. Read each statement aloud with the class. Students can say the name aloud and then draw the arrow to the name in their books or notebooks.
3. Check answers together.

Answer Key

1. Tanya is the one who grows her own vegetables.
2. Bobby is the one who goes to the skate park every Saturday.
3. Jan is the one who started a compost pile at school.

C Listen and number.

1. Students look at the pictures before listening to the CD.
2. Play Class CD2 Track 30. Students listen and number the pictures.
3. Play the track again. Students listen and check their answers.
4. Check answers together.

Answer Key

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

D Talk with your partner.

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

Answer Key

Possible Answers

1. My family grows our own vegetables in our garden.
2. To conserve energy, I use energy-saving light bulbs.

Games and Activities

- **Review. Categories** (Teacher's Book pages 22–25). Play the game using category groups: *places in town, conservation, health, and ecology.* After one round of the categories, add challenge by speeding up the rhythm of the game.
- **Review: Listen and Draw** (Teacher's Book pages 22–25). Students in groups draw a scene, such as people throwing bottles and plastic bags on the beach, kids visiting a science museum, etc. Then two groups get together and take turns describing the scene they drew together. Then they compare the originals to the dictated versions.
- **Reading: What's Missing?** (Teacher's Book pages 22–25). In groups of six, students choose a text from Units 5 or 6 and read it aloud, but skipping some lines or words. The other groups should spot what's missing. You can award points/stars to the ones who spot the missing 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 Achievements

Lesson 1 The Arts

Student Book pages 58–59

Objectives
- Talking about the arts

Grammar
- Statements in the present passive voice

Verdi's operas are performed here.
Picasso's paintings are displayed here.

- Questions in the present passive voice

Whose operas are performed here?
Verdi's operas are performed here.
Whose paintings are displayed here?
Picasso's paintings are displayed here.

Vocabulary
The Arts: Verdi's operas, Picasso's paintings, Shakespeare's plays, Beethoven's symphonies, Michelangelo's sculptures, Balanchine's ballets

Materials
Class CD2 Tracks 31–34

Student Book page 58

Warm up

1. Greet students. Review the Lesson 3 values from the previous units. Ask students which of three values they appreciate most and which value they need to work on.
2. **Bingo** with verbs (Teacher's Book pages 22–25). Review any nine verbs from previous units. For example: *own, want, have, take, add, collect, run out, turn off,* and *bring.*
3. Sing **I Would Use It All the Time** Play Class CD2 Track 24, Unit 6.

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Link the language. Ask students: *Have you ever been to the opera/to the ballet? Do you like sculptures? Can you remember a painting that you really liked?*
3. Play Class CD2 Track 31. Students listen, point, and say along with the CD.

CD 2 31

1. Verdi's operas
2. Picasso's paintings
3. Shakespeare's plays
4. Beethoven's symphonies
5. Michelangelo's sculptures
6. Balanchine's ballets

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

B Listen and find. Then talk about the picture.

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

1. Direct students' attention to the big picture. Have students try to find each of the new vocabulary items before listening to the CD.
2. Play Class CD2 Track 32. Students listen, find the items in the picture, and point to them.

CD 2 32

Danny:	Wow! You look so cool in those costumes.
Woman:	Thank you. Have you seen one of Verdi's operas before?
Danny:	No, but I'd love to see one!
Woman:	You might like Aida. Over 6,000 people have seen the show so far!
Julie:	Oh, look! One of Beethoven's symphonies is playing at the City Symphony.
Mom:	Yes, it is. Symphony number five is one of my favorites. Julie, have you seen the sign for the ballet yet?
Julie:	No, not yet. (pause) Oh, they're doing one of Balanchine's ballets. Can we see it, please?
Mom:	Yes, that was the surprise. We all have tickets for tonight!
Mike:	Which do you like better, watching plays or looking at paintings?
Emma:	Hmm, I don't know. Whose plays?

Mike:	Shakespeare's plays. Theater Place is doing Macbeth.
Emma:	OK, and whose paintings?
Mike:	Well, the Modern City Art Gallery has Picasso's paintings right now.
Emma:	I really like Picasso! I hope we can look at his paintings while we're here. Mike, do you like sculptures?
Mike:	I don't know. I've never been to a museum with sculptures before, just dinosaurs!
Emma:	The City Art Museum has Michelangelo's sculptures right now.
Mike:	Let's ask Danny's mom and dad if we can visit the museum tomorrow.
Emma:	OK!

3. In pairs, students talk about what they see in the picture and practice the new vocabulary.

Student Book page 59

C Listen and say. Then practice.

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

1. Introduce the new pattern. Then direct students' attention to the first grammar box. Read it to the students.
2. Read the list of words used with the verb *perform* and those used with the verb *display*.
3. Have students look at the verb box. Remind students of the *–ed* ending to form the past and participle of regular verbs like *perform* and *display*.
4. Play Class CD2 Track 33. Students listen and say along with the CD.

CD2 33

Verdi's operas are performed here.
Picasso's paintings are displayed here.
perform an opera, a play, a symphony, a ballet
display a painting, a sculpture
perform, performed, performed
display, displayed, displayed

1. Verdi's operas are performed here.
2. Picasso's paintings are displayed here.
3. Shakespeare's plays are performed here.
4. Beethoven's symphonies are performed here.
5. Michelangelo's sculptures are displayed here.
6. Balanchine's ballets are performed here.

5. Students practice the pattern on their own.

D Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern. Then direct students' attention to the second grammar box on page 59.
2. Play Class CD2 Track 34. Students listen, ask, and answer along with the CD.

CD2 34

Whose operas are performed here?
Verdi's operas are performed here.
Whose paintings are displayed here?
Picasso's paintings are displayed here.

1. Whose operas are performed here? Verdi's operas are performed here.
2. Whose paintings are displayed here? Picasso's paintings are displayed here.
3. Whose ballets are performed here? Balanchine's ballets are performed here.
4. Whose sculptures are displayed here? Michelangelo's sculptures are displayed here.
5. Whose plays are performed here? Shakespeare's plays are performed here.
6. Whose symphonies are performed here? Beethoven's symphonies are performed here.

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

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

Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Are Shakespeare's plays performed here? Yes, they are./No, they aren't.* Students should use all of the new vocabulary.

Games and Activities

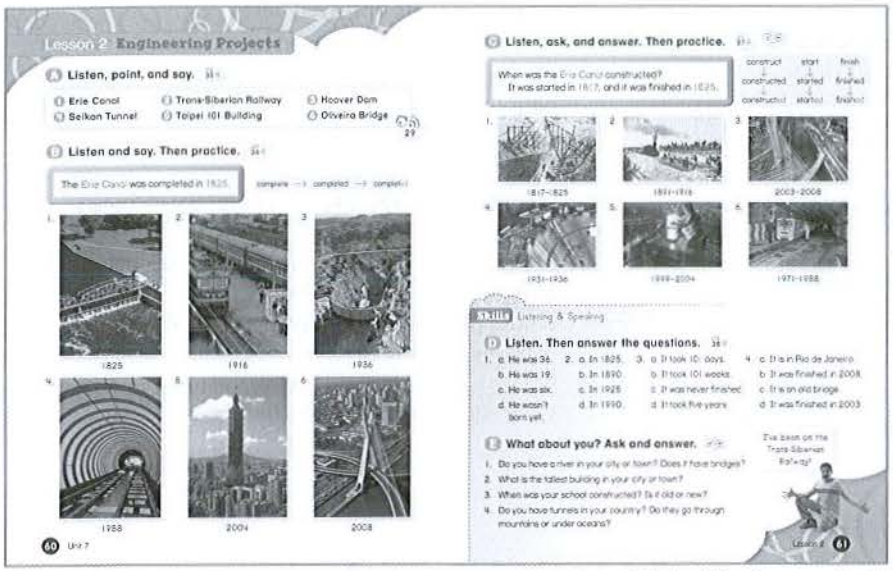
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 59: *Have you seen Shakespeare's play Hamlet?* Students create Everybody Up Expressions and practice them with classmates
- **What's Missing?** (Teacher's Book pages 22–25). Say five vocabulary terms aloud and have students tell you which term is missing. Play again, omitting a different term.
- **Hands On!** (Teacher's Book pages 22–25). Small groups prepare an illustrated leaflet with time, place, and locations of performances and displays at their school.
- **Listen and Draw** (Teacher's Book pages 22–25). Students listen to *Aida's Grand March* (available on the Internet), and draw what they think is going on. Watch a video of the Grand March with your students.

Extra Practice

- Workbook pages 58–59. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 28
- iTools
- Log in for Online Practice

Unit 7 Achievements

Lesson 2
Engineering Projects



Student Book pages 60–61

Objectives
- Talking about great engineering projects

Grammar
- Sentences in the past passive voice

  The Erie Canal was completed in 1825.
- Questions in the past passive voice

  When was the Erie Canal constructed?

  It was started in 1817, and it was finished in 1825.

Vocabulary
Engineering projects: *Erie Canal, Trans-Siberian Railway, Hoover Dam, Seikan Tunnel, Taipei 101 Building, Oliveira Bridge*

Materials
Class CD2 Tracks 35–38

Student Book page 60

Warm up

1. Greet the class. Ask students to think of names of stadiums, theaters, auditoriums, and parks where concerts and plays are performed in their town. Write the information on the board.
2. **Team Race** Use a printed world map and put it on your desk. Review the continents where the engineering projects in Unit 7 are located (North America, South America; Asia, and Europe). Student groups race to the desk to find the country you say.

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 35. Students listen, point, and say along with the CD.

CD2 35

1. Erie Canal
2. Trans-Siberian Railway
3. Hoover Dam
4. Seikan Tunnel
5. Taipei 101 Building
6. Oliveira Bridge

3. Students practice saying 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 pattern. Compare passive voice to active voice.
2. Direct students' attention to the grammar box on page 60. Read the verb box. Point out the *–ed* ending for regular verbs.
3. Play Class CD2 Track 36. Students listen and say along with the CD.

CD2 36

The Erie Canal was completed in 1825.
complete → completed → completed

1. The Erie Canal was completed in 1825.
2. The Trans-Siberian Railway was completed in 1916.
3. The Hoover Dam was completed in 1936.
4. The Seikan Tunnel was completed in 1988.
5. The Taipei 101 Building was completed in 2004.
6. The Oliveira Bridge was completed in 2008.

4. Students practice the pattern on their own.

Student Book page 61

C Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern. Then direct students' attention to the second grammar box on page 61. Then read the verb box, highlighting the past and participle of regular verbs.
2. Play Class CD2 Track 37. Students listen, ask, and answer along with the CD.

CD 2 37

When was the Erie Canal constructed?
It was started in 1817, and it was finished in 1825.
construct → constructed → constructed
start → started → started
finish → finished → finished

1. When was the Erie Canal constructed?
   It was started in 1817, and it was finished in 1825.
2. When was the Trans-Siberian Railway constructed?
   It was started in 1891, and it was finished in 1916.
3. When was the Oliveira Bridge constructed?
   It was started in 2003, and it was finished in 2008.
4. When was the Hoover Dam constructed?
   It was started in 1931, and it was finished in 1936.
5. When was the Taipei 101 Building constructed?
   It was started in 1999, and it was finished in 2004.
6. When was the Seikan Tunnel constructed?
   It was started in 1971, and it was finished in 1988.

3. Students practice in pairs, using their books.

Skills Listening & Speaking

D Listen. Then answer the questions.

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

1. Have students read the questions and answers on their own.
2. Play Class CD2 Track 38. Students listen along with the CD and circle the answers.

CD 2 38

1. Wow! Grandpa, is this the Hoover Dam?
   Yes, it is, Patrick. It was constructed when I was a little boy.
   How old were you when it was finished?
   Let's see. It was finished in 1936. I was six years old in 1936.
   How old was Patrick's grandfather when the Hoover Dam was finished?
2. Which is older, the Trans-Siberian Railway or the Erie Canal?
   The Erie Canal is older, Mr. Johnson.
   That's right, Sarah. When was it finished?
   The Erie Canal was finished in 1825. The Trans-Siberian Railway was finished 90 years later.
   When was the Erie Canal finished?
3. How tall is the Taipei 101 Building, Mom?
   It's 101 stories tall. That's how it got its name.
   How long did it take to build?
   It was started in 1999, and it was finished in 2004. So, it took five years to build it.
   How long did it take to build the Taipei 101 Building?
4. The Oliveira Bridge is beautiful.
   Yes, it is. It's in São Paulo, Brazil.
   Is it an old bridge?
   No, it isn't. It was finished in 2008.
   Which sentence is true about the Oliveira Bridge?

3. Play the CD again and check answers together.

Answer Key

1. c. He was six.
2. a. In 1825
3. d. It took five years
4. b. It was finished in 2008.

E What about you? Ask and answer.

1. Read each question aloud with the class.
2. In pairs, students ask and answer the questions. Encourage students to use complete sentences and to continue their conversations beyond the questions.
3. Elicit answers from the class.

Answer Key

Possible Answers

1. There are two rivers in my town. They have many bridges.
2. The tallest building in my city is the (Empire State) building.
3. My school was completed in 1957. It is old.
4. My country has tunnels that go through mountains.

Games and Activities

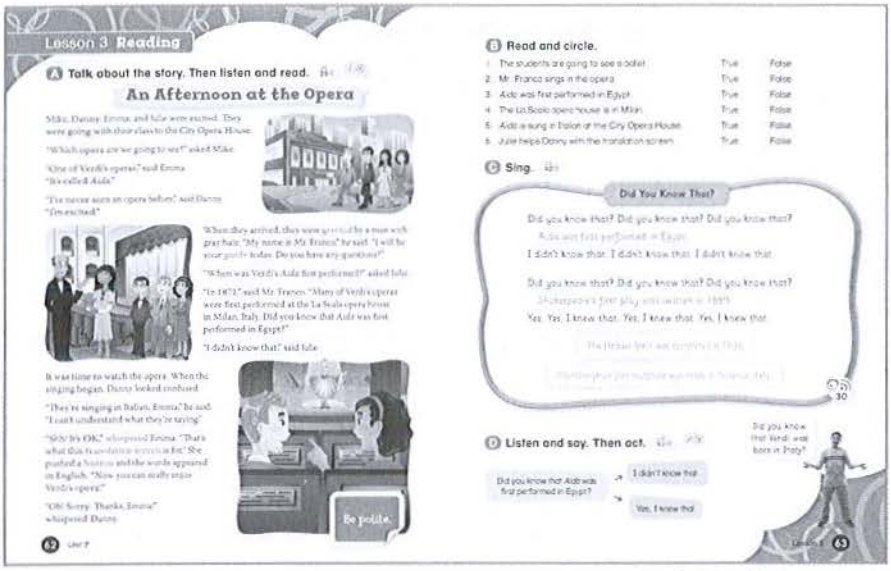
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 61: *I've been on the Trans-Siberian Railway!* Students create Everybody Up Expressions and then practice them with classmates.
- **Picture Pieces** (Teacher's Book pages 22–25). Write the new vocabulary on strips of paper. Ask students to choose a strip and draw the item, leaving the drawing unfinished. The student who guesses what the unfinished drawing is wins points.
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Students prepare three sentences about their lives, two true, one false. Students should spot which sentences are true and which is a lie.
- **Hands On!** (Teacher's Book pages 22–25). Assign the six engineering projects to different groups of students. Ask them to find information about each project. For example: *Oliveira Bridge. It's in Sao Paulo, Brazil. It's 138m tall. It's 1600 m long. It opened in 2008. It crosses Pinheiro river.* Students find or draw a picture of the (bridge). The six groups present their projects to the class.

Extra Practice

- Workbook pages 60–61. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 29
- iTools
- Log in for Online Practice

Unit 7 Achievements

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

An Afternoon at the Opera

B Read and circle.

C Sing.

Did You Know That?

D Listen and say. Then act.

Be polite.

Objectives
- Asking if someone knows about something

Vocabulary
greet, guide, whispered, translation screen, button

Conversation
Did you know that Aida was first performed in Egypt?
I didn't know that.
Yes, I knew that.

Value
Be polite.

Materials
Class CD2 Tracks 39-41

Student Book pages 62–63

Student Book page 62

Warm up

1. Greet the class. Then start a conversation with the class: *Have you seen a movie or website you can recommend to the class? What did you watch on TV or the Internet yesterday?*
2. Review the Everybody Up Expression from Unit 7, Lesson 2: *I've been on the Trans-Siberian Railway!* Students think of special places where they've been or they would like to visit. Then they can share them with a classmate.
3. Review Unit 7, Lessons 1 vocabulary. Read the sentences below to the class. Pause where blanks are indicated. Students listen and try to replace the gaps with the correct word as you read. *Verdi was a* (musician). *He wrote the famous* (opera). *Aida, Shakespeare was a* writer. *He wrote* (plays). Use similar sentences for the rest of the vocabulary.

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. Ask students to say what they think will happen in the story.
2. Introduce the new words. Write each word on the board. Have students match the words with the meanings: *say hello* (greet); *a small round piece of plastic or metal you push to make something work* (button); *to speak very quietly* (whisper); *the person whose job is to show a place* (guide); *a kind of TV screen where you can read the translation of the opera to your language* (translation screen). Check the answers with the class.
3. Play Class CD2 Track 39. Students listen and read the story along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value: *Be polite* and play the track again. Students listen and read along.
5. Have students work in pairs. Students take turns retelling the story to each other and the class.

Student Book page 63

B Read and circle.

1. Explain that students will circle *true* if the statement is correct and *false* if it is incorrect.
2. Read each sentence aloud with the class. Students can answer orally 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 answers together.

Answer Key	
1. False	**2.** False
3. True	**4.** True
5. True	**6.** False

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD2 Track 40. Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4. Divide the class into two groups. Half of the class sings the questions and the information. The other half sings the answers *(I didn't know that/I knew that)*. Then the groups switch roles.

CD2 40

Did You Know That?

Did you know that? (x3)
Aida was first performed in Egypt.
I didn't know that. (x3)

Did you know that? (x3)
Shakespeare's first play was written in 1589.
Yes. Yes, I knew that. (x3)

Did you know that? (x3)
The Hoover Dam was completed in 1936.
I didn't know that. (x3)

Did you know that? (x3)
Michelangelo's first sculpture was made in Florence, Italy.
Yes. Yes, I knew that. (x3)

D Listen and say. Then act.

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

1. Explain that students will read and act out the different conversations in the bubbles.
2. Play Class CD2 Track 41. Students listen and say with the CD.

CD2 41

Did you know that Aida was first performed in Egypt?
I didn't know that.

Did you know that Aida was first performed in Egypt?
Yes, I knew that.

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

Games and Activities

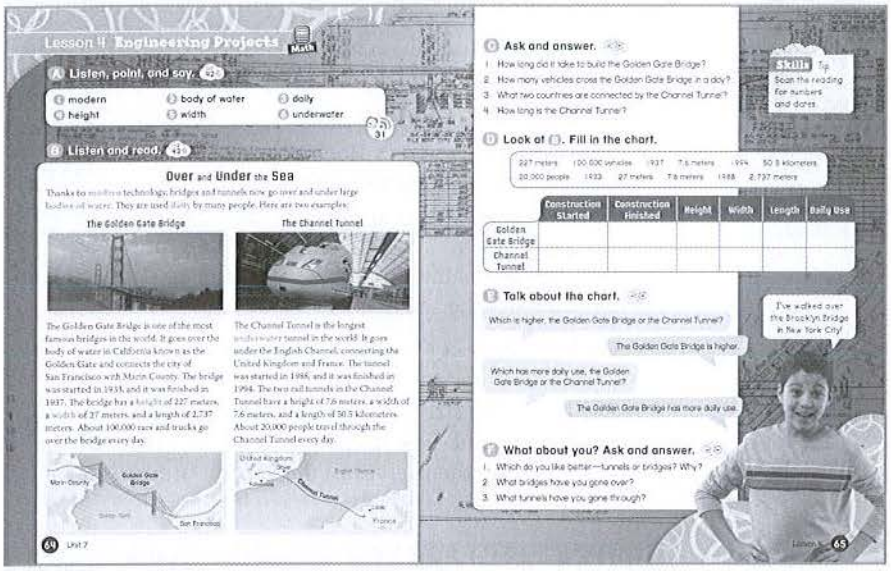
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 63: *Did you know that Verdi was born in Italy?* Students create Everybody Up Expressions and then practice them with classmates.
- **Finish the Story** (Teacher's Book pages 22–25). Copy the story on page 62, leaving the answers to questions blank.
- **Team Race** (Teacher's Book pages 22–25). *Write on the board: Emma was polite when* _____. *Mr. Franco was polite when* _____. *Danny was polite when* _____. The group that first completes the three sentences runs to the board and finishes the sentences.
- **Order the Text** (Teacher's Book pages 22–25). Write a brief summary of the reading on strips of paper. Distribute the strips among the class. Students read the strips aloud. Ask students to go to the front of the class and put themselves in the correct order.

Extra Practice

- Workbook pages 62-63. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 30
- 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 Achievements

Lesson 4 Engineering Projects


Lesson 4 Engineering Projects
A Listen, point, and say.
modern
body of water
daily
height
width
underwater
B Listen and read.
Over and Under the Sea
The Golden Gate Bridge
The Channel Tunnel
C Ask and answer.
D Look at C. Fill in the chart.
Construction Started
Construction Finished
Height
Width
Length
Daily Use
Golden Gate Bridge
Channel Tunnel
E Talk about the chart.
F What about you? Ask and answer.

Student Book pages 64–65

Objectives
- Talking about engineering projects

Grammar
- Asking questions with comparisons

Which is higher, the Golden Gate Bridge or the Channel Tunnel?
The Golden Gate Bridge is higher.

Which has more daily use the Golden Gate Bridge or the Channel Tunnel?
The Golden Gate Bridge has more daily use.

Vocabulary
Engineering Projects: modern, body of water, daily, height, width, underwater

Materials
Class C2 Track 42–43

Student Book page 64

School Subject Connection: Math

Lesson 4 is a cross-curricular lesson with a connection to math. Introduce the lesson by asking students: *Which is the engineering project that most impressed you in your country or in the world?* Ask students to look at the engineering projects in their books. Explain that the people who created them are very good at math. Ask: *Which of these two projects would you like to visit? Have you ever traveled through a tunnel? How long was it? Have you ever walked over a bridge? How tall do you think it was?*

Warm up

1. Greet the class. Ask student pairs to write one polite and one impolite statement and exchange their sentences with another pair of students. Then, have students work together to make the impolite statements polite
2. Sing **Did You Know That?** (CD 2 Track 40).
3. **Charades** (Teacher's Book pages 22-25). Use these terms from the previous lesson: *translation screen, opera house, guide, sing.*

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 42. Students listen, point to the words, and say along with the CD.

CD 2 42

1. modern	2. body of water
3. daily	4. height
5. width	6. underwater

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

B Listen and read.

1. Students look at the two maps and talk about what they see. *What were the two engineering projects built for?*
2. Students find the new words in the text and point to them. Have students talk about the meaning of the words in the context of the text.
3. Play Class CD2 Track 43. Students listen and read aloud with the CD. Repeat if necessary.
4. Students read parts of the passage aloud, alone or in small groups.

Student Book page 65

C Ask and answer.

1. Students read the questions and discuss them with a classmate.

2. Call students' attention to the Skills Tip. Read it aloud with the class: *Scan the reading for numbers and dates.* Explain that "scan" means to look at the text quickly in order to find something specific in the text. Demonstrate the tip with an example from the text in Activity B.
3. Read each question aloud with the class. Pairs can answer orally and then write their answers in their notebooks. Encourage students to use complete sentences in their answers.
4. Check answers together.

Answer Key

1. It took four years to build the Golden Gate Bridge.
2. 100,000 cars and trucks go over the bridge every day.
3. The United Kingdom and France are connected by the Channel Tunnel.
4. The Channel Tunnel is 50.5 kilometers long.

D Look at B. Fill in the chart.

1. Direct students' attention to the chart with different numbers. Ask students to tell you what these numbers represent; for example: *dates and measures.*
2. Explain that students will complete the chart with the numbers in the box above. They should scan the text in Activity B in order to find the information.
3. Check the answers on the board.

Answer Key

Golden Gate Bridge	1933	1937	227 meters	27 meters	2,737 meters	100,000 vehicles
Channel Tunnel	1988	1994	7.6 meters	7.6 meters	50.5 kilometers	20,000 people

E Talk about the chart.

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

F What about you? Ask and answer.

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

Answer Key

Possible Answers

1. I like bridges better. I think they are beautiful.
2. I went over a bridge in my city.
3. There is a tunnel in my town. We drive through it when we visit my grandparents.

Games and Activities

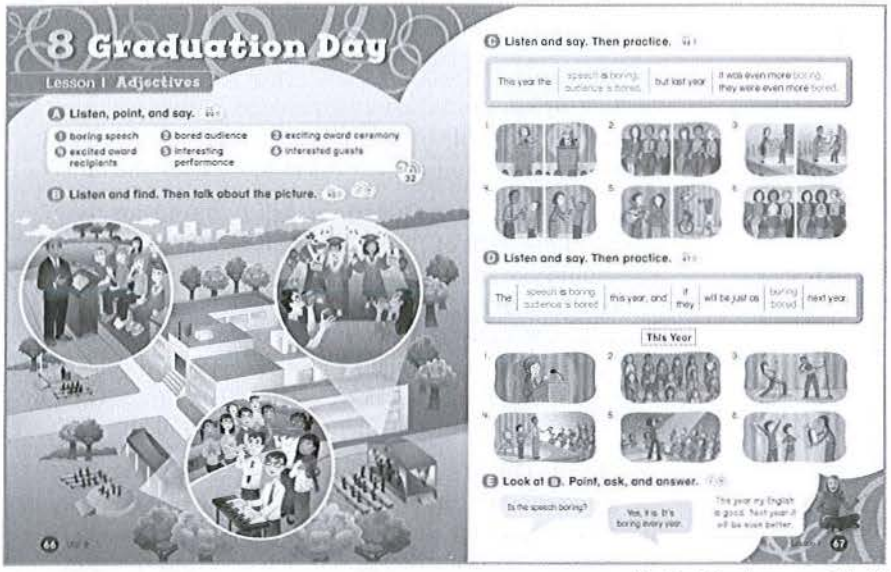
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 65: *I've walked over the Brooklyn Bridge in New York City!* Students create Everybody Up Expressions and practice them with classmates.
- **Binoculars** (Teacher's Book pages 22–25). Students look around and choose two objects in the classroom in order to compare them. For example: two different desks. They can use their rulers to measure the objects.
- **Ping Pong with Questions** Ask two students to go to the front of the class and sit face to face. They should ask and respond to questions as fast as they can. The first to stop loses the game. For example: S1: *Which is higher, the town's church or the Taipei building?* S2: *The Taipei building is higher!* S2: *Which is longer, the town's bridge or the Golden Gate?* S1: *The Golden Gate is longer!* The winner challenges another student.
- **Hands On!** (Teacher's Book pages 22–25). Ask student groups to write a report on the biggest or most important engineering project done in their country. Students do the research and find specific information Then each group presents their work to the class. The rest of the class writes down the details as they listen.

Extra Practice

- Workbook pages 64–65. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 31
- Unit 7, Lesson 4 Worksheet, Teacher's Book page 127. 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 page 156 for the answer key. Test Center
- iTools
- Log in for Online Practice

Unit 8 Graduation Day

Lesson 1 Adjectives



Objectives

- Talking about graduation day

Grammar

- Sentences with adjectives with *–ed* and *–ing*
- Comparing present tense with past tense and future tense.

  This year the audience is bored, but last year they were even more bored.

  The speech is boring this year, and it will be just as boring next year.

Vocabulary

Adjectives: boring speech, bored audience, exciting award ceremony, excited award recipients, interesting performance, interested guests

Materials

Class CD2 Tracks 44–47

Student Book pages 66–67

Student Book page 66

Warm up

1. Greet students. Ask students to write a fun thing they did yesterday after school and scramble the verb or verb phrase; for example: *kates* (skate). Students ask questions to guess the word.
2. **What's Missing?** (Teacher's Book pages 22–25). Review grammar from Units 6 (first conditional) and 7 (passive voice). Read a few sentences aloud, all of which have elements missing. Students supply the missing text. For example: *If we want to perform a play next month, every day* (we'll have to rehearse)
3. Read a list of previously learned words and ask students to write what they associate with each word. For example: *theater* (the name of a theater, Shakespeare, actors, stage, etc.).

A Listen, point, and say.

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

1. Introduce the new word phrases. Write each phrase on the board and help students to understand it.
2. Link the language. Ask questions: *Have you been to a boring movie recently? When you receive an award, who's more excited, you or your family?*
3. Play Class CD2 Track 44. Students listen, point, and say along with the CD.

CD2 44

1. boring speech
2. bored audience
3. exciting award ceremony
4. excited award recipients
5. interesting performance
6. interested guests

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

B Listen and find. Then talk about the picture.

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

1. Direct students' attention to the big picture. Have students find and point to each picture that illustrates the new vocabulary before listening to the CD.
2. Play Class CD2 Track 45. Students listen and find the items in the picture.

CD2 45

Speaker: We have come to the end of another school year.

Woman: Mr. Hill said the same thing at Megan's graduation four years ago!

Man: That's right. I think he says the same thing every year. What a boring speech!

Woman: What a bored audience!

Woman: Isn't it amazing what these students can do?

Man: Everyone is so talented. This performance is so interesting.

Woman: I think this is the best school performance I've ever seen.

Man: They're doing a great job. The guests are really interested.

Woman: Congratulations, Emma! This is such an exciting award ceremony.

Man: It sure is! Look how excited the award recipients are.

Mike: I can't believe I got this award for science.

Emma: I studied hard, but I still can't believe I got this award for math.

Mike: You worked hard for it, Emma.

Emma: You did too, Mike!

3. In pairs, students talk about what they see in the picture and practice the new vocabulary.

Student Book page 67

C Listen and say. Then practice.

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

1. Introduce the new pattern. Then direct students' attention to the first grammar box. Students read the highlighted words. Ask students *Which two tenses are used in the example sentences?* (present, past).
2. Play Class CD2 Track 46. Students listen and say along with the CD.

CD2 46

This year the speech is boring, but last year it was even more boring.

This year the audience is bored, but last year they were even more bored.

1. This year the speech is boring, but last year it was even more boring.
2. This year the audience is bored, but last year they were even more bored.
3. This year the award ceremony is exciting, but last year it was even more exciting.
4. This year the award recipients are excited, but last year they were even more excited.
5. This year the performance is interesting, but last year it was even more interesting.
6. This year the guests are interested, but last year they were even more interested.

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

D Listen and say. Then practice.

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

1. Introduce the new pattern. Then direct students' attention to the second grammar box on page 67. Explain that *just as* emphasizes the idea of two things being exactly the same.
2. Play Class CD2 Track 47. Students listen, and say along with the CD.

CD2 47

The speech is boring this year, and it will be just as boring next year.

The audience is bored this year, and they will be just as bored next year.

1. The speech is boring this year, and it will be just as boring next year.
2. The audience is bored this year, and they will be just as bored next year.
3. The performance is interesting this year, and it will be just as interesting next year.
4. The award ceremony is exciting this year, and it will be just as exciting next year.
5. The guests are interested this year, and they will be just as interested next year.
6. The award recipients are excited this year, and they will be just as excited next year.

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

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

Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles. *Is the speech boring? Yes, it is. It's boring every year.* They should use all of the new vocabulary.

Games and Activities

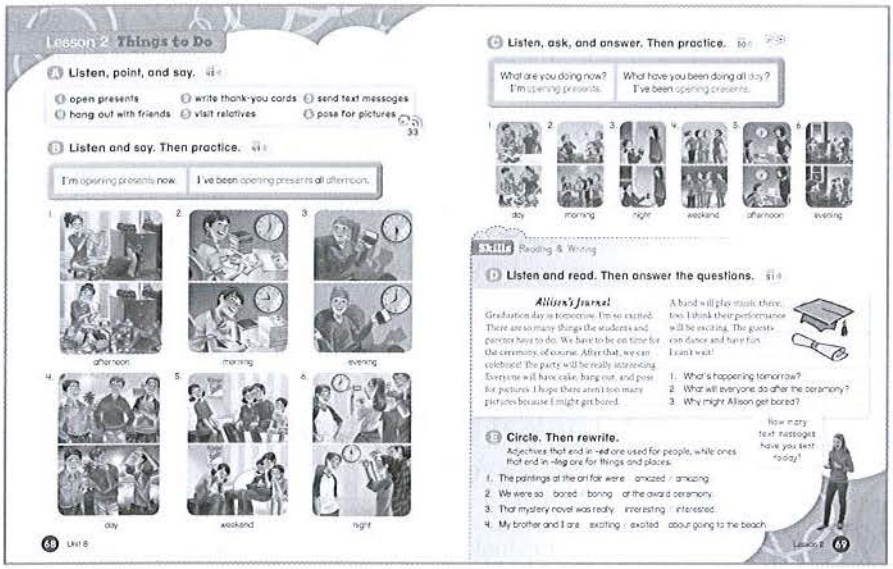
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 67: *This year, my English is good. Next year, it will be even better.* Students create Everybody Up Expressions and then practice them with classmates.
- **Fill in the Blanks** Students prepare strips of paper with sentences like the following: *The last movie I watched was* _____. *Next year summer camp will be* _____., and so on. Students exchange strips and fill in the blanks with an adjective.
- **Buzzers** (Teacher's Book pages 22–25). Divide the class in half. Ask questions to elicit each of the vocabulary terms. Students from each team compete to answer your questions. The student who answers first wins that round and gets a point for his or her team.
- **Find Someone Who** (Teacher's Book pages 22–25). Students find someone who is: *just as tall as me, just as intelligent as me, even more energetic than me, even more talkative/noisy than me.*

Extra Practice

- Workbook pages 66-67. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 32
- iTools
- Log in for Online Practice

Unit 8 Graduation Day

Lesson 2 Things to Do



Student Book pages 68–69

Objectives
- Talking about things to do at celebrations

Grammar
- Present progressive and present perfect progressive.
  I'm opening my presents now./I've been opening my presents all afternoon.
  What are you doing now?
  I'm opening presents.
  What have you been doing all day?
  I've been opening presents.

Vocabulary
Things to Do: open presents, write thank-you cards, send text messages, hang out with friends, visit relatives, pose for pictures

Materials
Class CD2 Tracks 48–51

Student Book page 68

Warm up

1. Greet the class. Share something interesting or boring you watched last night with the class. Student pairs ask each other: *Did you watch anything interesting on the Internet or on TV last night?* Students share their answers with the whole class.
2. **Memory Chain** (Teacher's Book pages 22–25). Review Unit 7 and 8 vocabulary. Students start the memory chain with (S1) saying *Operas are boring, but…S2: Operas are boring, but symphonies are exciting. Sculptures…S3 Operas are boring, but symphonies are exciting. Sculptures are interesting, and paintings are…*The chain ends when a student can't remember or continue the chain.

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 48. Students listen, point, and say along with the CD.

CD 2 48

1. open presents
2. write thank-you cards
3. send text messages
4. hang out with friends
5. visit relatives
6. pose for pictures

3. Students practice saying the words, using their books.

B Listen and say. Then practice.

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

1. Introduce the new pattern: *I'm opening presents now. I've been opening presents all afternoon.*
2. Direct students' attention to the first grammar box on page 68. Have students think about the similarities between the two example sentences (both use the progressive form).
3. Play Class CD2 Track 49. Students listen and say along with the CD.

CD 2 49

I'm opening presents now. I've been opening presents all afternoon.

1. I'm opening presents now. I've been opening presents all afternoon.
2. I'm writing thank-you cards now. I've been writing thank-you cards all morning.
3. I'm sending text messages now. I've been sending text messages all evening.
4. I'm hanging out with friends now. I've been hanging out with friends all day.
5. I'm visiting relatives now. I've been visiting relatives all weekend.
6. I'm posing for pictures now. I've been posing for pictures all night.

4. Students practice the pattern on their own.

Student Book page 69

C Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern: *What are you doing now? I'm opening presents. What have you been doing all day? I've been opening presents.*
2. Direct students' attention to the grammar box on page 69.
3. Play Class CD2 Track 50. Students listen, ask, and answer along with the CD.

CD 2 50

What are you doing now? I'm opening presents.
What have you been doing all day? I've been opening presents.

1. What are you doing now? I'm opening presents. What have you been doing all day? I've been opening presents.
2. What are you doing now? I'm posing for pictures. What have you been doing all morning? I've been posing for pictures.
3. What are you doing now? I'm sending text messages. What have you been doing all night? I've been sending text messages.
4. What are you doing now? I'm hanging out with friends. What have you been doing all weekend? I've been hanging out with friends.
5. What are you doing now? I'm writing thank-you cards. What have you been doing all afternoon? I've been writing thank-you cards.
6. What are you doing now? I'm visiting relatives. What have you been doing all evening? I've been visiting relatives.

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

Skills Reading & Writing

D Listen and read. Then answer the questions.

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

1. Have students read the title of the reading text: *Allison's Journal.* Explain that a journal is an account of what someone has done. Ask students if they keep a journal, and what they think Allison has written in her journal.
2. Play Class CD2 Track 51. Students listen and read along with the CD.
3. Read the comprehension questions again. Student pairs or individual students can write the answers on the board.
4. Play the CD again and have students check their answers. Then check answers together.

Answer Key

1. It's graduation day tomorrow.
2. They will go to the graduation party.
3. Posing for too many pictures might make her bored.

E Circle. Then rewrite.

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

1. Call students' attention to the rule: *Adjectives that end in* ***-ed*** *are used for people, while ones that end in* ***-ing*** *are for things and places.*
2. In pairs or individually, students circle the correct option.
3. Check answers together.

Answer Key

1. amazing	2. bored
3. interesting	4. excited

Games and Activities

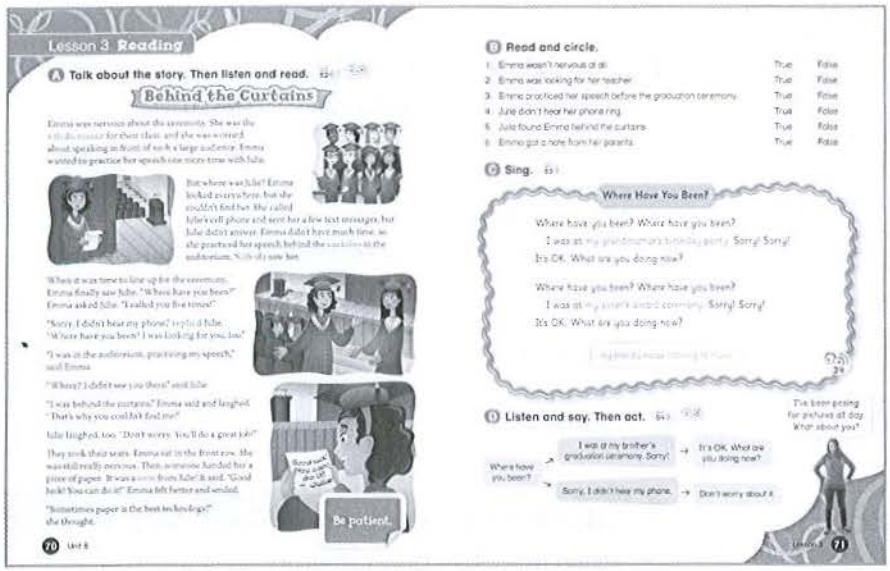
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 69: *How many text messages have you sent today?* Students create Everybody Up Expressions and then practice them with classmates.
- **Speed Dictation** (Teacher's Book pages 22–25). Dictate to the class: *My birthday is tomorrow. I'm so excited. Everyone will have cake and pose for pictures. I hope there aren't too many pictures because I might get bored Oh, well, I will have fun!* Then ask a couple of students to dictate their versions to the class as fast and as clearly as they can. If the class understood well, the reader can sit down, if not he or she should practice it for the following class.
- **Beanbag Toss** (Teacher's Book pages 22–25). Students write down two verbs and two time markers (all day, now, today, tomorrow, this morning, etc) from Lesson 2. For example: *visit relatives/tomorrow, celebrate/all day.* Brainstorm verbs and time markers before starting the activity and write them on the board. S1 tosses the beanbag and reads the words selected; for example: *visit relatives tomorrow.* S2 has to make a statement using the correct tense: *I'll visit my relatives tomorrow.* He or she tosses the beanbag to another student in the class.

Extra Practice

- Workbook pages 68–69. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 33
- iTools
- Log in for Online Practice

Unit 8 Graduation Day

Lesson 3 Reading



Student Book pages 70–71

Objectives
- Finding out where someone has been

Vocabulary
photographer, valedictorian, curtains, nobody, replied

Conversation
Where have you been?
I was at my brother's graduation ceremony. Sorry!
It's O.K. What are you doing now?

Where have you been?
Sorry. I didn't hear my phone.
Don't worry about it.

Value
Be patient.

Materials
Class CD2 Tracks 52–54

Student Book page 70

Warm up

1. Greet the class. Write the following scrambled words from Unit 8, Lesson 2 on the board: *sentpre* (present), *gessame* (message), *lojaur* (journal), *renycemo* (ceremony). Student pairs try to unscramble the words and make a question with one of them.
2. Review the Everybody Up Expression from Unit 8, Lesson 2: *How many text messages have you sent today?* Students practice their own expressions with their classmates. Write some verbs on the board to help students, for example: *classes- attend/ cookies- had/ phone calls –made/ songs- listened,* and so on.
3. Review Unit 8, Lessons 2 grammar. Write a sequence of events in the present progressive on a piece of paper. Explain to students that you have a script of a silent movie they'll have to act. Invite a student or two to mime it in front of the class. The class has to guess what's going on in the silent movie.

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. Ask students to say what they think will happen in the story. Have students explain what they think the title *Behind the Curtains* means.
2. Introduce the new words. Write each word on the board. Have students guess the meaning of the words from context and compare their answers with a partner. Check answers with the class.
3. Play Class CD2 Track 52. Students listen and read the story along with the CD.
4. 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.
5. Have students work in pairs. Students underline the most important parts in the text. Then they take turns retelling the story to each other and to the class.

Student Book page 71

B Read and circle.

1. Explain that students will circle true if the statement is correct and false if it is incorrect.
2. Read each sentence aloud with the class. Students can answer orally 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 answers together.

Answer Key

1. False	**2.** False
3. True	**4.** True
5. False	**6.** False

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD2 Track 53. Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4. Divide the class into two groups. Assign different parts of the song to each group to sing. Then switch roles.

CD2 53

Where Have You Been?

Where have you been? Where have you been?
I was at my grandmother's birthday party.
Sorry! Sorry!
It's OK. What are you doing now?

Where have you been? Where have you been?
I was at my sister's award ceremony. Sorry! Sorry!
It's OK. What are you doing now?

Where have you been? Where have you been?
I was at my friend's house listening to music.
Sorry! Sorry!
It's OK. What are you doing? (x2)
It's OK. What are you doing now?

5. Students sing the song again, adding gestures and facial expressions appropriate to the language.
6. Divide the class into two groups. Each group takes a part. Then switch roles.

D Listen and say. Then act.

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

1. Explain that students will read and act out the different conversations in the bubbles. *Where have you been? I was at my brother's graduation ceremony. Sorry!/ Sorry, I didn't hear my phone. It's OK. What are you doing now?/ Don't worry about it.*
2. Play Class CD2 Track 54. Students listen and say with the CD.

CD2 54

Where have you been?
I was at my brother's graduation ceremony. Sorry!
It's OK. What are you doing now?

Where have you been?
Sorry. I didn't hear my phone.
Don't worry about it.

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

Games and Activities

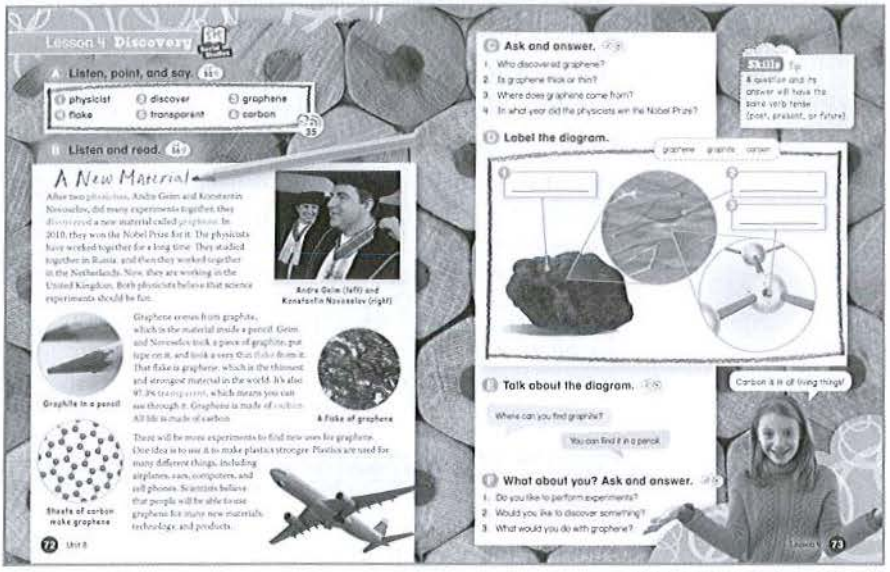
- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 71: *I've been posing for pictures all day. What about you?* Students create Everybody Up Expressions and then practice them with classmates.
- **Picture Sentences** Students in pairs write sentences that describe the four pictures in the story, without looking back at the story text.
- **Finish the Story** (Teacher's Book pages 22–25). Copy the story on page 70, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write the missing words.
- **Circles** (Teacher's Book pages 22–25). Students use the question *Where have you been?* Encourage them to come up with unusual or funny answers.

Extra Practice

- Workbook pages 70–71. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 34
- 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 Graduation Day

Lesson 4 Discovery



Student Book pages 72–73

Objectives
- Talking about an important discovery

Grammar
- Verb tense review
- Asking about graphite, grapheme, and carbon.

Where can you find graphite?
You can find it in a pencil.

Vocabulary
Discovery: physicist, discover, grapheme, flake, transparent, carbon

Materials
Class CD2 Tracks 55–56

Student Book page 72

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies. Students open the book on the page 72 and read the topic of the Lesson: *Discovery*. Ask them: *Do you find social studies interesting or boring? What's the topic you are dealing with in your classes? Now look at your book. What's the lesson about?* (It's about a discovery). *What do you think they discovered? Have you ever thought about the importance of materials? Why do you think materials are so important?*

Warm up

1. Greet the class. Get the class say a tongue twister with the vocabulary from Lessons 2 and 3. You can invent one with the class, or use the following: Three interesting guests sent three frightening text messages at three p.m. Or simply repeat: send text messages, send text messages, send text messages.
2. Elicit the Everybody Up Expression from Unit 8, Lesson 3: *I've been posing for pictures all day. What about you?* Write some verbs on the board to help students make the sentences. For example: *study, yawn, talk, drink water, eat junk food/sweets,* and so on. You can brainstorm ideas from students. Students practice the expression with their classmates.
3. Sing **Where Have You Been?** (Class CD2 Track 53).

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand them.
2. Play Class CD2 Track 55. Students listen, point to the words, and say along with the CD.

CD2 55

1. physicist 2. discover 3. graphene
4. flake 5. transparent 6. carbon

3. Check the answers together. Students practice using some of the new vocabulary in sentences; for example: *discover, transparent, physicist,* and *flake*.

B Listen and read.

1. Students look at the pictures and talk about what they see. Students read the title *A New Material* and try to explain the connection between the pictures, the vocabulary and the title.
2. Students find the new words in the text and underline the sentence where the words are.
3. Play Class CD2 Track 56. Students listen and read aloud with the CD.
4. Play the track again. Students listen and read along silently.
5. Students read the passage on their own.

6. Students read parts of the passage aloud, alone or in small groups.

Student Book page 73

C Ask and answer.

1. Explain that students will read the questions and find the answers with a partner.
2. Call students' attention to the Skills Tip. Read it aloud with the class: *A question and its answer will have the same verb tense (past, present, or future).*
3. Ask students to say the tense in which each of the questions is asked. Read each question aloud with the class. Student pairs can answer orally and then write their answers in a notebook. Encourage students to use complete sentences in their answers.
4. Check answers together.

Answer Key

1. Andre Geim and Konstantin Novoselov did.
2. It's very thin.
3. It comes from graphite.
4. They won the Nobel Prize in 2010.

D Label the diagram.

1. Direct students' attention to the diagram on page 73. Have students talk about what they see.
2. Explain that students will complete the diagram with the words from the reading in Activity B.
3. Check the answers on the board.

Answer Key

1. graphite **2.** graphene **3.** carbon

E Talk about the diagram.

Student pairs practice the language pattern in the speech bubbles: *Where can you find graphite? You can find it in a pencil.* Students should talk about each item in D.

F What about you? Ask and answer.

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

Answer Key

Possible Answers
1. Yes. I love science. I like to perform experiments.
2. I would like to discover something that will help the environment.
3. I would use graphene to build airplanes and cars.

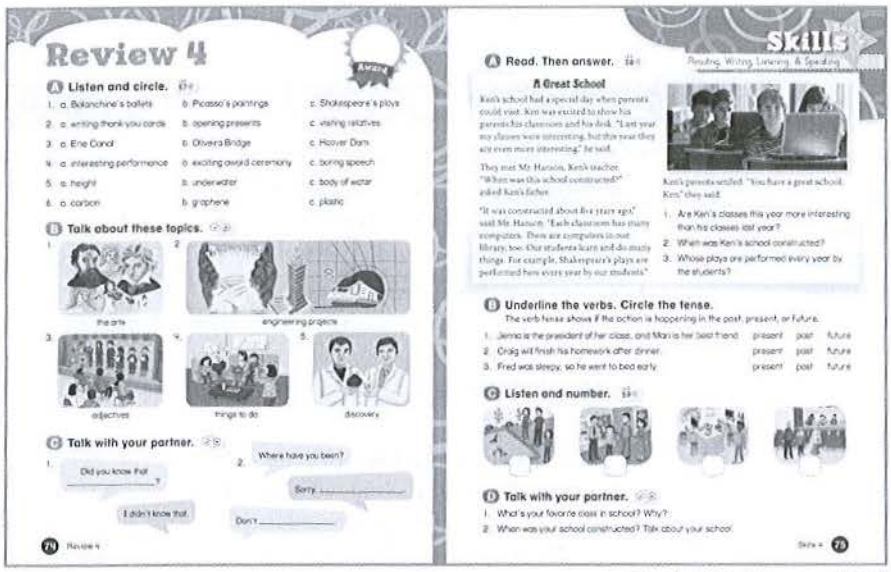
Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 73: *Carbon is in all living things!* Students create Everybody Up Expressions and then practice them with classmates.
- **Order the Text** (Teacher's Book pages 22–25). Write sentences from the reading text on strips of paper. Have students or student pairs choose a strip and order themselves from left to right in front of the class.
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Read the following. Students guess if the information is true or false: *Benjamin Franklin discovered electricity.* (It's true); *Thomas Edison invented the computers* (It's a lie. He invented the light bulb) *Steve Jobs and Steve Wozniac invented the personal computer* (It's true). Students can write down the name of two inventors they want to remember.
- **Hands On!** (Teacher's Book pages 22–25). Students can try a simple experiment in class. *Can water bend a pencil?* Only a pencil and a glass of water are necessary. Place a pencil in the glass of water near a lighted place. Students look at the pencil from the top and from the sides. Students discuss why this happens. (The pencil looks bent because light travels more slowly through water than through the air.)

Extra Practice

- Workbook pages 72–73. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 35
- 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 pages 150–151. See Teacher's Book pages 130–131 for instructions and page 156 for the answer key. Test Center
- iTools
- Log in for Online Practice

Review 4



Review Language
- Units 7 and 8 grammar and vocabulary

Reading
- *A Great School*

Skills
- Building reading, writing, listening, and speaking skills

Materials
Class CD2 Tracks 57–59

Student Book pages 74–75

Student Book page 74

Warm up

1. Review vocabulary and grammar from units 7 and 8. Play **Teacher's Mistake** (Teacher's Book pages 22–25) with sentences about the art and engineering projects.
2. Have the class vote for the most popular song from units 7 and 8 and sing it. **Did You Know That?** (Class CD2, Track 40) **Where Have You Been?** (Class CD2, Track 53).

A Listen and circle.

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

1. Explain that students will listen to a conversation and circle the correct option. Have students read the phrases.
2. Play Class CD2 Track 57. Students listen and circle what they hear. Then check answers.

Answer Key

1. b. Picasso's paintings.	**2.** a. writing thank-you cards
3. a. Erie Canal	**4.** b. exciting award ceremony
5. c. body of water	**6.** b. graphene

B Talk about these topics.

Students discuss the pictures using the following:

1. The Arts: *Verdi's operas are performed in opera houses. Michelangelo's sculptures (Picasso's paintings) are displayed in art galleries.*
2. Engineering Projects: *The Seikan tunnel was constructed in Japan. The Erie canal was completed in 1825. The Golden Gate Bridge was started in 1933, and it was finished in 1937.*
3. Adjectives: *The ceremony was boring/interesting/exciting/amazing.The audience was bored/interested/excited/amazed.*
4. Things to Do: *What are you doing now? I'm opening presents. What have you been doing all day? I've been opening presents.*
5. Discovery: *Who discovered graphene? Where does graphene come from? Is it thick or thin?*

C Talk with your partner.

1. Students read the words in the speech bubbles and decide what would work in the empty speech bubble.
2. Model each conversation with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice the conversations and then switch roles.

Up6

Skills Bonus

Student Book page 75

A Read. Then answer.

1. Students look at the picture, read the title and the questions, and then discuss what they think the reading will be about. Ask students what the characteristics of a great school are.
2. Play Class CD2 Track 58. Students listen and read with the CD.
3. Play the track again. Students listen and read again.
4. 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.

Answer Key

1. Yes, they are.
2. It was constructed five years ago.
3. Shakespeare's plays are performed every year by the students.

B Underline the verbs. Circle the tense.

1. Call students' attention to the grammar reminder/tip: Ask the class to think of a verb and change it to the simple present, simple past, and simple future with will for example, *call-called-will call.* Do the same with an irregular verb: *see-seeing-see(s)-saw-seen-will see.* Ask students for a few more verbs.
2. Read each statement aloud with the class. Students can choose the tense orally and then write their answers in a notebook. Then check answers together.

Answer Key

1. is present
2. will finish future
3. was / went past

C Listen and number.

1. Students look at the pictures and describe what they see.
2. Play Class CD2 Track 59. Students listen and number the pictures.
3. Play the track again. Students listen and check their answers. Then check answers together.

Answer Key

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

D Talk with your partner.

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

Answer Key

Possible Answers
1. My favorite class is science. I like to do experiments.
2. My school was constructed long ago. It was started in 1960 and it was finished in 1962.

Games and Activities

- **Review: Split Words** Review units 7 and 8 vocabulary. Create the chart below on the board. Have small groups of students compete to quickly put the words together in a list. The winner will read their list aloud.

paint	tun	water	dience
under	au	latives	ing
re	tains	cur	nel

Answer key: underwater, painting, audience, relatives, curtains, tunnel

- **Review: Beanbag Toss** (Teacher's Book pages 22–25). Play the game using grammar from Units 7 and 8 written on strips of paper.
- **Review: A New Story** (Teacher's Book pages 22–25). Half the class is organized into small groups and asked to re-read Lesson 3 Unit 7: *An Afternoon at the Opera.* The other half of the class is also organized into small groups and asked to re-read Lesson 3, Unit 8: *Behind the Curtains.* The groups draw an alternate last scene for the stories. When they finish, they explain their drawings to the class. Students compare the pictures and enjoy the different endings.

Extra Practice

- Workbook pages 74–75. See Teacher's Book pages 100–111 for instructions and answer key.
- Final Test, Teacher's Book page 152–155. See Teacher's Book pages 130–131 for instructions and page 156 for the answer key. Test Center
- iTools
- Log in for Online Practice

Workbook Answer Key

Welcome, pages 2–3.

A. Write.

Students look at the pictures and write the sentences.

Answers

1. I always take a shower, wash my hair, and check my calendar before I go to bed.
2. I learned how to dive in New Zealand. First, I felt nervous, but then I felt confident.
3. I already did research for my report, uploaded some photos and wrote some emails.
4. My new sandals were the most comfortable ones in the store, but they weren't the most expensive.

B. What about you? Write.

Students answer the questions, writing sentences about themselves.

C. Write.

Students complete the passage, using the words in the word box.

Answers

1. What language do people speak in Korea?
   They speak Korean.
2. What language do people speak in Brazil?
   They speak Portuguese.
3. What language do people speak in Spain?
   They speak Spanish.
4. What language do people speak in Egypt?
   They speak Arabic.

D. Unscramble.

Students unscramble the words and write the questions.

Answers

1. When is the report due?
2. Which units will be on the exam?
3. How do I get to the auditorium?
4. Will you be my partner for the project?

Unit 1, Getting Around, Lesson 1, Directions, pages 4–5.

A. Match.

Students draw lines, matching the words to the correct pictures.

Answers

1. the train tracks	[1st column, 3rd picture]
2. the river	[1st column, 2nd picture]
3. the bridge	[2nd column, 1st picture]
4. the stairs	[1st column, 1st picture]
5. the street	[2nd column, 2nd picture]
6. the fountain	[2nd column, 3rd picture]

B. Look at A. Write.

Students look at the pictures and write the sentences.

Answers

1. I've just gone under the train tracks.
2. I've just gone along the river.
3. I've just gone over the bridge.
4. I've just gone down the stairs.
5. I've just gone up the street.
6. I've just gone around the fountain.

C. Circle.

Students look at the pictures and circle the correct answers, completing the sentences.

Answers

1. Walk down the stairs and turn left.
2. Walk around the fountain and go straight.
3. Walk along the river and turn right.
4. Walk under the train tracks and turn left.
5. Walk up the street and turn right.

D. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

1. How do I get to the hotel?
   First, walk along the river and turn right. Then, walk over the bridge and turn left.
2. How do I get to the supermarket?
   First, walk up the street and turn left. Then, walk under the train tracks and turn right.

Lesson 2, Transportation, pages 6–7.

A. Match.

Students draw lines, matching the words to the correct pictures.

Answers

1. drive a car	[1st column, 1st picture]
2. take the subway	[2nd column, 1st picture]
3. take the train	[1st column, 2nd picture]
4. catch a taxi	[2nd column, 2nd picture]
5. ride the ferry	[1st column, 3rd picture]
6. ride the bus	[2nd column, 3rd picture]

B. Unscramble.

Students look at the pictures, unscramble the words, and complete or write the questions and answers.

Answers

1. What did they do this morning?
   They rode the bus to the library.
2. What did they do this evening?
   They caught a taxi to the aquarium.
3. What did they do this afternoon?
   They took the subway to the department store.

C. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

1. How did you get to the amusement park?
   We drove a car.
2. How did you get to the zoo?
   We rode the ferry.
3. How did you get to the museum?
   We took the train.

D. Read and write.

Students read the passage and answer the questions.

Answers

1. Mandy and Jack caught a taxi to the zoo.
2. Ellen first walks up the street and turns right. Then, she walks over the bridge and turns left.
3. The bus ride takes one hour.

Lesson 3, Reading, pages 8–9.

A. Write.

Students complete the passage, using the words in the word box.

Answers

1. ferry 2. straight 3. entrance 4. looking for
5. direction 6. leans 7. disappointed 8. laugh

B. Match.

Students draw lines, matching the words to the correct lines.

Answers

1. to see the dolphins. [3rd line]
2. against a large window. [5th line]
3. sweeping the floor near the entrance. [1st line]
4. swimming in the water behind the window. [6th line]
5. the ferry to the aquarium. [4th line]
6. the building, but they can't find the dolphins. [2nd line]

C. Circle.

Students read the sentences and circle the correct answers.

Answers

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

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. We're looking for the amusement park.
   The amusement park? It's in that direction.
   OK. Thanks.
2. We're looking for the soccer game.
   The soccer game? Sorry, I don't know where it is.
   Thanks, anyway.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Sightseeing, pages 10–11.

A. Write.

Students complete the passage, using the words in the word box.

Answers

1. capital 2. busy 3. giant panda 4. similar

B. Read and write.

Students read the passage and answer the questions.

Answers

1. You can walk up the stairs to the top of the Arc de Triomphe.
2. The Mona Lisa is in the Louvre Museum.
3. The Eiffel Tower is 324 meters tall.

C. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

1. You can start your walk in Paris at the Arc de Triomphe.
2. You can observe the Eiffel Tower from many places in Paris.
3. To get to the Eiffel Tower from the Louvre Museum, walk along the Seine River. Then, walk over the Pont d'Iéna (the Jena Bridge).

D. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

1. I'll take the subway to the Charles de Gaulle–Étoile station.
2. I'll walk down the Avenue des Champs-Elysées from the Arc de Triomphe.
3. I'll walk along the Seine River from the Louvre Museum. Then, I'll walk over the Pont d'Iéna (the Jena Bridge).

E. Think and write.

Students answer the questions, writing sentences about themselves.

Unit 2, Family Life Lesson 1, Responsibilities, pages 12–13.

A. Unscramble and match.

Students unscramble the letters, write the words, and then draw lines, matching the words to the correct pictures.

Answers

1. repair the house [1st picture, 2nd column]
2. go to bed early [2nd picture, 1st column]
3. pay bills [3rd picture, 1st column]
4. type a report [1st picture, 1st column]
5. scrub the sink [3rd picture, 2nd column]
6. read textbooks [2nd picture, 2nd column]

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

1. He'll repair the house today.
2. He'll go to bed early today.
3. She'll pay the bills today.
4. She'll type a report today.
5. He'll scrub the sink today.
6. She'll read textbooks today.

C. Write.

Students complete the passage, using the words in the word box.

Answers

1. I have to go to bed early, but my parents have to repair the house.
2. I have to type a report, and my parents do, too.
3. I have to read textbooks, but my parents have to pay bills.
4. I have to scrub the sink, and my parents do, too.

D. Write.

Students look at the pictures and answer the questions.

Answers

1. I don't have to go to bed early, but my daughter does.
2. I don't have to scrub the sink, but my parents do.
3. I don't need to read textbooks, but my son does.

Lesson 2, Privileges, pages 14-15.

A. Circle.

Students look at the pictures and circle the correct answers.

Answers

1. sing karaoke 2. invite a friend over
3. stay up late 4. watch a scary movie
5. call friends 6. have a party

B. Write.

Students look at the chart and write sentences.

Answers

1. I can invite a friend over on weekends, but I can't invite a friend over on weekdays.
2. I can sing karaoke on weekends, but I can't sing karaoke on weekdays.
3. I can watch a scary movie on weekends, but I can't watch a scary movie on weekdays.

C. Write.

Students look at the pictures and write the sentences.

Answers

1. My mom could call friends when she was my age, but my dad couldn't.
2. My dad could have a party when he was my age, but my mom couldn't.

D. Underline the modal verbs. Then rewrite.

Students underline the modal verbs, and rewrite the sentences.

Answers

1. Some children can stay up late on weekends.
   Some children can stay up late on weekends.
2. Students should pack their schoolbags before they go to bed.
   Students should pack their schoolbags before they go to bed.
3. You must turn off your cell phone now, but you may turn it on after the test.
   You must turn off your cell phone now, but you may turn it on after the test.

E. Circle the modal verbs.

Students read the passage, and circle the modal verbs.

Answers

Schools have rules that students must remember. Students can't run inside the school. They have to walk quietly. Students should listen carefully to their teacher, and they must raise their hands when they want to speak. They can't use their cell phones in school, but they may use them after school. Students should always do their homework.

F. Look at E. Write about your school.

Students reread the passage in exercise E, and write sentences about their school.

Lesson 3, Reading, pages 16-17.

A. Write.

Students complete the sentences, using the words in the word box.

Answers

1. special day	2. plan	3. babysitter	4. tonight
5. should	6. grins	7. anniversary	

B. Circle.

Students reread the passage in exercise A, if necessary, and circle the correct answers.

Answers

1. Jane's parents plan to go to a restaurant for their anniversary.
2. The babysitter can't take care of Jenny tonight.
3. Jane wants to go to a movie with Maria.
4. Jane wants her parents to enjoy their anniversary.

C. Write.

Students answer the questions.

Answers

1. Jane's parents plan to go to their favorite restaurant for dinner for their anniversary.
2. Jane wants to go to a movie with Maria.
3. Jane will babysit Jenny.

D. Write.

Students look at the pictures and complete or write the questions and answers, using the words from the word box.

Answers

1. Do I have to scrub the sink?
   You don't have to, but you should.
   OK, I will.
2. Do I have to go to bed early?
   Yes, I'm afraid you do.
   All right, Dad.

E. What about you? Write.

Students answer the questions, writing about themselves.

Lesson 4, Basic Math, pages 18-19.

A. Write.

Students consult the chart, writing the correct answers.

Answers

1. subtraction	2. division	3. something
4. multiplication	5. order	6. addition

B. Read and write.

Students read the passage and answer the questions.

Answers

1. To check an addition problem, you use subtraction.
2. To check a multiplication problem, you use division.
3. To check a division problem, you use multiplication.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

1. False	2. True	3. False

D. Answer the word problems. Then check your answers.

Students solve the word problems and check their answers.

Answers

1. 15 students are girls.
2. Jenna has 48 slices of pizza.
3. There are 5 weeks until Fred's birthday.

E. Look at D. Write.

Students look at exercise D and write sentences.

Answers

1. For the first problem, you should use subtraction.
2. For the second problem, you should use multiplication.
3. For the third problem, you should use division.

F. Think and write.

Students read the passage and answer the questions.

Answers

It will take Tom 27 minutes to get to the department store. The kind of math I used was addition. I checked my answer by using subtraction.

Review 1, page 20.

A. Write.

Students look at the pictures and complete the sentences.

Answers

1. How do I get to the Post Office?
   First, walk up the street and turn left.
   Then, walk under the train tracks and turn right.

2. What did you do this morning?
We rode the bus to the zoo.
How did you get to the library?
We caught a taxi.
3. I don't have to pay the bills, but my parents do.
I have to type a report, and my parents do, too.
4. I can stay up late on weekends, but I can't stay up late on weekdays.
I can call friends on weekends, but I can't call friends on weekdays.
5. My dad could have a party when he was my age, but my mom couldn't.
My mom could sing karaoke when she was my age, but my dad couldn't.

Skills 1, page 21.

A. Read and write.

Students read the passage and answer the questions.

Answers
1. Julia takes the subway to her friend's house.
2. Julia can invite friends over and have a party on weekends.
3. On Saturday, Julia will take the train to an amusement park with her friends.

B. Circle the helping verb and underline the main verb.

Students read the sentences, circling the helping verbs and underlining the main verbs.

Answers
1. Helping verbs: couldn't, can — Main verbs: take, take
2. Helping verb: couldn't, can — Main verb: call, call
3. Helping verb: can, can't — Main verb: watch, watch

C. Write. Then circle the helping verbs and underline the main verbs.

Students answer the question, writing about themselves. Then they circle the helping verbs and underline the main verbs.

Unit 3, Student Life, Lesson 1, Experiences, pages 22-23.

A. Write.

Students look at the pictures and choose the correct answer from the word box.

Answers
1. know your best friend
2. belong to the judo club
3. have a smartphone
4. be class president
5. own a laptop
6. like mystery novels

B. Look at (A). Write.

Students look at exercise A and complete the sentences.

Answers
1. I know my best friend.
2. I belong to the judo club.
3. I have a smartphone.
4. I'm class president.
5. I own a laptop.
6. I like mystery novels.

C. Connect.

Students look at the pictures and draw lines, connecting the words to form sentences.

Answers
1. He's liked mystery novels since July.
2. She's belonged to the judo club for two years.
3. He's known his best friend for seven weeks.
4. She's been class president since January.

D. Write

Students complete or write the questions and answers.

Answers
1. How long have you known your best friend?
I've known my best friend for five years.
2. How long have you owned a laptop?
I've owned a laptop since 2009.
3. How long have you had a smartphone?
I've had a smartphone for four months.

Lesson 2, Experiences, pages 24-25.

A. Write.

Students look at the pictures and write the answers, using the words in the word box.

Answers
1. study ballet
2. play the saxophone
3. volunteer at a soup kitchen
4. live in Paris
5. collect comic books
6. build websites

B. Circle.

Students circle the correct answers, completing the sentences.

Answers
1. We've been playing the saxophone for a long time.
2. They've been living in Paris since they were six.
3. We've been collecting comic books since we were eight.

C. Write.

Students look at the pictures and complete or write the questions and answers.

Answers
1. How long have you been volunteering at a soup kitchen?
For three years.
2. How long have you been building websites?
Since I was ten.
3. How long have you been studying ballet?
For six years.

D. Read and write.

Students read the passage and answer the questions.

Answers
1. Dan has known Ed since he was four.
2. Dan and Ed have belonged to the same judo club since they were five.
3. Ed has been collecting comic books since he was seven.

Lesson 3, Reading, pages 26-27.

A. Write.

Students complete the sentences, using the words in the word box.

Answers
1. annual
2. walk-a-thon
3. starting line
4. catch up
5. finish line
6. cheerfully
7. tired
8. sure

B. Write and number.

Students number the pictures in the correct order and complete the sentences.

Answers
1. [3rd picture] Roger is at the starting line with Sue and Brad.
2. [1st picture] "Should we let Roger catch up to us?" Sue asks.
3. [2nd picture] Roger crosses the finish line, and everyone claps cheerfully.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

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

D. Write.

Students look at the pictures and complete the sentences, using the words in the word box.

Answers

1. I've been building websites all morning.
   You must be tired.
   I sure am!
2. I've been playing the saxophone all morning.
   You should take a break.
   I think you're right.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Paper Art, pages 28-29.

A. Circle.

Students circle the correct answers, completing the sentences.

Answers

1. samurai helmet 2. tools 3. edge 4. introduce

B. Read and write.

Students read the passage and answer the questions.

Answers

1. You need a square piece of paper (and scissors).
2. People often make paper snowflakes to celebrate different winter holidays.

C. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

1. People started making paper snowflakes over a century ago.
2. No, two real snowflakes can't be the same.
3. The most popular paper snowflake has six sides.

D. Make a snowflake. Follow the steps.

Students follow the steps to create their own snowflakes.

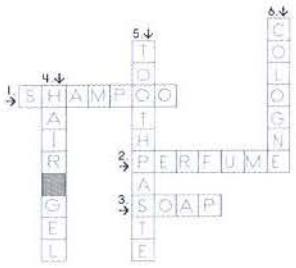
E. Think and write.

Students read and answer the question.

Unit 4, Wants and Needs, Lesson 1, Healthy Habits, pages 30-31.

A. Do the puzzle.

Students look at the pictures and write the words in the crossword puzzle.



B. Write.

Students look at the pictures and complete or write the sentences.

Answers

1. He's been using this king of soap for a long time.
2. She's been using this kind of toothpaste since she was five.
3. He's been using this kind of hair gel for six months.

C. Unscramble.

Students unscramble the words and write the sentences.

Answers

1. I went to the store because I wanted a bottle of cologne.
2. I went to the store because I needed a bottle of shampoo.
3. I went to the store because I wanted a tube of hair gel.

D. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

1. Why is he going to the store?
   Because he wants a bottle of cologne.
2. Why is she going to the store?
   Because she wants a bar of soap.
3. Why is he going to the store?
   Because he wants a tube of toothpaste.
4. Why is she going to the store?
   Because she wants a bottle of perfume.

Lesson 2, Healthy Habits, pages 32-33.

A. Write.

Students look at the pictures and choose the correct answer from the word box.

Answers

1. deodorant 2. mouthwash 3. dental floss
4. lotion 5. sunscreen 6. conditioner

B. Circle.

Students circle the correct answers, completing the sentences.

Answers

1. You should use deodorant before you go to school.
2. You should use mouthwash after you brush your teeth.
3. You should use dental floss after you brush your teeth.
4. You should use lotion after you shower.
5. You should use sunscreen before you play tennis.
6. You should use conditioner after you wash your hair.

C. Write.

Students look at the picture and complete or write the sentences.

Answers

1. He ran out of sunscreen while he was at camp, so he bought some more.
2. She ran out of soap while she was at camp, so she bought some more.
3. He ran out of deodorant while he was at camp, so he bought some more.

D. Underline the coordinating conjunctions.

Students read the sentences and underline the coordinating conjunctions.

Answers

1. I use shampoo every day, but I don't use hair gel every day.
2. I ran out of lotion while I was at camp, and my friend did, too.
3. Should you floss your teeth before or after you brush them?

4. I put on deodorant and sunscreen before I play tennis.

E. Underline the coordinating conjunctions. Then rewrite.

Students underline the coordinating conjunctions and then rewrite the passage.

Answer

Many people like to go outside and exercise on sunny days, but it's important to keep your skin healthy. Before you play tennis or jog, put on sunscreen. After you come home and take a shower, put on lotion to keep your skin soft.

Lesson 3, Reading, pages 34-35.

A. Write.

Students complete the sentences, using the words in the word box.

Answer

1. talent show	2. costumes	3. makeup
4. signed up	5. lines	6. stand
7. delighted	8. wait	9. without

B. Match.

Students draw lines, matching the pictures to the sentences.

Answers

1. [1st picture]	Some of the students are wearing colorful costumes and makeup on their faces.
2. [2nd picture]	"I know," says Danielle's friend Cindy. "I'll stand in the back. I can tell you your lines."
3. [3rd picture]	When the show starts, Danielle remembers all of her lines!

C. Write.

Students reread the passage in exercise A, if necessary, and answer the questions.

Answers

1. Some of the students are wearing colorful costumes and makeup on their faces.
2. Danielle is nervous because she can't remember her lines.
3. No, Cindy doesn't tell Danielle her lines because Danielle remembers all of her lines.

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. Should I wait until you're ready?
   No, just go without me.
   OK. See you there.
2. Should I wait until you're ready?
   Yes, if you don't mind.
   No, not at all.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Water, pages 36-37.

A. Write.

Students complete the sentences, using the words in the word box.

Answers

1. cycle	2. precipitation	3. collection
4. evaporation	5. condensation	6. water vapor

B. Read and write.

Students read the passage and answer the questions.

Answers

1. Water vapor turns into ice.
2. Ice turns into snow.
3. Rain turns into ice.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

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

D. Fill in the chart. Then write.

Students fill in the chart with the missing words and then answer the questions.

	How snow is made	How ice is made
Step 1	water vapor	water vapor
Step 2	ice	rain
Step 3	snow	ice

1. Ice turns into snowflakes and falls to the earth as snow.
2. Rain turns into ice.
3. Ice turns into snowflakes.

E. Think and write.

Students read and answer the question.

Review 2, page 38.

A. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

1. How long have you belonged to the judo club?
   I've belonged to the judo club since June.
   He's belonged to the judo club for two years.
2. How long have you been studying ballet?
   For a long time.
   They've been studying ballet since they were eight.
3. I went to the store because I wanted a bottle of perfume.
   Why are you going to the store?
   Because I ran out of toothpaste.
4. I ran out of sunscreen while I was at camp, so I bought some more.
   That's good. We use sunscreen before we play tennis.

Skills, page 39.

A. Read and write.

Students read the passage and answer the questions.

Answers

1. Jerry has been playing the saxophone for four years.
2. Jerry often reads mystery novels at an outdoor cafe.
3. Jerry is going to the store because he needs more sunscreen.

B. Circle the words after *for*. Underline the words after *since*. Then rewrite using the other word.

Students read the sentences, circling the words after *for* and underlining the words after *since*, then rewrite the sentences.

Answers

1. Kim is twelve. She has been living in Paris since she was eight.
   Kim has been living in Paris for four years.

2. Josh has been collecting comic books for a long time. He started when he was six.
   Josh has been collecting comic books since he was six.
3. I've had a smartphone since June, and now it's September.
   I've had a smartphone for three months.

C. Answer the question in two different ways. Circle the words after *for*. Underline the words after *since*.

Students answer the question and then circle the words after *for* and underline the words after *since*.

Unit 5, Around Town Lesson 1, Places to Go, pages 40-41.

A. Circle.

Students look at the pictures, circle the correct answers and complete the sentences.

Answers

1. pet shop	2. deli	3. jewelry store
4. convenience store	5. pizzeria	6. bakery

B. Look at A. Write.

Students look at exercise A and complete the sentences, using the words in the word box.

Answers

1. She went to the pet shop because she needed dog food.
2. He went to the deli because he wanted a sandwich.
3. She went to the jewelry store because she wanted a bracelet.
4. He went to the convenience store because he needed masking tape.
5. She went to the pizzeria because she wanted a pizza.
6. He went to the bakery because he wanted bread.

C. Circle and write.

Students circle the correct answers, completing the sentences.

Answers

1. The girl who is going to the jewelry store is my younger sister.
2. The boy who is going to the deli is my younger brother.
3. The girl who is going to the convenience store is my older sister.

D. Unscramble.

Students unscramble the words and write the questions and answers.

Answers

1. Which one is your younger sister?
   She's the one who is going to the pet shop.
2. Which one is your older brother?
   He's the one who is going to the bakery.

Lesson 2, Places to Go, pages 42-43.

A. Unscramble and number.

Students unscramble the words and write the questions and answers.

Answers

1. science museum	[5th picture]
2. arcade	[4th picture]
3. art gallery	[1st picture]
4. sports stadium	[6th picture]
5. mall	[2nd picture]
6. skate park	[3rd picture]

B. Write and match.

Students complete the sentences and draw lines, matching the pictures to the sentences.

Answers

1. [1st picture]	What did he say? He said that he was going to the arcade.
2. [2nd picture]	What did she say? She said that she was going to the skate park.
3. [3rd picture]	What did she say? She said that she was going to the science museum.

C. Circle.

Students look at the picture, read the question, and circle the correct answer.

Answers

1. Yes, he did. 2. No, she didn't. 3. No, she didn't.

D. Read and write.

Students read the passage and answer the questions.

Answers

1. At the mall. 2. No, she didn't. 3. At the art gallery.

Lesson 3, Reading, pages 44-45.

A. Write.

Students complete the sentences, using the words in the word box.

Answers

1. early	2. envelope	3. falls	4. pocket
5. sidewalk	6. missing	7. baseball card	8. stamp

B. Unscramble.

Students unscramble the words and write the sentences.

Answers

1. It came here without a stamp.
2. Marco and Peter collect baseball cards.
3. A kind postal worker sees Peter's card on the sidewalk.
4. Marco is very surprised.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

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

D. Write.

Students complete the sentences, using the words in the word box.

Answers

1. I really like the shirt you gave me for my birthday.
   Good, I'm glad you like it.
2. I really like the guitar you gave me for my birthday.
   I'm happy to hear that.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, The Human Body, pages 46-47.

A. Find and circle.

Students find and circle the words in the word search.

B. Read and write.

Students read the passage and answer the questions.

Answers

1. The word ligament comes first in the dictionary.
2. The word bone is near the front of the dictionary.
3. The word tendon is before the word tennis in the dictionary.

C. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

1. Your hand has more bones.
2. You should wear gloves to protect your hands and sports shoes to protect your feet.
3. Two hands have 54 bones and two feet have 52 bones.

D. Fill in the chart. Then write.

Students fill in the chart and then answer the questions.

	Sports and activities you can do because of your . . .		
Hand bones	play the piano	hold a pencil	use chopsticks
Foot bones	stand	run	kick

1. I can play the piano, hold a pencil, and use chopsticks.
2. I can stand, run, and kick.

E. Think and write.

Students read and answer the question.

Unit 6, Our Planet Lesson 1, Conservation, pages 48-49.

A. Match.

Students draw lines, matching the pictures to the correct words.

Answers

1. recycle	bottles and cans	[2nd picture, 2nd row]
2. reuse	paper	[3rd picture, 2nd row]
3. plant	a garden	[1st picture, 2nd row]
4. turn off	the lights	[3rd picture, 1st row]
5. shut off	the water	[1st picture, 1st row]
6. start	a compost pile	[2nd picture, 1st row]

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

1. She said that she was going to recycle bottles and cans.
2. She said that she was going to reuse paper.
3. He said that he was going to plant a garden.
4. He said that he was going to turn off the lights.
5. He said that he was going to shut off the water.
6. She said that she was going to start a compost pile.

C. Write and match.

Students complete the sentences and draw lines, matching the pictures to the sentences.

Answers

1. If you want to help the environment, turn off the lights. [3rd picture]
2. If you want to help the environment, shut off the water. [1st picture]
3. If you want to help the environment, reuse paper. [2nd picture]

D. Write.

Students look at the picture and complete or write the questions and answers.

Answers

1. If you want to help the environment, what can you do? I can start a compost pile.
2. If you want to help the environment, what can you do? I can plant a garden.
3. If you want to help the environment, what can you do? I can recycle bottles and cans.

Lesson 2, Conservation, pages 50-51

A. Write and match.

Students unscramble the words and draw lines, matching the pictures to the sentences.

Answers

1. dry your clothes outside	[2nd picture, 1st row]
2. take reusable shopping bags	[1st picture, 1st row]
3. grow your own vegetables	[3rd picture, 2nd row]
4. take public transportation	[1st picture, 2nd row]
5. keep the air conditioner on low	[3rd picture, 1st row]
6. use energy-saving light bulbs	[2nd picture, 2nd row]

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

1. If we dry our clothes outside, we'll conserve energy.
2. If we take reusable shopping bags, we'll conserve energy.
3. If we grow our own vegetables, we'll conserve energy.
4. If we take public transportation, we'll conserve energy.
5. If we keep the air conditioner on low, we'll conserve energy.
6. If we use energy-saving light bulbs, we'll conserve energy.

C. Circle.

Students circle the correct answers, completing the sentences.

Answers

1. He'll conserve energy if he takes reusable shopping bags.
2. She'll conserve energy if she dries her clothes outside.
3. He'll conserve energy if he keeps the air conditioner on low.

D. Add commas.

Students read the sentences and add commas.

Answers

1. If you see Maria at school, tell her to call me.
2. I have six apples. If I give you two apples, how many apples will I have?
3. If you want to dry your clothes outside, wash them on a sunny day.
4. If I plant a garden this spring, will you help me?

E. Add commas. Then rewrite.

Students read the passage and add commas, and then rewrite the passage.

Answers

If you want to help the environment, there are many things you can do. If you see a can on the street, pick it up and recycle it. If you eat an apple, put it on your compost pile when you're finished.

Lesson 3, Reading, pages 52-53.

A. Write.

Students complete the sentences, using the words in the word box.

Answers

1. bicycle	2. tire	3. flat	4. would
5. school	6. money	7. fix	8. reduce
9. spend	10. spend time		

B. Write and number.

Students number the pictures in the correct order and complete the sentences.

Answers

1. [1st picture] "I have a better idea," says Kim's father. "I'll fix your tire."
2. [2nd picture] One day after school, Kim sees that the front tire is flat.
3. [3rd picture] "Dad, if I had a new bicycle, I would use it all the time," Kim says.

C. Write.

Students reread the passage in exercise A, if necessary, and answer the questions.

Answers

1. Kim sees the flat tire one day after school.
2. Kim would ride it every day to school.
3. Kim and her father ride their bikes together.

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. If I had a new calculator, I would use it all the time.
   You would?
   Yes, of course.
2. If I had a new tent, I would use it all the time.
   Are you sure?
   Definitely.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Recycling, pages 54-55.

A. Unscramble.

Students unscramble the words and write the sentences.

Answers

1. power plant	2. pollution	3. factory
4. plastic	5. harmful	6. chemical

B. Read and write.

Students read the passage and answer the questions.

Answers

1. A magazine is made of paper.
2. We can recycle plastic bottles and plastic bags.
3. We can make new glass items and new roads.

C. Circle.

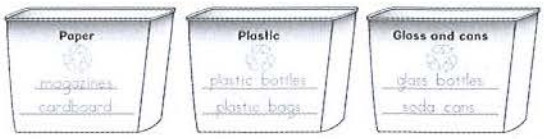
Students read the sentences and circle the correct answers.

Answers

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

D. Recycle the items. Then write.

Students fill in the chart with the missing words and then answer the questions.



1. Whenever we recycle plastic bags, we reduce pollution.
2. Whenever we recycle cardboard, we save trees.
3. Whenever we recycle soda cans, we make new soda cans.

E. Think and write.

Students read and answer the question.

Review 3, page 56.

A. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

1. Which one is your younger brother?
   He's the one who is going to the pizzeria.
   The girl who is going to the jewelry store is my older sister.
2. What did she say?
   She said that she was going to the art gallery.
   Did she say that she was going to the science museum?
   No, she didn't.
3. If you want to help the environment, what can you do?
   I can plant a garden.
   That's right. If you want to help the environment, plant a garden.
4. If we take reusable shopping bags, we'll conserve energy.
   That's true. We'll conserve energy if we take public transportation, too.

Skills, page 57.

A. Read and write.

Students read the passage and answer the questions.

Answers

1. Linda said that she was walking to the mall.
2. Albert and Linda have started a walking club.
3. Linda is the one who is eating the biggest piece.

B. Underline the word *who*. Draw an arrow from *who* to the name or names. Then rewrite.

Students read the sentences, underlining the word *who* and drawing an arrow from *who* to the name. Then they rewrite the sentences.

Answers

1. Albert is the one who is holding the red umbrella. [arrow pointing from who to Albert]
2. Albert and Linda are the ones who started the walking club. [arrows pointing from who to Albert and Linda]
3. Linda is the one who has taken many pictures. [arrow pointing from who to Linda]

C. Write two sentences using the word *who*. Underline the word *who*. Then draw an arrow from *who* to the name.

Students write two sentences using *who*, underlining *who* and drawing an arrow from *who* to the name.

Unit 7, Achievements, Lesson 1, The Arts, pages 58-59.

A. Circle.

Students look at the pictures, circle the correct answers and complete the sentences.

Answers

1. Picasso's paintings
2. Balanchine's ballets
3. Beethoven's symphonies
4. Michelangelo's sculptures
5. Verdi's operas
6. Shakespeare's plays

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

1. If you like paintings, you should see Picasso's paintings.
2. If you like ballets, you should see Balanchine's ballets.
3. If you like symphonies, you should hear Beethoven's symphonies.
4. If you like sculptures, you should see Michelangelo's sculptures.
5. If you like operas, you should see Verdi's operas.
6. If you like plays, you should see Shakespeare's plays.

C. Connect.

Students look at the pictures and draw lines, connecting the words to form sentences.

Answers

1. Beethoven's symphonies are performed here.
2. Picasso's paintings are displayed here.
3. Balanchine's ballets are performed here.

D. Unscramble and match.

Students unscramble and complete the questions and answers, drawing lines to match the pictures to the sentences.

Answers

1. Whose plays are performed here? [2nd picture]
   Shakespeare's plays are performed here.
2. Whose sculptures are displayed here? [3rd picture]
   Michelangelo's sculptures are displayed here.
3. Whose operas are performed here? [1st picture]
   Verdi's operas are performed here.

Lesson 2, Engineering Projects, pages 60-61.

A. Match.

Students draw lines, matching the pictures to the correct words.

Answers

1. Seikan	Tunnel	[3rd picture, 1st row]
2. Taipei 101	Building	[1st picture, 1st row]
3. Erie	Canal	[2nd picture, 2nd row]
4. Oliveira	Bridge	[1st picture, 2nd row]
5. Hoover	Dam	[2nd picture, 1st row]
6. Trans-Siberian	Railway	[3rd picture, 2nd row]

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

1. The Seikan Tunnel was completed in 1988.
2. The Taipei 101 Building was completed in 2004.
3. The Erie Canal was completed in 1825.
4. The Oliveira Bridge was completed in 2008.
5. The Hoover Dam was completed in 1936.
6. The Trans-Siberian Railway was completed in 1916.

C. Write.

Students look at the pictures and complete the sentences, using the words in the word box.

Answers

1. When was the Hoover Dam constructed?
   It was started in 1931, and it was finished in 1936.
2. When was the Oliveira Bridge constructed?
   It was started in 2003, and it was finished in 2008.

D. Read and write.

Students read the passage and answer the questions.

Answers

1. Tokyo Tower was started in June 1957.
2. Tokyo Tower was finished in December 1958.
3. It took only eighteen months to construct.

Lesson 3, Reading, pages 62-63.

A. Write.

Students complete the sentences, using the words in the word box.

Answers

1. father
2. guide
3. performed
4. translation screen
5. whispers
6. button
7. greeting

B. Unscramble.

Students unscramble the words and complete the sentences.

Answers

1. A guide is showing Kevin and his father many famous theaters.
2. *Henry the Eighth* was performed at the Globe Theatre in 1613.
3. Kevin whispers to his father that he needs a translation screen.
4. The actors are greeting each other in English.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

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

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. Did you know that this bridge was completed in 1887?
   Yes, I knew that.
2. Did you know that Picasso's paintings are displayed here?
   I didn't know that.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Engineering Projects, pages 64-65.

A. Circle.

Students circle the correct answers, completing the sentences.

Answers

1. Tunnels can now go under a large body of water.
2. The Golden Gate Bridge has a height of 227 meters.
3. The Channel Tunnel is the longest underwater tunnel.
4. Modern bridges are often much longer than older ones.

B. Read and write.

Students read the passage and answer the questions.

Answers

1. The Laerdal Tunnel was finished in 2000.
2. About twelve thousand cars and trucks go over the Millau Bridge daily.
3. The Millau Bridge has a height of 343 meters.

C. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

1. The Laerdal Tunnel was started first.
2. The Laerdal Tunnel is in Norway.
3. It took three years to build the Millau Bridge.

D. Fill in the chart. Then write.

Students fill in the chart with the missing numbers and then answer the questions.

	Construction started	Construction finished	Height	Width	Length	Daily use
Laerdal Tunnel	1995	2000	9 meters	9 meters	24.5 kilometers	1,000 cars and trucks
Millau Bridge	2001	2004	343 meters	32 meters	2.46 kilometers	12,000 cars and trucks

1. The Millau Bridge is newer.
2. The Laerdal Tunnel is longer.
3. The Millau Bridge has more daily use.

E. Think and write.

Students read and answer the question.

Unit 8, Graduation Day, Lesson 1, Adjectives, pages 66-67.

A. Connect.

Students look at the pictures and draw lines, connecting the words to form sentences.

Answers

1. boring	speech
2. interested	guests
3. exciting	award ceremony
4. bored	audience
5. excited	award recipients
6. interesting	performance

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

1. It's a really boring speech.
2. They're really interested guests.
3. It's a really exciting award ceremony.
4. It's a really bored audience.
5. They're really excited award recipients.
6. It's a really interesting performance.

C. Circle.

Students circle the correct answers, completing the sentences.

Answers

1. This year the guests are interested, but last year they were even more interested.
2. This year the award ceremony is exciting, but last year it was even more exciting.
3. This year the speech is boring, but last year it was even more boring.

D. Write.

Students look at the pictures and complete the sentences, using the words in the word box.

Answers

1. The award ceremony is exciting this year, and it will be just as exciting next year.
2. The guests are interested this year, and they will be just as interested next year.
3. The audience is bored this year, and it will be just as bored next year.

Lesson 2, Things to Do, pages 68-69.

A. Circle.

Students look at the pictures, circle the correct answers, and complete the sentences.

Answers

1. hang out with friends	2. write thank-you cards
3. visit relatives	4. send text messages
5. open presents	6. pose for pictures

B. Write.

Students look at the pictures and complete or write the sentences.

Answers

1. I'm posing for pictures now.
   I've been posing for pictures all afternoon.
2. I'm sending text messages now.
   I've been sending text messages all day.
3. I'm hanging out with friends now.
   I've been hanging out with friends all morning.

C. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

1. I'm opening presents now.
   I've been opening presents all weekend.
2. What are you doing now?
   What have you been doing all night?

D. Circle the adjectives.

Students complete the sentences by circling the adjectives and then rewrite the sentences.

Answers

1. I thought the trip was exciting, but Bill wasn't excited about it.
2. The play was boring, and the audience looked bored.
3. This book is so amazing! You'll be amazed when you read it.

E. Circle the adjectives. Then rewrite.

Students read the passage, circling the adjectives, and then rewrite the sentences.

Answers

The school performance last night was really interesting. The most amazing part was the ballet dance at the end. The audience was never bored. Even my little brother was amazed when he saw the dancers.

Lesson 3, Reading, pages 70-71.

A. Write.

Students complete the sentences, using the words in the word box.

Answers

1. ceremony	2. valedictorian	3. nobody
4. curtains	5. replies	6. where
7. note		

B. Match.

Students draw lines, matching the pictures to the sentences.

Answers

1. [1st picture] Everybody said that Karen's valedictorian speech was interesting.
2. [2nd picture] Karen looks behind the curtains. "Wendy?" she shouts. Nobody replies.
3. [3rd picture] "Wendy had to go home, but she left you these flowers and a note."

C. Write.

Students reread the passage in exercise A, if necessary, and answer the questions.

Answers

1. Karen is happy because everybody said that her valedictorian speech was interesting.
2. Karen looks for Wendy in the auditorium and behind the curtain.
3. Wendy left flowers and a note for Karen.

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. Where have you been?
   I had to wash my hands. Sorry!
   Don't worry about it.
2. Where have you been?
   Sorry, I didn't hear my phone.
   It's OK. What are you doing now?

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Discovery, pages 72-73.

A. Find and circle.

Students find and circle the words in the word search.

B. Read and write.

Students read the passage and answer the questions.

Answers

1. About eighteen percent of a plant is carbon.
2. All carbon came from stars like our sun.
3. People use this carbon for energy to heat homes and to power cars, trucks, and planes.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

1. True 2. False 3. True

D. Match.

Students draw lines, matching the explanations.

Answers

1. Carbon is found in the air.
   It is used by plants to live.
2. Carbon is found in plants and animals.
   It is used by animals and people to live.
3. Carbon is found under the ground.
   It is used by people for energy.

E. Look at D. Write.

Students look at exercise A and answer the questions.

Answers

1. They can find it in the air.
2. They can find it by eating plants or other animals.
3. They can find it under the ground.

F. Think and write.

Students read the passage and answer the questions.

Review 4, page 74.

A. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

1. Michelangelo's sculptures are displayed here.
   Whose symphonies are performed here?
   Beethoven's symphonies are performed here.
2. When was the Oliveira Bridge constructed?
   It was started in 2003, and it was finished in 2008. The Oliveira Bridge was completed in 2008. That means it was constructed in five years!
3. This year the speech is boring, but last year it was even more boring.
   The performance is interesting this year, and it will be even more interesting next year.
4. What are you doing now?
   I'm sending text messages now.
   What have you been doing all day?
   I've been posing for pictures all day.

Skills, page 75.

A. Read and write.

Students read the passage and answer the questions.

Answers

1. The parents baked cupcakes and bought presents yesterday.
2. Many of the families will have graduation parties at their homes.

B. Underline the verbs. Circle the tense. Then rewrite in a different tense.

Students read the sentences, underlining the verbs and circling the tense. Then they rewrite the sentence with a different tense.

Answers

1. Our relatives will come in the afternoon, and they will leave in the evening. Future
2. We usually eat pizza on Saturday night when we watch a movie. Present
3. The students cleaned the classrooms, but the parents baked the cupcakes. Past

C. Write. Underline the verbs. Circle the tense.

Students write about themselves, underlining the verbs and circling the tense.

Worksheet Instructions

Unit 1, Lesson 3, page 114

A. Number and write.

Students decide to what location the directions lead.

1. coffee shop 2. post office 3. pharmacy

B. Read and draw.

Students read the directions and draw arrows to get to the location.

C. Write.

Students write the dialogue.

1. We're looking for the hotel.
   The hotel? It's in that direction.
   OK. Thanks.
2. I'm looking for the entrance.
   The entrance? Sorry. I don't know where it is.
   Thanks, anyway.

Unit 1, Lesson 4, page 115

A. Write a caption for each picture.

Students will write a caption for each picture.

1. The zoo pandas
2. Harajuku Station
3. Downtown Tokyo
4. The Meiji Shrine

B. Write an itinerary for your city.

Students fill in the chart about things to do in their city.

Unit 2, Lesson 3, page 116

A. Write.

Students will fill in the chart about their responsibilities.

B. Look at A. Write.

Students will look at the chart and practice the grammar.

C. Write.

1. Do I have to read textbooks?
   You don't have to, but you should.
   OK, I will.
2. Do I have to go to bed early?
   Yes, I'm afraid you do.
   All right, Mom.

Unit 2, Lesson 4, page 117

A. Write.

Students write the answer and what to use to solve the problems.

1. 24, multiplication
2. 10, addition
3. 2, subtraction
4. 9, division

B. Check the answer.

Students will check the answer to the math questions.

1. Yes 2. Yes 3. No 4. No

C. Answer.

Students answer the math problems and write.

1. 2 pieces. 2. 14 marbles.

D. Look at C. Write.

Students look at exercise C and write.

1. Subtraction
2. What kind of math should you use for the second problem?

Unit 3, Lesson 3, page 118

A. Read and number.

Students number each sentence to put them in order.

4 1 3 2

B. Write.

Students look at the scenes and write the dialogue.

1. I've been studying all morning.
   You must be tired.
   I sure am!
2. I've been snowboarding all day.
   You should take a break.
   I think you're right.

C. What about you? Write.

Students answer the question about themselves.

Unit 3, Lesson 4, page 119

A. Make a fish. All you need are a square piece of paper and your hands.

Students will follow the directions to make a fish.

B. Read. Write the meaning.

Students write the meaning of the word.

1. A century is 100 years.
2. Tools are scissors, tape or glue.
3. Papyrus is material used by Egyptians for paper folding.
4. Samurai helmet is a popular object in paper folding.

C. Write.

Students write the answer.

1. edges 2. introduced 3. tools 4. century

Unit 4, Lesson 3, page 120

A. Read. The write about your life.

Students read the text and answer the questions.

B. Match.

Students match the vocabulary word with the meaning.

1. costumes-what you wear for the talent show
2. talent show-students prepare for weeks for this show
3. makeup-to get ready for the talent show you put this on your face
4. lines – words you say in the talent show
5. delighted-really happy

Unit 4, Lesson 4, page 121

A. Write.

Students write what the object in the picture is.

1. liquid 2. solid 3. solid 4. gas 5. solid 6. gas

B. Write the four steps of the water cycle.

Students will label the diagram.

1. evaporation 2. condensation 3. precipitation 4. collection

Unit 5, Lesson 3, page 122

A. Write.

Students read the text and answer the question.

1. She said that she was going to the department store.
2. He said that he was going to the talent show.

3. He said that he was going to the movies.
4. She said that she was going to the park.

B. Unscramble and write.

Students will unscramble the vocabulary words.

1. stamp 2. pocket 3. envelope
4. sidewalk 5. fell

C. What about you? Write.

Students write a response to the question.

Unit 5, Lesson 4, page 123

A. Write.

Students will use the words provided to answer the question.

1. What do they do? Bones support and protect your body.
2. What do they do? Muscles help your body move.
3. What do they do? Tendons attach your muscles to bones.
4. What do they do? Ligaments connect your bones together.

B. Look up the words in the dictionary. Write.

Students will use a dictionary to find the answer.

C. Write.

Students will look at the picture and answer the question.

Unit 6, Lesson 3, page 124

A. If you want to help the environment, what can you do? Circle.

Students circle the ways to help the environment. Then they will answer the question.

a c d

B. Write.

Students use the words provided to fill in the blank.

1. flat 2. reduce 3. fixed 4. spend

C. What about you? Think and write.

Students will write about themselves.

D. Match.

1. If I had a new bicycle, I would use it all the time.
2. Are you sure? Yes, of course.
3. You would? Definitely.

Unit 6, Lesson 4, page 125

A. How can you help the environment? Write.

Students will complete the diagram.

Land: reuse paper, start a compost pile, plant a garden.
Air: take public transportation, keep air conditioner low, ride a bicycle
Water: take reusable shopping bags, recycle bottles and cans, shut off the water.

B. Look at A. Write three things that are bad for the environment.

Students write their own answers.

Unit 7, Lesson 3, page 126

A. Read. Then write.

Students read the text and answer the questions.

1. No, her grandmother is going to see the opera.
2. Her grandmother understood the opera by reading the translation screen.
3. The opera was last performed in her city in 1955.
4. She was 17 years old the last time the opera was performed.

B. Write.

Students will answer the questions.

1. I didn't know that.
2. Did you know that La Scala opera house is in Italy?
   Yes, I did know that.

C. What about you? Write.

Students will write in response to the question.

Unit 7, Lesson 4, page 127

A. Read. Then write.

Students will look at the text and answer the questions.

1. It was started in 1999, and finished in 2002.
2. The building is 302.3 meters high.
3. It's in Riyadh, Saudi Arabia.
4. There is a mall, hotel, and apartments inside the Kingdom Center.

B. Look at A. Circle the numbers and dates. Then write.

Students circle the numbers. Then answer the questions.

1. There are 99 floors in the Kingdom Tower.
2. It cost 1 billion dollars to construct the Kingdom Tower.
3. There are 45 elevators in the Kingdom Tower.

C. Write about your dream house.

Students will write about their dream house.

Unit 8, Lesson 3, page 128

A. Number.

Students put the sentences in order.

3 1 5 2 4

B. Look at the pictures. Write.

Students will complete the dialogue.

1. Where have you been?
   I was sleeping. Sorry!
   It's OK. What are you doing now?
2. Where have you been?
   Sorry, I didn't hear my phone.
   Don't worry about it.

C. What about you? Write.

Students will write about the questions.

Unit 8, Lesson 4, page 129

A. Match.

1. flake-a small amount of a material
2. transparent-something you can see through
3. physicists-scientists who study physics
4. discover-to find something new
5. graphene-a new material discovered in 2010
6. carbon-all life is made of this

B. Underline the verbs. Write.

Students will write what tense each sentence is in.

1. past 2. future 3. present

C. Write.

Students answer the questions.

1. Andre Geim and Konstantin Novoselov discovered graphene.
2. Yes, there will be more experiments to find ways to use graphene.
3. Graphene comes from graphite.

D. What did you discover? Imagine and write.

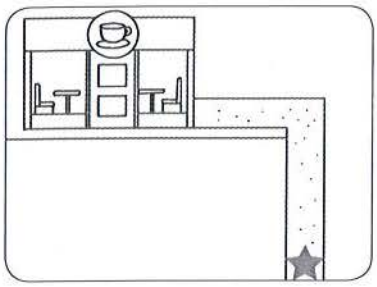
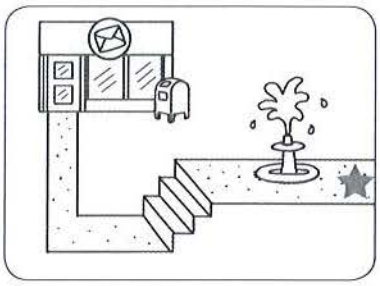
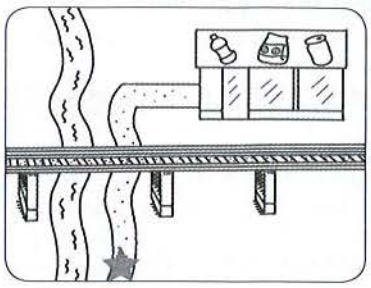
Students will write about discovering something.

Unit 1 Lesson 3

Name: _____

Be prepared.

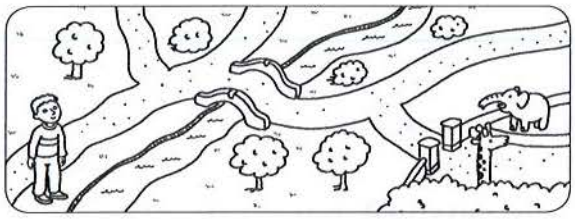
A Number and write.

1. How do I get to the _____? First, walk up the street and turn left. Then, go straight.
2. How do I get to the _____? First, go around the fountain and down the stairs. Then, turn right.
3. How do I get to the _____? First, go along the river. Then, go under the train tracks and turn right.

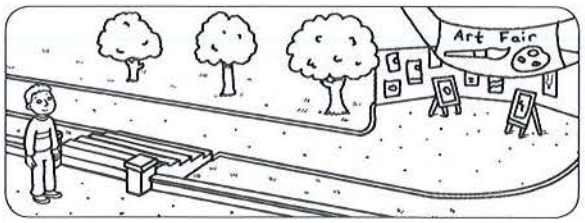
B Read and draw.

1.



How do I get to the zoo?
First, walk along the river and go over the bridge. Then, turn right.

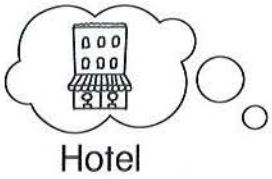
2.



How do I get to the art fair?
First, go down the stairs and turn right. Then, walk straight.

C Write.

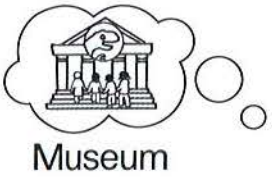
1.



Hotel

We're looking _____.
The hotel? _____.
OK. Thanks.

2.



Museum

I'm _____.
The _____? Sorry, _____.
_____.

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Unit 1 Lesson 4

Social Studies

Name: _____

A Write a caption for each picture.

Downtown Tokyo The zoo pandas Meiji Shrine Harajuku Station

1.

_____

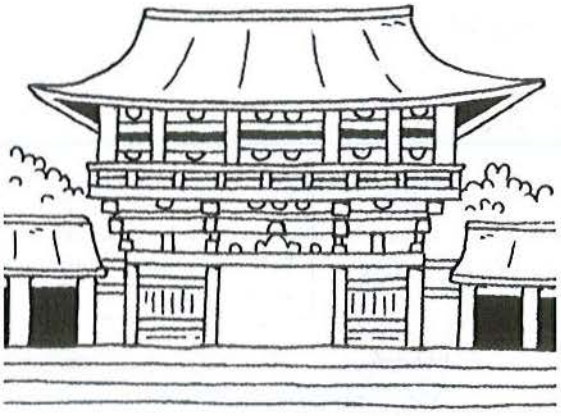
2.

_____

3.

_____

4.



_____

B Write an itinerary for your city.

	Time	Activity	How will you get there?
Friday			
Saturday			
Sunday			

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Unit 2 Lesson 3

Be responsible.

Name: _____

A Write.

Responsibilities in My Home	
Me	My Parents

B Look at A. Write.

1. I have to _____.
2. My parents have to _____.
3. I should _____.
4. My parents have to _____.

C Write.

1.

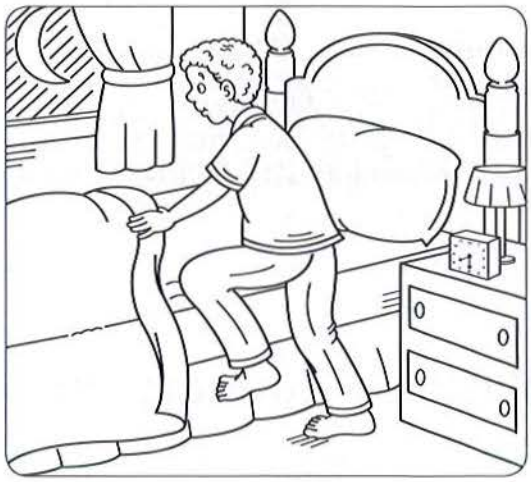
Do I have to _____?

_____, but

you should.

_____.

2.



Do _____

_____?

Yes, _____.

_____.

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Unit 2 Lesson 4

Math

Name: _____

A Write.

addition subtraction multiplication division

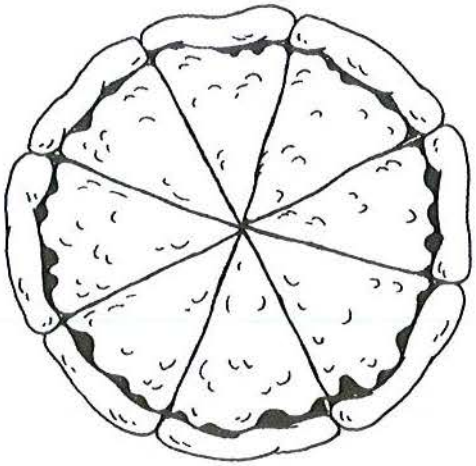
1. 8 x 4 = _____ _____
2. 4 + 6 = _____ _____
3. 10 − 8 = _____ _____
4. 18 ÷ 2 = _____ _____

B Check the answer.

1. 14 − 2 = 12 Yes No
2. 21 ÷ 3 = 7 Yes No
3. 8 + 6 = 12 Yes No
4. 2 x 6 = 13 Yes No

C Answer.

1.



John has a pizza. He has eight pieces. Three friends come to dinner and eat two pieces each. How many pieces does he have left? _____.

2.

Sally has seven marbles. Her friend puts three marbles in the jar. Her mother puts four marbles in the jar, too. How many marbles does she have? _____.

D Look at C. Write.

1. What kind of math should you use for the first problem? _____.
2. _____?

   You should use addition.

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Unit 3 Lesson 3

Name: _____

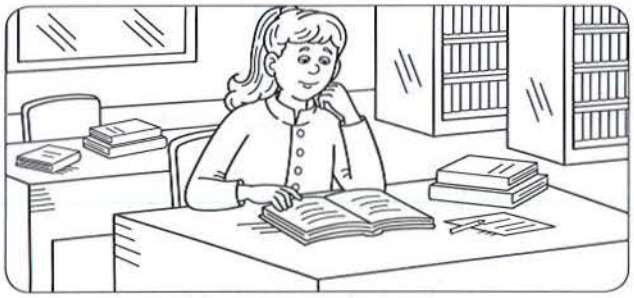
Be on time.

A Read and number.

- ☐ I was happy to finish and find my friends.
- ☐ It was the morning of the first annual Children's Hospital Walk-a-Thon. Everyone met at the starting line.
- ☐ I had to catch up. I ran quickly to the finish line. There were many people cheerfully waiting for me.
- ☐ I woke up late. When I got to the starting line, everyone was gone.

B Write.

1.



I've been studying all _____.

You must _____.

_____!

2.

_____.

You should _____.

_____.

C What about you? Write.

1. What have you been doing all morning?

_____.

2. What have you been doing all afternoon?

_____.

3. What have you been doing all evening?

_____.

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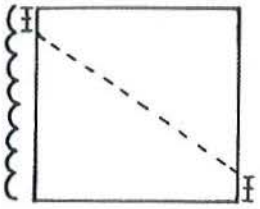
Art

Name: _____

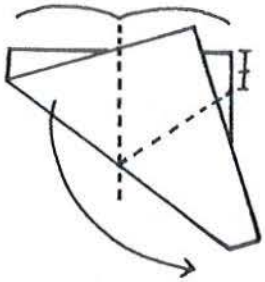
A Make a fish. All you need are a square piece of paper and your hands.

Step 1



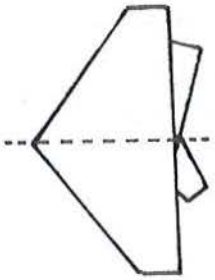
First, fold the paper almost in half.

Step 2



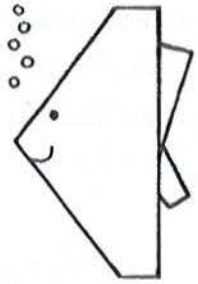
From the edge, fold the paper in half again.

Step 3



Turn the paper around.

Step 4



Finally, draw eyes and mouth. There's the fish!

B Read. Write the meaning.

1. Since the first century, people have been folding paper into objects.
   century: _____.
2. Paper folding does not require any tools. You only need your hands!
   tools: _____.
3. Papyrus was used 2,000 years ago.
   papyrus: _____.
4. The samurai helmet can be made in ten steps.
   samurai helmet: _____.

C Write.

introduced edge tool century object

1. When making origami, it is important to remember to fold the _____ carefully.
2. The Chinese _____ paper folding to Japan and Korea.
3. Scissors, glue, and tape are _____.
4. Since the first _____, people have been folding paper.

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Unit 4 Lesson 3

Name: _____

Be thoughtful.

A Read. Then write about your life.

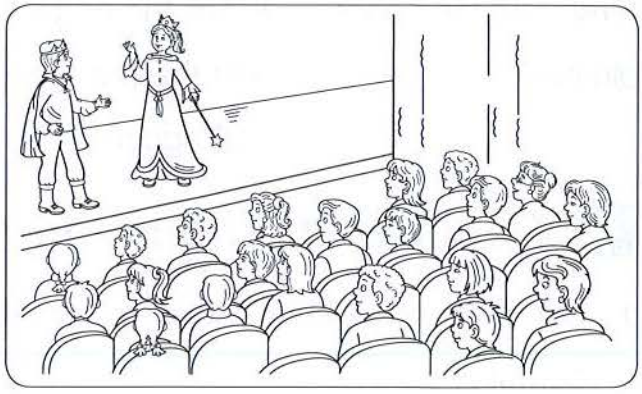
1. I'm practicing for the talent show. My talent is dancing. I practice for 30 minutes each day for the talent show.
   Sometimes, I get nervous and forget the steps to my dance. The talent show is in three weeks. I hope I'm ready!

What's your talent?

_____

_____

2. Many schools have talent shows. The students prepare their talent for weeks before the day of the show. The day of the show, the students put on their costumes and make up in the dressing room. Sometimes, students can be very nervous before the talent show and forget their lines.



Does your school have a talent show?

What do the students do?

_____

_____

B Match.

1. costumes •	• students prepare for weeks for this show
2. talent show •	• words you say in the talent show
3. makeup •	• to get ready for the talent show you put this on your face
4. lines •	• what you wear for the talent show
5. delighted •	• really happy

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Unit 4 Lesson 4

Science

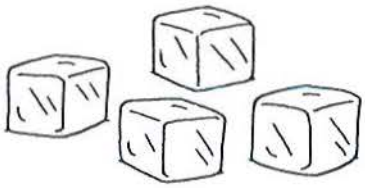
Name: _____

A Write.

solid liquid gas

1.

_____

2. 

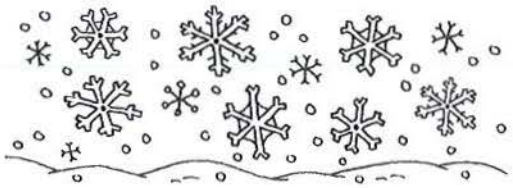
_____

3.

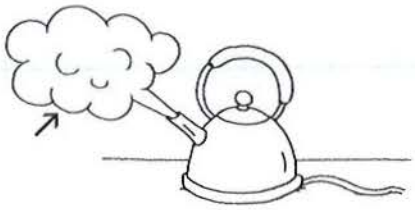
_____

4.

_____

5. 

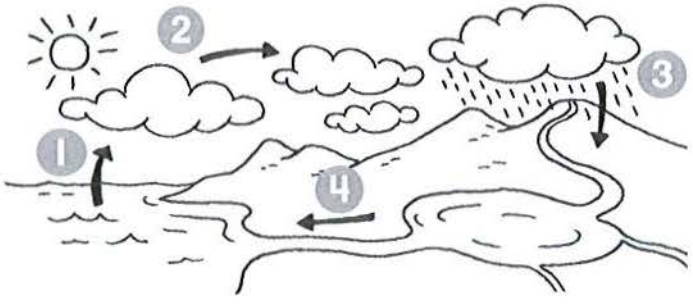
_____

6. 

_____

B Write the four steps of the water cycle.

precipitation condensation evaporation collection



1. _____
2. _____
3. _____
4. _____

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Unit 5 Lesson 3

Be careful.

Name: _____

A Write.

1. "Mom, I'm going to the department store."
   What did she say?
   She said that _____.
2. "Dad, I'm going to the talent show."
   What did he say?
   _____.
3. "Mom, I'm going to the movies."
   What did he say?
   _____.
4. "Dad, I'm going to the park."
   What did she say?
   _____.

B Unscramble and write.

1. pmtsa _____
2. tekopc _____
3. peelnveo _____
4. wlakdise _____
5. llfe _____

C What about you? Write.

1. When have you been careful?

_____

_____

_____

2. When haven't you been careful?

_____

_____

_____

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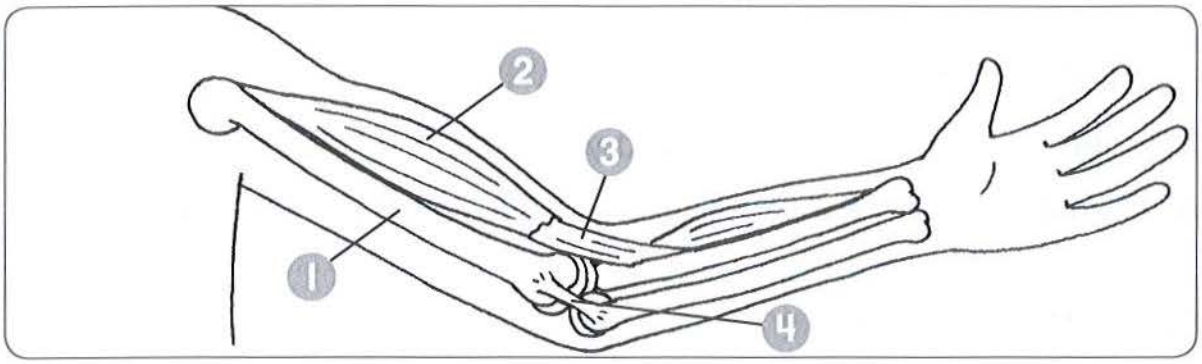
Name: _____

A Write.

ligaments bones muscles tendons



1. What do they do?

_____.

2. What do _____ do?

_____.

3. _____?

_____.

4. _____?

_____.

B Look up the words in the dictionary. Write.

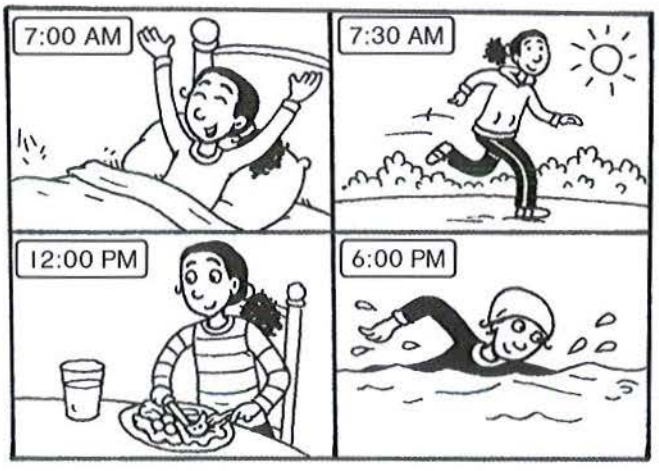
1. support

_____

2. protect

_____

C Write.



Are her bones and muscles healthy?

Why? _____

_____

_____

_____

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Unit 6 Lesson 3

Name: _____

Be resourceful.

A If you want to help the environment, what can you do? Circle.

a. start a compost pile	b. turn on the lights
c. shut off the water	d. dry your clothes outside
e. keep the air conditioner on all the time	f. buy vegetables from the store

Which one will you do with your family? Why?

_____

_____

_____

B Write.

flat fixed reduce spend bicycle idea

1. She wanted to ride her bicycle to school, but her tire was _____.
2. If I had a bicycle, I would _____ how much gas I use.
3. My old bicycle needs to be _____.
4. My family likes to _____ time at the park.

C What about you? Think and write.

1. If I had a million dollars, I would _____ _____ _____.

2. If I had _____, I would _____ _____ _____.

D Match.

1. If I had a new bicycle, •	• I would use it all the time.
2. Are you sure? •	• Definitely
3. You would? •	• Yes, of course.

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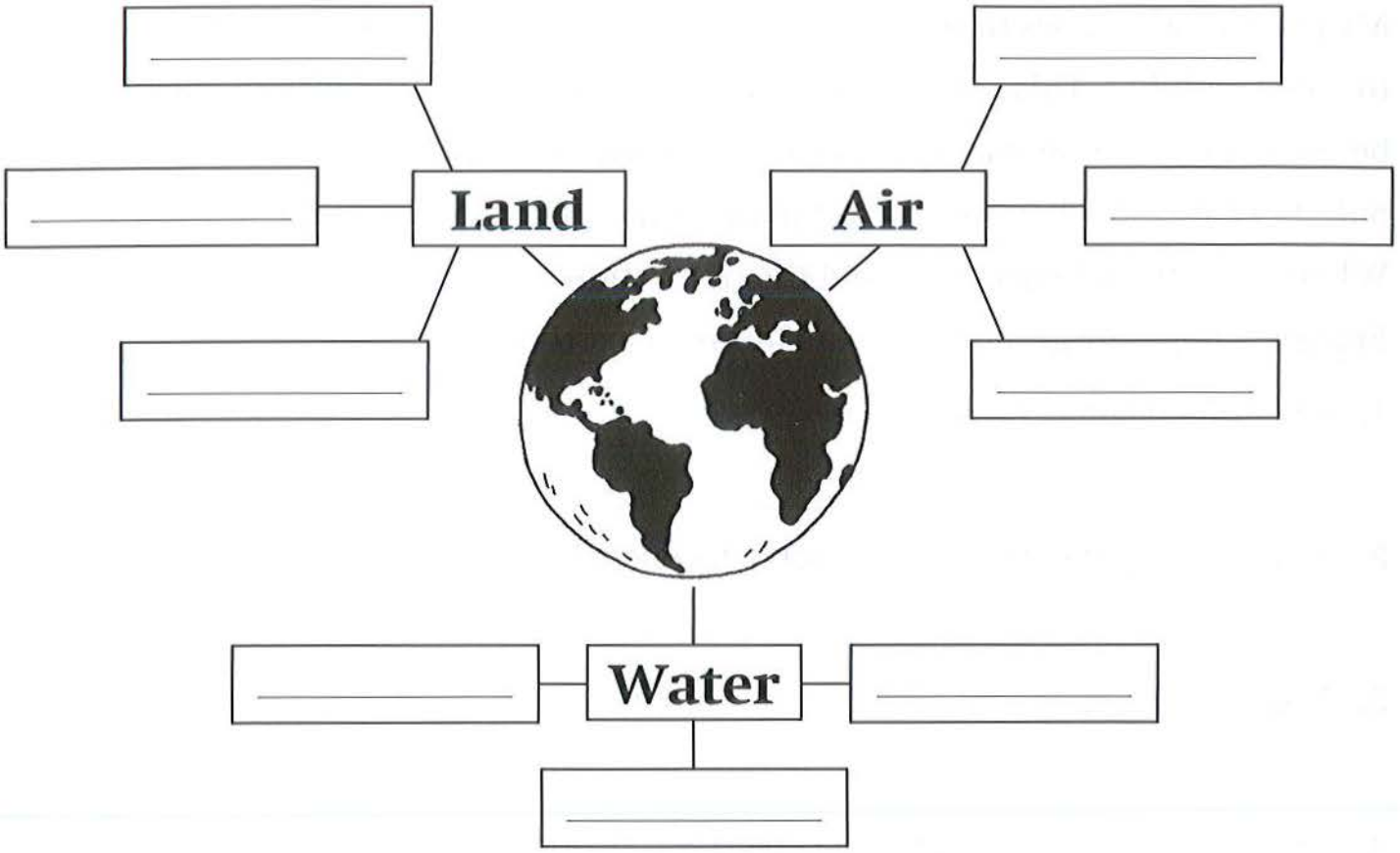
Science

Name: _____

A How can you help the environment? Write.



power plants	take reusable shopping bags
reuse paper	plant a garden
recycle bottles and cans	shut off the water
start a compost pile	ride a bicycle
take public transportation	chemicals
plastic	keep air conditioner low

B Look at A. Write three things that are bad for the environment.

_____

_____

_____

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Unit 7 Lesson 3

Name: _____

Be polite.

A Read. Then write.

My grandmother goes to the opera every year. She always invites one friend to come with her. This year, she saw one of Verdi's operas. She was so excited because the last time that opera was performed in her city was in 1955. She was only 17 years old when she saw it the first time. All of the songs are in Italian. When the singing began, she used the translation screen to read the words in English. I hope my grandmother invites me next time!

1. Is her grandmother going to see a play?

   _____.

2. How did her grandmother understand the opera?

   _____.

3. When was the opera last performed in her city?

   _____.

4. How old was she the last time the opera was performed?

   _____.

B Write.

1. Did you know that Aida was first performed in Egypt?
   I didn't _____.

2. _____ that La Scala opera house is in Italy?
   Yes, _____.

C What about you? Write.

When are you polite?

I am polite when _____

_____

_____.

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Name: _____

A Read. Then write.

The Kingdom Center is the tallest building in Saudi Arabia. It is located in the city of Riyadh. It has a height of 302.3 meters. It has 99 floors and 45 elevators! It cost 1 billion dollars to construct. Inside it, there is a mall, hotel, and apartments. Construction was started in 1999, and it was finished in 2002.

1. How long did it take to build the Kingdom Center?

_____.

3. How tall is the building?

_____

2. Where is the Kingdom Center?

_____

4. What is inside the Kingdom Center?

_____

B Look at A. Circle the numbers and dates. Then write.

1. How many floors are there in the Kingdom Center?

_____.

2. How much did it cost to build the Kingdom Center?

_____.

3. How many elevators are there in the Kingdom Center?

_____.

C Write about your dream house.

My dream house would be _____

_____

_____

_____

_____.

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Unit 8 Lesson 3

Be patient.

Name: _____

A Number.

- ☐ The audience listens to the valedictorian speech.
- ☐ Families and friends find seats at the graduation ceremony.
- ☐ Everyone celebrates the graduation.
- ☐ The graduation ceremony begins.
- ☐ The students receive their diplomas.

B Look at the pictures. Write.

1.

Where have you been?

_____. Sorry!

It's OK. What are

_____?

2.

Where _____?

Sorry, I didn't hear my phone.

_____.

C What about you? Write.

1. When were you nervous?

I was nervous when _____

_____

_____

_____.

2. When were you patient?

I was patient when _____

_____

_____

_____.

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Name: _____

A Match.

1. flake •	• scientists who study physics
2. transparent •	• a new material discovered in 2010
3. physicists •	• a small amount of a material
4. discover •	• something you can see through
5. graphene •	• all life is made of this
6. carbon •	• to find something new

B Underline the verbs. Write.

1. What did they discover? They discovered a material called graphene.
2. What will happen next? There will be more experiments to see how many ways we can use graphene.
3. Where do they work now? Now, they work in the United Kingdom.

C Write.

1. What did Andre Geim and Konstantin Novoselov discover?

_____.

2. Will there be more experiments to find ways to use graphene?

_____.

3. Where does graphene come from?

_____.

D What did you discover? Imagine and write.

_____

_____

_____

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Test Instructions

Test Center

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 are listening components in the midterm test.

Final Test

The Final Test measures what has been learned in all eight units in vocabulary and grammar. There are listening components in the midterm 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 them 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. When you are presenting pictures from the Student Book, you may want to cover part of the page, so that part of the answer is not revealed.

Unit 1

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 4. In exercise B, point to Danny and Jay. *How do I get to the stairs?* (Walk along the river.)
2. Point to Leo and Mike. *How do I get to the post office?* (Walk under the train tracks and go straight.)
3. Point to Carla and Julie. *How do I get to the flower shop?* (Walk around the fountain and turn left. Then, walk up the street.)
4. Turn to Student Book page 6. In exercise B, point to the second picture. *What did they do this afternoon?* (They rode the ferry to the aquarium.)
5. *What places do you like to visit with your friends? How do you get there?* (I like to go to the movies. We ride the bus to the movies.)

Unit 2

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 12. In exercise B, point to the mother. *What's she doing?* (She's scrubbing the sink.)
2. Point to the father in the picture. *What's he doing?* (He's repairing the house.)
3. *What responsibilities do your parents have that you don't have?* (I don't have to pay bills, but my parents do.)
4. *What can you do on the weekends?* (I can stay up late on the weekends, but I can't on weekdays.) *Could your parents stay up late when they were your age?* (My mom could stay up late when she was my age, but my dad couldn't.)
5. *What is the opposite of addition?* (The opposite of addition is subtraction.)

Unit 3

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 23. In exercise C, point to the second picture. *How long has she liked mystery novels?* (She's liked mystery novels for two years.)
2. *How long have you known your best friend?* (I've known my best friend since we were ten.)
3. Turn to Student Book page 24. In exercise B, point to the second picture. *How long have they been playing the saxophone?* (They've been playing the saxophone for a long time.)
4. *How long have you been studying English?* (I've been studying English for five years.)
5. *What is papyrus?* (Papyrus was the first kind of paper.) *What origami project would you like to make out of paper?* (I'd like to make a samurai helmet out of paper.)

Unit 4

I am going to ask you some questions. Answer each question with a complete sentence.

1. *Did you go to the store last week?* (Yes./No.) *Why did you go there?* (I went to the store because I needed a bar of soap.)
2. Turn to Student Book page 31. In exercise D, point to the fifth picture. *Why is she going to the store?* (She's going to the store because she needs toothpaste.)
3. *What should you do after you brush your teeth?* (You should use mouthwash after you brush your teeth.)
4. Turn to Student Book page 33. In exercise C, point to the 6th picture. *What did she run out of while she was at camp?* (She ran out of mouthwash while she was at camp.) *Did she buy some more?* (Yes, she did.)
5. *What are two kinds of precipitation?* (Rain and snow are two kinds of precipitation.)

Unit 5

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 40 and refer to exercise B. *Which one is Emma's younger sister?* (She's the one who is going to the deli.)

I am going to read a sentence. Listen. Answer each question with a complete sentence.

2. *"Mom, I'm going to the mall." What did she say?* (She said that she was going to the mall.)
3. *"Dad, I'm going to the art gallery." What did he say?* (He said that he was going to the art gallery.)
4. *"Dad, I'm going to the arcade." Did he say that he was going to the mall?* (No, he didn't. He said that he was going to the arcade.)

I am going to ask you another question. Please answer with a complete sentence.

5. *What can you do to keep your bones and muscles healthy?* (I can exercise and eat healthy foods.)

Unit 6

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 48. In exercise B, point to Jay. *What is he doing?* (He's starting a compost pile.)
2. *If you want to help the environment, what can you do?* (I can plant a garden.)
3. *What can you do to conserve energy?* (I can use energy-saving light bulbs.)
4. Turn to Student Book page 51. Point to the second picture. *How will she conserve energy?* (She'll conserve energy if she keeps the air conditioner on low.)
5. *How are some factories harmful to the environment?* (They put pollution into the air.)

Unit 7

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 59. In exercise D, point to the fourth picture. *Whose paintings are displayed here?* (Michelangelo's paintings are displayed here.)
2. Turn to Student Book page 59. In exercise C, point to the 3rd picture. *Whose plays are performed here?* (Shakespeare's plays are performed here.)
3. Turn to Student Book page 60. In exercise B, point to the fifth picture. *What happened in 2004?* (The Taipei 101 Building was completed in 2004.)
4. Turn to Student Book page 61. In exercise C, point to the fourth picture. *When was the Hoover Dam constructed?* (It was started in 1931, and it was finished in 1936.)
5. *When was the Channel Tunnel completed?* (The tunnel was started in 1988, and it was finished in 1994.)

Unit 8

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 67. In exercise C, point to the fifth picture. *What does this picture show?* (This year the performance was interesting, but last year it was even more interesting.)
2. In exercise D, point to the sixth picture. *What does this picture show?* (The award recipients are excited this year, and they will be just as excited next year.)
3. *What are you doing now?* (I'm taking a test.) *What have you been doing all day?* (I've been studying in school.)
4. Turn to Student Book page 69. In exercise C, point to the sixth picture. *What are you doing now?* (I'm visiting relatives.) *What have you been doing all evening?* (I've been visiting relatives.)
5. *What is the thinnest and strongest material in the world?* (Graphene is the thinnest and strongest material in the world.)

Unit 1 Test
page 1

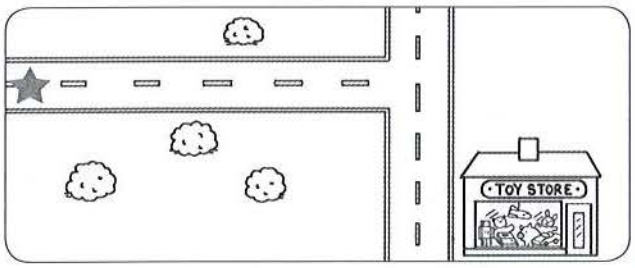
Name: _____

A Match.

1. ride •	• the street
2. take •	• the subway
3. catch •	• the bridge
4. over •	• a taxi
5. under •	• the train tracks
6. up •	• the ferry
7. drive •	• a car

B Write.

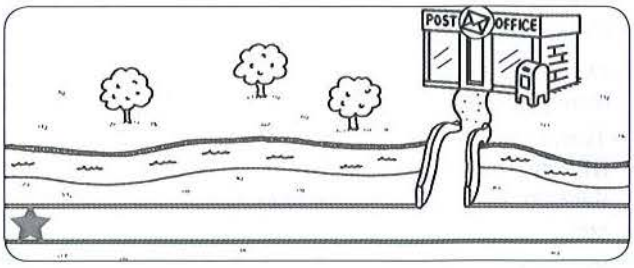
1.



How do I get to the toy store?

Walk _____ and _____ right.

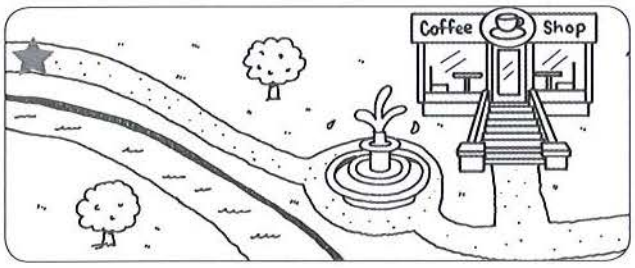
2.



How do I get to _____?

First, _____. Then, _____.

3.

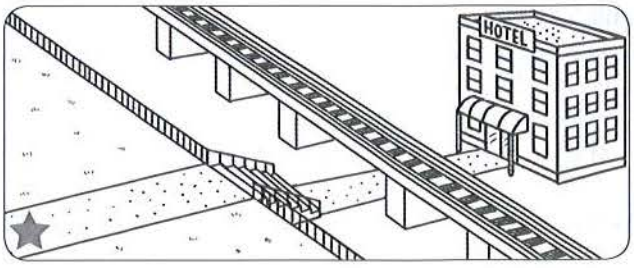


_____?

First, _____

and _____. Then, _____.

4.



_____?

_____.

_____.

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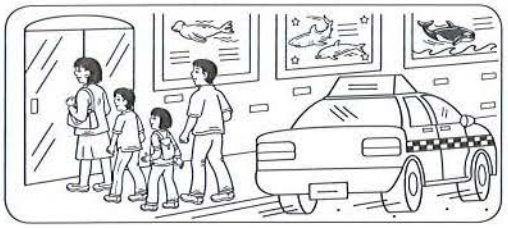
Name: _____

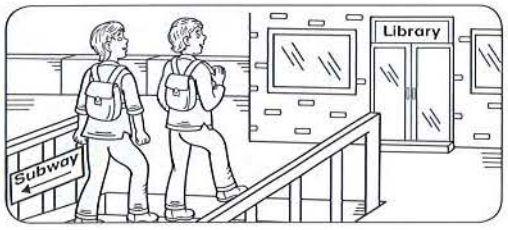
C Listen and circle. 02

1.

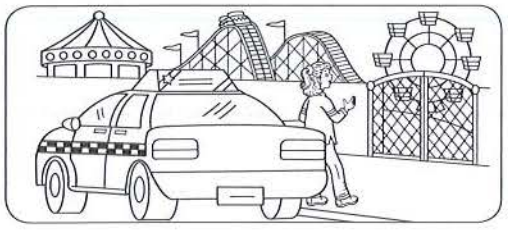
(A) They caught a taxi to the aquarium.
(B) They took the subway to the library.
(C) They drove a car to the department store.
(D) They rode a bus to the zoo.

2. 

(A) They caught a taxi to the zoo.
(B) They drove a car to the aquarium.
(C) They rode the bus to the zoo.
(D) They caught a taxi to the aquarium.

3. 

(A) They drove a car to the park.
(B) They took the subway to the library.
(C) They took the train to the zoo.
(D) They took a taxi to the aquarium.

4. 

(A) She took a taxi to the amusement park.
(B) She drove a car to the store.
(C) She rode a ferry to the coffee shop.
(D) She took the subway to the library.

D Write.

looking for	disappointed	giant panda
leaned	busy	laughed

1. We're _____ the museum.
2. When they couldn't find it, they were all _____.
3. I want to see the _____ at the zoo.
4. Everyone _____ when they finally found the art fair.
5. Near Ueno Station, the streets are very _____.
6. Danny _____ against a large building.

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Unit 2 Test
page 1

Name: _____

A Circle.

1.

(A) type a report
(B) scrub the sink
(C) sing karaoke
(D) read textbooks

2.

(A) have a party
(B) go to bed early
(C) call friends
(D) watch a scary move

3.

(A) pay bills
(B) type a report
(C) repair the house
(D) scrub the sink

4.

(A) have a party
(B) sing karaoke
(C) go to bed early
(D) watch a scary movie

5.

(A) pay bills
(B) scrub the sink
(C) invite a friend over
(D) repair the house

6.

(A) watch a scary movie
(B) have a party
(C) go to bed early
(D) scrub the sink

B Write.

1.

I have to _____, but my parents _____.

2.

I _____, but _____.

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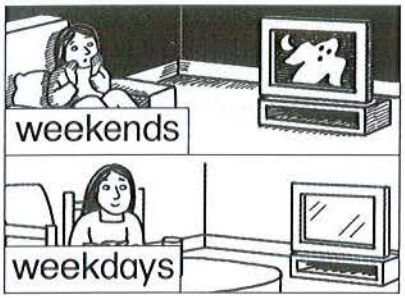
Name: _____

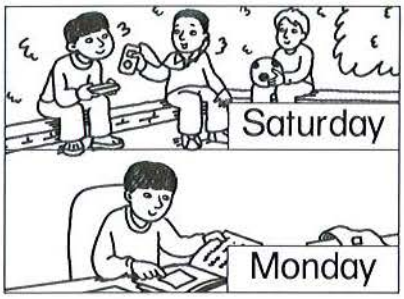
C Unscramble.

1. 

can I weekends scary movie watch, I a can't watch on weekdays scary movie on a but.

_____

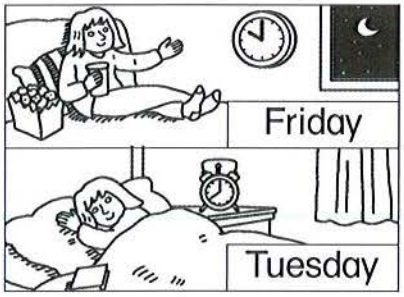
_____

2. 

invite a friend weekends over on I can, I can't over on a weekdays invite but friend.

_____

_____

3. 

stay up weekends late can I, but can't late stay on the I up weekdays.

_____

_____

D Listen and write. 03

1. _____ 2. _____

3. _____ 4. _____

E Match.

1. addition •	• 56 x 2 = 112
2. subtraction •	• 12 ÷ 3 = 4
3. multiplication •	• 6 – 3 = 3
4. order •	• 1, 2, 3, 4 or first, second, third
5. division •	• 16 + 4 = 20

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Unit 3 Test
page 1

Name: _____

A Write.

own belong know sing be build study volunteer

1. _____ to the judo club
2. _____ your best friend
3. _____ a smartphone
4. _____ class president
5. _____ at a soup kitchen
6. _____ ballet

B Circle.

1. He's owned a laptop (since / for) two years.
2. He's belonged to the judo club (since / for) January.
3. She's studied ballet (since / for) six months.
4. They've had smartphones (since / for) December.

C Write.

1.

How long has he liked mystery novels?

_____

_____ January.

2.

_____ president?

_____

_____ eight weeks.

3.

How long have they been living in Paris?

_____

_____ five years.

4.

_____ websites?

_____

_____ 2010.

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Name: _____

D Write.

introduced edges tools century papyrus annual cheerfully

1. People have been folding paper into beautiful objects since the first _____.
2. Every year, Mike meets Julie at the _____ walk-a-thon.
3. The Chinese _____ paper folding to Japan in the sixth century.
4. Paper folding does not use scissors or other _____
5. In paper folding, remember to fold the _____ carefully.
6. The happy people at the walk-a-thon walked _____ for the hospital.

E Listen and number. 04

- ☐ From the folded edge, fold both corners up to the top.
- ☐ First, fold the paper in half to make a triangle.
- ☐ Fold the corners up to the top again.
- ☐ From the open edge, fold the top corner down to the middle point.
- ☐ Finally, turn it around to see the sailboat!
- ☐ Fold the bottom corner up to the opening in the center.

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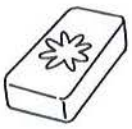
Unit 4 Test
page 1

Name: _____

A Write.

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

_____ _____ _____ _____ _____ _____

B Listen and circle. 05

1. Yes No
2. Yes No
3. Yes No
4. Yes No

C Write.

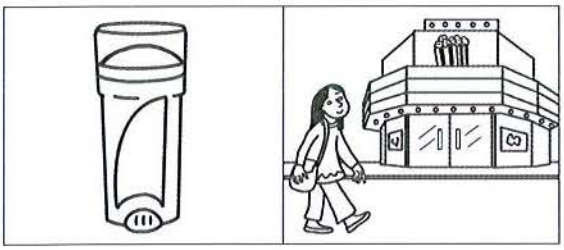
go to the beach	take a shower	perfume	sunscreen
go to the movies	wash your hair	lotion	deodorant

1.

You should use _____ before _____.

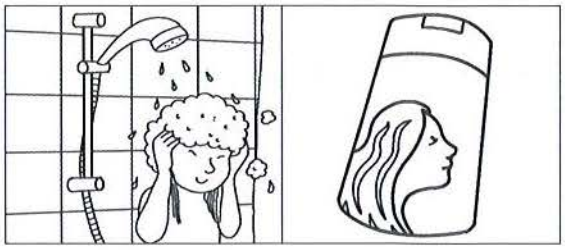
2.

_____ after _____.

3. 

_____.

_____.

4. 

_____.

_____.

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Unit 4 Test
page 2

Name: _____

D Number.

( ) Emma and her friends practiced for the talent show every day.

( ) Emma was delighted that her friends helped her. She thanked them after the show.

( ) On the day of the talent show, Emma forgot her lines because she was nervous.

( ) Her friends wrote her lines on cardboard before the show started.

( ) At the talent show, her friends held the cardboard in the first row to help Emma.

E Write.

cycle evaporates water vapor condensation precipitation collection

1. The water _____ is how water moves from the oceans and rivers to the clouds and to the land.
2. _____ happens when water vapor gets cold.
3. When water is hot, it _____.
4. _____ is a gas that moves through the air and has no salt in it.
5. _____ is the water that people drink.

F Write the questions.

1. _____?

   It's when the water vapor gets cold and becomes clouds.

2. _____?

   The water cycle is how water moves from oceans and rivers to the clouds and to the land.

3. _____?

   Rain and snow are two kinds of condensation.

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Midterm Test
page 1

Name: _____

A Circle.

1.
(A) around the fountain
(B) down the stairs
(C) up the street
(D) under the train tracks

2.
(A) ride the ferry
(B) take the subway
(C) catch a taxi
(D) ride the bus

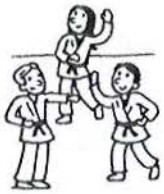
3.
(A) type a report
(B) go to bed early
(C) type a report
(D) read textbooks

4.
(A) watch a scary movie
(B) stay up late
(C) have a party
(D) invite a friend over

5.
(A) stay up late
(B) watch a scary movie
(C) sing karaoke
(D) have a party

6. $2 + 6 = 8$
(A) subtraction
(B) addition
(C) multiplication
(D) order

7. $8 \times 2 = 16$
(A) subtraction
(B) addition
(C) multiplication
(D) order

8. 
(A) be class president
(B) like mystery novels
(C) have a smart phone
(D) belong to the judo club

9.
(A) be class president
(B) like mystery novels
(C) have a smart phone
(D) belong to the judo club

10.
(A) live in Paris
(B) play the saxophone
(C) study ballet
(D) collect comic books

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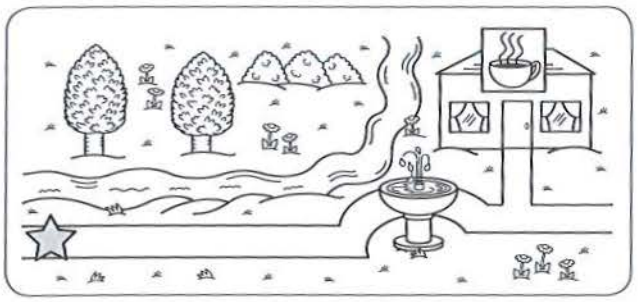
Name: _____

B Listen and write. 06

1. _____ 2. _____ 3. _____

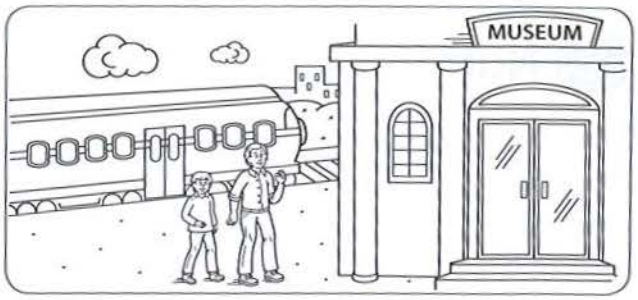
4. _____ 5. _____ 6. _____

C Write.

1. 

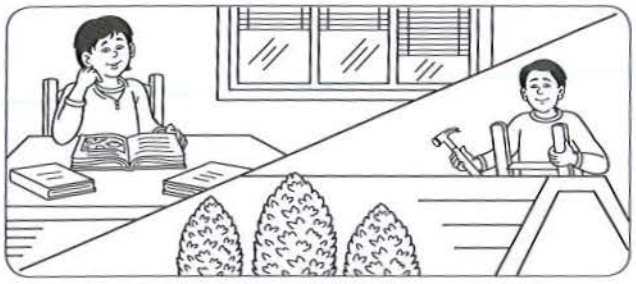
How do I get to the coffee shop?

_____.

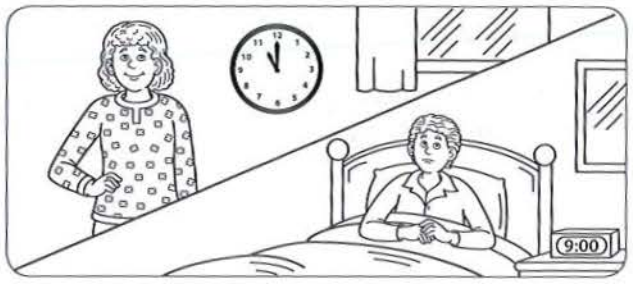
2. 

_____?

_____.

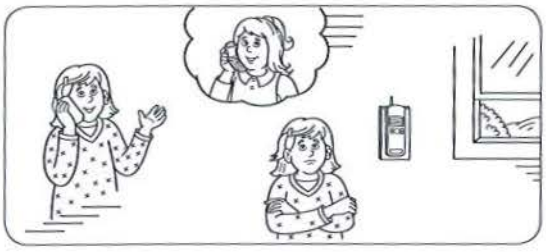
3. 

I have to _____, but my parents _____.

4. 

_____

_____

5. 

_____

_____.

6.

I don't _____, but _____.

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Name: _____

D Circle.

1. He's owned a laptop (since/for) two years.
2. She's belonged to the judo club (since/for) 2010.
3. He's been class president (since/for) January.
4. She's had a smartphone (since/for) 3 weeks.

E Number.

1.	I sure am! ☐	I've been walking all morning. ☐	You must be tired. ☐	
2.	No, not at all. ☐	Yes, if you don't mind. ☐	Should I wait until you're ready? ☐	
3.	We're looking for the art fair. ☐	Thanks, anyway. ☐	The art fair? ☐	Sorry, I don't know where it is. ☐
4.	OK, I will. ☐	You don't have to, but you should. ☐	Do I have to babysit? ☐	

F Match.

1. century •	• rain and snow
2. precipitation •	• 100 years
3. capital •	• city
4. addition •	• add something to something else

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Name: _____

G Listen and write. 07

1.

How long have you been

_____?

_____ eleven.

2.

How _____?

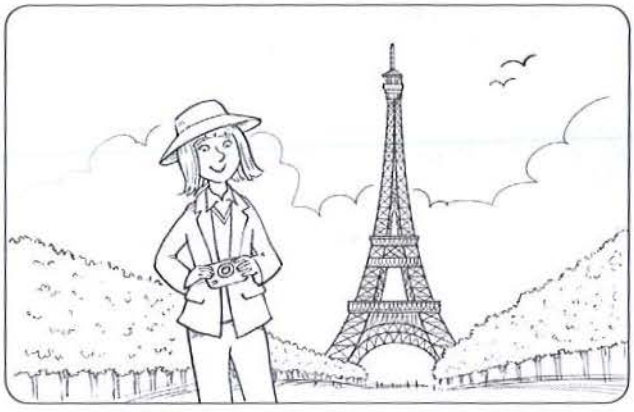
_____ two years.

3.

_____?

_____ two weeks.

4.



_____?

_____ 1990.

H Circle.

1. Paper folding is a new art.	True	False
2. The Egyptians folded papyrus into objects.	True	False
3. Many kinds of paper folding need tools.	True	False
4. The Chinese introduced paper folding to the Japanese.	True	False

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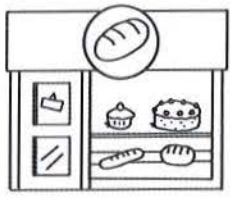
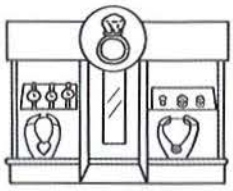
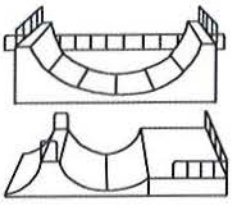
Unit 5 Test
page 1

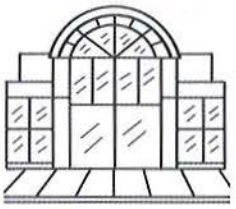
Name: _____

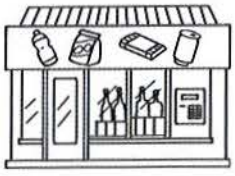
A Circle.

1. 
(A) deli
(B) jewelry store
(C) bakery
(D) convenience store

2. 
(A) deli
(B) jewelry store
(C) bakery
(D) convenience store

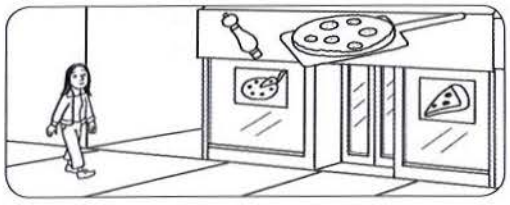
3. 
(A) deli
(B) pet shop
(C) skate park
(D) convenience store

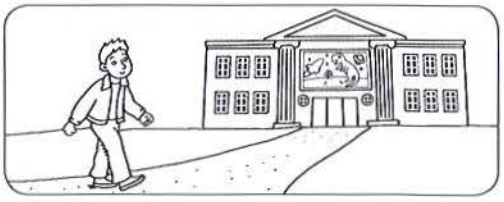
4. 
(A) mall
(B) pizzeria
(C) deli
(D) convenience store

5. 
(A) deli
(B) jewelry store
(C) bakery
(D) convenience store

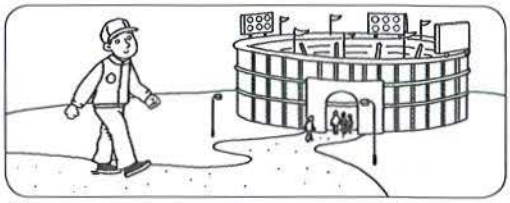
6.
(A) deli
(B) jewelry store
(C) bakery
(D) convenience store

B Write.

1. 
The girl _____
is my older sister.

2. 
_____
_____.

3.
_____ younger sister?
She's the one who is going to the
_____.

4. 
_____ older brother?
He's _____
_____.

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Name: _____

C Listen and write. 08

1. He said that _____
2. _____
3. _____
4. _____

D Unscramble.

1. mpast _____
2. lpeoenev _____
3. llef _____
4. wlkadeis _____
5. gsnimis _____
6. ktopce _____

E Match.

1. muscle •		• a. There are 206 of these in your body.
2. ligament •		• b. These connect your bones together.
3. tendon •		• c. These attach your muscles to bones.
4. bone •		• d. You keep these healthy with exercise.

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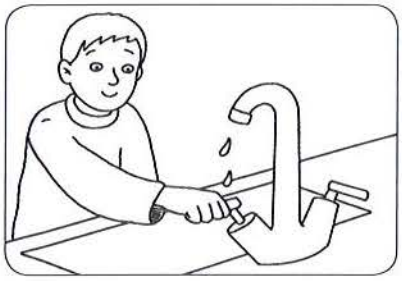
Unit 6 Test
page 1

Name: _____

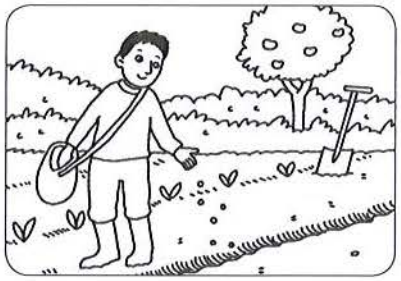
A Match.

1. reuse •	• bottles and cans
2. take •	• a compost pile
3. grow •	• your own vegetables
4. start •	• public transportation
5. use •	• paper
6. recycle •	• energy-saving light bulbs

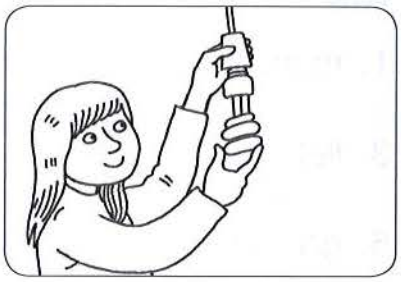
B Write.

1. 

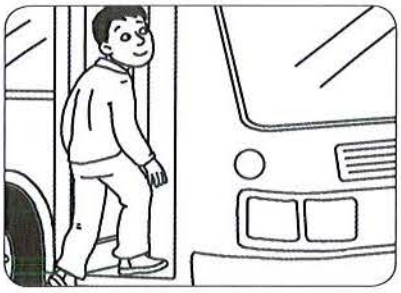
_____ you want to help the environment, _____.

2. 

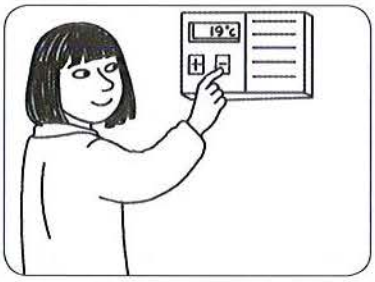
_____, what can you do?
I can _____.

3. 

_____ can she do if she wants to help the environment?
_____.

4. 

_____ we take _____, we'll conserve _____.

5. 

She'll conserve _____ _____ _____.

6.

If we dry _____ _____, we'll _____.

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Unit 6 Test
page 2

Name: _____

C Listen and write. 09

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

D Write.

1. Whenever we throw away chemicals, _____.
2. _____ a bike, we protect the air.
3. _____ bottle and cans, _____.

E Read and circle.

1. Chemicals can't get into the ground and harm plants.	True	False
2. Whenever we recycle bottles and cans, we reduce land pollution.	True	False
3. Cars and trucks do not cause air pollution.	True	False
4. Whenever we ride a bike, we reduce air pollution.	True	False
5. The same plastics and chemicals that are harmful to our land can cause water pollution.	True	False
6. Oceans, rivers, and lakes do not get pollution.	True	False

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Unit 7 Test
page 1

Name: _____

A Write.

Seikan Tunnel	Michelangelo's sculptures	Erie Canal	Picasso's paintings
Hoover Dam	Beethoven's symphonies	Verdi's operas	Shakespeare's plays
Oliveira Bridge	Ballanchine's ballets	Taipei 101 Building	Trans-Siberian Railway

The Arts	Engineering Projects
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

B Circle.

1. Verdi's operas are (performed/displayed) here.
2. Shakespeare's plays are (performed/displayed) here.
3. Balanchine's ballets are (performed/displayed) here.
4. Michelangelo's sculptures are (performed/displayed) here.

C Listen and write. 10

1. _____ 2. _____
3. _____ 4. _____

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Name: _____

D Write.

greeted guide whispered translation screen button

Everyone went to the opera. When they arrived, they were _____ by a man with gray hair. He was a very good _____ who answered many questions. In the opera, they could not understand because the opera was in Italian. In the opera, they _____ questions to each other. Then they used the _____ to read the opera in English. It was even better!

E Circle.

1. The Golden Gate bridge is tall. It has a _____ of 227 meters.
   (A) width (B) height (C) underwater (D) daily
2. Thanks to _____ technology, bridges and tunnels can now go over and under water.
   (A) daily (B) underwater (C) modern (D) width
3. The Channel Tunnel is the longest _____ tunnel in the world.
   (A) underwater (B) width (C) body of water (D) modern
4. Tunnels and bridges are used _____ by many people.
   (A) underwater (B) width (C) daily (D) body of water
5. Bridges and tunnels now go over and under _____.
   (A) underwater (B) large bodies of water (C) width (D) height
6. The Channel Tunnel has a height of 7.6 meters and a _____ of 7.6 meters.
   (A) height (B) modern (C) daily (D) width

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Unit 8 Test
page 1

Name: _____

A Circle.

1.
(A) interested guests
(B) bored audience
(C) interesting performance
(D) excited award recipients

2.
(A) visit relatives
(B) pose for pictures
(C) write thank-you cards
(D) send text messages

3.
(A) open presents
(B) visit relatives
(C) bored audience
(D) hang out with friends

4.
(A) bored audience
(B) interesting performance
(C) interested guests
(D) boring speech

5.
(A) interesting performance
(B) bored audience
(C) write thank-you cards
(D) pose for pictures

6.
(A) write thank you cards
(B) visit relatives
(C) send text messages
(D) hang out with friends

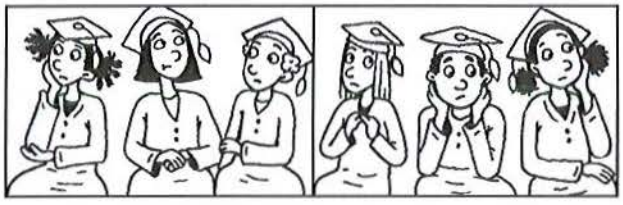
B Write.

1.

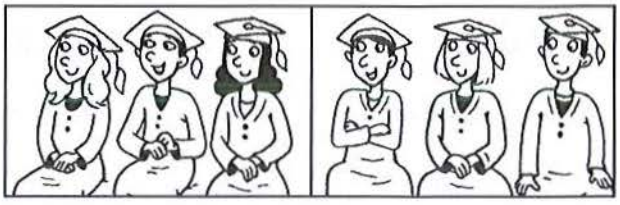
This year the _____, but last year it was even _____.

2.

_____, but last year it was even more exciting.

3. 

The audience is _____, and _____ will be just as _____.

4. 

The awards ceremony is _____ and _____, _____ next year.

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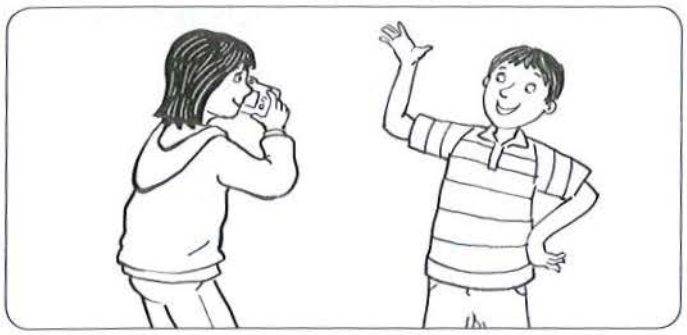
Name: _____

C Write.

1. 

What are you doing now?

I'm _____.

2.

What have you _____

all afternoon?

_____.

D Listen and write.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

E Circle.

1. Andre Geim and Konstantin Novoselov were _____.
   (A) physicists (C) discovered
   (B) scientists (D) graduations

2. Where does graphene come from?
   It comes from _____.
   (A) graphite (C) elephants
   (B) pencils (D) North America

3. Graphene is 97.3% _____.
   (A) flake (C) strongest
   (B) transparent (D) carbon

4. All life is made of _____.
   (A) elephants (C) flake
   (B) carbon (D) physicist

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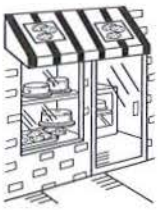
Final Test
page 1

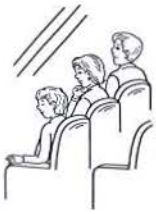
Name: _____

A Circle.

1. 
(A) pizzeria
(B) bakery
(C) pet shop
(D) jewelry store

2.
(A) recycle bottles and cans
(B) plant a garden
(C) turn off lights
(D) shut off the water

3.
(A) Balanchine's ballets
(B) Shakespeare's plays
(C) Picasso's paintings
(D) Verdi's operas

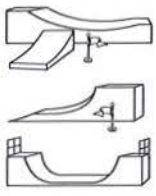
4. 
(A) interesting performance
(B) exciting award ceremony
(C) bored audience
(D) exciting award recipients

5.
(A) shampoo
(B) hair gel
(C) cologne
(D) dental floss

6.
(A) ride the bus
(B) catch a taxi
(C) drive a car
(D) ride a ferry

7.
(A) pay bills
(B) scrub the sink
(C) repair the house
(D) go to bed early

8.
(A) jewelry store
(B) pet shop
(C) bakery
(D) deli

9. 
(A) arcade
(B) art gallery
(C) skate park
(D) science museum

10.
(A) visit relatives
(B) pose for pictures
(C) open presents
(D) hang out with friends

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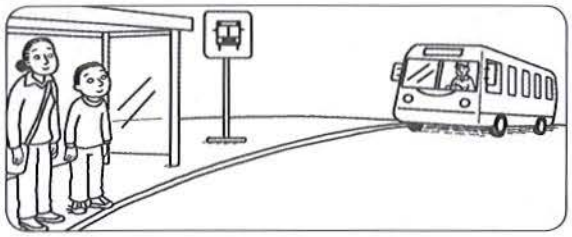
Name: _____

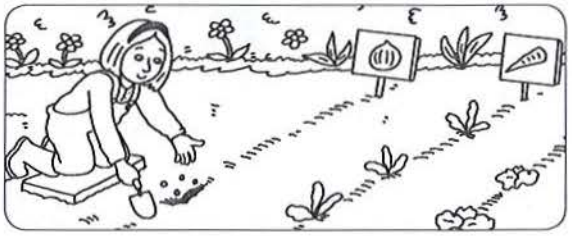
B Listen and write. 12

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

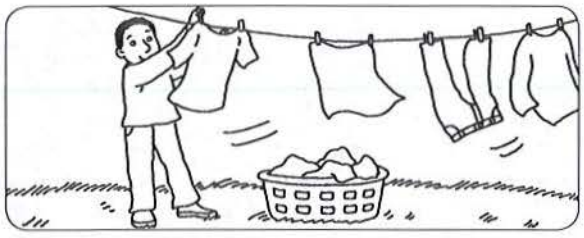
C Write.

1. 

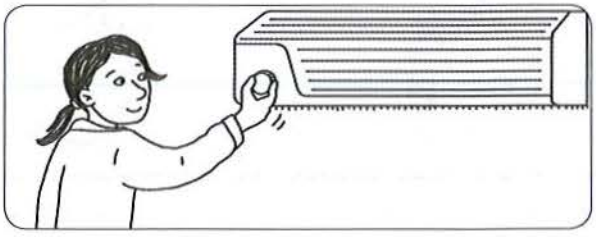
If we take _____,
we'll conserve energy.

2. 

_____,
_____ conserve energy.

3. 

He'll conserve energy _____
_____.

4. 

She'll _____
_____.

D Write.

Engineering Project	Start Date	Finish Date
Trans-Siberian Railway	1817	1825
Hoover Dam	1931	1936
Seikan Tunnel	1971	1988

1. When was the Hoover Dam constructed?
   It was _____, and it was _____.
2. _____?
   _____ in 1971 and _____ in 1988.

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Name: _____

E Write.

1.

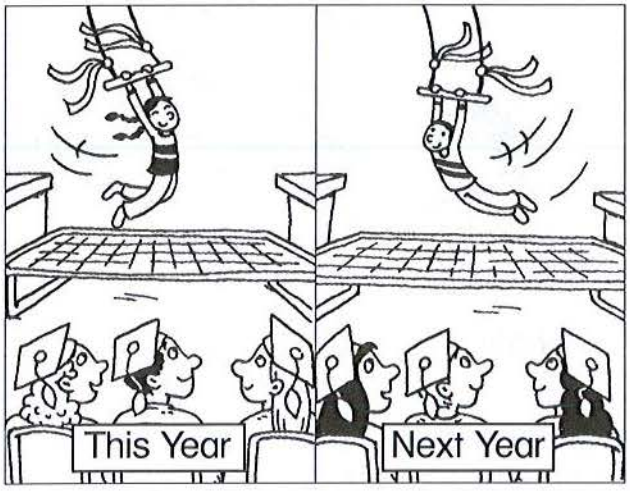
This year the speech is boring, but last year _____.

2.

This year _____

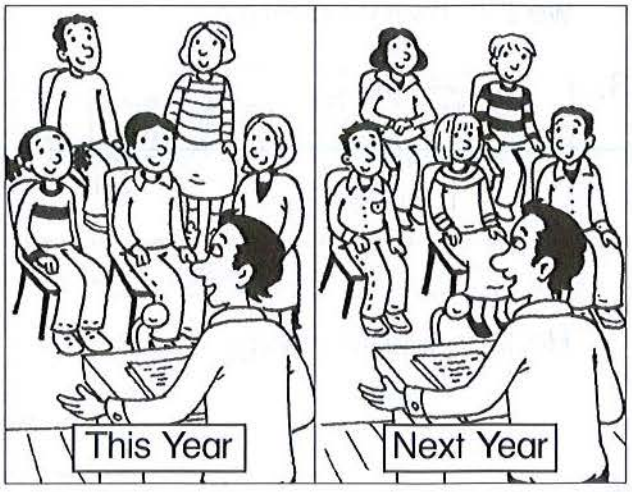
_____.

3.



The performance is interesting _____, and it _____ next year.

4.



The guests _____ this year, _____

_____.

F Listen and write. 13

1. _____ 2. _____ 3. _____

4. _____ 5. _____

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Name: _____

G Write.

modern physicists support addition papyrus cycle muscle

1. The water _____ is how water moves.
2. Two _____ discovered a new material called graphene.
3. Bones _____ and protect your body.
4. Thanks to _____ technology, bridges and tunnels now go over and under large bodies of water.
5. The Egyptians folded _____ into objects over 2,000 years ago.
6. You should use _____ to help you add something to something else.

H Number.

- ☐ The water goes into the air as water vapor.
- ☐ When the water vapor gets cold, it becomes clouds. This is called condensation.
- ☐ When water is hot it evaporates.
- ☐ When the clouds get very heavy, precipitation happens.
- ☐ People use the water from precipitation for drinking water. This is called collection.

I Circle.

1. Verdi's operas are (performed / displayed) here.
2. Picasso's paintings are (performed / displayed) here.
3. Michelangelo's sculptures are (performed / displayed) here.
4. Whose operas are (performed / displayed) here?
5. Who ballets are (performed / displayed) here?
6. Whose paintings are (performed / displayed) here?

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Test Answer Key

Test Center

Play or download the test audio from the Test Center.

Unit 1

A. Match.

1. ride the ferry
2. take the subway
3. catch a taxi
4. over the bridge
5. under the train tracks
6. up the street
7. drive a car

B. Write.

1. How do I get to the toy store? Walk up the street and turn right.
2. How do I get to the post office? First, walk along the river and turn left. Then, go over the bridge and go straight.
3. How do I get to the coffee shop? First, walk along the river and go straight. Then, walk around the fountain and turn left.
4. How do I get to the hotel? First, walk down the stairs and go straight. Then walk under the train tracks and go straight.

C. Listen and circle. 02

Audio Script:

1. *What did they do this morning?*
2. *What did they do this afternoon?*
3. *How did they get to the library?*
4. *How did she get to the amusement park?*

1. C
2. D
3. B
4. A

D. Write.

1. looking for
2. disappointed
3. giant panda
4. laughed
5. busy
6. leaned

Unit 2

A. Circle.

1. D
2. C
3. D
4. B
5. D
6. A

B. Write.

1. I have to go to bed early, but my parents have to pay bills.
2. I can have a party on weekends, but I can't have a party on weekdays.

C. Unscramble.

1. I can watch a scary movie on weekends, but I can't watch a scary movie on weekdays.
2. I can invite a friend over on weekends, but I can't invite a friend over on weekdays.
3. I can stay up late on weekends, but I can't stay up late on weekdays.

D. Listen and write. 03

Audio Script:

1. *anniversary*
2. *babysitter*
3. *special day*
4. *grinning*

E. Match.

1. addition 16 + 4 = 20
2. subtraction 6 – 3 = 3
3. multiplication 56 x 2 = 112
4. order 1, 2, 3, 4 or first, second, third
5. division 12 ÷ 3 = 4

Unit 3

A. Write.

1. belong
2. know
3. own
4. be
5. volunteer
6. study

B. Circle.

1. for
2. since
3. for
4. since

C. Write.

1. How long has he liked mystery novels? He has liked mystery novels since January.
2. How long has she been class president? She has been class president for eight weeks.
3. How long have they been living in Paris? They have been living in Paris for five years.
4. How long has he been building websites? He's been building websites since 2010.

D. Write.

1. century
2. annual
3. introduced
4. tools
5. edges
6. cheerfully

E. Listen and number. 04

Audio Script:

1. *First, fold the paper in half to make a triangle.*
2. *From the folded edge, fold both corners up to the top.*
3. *From the open edge, fold the top corner down to the middle point.*
4. *Fold the corners up to the top again.*
5. *Fold the bottom corner up to the opening in the center.*
6. *Finally, turn it around to see the sailboat!*

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

Unit 4

A. Write.

1. toothpaste
2. mouthwash
3. perfume
4. lotion
5. soap
6. dental floss

B. Listen and circle. 05

Audio Script:

1. *I went to the store because I needed a bar of soap. Did she need a bar of soap?*
2. *I went to the store because I wanted a tube of hair gel. Did he want a tube of hair gel?*
3. *I went to the store because I needed deodorant. Did he need dental floss?*
4. *I'm going to the store because I want a bottle of cologne. Does he want a bottle of perfume?*

1. yes 2. yes 3. no 4. no

C. Write.

1. You should use sunscreen before you go to the beach.
2. You should use lotion after you take a shower.
3. You should use deodorant before going to the movies.
4. You should use conditioner after washing your hair

D. Number.

1
5
2
3
4

E. Write.

1. cycle
2. condensation
3. evaporates
4. water vapor
5. collection

F. Write the questions.

1. What is condensation?
2. What is the water cycle?
3. What are two kinds of condensation?

Midterm Test

A. Circle.

1. B 2. C
3. A 4. A
5. C 6. B
7. C 8. D
9. B 10. B

B. Listen and write. 06

Students will listen to the word and write.

Audio Script

1. *soap* 2. *hair gel* 3. *perfume*
4. *cologne* 5. *conditioner* 6. *lotion*

C. Write.

1. How do I get to the coffee shop? First walk along the river and go straight. Then, go around the fountain and turn left.
2. How did you get to the museum? We took the train.
3. I have to study, but my parents have to repair the house.
4. My mom could stay up late when she was my age, but my dad couldn't.
5. I can call friends on weekends, but I can't call friends on weekdays.
6. I don't have to pay bills, but my parents do.

D. Circle.

1. for
2. since
3. since
4. for

E. Number.

1. 3, 1, 2
2. 3, 2, 1
3. 1, 3, 4, 2
4. 3, 2, 1

F. Match.

1. century 100 years
2. precipitation rain and snow
3. capital city
4. addition add something to something else

G. Listen and write. 07

1. How long have you been collecting comic books?
   I've been collecting comic books since I was eleven.
2. How long have you been building websites?
   I've been building websites for two years.
3. How long have you been volunteering at a soup kitchen?
   I've been volunteering at a soup kitchen for two weeks.
4. How long have you been living in Paris?
   I've been living in Paris since 1990.

H. Circle.

1. false
2. true
3. false
4. true

Unit 5

A. Circle.

1. C
2. B
3. C
4. A
5. D
6. A

B. Write.

1. The girl who is going to the pizzeria is my older sister.
2. The boy who is going to the museum is my little brother.
3. Which one is your younger sister? She's the one who is going to the pet shop.
4. Which one is your older brother? He's the one who is going to the sports stadium.

C. Listen and write. 08

Audio Script:

1. *Dad, I'm going to the arcade. What did he say?*
2. *Mom, I'm going to the skate park. What did he say?*
3. *Dad, I'm going to the art gallery. What did she say?*
4. *Mom, I'm going to the pizzeria. What did she say?*

1. He said that he was going to the arcade.
2. He said that he was going to the skate park.
3. She said that she was going to the art gallery.
4. She said that she was going to the pizzeria.

D. Unscramble.

1. stamp
2. envelope
3. fell
4. sidewalk
5. missing
6. pocket

E. Match.

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

Unit 6

A. Match.

1. reuse paper
2. take public transportation
3. grow your own vegetables
4. start a compost pile
5. use energy-saving lightbulbs
6. recycle bottles and cans

B. Write.

1. If you want to help the environment, shut off the water.
2. If you want to help the environment, what can you do?
   I can plant a garden.
3. What can she do if she wants to help the environment?
   She can use energy-saving light bulbs.
4. If we take public transportation, we'll conserve energy.
5. She'll conserve energy by turning down the air conditioner.
6. If we dry our clothes outside, we'll conserve energy.

C. Listen and write. 09

Audio Script:

1. *flat*
2. *fixed*
3. *reduce*
4. *spend*
5. *tires*

D. Write.

1. Whenever we throw away chemicals, we pollute the land and water.
2. Whenever we ride a bike, we protect the air.
3. Whenever we recycle bottles and cans, we reduce land pollution.

E. Read and circle.

1. False
2. True
3. False
4. True
5. True
6. False

Unit 7

A. Write.

The arts: Michelangelo's sculptures, Shakespeare's plays, Beethoven's symphonies, Picasso's paintings, Verdi's operas, Ballanchine's ballets

Engineering Projects: Hoover Dam, Seikan Tunnel, Erie Canal, Oliveira Bridge, Taipei 101 Building, Trans-Siberian Railway

B. Circle.

1. performed
2. performed
3. performed
4. displayed

C. Listen and write. 10

Audio Script:

1. *The Erie Canal was started in 1817 and it was finished in 1825. When was it finished?*
2. *The Trans-Siberian Railway was completed in 1916. It took 25 years. How long did it take to build?*
3. *The Hoover Dam was completed in 1936. When was the Hoover Dam finished?*
4. *The Taipei 101 building was started in 1999, and it was finished in 2004. When was it completed?*

1. 1825
2. 25 years
3. 1936
4. 2004

D. Write.

1. greeted
2. guide
3. whispered
4. translation screen

E. Circle.

1. B
2. C
3. A
4. C
5. B
6. D

Unit 8

A. Circle.

1. B
2. D
3. A
4. C
5. A
6. A

B. Write.

1. This year the speech is boring, but last year it was even more boring.
2. This year the ceremony was exciting, but last year it was even more exciting.
3. The audience is bored this year, and next year it will be just as bored.
4. The awards ceremony is exciting, and it will be just as exciting next year.

C. Write.

1. What are you doing now?
   I'm posing for pictures.
2. What have you been doing all afternoon?
   I've been writing thank-you notes.

D. Listen and write. 11

Audio Script:

1. *valedictorian*
2. *curtains*
3. *replied*
4. *nobody*
5. *note*

E. Circle.

1. A
2. A
3. B
4. B

Final Test

A. Circle.

1. B
2. A
3. B
4. C
5. D
6. A
7. B
8. A
9. C
10. C

B. Listen and write. 12

Audio Script:

1. *Mom, I'm going to the skate park. What did he say?*
2. *Dad, I'm going to the arcade. What did she say?*
3. *Dad, I'm going to the mall. What did he say?*
4. *Dad, I'm going to the art gallery. Did she say that she was going to the science museum?*
5. *Mom, I'm going to the sports stadium. Did he say that he was going to the sports stadium?*
6. *Mom, I'm going to the science museum. Did she say that she was going to the art gallery?*

1. He said that he was going to the skate park.
2. She said that she was going to the arcade.
3. He said that he was going to the mall.
4. No, she didn't.
5. Yes, he did.
6. No, she didn't.

C. Write.

1. If we take public transportation, we'll conserve energy.
2. If we plant a garden, we'll conserve energy.
3. He'll conserve energy if he dries his clothes outside.
4. She'll conserve energy if she turns down the air conditioner.

D. Write.

1. When was the Hoover Dam constructed? It was started in 1931, and it was finished in 1936.
2. When was the Seikan Tunnel constructed?
   The Seikan Tunnel was started in 1971, and finished in 1988.

E. Write.

1. This year the speech is boring, but last year it was even more boring.
2. This year the audience is bored, but last year they were even more bored.
3. The performance is interesting this year and it will be just as interesting next year.
4. The guests are interested this year and they will be just as interested next year.

F. Listen and write. 13

Audio Script:

1. *discover*
2. *transparent*
3. *ligament*
4. *height*
5. *samurai helmet*

G. Write.

1. cycle
2. physicists
3. support
4. modern
5. papyrus
6. addition

H. Number.

2
3
1
4
5

I. Circle.

1. performed
2. displayed
3. displayed
4. performed
5. performed
6. displayed

Word List

1817 61
1825 60
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Arabic 3
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chemical 54
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Chinese 3
collect comic books . . 24
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edges 28
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exciting award ceremony 66
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factory 54
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had 23
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hang out with friends . . 68
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he's 23
he takes public transportation 51
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I
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L
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ligaments 46
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owned a laptop 23
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tendon 46
tendons 46
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translation screen 62
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Trans-Siberian Railway 60
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turn right 5
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type a report 12
U
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underwater 64
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V
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