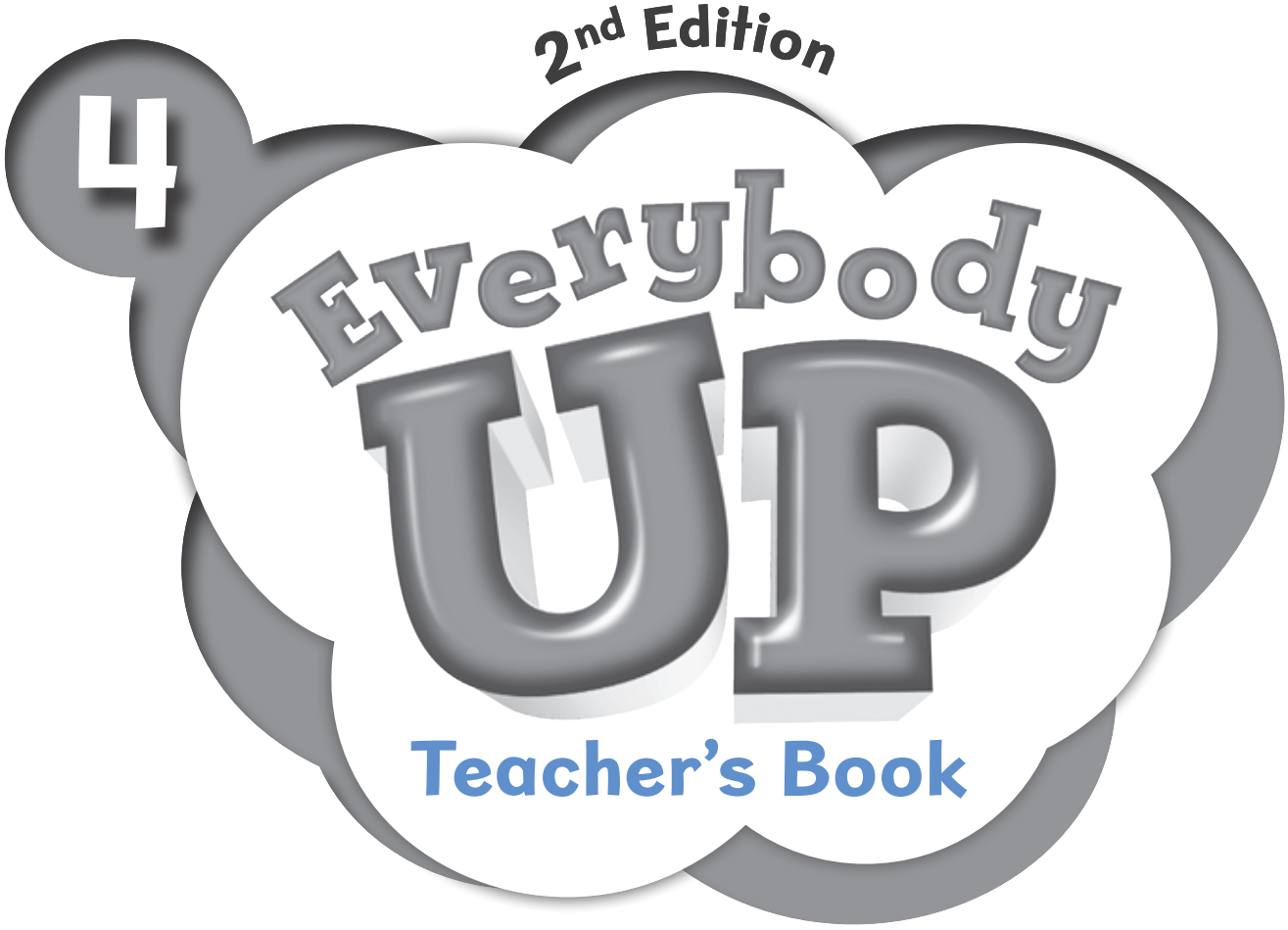


Patrick Jackson

Susan Banman Sileci

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Syllabus

Welcome

- Review of Level 3
- Talking about measurement.

There are one thousand grams in a kilogram.

Classroom Instructions

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

Unit 1 Fun Outdoors

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Camping: climb hike canoe fish grill hamburgers watch birds • Questions with *what* *What does he/she like doing?* *He/She likes climbing.* • Yes/No questions with *do* *Does he/she like climbing?* *Yes, he/she likes it a lot.* *No, he/she doesn't like it at all.*	**Sports:** ski snowboard ice-skate in-line skate skateboard surf • Simple present statements with *is/isn't* *He's/She's good at skiing.* *He/She isn't good at skiing.* • Yes/No questions with *is* *Is he/she good at skiing?* *Yes, he's/she's very good at it.* *No, he's/she's not very good at it.*	**Reading: The Skating Lesson** • Trying something new *I'm not very good at (ice-skating).* *Don't worry. I can help you.* Be brave.	**Safety:** wear a helmet put on sunscreen wear a life jacket fasten your seatbelt • Time clauses with *when* *When you go snowboarding, always wear a helmet.* Video Poster

Unit 2 Land and Sea

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Animals and Insects: hippopotamus gorilla panda butterfly caterpillar bee • Regular comparatives with *than* The hippopotamus is bigger than the panda. • Regular superlatives *The hippopotamus is the biggest.* • Questions with *which* and the superlative *Which one is the smallest?* *The bee is the smallest.*	**Sea Creatures:** eel seal dolphin squid whale shark • Comparisons with *as (adjective) as* *The eel is/isn't as long as the seal.* • Yes/No questions with comparisons *Is the eel as long as the seal?* *Yes, it is./No, it isn't. It's shorter.*	**Reading: The Best Cap** • Asking for a specific item using *which* *Which one would you like?* *I'd like the (longest) one, please.* Be thoughtful.	**Weight and Length:** lizard beetle crab octopus • Questions with *how much* *How much does the lizard weigh?* *It weighs 150 kilograms.* • Questions with *how long* *How long is the lizard?* *It's 3 meters long.* Video Poster

Check Up 1 Units 1 and 2

Skills Bonus

Project Outdoor Fun Poster

Unit 3 Appearance

Lesson 1	Lesson 2	Lesson 3	Lesson 4
What We Look Like: short hair shoulder-length hair long hair straight hair curly hair wavy hair • Questions with *what* (3rd person) *What does he/she look like?* *He/She has short, black hair and brown eyes/glasses/a beard.* • Questions with *which* (3rd person) *Which one is your brother/sister?* *He's/She's the one with short, straight, black hair and brown eyes/glasses/a beard.*	**Accessories:** watch necklace earrings sunglasses gloves belt • Questions with *what* *What does the watch/do the earrings look like?* *It's/They're new and black.* • Questions with *which* *Which watch/gloves does he/she want to wear?* *He/She wants to wear the black one/ones.*	**Reading: The School Play** • Wishing someone good luck *Good luck with the play.* *Thanks. You, too.* Be kind.	**Camouflage:** Science stick leaf grass sand • Comparisons with the same (color)/(shape) as *The caterpillar is the same color/shape as the stick.* Video Poster

Unit 4 Last Week

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Sports: baseball basketball volleyball golf tennis table tennis • Simple past statements with known regular verbs and new nouns *He/She played baseball yesterday.* • Questions with *what* *What did he/she do yesterday?* *He/She played baseball yesterday.*	**Activities:** practice the piano use the computer talk on the phone help my parents visit my friend work on a project • Simple past questions with *what* and time expressions (1st person) *What did you do last weekend?* *I practiced the piano.* *Did you practice the piano on Monday?* *Yes, I did./No, I didn't.*	**Reading: The Baseball Game** • Offering assistance *I can't find my glove.* *Don't worry. You can borrow mine.* Be prepared.	**Ancient Rome:** Social Studies stone clay glass metal • Simple past questions with *what* (3rd person plural) • The verb *use* with the infinitive *to make* *What did they use to make homes in Rome?* *They used stone.* Video Poster

Check Up 2 Units 3 and 4 Skills Bonus **Project** Our Book

Unit 5 A Day Out

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Food and Drink: noodles curry sushi lemonade grape juice tea • Known irregular verbs with new foods *He/She ate noodles. He/She drank lemonade.* • Verbs with prepositions *for* and *with* *What did he/she eat for lunch?* *He/she ate noodles.* *What did he/she drink with lunch?* *He/She drank lemonade.*	**Things to Do:** go bowling take a picture see a parade have a picnic get a haircut buy clothes • Questions with *what* and *when* + irregular verbs *What did he/she do yesterday?* *He/She went bowling.* *When did he/she go bowling?* *He/She went bowling yesterday.*	**Reading: The Missing Backpack** • Helping someone find something *What happened?* *I lost my backpack.* *Let's look for it together.* Be helpful.	**Dinosaurs:** feather tail claw wing • Past tense statements • *Some* with plural nouns *Some dinosaurs had feathers.* Video Poster

Unit 6 Being Creative

Lesson 1	Lesson 2	Lesson 3	Lesson 4
The Arts: sing songs make movies write stories design clothes paint pictures make models • Simple present questions with *like* and infinitive *to* *What does he/she like to do in his/her free time?* *He/She likes to sing songs.* *Does he/she like to sing songs in his/her free time?* *Yes, he/she does. No, he/she doesn't.* *He/She likes to make movies.*	**Making Things:** cook dinner bake cookies make jewelry make a card knit a scarf play music • Preposition *for* + object pronouns *He/She cooked dinner for him/her/them.* *What did he/she cook for him/her/them?* *He/She cooked dinner for him/her/them.*	**Reading: Good Neighbors** • Being kind to someone in need of assistance *Could you carry these bags for me?* *Sure. No problem.* Be helpful.	**Types of Art:** painting photograph mosaic sculpture • Simple present statements • Preposition *of* for subject matter *This is a painting of a bedroom.* Video Poster

Check Up 3 Units 5 and 6 Bonus Skills **Project** Group Story

Unit 7 Things to Be

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

Unit 8 On Vacation

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

Check Up 4 Units 7 and 8 Skills Bonus **Project** Dream Island Poster

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.

With materials that are easy to understand for both teachers and students along with lesson plans offering 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.

The course is full of colorful photographs, illustrations, and videos that will help your students connect what they learn to the world outside the classroom. Students will meet real children in every lesson—the Everybody Up Friends—who will guide and encourage students to use English, both in and out of the classroom. Your 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.

This second edition of the series has many new or updated features, including,

- Videos
- Posters
- Projects
- Expanded Check Up reviews and student self-assessment
- Online practice
- Assessment
- More Young Learners Exam practice
- Student, teacher, and parent websites

A new Teacher's Resource Center CD-ROM has printable versions of materials previously found in the back of the Teacher's Book, expanded to include more support material than ever before.

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.

21st Century Skills: Advances in communication and technology are part of students' daily lives. Our increasingly interconnected world requires today's young students to develop strong skills in critical thinking, global communication, collaboration, and creativity. Practice and development of these skills are found throughout the course with specific focus on them at the end of each lesson.

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. Through a School Subject Connection, the last lesson of every unit builds on the grammar and vocabulary of the preceding lessons to teach new real-world content that integrates English with students' other school studies. A documentary-style video and a poster depicting real-life situations are parts of this lesson that work to connect English to the world outside class.

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.

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 Check Up unit review lesson. Additionally, in Levels 1 to 6, there is a Bonus lesson and a Project. The Bonus lesson in Levels 1 and 2 features phonics. In Levels 3–6, the Bonus lesson features skills.

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 a grammar point related to the unit theme, and to Lesson 1. Language presentation and practice are followed by further practice in a song or chant. The lesson culminates in a fun activity that allows for personalization or more open production and meaningful language use.

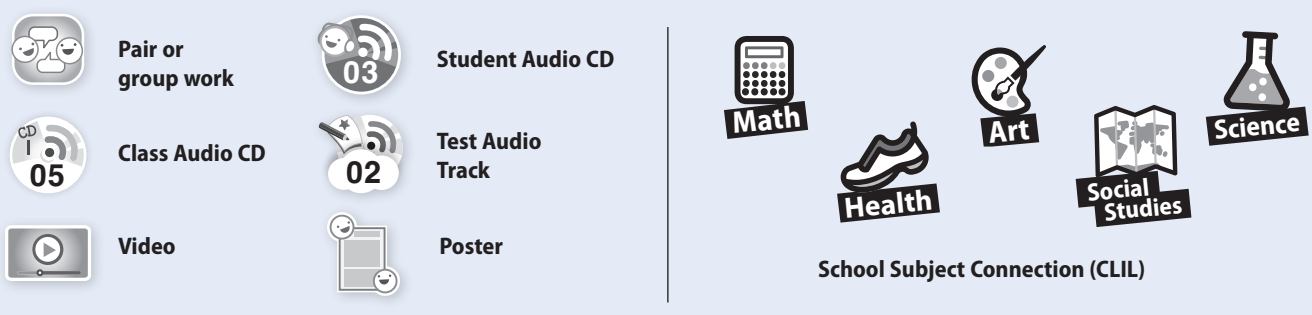
Lesson 3: The third lesson uses a story to introduce chunks of functional, communicative language in a conversation, and to demonstrate a global value to help students become better citizens, both of their classrooms and their communities. The story centers on the cast of continuing characters that students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

Lesson 4: In Levels 1 to 6, the final lesson in each unit has a CLIL focus, opening with a video. The lesson teaches four new vocabulary items and builds on the grammar of the previous lesson. Each lesson has a cross-curricular connection to school subjects such as math, health, social studies, science, and art. Critical thinking activities and graphic organizers help students practice age-appropriate academic skills. Lessons end with a poster exercise using vocabulary and language in new, rich visual contexts.

In the Starter Level, this final lesson is a phonics lesson focusing on introducing the alphabet letters, their sounds, and vocabulary.

Check Up: After every two units, a two-page Check Up lesson helps students consolidate the vocabulary, grammar, and conversational language they have learned. When students have completed the activities in the lesson, they complete a self-assessment section, rating how well they've learned the material and identifying areas for further practice.

Everybody Up Icons



Bonus Lesson and Project: Every two units, after the Check Up, there is a Bonus lesson and a Project. In Levels 1 and 2, the Bonus lesson features phonics, which teachers can use to present and review the letters of the English alphabet and the sounds those letters make. In Levels 3 to 6, the Bonus lesson features integrated skills with activities for reading, writing, listening, and speaking.

The Bonus lesson is followed by a Project. These projects encourage students to collaborate, communicate, and be creative in real ways through creating posters, books, artwork, and other tangible items to present and share. The projects require some basic materials and may also utilize photocopiable templates available on the Teacher's Resource Center CD-ROM. Each project includes a Home-School link that encourages students to share their work and language at home.

Assessment

Everybody Up provides all the assessment resources you need to help shape and improve your students' learning. This includes tests for establishing students' language level, for evaluating their progress in the course, and for preparing them for the *Cambridge English: Young Learners* (YLE) tests.

The Teacher's Resource Center CD-ROM contains the following tests, most of which are customizable. Testing instructions, audio files, and answer keys are also provided.

Placement Test: This test is a quick 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. Online Young Learners Placement Tests are available for purchase from OxfordEnglishTesting.com. These tests are written by international young-learner assessment experts and offer more detailed placement advice for *Everybody Up*, including CEFR Levels.

Entry Test and Entry Review Worksheets: Each level has one grammar-focused Entry Test designed to help you measure your students' levels as they begin the new book. The Entry Test allows you – and your students – to assess their understanding of the key grammar points presented in the previous level of *Everybody Up*. Based on students' strengths and weaknesses, you can assign Entry Review Worksheets to review, support, challenge, and further assess your students' understanding of specific grammar topics.

Achievement Tests: A unit test after each unit, a midterm test after Unit 4, and a final test at the end of the level help you assess your students' mastery of the vocabulary, grammar, and conversational language. There are also speaking tests that provide a framework for assessing your students' progress in this area. In addition, every test contains questions and tasks similar to what your students will encounter in Young Learners examinations.

Further information on testing and evaluation can be found on the Teacher's Resource Center CD-ROM.

Cambridge English: Young Learners (YLE) Tests

In many areas, students will take the *Cambridge English: Young Learners* (YLE) tests. To help prepare for this, much of the content of *Everybody Up*, such as vocabulary items and grammar structures, serves to prepare students for these tests.

Each Student Book features eight pages of exercises practicing listening, speaking, reading, and writing as they are focused on in the YLE tests.

Additionally, the Teacher's Resource Center CD-ROM contains YLE practice tests. These tests provide specific practice in the style of the actual examinations, enabling you to choose task types and create practice materials to prepare for these tests. Even if your students aren't preparing for these examinations, you can still use the tests to create extra practice, review tests, or worksheets, and to provide additional skills practice.

Further information on testing and evaluation can be found on the Teacher's Resource Center CD-ROM.

Other Features in the Second Edition

The proliferation of technology in our lives makes visual literacy and communication more relevant than ever before. Videos, posters, and illustrations are great support for language learners. These reinforce meaning and provide rich context for language and vocabulary. The second edition of *Everybody Up* has new illustrations, posters, and videos available throughout the course.

Reinforcing language and meaning with videos, posters, projects, and online content also gives your students more opportunity for engagement. This, in turn, boosts their motivation. An interesting video or poster can reinforce and expand on the content of the Student Book, but it also encourages students to use critical thinking. Ultimately, students are encouraged to connect what they are learning with the experiences they have outside the classroom in their daily lives.

Video

Lesson 4 of each unit features a lively video that expands the topic and cross-curricular connection in the lesson. These documentary-style videos with real-world content give students a chance to experience how the language can be used in the larger world outside the classroom.

Through a sequence of pre- and post-watching activities, students use language they have learned in meaningful activities. Repeated viewings of the videos are also a great way to reinforce pronunciation and intonation.

Posters

The *Everybody Up* posters reinforce and extend students' knowledge of the vocabulary, language patterns, and concepts covered in the unit's cross-curricular fourth lesson. Posters provide an opportunity for your students to connect vocabulary to new visual contexts. Posters also have a conversational feature that can be used for speaking and communication practice between classmates or in small groups.

The posters and videos share similar themes and vocabulary. They work in tandem to engage students outside their books with opportunities for critical thinking, communication, and collaboration. They also help support the CLIL lessons by bringing more real-world content into the classroom.

Projects

Projects are featured in the Student Books for Levels 1 to 6 after every two units. Project work encourages students to collaborate, communicate, and be creative in real ways with tangible results. The projects in *Everybody Up* are designed to be completed in one lesson and with easy materials that are commonly available. Students use the language they have learned in the unit in meaningful communication with their classmates, teachers, and families. In addition to specific language tips, the project pages also have a feature for sharing the project at home as part of a Home-School link. Some projects have photocopiable templates that are available on the Teacher's Resource Center CD-ROM.

Online Practice

Students can practice at home using Online Practice. Activities are automatically graded. A new trophy room in the second edition allows you, your students, and their parents to monitor progress and identify strengths and areas for improvement in different skills areas. Another new feature allows you and your students to message anyone within your online practice class.

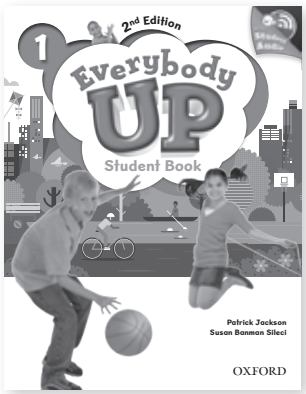
Online Practice also contains additional resources for students and teachers. The Media Center provides students and teachers with cross-curricular videos, animated song videos, and the Student Book audio program. In the Resources section, students can access self-study materials and customizable word lists, song lyrics, and video scripts. In addition to these resources, teachers have access to poster descriptions and information, and an assessment package (also found on the Teacher's Resource Center), which includes instructions, editable tests, test audio, lesson worksheets, and Cambridge YLE practice tests.

Online Play

Online Play gives students an opportunity for fun practice with a variety of games that appeal to different learning styles and interests. With each game, students select a level of play before they start. They also unlock new levels as they progress, motivating them to keep playing and practicing.

In addition to games, Online Play has engaging downloadable resources, videos, and songs that will help students practice language from *Everybody Up* outside of the classroom.

Components



Student Book / Student Book with Student Audio CD

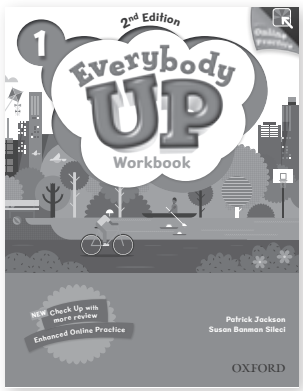
- Eight units with four lessons per unit
- Check Ups and Bonus lessons after every two units (Levels Starter–2: Phonics; Levels 3–6: Skills)
- Projects get students working together to activate new language
- Includes Cambridge YLE practice



Student Audio CD

Included in the Student Book with Audio CD Pack

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



Workbook / Workbook with Online Practice

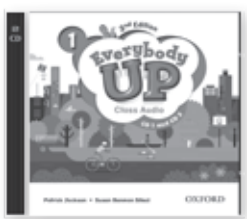
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Picture dictionary for vocabulary and writing practice
- Check Up pages support the Student Book





Picture Cards (Levels Starter–4)

- Pictures on one side and vocabulary words on the other
- Words are big enough for use in large classrooms
- Useful for presenting new vocabulary, for assessing student knowledge, and for playing games





Class Audio CDs

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



NEW

Online Play

- Fun and engaging reinforcement of learning points at home for students
- Contains games, video, audio, and activities
- www.oup.com/elt/student/everybodyup



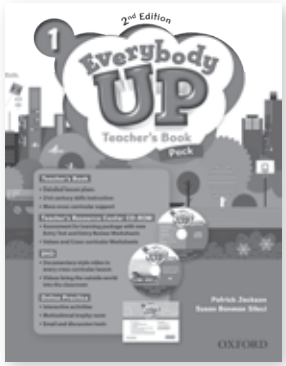
Teacher's Book Pack

Teacher's Book with Online Practice

- Course description and teaching methodology
- Overview of games and activities
- Detailed lesson plans that support teachers of all levels
- Extension activities and 21st century skills instruction

Also included:

- Workbook answer key
- Video scripts (Levels 1–6)
- Picture Card list (Levels Starter–4)
- Word list



Teacher's Resource Center CD-ROM



- New Entry Test and Entry Review Worksheets
- Customizable placement, unit, midterm, and final tests
- Cambridge YLE practice tests
- Test audio and answer keys
- Photocopiable worksheets (Starter Level: Values and Phonics; Levels 1–6: Values and Cross-curricular)
- New photocopiable resources for projects (Levels 1–6)

NEW

DVD

- Starter Level: eight animated stories bring universal values to life
- Levels 1–6: eight documentary-style videos enhance and support the school subject connection





Online Practice for Students and Teachers

Access codes included in the **Workbook with Online Practice** and the **Teacher's Book Pack.** Visit www.eu2onlinepractice.com.

- Interactive activities for every lesson
- Automatic scoring and gradebook
- New trophy room motivates students
- New email and discussion tools
- Assessment, video, audio, and other classroom resources

Classroom Presentation Tool

- Engage your students in a blended learning classroom with digital features that can be used on your tablet or computer and connected to an interactive whiteboard or projector
- Complete activities as a class, and grade the answers as you go
- Take your Classroom Presentation Tool with you, and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page — all with one account

Additional Online Resources

- For Teachers: https://elt.oup.com/teachers/everybodyup
- For Parents: https://elt.oup.com/parent/everybodyup

NEW

Poster Pack (Levels 1–6)

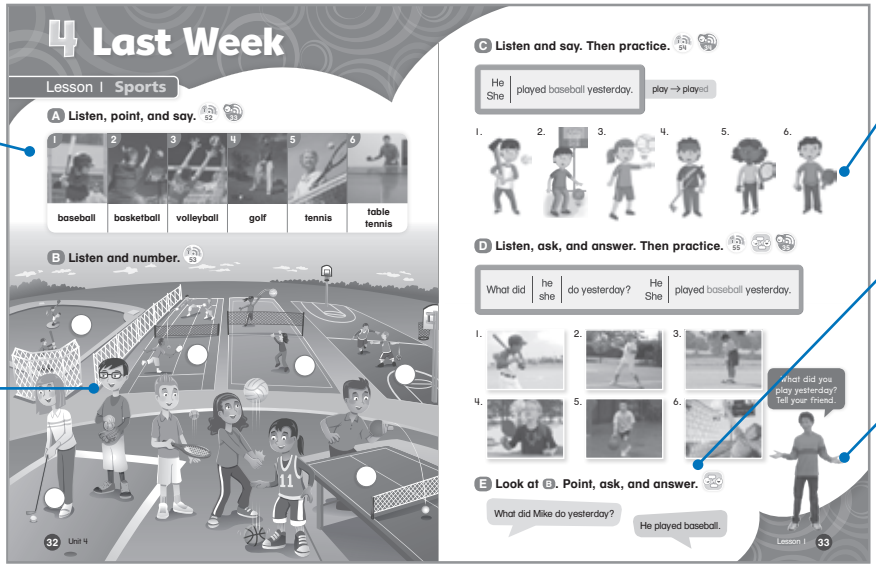
- Contains eight posters, one for each cross-curricular lesson
- Posters initiate and support classroom discussions around the school subject connection



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.

Using 21st century skills, students personalize what they have learned with the help of their Everybody Up Friend.

Student Book pages 32–33

Warm up

1. Greet the class. Sing a song from the previous unit. Use language from the previous unit to elicit responses from individual students. Then have students practice the language in pairs.
2. Review the language from the previous unit, using a game, activity, or Picture Cards to elicit student responses.
3. Elicit the unit language or what the Everybody Up Friend says from Lesson 4 of the previous unit. Use Picture Cards or classroom items to elicit vocabulary related to the expression or language. Have students practice the unit language with their classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
2. If a game or activity is suggested, use it to practice the new vocabulary.
3. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards or classroom items to elicit responses from the students. If a game or activity is suggested, use it to further practice the vocabulary.
4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
5. Have students practice the words by pointing to items they can see around them or by displaying the Picture Cards around the classroom.

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

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

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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. Practice the grammar pattern with the students. Hold up Picture Cards for the Lesson 1 vocabulary and practice the pattern for each card.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

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. If a game or activity is suggested, use it to further practice the grammar pattern.
6. Student pairs practice the pattern, using their books.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

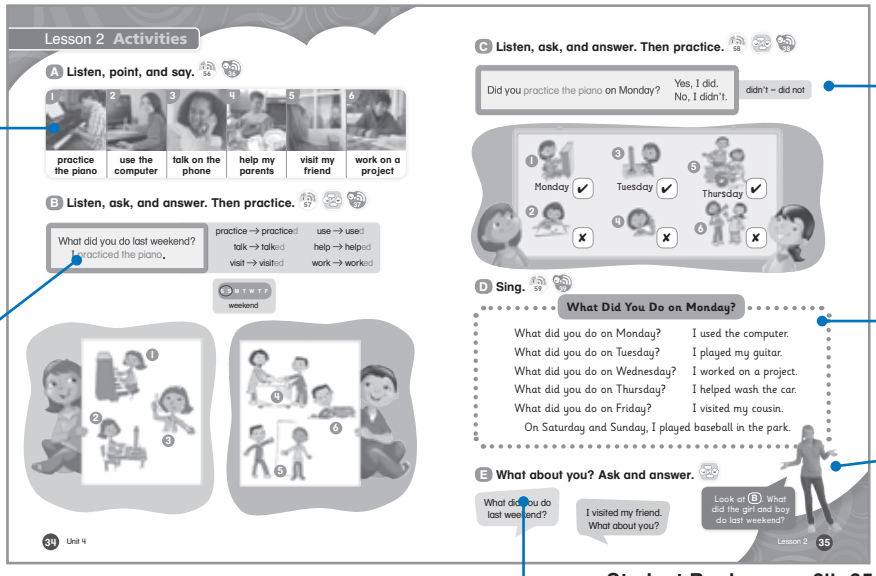
Games and Activities

- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

Extra Practice

Workbook
Student Audio CD
iTools
Online Practice

Lesson 2



New words are clearly presented with audio support.

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

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

Further exposure to the new language.

Using 21st century skills, students personalize what they have learned with the help of their Everybody Up Friend.

Fun personalization activities offer more speaking practice.

Student Book pages 34–35

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 the language from the previous lesson to elicit student responses.
3. Elicit the lesson language or what the Everybody Up Friend says from the previous lesson. Have students practice the expressions and language with their classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
2. To reinforce the meaning of the new vocabulary, use miming or acting as suggested.
3. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards or classroom items to elicit responses from the students.
4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
5. Students practice the words by pointing to items around the classroom or in their books.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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, ask, and answer along with the CD.
5. Practice the grammar pattern with the students. Hold up Picture Cards for the Lesson 2 vocabulary and practice the pattern for each card.

C Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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.

D Exercise varies.

1. Steps for this exercise will vary. See individual units.
2. Students use the completed exercise to practice the language by interacting.

E Exercise varies.



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/ or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

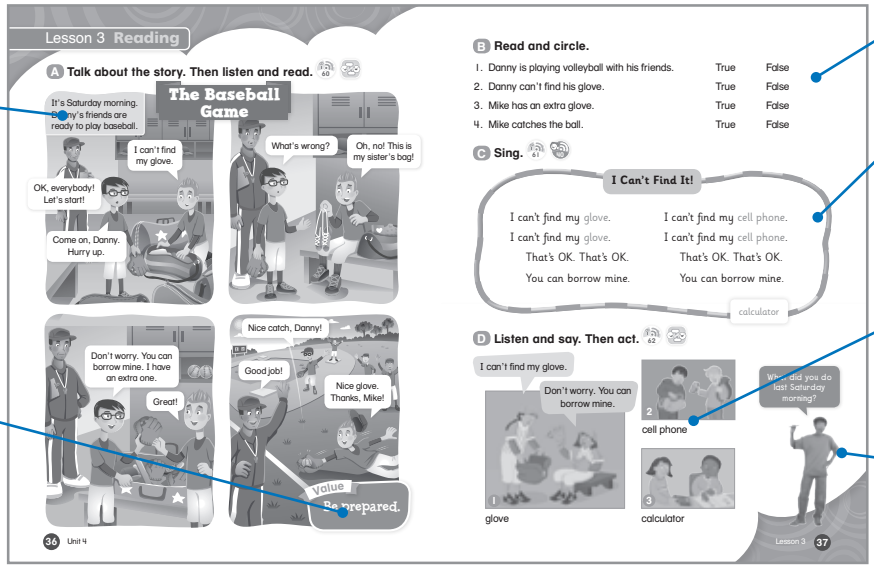
Extra Practice

Workbook
Student Audio CD
Classroom Presentation Tool
Online Practice

Lesson 3

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

The story highlights a universal value.



Student Book pages 36–37

Comprehension activity builds reading and listening skills.

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

Role plays in different contexts help students practice the conversation.

Using 21st century skills, students personalize what they have learned with the help of their Everybody Up Friend.

Warm up

1. Greet the class. Sing a song from the previous unit or use familiar language to elicit responses from students.
2. Review past vocabulary or other language related to the Lesson 3 story.
3. Elicit the lesson language or what the Everybody Up Friend says from the previous lesson. Have students practice the expressions and language with their classmates.
4. If a song, game, or activity is suggested, use it as additional warm up for Lesson 3.

A Talk about the pictures. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

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

B Read and circle.

1. Explain that students will read the sentences and circle Yes if the sentence is correct or No if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Students look at the art and talk about what they see.
2. Read the song lyrics with the students.
3. Play the Class CD track for the song. Students listen and then sing along with the CD.
4. Students sing the song again, turning to partners and using gestures, props, or facial expressions related to the song.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games or activities to further review the story.

Extra Practice

Workbook
Student Audio CD
Lesson 3 Worksheet
Classroom Presentation Tool
Online Practice

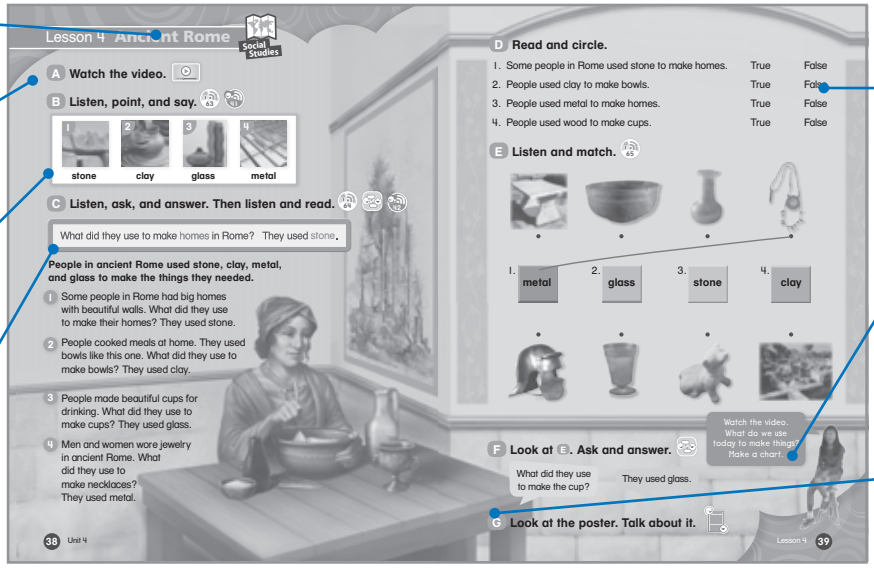
Lesson 4

The lesson links English to other school subjects, like social studies.

Video links the content to a rich visual learning experience.

Words are clearly presented with audio support.

Structured practice of the new language.



Students practice the language and concepts with critical thinking activities.

Students use 21st century skills to respond to questions or directions posed by the Everybody Up Friend.

Posters bring real-world content into the classroom.

Student Book pages 38–39

School Subject Connection

Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. The lesson includes a video. Before watching the video, 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. Elicit the lesson language or what the Everybody Up Friend says from the previous lesson. Have students practice the expression with their classmates or create their own.
3. If a song, game, or activity is suggested, use it as additional warm up for Lesson 4.
4. Review conversation language from a previous lesson. Have students practice the language with their classmates.

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video. Specific School Subject Connection activities will vary. See individual units. Ask students what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116–117 for reference.
2. Play the video again. Pause the video and ask students questions about the video. Encourage them to answer in full sentences to practice the grammar patterns and new vocabulary.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards to introduce the new vocabulary. Continue until students can produce the words on their own.
2. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use Picture Cards, miming, or the students' books to elicit responses.
3. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
4. If a game or activity is suggested, use it to practice the new vocabulary.

C Listen and say. Then listen and read.



See *Teaching Grammar*, Teacher's Book page 24.

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

D Read and circle.

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

E Exercise varies.

1. Steps for this exercise will vary. See individual units.
2. If the exercise requires writing, have students check their answers.

F Exercise varies.



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

G Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students identify familiar objects in the poster images. See Teacher's Book page 118 for poster information.
2. Students talk about the poster using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication/Collaboration/ or Creativity: Direct students' attention to the Everybody Up Friend. Students answer the questions and use 21st century skills to do the task alone or with a classmate.

Games and Activities

- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

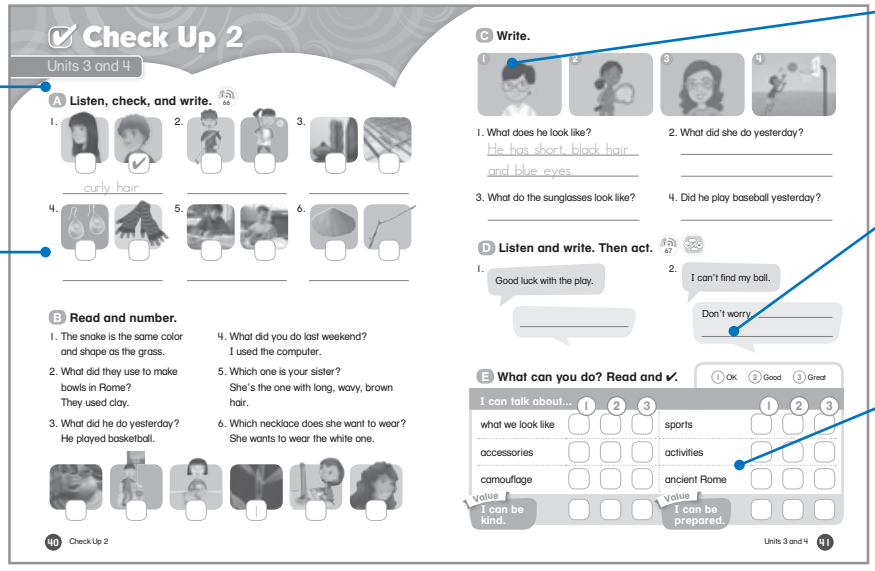
Extra Practice

Workbook
Student Audio CD
Lesson 4 Worksheet
Unit Test
Classroom Presentation Tool
Online Practice

Check Up

Students identify vocabulary from the previous two units.

Students check comprehension of language and grammar from previous two units.



Students practice writing using language and grammar from previous two units.

Students practice listening, writing, and speaking using language from previous two units.

Students evaluate their own performance on the previous two units and identify areas for further practice.

Student Book pages 40–41

Warm up

1. Greet the class and sing a song with students.
2. If a game or activity is suggested, use it to review vocabulary from the previous two units.
3. Elicit the lesson language or what the Everybody Up Friend says from the previous lesson. Students practice the unit language with their classmates.

A Listen, number (or ✔), and write.

See *Teaching Check Ups,* Teacher's Book page 25.

1. Review key vocabulary from the previous two units. Use picture cards or cue vocabulary or play a short game.
2. Play the Class CD track for this exercise. Students listen and number the vocabulary or ✓ the correct item.
3. Students write the correct word under the picture. Students check their answers.

B Read and circle (or Read, circle, and number).

1. Review key language from the previous two units. Use picture cards or cue vocabulary or play a short game.
2. Students look at the pictures, read the sentences and identify the correct answer by circling the text.
3. If the exercise included numbering, students number the items in the boxes and check their answers.

C Write.

1. Review key language from the previous two units. Use picture cards or cue vocabulary or play a short game.
2. Students look at the picture and write short answers to either complete the sentences or answer the questions.

D Listen and write. Then act.



1. Review key language from the previous two units. Use picture cards or cue vocabulary or play a short game to reactivate language.
2. Play the Class CD track. Students listen and read the speech bubbles. Students listen for the missing text.
3. Play the Class CD track again. Students write the missing language on the page.
4. Groups or pairs of students role play the dialogue.

E What can you do? Read and ✔.

See *Teaching Check Ups*, Teacher's Book page 25.

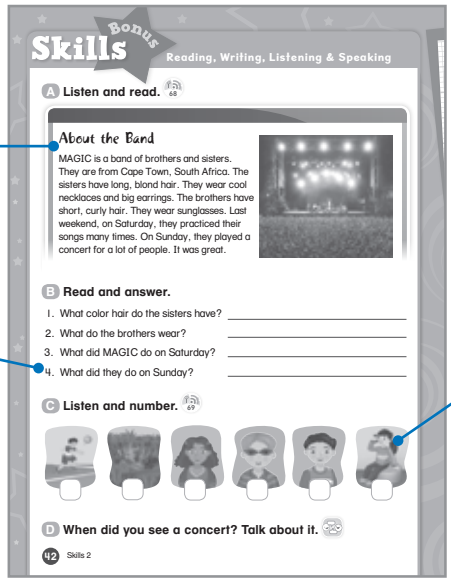
1. Review the contents of the chart with the class and make sure students understand the rating system and how to complete the chart.
2. Students consider how well they have learned each item on the chart and rate themselves using the rating system.
3. Students think about what they need more practice with and share. Select games and activities that best address students' needs from the self-assessment check.

Games and Activities

- Use the suggested games or activities to further practice the language from the previous two units. These can be selected using information from students' self-evaluations.

Extra Practice

Workbook
Classroom Presentation Tool
Online Practice



Students listen and read along with short text.

Students write complete answers to questions about the text.

Students listen and number the illustrations.

Student Book page 42

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 language items that students need more practice with as suggested by their self-assessment from the Check Up lesson.
3. If a song, game, or activity is suggested use it as additional warm up and review.

A Listen and read.

See *Teaching Phonics*, Teacher's Book page 26.

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

B Read and answer.

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

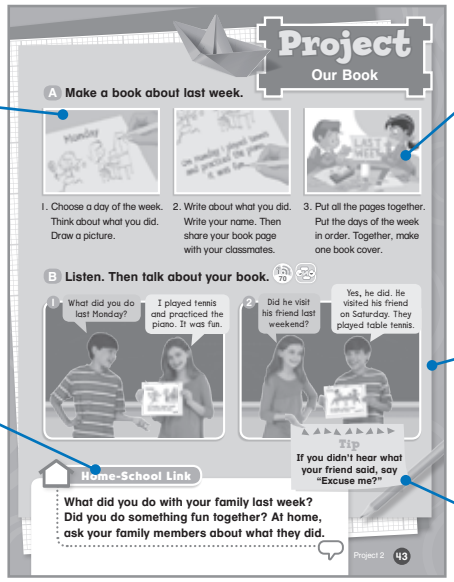
C Listen and number.

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

D When did you _____? Talk about it.

1. Have students read the instruction line and think about their answer to the question. Model an answer using your own experience or have a volunteer talk about their experience. Ask further questions to encourage more detail.
2. Students share their stories with a partner or small group. Encourage students to be creative with their answers.

Project



Student Book page 43

Students follow the instructions to make a fun project.

Project ideas are sometimes supported by photocopiable templates available from the Teacher's Resource Center CD-ROM.

Students use familiar language to present and talk about their projects.

Home-School Link gives students the opportunity to share their projects at home with family and friends.

Tip box helps prepare students to give their presentations.

A Make a _____.

See *Teaching Projects*, Teacher's Book page 27.

1. If available, make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain the project to students and review any useful vocabulary and language for the project on the board.
2. Students follow the directions on the page to make their projects.
3. Help students with their projects and any language they may need.

B Listen. Then talk about your _____.

1. Play the Class CD track. Students listen to the track. Students listen, point to the speech bubbles, and say along with the CD. Then they practice the conversations in pairs.
2. Discuss the Tip with the class and point out examples. If a game or activity is suggested, have students use their projects as a focus for their questions and answers.
3. Students or groups of students talk about their projects using the language from the speech bubbles as a model.

Home-School Link

1. Students share their projects and what they've learned in class at home with their families.
2. Role-play conversations students may have at home in class and review any relevant language.

Games and Activities

- Use the suggested games or activities to further practice the vocabulary and language from the unit that students have identified from the self evaluation.

Extra Practice

Workbook
Midterm or Final Test
Classroom Presentation Tool
Student Audio CD
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 showing the Picture Cards and having students repeat the words after you, and eventually move toward cueing students with the Picture Cards to say the words on their own. Frequent use of eliciting routines like this one will help students become more comfortable speaking freely in class.

Teaching Vocabulary

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

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

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

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

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

Using the Big Picture

Lesson 1, Activity B features a large illustration that includes all new vocabulary, as well as some previously learned vocabulary. Before doing Activity B with the audio recording, have students examine the Big Picture and, using English, talk about what they see (by naming objects or people, asking and answering questions about the picture, or saying what they think is happening in the scene). Next, read the short passage included in each Lesson 1 plan. As you read, point to the items mentioned. The short passages will contain both familiar and unfamiliar language. Students need not understand every word, but they should listen for familiar language, especially the target vocabulary.

Teaching Grammar

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

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

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

An additional step may present plurals, articles, or other special language points. Pre-teaching is followed by audio and classroom activities. There are also new grammar animations available on the Teacher's Site. These can be used to help present grammar and make language patterns more memorable.

Teaching Songs

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

Step 1 has students look at the pictures that accompany each song and talk about what they see, using English they know.

Step 2 involves reading the song lyrics aloud with the students. Repeat this step a few times, to build confidence and fluency and to get students ready to sing.

Pre-teaching is followed by audio and classroom activities. Encourage students to come up with appropriate gestures or dances to accompany each song.

If a song has multiple parts, divide the class into groups and assign the parts. More advanced classes might even want to try writing new lyrics.

Teaching Stories

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

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

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

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

Teaching Conversations

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

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

Teaching Check Ups

In Levels 1 to 6, after every two units, a Check Up offers an opportunity to review and assess students' understanding of the previous two units' language.

Each Check Up begins with two receptive activities where students are asked to recall and use recognition to identify vocabulary and language. In the two subsequent activities, students produce language in a controlled way, filling in blanks in sentences, followed by writing whole sentences in a conversation. Then they practice the conversation with a partner.

At the end of the Check Up, students complete a self-assessment section that will help evaluate strengths and areas for improvement. It also helps students think critically about their own progress.

Review the relevant units' materials as suggested below in preparation for each activity.

Activity A

Ask students what vocabulary they remember from the units and write their responses on the board. Then, review the vocabulary using the relevant Picture Cards. Have students look through their books and practice pointing to and saying the vocabulary with a partner.

Activities B and C

Review the vocabulary and language before beginning activities B and C. Use the relevant Picture Cards to review the vocabulary in the activities.

Ask students what language patterns they remember from the units and write their responses on the board. Write the language patterns on the board and have students practice them with partners or in small groups. Have students look through their Student Books and practice pointing to and saying the vocabulary and patterns with a partner.

Activity D

Before students do the activity, review the conversations in the speech bubbles in the two previous units. Write the conversations on the board. Practice the conversations with the class divided into groups or bring pairs forward to model the conversations.

Activity E

What can you do? Read and ✓ is a student self-evaluation. Before students fill out their self-evaluation, make sure they understand each category by reviewing the specific vocabulary and language. Write these on the board for students to refer to during the activity.

Give students time to evaluate how confidently they know the material.

You can gather information either by checking books or watching students as they fill in the material. Alternatively, survey the class for each evaluation category by having a show of hands.

Use the evaluations to create plans of action for groups or individuals to review and reinforce areas they feel less secure about. Finally, encourage additional practice for each area by using appropriate Games and Activities (Teacher's Book pages 28–31).

Teaching Skills

Level 4 Skills Bonus lessons build reading, writing, listening, and speaking skills using a topical reading, a listening activity, and a question eliciting student discussion about a personal experience. Bonus lessons feature four activities.

Activity A

Talk with students about the title of the reading and the pictures that go with it. Review any key words to ensure that students understand them. Ask students what they think the reading will be about. Play the audio. Students listen and read along.

Activity B

Review the questions with the students to make sure they understand them. Then students review the reading in activity A and write their answers.

Activity C

Review the pictures with students and talk about what is happening in each one. Review any key vocabulary students have questions about. Play the audio. Students number the illustrations. Play the audio again if necessary and check answers.

Activity D

Review the question with the class and make sure students understand. Ask student volunteers to talk about their experiences, guiding them with questions if necessary. Then, students talk about their own experiences with classmates or in small groups. Encourage students to be creative in talking about their experiences by using drawings, pictures, or diagrams to help explain what happened.

Teaching with Videos

The videos in *Everybody Up* are an engaging way for students to see and hear language and vocabulary in a rich visual, real-world context.

Before playing the video for the class, discuss the School Subject Connection as indicated in the specific teaching notes for the unit.

Step 1 involves introducing the video's theme and getting students to predict what they think they'll see. Pre-teach/review the language in the video (see Video Scripts on Teacher's Book pages 116–118). Students may encounter new words in the videos. These words appear in blue throughout the video scripts. Then play the video.

Step 2 involves writing comprehension questions on the board and having students read them aloud. Explain that students will look and listen for the answers to these questions in the video. Then play the video again and pause in the appropriate places for students to be able to answer the comprehension questions.

Teaching with Posters

The *Everybody Up* posters reinforce and extend students' knowledge of the vocabulary, language patterns, and concepts covered in each unit's cross-curricular lesson, Lesson 4. Put up the posters in the classroom at the beginning of the lesson to build curiosity and familiarity with the images.

To warm up, ask the students to read the title of the poster out loud and identify the poster's cross-curricular subject. Then, ask students to identify familiar vocabulary in the images.

Prepare students for the main poster activity by briefly reviewing the relevant grammar pattern and vocabulary. Direct students to the speaking examples in the speech bubbles. Go through the speaking example together as a class. Review any other language that students might use in discussing the poster. Then ask students to practice the language with each other in pairs. When students are comfortable with the pattern, ask them to talk about the other items on the poster using the language they have learned.

To follow up, have pairs present their discussion of the poster to the class. Reinforce any other relevant grammar or vocabulary to support students' learning.

Useful descriptions of the posters' images and words students may not have encountered in previous units are available on Teacher's Book page 118. These new words appear in blue. More information and ideas about the posters can be found in the Poster Pack.

Teaching Projects

The *Everybody Up* Projects provide students with an opportunity to use their 21st century skills of critical thinking, creativity, collaboration, and communication while practicing the language from the previous two units.

Activity A

Make sure you have all the necessary materials (listed in the Materials box at the beginning of the Teacher's Book lesson). Distribute them to students. Explain to students what they will make and how they will do it as you point to the steps on the Student Book page. Circulate and help students as needed while they make their project.

Activity B

Explain that students will present their projects. Play the audio that presents the model conversation on the Student Book page. Then direct student's attention to the Tip box, which supports students' communication about their projects. Each tip is specific to the project in the unit. How to present each one is explained in the lesson notes. Present the tip before students talk about their projects and model how it will be used.

Have students use the language (and the tip) to talk about their project with classmates or have them present their projects to the class. Remind students to be quiet and respectful to each other as they talk about their project.

Home-School Link

The Home-School Link extends language practice outside the classroom and gives students the opportunity to share English at home. It also provides a specific topic and format for using English at home, which helps students that may lack confidence in their abilities.

Explain to students that they should use the same language they used in presenting the project in class to answer questions and talk about the project at home. As a follow up, ask students about their conversations at home in the next class.

Teaching 21st Century Skills

The 21st Century Skills activities focus on either one skill or a combination of skills from the areas of critical thinking, communication, collaboration, and creativity. These activities appear at the end of every lesson and are prompted by the language and question used by the Everybody Up Friend at the lower right. Sometimes the activity involves looking at illustrations in the lesson again or watching the video again. Some typical examples of these skills are:

Critical Thinking: answering questions, identifying objects, guessing hidden answers, predicting

Communication: talking with a partner, asking questions to a partner, presenting ideas to a group, talking about an informational poster or video with a partner

Collaboration: working in a small group or with another classmate, solving problems as a team

Creativity: making a poster, constructing models, making a chart, drawing a picture

Use the following sequence or vary it to the needs of your class.

First, direct students' attention to the Everybody Up Friend and have them read the speech bubble. Then, check that students understand the question or task.

Next, have students answer the question and do the task in pairs or small groups, depending on the task.

Follow up by asking students to talk about what they learned or what information they gathered, items they created, problem they solved, etc.

Games and Activities

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

Beanbag Toss

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

Bingo

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

Binoculars

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

Brainstorm

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

Buzzers

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

Card Grab

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

Categories

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

Charades

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

Circles

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

Class Survey

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

Down the Line

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

Find

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

Find Someone Who

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

Finish the Story

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

Gaps

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

Guess the Next Card

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

Jump to the Word

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

Listen and Draw

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

Memory

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

My Version

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

A New Story

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

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

Order the Pictures

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

Order the Text

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

Packing List

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

Picture Pieces

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

Rhythm Circle

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

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

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

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

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

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

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

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

Rollers

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

Shop

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

Simon Says

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

Station Stop

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

Teacher's Mistake

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

Telephone

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

Toss and Tell

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

Two Truths and a Lie

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

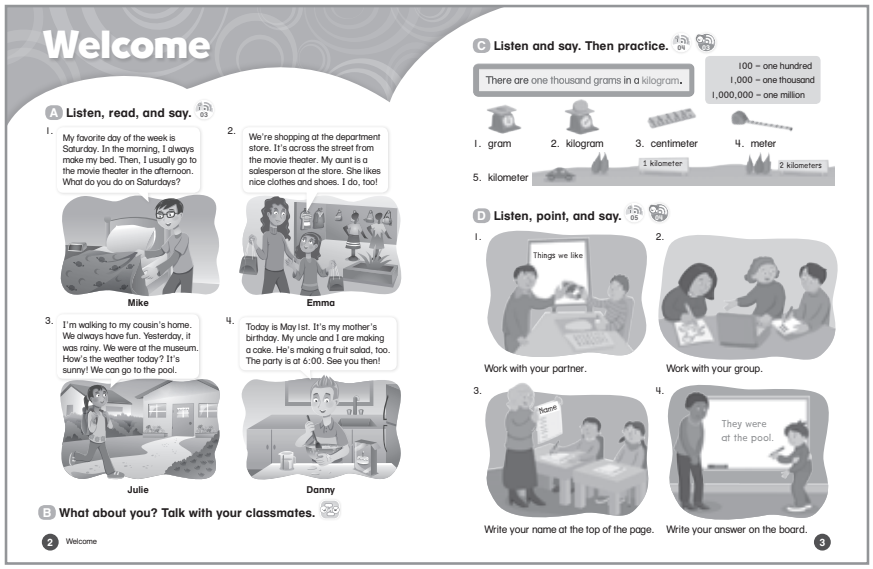
What's Missing?

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

Word Roll

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

Welcome



Student Book pages 2–3

Objectives
- Review of Level 3

Grammar
- Units of measurement

There are one thousand grams in a kilogram.

Vocabulary
Measurements: gram, kilogram, centimeter, meter, kilometer

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

Materials
Picture Cards 01–09; Class CD1 Tracks 03–05

Student Book page 2

Warm Up

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

A Listen, read, and say.

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

CD 1 03

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

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

B What about you? Talk with your classmates.

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

Student Book page 3

C Listen and say. Then practice.

1. Students point to the pictures and name the measurements they see.
2. Play Class CD1 Track 04. Students listen and say along with the CD.

CD 04

There are one thousand grams in a kilogram.
one hundred, one thousand, one million

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

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

D Listen, point, and say.

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

CD 05

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

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

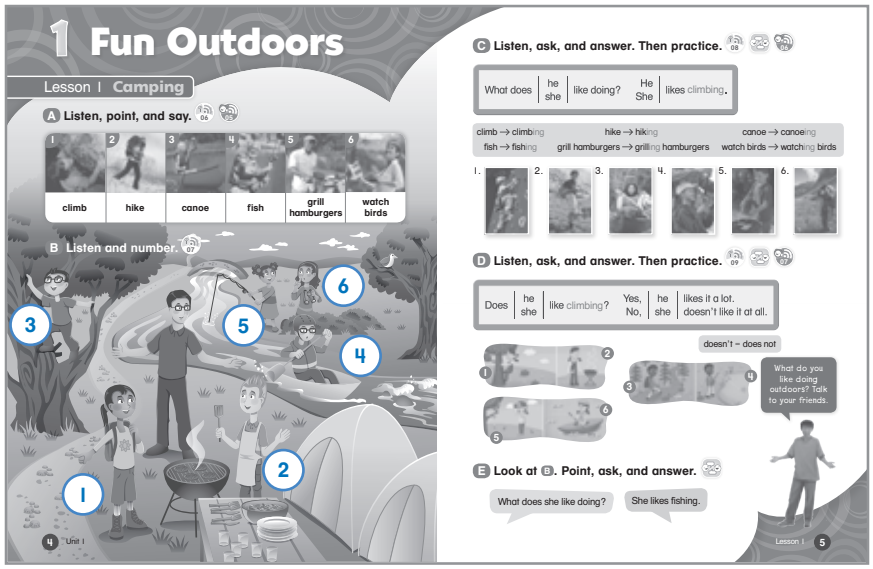
Games and Activities

- **Telephone** (Teacher's Book pages 28–31). Whisper a different sentence to the student at each end of the line, for example: *Wednesday is my favorite day.* and: *We're walking to my uncle's house.*
- **Toss and Tell** (Teacher's Book pages 28–31). Write target language on the board. Students stand in a circle. S1 asks: *What's your favorite day?* S2 says: *My favorite day is (Friday).* Then S2 tosses the ball to another student, asking: *How's the weather today?* Student answers: *It's (sunny).*
- **Measuring Project** Tell students to work in their groups. Give students a metric ruler. Have them measure their books, pencils, other classroom objects, and their own height. Bring in a local map. Show students how to use the key to measure distance in kilometers on the map. Ask students to measure the distances to familiar local places.

Extra Practice

Workbook pages 2–3
Student Audio CD Tracks 03–04
Classroom Presentation Tool
Online Practice

Lesson 1 Camping



Student Book pages 4–5

Objectives
- Asking and answering with gerunds

Grammar
- Questions with *what*

  What does he/she like doing?
  He/She likes climbing.
- Yes/No questions with *do*

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

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

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

Student Book page 4

Warm Up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

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

CD 1 06

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

4. Students practice the words.

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Look at Julie, Danny, Mike, and Emma. Julie has a backpack and hiking boots. She likes hiking. She's talking to Danny. Danny is grilling hamburgers. Do you see Mike's brother, Leo? What is he doing? He's climbing a tree. Do you see Mike? Mike is canoeing. Mike's dad is watching him canoe.
2. Play Class CD1 Track 07. Students listen for the activities and number them in the picture.

CD 1 07

1. Julie: Let's hike up the hill.
   Danny: But it's time for lunch. Let's eat first and then hike. OK?
   Julie: OK.
2. Julie: What's for lunch?
   Danny: Let's grill hamburgers.
   Julie: Great!
3. Leo: Look, Dad, I can climb.
   Mike's dad: Good job, Leo. That's a big tree. Don't go too high.
   Leo: OK, Dad. I won't.
4. Mike's dad: Don't canoe there, Mike! Watch out! A rock!
   Mike: Whoa! Thanks, Dad!
5. Ann: Do you want to fish with me? It's really fun. See? I think I have a fish! Can you help me?

6. Emma: Please be quiet. The birds don't like noise.
   Ann: Where?
   Emma: Can you see that bird in the tree? You need to be quiet when you watch birds.
   Ann: Oh. I see it now.

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

Student Book page 5

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 08

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

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

5. Students practice the pattern in pairs.

D Listen, ask, and answer. Then practice.



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

CD 1 09

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

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

4. Students practice the pattern in pairs.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to decide what they like doing outdoors. Student pairs use communication skills to ask and answer questions about what they like doing outdoors. An example answer is *I like (hiking).*

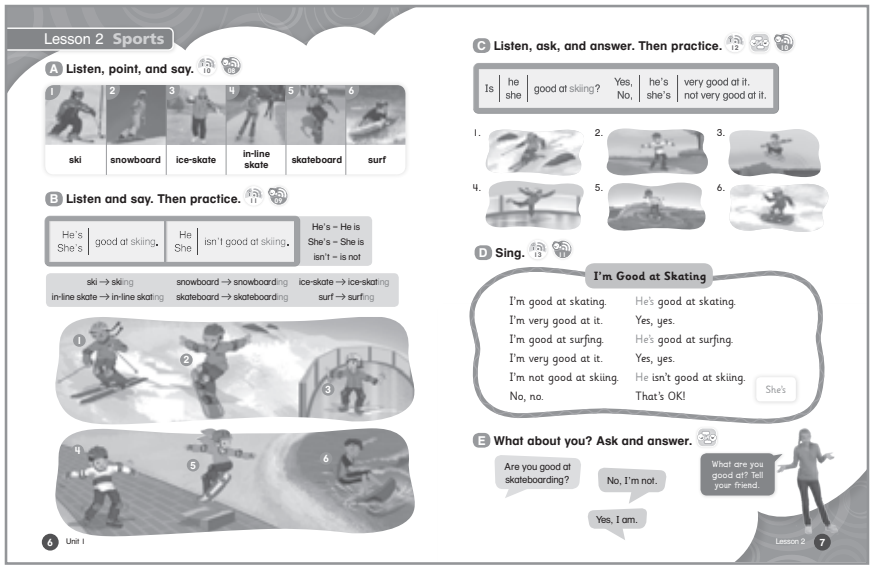
Games and Activities

- **Charades** (Teacher's Book pages 28–31). Students play in small groups. Ask: *What does he/she like doing?* Students guess, saying: *He likes climbing.*
- **Class Survey** (Teacher's Book pages 28–31). Students circulate and interview six classmates, asking: *What do you like doing?* and taking notes on names and answers. Interviewees answer using Lesson 1 outdoor activities.

Extra Practice

Workbook pages 4–5
Student Audio CD Tracks 05–07
Classroom Presentation Tool
Online Practice

Lesson 2 Sports



Student Book pages 6–7

Objectives
- Asking and answering with gerunds

Grammar
- Simple present statements with *is/isn't*

  He's/She's good at skiing. He/She isn't good at skiing.
- *Yes/No* questions with *is*

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

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

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

Student Book page 6

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 16–21 to introduce the sports. Mime the actions and have students do the same.
2. Play **Charades** (Teacher's Book pages 28–31).
3. Play Class CD1 Track 10. Students listen, point, and say along with the CD.

CD 1 10

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

4. Students practice saying the new activities.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 11

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

1. She's good at skiing.
2. He's good at snowboarding.
3. She isn't good at ice-skating.
4. He isn't good at in-line skating.
5. She's good at skateboarding.
6. He's good at surfing.

5. Students practice the pattern, using their books.

Student Book page 7

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 12

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

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

4. Students practice in pairs, miming the actions.

D Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD 1 13

I'm Good at Skating

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

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

E What about you? Ask and answer.



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to assess what they are good at. Then student pairs use communication skills to ask and answer the question. An example answer is *I am good at (playing basketball).*

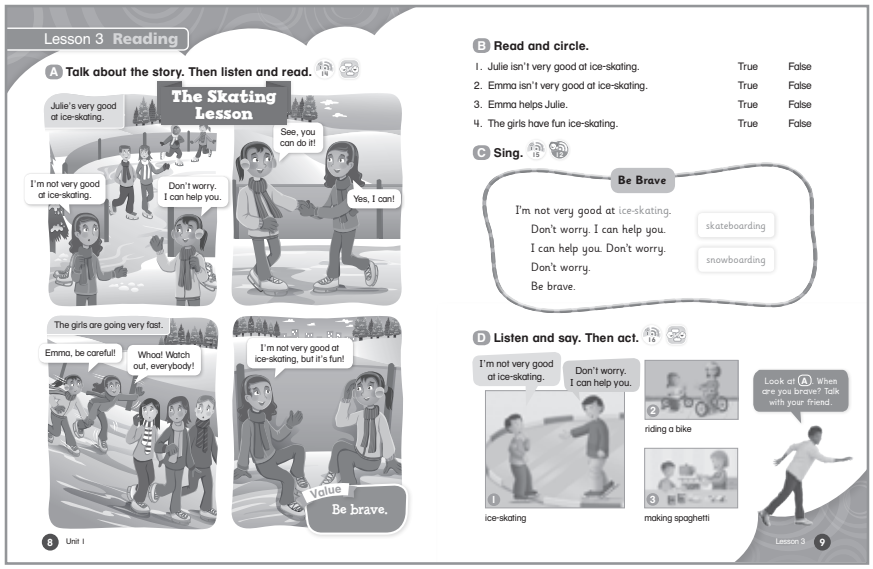
Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Use Picture Cards 16–21. Show a picture card or realia of sports and the outdoor activities from Lesson 2 and ask: *Is she good at surfing?*
- **Charades** (Teacher's Book pages 28–31). Students play in small groups. S1 acts out a sport and the other students guess (*He's good at skiing.*).
- **Class Survey** (Teacher's Book pages 28–31). Students circulate and interview six classmates, asking: *What are you good at?* and *Are you good at (skateboarding)?* Interviewers take notes on names and answers. When the time is up, write the answers on the board. Ask: *What is Sally good at?* The interviewer reports: *She's good at ice-skating.*

Extra Practice

Workbook pages 6–7
Student Audio CD Tracks 08–11
Classroom Presentation Tool
Online Practice

Lesson 3 Reading



Student Book pages 8–9

Objectives
- Building reading and listening skills

Conversation
- Trying something new

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

Value
Be brave.

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

Student Book page 8

Warm up

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

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 25.

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

CD 1 14

The Skating Lesson
Julie's very good at ice-skating.
Emma: I'm not very good at ice-skating.
Julie: Don't worry. I can help you.
Julie: See, you can do it!
Emma: Yes, I can!
The girls are going very fast.
Julie: Emma, be careful!
Emma: Whoa! Watch out, everybody!
Emma: I'm not very good at ice-skating, but it's fun!

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

Student Book page 9

B Read and circle.

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

Answer Key

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD 1 15

Be Brave

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

I'm not very good at skateboarding.
Don't worry. I can help you.
I can help you. Don't worry.
Don't worry.
Be brave.

I'm not very good at snowboarding.
Don't worry. I can help you.
I can help you. Don't worry.
Don't worry.
Be brave.

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

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

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

CD 1 16

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

1.	Boy:	I'm not very good at ice-skating.
	Teen boy:	Don't worry. I can help you.
2.	Girl:	I 'm not very good at riding a bike.
	Older girl:	Don't worry. I can help you.
3.	Boy:	I'm not very good at making spaghetti.
	Woman:	Don't worry. I can help you.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look at the story in Activity A and determine when they are brave. Then in pairs, students use communication skills to take turns asking and answering the question. An example answer is *I am brave when (I try a new activity)*.

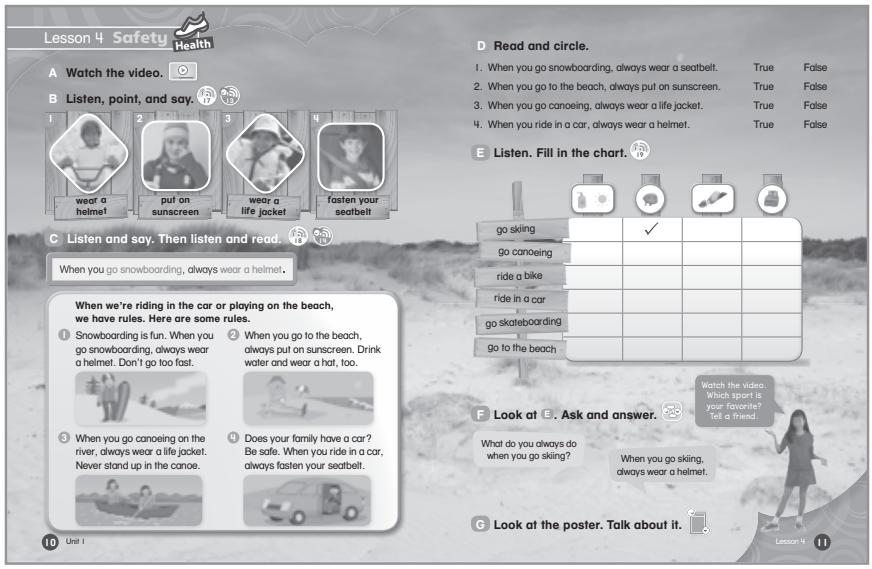
Games and Activities

- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 8, leaving some words in the speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- **A New Story** (Teacher's Book pages 28–31). Student pairs work together to plan and illustrate sports and activities that fit the Lesson 3 value: *Be brave*. Encourage students to show a time they were brave or helped someone else to be brave. Finished drawings can be presented to the class.
- **Order the Text** (Teacher's Book pages 28–31). 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 the sentences in order.

Extra Practice

Workbook pages 8–9
Student Audio CD Track 12
Unit 1, Lesson 3 Worksheet
Classroom Presentation Tool
Online Practice

Lesson 4 Safety



Student Book pages 10–11

Objectives
- Imperatives for safety advice

Grammar
- Time clauses with *when*

  When you go snowboarding, always wear a helmet.

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

Materials
Picture Cards 22–25; Class CD1 Tracks 17–19; Unit 1 Video and Poster, Safety

Student Book page 10

School Subject Connection: Health

Lesson 4 is a cross-curricular lesson with a connection to health. Begin the lesson with a discussion of what it means to be safe. Students talk about things they do to be safe before playing sports or going places.

Warm up

1. Greet the class. Have students greet their classmates by name.
2. Review the language from Unit 1, Lesson 3: *I'm very good at ice-skating. Are you?* Students practice the sentences with their classmates.
3. Sing **Be Brave** (Class CD1 Track 15) and have students act out the song.

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about safety. Ask students what they know or learned about safety from Unit 1. Ask students what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116-117 for reference.
2. Play the video again. Pause the video and ask students questions about safety. Ask, *What does Rico wear to be safe? He wears a helmet. What do the boys kayaking wear to be safe? They wear lifejackets.*
3. Encourage students to discuss other ways to be safe.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

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

CD 1 7

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

C Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *When you go snowboarding, always wear a helmet.*
2. Direct students' attention to grammar and vocabulary boxes on page 10.

3. Play Class CD1 Track 18. Students listen and say along with the CD.

CD 1 18

When you go snowboarding, always wear a helmet.

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

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

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

Student Book page 11

D Read and circle.

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

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

E Listen. Fill in the chart.

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

CD 1 19

When you go skiing, always wear a helmet.
When you go canoeing, always wear a life jacket.
When you ride a bike, always wear a helmet.
When you ride in a car, always fasten your seatbelt.
When you go skateboarding, always wear a helmet.
When you go to the beach, always put on sunscreen.

4. Play the track again. Students listen and check their answers.
5. Draw the chart on the board and check the answers with the class.

F Look at E. Ask and answer.



Using the chart they made in Activity E, students circulate and practice the conversation pattern in the speech bubbles.

G Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, they talk about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Student pairs use critical thinking to decide which sport is their favorite and discuss with a friend. Then they use creativity to draw pictures of their favorite sports.

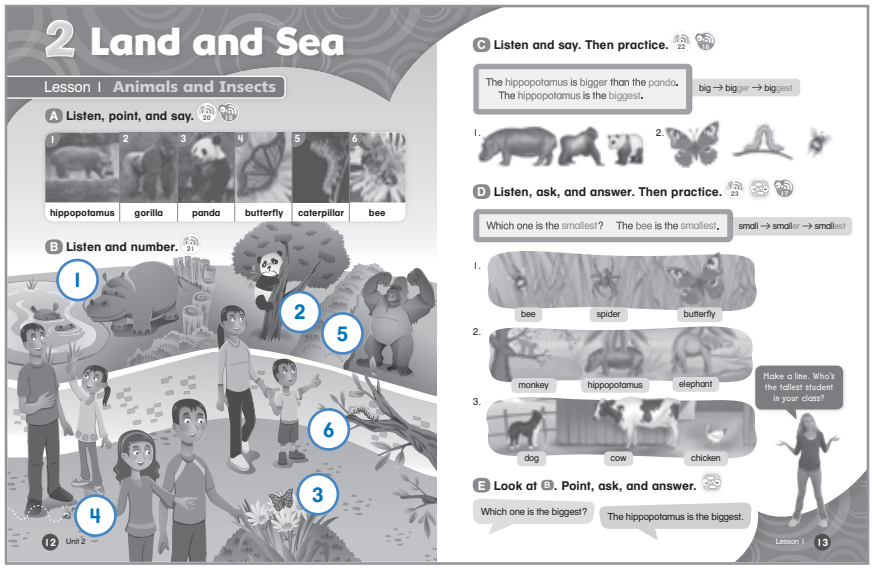
Games and Activities

- **Card Grab** (Teacher's Book pages 28–31). Call out: *I want to go (to the beach.).* Students grab the correct card and reply: *Wear sunscreen.*
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Tell the class what activity or sport you want to do and make three statements, one of which is obviously wrong. For example, say: *I want to go to the beach. I always wear my helmet. I put on sunscreen and I drink water, too.* Students listen and then identify which statement is the "lie." *(I always wear my helmet.)*

Extra Practice

Workbook pages 10–11
Student Audio CD Tracks 13–14
Unit 1, Lesson 4 Worksheet
Unit 1 Test
Classroom Presentation Tool
Online Practice

Unit 2
Land and Sea Lesson 1 Animals and Insects



Student Book pages 12–13

Objectives
- Learning comparatives and superlatives

Grammar
- Regular comparatives with *than*

  The hippopotamus is bigger than the panda.
- Regular superlatives

  The hippopotamus is the biggest.
- Questions with *which* and the superlative

  Which one is the smallest? The bee is the smallest.

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

Materials
Picture Cards 26–31; Level 1 Picture Cards 90–95 [animals]; Class CD1 Tracks 20–23

Student Book page 12

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

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

CD 1 20

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

4. Students practice saying the animals on their own.

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

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

CD 1 21

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

James: Where's the bee? I don't see it.
Emma: It's there! Ew!
James: BZZZZ!
Emma: Ah, stop!

5. Mom: Alex, look at that gorilla! It looks so strong.
Alex: Wow! It does look strong.

6. Alex: What's that?
Mom: Where?
Alex: That little green thing on the tree.
Mom: Oh, that's a caterpillar. First, it's a caterpillar. Then, it's a butterfly.
Alex: Can it learn to fly?
Mom: That's right.

3. Check answers together.

Student Book page 13

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 22
The hippopotamus is bigger than the panda.
The hippopotamus is the biggest.
big, bigger, biggest

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

5. Students practice on their own.

D Listen, ask, and answer. Then practice.

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

CD 1 23
Which one is the smallest?
The bee is the smallest. small, smaller, smallest

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

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

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

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Critical Thinking: Direct students' attention to the Everybody Up Friend. They use critical thinking to figure out who is the tallest student. Then they use communication skills to compare heights and answer the question.

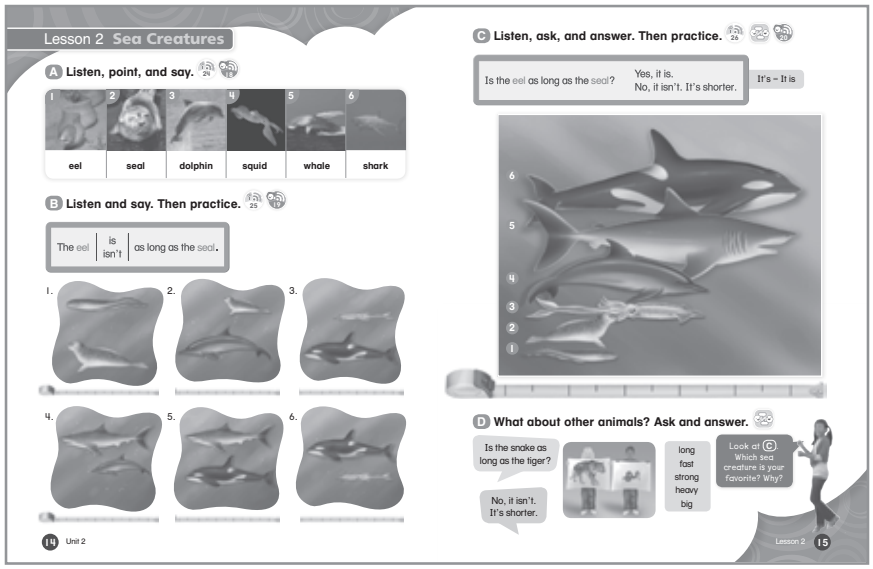
Games and Activities

- **Teacher's Mistake** (Teacher's Book pages 28–31). Use Picture Cards 26–31 and Level 1 Picture Cards 90–95 [animals].
- **Order the Pictures** (Teacher's Book pages 28–31). Give student pairs three animals cards. Pairs put them in order of size and then tell about them.
- **Beanbag Toss** (Teacher's Book pages 28–31). Use Picture Cards 26–31 and any other animal pictures. Encourage students to make as many kinds of comparisons as they can.

Extra Practice

Workbook pages 12–13
Student Audio CD Tracks 15–17
Classroom Presentation Tool
Online Practice

Lesson 2 Sea Creatures



Student Book Pages 14–15

Objectives
- Building reading and listening skills

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

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

Materials
Picture Cards 27–31, 32–37; Class CD1 Tracks 24–26 drawing supplies; realia or pictures of animals

Student Book page 14

Warm up

1. Greet the class, saying *Hello* and *Hi*. Students can greet their classmates.
2. Review Lesson 1 vocabulary with a game of **Down the Line** (Teacher's Book pages 28–31). Put pairs or three Picture Cards together. Students use comparatives or superlatives to make statements about the cards as they go down the line. *The (gorilla) is (bigger) than the (panda).*
3. Review the language from Lesson 1: *Who's the tallest student in your class?* Students can practice their own sentences with classmates.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 32–37 to introduce the sea creatures. Continue until students can produce the names of the creatures on their own.
2. Play **Guess the Next Card** (Teacher's Book pages 28–31) with the Picture Cards 32–37.
3. Play Class CD1 Track 24. Students listen, point, and say along with the CD.

CD 1 24

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

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

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 25

The eel is as long as the seal.
The eel isn't as long as the seal.

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

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

Student Book page 15

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

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

CD 1 26

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

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

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

D What about other animals? Ask and answer.



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to decide which sea creature is their favorite. Small groups of students use communication skills to discuss which sea creature is their favorite and explain why.

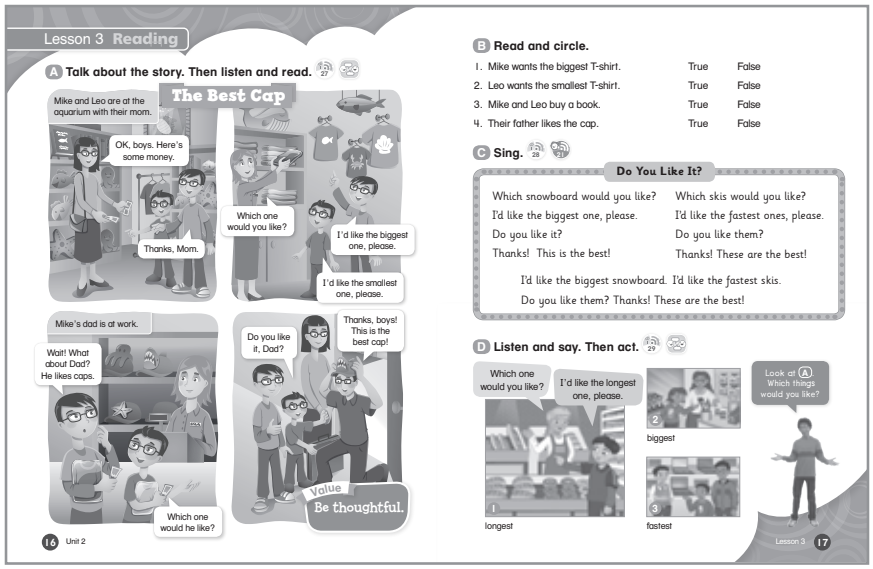
Games and Activities

- **Find** (Teacher's Book pages 28–31). Put pictures of animals around the room. Cue students with comparisons: *It's as big as the (gorilla). It's the (biggest) animal.* Students race to the picture of the animal that is described.
- **Jump To the Word** (Teacher's Book pages 28–31). Use Picture Cards 32–37. Instruct student pairs to use a card to practice a grammar pattern from the lesson.
- **Buzzers** (Teacher's Book pages 28–31). Display Picture Cards of animals. Ask questions using different comparisons. (*What's as long as the seal?*) Players race to slap the buzzer and give the correct answer. (*The eel is as long as the seal.)*

Extra Practice

Workbook pages 14–15
Student Audio CD Tracks 18–20
Classroom Presentation Tool
Online Practice

Lesson 3 Reading



Student Book pages 16–17

Objectives
- Building reading and listening skills

Conversation
- Asking for a specific item using *which*

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

Value
Be thoughtful.

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

Student Book page 16

Warm up

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

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

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

CD 27

The Best Cap

Mike and Leo are at the aquarium with their mom.

Mike's mother:	OK, boys. Here's some money.
Mike:	Thanks, Mom.
Clerk:	Which one would you like?
Leo:	I'd like the smallest one, please.
Mike:	I'd like the biggest one, please.

Mike's dad is at work.

Mike:	Wait! What about Dad? He likes caps.
Leo:	Which one would he like?
Leo:	Do you like it, Dad?
Dad:	Thanks, boys! This is the best cap!

3. Read the story aloud with the students. Then direct students' attention to the value *Be thoughtful* and ask: *Are the boys in the story thoughtful?* Elicit answers. Then play the track again. Students listen and read along.

Student Book page 17

B Read and circle.

1. Explain that students will read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.

2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check the answers together.

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

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

CD 1 28

Do You Like It?

Which snowboard would you like?
I'd like the biggest one, please.
Do you like it?
Thanks! This is the best!

Which skis would you like?
I'd like the fastest ones, please
Do you like them?
Thanks! These are the best!

I'd like the biggest snowboard.
I'd like the fastest skis.
Do you like them?
Thanks! These are the best!
Do you like them?
Thanks! These are the best!

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

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

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

CD 1 29

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

1. Which one would you like?
   I'd like the longest one, please.
2. Which one would you like?
   I'd like the biggest one, please.
3. Which one would you like?
   I'd like the fastest one, please.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend. Student pairs look at the story pictures and use critical thinking skills to decide which items they would like. Then students use creativity to draw pictures of the items they chose.

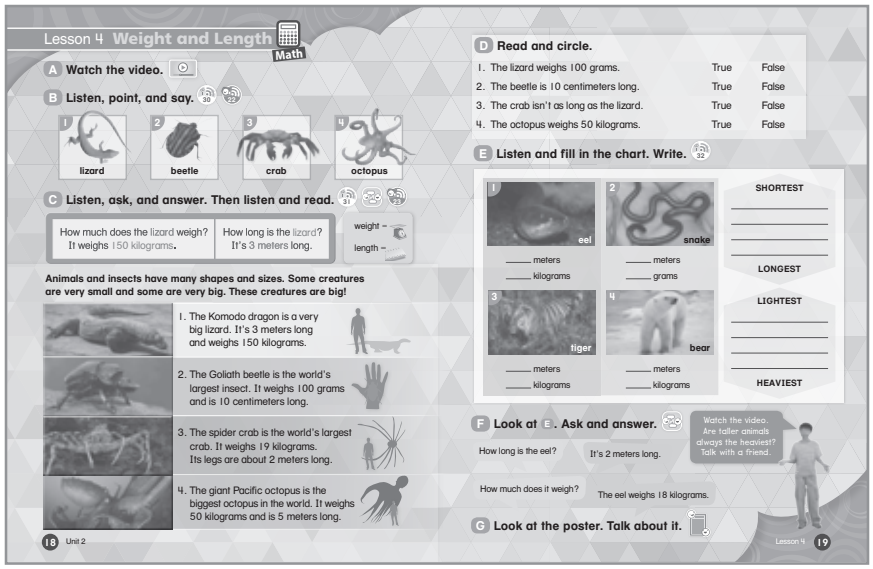
Games and Activities

- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 16, leaving a few sentences in the speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing sentences.
- **A New Story** (Teacher's Book pages 28–31). Ask students to give examples of ways they can be thoughtful. Students can draw a new story to illustrate the value *Be thoughtful*. Display the drawings in the classroom.
- Set up the multiples of realia items in several areas of the classroom. One is a "pen" store, the other a "hat" store, and so on. If possible, try to include items of different sizes for students to compare. Place students in groups of three. Student 1 acts like the shopkeeper, asking: *Which one would you like?* S2 chooses an item for him or herself and S3. Encourage students to identify what they want by using comparatives such as *biggest*, *smallest*, *longest*. Have groups visit all the stores, then switch roles.

Extra Practice

Workbook pages 16–17
Student Audio CD Track 21
Unit 2, Lesson 3 Worksheet
Classroom Presentation Tool
Online Practice

Lesson 4 Weight and Length



Objectives
- Measuring and weighing things

Grammar
- Questions with *how much*

  How much does the lizard weigh?
  It weighs 150 kilograms.
- Questions with *how long*

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

Vocabulary
Animals: lizard, beetle, crab, octopus

Materials
Picture Cards 38–43; Class CD1 Tracks 30–32; Unit 2 Video and Poster, Weight and Length

Student Book pages 18–19

Student Book page 18

School Subject Connection: Math

Lesson 4 is a cross-curricular lesson with a connection to math. Ask students to tell you what they know about measuring weight and length. Bring some rulers and tape measures to class for students to measure things.

Warm up

1. Greet the class. Say: *Hello, I'm happy today. Today is the nicest day.*
2. Review the language from Unit 2, Lesson 3: *Who's the fastest runner in your class?*
3. Sing **Do You Like It?** (Class CD1 Track 28).

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about animals. Ask students to discuss what they've learned about animals in the unit and to predict what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116-117 for reference.
2. Play the video again. Pause the video and ask students questions about the animals. For example, ask: *How much does the Giant Tortoise weigh? (It weighs 250 kilograms.) What animal is over 5 meters tall? (The giraffe is over 5 meters tall.)*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 38–41 to introduce the animals.
2. Link the language. Play "store" with the animal and insect Picture Cards. Present only three cards and ask: *Which one would you like?* Students respond: *I'd like the (beetle), please.*
3. Play Class CD1 Track 30. Students listen, point, and say along with the CD.

CD 30 1. lizard 2. beetle 3. crab 4. octopus

4. Give each student four blank cards and markers or colored pencils. Students make picture cards for the new vocabulary words.

C Listen, ask, and answer. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new patterns: *How much does the lizard weigh? It weighs 150 kilograms.* And: *How long is the lizard? It's 3 meters long.*
2. Direct students' attention to the vocabulary box on page 18. Have students repeat *weight* and *length*.

3. Play Class CD1 Track 31. Students listen, ask, and answer along with the CD.

CD 1 31

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

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

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

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

4. Play the track again. Students listen and read along.

Student Book page 19

D Read and circle.

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

Answer Key

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

E Listen and fill in the chart. Write.

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

CD 1 32

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

3. Play the track again. Students listen and write the answers in the chart.

Answer Key

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

4. Pairs make comparisons about the animals in the chart. Students list the animals from shortest to longest and lightest to heaviest.

F Look at E. Ask and answer.



Pairs look at the pictures in Activity E and practice the language pattern in the speech bubbles.

G Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, they talk about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video again. Students use critical thinking to figure out if taller animals are always the heaviest, and communication skills to discuss the answer in small groups.

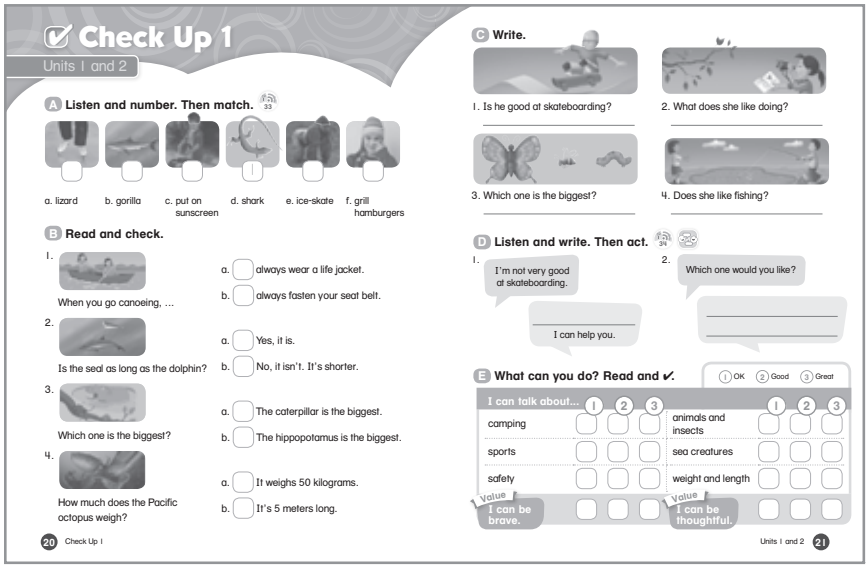
Games and Activities

- **Class Survey** (Teacher's Book pages 28–31). Have students use a tape measure to measure their hands as they practice the language: *How long is your hand?* Create a chart on the board.
- Put groups of insect and reptile toys, as well as "store" objects around the room. Pairs circulate, visiting each station to measure the items.

Extra Practice

Workbook pages 18–19
Student Audio CD Tracks 22–23
Unit 2, Lesson 4 Worksheet
Unit 2 Test
Classroom Presentation Tool
Online Practice

Check Up 1



Student Book Pages 20–21

Review Language
- Units 1 and 2 grammar and vocabulary

Materials
Picture Cards 10–43; Class CD1 Tracks 33–37

Student Book page 20

Warm up

1. Greet the class. Then greet a student and ask: *Are you good at skiing?* Students can practice similar questions with their classmates.
2. Sing **Do You Like It?** (Class CD1, Track 28).
3. Play **Order the Pictures** (Teacher's Book pages 28–31) using animal picture cards.

A Listen and number. Then match.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Review vocabulary from Units 1 and 2 using Picture Cards.
2. Students look at the pictures and talk about what they see.
3. Play Class CD1 Track 33. Students listen and number the pictures.

CD 1 33

1. lizard	2. shark
3. grill hamburgers	4. ice-skate
5. put on sunscreen	6. gorilla

4. Check answers together.
5. Students match each word or phrase with a picture. Model an example, if necessary.
6. Check answers together.

Answer Key

4 2 3 1 6 5

Matching:

a. lizard, 1	**b.** gorilla, 6
c. put on sunscreen, 5	**d.** shark, 2
e. ice-skate, 4	**f.** grill hamburgers, 3

B Read and check.

1. Students look at the pictures and talk about what they see.
2. Read the text or question under each picture and the two possible answers with the class.
3. Students think and check *a* or *b* to answer the questions.

Answer Key

1. a **2.** b **3.** b **4.** a

4. Read the complete sentence aloud, then read the question and answers as students check their work.
5. Check answers together.

Student Book page 21

C Write.

1. Review the language for the activity.
2. Ask the class what they see in each of the pictures. Direct students to use the language patterns they have learned.
3. Students look at the pictures and answer the questions. Ask them to use the language they learned in the unit.
4. Check answers together.

Answer Key

1. Yes, he's good at skateboarding.
2. She likes watching birds.
3. The butterfly is the biggest.
4. No, she doesn't like it.

D Listen and write. Then act.



1. Play Class CD1 Track 34. Students listen.
2. Play the track again and have students read the words in the speech bubbles. Then they fill in the blanks in the speech bubbles with the words they hear.
3. Model each conversation with a few students.
4. Student pairs practice and then switch roles.

CD 1 34

1. I'm not very good at skateboarding.
   Don't worry. I can help you.
2. Which one would you like?
   I would like the biggest one, please.

E What can you do? Read and ✔.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share with the class.
4. Review the values of being brave and thoughtful.

Games and Activities

Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Rollers** (Teacher's Book pages 28–31). Use language from Units 1 and 2. Students sit on the floor in a circle. A student says the target language such as *She likes fishing* and rolls a ball to another student, who repeats the phrase and rolls the ball on. Periodically change the language.
- **Teacher's Mistake** (Teacher's Book pages 28–31). Use language from Units 1 and 2. Hold up a ruler and a short pencil and say, *The pencil is as long as the ruler*. Or hold up the picture card of a crab and say, *This is a big lizard. It weighs 150 kilograms*. Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you hold up items, say some correct sentences and some incorrect ones so that students have to listen carefully.
- **Rhythm Circle** (Teacher's Book pages 28–31). Stand in a circle with students and model the chant below, using vocabulary from Units 1 and 2. Slap your hands on your thighs for two beats, then clap your hands for two beats, and then say the word twice.

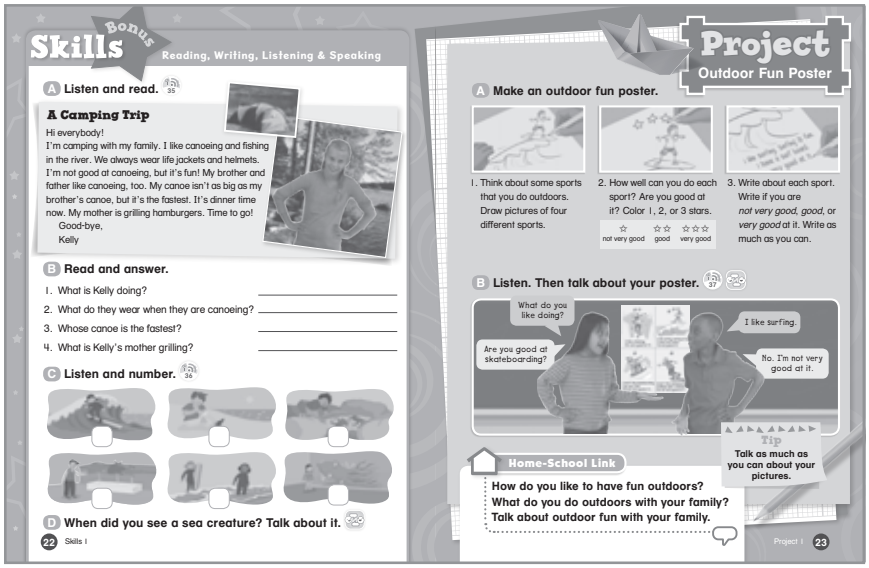
  Slap, slap, clap, clap, (gorilla, gorilla)
  Slap, slap, clap, clap, (panda, panda)
  Slap, slap, clap, clap, (bee, bee)
  Slap, slap, clap, clap, (whale, whale)
  Slap, slap, clap, clap, (squid, squid)
  Slap, slap, clap, clap, (seal, seal)

  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.

Extra Practice

Workbook pages 20–22
Classroom Presentation Tool
Online Practice

Bonus Skills



Student Book pages 22–23

Skills
- Reading a letter, writing complete answers, listening and numbering, speaking about a personal experience

Materials
Picture Cards 16 –21; Class CD1 Tracks 35–36

Project Language
- Units 1 and 2 grammar and vocabulary

Materials
Class CD1 Track 37; poster paper; drawing supplies

Student Book page 22

Warm up

1. Sing **Be Brave** (Class CD1 Track 15).
2. Review the sports vocabulary from Unit 1, Lesson 2 using Picture Cards 16–21. Model the question and answer in Activity E. Pairs take turns asking and answering: *Are you good at (skateboarding)? Yes, I am./No, I'm not.*

A Listen and read.

See *Teaching Skills,* Teacher's Book page 26.

1. Students look at the pictures and talk about them.
2. Play Class CD1 Track 35. Students listen and read along with the CD.

CD 1 35

A Camping Trip

Hi Everybody!

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

Good-bye,

Kelly

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

B Read and answer.

1. Students look back at Activity A and read the text again on their own.
2. Read each question aloud with the class. Students answer orally and then write their answers.

Answer Key

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

C Listen and number.

1. Play Class CD1 Track 36. Students listen and number the pictures.

CD 1 36

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

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

Answer Key

1. Picture 2	**2.** Picture 6	**3.** Picture 3
4. Picture 4	**5.** Picture 1	**6.** Picture 5

D When did you see a sea creature? Talk about it.



1. Review the language in the speech bubbles with students.
2. Invite volunteers to share their experiences with the class.
3. Student pairs discuss when they saw a sea creature. Encourage them to describe the length and weight of the creatures or to compare different creatures.

Project Outdoor Fun Poster

Student Book page 23

A Make an outdoor fun poster.

See *Teaching Projects*, Teacher's Book page 27.

1. Read the steps with students as they look at the pictures. Explain that they are making a poster like the one in Activity B.
2. Students draw pictures of four different outdoor sports, one in each of the four quarters of the poster. Explain that they should include sports that they are good at and not so good at, too.
3. Ask: *How well can you do each sport? Are you good at it?* Direct students to the key for rating their sports ability in step 2 on page 23. Have them draw and color 1–3 stars by each drawing to indicate their ability level.
4. Students write as much as they can about each sport under the pictures. Guide them to write if they are *not very good*, *good*, or *very good*.

B Listen. Then talk about your poster.



1. Review the language in the speech bubbles.
2. Play Class CD1 Track 37. Students listen, point to the speech bubbles, and say along with the CD.

CD 1 37

Girl: What do you like doing?
Boy: I like surfing.
Girl: Are you good at skateboarding?
Boy: No. I'm not very good at it.

1. Model the conversation with some of the students.
2. Student pairs practice the pattern, personalizing the activities as they talk about their posters.
3. Draw students' attention to the tip on the page: *Talk as much as you can about your pictures*. Encourage them to say as much as they can about their posters.

Home-School Link

1. Tell students to share what they've learned in class at home.
2. Role-play with a few stronger students to demonstrate sample language to the class.
3. Students make a list of items including activities, safety tips, and animals that they talked about with their family and present their list to the class.

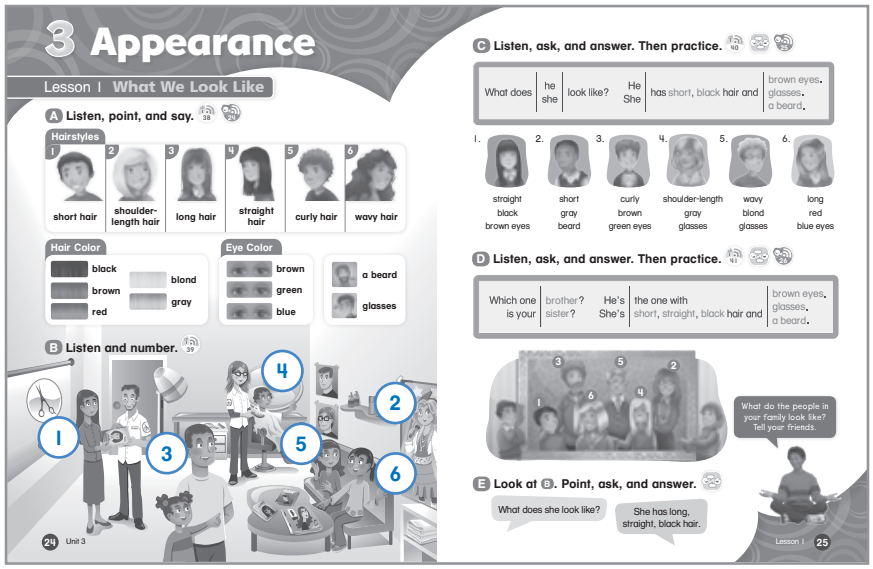
Games and Activities

- *Project:* **Outdoor Fun Charades** (Teacher's Book pages 28–31). In small groups have students act out an activity they like to do from their poster. The other students try to guess what it is.
- *Skills:* **Order the Text** (Teacher's Book pages 28–31). Write each sentence from Skills Bonus Activity A on a strip of paper. Give one set of strips to each student. Read the passage aloud. Students listen and put the strips in order.
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Students listen as you make true and false statements about the students' posters.

Extra Practice

Workbook page 23
Classroom Presentation Tool
Online Practice

Lesson 1 What We Look Like



Student Book pages 24–25

Objectives
- Talking about people's appearance

Grammar
- Questions with *what* (3rd person)

  What does he/she look like?

  He/she has short, black hair and brown eyes/glasses/a beard.
- Questions with *which* (3rd person)

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

Vocabulary
Hairstyles: short hair, shoulder-length, long, straight, curly, wavy

Hair color; eye color; a beard, glasses

Materials
Picture Cards 38–59; Class CD1 Tracks 38–41

Student Book page 24

Warm up

1. Greet a few individual students. Say: *Hello, (Tim). How tall are you?* The student replies with his or her height.
2. **Teacher's Mistake** (Teacher's Book pages 28–31). Use the Unit 2, Lesson 4 Picture Cards 38–41. Show a *(beetle)* and say: *This is a (beetle). It weighs (100 meters) and is (10 centimeters) long.* Students correct: (*grams, not meters*).
3. Sing **Do You Like It?** (Class CD1 Track 28).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 42–59 to introduce appearance.
2. Link the language. Show the black hair Picture Card and ask a student: *Do you have (black) hair?* The student answers, *Yes, I do.*
3. Play Class CD1 Track 38. Students listen, point, and say along with the CD.

CD 1 38

Hairstyles

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

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

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Emma and Julie are at the hair salon. Who works at the hair salon? The hair stylist works at the hair salon. Look at Emma's mom. She has long hair. Look at Ann. Her hair is brown and it's curly. Emma is pointing to a picture of a girl with shoulder-length hair. It's blond, too. Emma and Julie are talking. Julie has black hair. It's straight. Emma has brown hair. It's wavy. Look at Tommy. He has curly hair.
2. Play Class CD1 Track 39. Students listen for the different hair styles and the people talking. Then they number the picture.

CD 1 39

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

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

3. Check answers together.

Student Book page 25

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What does he/she look like? He/she has short, black hair and brown eyes/glasses/a beard.*
2. Direct students' attention to the first grammar box.
3. Play Class CD1 Track 40. Students listen, ask, and answer along with the CD.

CD 1 40

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

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

4. Students practice the pattern in pairs.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *Which one is your brother/sister? He's/she's the one with short, straight, black hair and brown eyes/glasses/a beard.*
2. Direct students' attention to the second grammar box.
3. Play Class CD1 Track 41. Students listen, ask, and answer along with the CD.

CD 1 41

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

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

4. Students practice the pattern in pairs.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication/Creativity: Direct students' attention to the Everybody Up Friend. Students use communication skills to tell their friends what people in their family look like. Students use creativity to draw pictures of their family members.

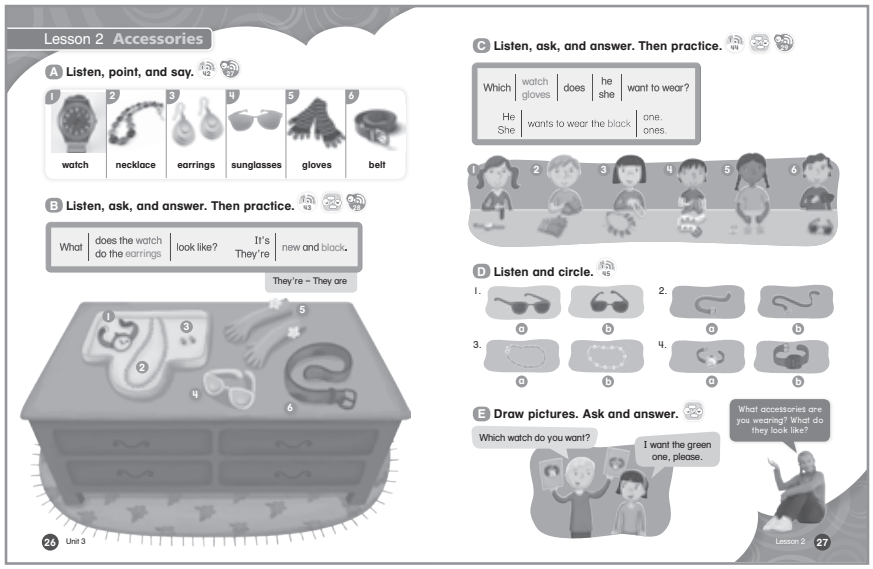
Games and Activities

- **Two Truths and a Lie** (Teacher's Book pages 28–31). Make statements about the students' appearances.
- **Binoculars** (Teacher's Book pages 28–31). Pairs describe the appearance of other students.

Extra Practice

Workbook pages 24–25
Student Audio CD Tracks 24–26
Classroom Presentation Tool
Online Practice

Lesson 2 Accessories



Student Book pages 26–27

Objectives
- Asking/answering about appearances

Grammar
- Questions with *what*

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

- Questions with *which*

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

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

Materials
Picture Cards 60–65; Class CD1 Tracks 42–45

Student Book page 26

Warm up

1. Greet the class. Students greet their classmates.
2. Ask students if they have a brother or sister and what they look like, reviewing the language from Lesson 1. Students describe their siblings.
3. **Buzzers** (Teacher's Book pages 28–31). Practice the question and answers from Lesson 1. Say: *Look at Kim. What does she look like?*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use realia or Picture Cards 60–65 to introduce the accessories.
2. Link the language. Show a student a pair of Picture Cards or realia and ask: *Which one would you like?* Prompt the student to answer: *I'd like the (blue) one.* Ask the class: *Which one would (Jon) like?* The class answers: *He'd like the blue one.*
3. Play Class CD1 Track 42. Students listen, point, and say along with the CD.

CD 1 42

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

4. Students practice the new vocabulary on their own.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new patterns: *What does the watch look like? It's new and black. What do the earrings look like? They're new and black.*
2. Direct students' attention to the grammar box.
3. Play Class CD1 Track 43. Students listen, ask, and answer along with the CD.

CD 1 43

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

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

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

Student Book page 27

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Which watch/gloves does he/she want to wear? He/She wants to wear the black one/ones.*
2. Direct students' attention to the grammar box.
3. Play Class CD1 Track 44. Students listen, ask, and answer along with the CD.

CD 1 44

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

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

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

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

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

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

D Listen and circle.

1. Direct students' attention to the pictures. Have the class describe what they see.
2. Play Class CD1 Track 45. Students listen and circle the correct pictures.

CD 1 45

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

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

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

E Draw pictures. Ask and answer.



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Creativity/Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to answer the questions, describing the accessories they (or a classmate) are wearing. They use creativity to draw pictures of the accessories they describe.

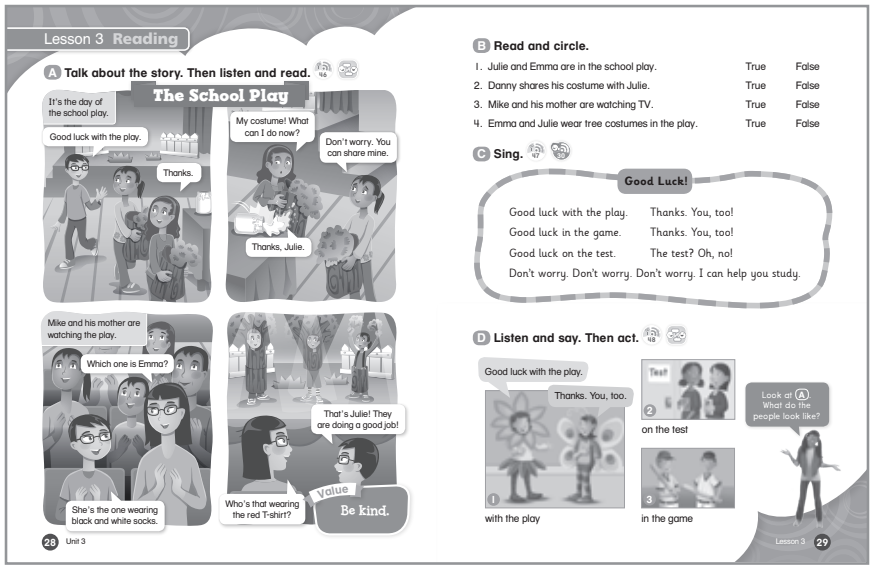
Games and Activities

- **Bingo** (Teacher's Book pages 28–31). Generate a list of two versions of each accessory on the board: *old brown watch* and *new green watch*. Students choose nine of the items and write or draw them on their Bingo sheet. Students ask you the language pattern questions about the items in order to generate the "random" selection.
- **Shop** (Teacher's Book pages 28–31). Students play in small groups using realia, their own accessories, drawings, or Picture Cards. One student is the shopkeeper and the other students use the target language to ask about and request accessories. Encourage pairs to answer for each other in order to practice use of the third person: *She wants to wear the blue ones.*

Extra Practice

Workbook pages 26–27
Student Audio CD Tracks 27–29
Classroom Presentation Tool
Online Practice

Lesson 3 Reading



Student Book pages 28–29

Objectives
- Building reading and listening skills

Conversation
- Wishing someone good luck

Good luck (with the play).

Thanks. You, too!

Value
Be kind.

Materials
Picture Cards 60–65; Class CD1 Tracks 46–48

Student Book page 28

Warm up

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

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 46. Students listen and read along with the CD.

CD 1 46

The School Play

It's the day of the school play.

Mike: Good luck with the play!
Emma: Thanks, Mike.
Emma: My costume! What can I do now?
Julie: Don't worry. You can share mine.
Emma: Thanks, Julie.

Mike and his mother are watching the play.

Mike's mom: Which one is Emma?
Mike: She's the one wearing black and white socks.
Mike's mom: Who's that wearing the red T-shirt?
Mike: That's Julie! They are doing a good job!

3. Read the story aloud with the students. Then direct students' attention to the value *Be kind* and play the track again. Students listen and read along. Ask: *How is Julie kind?* Elicit answers and point out that she shares her costume.

Student Book page 29

B Read and circle.

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

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 47. Students listen and sing along with the CD.

CD 1 47

Good Luck!

Good luck with the play.
Thanks. You, too!
Good luck in the game.
Thanks. You, too!
Good luck on the test.
The test? Oh, no!
Don't worry. Don't worry. Don't worry.
I can help you study.

Good luck with the play.
Thanks. You, too!
Good luck in the game.
Thanks. You, too!
Good luck on the test.
The test? Oh no!
Don't worry. Don't worry. Don't worry.
I can help you study.

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

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD1 Track 48. Students listen and say along with the CD.

CD 1 48

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

1. Good luck with the play. Thanks. You, too.
2. Good luck on the test. Thanks. You, too.
3. Good luck in the game. Thanks. You, too.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking /Communication: Direct students' attention to the Everybody Up Friend. Student pairs use critical thinking to look at the story in Activity A and describe what the people look like. Then they use communication skills to take turns asking and answering the question. An example exchange: *What does (Julie) look like? (Julie) is wearing a (yellow shirt). She has a (ponytail).*

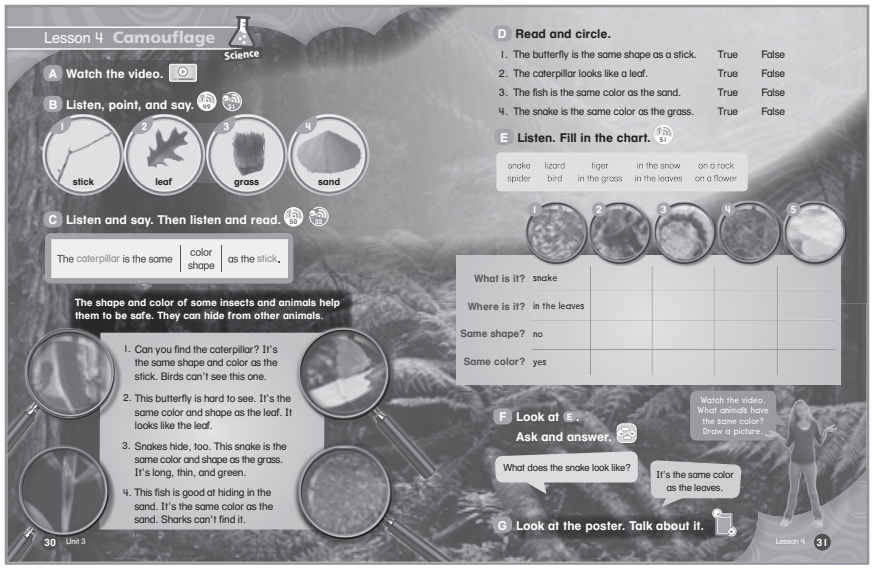
Games and Activities

- **Circles** (Teacher's Book pages 28–31). The inner circle students say, in alternating patterns: *It's the day of the school play/test/game.* Outer circle students say: *Good luck with the school play/test/game.* Inner circle students say: *Thanks. You, too.* Switch roles after a while.
- **Gaps** (Teacher's Book pages 28–31). Prepare different texts for the story on page 28, with different words missing. Students fill in the words and then compare their stories.
- **A New Story** (Teacher's Book pages 28–31). Pairs of students rewrite the story, changing the characters *(Mike, Emma, Julie, mother)* into themselves, the event (*a play*) into their own activity, and the details *(costume, red T-shirt)* into their own details. Have student pairs read their stories to the class.

Extra Practice

Workbook pages 28–29
Student Audio CD Track 30
Unit 3, Lesson 3 Worksheet
Classroom Presentation Tool
Online Practice

Lesson 4 Camouflage



Student Book Pages 30–31

Objectives
- Describing appearances

Grammar
- Comparisons with *the same color/shape as*

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

Vocabulary
Nature: stick, leaf, grass, sand

Materials
Picture Cards 66–69; Class CD1 Tracks 49–51; Unit 3 Video and Poster, Camouflage

Student Book page 30

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to science. Ask students to describe how animals look, using Unit 2 animals (*gorilla, bee, etc.*) and others. Have students describe where and how the animals live (*Do they sleep at night?*), and how they hide.

Warm up

1. Greet the class. Then ask a student: *What does your (sister) look like?* Students can practice the grammar pattern with classmates.
2. Sing **Good Luck!** (Class CD1 Track 47).

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about camouflage. Explain that with camouflage, an animal looks like its natural environment so it is hard to see it.

1. Play the video. See Video Scripts on Teacher's Book pages 116-117 for reference.
2. Play the video again. Pause the video after each animal presentation and ask students questions. Ask, *What does the snow leopard look like? (It's the same color as the snow and the rocks.) What does the crocodile look like? (It's the same color as the rocks and the sand.) Camouflage helps the crocodile hide and attack other animals.*
3. Check if students understand the purpose of camouflage. Ask, *How does camouflage help animals to hide in nature?*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 66–69 to introduce the nature words.
2. Play **Guess the Next Card** (Teacher's Book pages 28–31).
3. Play Class CD1 Track 49. Students listen, point, and say along with the CD.

CD 1 49 1. stick 2. leaf 3. grass 4. sand

4. Give four blank cards and markers or colored pencils to each student. Students make picture cards for the new vocabulary. They will use these later.

C Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *The caterpillar is the same color/shape as the stick.*

2. Link the language. Hold a photo or picture cards of a green frog and a leaf and ask: *What color is the frog?* Students answer: *It's green.*
3. Direct students' attention to the grammar box.
4. Play Class CD1 Track 50. Students listen and say along with the CD.

CD 1 50

The caterpillar is the same color as the stick.
The caterpillar is the same shape as the stick.
The shape and color of some insects and animals help them to be safe. They can hide from other animals.

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

5. Play the track again. Students listen and read along.

Student Book page 31

D Read and circle.

1. Explain that students will read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.
2. Read each sentence aloud with the class. Students answer orally and circle answers in their books. Then check answers together.

Answer Key

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

E Listen. Fill in the chart.

1. Students look at the pictures and talk about them.
2. Direct students' attention to the phrases in the box.
3. Play Class CD1 Track 51. Students listen and fill in the chart along with the CD.

CD 1 51

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

1. This snake is in the leaves. It's the same color as the leaves.
2. This lizard is on a rock. It's the same shape and color as the rock.
3. This spider is on a flower. It's the same color as the flower.
4. This tiger is in the grass. It's the same color as the grass.
5. This bird is in the snow. It's the same color as the snow.

4. Play the track again. Students check their answers.

Answer Key

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

F Look at E. Ask and answer.



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

G Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, they talk about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Creativity/Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to determine which animals have the same color. They use creativity to draw a picture.

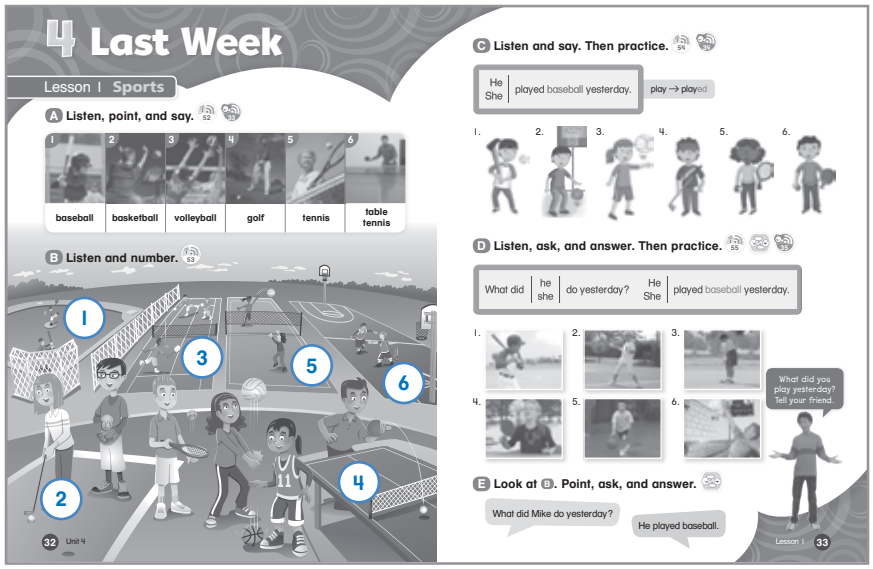
Games and Activities

- **Down the Line** (Teacher's Book pages 28–31). Pair photos of animal and nature Picture Cards 26–41, 66–69 of same color/shape items in a line. Students practice the new vocabulary and grammar patterns.
- **Find Someone Who** (Teacher's Book pages 28–31). Divide animal and (multiple) nature picture cards among the class. Students circulate and find a match: *The (snake) is the same color as the (grass).*

Extra Practice

Workbook pages 30–31
Student Audio CD Tracks 31–32
Unit 3, Lesson 4 Worksheet
Unit 3 Test
Classroom Presentation Tool
Online Practice

Lesson 1 Sports



Student Book pages 32–33

Objectives
- Talking about past activities

Grammar
- Simple past statements with known regular verbs and new nouns

  He/She played baseball yesterday.
- Questions with *what*

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

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

Materials
Picture Cards 68– 75, Picture Cards 16–22 (Units 1 and 2 activities); Class CD1 Tracks 52–55

Student Book page 32

Warm up

1. Greet the class. Students circulate and greet each other. Stop the activity by calling out: *It's (eight o'clock). It's time for English class! Please sit down.*
2. Review sports and activities from Unit 1. Say: *What's he/she doing?* and hold up Picture Cards 16–22 [Unit 1 sports]. Elicit answers such as: *He's/She's (skiing).*
3. Sing **Good Luck!** (Class CD1 Track 47)

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 70–75 to introduce the sports. Use gestures to mimic the actions.
2. Link the language. Hold up Picture Cards 68–73 and ask a student, *Do you play (baseball)?* The student replies, *Yes, I do./No, I don't.* Prompt the class to say: *She/He plays baseball./She/He doesn't play baseball.* See if students can name the sports equipment pictured: *baseball bat, ball, net, golf club, golf ball, tennis racket, tennis ball, table tennis paddle.*
3. Play Class CD1 Track 52. Students listen, point, and say along with the CD.

CD 1 52

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

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

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Look at Carla. She has a golf club and a golf ball. She plays golf. Mike has a baseball and a glove. He plays baseball. What does Danny have? He has a tennis racket and a tennis ball. He plays tennis. What about Emma? She has a volleyball. She's a volleyball player. Look at Julie. What sport does Julie play? She plays basketball. What sport does Jay play? He plays table tennis.
2. Play Class CD1 Track 53. Students listen for the different sports and number them in the picture.

CD 1 53

1. Mike: I have a baseball game today. I know we can win the game.
2. Carla: Watch this! This is how to play golf. My dad teaches me every Saturday.
3. Danny: You're very good at it, Carla. I'm good at tennis. I practice every day.

Carla: Good luck!
Mike/Danny: You, too.

4. Emma: Go, Jay!
   Julie: Wow, Jay, I didn't know you were good at playing table tennis.
5. Emma: I'm good at volleyball. Let's play that next.
6. Julie: OK! I'll play with you. Then, let's play basketball.
   Jay: Yeah! First, let me finish this table tennis game.
   Emma: OK.

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

Student Book page 33

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *He/She played baseball yesterday.*
2. Direct students' attention to the grammar box.
3. Direct students' attention to the verb box: *play → played*.
3. Play Class CD1 Track 54. Students listen and say along with the CD.

CD 54

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

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

4. Students practice the pattern by themselves.
5. Play **Simon Says** (Teacher's Book pages 28–31). Review all the actions that go with the sports, such as mimicking swinging a bat for baseball. Students make the action when you say: *Simon says I played (baseball) yesterday.* Otherwise, they remain still.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *What did he/she do yesterday? He/She played baseball yesterday.*
2. Direct students' attention to the second grammar box on page 33.
3. Play Class CD1 Track 55. Students listen, ask, and answer along with the CD.

CD 55

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

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

4. Students practice the pattern in pairs.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Student pairs use critical thinking to answer the question. They use communication skills to discuss the answers.

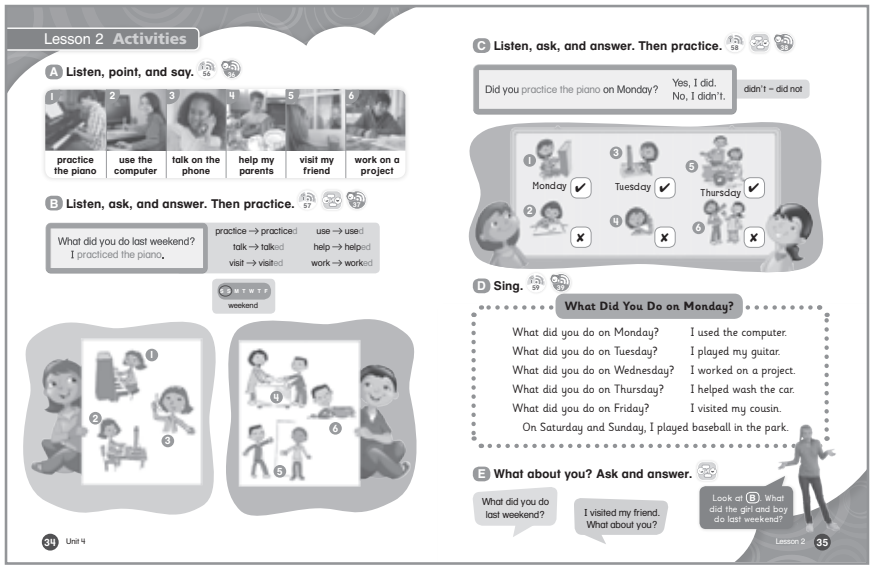
Games and Activities

- **Down the Line** (Teacher's Book pages 28–31). Students practice the new vocabulary and grammar patterns.
- **Charades** (Teacher's Book pages 28–31). Students mimic sports gestures and use the new grammar pattern to guess: *What did she do yesterday? She played (volleyball) yesterday.*
- **Class Survey** (Teacher's Book pages 28–31). In small groups, students interview each other, asking: *What did you do yesterday?* Compare answers with the class.

Extra Practice

Workbook pages 32–33
Student Audio CD Tracks 33–35
Classroom Presentation Tool
Online Practice

Lesson 2 Activities



Student Book pages 34–35

Objectives
- Learning about new regular verbs with new activities

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

What did you do last weekend?

I practiced the piano.

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

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

Materials
Picture Cards 70–75, 76–82; Class CD1 Tracks 56–59

Student Book page 34

Warm up

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

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 76–82 to introduce the new phrases.
2. Link the language. Play **Listen and Draw** (Teacher's Book pages 28–31), telling students about your weekend and using the new phrases.
3. Play Class CD1 Track 56. Students listen, point, and say along with the CD.

CD 1 56

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

4. Students practice the words on their own.
5. Play **Guess the Next Card** (Teacher's Book pages 28–31), using Picture Cards 76–82.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What did you do last weekend? I practiced the piano.*
2. Introduce the simple past of the verbs: *practice → practiced, use → used, talk → talked, help → helped, visit → visited, work → worked*
3. Introduce the concept of *Saturday* and *Sunday* as *weekend*.
4. Direct students' attention to the grammar box, verbs box, and weekend box on page 34.
5. Play Class CD1 Track 57. Students listen, ask, and answer along with the CD.

CD 1 57

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

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

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

6. Students practice the pattern in pairs.

Student Book page 35

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Did you practice the piano on Monday? Yes, I did./No, I didn't.*
2. Present the contraction: *didn't → did not*
3. Direct students' attention to the grammar box and contraction box on page 35.
4. Play Class CD1 Track 58. Students listen, ask, and answer along with the CD.

CD 1 58

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

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

4. Students practice the pattern in pairs.

D Sing.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 59. Students listen and then sing along with the CD.

CD 1 59

What Did You Do on Monday?
What did you do on Monday?
I used the computer.
What did you do on Tuesday?
I played my guitar.
What did you do on Wednesday?
I worked on a project.
What did you do on Thursday?
I helped wash the car.
What did you do on Friday?
I visited my cousin.
On Saturday and Sunday, I played baseball in the park.
(x2)

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

E What about you? Ask and answer.



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students look at Activity B and use critical thinking skills to determine what the girl and boy did last weekend. Student pairs use their communication skills to take turns asking and answering the question. Check the answers together: the girl *practiced piano, used the computer, talked on the phone*; the boy *helped his parents, visited his friend, and worked on a project*.

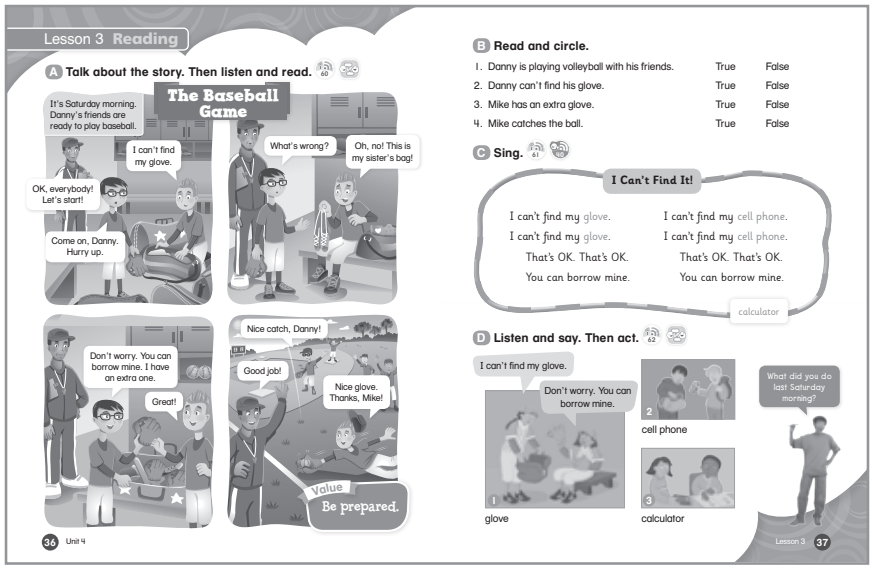
Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Show a Picture Card and ask: *What did you do last weekend?* The first player to hit his or her "buzzer" can win a team point by correctly answering: *I (played golf).*
- **Toss and Tell** (Teacher's Book pages 28–31). S1 asks either: *What did you do last weekend?* Or: *Did you (help your parents) on Tuesday?* Then S1 tosses the ball to S2, who answers and asks a new question, before tossing the ball to S3.
- **Class Survey** (Teacher's Book pages 28–31). In small groups, students interview each other, asking: *What did you do last weekend?* Compare answers with the class using the third person.

Extra Practice

Workbook pages 34–35
Student Audio CD Tracks 36–39
Classroom Presentation Tool
Online Practice

Lesson 3 Reading



Student Book pages 36–37

Objectives
- Building reading and listening skills

Conversation
- Offering assistance

I can't find my (glove).

Don't worry. You can borrow mine.

Value
Be prepared.

Materials
Class CD1 Tracks 60–62

Student Book page 36

Warm up

1. Greet the class. Then say: *I watched a video last night. What did you do?* Ask several students, then have students greet their classmates and ask the question.
2. Review Unit 4, Lesson 3 grammar patterns and vocabulary: *What did you do last weekend? And Did you (practice piano) on Monday?*
3. Sing **What Did You Do on Monday?** (Class CD1 Track 59).

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see.
2. Play Class CD1 Track 60. Students listen and read along with the CD.

CD 1 60

The Baseball Game

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

Coach: OK, everybody! Let's start!
Mike: Come on, Danny. Hurry up.
Danny: I can't find my glove.
Mike: What's wrong?
Danny: Oh, no! This is my sister's bag!
Mike: Don't worry. You can borrow mine. I have an extra one.
Danny: Great!

Coach: Good job!
Mike: Nice catch, Danny!
Danny: Nice glove. Thanks, Mike!

3. Read the story aloud with the students. Then direct students' attention to the value *Be prepared* and ask: *Who is prepared in the story? How are they prepared?* Point out Mike has an extra glove. Then play the track again. Students listen and read along.

Student Book page 37

B Read and circle.

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

Answer Key

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 61. Students listen and then sing along with the CD.

CD 1 61

I Can't Find It!
I can't find my glove.
I can't find my glove.
That's OK. That's OK.
You can borrow mine.

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

I can't find my calculator.
I can't find my calculator.
That's OK. That's OK.
You can borrow mine.

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

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD1 Track 62. Students listen and say along with the CD, in pairs.

CD 1 62

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

1. I can't find my glove.
   Don't worry. You can borrow mine.
2. I can't find my cell phone.
   Don't worry. You can borrow mine.
3. I can't find my calculator.
   Don't worry. You can borrow mine.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Creativity/Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to determine what they did last Saturday morning. Then they use creativity to draw pictures of what they did.

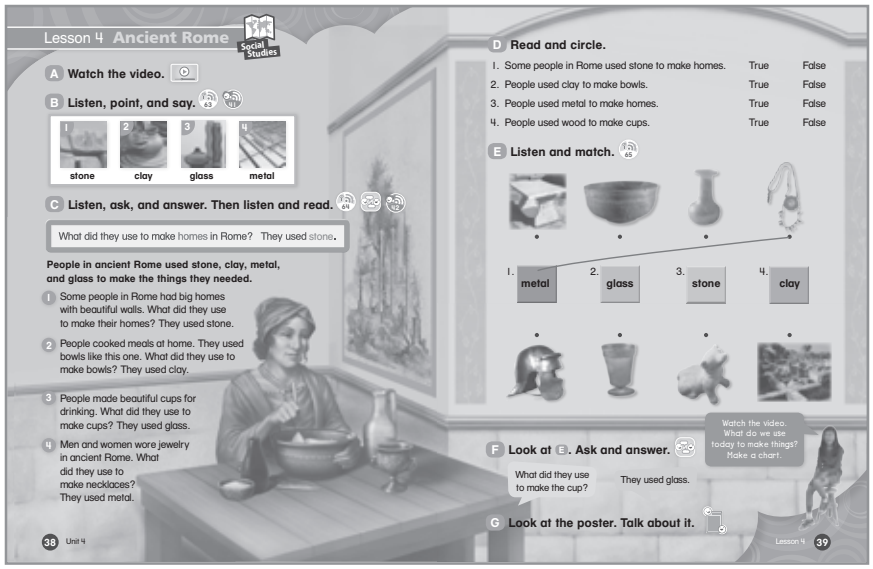
Games and Activities

- Read the story aloud. Divide the class into three groups. Group 1 reads Mike, and Group 2 reads Danny. Group 3 reads the Coach and the narrator.
- In pairs, students pretend to have lost something and practice the dialogue: S1: *What's wrong?* S2: *I can't find my (book).* S1: *Don't worry. You can borrow mine. I have an extra one.* S2: *Thanks!* Students "borrow" things around the classroom or give each pair several Picture Cards of things they've lost. This can be realistic, with a *volleyball* Picture Card, or humorous, with a *lizard* or *beetle* Picture Card.
- **A New Story** (Teacher's Book pages 28–31). Student pairs create their own version of the Lesson 3 story in which one child helps another. Students can write out and illustrate their new stories, or they can perform them for the class.

Extra Practice

Workbook pages 36–37
Student Audio CD Track 40
Unit 4, Lesson 3 Worksheet
Classroom Presentation Tool
Online Practice

Lesson 4 Ancient Rome



Student Book pages 38–39

Objectives
- Talking about ancient Rome

Grammar
- Simple past questions with *what*
- The verb *use* with the infinitive *to make*

What did they use to make homes in Rome? They used stone.

Vocabulary
Materials: stone, clay, glass, metal

Materials
Picture Cards 83–86; Class CD1 Tracks 63–65; Unit 4 Video and Poster, Ancient Rome

Student Book page 38

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies. Show where Rome, Italy, is located on a world map. Bring in pictures that show details about Rome, like the Colosseum, emperors, etc.

Warm up

1. Greet the class. Then ask a few students: *What did you do yesterday?* Students reply and then greet their classmates with the question.
2. Pretend you can't find something: *Oh no! I can't find my (pen).* Review the language from Unit 4, Lesson 3: *You can borrow my (pen).*

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about ancient Rome. Ask students to predict what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116-117 for reference.
2. Play the video again. Then ask questions to check comprehension. Ask: What did the Romans use to make their homes? *(They used stone.)*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 83–86 to introduce the new words. Continue until students can produce the words on their own.
2. Link the language. Hold up a realia object made out of one of the four materials, such as a metal pen. Tap it and say: *This is a pen. It's metal.* See if students can identify things in the classroom made of the four materials by pointing and naming them.
3. Play Class CD1 Track 63. Students listen, point, and say along with the CD.

CD 1 63 1. stone 2. clay 3. glass 4. metal

4. Students practice saying the new words.

C Listen, ask, and answer. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What did they use to make homes in Rome? They used stone.*
2. Direct students' attention to the grammar box.
3. Play Class CD1 Track 64. Students listen, ask, and answer along with the CD.

CD 1 64

What did they use to make homes in Rome? They used stone.

People in ancient Rome used stone, clay, metal, and glass to make the things they needed.

1. Some people in Rome had big homes with beautiful walls. What did they use to make their homes? They used stone.
2. People cooked meals at home. They used bowls like this one. What did they use to make bowls? They used clay.
3. People made beautiful cups for drinking. What did they use to make cups? They used glass.
4. Men and women wore jewelry in Ancient Rome. What did they use to make necklaces? They used metal.

4. Divide the class into four groups. Group 1 reads the first passage, Group 2 reads the second passage, etc.
5. Play the track again. Students listen and read along.

Student Book page 39

D Read and circle.

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

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

E Listen and match.

1. Have students name the items they see in Activity E and say what they are made of.
2. Play Class CD1 Track 65. Students listen and match the pictures of the items to the four materials.

CD 1 65

1. People in ancient Rome used metal to make jewelry. They made helmets from metal too.
2. In Rome, they used glass to make beautiful things. This vase and this cup are glass.
3. What did people in ancient Rome use to make tables and walls? Sometimes they used stone!
4. Look at that bowl. It's clay. The toy animal is clay, too. People in Rome used clay to make many things in their homes.

3. Have students check their answers by reviewing the reading in Activity C. Check answers together.

Answer Key	
1. metal: jewelry, helmet	**2.** glass: vase, cup
3. stone: table, walls	**4.** bowl: clay, toy animal

F Look at E. Ask and answer.



Pairs ask and answer questions about the matching items in Activity E, using the language pattern in the speech bubbles.

G Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, they talk about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Collaboration: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking skills to determine what materials they use to make things today. Small groups collaborate to make a chart of things they use today.

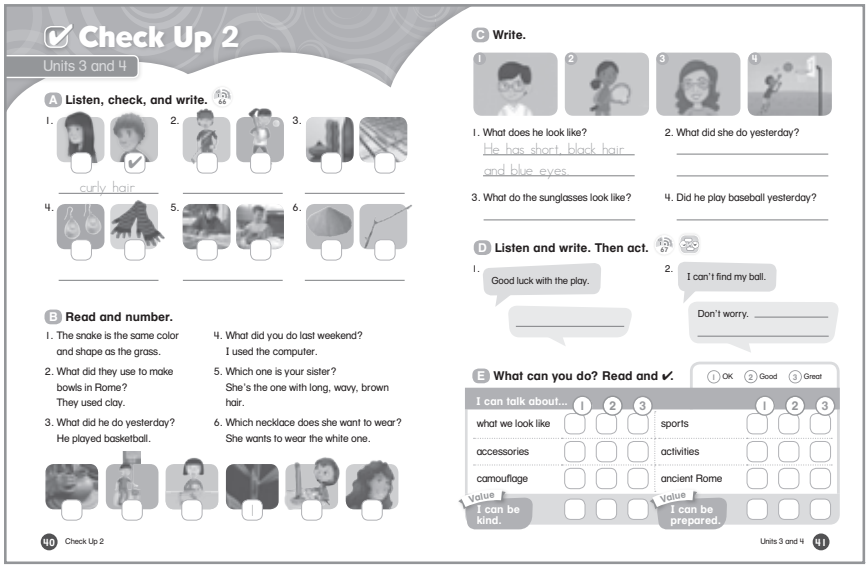
Games and Activities

- **Gaps** (Teacher's Book pages 28–31). Prepare different versions of the text in Activity C with different missing words. Distribute them. Students write in the missing words.
- **Categories** (Teacher's Book pages 28–31). Divide the class into four groups and assign each group a material. Hold up Picture Cards 83–86 and realia of items made of the four materials and ask: *What did the Romans use to make homes?* When their material is shown, groups stand and say: *They used stone.* Proceed quickly.

Extra Practice

Workbook pages 38–39
Student Audio CD Tracks 41–42
Unit 4, Lesson 4 Worksheet
Unit 4 Test
Classroom Presentation Tool
Online Practice

Check Up 2



Student Book pages 40–41

Review Language
- Units 3 and 4 grammar and vocabulary

Materials
Picture Cards 44–86; Class CD1 Tracks 66–67

Student Book page 40

Warm up

1. Greet the class. Ask a student: *What did you do last week?* Students practice the question and come up with answers.
2. Review the language from Unit 4, Lesson 4: *What did you use to make a project?* Students practice the question and answer.
3. Review the Unit 4, Lesson 4 grammar point using sports. Ask a student: *What sport did you play last week?* The student answers: *I played (volleyball).* Then ask: *What did you use to play volleyball?* Elicit: *I used a volleyball and a net.*

A Listen, check, and write.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Direct students to look at the pictures in Activity A.
2. Play Class CD1 Track 66. Students listen and check the people or items they hear described. Then they write the answers in their notebooks.

CD 1 66

1. curly hair
2. golf
3. glass
4. gloves
5. help my parents
6. sand

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

B Read and number.

1. Students read and number the pictures in Activity B on their own.
2. Read the sentences and go over the answers together.

Answer Key
2 3 6 1 4 5

Student Book page 41

C Write.

1. Students examine the pictures and say what they see.
2. Read the question and sample answer aloud.
3. Students read the questions, look at the pictures, and write answers. Encourage students to answer with complete sentences.
4. Check answers together.

Answer Key

1. He has short, black hair and blue eyes.
2. She played tennis yesterday.
3. The sunglasses are pink.
4. No, he didn't. He played basketball yesterday.

D Listen and write. Then act.



1. Play Class CD1 Track 67. Students listen.
2. Play the track again and have students fill in the blanks in the speech bubbles with the words they hear.
3. Model each conversation with a few students.
4. Student pairs practice and then switch roles.

CD 1 67

1. Good luck with the play!
   Thanks. You, too.
2. I can't find my ball.
   Don't worry. You can borrow mine.

E What can you do? Read and ✔.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share with the class.
4. Review the values of kindness and being prepared.

Games and Activities

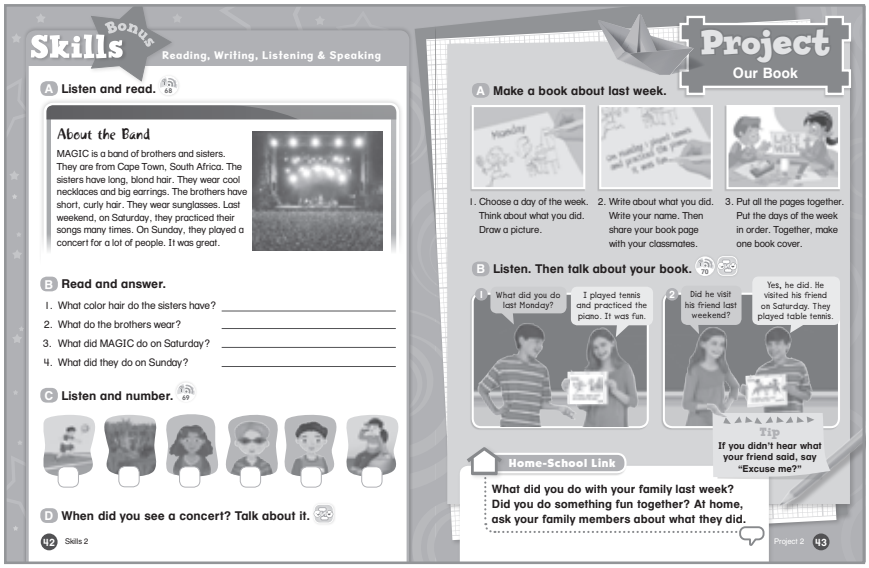
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Rollers** (Teacher's Book pages 28–31). Use language from Units 3 and 4. Students sit on the floor in a circle. S1 says the target language such as: *Yesterday, I (played basketball)*. When each student gets the ball they must substitute a word into the target language. S2: *Yesterday, I (practiced the piano)*. And so on.
- **Listen and Draw** (Teacher's Book pages 28–31). Use language from Units 3 and 4. Prepare several short passages modeled on the grammar patterns and vocabulary. Read them aloud. Students listen and draw what they hear. Then they check their work by comparing their drawings.
- **Categories** (Teacher's Book pages 28–31). Use language from Units 3 and 4. 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. Announce the category for that round (e.g., *sports*). On the next snap, say a word in the category (e.g., *baseball*). Go around the circle, with individual students saying different words during the snaps. For example, use categories, *Accessories*, *Activities*, *Sports*.

Extra Practice

Workbook pages 40–42
Classroom Presentation Tool
Online Practice

Bonus Skills



Student Book pages 42–43

Skills
- Reading a paragraph, writing complete answers, listening and numbering, speaking about a personal experience

Materials
Class CD1, Tracks 68–69

Project Language
- Units 3 and 4 grammar and vocabulary

Materials
Class CD1 Track 70; scissors, glue, drawing supplies

Student Book page 42

Warm up

1. Sing **I Can't Find It!** (Class CD1 Track 61).
2. Model one conversation with a student. Student pairs ask one another: *What did you do yesterday? I (worked on a project)*. Encourage them to use the language from the unit.

A Listen and read.

See *Teaching Skills*, Teacher's Book page 26.

1. Students look at the picture and talk about what they see.
2. Play Class CD1 Track 68. Students listen and read with the CD.

CD 68

About the Band

MAGIC is a band of brothers and sisters. They are from Cape Town, South Africa. The sisters have long, blond hair. They wear cool necklaces and big earrings. The brothers have short, curly hair. They wear sunglasses. Last weekend, on Saturday, they practiced their songs many times. On Sunday, they played a concert for a lot of people. It was great.

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

B Read and answer.

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

Answer Key

1. They have blond hair.
2. They wear sunglasses.
3. They practiced their songs many times.
4. They played a concert for a lot of people.

C Listen and number.

1. Play Class CD1 Track 69. Students listen and number the pictures.

CD 69

1. He played volleyball last weekend.
2. She has shoulder-length, wavy hair.
3. It looks like grass.
4. He has new sunglasses.
5. She talked on the phone.
6. He has short, black hair and brown eyes.

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

Answer Key
1 3 2 4 6 5

D When did you see a concert? Talk about it.



1. Student pairs ask and answer questions about seeing a concert. Encourage them to use the language patterns from the unit.
2. Model a conversation with a student. Ask: *When did you see a concert? I saw a concert last weekend. Was the band cool? Yes, they wore cool sunglasses.*

Project Our Book

Student Book page 43

A Make a book about last week.

See *Teaching Projects*, Teacher's Book page 27.

1. Read the steps with students as they look at the pictures for Activity A and follow in their books.
2. Explain that students will make a book about activities they did last week. Review days of the week and activity words that students have learned and write them on the board.
3. Students choose a day of the week and think about what they did that day. Then they draw a picture, write about it, and sign their name.
4. Students share their book pages and put them together as one book in sequence order. They make a book cover for their class book.

B Listen. Then talk about your book.



1. Review the language in the speech bubbles.
2. Play Class CD1 Track 70. Students listen, point to the speech bubbles, and say along with the CD.

CD 1 70

1. What did you do last Monday? I played tennis and practiced the piano. It was fun.
2. Did he visit his friend last weekend? Yes, he did. He visited his friend on Saturday. They played table tennis.

3. Model the conversation with some of the students.
4. Student pairs practice the language patterns as they talk about the class book.
5. **Tip**: Draw students' attention to the tip: *If you didn't hear what your friend said, say, "Excuse me?"* Explain that this is a polite way to ask a classmate to repeat or clarify what they said.

Home-School Link

1. Ask student pairs to talk about what they did with their families last week. Remind them to ask and answer using the language patterns they've learned: *What did you do with your family last week? I (played tennis).*
2. Students make a list of items including activities, appearances, sports, and other topics that they did with their family and present their lists to the class.
3. Tell students to share what they've learned in class at home. You can also encourage students to ask their family members about what they did last week.

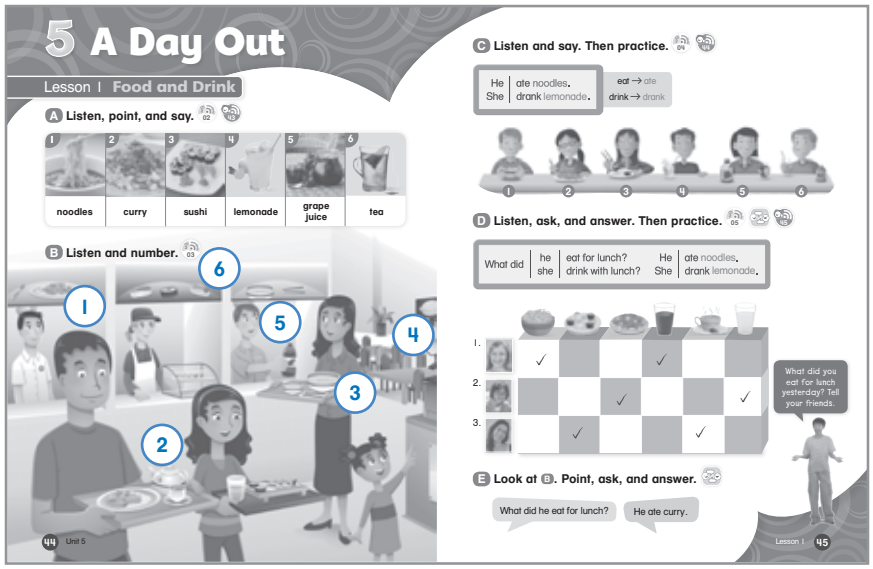
Games and Activities

- *Project:* **A New Song** Pairs prepare a new version of the Unit 4, Lesson 2 song *What Did You Do on Monday?* They change the words by putting in their own information. Make sure they include activities students wrote about in Our Book project.
- *Skills:* **My Version** (Teacher's Book pages 28–31). Students rewrite the passage in Skills Bonus Activity A in past tense about a real or imaginary show they attended. Make sure they write original descriptions of the characters and events.

Extra Practice

Workbook page 43
Midterm Test
Classroom Presentation Tool
Online Practice

Lesson 1 Food and Drink



Student Book pages 44–45

Objectives
- Asking and answering about what people ate

Grammar
- Known irregular verbs with new foods

  He/She ate noodles. He/She drank lemonade.
- Verbs with prepositions *for* and *with*

  What did he/she eat for lunch? He/She ate noodles. What did he/she drink with lunch? He/She drank lemonade.

Vocabulary
Food: noodles, curry, sushi, lemonade, grape juice, tea

Materials
Picture Cards 87–92; Class CD2 Tracks 02–05

Student Book page 44

Warm up

1. Greet the class and ask several students: *What did you do last night?*
2. Sing **What Did You Do on Monday?** (Class CD1 Track 59.)
3. **Buzzers** (Teacher's Book pages 28–31). Review foods students know. Use pictures and Level 3 Picture Cards 5–20.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 87–92 to introduce the food words.
2. Link the language. Show a picture card and ask a student: *Do you want (curry)?* Student answers: *Yes, I do./No, I don't.*
3. Play Class CD2 Track 02. Students listen, point, and say along with the CD.

CD 2 02

1. noodles 2. curry 3. sushi
4. lemonade 5. grape juice 6. tea

4. Students practice the new words on their own.

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Emma's family is at the mall. They're eating lunch. What does Emma's father have? He has curry and tea. What does Emma have? Emma has sushi and water. Look at Emma's mother. She has noodles and grape juice. What does Ann want? She wants lemonade.
2. Play Class CD2 Track 03. Students listen for the food and drinks and number them in the picture.

CD 2 03

1. Emma: That looks good, Dad. What is it?
   Emma's dad: It's curry. You can taste some.
   Emma: Thanks, Dad.
2. Emma: What drink do you have?
   Emma's dad: I have tea. Be careful. It's very hot.
3. Emma's mom: These are big bowls of noodles!
   Ann: You forgot knives and forks, Mom.
   Emma's mom: Don't worry. We eat noodles with chopsticks.
4. Emma's mom: Look, Ann. They have lemonade!
   Ann: That's my favorite drink.
   Emma's mom: I know it is. Do you want some?
   Ann: Yes, please!

5. Emma's mom: I'd like some grape juice, please.
   Server: Here you are. Have a nice day.
   Emma's mom: Thank you very much.
6. Emma's dad: Do you like sushi, Emma?
   Emma: I love sushi. It's my favorite food. I'm so hungry.
   Emma's dad: Me, too. Let's eat!

3 Check answers together. Invite students to talk about other things they see.

Student Book page 45

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *He ate noodles. She drank lemonade.*
2. Introduce the irregular past tense verbs: *eat → ate, drink → drank*
3. Explain that irregular past tense verbs don't follow the *–ed* rule and have to be memorized.
4. Direct students' attention to the first grammar box and the verbs box on page 45.
5. Play Class CD2 Track 04. Students listen and say along with the CD.

CD 2 04

He ate noodles.
She ate noodles.
He drank lemonade.
She drank lemonade.
eat, ate; drink, drank

1. He ate noodles.
2. She ate curry.
3. She ate sushi.
4. He drank lemonade.
5. She drank grape juice.
6. He drank tea.

6. Students practice the pattern on their own.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *What did he eat for lunch? He ate noodles. What did she drink with lunch? She drank lemonade.*
2. Direct students' attention to the second grammar box on page 45. We use *for* to talk about the food we eat *for* lunch; the food *is* the lunch. We use *with* to talk about a drink we have *with* a meal.
3. Play Class CD2 Track 05. Students listen, ask, and answer along with the CD.

CD 2 05

What did he eat for lunch? He ate noodles.
What did she eat for lunch? She ate noodles.
What did he drink with lunch? He drank lemonade.
What did she drink with lunch? She drank lemonade.

1. What did she eat for lunch? She ate noodles.
   What did she drink with lunch? She drank grape juice.
2. What did he eat for lunch? He ate curry.
   What did he drink with lunch? He drank lemonade.
3. What did she eat for lunch? She ate sushi.
   What did she drink with lunch? She drank tea.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend. Students use critical thinking to determine what they ate for lunch yesterday. Student pairs use creativity to draw pictures then take turns asking and answering the question about each other's picture.

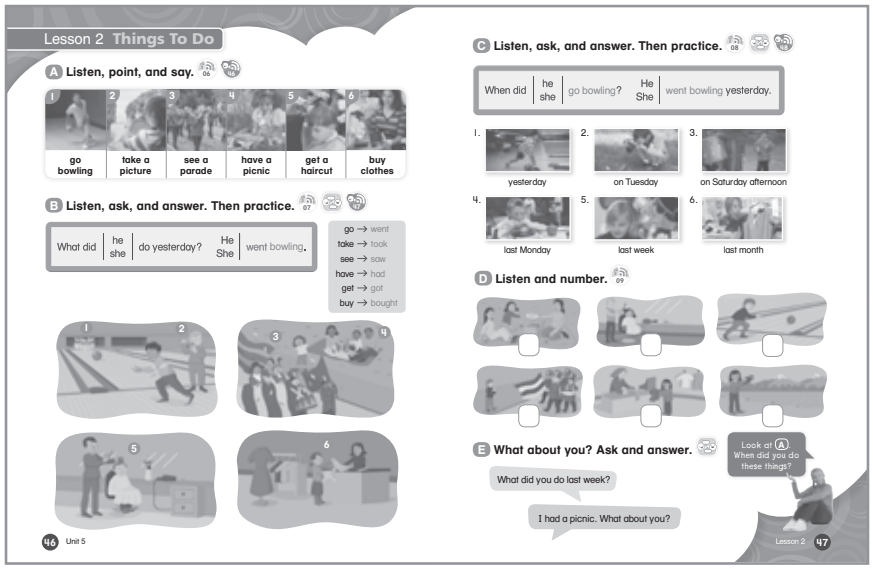
Games and Activities

- **Down the Line** (Teacher's Book pages 28–31). Use Picture Cards 87–92. Students say: *He ate noodles.*
- **Buzzers** (Teacher's Book pages 28–31). Ask: *What did you eat for lunch yesterday?* or *What did you drink with lunch yesterday?* Players race to hit their buzzers and answer.
- **Class Survey** (Teacher's Book pages 28–31). Have groups of students find out what each other ate and drank for lunch yesterday. Collect the answers from the class by asking: *What did (Tim) eat for (lunch) yesterday?* Group members report, using the third person: *He ate (curry) for lunch yesterday.*

Extra Practice

Workbook pages 44–45
Student Audio CD Tracks 43–45
Classroom Presentation Tool
Online Practice

Lesson 2 Things to Do



Student Book pages 46–47

Objectives
- Talking about what people did

Grammar
- Questions with *what* and *when* + irregular verbs

What did he/she do yesterday?
He/She went bowling.

When did he/she go bowling?
He/She went bowling yesterday.

Vocabulary
Things to do: go bowling, take a picture, see a parade, have a picnic, get a haircut, buy clothes

Materials
Picture Cards 93–98; Class CD2 Tracks 06–09

Student Book page 46

Warm up

1. Greet the class, then greet a few individual students saying, *Hello, (Tina). How are you today?*
2. Do a **Rhythm Circle** (Teacher's Book pages 28–31) to review the Unit 5, Lesson 1 grammar and vocabulary. You start: *(slap, slap, clap, clap) I had curry for lunch yesterday.* S1 continues: *(slap, slap, clap, clap) He had curry for lunch yesterday. I had noodles for lunch.* And so on.
3. Have students review the grammar from Unit 4, Lesson 2: *What did you do last weekend?*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 93–98 to introduce the new activity phrases.
2. Link the language. Hold up Picture Cards 93–98 and ask questions about the new phrases using grammar and vocabulary students already know: *What do you use to go bowling? A ball, a bowling ball. What do you use to take a picture? A camera. What do you use to get a hair cut? Scissors.* And so on.
3. Play Class CD2 Track 06. Students listen, point, and say along with the CD.

CD 2 06

1. go bowling
2. take a picture
3. see a parade
4. have a picnic
5. get a haircut
6. buy clothes

4. Students practice the words on their own.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What did he/she do yesterday? He/She went bowling.*
2. Introduce the irregular past tense verbs: *go → went*, *take → took*, *see → saw*, *have → had*, *get → got*, *buy → bought*. Explain that irregular past tense verbs don't follow the *-ed* rule and have to be memorized. Read the verbs and have students repeat.
3. Play Class CD2 Track 07. Students listen, ask, and answer along with the CD.

CD 2 07

What did he do yesterday?
He went bowling.

What did she do yesterday?
She went bowling.

go, went; take, took; see, saw; have, had; get, got; buy, bought

1. What did he do yesterday?
   He went bowling.

2. What did she do yesterday?
She took a picture.
3. What did she do yesterday?
She saw a parade.
4. What did he do yesterday?
He had a picnic.
5. What did he do yesterday?
He got a haircut.
6. What did she do yesterday?
She bought clothes.

4. Students practice the pattern in pairs.

Student Book page 47

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *When did he/she go bowling? He/She went bowling yesterday.*
2. Direct students' attention to the grammar box.
3. Play Class CD2 Track 08. Students listen, ask, and answer along with the CD.

CD 2 08

When did he go bowling?
He went bowling yesterday.
When did she go bowling?
She went bowling yesterday.

1. When did he go bowling?
He went bowling yesterday.
2. When did he take a picture?
He took a picture on Tuesday.
3. When did he see a parade?
He saw a parade on Saturday afternoon.
4. When did he have a picnic?
He had a picnic last Monday.
5. When did she get a haircut?
She got a haircut last week.
6. When did she buy clothes?
She bought clothes last month.

4. Students practice the pattern in pairs.

D Listen and number.

1. Explain that students will listen to the CD and write the number on the correct picture.
2. Play Class CD2 Track 09. Students listen and number the pictures.

CD 2 09

1. What did she do on Thursday?
She got a haircut.
2. What did he do on Saturday afternoon?
He went bowling.
3. What did she do last week?
She had a picnic.
4. What did he do yesterday?
He saw a parade.
5. What did she do on Tuesday?
She took a picture.
6. What did she do last month?
She bought clothes.

3. Check the answers together.

Answer Key	
Top row: 3, 1, 2	**Bottom row:** 4, 6, 5

E What about you? Ask and answer.



Student pairs practice the language pattern in the speech bubbles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Collaboration: Direct students' attention to the Everybody Up Friend. Students use collaboration skills to look together at the activities in Activity A and list which of these things they did last week. Determining when they did the activities will require their critical thinking skills.

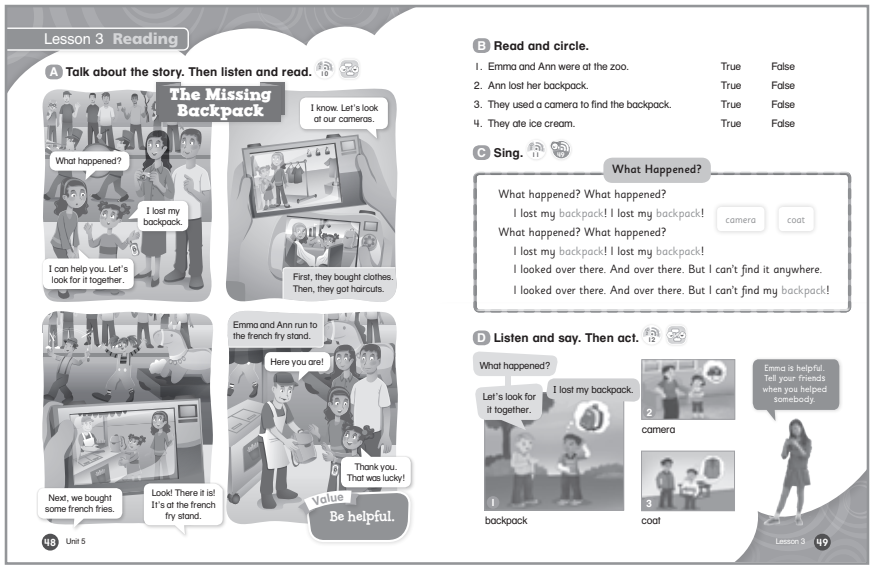
Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Say a present tense form of a verb: *take*. Students compete to say the past tense form, *took*, and use it in a sentence: *I took a picture yesterday.*
- **Find Someone Who** (Teacher's Book pages 28–31). Give half of the class a verb word card: *go, take, see, have, get, buy.* Give the other half a noun card: *bowling, a picture, a parade, a picnic, a haircut, clothes.* Students find the person with the other half of their phrase and then create a past tense sentence together.
- **Station Stop** (Teacher's Book pages 28–31). Practice the target language by giving the student a time prompt: *last Monday*. The student uses it in a sentence: *I got a haircut last Monday.*

Extra Practice

Workbook pages 46–47
Student Audio CD Tracks 46–48
Classroom Presentation Tool
Online Practice

Lesson 3 Reading



Student Book pages 48–49

Objectives
- Building reading and listening skills

Conversation
- Helping someone find something

What happened?
I lost my backpack.
Let's look for it together.

Value
Be helpful.

Materials
Picture Cards 87–92, 93–98; Class CD2 Tracks 10–12

Student Book page 48

Warm up

1. Greet the class and start a chain. Turn to S1 and say: *I'm (Ms. Smith), and I went bowling last night. How about you?* S1 turns to S2 and says: *I'm (Helen), and I bought clothes. How about you?*
2. Review the irregular verbs from Unit 5, Lessons 1 and 2. Hold up Picture Cards 87–92 and 93–98 one by one, eliciting the verbs and their past tense forms.
3. Review the value *Be prepared* and the conversation language from Unit 4, Lesson 3: *I can't find my costume. Don't worry. You can borrow mine.*

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 10. Students listen and read along with the CD.

CD 2 10

The Missing Backpack

Emma: What happened?
Ann: I lost my backpack.
Emma: I can help you. Let's look for it together.

Emma: I know. Let's look at our cameras.
First, they bought clothes.
Then, they got haircuts.

Ann: Next, we bought some french fries.
Emma: Look! There it is! It's at the french fry stand.

Emma and Ann run to the french fry stand.
Man: Here you are!
Ann: Thank you. That was lucky!

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

Student Book page 49

B Read and circle.

1. Explain that students will read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.

2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check the answers together.

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 11. Students listen and sing along with the CD.

CD 2 11

What Happened?

What happened? What happened?
I lost my backpack! I lost my backpack!
What happened? What happened?
I lost my backpack! I lost my backpack!
I looked over there. And over there. But I can't find it anywhere. I looked over there. And over there.
But I can't find my backpack!

What happened? What happened?
I lost my camera! I lost my camera!
What happened? What happened?
I lost my camera! I lost my camera!
I looked over there. And over there. But I can't find it anywhere. I looked over there. And over there. But I can't find my camera!

What happened? What happened?
I lost my coat! I lost my coat!
What happened? What happened?
I lost my coat! I lost my coat!
I looked over there. And over there. But I can't find it anywhere. I looked over there. And over there. But I can't find my coat!

3. Students sing, gesturing with the lyrics.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD2 Track 12. Students listen and say along with the CD, in pairs.

CD 2 12

What happened?
I lost my backpack.
Let's look for it together.

1. What happened?
   I lost my backpack.
   Let's look for it together.
2. What happened?
   I lost my camera.
   Let's look for it together.
3. What happened?
   I lost my coat.
   Let's look for it together.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to think about how Emma is helpful in the Activity A story and determine when they have been helpful. Then they use communication skills to tell friends when they helped somebody.

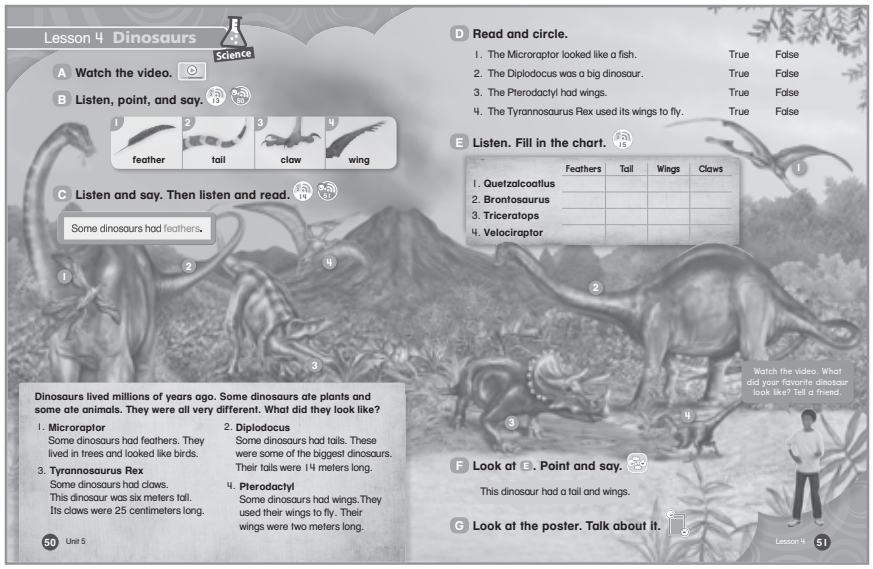
Games and Activities

- **Order the Text** (Teacher's Book pages 28–31). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **A New Story** (Teacher's Book pages 28–31). Using their strips from **Order the Text** above, pairs create a new story. Students replace the lost item, the three past tense activities, and the location. Pairs read or act out their stories for the class.
- **Binoculars** (Teacher's Book pages 28–31). Put picture cards or realia items around the room. Pair up students. S1 silently chooses one of the pictures or realia items visible in the classroom to have been "lost." S1 says: *Oh no! I lost my (phone).* S2 says: *Let's look for it together,* and uses his or her hands like binoculars to find it. S2 says: *Look! There it is! It's on the teacher's desk.*

Extra Practice

Workbook pages 48–49
Student Audio CD Track 49
Unit 5, Lesson 3 Worksheet
Classroom Presentation Tool
Online Practice

Lesson 4 Dinosaurs



Student Book pages 50–51

Objectives
- Describing/comparing using past tense

Grammar
- Past tense statements
- *Some* with plural nouns

  Some dinosaurs had feathers.

Vocabulary
Animal body parts: feather, tail, claw, wing

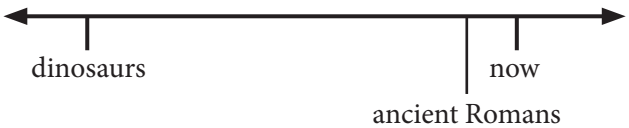
Materials
Picture Cards 99–102; Class CD2 Tracks 13–15; Unit 5 Video and Poster, DInosaurs

Student Book page 50

School Subject Connection: Science

Science

Lesson 4 is a cross-curricular lesson with a connection to science. Elicit information to see what students know about dinosaurs. Explain that dinosaurs lived millions of years ago. Draw a timeline on the board, marking *dinosaurs*, *ancient Romans*, *now/your year*. Remind students of the *ancient Romans* from Unit 4.



Warm up

1. Greet the class. Review Lesson 5 Unit 2 grammar, asking: *What did you do last night/last weekend?*
2. Review the Unit 3, Lesson 1 descriptions: *What does (Sally) look like? She has long, black hair.*

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about dinosaurs. Ask students to share what they know and what they want to find out about dinosaurs!

1. Play the video. See Video Scripts on Teacher's Book pages 116-117 for reference.
2. Play the video again. Pause the video and ask students questions about the dinosaurs. Encourage them to answer in full sentences. Ask: *What did the Tyrannosaurus Rex eat? (It ate other dinosaurs.) What dinosaur had a long neck, long tail, and large claws? (An Iguanodon.)*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 99–102 to introduce the nouns.
2. Link the language. Hold up a picture of a *(cat)*: *This is a cat. It has a tail.* Then hold up a picture of a bird: *This is a (bird). It has feathers.* Continue with pictures of familiar animals and pets.
3. Play Class CD2 Track 13. Students listen, point, and say along with the CD.

CD 2 13 1. feather 2. tail 3. claw 4. wing

C Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Some dinosaurs had feathers.*

2. Direct students' attention to the grammar box.
3. Play Class CD2 Track 14.

CD 2 14

Some dinosaurs had feathers.

Dinosaurs lived millions of years ago. Some dinosaurs ate plants and some ate animals. They were all very different. What did they look like?

1. Microraptor: Some dinosaurs had feathers. They lived in trees and looked like birds.
2. Diplodocus: Some dinosaurs had tails. These were some of the biggest dinosaurs. Their tails were 14 meters long.
3. Tyrannosaurus Rex: Some dinosaurs had claws. This dinosaur was 6 meters tall. Its claws were 25 centimeters long.
4. Pterodactyl: Some dinosaurs had wings. They used their wings to fly. Their wings were 2 meters long.

4. Play the track again. Students listen and read along.

Student Book page 51

D Read and circle.

1. Have students read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.
2. Read each question aloud with the class. Students can answer orally and then circle the answers in their notebooks, or do the activity on their own.
3. Check the answers together.

Answer Key

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

E Listen. Fill in the chart.

1. Students look at and discuss the picture.
2. Direct students' attention to the chart.
3. Play Class CD2 Track 15. Students check the correct boxes in the chart along with the CD.

CD 2 15

1. Quetzalcoatlus: This dinosaur was like a big bird. It had wings.
2. Brontosaurus: This dinosaur was very big and had a very long tail.
3. Triceratops: This dinosaur was big. It was 9 meters long. It had claws. Scientists think it was gray.
4. Velociraptor: This dinosaur looked like a bird. It had small feathers.

4. Check the answers together.

Answer Key

Quetzalcoatlus: wings
Brontosaurus: tail
Triceratops: claws
Velociraptor: feathers, wings

F Look at E. Point and say.

Student pairs look at the completed chart in Activity E and practice the language pattern.

G Look at the poster. Talk about it.

See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, they talk about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking to describe their favorite dinosaur. They use communication skills to share the descriptions with the class.

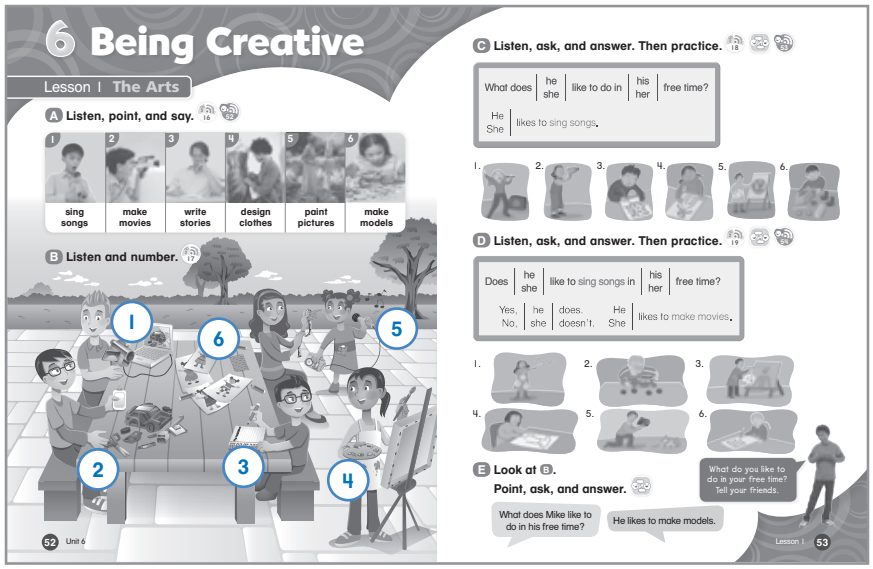
Games and Activities

- **Categories** (Teacher's Book pages 28–31). Divide the class into four groups. Draw a 4-column chart for the new words: *feather, tail, claw,* and *wing*. Groups try to come up with as many animals as they can, current and past, for each category. Check the answers with the class.
- **You: Past and Present** Give students blank cards and drawing supplies. Students draw a picture of themselves when they were younger or something they had, like a pet or a bicycle. Students tell a partner about their picture.

Extra Practice

Workbook pages 50–51
Student Audio CD Tracks 50–51
Unit 5, Lesson 4 Worksheet
Unit 5 Test
Classroom Presentation Tool
Online Practice

Lesson 1 The Arts



Student Book pages 52–53

Objectives
- Talking about what people like to do

Grammar
- Simple present questions with *like* and infinitive *to*

  What does he/she like to do in his/her free time? He/She likes to sing songs.

  Does he/she like to sing songs in his/her free time? Yes, he/she does. No, he/she doesn't. He/She likes to make movies.

Vocabulary
Activities: sing songs, make movies, write stories, design clothes, paint pictures, make models

Materials
Picture Cards 103–108 and 76–81; Class CD2 Tracks 16–19

Student Book page 52

Warm up

1. Greet the class. Review the Everybody Up language from Unit 5, lesson 2: *I took pictures last weekend. What did you do?*
2. **Class Survey** (Teacher's Book pages 28–31). Using the results of the greeting activity, have students report what their classmates did last weekend.
3. Review verb phrases from Unit 4, Lesson 2. Use Picture Cards 76–81.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 103–108 to introduce the new verb phrases.
2. Link the language. Using Picture Cards 103–108, ask students when they have had experience with or seen these activities. Ask: *Do you (write stories)? Do you (paint pictures)?*
3. Play Class CD2 Track 16. Students listen, point, and say along with the CD.

CD 2 16

1. sing songs
2. make movies
3. write stories
4. design clothes
5. paint pictures
6. make models

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Everyone likes the arts. What do they like doing? Mike is making a model. Danny is making a movie. Leo is writing a story. Julie is painting a picture. Emma is designing clothes. Ann is singing a song.
2. Play Class CD2 Track 17. Students listen for the activities and number them in the picture.

CD 2 17

1. Mike: What's that, Danny?
   Danny: It's a camera. I'm making a movie.
   Mike: Do you know how to do that?
   Danny: I'm not very good at it, but I'm learning.
2. Danny: What are you doing?
   Mike: I'm making a model car. I'm almost finished.
   Danny: Hey Mike, let's use the model car in my movie.
   Mike: Great idea!
3. Julie: What are you doing, Leo?
   Leo: I'm writing a story about an animal. It's about a hippopotamus
   Julie: Oh! Can I paint a picture for your story?
4. Leo: Are you good at painting?
   Julie: Yes. I'm good at painting pictures. I can paint a big, gray hippopotamus.
   Leo: Then we can glue the picture next to the story.
   Julie: Yeah!

5. Ann: Emma, I'm bored.
   Emma: I need some more time to design your dress, Ann. I know you like singing songs. Please sing a song for me.
   Ann: OK. (la la la)
   Emma: The dress looks very nice on you! Keep singing, Ann. You're good at it.
6. Ann: Really? I'm happy you're good at designing clothes. Thank you!

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

Student Book page 53

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What does he/she like to do in his/her free time? He/She likes to sing songs.*
2. Direct students' attention to the first grammar box.
3. Play Class CD2 Track 18. Students listen, ask, and answer along with the CD. Then they practice the pattern in pairs.

CD 2 18

What does he like to do in his free time?
He likes to sing songs.
What does she like to do in her free time?
She likes to sing songs.

1. What does she like to do in her free time?
   She likes to sing songs.
2. What does she like to do in her free time?
   She likes to make movies.
3. What does he like to do in his free time?
   He likes to write stories.
4. What does she like to do in her free time?
   She likes to design clothes.
5. What does he like to do in his free time?
   He likes to paint pictures.
6. What does he like to do in his free time?
   He likes to make models.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *Does he/she like to sing songs in his/her free time? Yes, he/she does. No, he/she doesn't. He/She likes to make movies.*
2. Direct students to the second grammar box.
3. Play Class CD2 Track 19.

CD 2 19

Does he like to sing songs in his free time? Yes, he does.
Does he like to sing songs in his free time?
No, he doesn't. He likes to make movies.
Does she like to sing songs in her free time? Yes, she does.
Does she like to sing songs in her free time?
No, she doesn't. She likes to make movies.

1. Does she like to sing songs in her free time?
   Yes, she does.
2. Does he like to sing songs in his free time?
   No, he doesn't. He likes to make models.
3. Does he like to paint pictures in his free time?
   Yes, he does.
4. Does she like to design clothes in her free time?
   Yes, she does.
5. Does he like to make model cars in his free time?
   No, he doesn't. He likes to make movies.
6. Does she like to make movies in her free time?
   No, she doesn't. She likes to write stories.

4. Students practice the pattern in pairs.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to determine what they like to do in their free time. Then they use communication skills to tell their friends.

Games and Activities

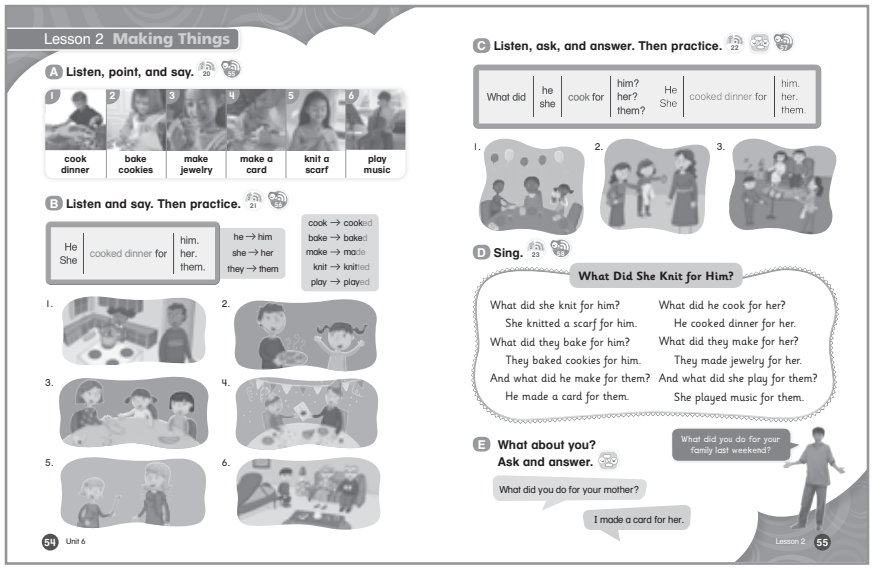
- **Beanbag Toss** (Teacher's Book pages 28–31). Play in small groups using student-made picture cards from Activity A. S1 asks: *Does he like to sing songs in his free time?* and tosses the bean bag, aiming to land on the *sing songs* card. If the toss is accurate, S1 answers: *Yes, he does.* If the toss lands on a different card (*e.g., make movies*), S1 answers: *No, he doesn't. He likes to (make movies).*
- **Class Survey** (Teacher's Book pages 28–31). Groups practice by asking about each other's interests. Groups report the results in the third person.

Extra Practice

Workbook pages 52–53
Student Audio CD Tracks 52–54
Classroom Presentation Tool
Online Practice

Unit 6 Being Creative

Lesson 2 Making Things



Student Book pages 54–55

Objectives
- Talking about doing things for people

Grammar
- Preposition *for* + object pronouns
  He/She cooked dinner for him/her/them.
- Questions with *what* + object pronouns
  What did he/she cook for him/her/them?
  He/She cooked dinner for him/her/them.

Vocabulary
Making things: cook dinner, bake cookies, make jewelry, make a card, knit a scarf, play music

Materials
Picture Cards 109–114; Class CD2 Tracks 20–23

Student Book page 54

Warm up

1. Greet the class. Ask a student: *What did you do last night?* The student replies: *I (watched TV) last night.*
2. Review the language from Unit 6, Lesson 1: *I like to (make movies). Do you?*
3. Review Unit 6, Lesson 1 grammar and vocabulary. If the students know each other well, play **Two Truths and a Lie** (Teacher's Book pages 28–31). Or play **What's Missing?** (Teacher's Book pages 28–31).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 109–114 to introduce the phrases.
2. Link the language. Hold up Picture Cards 109–114. For each card, elicit a full sentence.
3. Play Class CD2 Track 20. Students listen, point, and say along with the CD.

CD 2 20

1. cook dinner
2. bake cookies
3. make jewelry
4. make a card
5. knit a scarf
6. play music

4. Students practice the verb phrases on their own.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *He cooked dinner for him/her/them. She cooked dinner for him/her/them.*
2. Introduce the object pronouns: *he → him, she → her, they → them.*
3. Introduce the past tense verbs: *cook → cooked, bake → baked, make → made, knit → knitted, play → played.*
4. Direct students' attention to the grammar, object pronoun, and verb boxes on page 54. Point out that object pronouns are used in place of the person's name, when the person comes after a verb + *for*.
5. Play Class CD2 Track 21. Students listen and say.

CD 2 21

He cooked dinner for him. He cooked dinner for her. He cooked dinner for them. She cooked dinner for him. She cooked dinner for her. She cooked dinner for them.
he, him; she, her; they, them; cook, cooked; bake, baked; make, made; knit, knitted; play, played

1. She cooked dinner for him.
2. He baked cookies for her.
3. She made jewelry for them.
4. He made a card for him.
5. She knitted a scarf for her.
6. He played music for them.

6. Students practice the pattern on their own.

7. Pantomime making a card (fold paper, write on it), and hand it to a male student. Say: *I made a card for…* Elicit the object pronoun *him*. Practice *for him/her*, and with groups, *for them*.

Student Book page 55

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What did he/she cook for him/her/them? He/She cooked dinner for him/her/them.*
2. Direct students' attention to the grammar box.
3. Play Class CD2 Track 22. Students listen, ask, and answer, then practice the pattern in pairs.

CD 2 22

What did he cook for him? He cooked dinner for him.
What did he cook for her? He cooked dinner for her.
What did he cook for them? He cooked dinner for them.
What did she cook for him? She cooked dinner for him.
What did she cook for her? She cooked dinner for her.
What did she cook for them? She cooked dinner for them.

1. What did he cook for him?
   He cooked dinner for him.
   What did she make for him?
   She made a card for him.
2. What did she knit for her?
   She knitted a scarf for her.
   What did she make for her?
   She made jewelry for her.
3. What did he play for them?
   He played music for them.
   What did she bake for them?
   She baked cookies for them.

4. Students practice the pattern in pairs.

D Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 23. Students sing along.

CD 2 23

What Did She Knit for Him?

What did she knit for him?
She knitted a scarf for him.
What did they bake for him?
They baked cookies for him.
And what did he make for them?
He made a card for them.
What did he cook for her?
He cooked dinner for her.
What did they make for her?
They made jewelry for her.
And what did she play for them?
She played music for them.

What did she knit for him?
She knitted a scarf for him.
What did they bake for him?
They baked cookies for him.
And what did he make for them?
He made a card for them.
What did he cook for her?
He cooked dinner for her.
What did they make for her?
They made jewelry for her.
And what did she play for them?
She played music for them.

3. Students sing the song again, miming each activity.

E What about you? Ask and answer.



Student pairs ask each other about their activities, using the language pattern in the speech bubbles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to determine what they did for their families last weekend and creativity to draw pictures. Encourage them to share and discuss pictures with neighbors or the class.

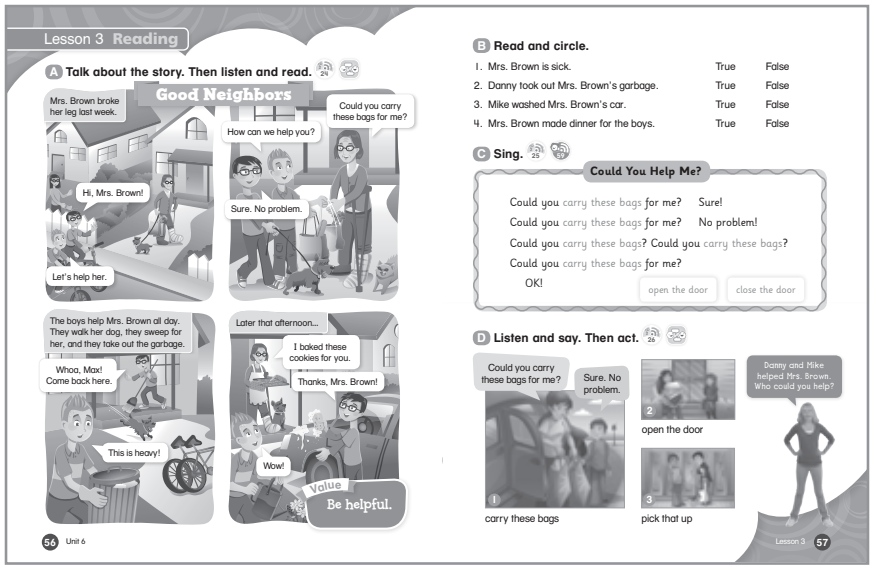
Games and Activities

- **Rollers** (Teacher's Book pages 28–31). Students stand. S1 (*he*) hands a Picture Card to S2 (*him* or *her*, or S2 and S3 for *them*). The next student in line, S4, says the target language: (*He*) (*baked cookies*) for (*them*). Then S4 rolls the ball to another group and passes the card on. Once students have spoken correctly they can sit down.
- Have students make a card for their family. In it, they make a "coupon" for something they will do for their family, such as bake cookies. They should write what they will do on the coupon and for whom they will do it. Alternatively, students can make cards for each other in class.

Extra Practice

Workbook pages 54–55
Student Audio CD Tracks 55–58
Classroom Presentation Tool
Online Practice

Lesson 3 Reading



Student Book pages 56–57

Objectives
- Building reading and listening skills

Conversation
- Being kind to someone in need of assistance

Could you carry these bags for me?

Sure. No Problem.

Value
Be helpful.

Materials
Class CD2 Tracks 24–26

Student Book page 56

Warm up

1. Greet the class and ask several students: *What did you do last night?* Then have students greet each other with the question and answers.
2. Review the language from page 55: *What did you do for your family last night?* If students took home cards with a coupon to do something (Unit 6, Lesson 2 Games and Activities), ask them about it. *What did they do? What did their family say? Did they like it?*
3. Sing **What Did She Knit for Him?** (Class CD2 Track 23).

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 24. Students listen and read along with the CD.

CD 2 24

Good Neighbors

Mrs. Brown broke her leg last week.

Mike: Hi, Mrs. Brown!

Danny: Let's help her.

Danny: How can we help you?

Mrs. Brown: Could you carry these bags for me?

Danny: Sure. No problem.

The boys help Mrs. Brown all day. They walk her dog, they sweep for her, and they take out the garbage.

Danny: This is heavy!

Mike: Whoa, Max! Come back here.

Later that afternoon…

Mrs. Brown: I baked these cookies for you.

Mike: Thanks, Mrs. Brown!

Danny: Wow!

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

Student Book page 57

B Read and circle.

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

Answer Key

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Read the song lyrics with the students.
2. Play CD2 Track 25. Students listen and sing along with the CD.

CD 2 25

Could You Help Me?

Could you carry these bags for me?
Sure!
Could you carry these bags for me?
No problem!
Could you carry these bags? Could you carry these bags? Could you carry these bags for me?
OK!
Could you open the door for me?
Sure!
Could you open the door for me?
No problem!
Could you open the door? Could you open the door? Could you open the door for me?
OK!
Could you close the door for me?
Sure!
Could you close the door for me?
No problem!
Could you close the door? Could you close the door? Could you close the door for me?
OK!

3. Students sing the song again, using facial expressions and gestures.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD2 Track 26. Students listen and say with the CD.

CD 2 26

Could you carry these bags for me?
Sure. No problem.

1. Could you carry these bags for me?
   Sure. No problem.
2. Could you open the door for me?
   Sure. No problem.
3. Could you pick that up for me?
   Sure. No problem.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Collaboration: Direct students' attention to the Everybody Up Friend. In a class discussion, students use critical thinking and collaboration to determine whom they could help. Have small groups of students think of ways that they could be helpful as a group, such as being friendly to new students.

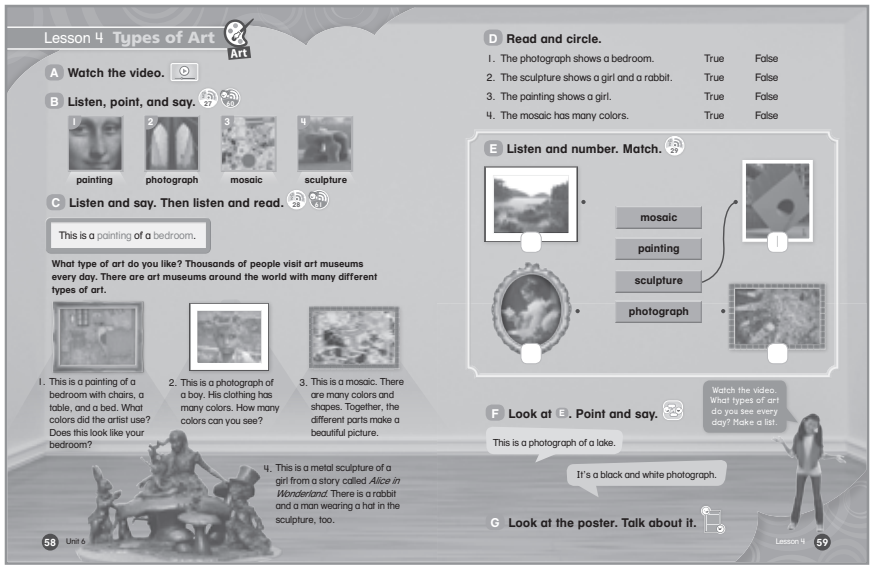
Games and Activities

- **Order the Text** (Teacher's Book pages 28–31). 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 the sentences in order.
- **Brainstorm** (Teacher's Book pages 28–31). In small groups, have students brainstorm whom they can help: friends, family, people and places in their town. Have them list as many things as possible. Groups can draw a picture to illustrate one of their ideas and the value *Be helpful.* Display the pictures in the classroom.
- **A New Story - Acting** (Teacher's Book pages 28–31). Student pairs create a new story, with a new person to help, and new activities. Then they act out their story for the class.

Extra Practice

Workbook pages 56–57
Student Audio CD Track 59
Unit 6, Lesson 3 Worksheet
Classroom Presentation Tool
Online Practice

Lesson 4 Types of Art



Student Book pages 58–59

Objectives
- Describing different kinds of art

Grammar
- Simple present statements
- Preposition *of* for subject matter

  This is a painting of a bedroom.

Vocabulary
Art: painting, photograph, mosaic, sculpture

Materials
Picture Cards 115–118; Class CD2 Tracks 27–29; Unit 6 Video and Poster, Types of Art

Student Book page 58

School Subject Connection: Art

Lesson 4 is a cross-curricular lesson with a connection to art. Bring to class a variety of photographs of art: paintings, photographs, sculpture, and mosaics. Talk about famous works of art or public art in your city or town. Students might also talk about the kinds of art they like to make.

Warm up

1. Greet the class. Then have students greet their classmates and hold short conversations about what they did last night.
2. Review the Unit 6, Lesson 3 conversation language: *How can we help you? Could you carry these bags for me? Sure. No problem.* Encourage students to look for opportunities to practice this language pattern in class today.
3. Use realia to review colors and school supplies.

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about people making different kinds of art. Invite students to share if they have visited art museums. Ask students to predict what kinds of art they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116-117 for reference.
2. Play the video again. Pause the video and ask students questions about the art. Ask: *Do you like to take photographs?* Explain that photographs are a kind of art. Ask students to tell you the other kinds of art they saw in the video.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 115–118 to introduce the new nouns. Continue until students can produce the words on their own.
2. Play Class CD2 Track 27. Students listen, point, and say along with the CD.

CD 2 27 1. painting 2. photograph 3. mosaic 4. sculpture

3. Students practice the new words on their own.

C Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *This is a painting of a bedroom.*
2. Direct students' attention to the grammar box.
3. Play Class CD2 Track 28. Students listen and say along with the CD.

CD 2 28

This is a painting of a bedroom.

What type of art do you like? Thousands of people visit art museums every day. There are art museums around the world with many different types of art.

1. This is a painting of a bedroom with chairs, a table, and a bed. What colors did the artist use? Does this look like your bedroom?
2. This is a photograph of a boy. His clothing has many colors. How many colors can you see?
3. This is a mosaic. There are many colors and shapes. Together, the different parts make a beautiful picture.
4. This is a metal sculpture of a girl from a story called *Alice in Wonderland*. There is a rabbit and a man wearing a hat in the sculpture, too.

4. Play the track again. Students listen and read along.
5. Divide the class into four groups. Each group reads one of the passages aloud.

Student Book page 59

D Read and circle.

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

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

E Listen and number. Match.

1. Explain that students will listen and write numbers under the pictures. Then they match each word to the correct item.
2. Play Class CD2 Track 29. Students listen, number, and match.

CD 2 29

1. This is a big, red sculpture. Can you see the little boy? How much do you think it weighs?
2. This is a black and white photograph of a lake. There are hills and trees in the photograph, too.
3. This is a mosaic with many different colors. What colors can you see?
4. This is a painting of a girl in a yellow dress. She is reading a book.

Answer Key			
2-photograph	1-sculpture	4-painting	3-mosaic

F Look at E. Point and say.

Student pairs use the pictures in Activity E to practice the language pattern in the speech bubbles.

G Look at the poster. Talk about it.

See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, they talk about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Collaboration: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking and creativity to make a list of the types of art they see every day. Students compare lists and then collaborate as they decide what type of art each item is.

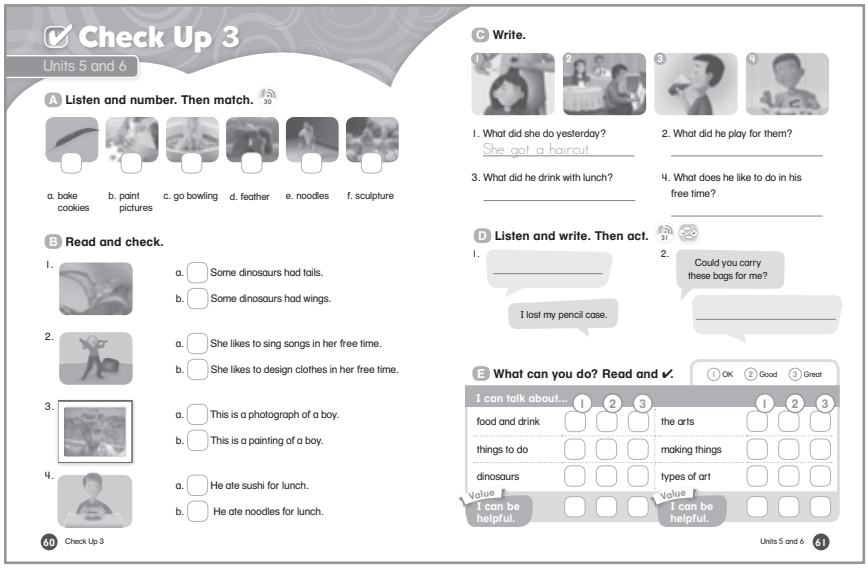
Games and Activities

- **What's Missing?** (Teacher's Book pages 28–31). Use Picture Cards 115–118 and include extra pictures of art works. Students guess the missing picture by describing it.
- **Listen and Draw** (Teacher's Book pages 28–31). Prepare several short passages modeled on those in Activity C. Read them aloud. Students listen and draw what they hear and then check their work by comparing their drawings.
- Give students art supplies. Students create a work of art and tell the class what it is and how they made it. *This sculpture is of a dinosaur. It's made from clay. It's green.* Students can circulate and look at each other's art as they would at an art show.

Extra Practice

Workbook pages 58–59
Student Audio CD Tracks 60–61
Unit 6, Lesson 4 Worksheet
Unit 6 Test
Classroom Presentation Tool
Online Practice

Check Up 3



Student Book pages 60–61

Review Language
- Units 5 and 6 grammar and vocabulary

Materials
Picture Cards 87–118; Class CD2 Tracks 30–31

Student Book page 60

Warm up

1. Greet the class. Then review language from Unit 6, Lesson 4: *I like painting. What about you?*
2. Review Unit 6 vocabulary and grammar.
3. Review Unit 5 vocabulary by holding up Picture Cards 87–102.
4. Sing **Could You Help Me?** (Class CD2 Track 25).

A Listen and number. Then match.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Play Class CD2 Track 30. Students listen and number.
2. Students match the words to the pictures.

CD 2 30

1. go bowling	2. sculpture
3. paint pictures	4. bake cookies
5. feather	6. noodles

Answer Key

5 4 6 2 1 3

Matching:

a. bake cookies, 2
b. paint pictures, 3
c. go bowling, 1
d. feather, 5
e. noodles, 6
f. sculpture, 2

B Read and check.

1. Students look at the pictures and talk about what they see.
2. Read the two sentences for each picture with the class.
3. Students think and check a or b to choose the sentence that describes the picture.

Answer Key

1. b **2.** a **3.** b **4.** b

4. Read the answers aloud as students check their work.
5. Check the answers together

Student Book page 61

C Write.

1. Review the language for the activity first.
2. Discuss what students see in each of the pictures. Direct them to use the language patterns they have learned.
3. Students look at the pictures and answer the questions. Ask them to use the language they learned in the unit.
4. Go over the answers together as a class.

Answer Key

1. She got a haircut.
2. He played the piano for them.
3. He drank grape juice with lunch.
4. He likes to make models in his free time.

D Listen and write. Then act.

1. Play Class CD2 Track 31. Students listen.
2. Play the track again. Students fill in the blanks with the sentences they hear.

CD 2 31

1. What happened?
   I lost my pencil case.
2. Could you carry these bags for me?
   Sure. No problem.

3. Model each conversation with a few strong students.
4. Student pairs practice and then switch roles. Provide classroom objects for them to use as they act out the conversations.

E What can you do? Read and ✔.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share their ideas with the class.
4. Review the value, *Be helpful*.

Games and Activities

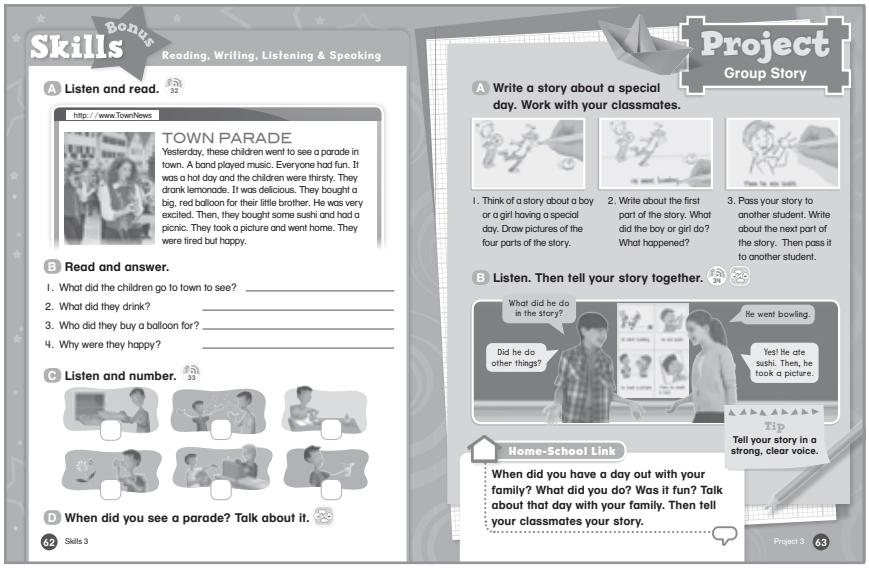
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Gaps** (Teacher's Book pages 28–31). This activity requires students to write in missing words in sentences. To create a sentence text for this game, write out the target grammar pattern(s) on strips of paper, leaving blanks in place of some words. For example, write: *What does she* ____ ___ ___*in her free time? She* ___ ___ *make models.* Students write in *like to do* and *likes to*. Provide one copy for each student or pair. Students write in the missing words. Students can compare answers to check them.
- **Teacher's Mistake** (Teacher's Book pages 28-31). Use language from Units 5 and 6. For example, hold up the picture card of "play music" and say, *He cooked dinner for me*. Students raise their hands when they hear a mistake and correct it. For more of a challenge, as you hold up items, say some correct sentences and some incorrect ones so that students have to listen carefully.
- **Guess the Next Card** (Teacher's Book pages 28–31). This game can be played to practice vocabulary. After using the Picture Cards to elicit the vocabulary, continue showing the Picture Cards one after another, but vary the order. Students tell you the vocabulary and then use it in a sentence. Before showing each new card, give students a chance to guess what it is.

Extra Practice

Workbook pages 60–62
Classroom Presentation Tool
Online Practice

Bonus Skills



Student Book pages 62–63

Skills
- Reading a paragraph, writing complete answers, listening and numbering, speaking about a personal experience

Materials
Class CD2 Tracks 23, 32–33; Picture Cards 115-118

Project Language
- Units 5 and 6 grammar and vocabulary

Materials
Class CD2 Track 34; paper; drawing supplies

Student Book page 62

Warm up

1. Sing **What Did She Knit for Him?** (Class CD2 Track 23).
2. Review language in Unit 6, Lesson 2 by asking questions about the story *Good Neighbor* in Lesson 3. Ask: *What did the boys do to help Mrs. Brown?* Elicit the answers: *They carried bags for her. They walked her dog for her.* etc.
3. Use Picture Cards 115–118 to review different kinds of art.

A Listen and read.

See *Teaching Skills*, Teacher's Book page 26.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 32. Students listen and read with the CD.

CD 2 32

Town Parade

Yesterday, these children went to see a parade in town. A band played music. Everyone had fun. It was a hot day and the children were thirsty. They drank lemonade. It was delicious. They bought a big, red balloon for their little brother. He was very excited. Then, they bought some sushi and had a picnic. They took a picture and went home. They were tired but happy.

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

B Read and answer.

1. Students look back at Activity A and read the text again on their own.
2. Read each question aloud with the class. Students can answer orally and then write their answers.
3. Check the answers together.

Answer Key

1. They went to see a parade.
2. They drank lemonade.
3. They bought a balloon for their little brother.
4. They were happy because they had fun.

C Listen and number.

1. Play Class CD2 Track 33. Students listen and number the pictures.

CD 2 33

1. He baked cookies.
2. He drank lemonade.
3. He took a picture of a flower.
4. They sang a song.
5. He bought clothes.
6. He worked on a project.

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

Answer Key
1 4 6 3 5 2

D When did you see a parade? Talk about it.



1. Review the language in the speech bubbles with students.
2. Invite volunteers to share their experiences with the class.
3. Student pairs discuss when they saw a parade. Encourage them to describe what they did and saw.

Project Group Story

Student Book page 63

A Write a story about a special day. Work with your classmates.

See *Teaching Projects*, Teacher's Book page 27.

1. Read the steps with students as they look at the pictures and follow in their books. Explain to students that they will make a group story.
2. Put students in groups of four. Each student will draw one part of the four-part story about a boy or girl having a special day. The first student draws the first part of the story, passes it to another student, who draws the next part. Then he/she passes it on to the next student.
3. After students draw the four parts of the story, they each write about what the boy or girl did and what happened in their part of the story.

B Listen. Then tell your story together.



1. Review the language in the speech bubbles.
2. Play Class CD2 Track 34. Students listen, point to the speech bubbles, and say along with the CD.

CD 2 34

Boy: What did he do in the story?
Girl: He went bowling.
Boy: Did he do other things?
Girl: Yes! He ate sushi. Then, he took a picture.

3. Model the conversation with some of the students.
4. Student pairs practice the pattern as they talk about their own group stories.
5. Remind students to use the "Tip" on the page: *Tell your story in a strong, clear voice*. Explain that by speaking clearly and with good volume, others are more likely to hear and understand the story details.

Home-School Link

Tell students to share what they've learned in class at home. Their families will be interested in their group story project. You can also encourage students to discuss with their families a time they spent together.

1. Students write what they did with their family then share their experiences with a partner or in small groups. Ask them if it was fun and what happened.
2. Remind them to speak in a strong, clear voice as they tell their story.

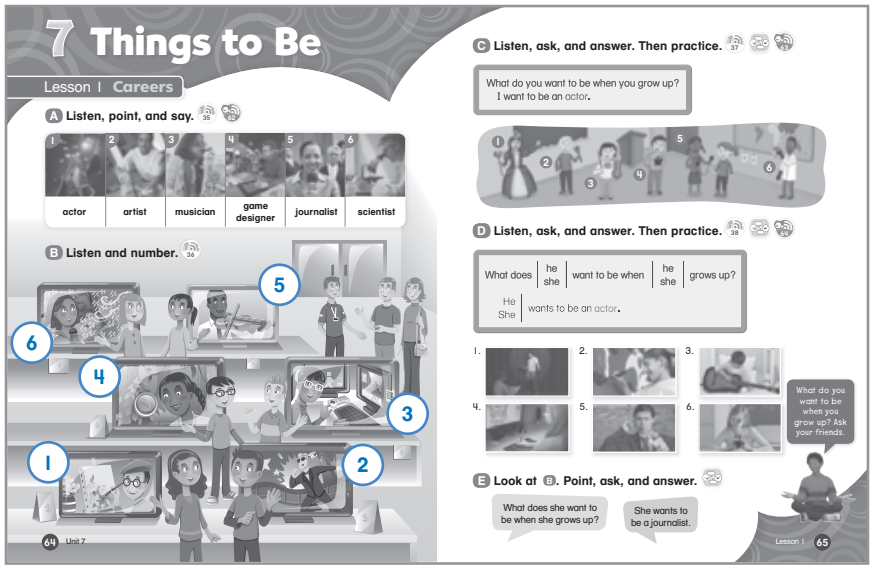
Games and Activities

- *Project:* **Charades** (Teacher's Book pages 28–31). Students will act out one part of their project story for their groups to guess. Make sure each student gets a chance to participate.
- *Skills:* **Order the Text** (Teacher's Book pages 28–31). Write each sentence from Skills Bonus Activity A on a separate strip of paper. Give one complete set of strips to a small group of students. Read the passage aloud. Students listen and put the strips in order.
- *Skills:* **My Version** (Teacher's Book pages 28–31). Students rewrite the passage in Skills Bonus Activity A using their own experience with a parade or other similar event.

Extra Practice

Workbook page 63
Classroom Presentation Tool
Online Practice

Lesson 1 Careers



Student Book pages 64–65

Objectives
- Talking about future careers

Grammar
- Future time expression *when* + questions with *what /want + to be*

  What do you want to be when you grow up? I want to be an actor.

  What does he/she want to be when he/she grows up? He/She wants to be an actor.

Vocabulary
Careers: actor, artist, musician, game designer, journalist, scientist

Materials
Picture Cards 119–124; Class CD2 Tracks 35–38

Student Book page 64

Warm up

Picture Pieces (Teacher's Book pages 28–31). Draw a person doing one of the vocabulary activities from Unit 6. Ask: *What does he/she like to do in his/her free time?*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 119–124 to introduce the careers.
2. Link the language. Hold up Picture Cards 119–124, saying: *He likes plays. He's an actor.* Students repeat.
3. Play Class CD2 Track 35. Students listen, point, and say along with the CD.

CD 2 35

1. actor 2. artist 3. musician
4. game designer 5. journalist 6. scientist

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Look at the blue TV by Emma. What's the man doing? He's painting a picture. He's an artist. What is on the red TV? It's an actor in a movie. Mike is by a purple TV. There's a woman looking at plants. She's a scientist. Danny is by the green TV. What is the woman doing? She's designing video games. She's a game designer. Carla is by the brown TV. A woman is talking about windy weather. She's a journalist. Julie is by the yellow TV. The man is playing a violin. He's a musician.
2. Play Class CD2 Track 36. Students listen for the career activities and number them in the picture.

CD 2 36

1. Emma: Look at all these TVs. Do you see that one over there? That artist visited my school last month. He painted a picture of a lake.
   Jay: Oh, really? I don't like art very much. I'm not very good at it.
   Emma: That's OK. I want to draw and paint when I grow up.
2. Emma: What's that on TV?
   Jay: It's a movie. I want to be an actor. That's the job for me.
3. Mike: Hey, Danny. Is that woman playing computer games?
   Danny: No, she's a game designer. She makes the games.
   Mike: Is that her job?
   Danny: Yes. I really like computer games. I want her job.
4. Mike: Not me. I like science. Look at this TV.
   Danny: What's she doing?
   Mike: She's studying plants. She's a scientist.
   Danny: That's the job for you, Mike. What do you think?

Mike: I don't know. I think I'd like to be a science teacher.

5. Julie: That's what I'm good at.
   Carla: Which TV are you looking at?
   Julie: The one with the man playing the violin.
   Carla: Is he good at playing the violin?
   Julie: He's very good at it. I want to be a musician like that.
6. Julie: Look at that screen. Why is that woman out in the rain?
   Carla: She tells people about the weather. She's a journalist.
   Julie: She doesn't look like she's having fun.
   Carla: There's a lot of wind and rain. I think she has a great job!

Student Book page 65

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What do you want to be when you grow up? I want to be an actor.*
2. Draw a timeline on the board and mark *today* and *future*. Say: *I'm a student today.* Make a mark to the right and say: *When I grow up, I want to be (an actor)*. Explain that the infinitive *to* is used to talk about things in the future.
3. Direct students' attention to the first grammar box.
4. Play Class CD2 Track 37. Students listen, ask, and answer along with the CD, then practice in pairs.

CD 2 37

What do you want to be when you grow up?
I want to be an actor.

1. What do you want to be when you grow up?
   I want to be an actor.
2. What do you want to be when you grow up?
   I want to be an artist.
3. What do you want to be when you grow up?
   I want to be a musician.
4. What do you want to be when you grow up?
   I want to be a game designer.
5. What do you want to be when you grow up?
   I want to be a journalist.
6. What do you want to be when you grow up?
   I want to be a scientist.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *What does he/she want to be when he/she grows up? He/She wants to be an actor.*
2. Direct students to the second grammar box.
3. Play Class CD2 Track 38. Students listen, ask, and answer, then practice the pattern in pairs.

CD 2 38

What does he want to be when he grows up?
He wants to be an actor.

What does she want to be when she grows up?
She wants to be an actor.

1. What does he want to be when he grows up?
   He wants to be an actor.
2. What does she want to be when she grows up?
   She wants to be an artist.
3. What does he want to be when he grows up?
   He wants to be a musician.
4. What does she want to be when she grows up?
   She wants to be a game designer.
5. What does he want to be when he grows up?
   He wants to be a journalist.
6. What does she want to be when she grows up?
   She wants to be a scientist.

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.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Creativity/Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to determine what they want to be when they grow up and creativity to draw pictures.

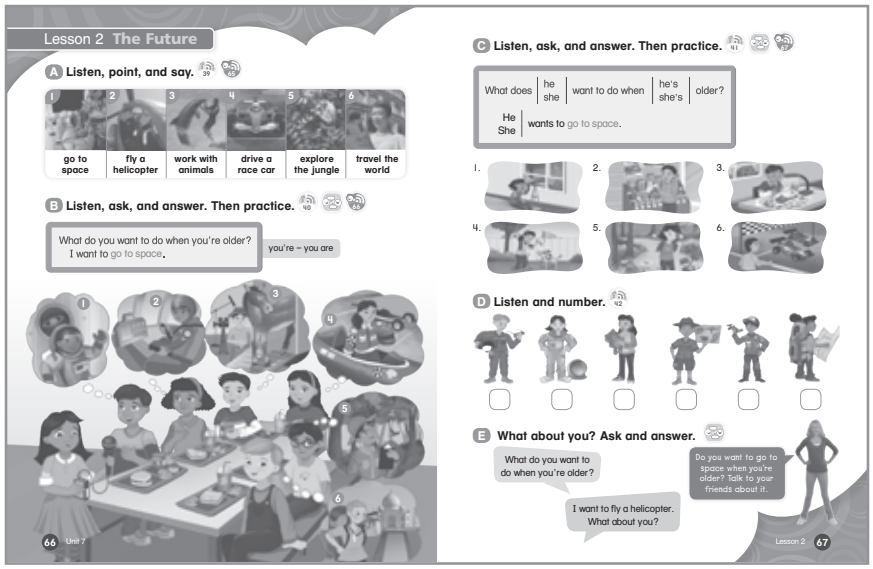
Games and Activities

- **Station Stop** (Teacher's Book pages 28–31). When the train stops, show a student a card and ask: *What does he/she want to be when he/she grows up?* A correct answer wins the student a "ticket."
- **Charades** (Teacher's Book pages 28–31). In small groups, students ask: *What does he/she want to be when he/she grows up?* Students guess by saying: *He/She wants to be (an actor).*

Extra Practice

Workbook pages 64–65
Student Audio CD Tracks 62–64
Classroom Presentation Tool
Online Practice

Lesson 2 The Future



Student Book pages 66–67

Objectives
- Talking about things to do in the future

Grammar
- Future time expressions: *when* + questions with *what want* + *to do*

What do you want to do when you're older? I want to go to space.

What does he/she want to do when he's/she's older? He/She wants to go to space.

Vocabulary
Activities: go to space, fly a helicopter, work with animals, drive a race car, explore the jungle, travel the world

Materials
Picture Cards 119–124, 125–130, Class CD2 Tracks 39–42

Student Book page 66

Warm up

1. Greet the class, saying: *Hello, class. How are you today?* Elicit a polite group response.
2. **What's Missing?** (Teacher's Book pages 28–31). Use Picture Cards 119–124 to review Unit 7 Lesson 1 careers vocabulary.
3. Review Unit 7, Lesson 1 grammar and vocabulary. Ask S1: *What do you want to be when you grow up?* S1 answers: *I want to be (a musician).* Then, ask the class: *What does he/she want to be when he/she grows up?* Elicit the answer and repeat.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 125–130 to introduce the activities.
2. Do a **Rhythm Circle** (Teacher's Book pages 28–31) with the new vocabulary. Include Lesson 1 vocabulary after a round.
3. Play Class CD2 Track 39. Students listen, point, and say along with the CD.
4. Students practice the words on their own.

CD 2 39

1. go to space
2. fly a helicopter
3. work with animals
4. drive a race car
5. explore the jungle
6. travel the world

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What do you want to do when you're older? I want to go to space.*
2. Introduce the contraction: *you're* → *you are.*
3. Direct students' attention to the grammar box and contraction box on page 66.
4. Play Class CD2 Track 40. Students listen, ask, and answer along with the CD.

CD 2 40

What do you want to do when you're older?
I want to go to space.

you're, you are

1. What do you want to do when you're older?
   I want to go to space.
2. What do you want to do when you're older?
   I want to fly a helicopter.
3. What do you want to do when you're older?
   I want to work with animals.
4. What do you want to do when you're older?
   I want to drive a race car.
5. What do you want to do when you're older?
   I want to explore the jungle.
6. What do you want to do when you're older?
   I want to travel the world.

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

Student Book page 67

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What does he/she want to do when he's/she's older? He/She wants to go to space.*
2. Direct students' attention to the grammar box.
3. Play Class CD2 Track 41. Students listen, ask, and answer along with the CD.

CD 2 41

What does he want to do when he's older?
He wants to go to space.
What does she want to do when she's older?
She wants to go to space.

1. What does she want to do when she's older?
   She wants to go to space.
2. What does he want to do when he's older?
   He wants to travel the world.
3. What does he want to do when he's older?
   He wants to fly a helicopter.
4. What does she want to do when she's older?
   She wants to work with animals.
5. What does she want to do when she's older?
   She wants to explore the jungle.
6. What does he want to do when he's older?
   He wants to drive a race car.

4. Students practice the pattern in pairs.

D Listen and number.

1. Play Class CD2 Track 42. Students listen and number the pictures.

CD 2 42

1. What does he want to do when he's older?
   He wants to explore the jungle.
2. What does she want to do when she's older?
   She wants to travel the world.
3. What does he want to do when he's older?
   He wants to drive a race car.
4. What does she want to do when she's older?
   She wants to go to space.
5. What does he want to do when he's older?
   He wants to fly a helicopter.
6. What does she want to do when she's older?
   She wants to work with animals.

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

Answer Key

1. Picture 4	**2.** Picture 6	**3.** Picture 5
4. Picture 2	**5.** Picture 1	**6.** Picture 3

E What about you? Ask and answer.



In pairs, students take turns asking and answering with the language pattern in the speech bubbles: *What do you want to do when you're older? I want to fly a helicopter. What about you?*

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking /Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to determine if they want to go to space when they are older. They use communication skills to take turns asking their friends.

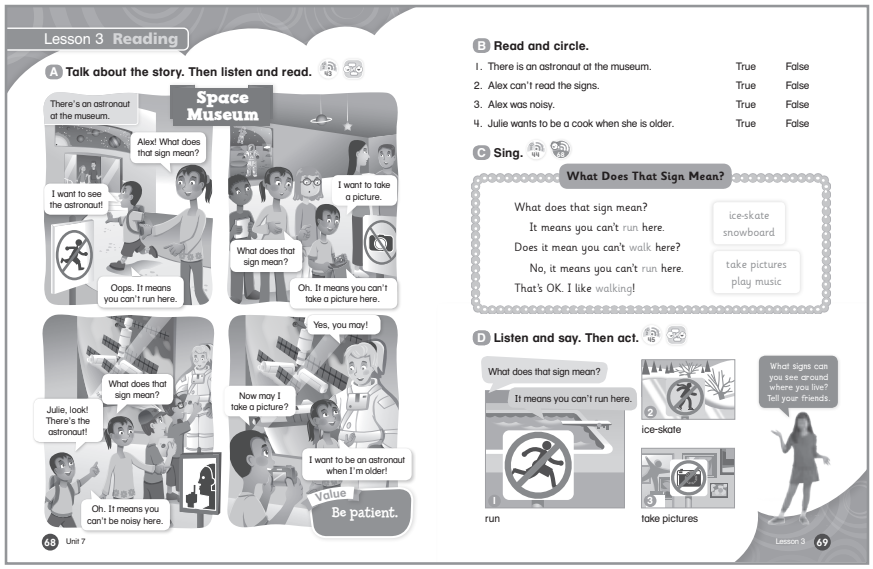
Games and Activities

- **Card Grab** (Teacher's Book pages 28–31). Play in small groups using Picture Cards 119–124 and 125–130. Name a career or activity, for example *fly a helicopter*. The student who grabs the card first must correctly say: *When I'm older, I want to fly a helicopter* in order to keep the card.
- **Picture Pieces** (Teacher's Book pages 28–31). Create a set of word cards for each student pair using Lesson 2 grammar patterns and vocabulary. Say a sentence or a question and answer. Pairs complete the sentences and check the answers with a neighbor.
- **Toss and Tell** (Teacher's Book pages 28–31). S1 asks: *What do you want to do when you're older?* S2 answers: *(I want to explore the jungle.)* and tosses the ball to S3, asking: *What do you want to do when you're older?*

Extra Practice

Workbook pages 66–67
Student Audio CD Tracks 65–67
Classroom Presentation Tool
Online Practice

Lesson 3 Reading



Student Book pages 68–69

Objectives
- Building reading and listening skills

Conversation
- Reading and obeying signs

What does that sign mean?
It means you can't run here.

Value
Be patient.

Materials
Class CD2 Tracks 43–45

Student Book page 68

Warm up

1. Greet the class. Ask several students: *What do you want to be when you grow up?* Then students practice the question and response, *When I grow up, I want to be (an artist)* with each other. After a brief time, ask several students about their classmates. *What does he/she want to be when he/she grows up?*
2. Play a version of **Toss and Tell** (Teacher's Book pages 28–31) to review Unit 7, Lesson 2 grammar. Say: *I want to travel the world. What do you want to do when you're older?* S1 says: *I want to drive a race car.* Then S1 tosses the ball to S2, asking: *What do you want to do when you grow up?* S2 answers, and so on.
3. Talk about any signs that are in the classroom. Have students read the signs. For example: *No cell phones* or *Exit*. Have students talk about what signs they know or signs about school rules.

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 43. Students listen and read along with the CD.

CD 2 43

Space Museum

There's an astronaut at the museum.

Alex: I want to see the astronaut!
Julie: Alex! What does that sign mean?
Alex: Oops. It means you can't run here.

Alex: I want to take a picture.
Julie: What does that sign mean?
Alex: Oh. It means you can't take a picture here.

Alex: Julie, look! There's the astronaut!
Julie: What does that sign mean?
Alex: Oh. It means you can't be noisy here.

Alex: Now may I take a picture?
Astronaut: Yes, you may!
Julie: I want to be an astronaut when I'm older!

3. Read the story aloud with the students. Then direct students' attention to the value *Be patient* and ask: *Who is patient in this story?* Then play the track again. Students listen and read along.

Student Book page 69

B Read and circle.

1. Explain that students will read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.

2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check the answers together.

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 44. Students listen and sing along with the CD.

CD 2 44

What Does That Sign Mean?

What does that sign mean?
It means you can't run here.
Does it mean you can't walk here?
No, it means you can't run here.
That's OK. I like walking!

What does that sign mean?
It means you can't ice-skate here.
Does it mean you can't snowboard here?
No, it means you can't ice-skate here.
That's OK. I like snowboarding!

What does that sign mean?
It means you can't take pictures here.
Does it mean you can't play music here?
No, it means you can't take pictures here.
That's OK. I like playing music!

3. Students sing the song again, using gestures.

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD2 Track 45. Students listen and say along with the CD.

CD 2 45

What does that sign mean?
It means you can't run here.

1. What does that sign mean?
   It means you can't run here.
2. What does that sign mean?
   It means you can't ice-skate here.
3. What does that sign mean?
   It means you can't take pictures here.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Creativity/Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to determine what signs they can see around where they live. Then they use creativity to draw pictures of the signs and make up new ones.

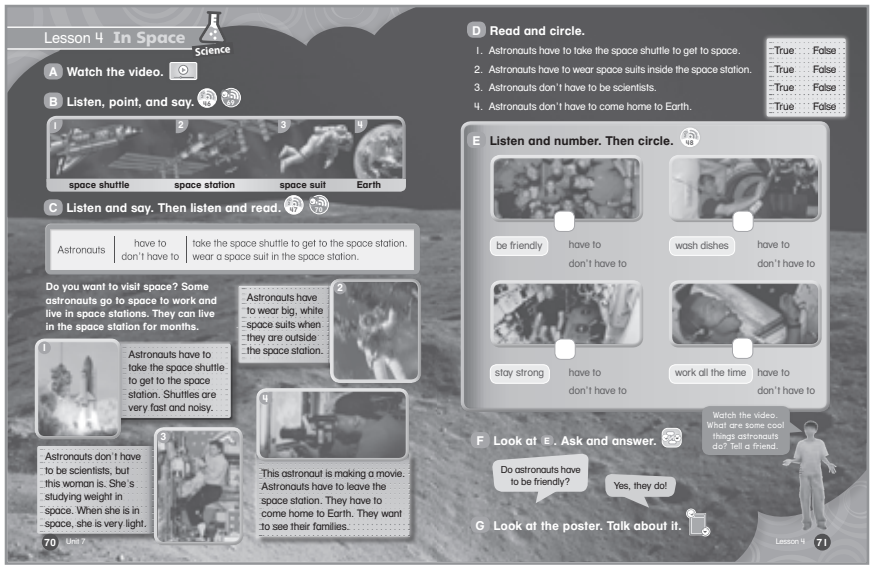
Games and Activities

- Read the story aloud. Divide the class into two groups. Group 1 reads Julie's part, Group 2 reads Alex's, and you read the parts of the narrator and the astronaut.
- **Brainstorm** (Teacher's Book pages 28–31) As a class, brainstorm listing different locations by category: school, zoo, museum, department store, park, etc. Then in small groups, students list as many different signs as one might find in each category. Alternatively, show different pictures and realia of signs and have students name what they mean and where they might be found.
- Student pairs create a sign. Collect all of the pairs' signs, put them on the board, and write a number under each one. Without pointing to their sign, pairs perform their own versions of the Lesson 3 conversation in front of the class: *What does that sign mean? It means you can't talk on the phone here. Oh, I can talk on the phone outside.* The rest of the class listens and writes down the number of the sign they think matches the dialogue. After all pairs have acted out their stories, check the answers with the class.

Extra Practice

Workbook pages 68–69
Student Audio CD Track 68
Unit 7, Lesson 3 Worksheet
Classroom Presentation Tool
Online Practice

Lesson 4 In Space



Student Book pages 70–71

Objectives
- Talking about astronauts and space

Grammar
- Statements with *have to/don't have to*

Astronauts have to take the space shuttle to get to the space station.

Astronauts don't have to wear a space suit in the space station.

Vocabulary
In space: space shuttle, space station, space suit, Earth

Materials
Picture Cards 131–134; Class CD2 Tracks 46–48; Unit 7 Video and Poster, In Space

Student Book page 70

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to science. Have students look at a map of our solar system and tell you what they already know about the Earth, the planets, and outer space. Students can choose their favorite planet and draw a picture of it.

Warm up

1. Start a question chain: Ask a student, *What do you want to be when you grow up?* That student replies, then asks a neighbor the same question.
2. Sing **What Does That Sign Mean?** (Class CD2 Track 44). Review the conversation language from Unit 7, Lesson 3.

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about outer space. Ask students to predict what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116-117 for reference.
2. Play the video again. Pause the video and ask students questions to check understanding. Ask *What do astronauts have to do when they are in outer space? (They have to exercise on machines.) Do astronauts have to wear a space suit inside the space station? (No, they can wear normal clothes.)*

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 131–134 to introduce the space vocabulary.
2. Play **Guess the Next Card** (Teacher's Book pages 28–31) using Picture Cards 131–134.
3. Play Class CD2 Track 46. Students listen, point, and say along with the CD.

CD 2 46

1. space shuttle
2. space station
3. space suit
4. Earth

4. Give students four blank cards and markers. They make picture cards for the new vocabulary.

C Listen and say. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new patterns: *Astronauts have to take the space shuttle to get to the space station. Astronauts don't have to wear a space suit in the space station.*
2. Direct students' attention to the grammar box.

3. Play Class CD2 Track 47. Students listen and say.

CD 2 47

Astronauts have to take the space shuttle to get to the space station.

Astronauts don't have to wear a space suit in the space station.

Do you want to visit space? Some astronauts go to space to work and live in space stations. They can live in the space station for months.

1. Astronauts have to take the space shuttle to get to the space station. Shuttles are very fast and noisy.
2. Astronauts have to wear big, white space suits when they are outside the space station.
3. Astronauts don't have to be scientists, but this woman is. She's studying weight in space. When she is in space, she is very light.
4. This astronaut is making a movie. Astronauts have to leave the space station. They have to come home to Earth. They want to see their families.

4. Play the track again. Students listen and read along.

Student Book page 71

D Read and circle.

1. Explain that students will read the sentences and circle *True* if the sentence is correct or *False* if the sentence is wrong.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers.
3. Check the answers together.

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

E Listen and number. Then circle.

1. Students look at the pictures and talk about what they see.
2. Read the phrases under each picture. Explain that students will listen to the audio, number each picture, and circle *have to* or *don't have to*.
3. Play Class CD2 Track 48. Students listen, number the pictures, and circle *have to* or *don't have to*. Then check answers together.

CD 2 48

1. Astronauts have to stay strong. They ride a special bike every day.
2. Astronauts can eat 300 kinds of food in the space station, and they don't have to wash dishes!
3. The space station is very small, and there are many astronauts in it. Astronauts have to be friendly.
4. Astronauts in the space station have computers. They don't have to work all the time. Sometimes they play games.

Answer Key	
3. have to (be friendly)	**2.** don't have to (wash dishes)
1. have to (stay strong)	**4.** don't have to (work all the time)

F Look at E. Ask and answer.



Pairs ask each other what *astronauts have to do* or *don't have to do* using the information in Activity E and the language pattern in the speech bubbles.

G Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, they talk about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking to determine some cool things astronauts do. Then they communicate their ideas to a friend.

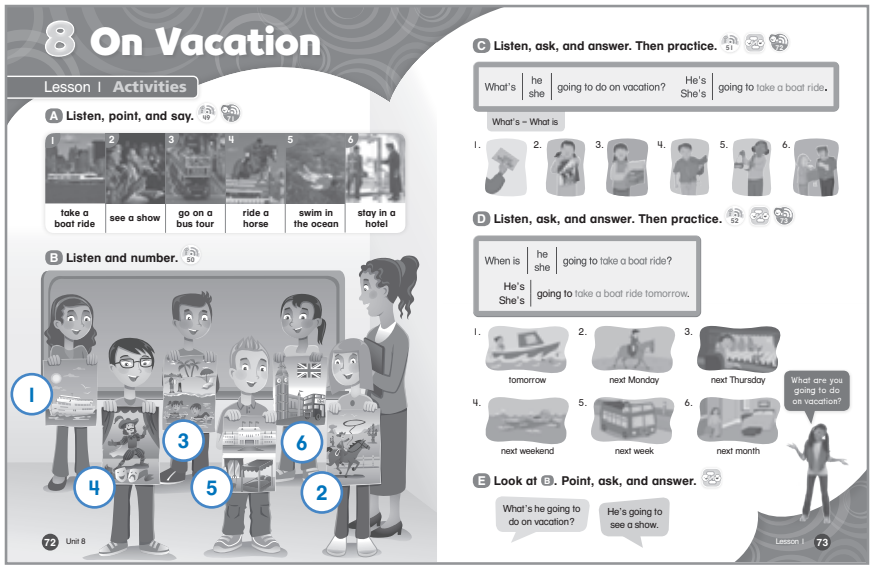
Games and Activities

- **Card Grab** (Teacher's Book pages 28–31). Say the name of a card: *space station*. The student who grabs it must use the card to practice one of the Lesson 4 grammar patterns: *Astronauts have to be friendly in the space station.*
- **Brainstorm** (Teacher's Book pages 28–31). Student pairs brainstorm and list activities that fit into two categories: things they have to do and things astronauts have to do.

Extra Practice

Workbook pages 70–71
Student Audio CD Tracks 69–70
Unit 7, Lesson 4 Worksheet
Unit 7 Test
Classroom Presentation Tool
Online Practice

Lesson 1 Activities



Student Book pages 72–73

Objectives
- Talking about vacation activities

Grammar
- Future questions with *going to* + *do/take*

What's he/she going to do on vacation?
He's/She's going to take a boat ride.

When is he/she going to take a boat ride? He's/She's going to take a boat ride tomorrow.

Vocabulary
Activities: take a boat ride, see a show, go on a bus tour, ride a horse, swim in the ocean, stay in a hotel

Materials
Picture Cards 119–134 and 135–140; Class CD2 Tracks 49–52

Student Book page 72

Warm up

1. Review the language from Unit 7, Lesson 2: *What do you want to do when you're older?*
2. Play **What's Missing?** (Teacher's Book pages 28–31) with Picture Cards 119–134.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 135–140 to introduce the vocabulary.
2. Link the language. Hold up Picture Cards 135–140. Ask: *What do you want to do next weekend?* Elicit *I want to (see a show).*
3. Play Class CD2 Track 49. Students listen, point, and say along with the CD.

CD 2 49

1. take a boat ride 2. see a show 3. go on a bus tour
4. ride a horse 5. swim in the ocean 6. stay in a hotel

B Listen and number.

See *Using the Big Picture*, Teacher's Book page 24.

1. Read this while pointing to the picture:

   Look at Emma. Her picture is of a boat. She wants to take a boat ride. Mike's picture shows an actor. He wants to see a show. Jay's picture is of the ocean. Jay wants to swim. Danny wants to stay in a hotel. Julie's picture shows a big red bus in England. She wants to go on a bus tour. What does Carla want to do? She wants to ride a horse.
2. Play Class CD2 Track 50. Students listen and number the items in the picture.

CD 2 50

1. Teacher: OK, class. What do you want to do on vacation? Emma, let's start with you.
   Emma: This is a picture of a boat. My grandfather likes to fish and my grandmother likes boats, so we want to take a boat ride on our vacation.
   Teacher: Thank you, Emma. Who's next?
2. Carla: May I go next, Ms. Brown?
   Teacher: Of course, Carla.
   Carla: My cousins live on a big farm and I want to visit them. I want to ride a horse and see all the farm animals.
   Teacher: That sounds fun!
3. Teacher: Jay, what about you?
   Jay: I want to visit a friend for my vacation. He lives near the ocean. I love playing and swimming in the water. My little sister likes it, too.
   Teacher: That's a good picture, thank you.
4. Teacher: OK. Who has a picture of an actor?
   Mike: That's mine! My parents and I want to see a show in a big theater. I like funny shows with lots of music.
   Teacher: Have fun at the show, Mike!
   Mike: Thank you, Ms. Brown.

5. Danny: May I go now, please?
   Teacher: All right, Danny. What do you want to do on vacation?
   Danny: I want to go and visit my uncle with my parents. We always stay in a hotel when we visit him.
   Teacher: That sounds nice.
6. Teacher: OK, Julie, it's your turn.
   Julie: I want to go on vacation with my mom and my aunt. We really like to go shopping and see movies. Then we can go on a bus tour.
   Teacher: Good work, children!

3. Check answers together.

Student Book page 73

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What's he/she going to do on vacation? He's/She's going to take a boat ride.*
2. Present the contraction: *What's* → *What is.*
3. Direct students to the grammar and contraction box.
4. Play Class CD2 Track 51. Students listen, ask, and answer along with the CD.

CD 2 51

What's he going to do on vacation?
He's going to take a boat ride.
What's she going to do on vacation?
She's going to take a boat ride.
what's, what is

1. What's he going to do on vacation?
   He's going to take a boat ride.
2. What's she going to do on vacation?
   She's going to see a show.
3. What's she going to do on vacation?
   She's going to go on a bus tour.
4. What's he going to do on vacation?
   He's going to ride a horse.
5. What's she going to do on vacation?
   She's going to swim in the ocean.
6. What's she going to do on vacation?
   She's going to stay in a hotel.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *When is he/she going to take a boat ride? He's/She's going to take a boat ride tomorrow.*
2. Direct students to the second grammar box.
3. Play Class CD2 Track 52. Students listen, ask, and answer along with the CD.

CD 2 52

When is he going to take a boat ride?
He's going to take a boat ride tomorrow.
When is she going to take a boat ride?
She's going to take a boat ride tomorrow.

1. When is he going to take a boat ride?
   He's going to take a boat ride tomorrow.
2. When is she going to ride a horse?
   She's going to ride a horse next Monday.
3. When is he going to see a show?
   He's going to see a show next Thursday.
4. When is she going to swim in the ocean?
   She's going to swim in the ocean next weekend.
5. When is he going to go on a bus tour?
   He's going to go on a bus tour next week.
6. When is she going to stay in a hotel?
   She's going to stay in a hotel next month.

4. Student pairs practice the pattern.

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



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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking /Creativity: Direct students' attention to the Everybody Up Friend. Students use critical thinking to determine what they are going to do on vacation and creativity to draw pictures of what they are going to do.

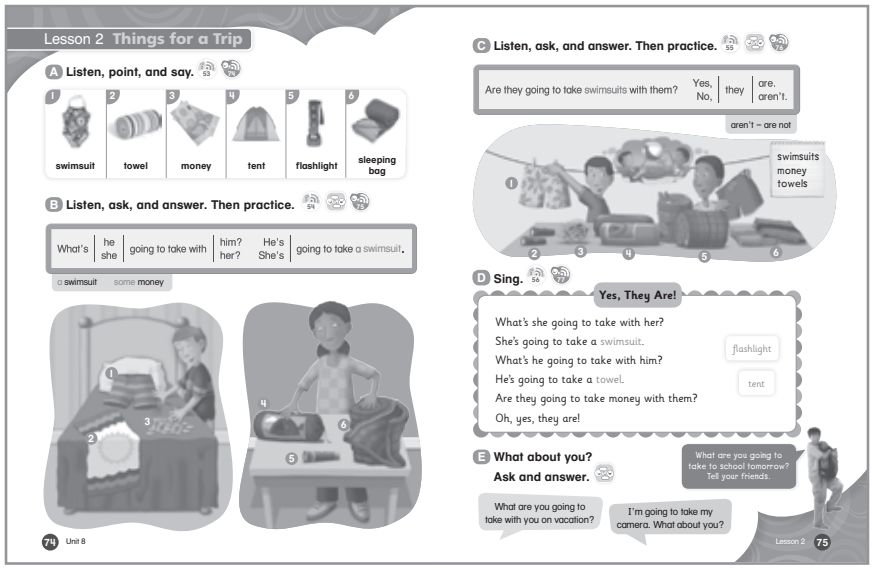
Games and Activities

- **Word Roll** (Teacher's Book pages 28–31). Pairs make a die using the six new vocabulary phrases. S1 rolls the die and asks: *What's he/she going to do on vacation?* S2 answers: *She's going to see a show.* They switch roles.
- **Find Someone Who** (Teacher's Book pages 28–31). Students write one phrase on a piece of paper and circulate to find someone doing the same thing.

Extra Practice

Workbook pages 72–73
Student Audio CD Tracks 71–73
Classroom Presentation Tool
Online Practice

Unit 8 On Vacation Lesson 2 Things for a Trip



Objectives
- Talking about taking things on vacation

Grammar
- Future questions with *what; going to + take*

What's he/she going to take with him/her?
He's/She's going to take a swimsuit.

Are they going to take swimsuits with them?
Yes, they are./No, they aren't.

Vocabulary
Things for a trip: swimsuit, towel, money, tent, flashlight, sleeping bag

Materials
Picture Cards 141–146 and 135–140; Class CD2 Tracks 53–56

Student Book pages 74–75

Student Book page 74

Warm up

1. Greet the class. Ask several students: *How are you today?* Elicit *I'm fine. Or I'm (sleepy).*
2. **What's Missing?** (Teacher's Book pages 28–31). Review previously learned items that might be taken on vacation: Unit 1: *canoe, snowboard, ice-skates, in-line skates, skateboard, surfboard;* Unit 3: *sunscreen, helmet, life jacket, watch, etc.*
3. Practice the language from Unit 8, Lesson 1: *What are you going to do on vacation?*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 141–146 to introduce things for a trip vocabulary.
2. Link the language. Arrange Picture Cards 135–140 and 141–146 in horizontal lines. Ask: *What are you going to do on vacation?* and *Which one would you like?* The student replies: *I'm going to swim in the ocean. I would like the towel.* Then ask: *What does the towel look like?* The student replies: *It's blue and white.*
3. Play Class CD2 Track 53. Students listen, point, and say along with the CD.

CD 2 53

1. swimsuit 2. towel 3. money
4. tent 5. flashlight 6. sleeping bag

4. Students practice the words by themselves.

B Listen, ask, and answer. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *What's he/she going to take with him/her? He's/She's going to take a swimsuit.*
2. Present the articles used with the new vocabulary: *a swimsuit, a towel, some money, a tent, a flashlight, a sleeping bag.* Students listen and repeat. Explain that we use *a* with things we can easily count and *some* with things when the exact number isn't important.
3. Direct students' attention to the grammar box and the plurals box on page 74.
4. Play Class CD2 Track 54. Students listen, ask, and answer along with the CD.

CD 2 54

What's he going to take with him?
He's going to take a swimsuit.

What's she going to take with her?
She's going to take a swimsuit.

a swimsuit, some money

1. What's he going to take with him?
   He's going to take a swimsuit.

2. What's he going to take with him?
   He's going to take a towel.
3. What's he going to take with him?
   He's going to take some money.
4. What's she going to take with her?
   She's going to take a tent.
5. What's she going to take with her?
   She's going to take a flashlight.
6. What's she going to take with her?
   She's going to take a sleeping bag.

5. Students practice the pattern in pairs.

Student Book page 75

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *Are they going to take swimsuits with them? Yes, they are./No, they aren't.*
2. Present the contraction: *aren't → are not.*
3. Direct students' attention to the grammar box.
4. Play Class CD2 Track 55. Students listen, ask, and answer along with the CD.

CD 2 55

Are they going to take swimsuits with them?
Yes, they are.
Are they going to take swimsuits with them?
No, they aren't.
aren't, are not

1. Are they going to take swimsuits with them?
   Yes, they are.
2. Are they going to take flashlights with them?
   No, they aren't.
3. Are they going to take some money with them?
   Yes, they are.
4. Are they going to take tents with them?
   No, they aren't.
5. Are they going to take sleeping bags with them?
   No, they aren't.
6. Are they going to take towels with them?
   Yes, they are.

5. Students practice the pattern in pairs.

D Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 56. Students listen and sing along with the CD.

CD 2 56

Yes, They Are!
What's she going to take with her?
She's going to take a swimsuit.
What's he going to take with him?
He's going to take a towel.
Are they going to take money with them?
Oh, yes, they are!
What's she going to take with her?
She's going to take a flashlight.
What's he going to take with him?
He's going to take a tent.
Are they going to take money with them?
Oh, yes, they are!

3. Students sing the song again, adding gestures.

E What about you? Ask and answer.



Student pairs ask and answer questions about taking things on vacation, using the language pattern in the speech bubbles.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking skills to determine what they are going to take to school tomorrow. They use communication skills to tell the class or neighbors.

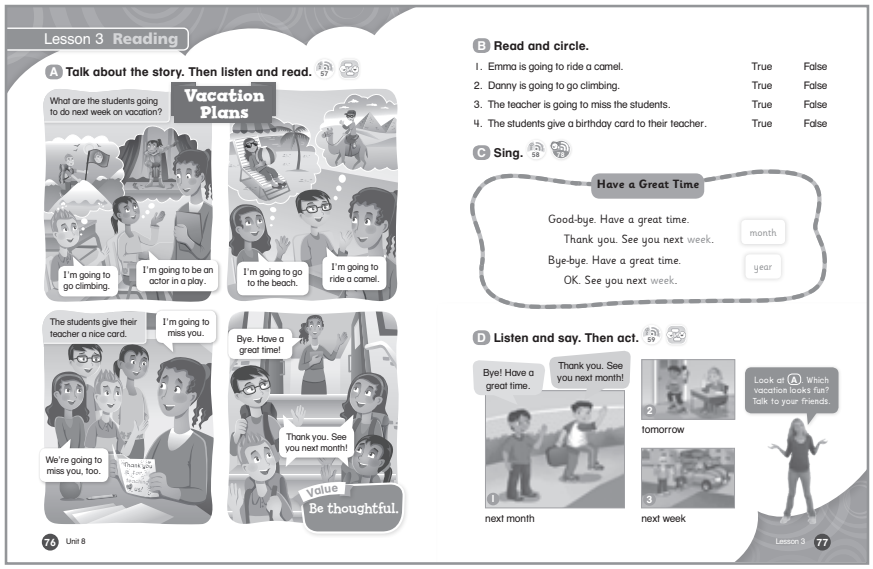
Games and Activities

- **Picture Pieces** (Teacher's Book pages 28–31). In this version, students try to guess where you are going. On the board, list the things you're going to take on vacation: *I'm going to take some money. I'm going to take a camera. I'm going to take a map.*
- **Packing List** (Teacher's Book pages 28–31). Play this using any vocabulary students know. Start the game by saying: *I'm going to go on vacation. I'm going to the beach. I'm going to take my swimsuit.* S1 says, *I'm going to the beach. I'm going to take my swimsuit and a towel.* S2 repeats this, adds a third item, and so on.

Extra Practice

Workbook pages 74–75
Student Audio CD Tracks 74–77
Classroom Presentation Tool
Online Practice

Lesson 3 Reading



Student Book pages 76–77

Objectives
- Building reading and listening skills

Conversation
- Talking about vacation plans; saying good-bye

Bye! Have a great time.
Thank you. See you next month.

Value
Be thoughtful.

Materials
Class CD2 Tracks 57–59

Student Book page 76

Warm up

1. Greet the class. Then greet individual students, saying: *What are you going to do next week?* Students can practice the pattern with their classmates.
2. Practice the language from Unit 8, Lesson 2: *What are you going to take with you to school tomorrow?* Students practice the question and answer with classmates.
3. Sing **Yes, They Are!** (Class CD2 Track 56).
4. Review the conversation language from Unit 7, Lesson 3: *What does that sign mean? It means you (can't swim here).*

A Talk about the story. Then listen and read.

See *Teaching Stories*, Teacher's Book page 25.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 57. Students listen and read along with the CD.

CD 2 57

Vacation Plans

What are the students going to do next week on vacation?

Danny: I'm going to go climbing.
Julie: I'm going to be an actor in a play.
Emma: I'm going to go to the beach.
Mike: I'm going to ride a camel.

The students give their teacher a nice card.

Teacher: I'm going to miss you.
Students: We're going to miss you, too.
Teacher: Bye. Have a great time!
Students: Thank you. See you next month!

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

Student Book page 77

B Read and circle.

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

3. Check the answers together.

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

C Sing.

See *Teaching Songs*, Teacher's Book page 24.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 58. Students listen and sing along with the CD.

CD 2 58

Have a Great Time

Good-bye. Have a great time.
Thank you. See you next week.
Bye-bye. Have a great time.
OK. See you next week.
Good-bye. Have a great time.
Thank you. See you next month.
Bye-bye. Have a great time.
OK. See you next month.
Good-bye. Have a great time.
Thank you. See you next year.
Bye-bye. Have a great time.
OK. See you next year.

3. Students sing the song again, adding gestures.

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 25.

1. Play Class CD2 Track 59. Students listen and say along with the CD.

CD 2 59

Bye! Have a great time.
Thank you. See you next month.

1. Bye! Have a great time.
   Thank you. See you next month.
2. Bye! Have a great time.
   Thank you. See you tomorrow.
3. Bye! Have a great time.
   Thank you. See you next week.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Communication: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look at the activities in the story in Activity A, and determine which vacation looks like fun. Then they use communication skills to tell their friends.

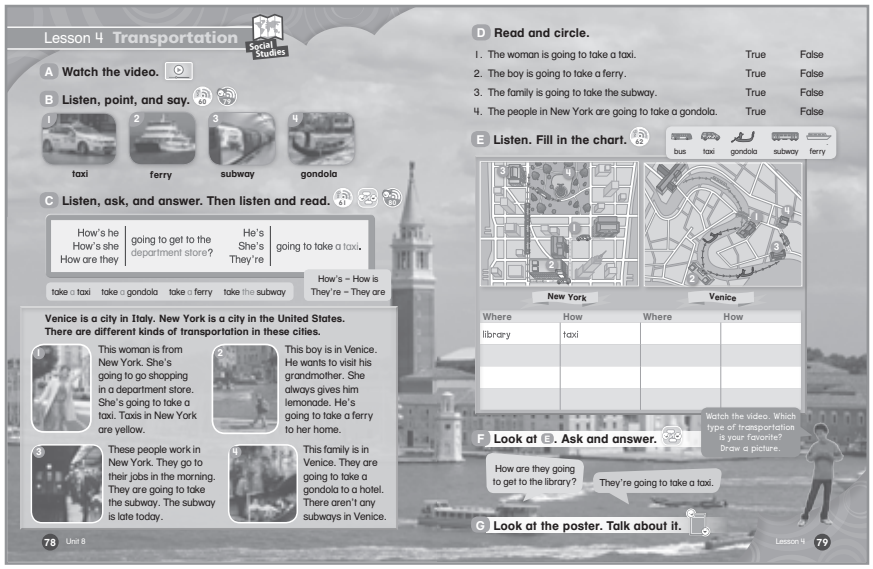
Games and Activities

- **Order the Pictures** (Teacher's Book pages 28–31). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **A New Story** (Teacher's Book pages 28–31). Copy the story on page 76, leaving some speech bubbles blank. Give a copy to each student. Students complete the stories as they wish. Then small groups share their stories with each other. Groups choose their favorite story, take roles, and act it out for the class.
- Student pairs work together to create a poster that fits the Lesson 3 value: *Be thoughtful.* Pairs can list expressions and nice gestures they can make when saying good-bye to people. Finished posters can be presented to the class.

Extra Practice

Workbook pages 76–77
Student Audio CD Track 78
Unit 8, Lesson 3 Worksheet
Classroom Presentation Tool
Online Practice

Lesson 4 Transportation



Student Book pages 78–79

Objectives
- Talking about transportation

Grammar
- Future questions with *how* + *going to* + *get*

How's he/she going to get to the department store?
He's/She's going to take a taxi.

How are they going to get to the department store?
They're going to take a taxi.

Vocabulary
Transportation: taxi, ferry, subway, gondola

Materials
Picture Cards 147–150; Class CD2 Tracks 60–62; Unit 8 Video and Poster, Transportation

Student Book page 78

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies. Bring in brochures about transportation and ask students to compare the types.

Warm up

1. Practice the language from Unit 8, Lesson 3: *I'm going to play basketball. What about you?*
2. Review Unit 8 vocabulary. Arrange Unit 8 travel and vacation pictures. Students make sentences.

A Watch the video.

See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Tell the class they're going to watch a video about using different transportation to go places. Ask students to predict what they might see in the video.

1. Play the video. See Video Scripts on Teacher's Book pages 116-117 for reference.
2. Play the video again. Pause the video after each question and have students answer: *How is David going to get to the Statue of Liberty? (He is going to take a ferry.) How is Li going to get to the Great Wall of China? (She's going to take the subway.)*
3. Ask students to think critically about the video. Have them think about why there are different kinds of transportation in different places.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Use Picture Cards 147–150 to introduce the words.
2. Play Class CD2 Track 60. Students listen, point, and say along with the CD.

CD 2 60 1. taxi 2. ferry 3. subway 4. gondola

C Listen, ask, and answer. Then listen and read.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *How's he/she/How are they going to get to the department store? He's/She's/They're going to take a taxi.*
2. Introduce the articles: *take a taxi, take a gondola, take a ferry, take the subway.*
3. Present the contractions: *How's* → *How is; They're* → *They are.*
4. Direct students' attention to the grammar box, article box, and contraction box on page 78.

5. Play Class CD2 Track 61. Students listen, ask, and answer along with the CD.

CD 2 61

How's he going to get to the department store?
He's going to take a taxi.
How's she going to get to the department store?
She's going to take a taxi.
How are they going to get to the department store?
They're going to take a taxi.
take a taxi; take a gondola; take a ferry; take the subway
how's, how is; they're, they are
Venice is a city in Italy. New York is a city in the United States. There are different kinds of transportation in these cities. Taxis in New York are yellow.

1. This woman is from New York. She's going to go shopping in a department store. She's going to take a taxi.
2. This boy is in Venice. He wants to visit his grandmother. She always gives him lemonade. He's going to take a ferry to her home.
3. These people work in New York. They go to their jobs in the morning. They are going to take the subway. The subway is late today.
4. This family is in Venice. They are going to take a gondola to a hotel. There aren't any subways in Venice.

6. Play the track again. Students listen and read along.

Student Book page 79

D Read and circle.

1. Have students read the sentences and circle *True* if the sentence is correct or *False* if it is wrong.
2. Read each sentence aloud. Students do the activity on their own, using Activity C as a reference.
3. Check the answers together.

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

E Listen. Fill in the chart.

1. Students look and talk about what they see.
2. Direct students' attention to the chart.
3. Play Class CD2 Track 62. Students fill in the chart.

CD 2 62

A family is visiting New York. Look at the map.
First, they're going to take a taxi to the library.
Then, they're going to take a taxi to the department store.
Next, they're going to take the subway to the museum.
Finally, they're going to take a bus to the park.
A family is visiting Venice. Look at the map.
First, they're going to take a ferry to the hotel.
Then, they're going to take a gondola to the museum.
Next, they're going to take a gondola to the restaurant.
Finally, they are going to take a taxi to the theater.

Answer Key	
New York	**Venice**
1. library, taxi	**1.** hotel, ferry
2. department store, taxi	**2.** museum, gondola
3. museum, subway	**3.** restaurant, gondola
4. park, bus	**4.** theater, taxi

F Look at E. Ask and answer.



Student pairs ask and answer questions about the completed charts in Activity E.

G Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students read the poster title and captions. Then, they talk about what is happening in each picture.
2. Students ask and answer questions about the poster with any known language patterns.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Creativity/Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to determine their favorite type of transportation and creativity to draw pictures.

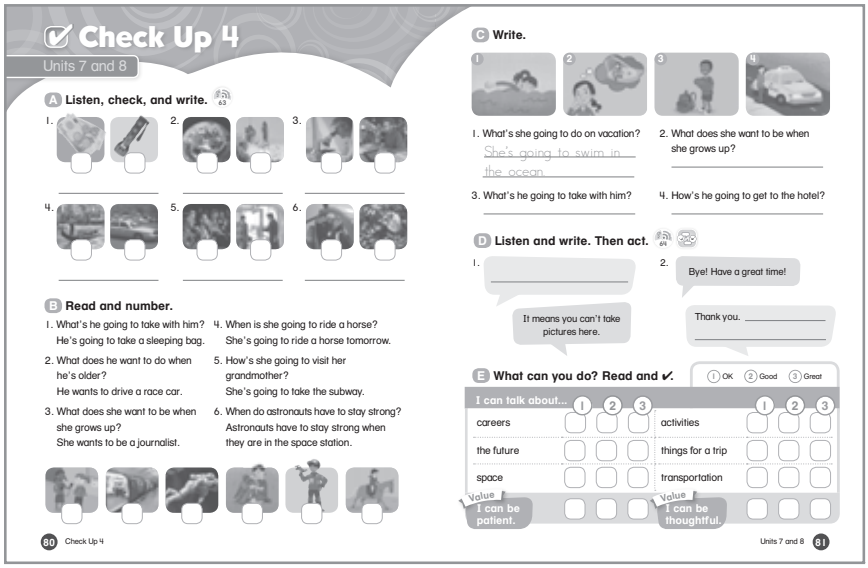
Games and Activities

- **Two Truths and a Lie** (Teacher's Book pages 28–31). Read the passages in Activity C aloud, but change one sentence so that it is incorrect. Students listen carefully and try to catch the "lie."
- Hand out maps of your town or city. Have pairs work to create a travel plan showing how to get to four places. Then, pairs present their plans.

Extra Practice

Workbook pages 78–79
Student Audio CD Tracks 79–80
Unit 8, Lesson 4 Worksheet
Unit 8 Test
Classroom Presentation Tool
Online Practice

Check Up 4



Student Book pages 80–81

Review Language
- Units 7 and 8 grammar and vocabulary

Materials
Picture Cards 119–150; Class CD2 Tracks 63–64

Student Book page 80

Warm up

1. Greet the students. Practice polite greetings.
2. Sing **Yes, They Are!** (Class CD2 Track 56).
3. Practice the language from Unit 8, Lesson 4: *I'm going to take a bus to school tomorrow. What about you?*
4. Play **Categories** (Teacher's Book pages 28–31) using Careers, the Future, Space, Activities, Things for a Trip, and Transportation as categories.

A Listen, check, and write.

See *Teaching Check Ups*, Teacher's Book page 25.

1. Review vocabulary from Units 7 and 8 using Picture Cards.
2. Students look at the pictures and talk about what they see.
3. Play Class CD2 Track 63. Students listen, check the picture, and write the word or phrase on the line.

CD 2 63

1. money (first picture)
2. space shuttle (second picture)
3. scientist (first picture)
4. taxi (second picture)
5. see a show (first picture)
6. explore the jungle (second picture)

4. Play the audio again and have students review their work.
5. Check answers together.

B Read and number.

1. Students look at the pictures and talk about what they see.
2. Read the question and answers with students. Explain that students will read the items and number the pictures that correspond to each question and answer.

Answer Key
3 5 6 1 2 4

Student Book page 81

C Write.

1. Review the language for the activity first.
2. Discuss what students see in each of the pictures. Direct them to use the language patterns they have learned.
3. Students look at the pictures and answer the questions. Ask them to use the language they learned in the unit.

4. Check answers together.

Answer Key

1. She's going to swim in the ocean.
2. She wants to be a musician.
3. He's going to take a sleeping bag.
4. He's going to take a taxi.

D Listen and write. Then act.



1. Play Class CD2 Track 64. Students listen. Play the track again and have students listen, read the words in the speech bubble, and fill in the blanks.
2. Model each conversation with a few students.
3. Student pairs practice and then switch roles.

CD 2 64

1. What does that sign mean?
   It means you can't take pictures here.
2. Bye! Have a great time!
   Thank you. See you next week.

E What can you do? Read and ✔.

1. Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
2. Students fill in the chart, thinking about their own performance and what they've learned.
3. Ask students to think about what they need more practice with and share.
4. Review the values of patience and thoughtfulness.

Games and Activities

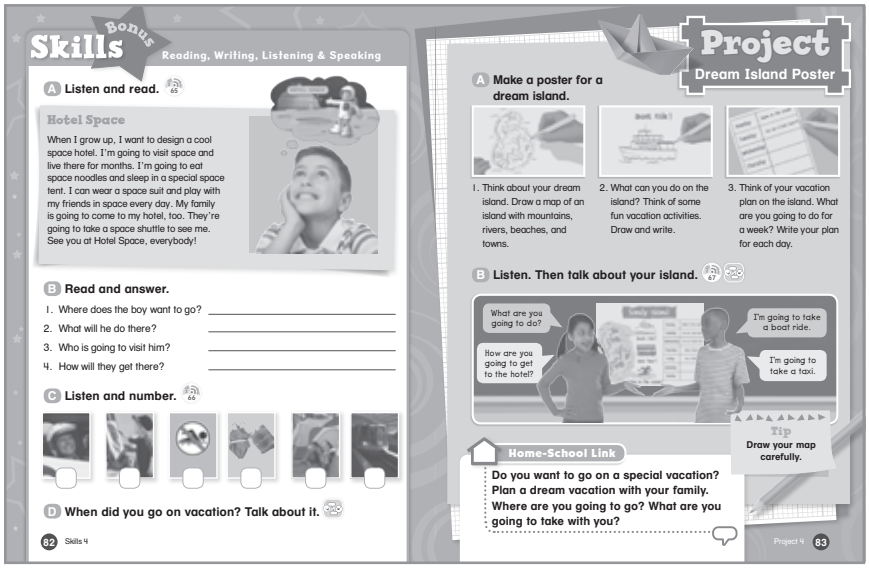
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Rollers** (Teacher's Book pages 28–31). Use language from Units 7 and 8. When each student gets the ball they must substitute a word into the target language. S1: *Astronauts have to (exercise) in space*. S2: *Astronauts have to (be friendly) in space, etc.*
- **Station Stop** (Teacher's Book pages 28–31). Display Picture Cards of careers (119–124) and activities (135–140). Students move as a line of train cars. You lead and stop the train when it comes to the picture cards. Then review the target language with one student. Ask: *What do you want to be when you're older?* or *What do you want to do on vacation?* Then ask the other students about the answers given: *What does he/she want to be? What does he/she want to do?* Continue moving again.
- **Find Someone Who** (Teacher's Book pages 28–31). Use language from Units 7 and 8. Assign each student a place to go, making sure that at least two students are going to each place. Students look for other students going to the same place to share transportation. Students circulate and ask each other questions to get information they need, **asking:** *Where are you going? How are you going to get there?* and *When are you going?*

Extra Practice

Workbook pages 80–82
Classroom Presentation Tool
Online Practice

Bonus Skills



Student Book pages 82–83

Skills
- Reading a paragraph, writing complete answers, listening and numbering, speaking about a personal experience

Materials
Class CD2 Tracks 65–66

Project Language
- Units 7 and 8 grammar and vocabulary

Materials
Class CD2 Track 67; poster paper; drawing supplies

Student Book page 82

Warm up

1. Sing **Have a Great Time** (Class CD2 Track 58).
2. Review the vocabulary and grammar from Unit 7, Lesson 4 about astronauts and space. Show Picture Cards 128–131 and have students discuss. Ask what astronauts have to do/don't have to do in space. Ask: *Do you want to go to space when you are older?*

A Listen and read.

See *Teaching Skills,* Teacher's Book page 26.

1. Students look at the pictures and talk about what they see.
2. Play Class CD2 Track 65. Students listen and read with the CD.

CD 2 65

Hotel Space

When I grow up, I want to design a cool space hotel. I'm going to visit space and live there for months. I'm going to eat space noodles and sleep in a special space tent. I can wear a space suit and play with my friends in space every day. My family is going to come to my hotel, too. They're going to take a space shuttle to see me. See you at Hotel Space, everybody!

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

B Read and answer.

1. Students look back at Activity A and read the text again on their own.
2. Read each question aloud with the class. Students can answer orally and then write their answers.
3. Check the answers together.

Answer Key

1. He wants to go to space.
2. He's going to eat space noodles.
3. His family is going to visit him.
4. They're going to take a space shuttle.

C Listen and number.

1. Play Class CD2 Track 66. Students listen and number the pictures.

CD 2 66

1. What does that sign mean?
   It means you can't swim here.
2. What does he want to be? He wants to be an artist.
3. What does she want to do?
   She wants to drive a race car.
4. What's she going to take with her on vacation?
   She's going to take a towel and a swimsuit.
5. How's she going to get to the hotel?
   She's going to take the subway.

6. Where are they going to stay on vacation?
They're going to stay in a tent.

2. Play the track again. Students listen and check their answers.

Answer Key
3 2 1 4 6 5

D When did you go on vacation? Talk about it.



1. Review the language in the speech bubbles.
2. Invite volunteers to share their experiences with the class.
3. Student pairs discuss when they went on vacation. Encourage them to talk about what activities they did, how they got around, and what they liked best.

Project Dream Island Poster

Student Book page 83

A Make a poster for a dream island.

See *Teaching Projects*, Teacher's Book page 27.

1. Explain to students that they will make a poster about a dream island that they design. Review vocabulary words such as *mountains*, *beaches*, *etc.* for places and vacation activities.
2. Read the steps with students as they look at the pictures. Explain that the poster has three parts: a map of the island, fun vacation activities, and a plan for one week.
3. **Tip:** Draw students' attention to the tip on the page: *Draw your map carefully*. Encourage them to plan their map before they draw it and make sure it has all the things they want for the activities they plan.
4. Students draw an island map first. Then they draw and write their fun vacation activities. Write the seven days of the week on the board. Have students copy the days onto their poster and write a plan for what to do each day.

B Listen. Then talk about your island.



1. Review the language in the speech bubbles.
2. Play Class CD2 Track 67. Students listen, point to the speech bubbles, and say along with the CD.

CD 2 67

What are you going to do? I'm going to take a boat ride.
How are you going to get to the hotel?
I'm going to take a taxi.

3. Model the conversation with some of the students.
4. Student pairs practice the pattern, personalizing the activities as they talk about their posters.

Home-School Link

1. Tell students to share what they've learned in class at home with their families.
2. Have students plan a dream vacation with their families. Have them think about and write down where they want to go and what they are going to take with them. Encourage them to draw pictures to go along with their ideas and even to create a small "Family Dream Island Picture" to bring to class.
3. Invite students to share what they've planned as a dream vacation with their family, with neighbors, or with the class.

Games and Activities

- *Project:* **Down the Line** (Teacher's Book pages 28–31). Use picture cards from Units 7 and 8.
- *Skills:* **Gaps** (Teacher's Book pages 28–31). Prepare different texts using Unit 7 and 8 grammar patterns and vocabulary. Leave several words blank in each sentence. Give copies of the texts to each student. Students complete the sentences and check their answers in pairs.
- *Skills:* **My Version** (Teacher's Book pages 28–31). Students rewrite the passage in Reading Bonus Activity A using their own information.

Extra Practice

Workbook page 83
Final Test
Classroom Presentation Tool
Online Practice

YLE Practice Answer Key and Instruction

YLE Movers Practice 1, pages 84–85

Listening

A. Listen and write. There is one example.

CD 2 68

Play the audio. Students complete the information based on what they hear.

Answers
1. dolphin 2. 3 (three) 3. 300 4. Jim 5. fish

Speaking

B. Listen and continue the story.

Say, These pictures show a story. It's about a family who is camping. The children are playing. There is a canoe in the water. Then ask the student to continue the story, based on the content of the pictures.

Possible answers
[Point to the middle picture.] The dad is talking to the children. He has a surprise for them!
[Point to the picture on the far right.] The dad gives the kids life jackets. There are helmets on the ground. The kids like canoeing.

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Read the text and choose the best answer.

Students look at the picture and read conversations. They identify the best response to the questions based on what they see in the picture.

Answers
1. B 2. C 3. A 4. B

D. Read the text. Choose the right words. Write them on the lines.

Students look at the picture, read the sentences, and choose the correct word from each numbered list of words below.

Answers
1. kilograms 2. strongest 3. big 4. weighs

YLE Movers Practice 2, pages 86–87

Listening

A. What does Charlie's family look like? Listen and draw a line from the people to the correct people.

CD 2 69

Play the audio. Students draw lines from each word to the correct picture.

Answers
A line has been drawn from the picture of the woman with blond hair (mother) to the word *mother*.
Students draw a line from the picture of the young boy (brother) to the word *brother*.
Students draw a line from the picture of the woman with gray hair (grandmother) to the word *grandmother*.
Students draw a line from the picture of the man (father) to the word *father*.

Speaking

B. Which one is different? Say why.

For each row, have the student identify the picture that is different and explain his or her answer. If the student doesn't understand, point to the appropriate picture and use the back-up question.

Answers
1. B (A stick, C leaf, and D grass are parts of plants. B is a picture of metal.)
2. D (A baseball, B golf, and C table tennis are sports. D is an indoor activity. The person is using the computer.)
3. A (B necklace, C earrings, and D watch are accessories. A is a picture of clay.)

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Read the story. Choose a word from the box. Write the correct word next to numbers 1–4.

Students read the text and look at the pictures. They complete the paragraph with words from the pictures.

Answers
1. practiced 2. basketball 3. car 4. table tennis

D. Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1–3 words.

Students read the text and look at the picture. They complete the sentences with words from the paragraph.

Answers
1. glass 2. clay
3. glass 4. jewelry

YLE Flyers Practice 1, pages 88–89

Listening



A. Listen and draw lines.

Play the audio. Students draw a line from each name to the correct person.

Answers

A line has been drawn from the name Emma to the girl drinking lemonade.
Students draw a line from the name Harry to the boy holding a video camera.
Students draw a line from the name Katy to the girl making jewelry.
Students draw a line from the name David to the boy singing songs.

Speaking

B. Look, listen, and find the differences.

Ask, *What is the family doing?* (They are eating dinner.) Ask, *What are differences between the two pictures?* The student points to things that are different and names the items or actions. If the student doesn't understand, point at something that is different between the two pictures.

Possible differences/answers

girl: The girl is eating sushi (left)./The girl is taking a photo (right).
woman: The woman is eating curry (left)./The woman is eating sushi (right).
man: There is a teapot in front of the man (left)./ There is a glass of lemonade in front of the man (right).
boy: The boy is playing with a toy (left)./The boy is eating and drinking lemonade (right).

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Look and read. Choose the correct words and write them on the lines.

Students choose one of the six words (in color) to complete each sentence.

Answers

1. mosaic 2. feathers 3. wings
4. sculpture 5. photograph

D. Look and read. Write yes or no.

Students look at the picture and read the phrases. They identify whether the phrase describes what is happening in the picture and write *yes* or *no*.

Answers

1. No 2. Yes 3. No 4. Yes

YLE Flyers Practice 2, pages 90–91

Listening



A. Listen and write.

Play the audio. Students complete each sentence based on the information they hear.

Answers

1. Emma Smith 2. Journalist
3. the world 4. subway

Speaking

B. Look, read, and listen. Ask and answer questions.

The student's and teacher's copy are about similar things. Have students look at the charts and go over what they see. The teacher asks the student about George's chart first. Then, the student asks the teacher about Emma's chart. If the student doesn't understand, point at the two charts and give the first sample question and answer.

Possible questions and answers

Teacher's Copy (Teacher asks the questions. Student responds):
When is George going on vacation? (next month)
What is he going to take? (his towel, swimsuit, and money) What is he going to do? (swim in the ocean)
Student's Copy (Student asks the questions. Teacher responds):
When is Emma going on vacation? (next weekend)
What is she going to take? (her tent, flashlight, and sleeping bag)
What is she going to do? (ride a horse)

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Helen is talking to her friend Robert. What does Robert say? Read the conversation and choose the best answer. Write a letter (A–E) for each answer. You do not need to use all the letters.

Students read Helen's questions and choose a correct response for Robert. They write the letter of the correct answer choice.

Answers

1. E 2. C 3. B

D. Read the story. Choose a word from the box. Write the correct word next to numbers 1–4.

Students read the text and look at the picture. They complete the paragraph with words from the box.

Answers

1. next 2. going 3. a 4. stay

Video Scripts

Unit 1, Lesson 4, Safety

This is Rico. He's very good at snowboarding.

But when he goes snowboarding, he always wears a helmet.

This is Rebecca. She isn't very good at snowboarding.

She usually wears a helmet to be safe.

Snowboarding is fun!

These boys are kayaking. They're good at kayaking and it's fun.

But when they go kayaking, they always wear life jackets and they never stand up in the kayak.

These people are at the beach.

It's hot and sunny and everybody puts on sunscreen.

Some people wear hats, too!

Some people are good at skiing or snowboarding in the mountains…

… and some people are good at surfing or kayaking at the beach.

But at the beach or in the mountains, it's always best to be safe.

When you do sports, what do you do to be safe?

Unit 2, Lesson 4, Weight and Length

There are many animals in the world.

There are lizards as long as the Komodo dragon and insects as big as the Goliath beetle.

This is the Giant Tortoise. It's the world's biggest tortoise.

How much does it weigh? It weighs 250 kilograms.

How long is it? It's 1.3 meters long.

This tortoise is one of the oldest animals in the world.

Some tortoises can live for 200 years.

This is a giraffe.

How tall is it? It's 5 meters tall.

How much does it weigh? It weighs 1,500 kilograms.

This is a White Rhinoceros.

It isn't as tall as the giraffe but it is very heavy.

How much does it weigh? It weighs 2,000 kilograms!

Some animals are big and some animals are small.

Some animals are heavy and some animals are light.

What's your favorite animal? How much does it weigh?

Unit 3, Lesson 4, Camouflage

This is a snow leopard. What does it look like?

It's brown, white, and black.

Why does it look like this? It has camouflage.

The snow leopard lives in the mountains.

It's the same color as the snow and the rocks.

Many animals have camouflage.

This is a snake. It lives in the grass and in the trees.

What does it look like? It's long and thin and green.

It's the same color as the grass and leaves. Birds can't see it.

This is a frog. What does it look like?

It's green and brown. The frog is the same color as the water and the plants. It's very good at hiding!

This is a crocodile. It's green and brown. It lives next to the river. It's the same color as the rocks and the sand.

Camouflage helps animals to be safe.

What animals can you see?

What animals can't you see?

Unit 4, Lesson 4, Ancient Rome

This is Vindolanda.

It's an ancient Roman fort in the UK.

People from ancient Rome lived here many years ago.

They had big, beautiful homes.

What did they use to make their homes? They used stone.

They had many things in their homes and you can see these things today in museums.

The Romans cooked their meals at home. They used bowls and plates like these. What did they use to make bowls? They used clay.

They also made knives and spoons.

What did they use to make these? They used metal.

They made beautiful bottles for drinking, too.

What did they use to make bottles? They used glass.

The Romans made a lot of jewelry. Men and women wore jewelry and it was very beautiful.

They usually used metal to make their jewelry.

The Romans made many things and they used stone, clay, metal, and glass to make them.

You can still see these great things today!

Unit 5, Lesson 4, Dinosaurs

What did you do last weekend? Did you go to a museum?

Museums are fun and you can see many things – like dinosaurs!

This is a Tyrannosaurus Rex.

It had sharp teeth, a long tail, and very big claws.

What did the Tyrannosaurus Rex eat? It ate smaller dinosaurs!

This is the Iguanodon.

It had a long neck, a long tail, and big claws, too.

What did the Iguanodon eat? It didn't eat dinosaurs. It ate plants.

All dinosaurs looked different.

Some had long, sharp claws.

Some were very big with long tails.

And some had wings and feathers like birds.

What's your favorite dinosaur?

Unit 6, Lesson 4, Types of Art

What do you like to do in your free time?

Do you like to make things? It's fun to make things.

What types of art do you like to make?

Do you like to paint pictures?

Rosa likes to paint pictures. She paints pictures for her family and her friends.

This is a painting of flowers and fruit. Rosa uses many different colors. She uses pink, black, red, and yellow.

This is Ricardo. He likes to take photographs.

This is his favorite photograph. The photograph shows an old woman. Her clothing has many colors.

How many colors can you see?

He takes a lot of photographs. He takes photographs of buildings and people.

This is Simon. He likes to make sculptures.

He makes sculptures of animals. This is a clay sculpture of a rhinoceros.

Sculptures are everywhere! Some look like people and some look like shapes!

There are many different types of art. What type of art do you like to make?

Unit 7, Lesson 4, In Space

What do you want to be when you grow up?

Do you want to be an astronaut? Astronauts go to space.

It's an exciting job, but astronauts need to be brave.

When they go to space, astronauts have to be very, very careful.

They have to be strong so they eat healthy food.

Some astronauts go to the International Space Station. It's 320 kilometers from Earth.

They have to take a space shuttle to get there. They live and work in the space station for months.

They don't have to wear a space suit inside the space station. They can wear normal clothes.

But sometimes they have to go outside.

When they are outside the space station, they can't wear normal clothes. They have to wear a space suit.

In space, astronauts have to be careful. But from here, they can see Earth. It's very cool!

When you're older, do you want to go to space?

Unit 8, Lesson 4, Transportation

This is Sarah. She's on vacation in New York.

Where's she going to go?

She's going to go to Central Park, a museum, and then a restaurant.

How's she going to get to these places?

She's going to take a taxi. There are many taxis in New York.

This is David. He's in New York, too.

Where's he going to go?

He's going to go to the Statue of Liberty.

How's he going to get there?

He's going to take a ferry. It's a great boat ride to the Statue of Liberty!

This is Li. She lives in Beijing, but today, she's going to go to the Great Wall of China.

How's she going to get there?

She's going to take the subway.

Where are you going to go on vacation?

How are you going to get there?

Poster Information

Poster 1 – Safety

Image Descriptions
1. Boy in martial arts uniform buckling his seatbelt
2. Girl putting on sunscreen at a campsite
3. Two kids wearing helmets while biking
4. Boy and father wearing life jackets while kayaking

Poster 2 – Weight and Length

Image Descriptions
1. Giant Pacific octopus near Primorsky Krai, Russia
2. Ghost crab or sand crab in South Africa
3. Rhinoceros beetle in Indonesia
4. Asian water monitor

Poster 3 – Camouflage

Image Descriptions
1. Mango baron caterpillar (same shape as a leaf)
2. Mossy leaf-tailed gecko in Madagascar (same color as wood)
3. A Peringuey's adder (same color as sand)
4. Tiger, Panthera tigris, in India (same color as tall grass)

Poster 4 – Ancient Rome

Image Descriptions
1. Girl making a bowl from clay
2. Man making jewelry from metal
3. Blow molding glass into a cup shape
4. Using chisels and hammers to carve stone

New Word
wood

Poster 5 – Dinosaurs

Image Descriptions
1. Apatasaurus model at Museum of Natural History, NY
2. Anhanguera pterosaurs as artwork
3. Fossilized T-Rex claw at Museum of Rockies, USA
4. Anchiornis huxleyi feathered dinosaur

Poster 6 – Types of Art

Image Descriptions
1. Multicolored mosaic bench at Parc Guell, Barcelona, Spain
2. Van Gogh's sunflower painting, The National Gallery, London, UK
3. Nic Fiddian-Green's metal horse sculpture, London, UK
4. Framed black and white photograph of a family

Poster 7 – In Space

Image Descriptions
1. Earth with North America visible (astronauts have to be brave)
2. Space Station orbiting Earth (space stations have to be big)
3. The Space Shuttle Atlantis launches on March 24, 1992 (space shuttles have to be strong and big)
4. Astronaut over Earth (space suits have to be strong and thick)

New Words
field
material

Poster 8 – Transportation

Image Descriptions
1. Girl taking a taxi in New York City
2. People taking their bikes on a ferry in Germany
3. People taking a gondola in Italy
4. Boy taking a subway with a school bag

Workbook Answer Key

Welcome, pages 2–3

A. Unscramble.
Students look at the pictures, unscramble the words, and then write sentences.

Answers
1. I always make my bed in the morning.
2. We're shopping at the department store.
3. I'm walking to my cousin's home.
4. My uncle and I are making a cake.

B. What about you? Write.
Students answer the questions, writing sentences about themselves.

C. Circle.
Students read the sentences and circle the correct answers.

Answers

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

D. Match.
Students write the letter of the picture that matches the word or phrase.

Answers
1. d
2. c
3. b
4. a

Unit 1, Fun Outdoors
Lesson 1, Camping, pages 4–5

A. Match.
Students write the letter of the picture that matches the word or phrase.

Answers
1. f
2. c
3. e
4. a
5. b
6. d

B. Write.
Students write the words, using the key.

Answers

1. hiking	2. climbing
3. fishing	4. canoeing
5. watching birds	6. grilling hamburgers

C. Write.
Students look at the picture and complete or write the questions and answers.

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

D. Write and circle.
Students look at the pictures, write the questions, and then circle the correct answers.

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

Lesson 2, Sports, pages 6–7

A. Write.
Students look at the pictures and write the words.

Answers

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

B. Read and number.
Students read the sentences and number the pictures.

Answers
1. d
2. c
3. e
4. a
5. f
6. b

C. Write.
Students look at the pictures and write the sentences.

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

D. Unscramble.
Students look at the pictures, unscramble the words, and then write the sentences.

Answers
1. Is he good at in-line skating?
   No, he's not very good at it.
2. Is she good at skiing?
   Yes, she's very good at it.

Lesson 3, Reading, pages 8–9

A. Read and number.
Students read and then number the sentences in the correct order.

Answers
1. I'm not very good at skiing.
2. Don't worry. I can help you.
3. See, you can do it!
4. Yes, I can!

B. Match.
Students write the letter of the picture that matches the word or phrase.

Answers
1. c
2. b
3. d
4. a

C. Write and match.
Students complete the sentences, draw lines matching the sentences to the pictures, and then write the sentences.

Answers
1. I'm not very good at in-line skating. d,
   Don't worry. I can help you.
2. I'm not very good at skateboarding. e,
   Don't worry. I can help you.
3. I'm not very good at ice skating. f,
   Don't worry. I can help you.
4. I'm not very good at skiing. c,
   Don't worry. I can help you.
5. I'm not very good at surfing. b,
   Don't worry. I can help you.
6 I'm not very good at snowboarding. a,
   Don't worry. I can help you.

D. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 4, Safety, pages 10–11

A. Unscramble.
Students unscramble the letters and write the answers.

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

B. Connect.
Students draw lines, connecting the two halves of the sentences with the pictures.

Answers
1. When you go snowboarding, always wear a helmet.
   d
2. When you go to the beach, always put on sunscreen.
   b
3. When you go canoeing, always wear a life jacket.
   c
4. When you ride in a car, always fasten your seatbelt.
   a

C. Look at the chart. Write.
Students complete or write the sentences, using the chart.

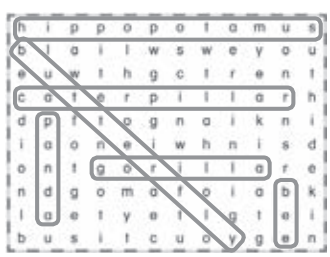
Answers
1. When you ride in a car, always fasten your seatbelt.
2. When you go in-line skating, always wear a helmet.
3. When you go canoeing, always wear a life jacket.
4. When you go skiing, always put on sunscreen.

D. Draw and write.
Students complete the sentence, writing about themselves, and then draw a picture.

Unit 2, Land and Sea
Lesson 1, Animals and Insects, pages 12–13

A. Do the puzzle.
Students find and circle the words in the word search.

Answers



B. Write.
Students look at the pictures and write the words.

Answers

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

C. Circle.
Students look at the pictures and circle the correct words, completing the sentences.

Answers
1. The gorilla is smaller than the hippopotamus.
   The hippopotamus is the biggest.
2. The caterpillar is bigger than the bee.
   The bee is the smallest.
3. The dog is smaller than the cow.
   The cow is the biggest.

D. Write.
Students look at the pictures and complete or write the sentences.

Answers
Which one is the smallest?
The duck is the smallest?
Which one is the biggest?
The horse is the biggest.

Lesson 2, Sea Creatures, pages 14–15

A. Unscramble.
Students unscramble the letters and write the words.

Answers

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

B. Circle.
Students circle the correct words, completing the sentences.

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

C. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. Is the squid as long as the shark?
   No, it isn't. It's shorter.
2. Is the seal as long as the dolphin?
   Yes, it is.
3. Is the fish as big as the whale?
   No, it isn't. It's smaller.
4. Is the spider as big as the ant?
   Yes, it is.
5. Is the turtle as fast as the lion?
   No, it isn't. It's slower.
6. Is the dog as fast as the rabbit?
   Yes, it is.

Lesson 3, Reading, pages 16–17

A. Read and number.
Students read and then number the sentences in the correct order.

Answers
1. Wait! What about Mom?
2. Which one would she like?
3. Do you like it, Mom?
4. Thanks, girls! This is the best hat!

B. Match.
Students write the letter of the picture that matches the word or phrase.

Answers
1. d
2. e
3. c
4. b
5. a

C. Match.
Students write the letter of the picture that matches the word or phrase.

Answers
1. c
2. a
3. b
4. d

D. Unscramble.
Students unscramble the words and write the sentences.

1. Which one would you like?
   I'd like the fastest one, please.
2. Which ones would you like?
   We'd like the longest ones, please.

E. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 4, Weight and Length, pages 18–19

A. Match.
Students write the letter of the picture that matches the word or phrase.

Answers
1. d
2. c
3. b
4. a

B. Look at the chart. Write.
Students complete or write the sentences, using the chart.

Answers
1. How much does the Komodo dragon weigh?
   It weighs 150 kilograms.
2. How long is the giant Pacific octopus?
   It's 5 meters long.
3. How much does the spider crab weigh?
   It weighs 19 kilograms.
4. How long is the Goliath beetle?
   It's 10 centimeters long.

C. Write.
Students complete or write the sentences.

Answers
1. The squid is 60 centimeters long.
2. The seal is 2 meters long.
3. The hippopotamus weighs 3,000 kilograms.
4. The blue whale weighs 120,000 kilograms.

D. Look at C. Circle.
Students look at exercise C and circle the correct answers.

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

Check Up 1, pages 20–22

A. Match.
Students write the letter of the picture that matches the word or phrase.

Answers
1. c
2. e
3. a
4. b
5. f
6. d

B. Read, write, and number.
Students read and complete the sentences, then number the pictures.

Answers
1. Does she like grilling hamburgers?
   No, she doesn't like it at all. [4th picture]
2. When you go to the beach, always put on sunscreen. [1st picture]
3. The fish isn't as big as the whale. [3rd picture]
4. The hippopotamus is bigger than the gorilla. [2nd picture]

C. Read, circle, and write.
Students look at the pictures, circle the correct answer, and write sentences.

Answers
1. [the smallest], The duck is the smallest.
2. [long], The seal is 2 meters long.
3. [doing], She likes canoeing.
4. [in-line skating], No, he isn't very good at it.

D. Look at the pictures. Write.
Students look at the pictures and write to complete the dialogue.

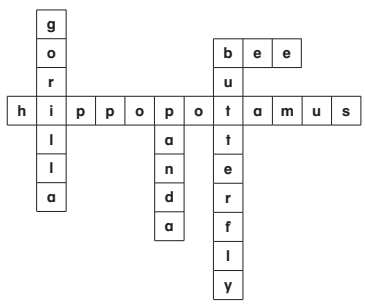
Answers
1. I'm not very good at playing soccer.
   Don't worry. I can help you.
2. Which one would you like?
   I'd like the smallest one, please.

E. What are you very good at? Write.
Students answer the question, writing a sentence about themselves.

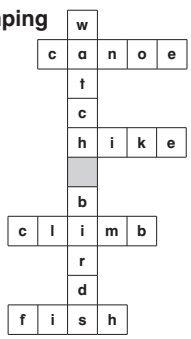
F. Do the puzzle.
Students use the key to fill in the crossword puzzle.

Answers

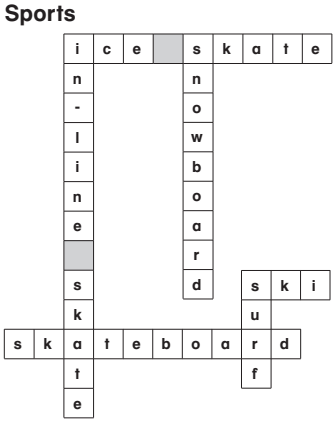
Animals and Insects



Camping



Sports



Skills 1, page 23

A. Read and circle.

Students read the passage and circle the correct answers.

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

B. What about you? Look at A. Write.

Students look at exercise A as an example and complete the sentences, writing about themselves.

Unit 3, Appearance
Lesson 1, What We Look Like, pages 24–25

A. Match.

Students write the letter of the picture that matches the word or phrase.

Answers
1. e
2. a
3. f
4. g
5. h
6. b
7. d
8. c

B. Unscramble.

Students unscramble the letters and write the words.

Answers
1. black hair 2. brown hair
3. red hair 4. gray hair
5. blond hair 6. brown eyes
7. green eyes 8. blue eyes

C. Write and match.

Students write the questions and then draw lines, matching the questions to the answers.

Answers
1. What does she look like? She has shoulder-length, wavy hair.
2. What does she look like? She has long, straight hair.
3. What does he look like? He has short, curly hair.
4. What does he look like? He has a beard and glasses.

D. Write.

Students look at the picture and complete the sentences.

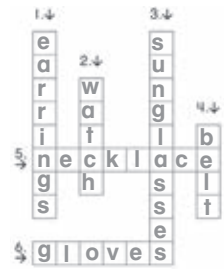
Answers
1. Which one is your sister?
   She's the one with straight hair and glasses.
2. Which one is your father?
   He's the one with short, curly hair.
3. Which one is your brother?
   He's the one with short, wavy hair.
4. Which one is your mother?
   She's the one with long, wavy hair.

Lesson 2, Accessories, pages 26–27

A. Do the puzzle.

Students look at the pictures and write the words in the crossword puzzle.

Answers



B. Unscramble.

Students unscramble the words and write the questions and answers.

Answers
1. What does the watch look like?
   It's new and black.
2. What does the belt look like?
   It's old and long.
3. What do the gloves look like?
   They're big and gray.

C. Write.
Students look at the picture and write the questions and answers.

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

Lesson 3, Reading, pages 28–29

A. Read and number.
Students read and then number the sentences in the correct order.

Answers
1. Good luck on the test!
2. Thanks, Dad.
3. My pencils! What can I do now?
4. Don't worry. You can share mine.

B. Connect.
Students draw lines, connecting the sentences and the pictures.

Answers
1. Good luck in the play. Thanks, Mom. b
2. Which one is Sam? He's the one wearing the black cap. d
3. Who's that wearing the white cap? That's Sam's brother. c
4. My water! What can I do now? Don't worry. You can share mine. a

C. Write.
Students complete the sentences using the key.

Answers
1. Good luck on the test.
2. Good luck with the play.
3. Good luck in the game.

D. What about you? Write.
Students answer the questions, writing sentences about themselves. Answer will vary.

Lesson 4, Camouflage, pages 30–31

A. Write.
Students look at the pictures and write the words.

Answers
1. tree 2. leaf 3. grass 4. stick
5. river 6. fish 7. rock 8. sand

B. Unscramble.
Students unscramble the words and write the sentences.

Answers
1. The butterfly is the same shape as the leaf.
2. The fish is the same color as the sand.
3. The snake is the same color as the grass.
4. The caterpillar is the same shape as the stick.

C. Write.
Students look at the pictures and write the questions and answers.

Answers
1. What does the turtle look like?
   It's the same color and shape as the rock.
2. What does the frog look like?
   It's the same color as the leaf.
3. What does the crab look like?
   It's the same color as the sand.

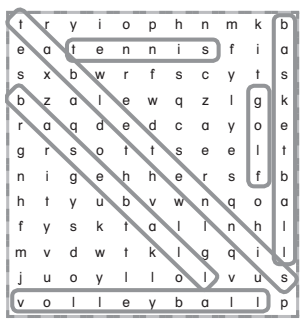
D. Read and draw.
Students draw pictures, illustrating the sentences.

Unit 4, Last Week

Lesson 1, Sports, pages 32–33

A. Do the puzzle.
Students find and circle the words in the word search.

Answers



B. Write.
Students look at the pictures and write the words.

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

C. Write.
Students look at the pictures and write the sentences.

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

D. Circle.
Students look at the pictures and circle the correct words, completing the sentences.

Answers
1. What did she do yesterday?
   She played tennis yesterday.
2. What did they do yesterday.
   They played volleyball yesterday.

Lesson 2, Activities, pages 34–35

A. Connect and write.
Students draw lines, connecting the words, and then write the phrases.

Answers
1. d, talk on the phone
2. e, practice the piano
3. b, visit my friend
4. c, work on a project
5. f, help my parents
6. a, use the computer

B. Write.
Students complete or write the questions and answers.

Answers
1. What did you do last weekend?
   I worked on a project.
2. What did you do last weekend?
   I talked on the phone.
3. What did you do last weekend?
   I used the computer.
4. What did you do last weekend?
   I visited my friend.

C. Write.
Students look at the pictures and complete the questions and answers.

Answers
1. Did you visit your friend on Monday?
   Yes, I did.
2. What did you do on Friday?
   I used the computer on Friday.
3. Did you practice the piano on Sunday?
   No, I didn't practice the piano on Sunday.
4. What did you do on Sunday?
   I talked on the phone on Sunday.

D. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 3, Reading, pages 36–37

A. Read and number.
Students read and then number the sentences in the correct order.

Answers
1. Come on! Hurry up!
2. What's wrong?
3. I can't find my coat.
4. Don't worry. You can borrow mine.

B. Connect and write.
Students draw lines, matching the words, and then write the phrases.

Answers
1. d, Don't worry.
2. a, What's wrong?
3. b, I can't find my glove.
4. e, Come on!
5. c, Hurry up!

C. Write and match.
Students complete the sentences, using the key.

Answers
1. I can't find my ruler. e
2. I can't find my stapler. d
3. I can't find my dictionary. f
4. I can't find my paintbrush. b
5. I can't find my calculator. a
6. I can't find my glue. c

D. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 4, Ancient Rome, pages 38–39

A. Write.
Students write the words in the picture, using the key.

Answers
a. homes
b. stone
c. clay
d. bowls
e. metal
f. neckaces
g. glass
h. cups

B. Look at A. Write.
Students look at exercise A and complete or write the questions and answers.

Answers
1. What did they use to make bowls?
   They used clay.
2. What did they use to make cups?
   They used glass.
3. What did they use to make necklaces?
   They used metal.
4. What did they use to make homes?
   They used stone.

C. Read and fill in the chart.
Students read the sentences and then fill in the chart.

Answers

	NECKLACES	BOWLS	HOMES	CUPS
metal	✔			
glass				✔
stone			✔	
clay		✔		

D. What did you use? Write.
Students answer the questions, writing sentences about themselves.

Check Up 2, pages 40–42

A. Unscramble and check.
Students look at the pictures and unscramble the words, then check the relevant words.

Answers
1. ✓ curly
   wavy
   straight
2. grass
   ✓ leaf
   stick
3. visit
   help
   ✓ practice
4. ✓ glass
   stone
   metal
5. baseball
   ✓ volleyball
   tennis
6. necklace
   belt
   ✓ watch

B. Read, circle, and match.
Students read the sentences, circle the correct word or phrase, and match the sentences with the pictures.

Answers
1. He talked on the phone on Sunday. c
2. The fish is the same color as the sand. d
3. They used metal to make necklaces in Rome. a
4. She has shoulder-length, straight hair. b

C. Look at the pictures. Unscramble the questions.
Students look at the pictures and unscramble the words.

Answers
1. What did she do last weekend?
2. What does he look like?
3. What did he do yesterday?
4. What did they use to make bowls in Rome?

D. Look at the pictures. Write.
Students look at the pictures and write to complete the dialogue.

Answers
1. Good luck in the game.
   Thanks. You, too.
2. I can't find my glove.
   Don't worry. You can borrow mine.

E. What did you do on Sunday? Write.
Students answer the question, writing a sentence about themselves.

F. Look and write.
Students look at the picture and write the missing word.

Answers
1. grass
2. help my parents
3. straight hair
4. table tennis
5. basketball
6. work on a project

G. Look at F. Solve the puzzle.
Students use the answers in exercise F to find the missing words.

Answers
Hi! My name is Ethan. I have short, curly hair and brown eyes. I love sports. Last weekend, I played tennis and baseball. It was great!

Skills 2, page 43

A. Read and circle.
Students read the passage and circle the correct answers.

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

B. What about you? Write.
Students answer the questions, writing sentences about themselves.

Unit 5, A Day Out
Lesson 1, Food and Drink, pages 44–45

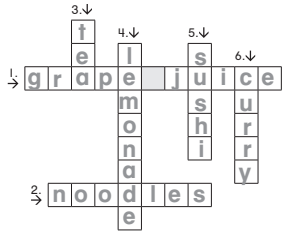
A. Find and circle.
Students look at the pictures and then find and circle the words.

Answers
1. sushi
2. noodles
3. tea
4. grape juice
5. curry
6. lemonade

B. Do the puzzle.

Students look at the pictures and write the words in the crossword puzzle.

Answers



C. Write.

Students look at the pictures and complete or write the sentences.

Answers

1. He ate sushi.
2. She drank grape juice.
3. She ate noodles.
4. He drank tea.

D. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

1. What did she eat for lunch?
   She ate noodles.
2. What did he drink with lunch?
   He drank lemonade.
3. What did he drink with lunch?
   He drank grape juice.
4. What did she eat for lunch?
   She ate curry.

Lesson 2, Things to Do, pages 46–47

A. Circle.

Students look at the pictures and circle the correct answers.

Answers

1. take a picture
2. see a parade
3. buy clothes
4. go bowling
5. get a haircut
6. have a picnic

B. Write.

Students look at the pictures and complete the questions and answers.

Answers

1. What did he do yesterday?
   He went bowling.
2. What did she do yesterday?
   She took a picture.
3. What did he do yesterday?
   He saw a parade.
4. What did she do yesterday?
   She bought clothes.
5. What did he do yesterday?
   He got a haircut.
6. What did she do yesterday?
   She had a picnic.

C. Read and circle.

Students read the charts and circle the correct answers, completing the sentences.

Answers

1. When did she get a haircut? She got a haircut last Wednesday.
2. When did he see a parade? He saw a parade on Sunday afternoon.
3. When did he have a picnic? He had a picnic last week.
4. When did she take a picture? She took a picture yesterday.

D. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 3, Reading, pages 48–49

A. Read and number.

Students number the sentences in the correct order.

Answers

1. I lost my skateboard.
   Let's look for it together.
2. First, we worked on a project.
3. Next, we saw a parade.
4. Here you are.
   Thank you. That was lucky.

B. Write.

Students complete the sentences, using the key.

Answers

1. I lost my backpack.
2. First, we took a picture.

C. Write.
Students look at the pictures and complete or write the questions and answers.

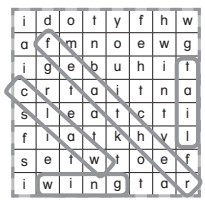
Answers
1. What happened?
   I lost my helmet.
2. What happened?
   I lost my sunglasses.
3. What happened?
   I lost my gloves.
4. What happened?
   I lost my watch.

D. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 4, Dinosaurs, pages 50–51

A. Do the puzzle.
Students find and circle the words in the word search.

Answers



B. Match.
Students draw lines, matching the pictures to the sentences.

Answers
1. b
2. d
3. a
4. c

C. Fill in the chart.
Students look at the pictures and fill in the chart.

Answers

	TAILS	FEATHERS	WINGS	CLAWS
Pterodactyl			✔	
Diplodocus	✔			
Microraptor		✔	✔	
Tyrannosaurus Rex	✔			✔

D. Draw and write.
Students draw a picture of the dinosaur that they like and then complete the sentences.

E. Write.
Students look at the pictures and complete the sentences.

Answers
1. It has claws and a tail.
2. It has feathers and wings.
3. It has claws and a tail.

Unit 6, Being Creative
Lesson 1, The Arts, pages 52–53

A. Unscramble.
Students unscramble the letters and write the words.

Answers
1. sing songs
2. write stories
3. design clothes
4. make models
5. paint pictures
6. make movies

B. Write.
Students look at the picture and write the answers.

Answers
1. make movies
2. sing songs
3. design clothes
4. write stories
5. make models
6. paint pictures

C. Match.
Students draw lines, matching the sentences to the pictures.

Answers
1. d
2. c
3. b
4. a

D. Write.
Students look at the pictures and complete or write the questions and answers.

Answers
1. Does she like to paint pictures?
   Yes, she does.
2. Does he like to make movies?
   No, he doesn't. He likes to sing songs.
3. Does she like to make models?
   No, she doesn't. She likes to design clothes.
4. Does he like to write stories?
   Yes, he does.

Lesson 2, Making Things, pages 54–55

A. Write.
Students look at the pictures and write the answers.

Answers
1. make jewelry
2. knit a scarf
3. bake cookies
4. cook dinner
5. play music
6. make a card

B. Circle.
Students look at the pictures and circle the correct answers, completing the sentences.

Answers
1. She knitted a scarf for him.
2. He cooked dinner for her.
3. She baked cookies for them.

C. Write.
Students look at the picture and complete or write the questions and answers.

Answers
1. What did he play for them?
   He played music for them.
2. What did she knit for him?
   She knitted a scarf for him.
3. What did he make for her?
   He made jewelry for her.
4. What did she bake for them?
   She baked cookies for them.
5. What did he cook for him?
   He cooked dinner for him.
6. What did she make for her?
   She made a card for her.

Lesson 3, Reading, pages 56–57

A. Read and number.
Students read and then number the sentences in the correct order.

Answers
1. Let's help him.
2. Could you carry these books for me?
3. Sure. No problem.
4. I painted this picture for you. Thanks.

B. Match.
Students draw lines, matching the pictures and sentences.

Answers
1. c
2. a
3. b

C. Write.
Students write the sentences, using the key.

Answers
1. Let's help her.
2. Can you open the window for me?
3. Sure. No, problem.
4. Thank you.

D. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 4, Types of Art, pages 58–59

A. Write.
Students look at the pictures and write the answers.

Answers
1. mosaic
2. photograph
3. sculpture
4. painting

B. Match.
Students draw lines, matching the pictures to the sentences.

Answers
1. d
2. a
3. c
4. b

C. Write.
Students look at the pictures and complete the sentences.

Answers
1. This is a mosaic of a girl. She's kicking a ball.
2. This is a photograph of a boy. He's drinking milk.
3. This is a sculpture of a girl. She's knitting.
4. This is a painting of a boy. He's getting a haircut.

D. What about you? Write.
Students answer the questions, writing sentences about themselves.

Check Up 3, pages 60–62

A. Match.
Students write the letter of the picture that matches the word or phrase.

Answers
1. d
2. f
3. b
4. c
5. a
6. e

B. Read, write, and number.
Students read and complete the sentences, then number the pictures.

Answers
1. This is a mosaic of a girl. [4th picture]
2. He likes to paint pictures in his free time. [1st picture]
3. Some dinosaurs had claws. [2nd picture]
4. What did he drink with lunch? [3rd picture]

C. Read, circle, and write.
Students look at the pictures, circle the correct answer, and write sentences.

Answers
1. What did she do yesterday?
   She had a picnic.
2. Does he like to make movies?
   Yes, he does.
3. What did he make for her?
   He made a necklace for her.
4. What did she eat for lunch?
   She ate noodles.

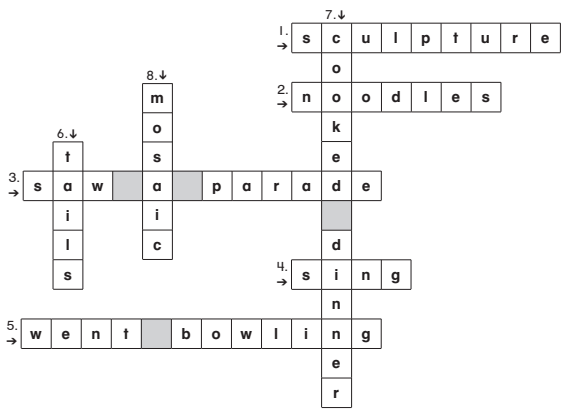
D. Look at the pictures. Write.
Students look at the pictures and write to complete the dialogue.

Answers
1. What happened?
   I lost my ball.
2. Could you walk the dog for me?
   Sure. No problem.

E. What do you like to do in your free time? Write.
Students answer the question, writing a sentence about themselves.

F. Complete the sentences and do the puzzle.
Students use the key to fill in the crossword puzzle and complete the sentences.

Answers
1. This is a sculpture.
2. He ate noodles for lunch.
3. He saw a parade yesterday.
4. She likes to sing songs.
5. He went bowling yesterday.
6. Some dinosaurs had tails.
7. He cooked dinner for them.
8. This is a mosaic of a woman.



Skills 3, page 63

A. Read and circle.
Students read the passage and circle the correct answers.

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

B. What about you? Write.
Students answer the questions, writing sentences about themselves.

Unit 7, Things to Be
Lesson 1, Careers, pages 64–65

A. Circle.
Students look at the pictures and circle the correct answers.

Answers

1. artist	2. scientist	3. game designer
4. actor	5. musician	6. journalist

B. Write.
Students look at the pictures and write the answers.

Answers

1. actor	2. journalist	3. game designer
4. musician	5. artist	6. scientist

C. Match.
Students draw lines, matching the pictures to the sentences.

Answers
1. b
2. c
3. d
4. a

D. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. What does he want to be when he grows up?
   He wants to be a journalist.
2. What does she want to be when she grows up?
   She wants to be a scientist.
3. What does he want to be when he grows up?
   He wants to be a game designer.
4. What does she want to be when she grows up?
   She wants to be an artist.

Lesson 2, The Future, pages 66–67

A. Write.
Students look at the pictures and write the answers.

Answers
1. fly a helicopter
2. explore the jungle
3. drive a race car
4. go to space
5. travel the world
6. work with animals

B. Write.
Students look at the pictures and complete or write the questions and answers.

Answers
1. What do you want to do when you're older?
   I want to work with animals.
2. What do you want to do when you're older?
   I want to explore the jungle.
3. What do you want to do when you're older?
   I want to travel the world.

C. Circle.
Students circle the correct words, completing the sentences.

Answers
1. What does she want to do when she's older?
   She wants to go to space.
2. What does he want to do when he's older?
   He wants to drive a race car.
3. What does she want to do when she's older?
   She wants to fly a helicopter.

D. What do you want to do when you're older? Write.
Students answer the question, writing about themselves.

Lesson 3, Reading, pages 68–69

A. Read and number.
Students read and then number the sentences in the correct order.

Answers
1. Let's go see the animals!
   Wait a minute.
2. What does that sign mean?
   It means you can't run here.
3. What does that sign mean?
   It means you can't feed the animals.
4. I want to work with animals when I'm older.

B. Unscramble.
Students unscramble the letters and write the sentences.

Answers
1. What does that sign mean?
2. It means you can't take pictures here.
3. I want to be a journalist when I'm older.

C. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. What does that sign mean?
   It means you can't climb trees here.
2. What does that sign mean?
   It means you can't skateboard here.
3. What does that sign mean?
   It means you can't use a phone here.
4. What does that sign mean?
   It means you can't play soccer here.

D. Draw a sign. What does it mean?
Students draw a picture of a sign and then explain what that sign means.

Lesson 4, In Space, pages 70–71

A. Write.
Students look at the pictures and write the answers.

Answers
1. space shuttle
2. space suit
3. space station
4. Earth

B. Read and circle.
Students look at the pictures and circle the correct answers, completing the sentences.

Answers
1. Astronauts have to work on the computer.
2. Astronauts have to stay strong.
3. Astronauts have to leave the space station.
4. Astronauts don't have to be scientists to work in the space station.

C. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. Astronauts have to be friendly in the space station.
2. Astronauts have to take the space shuttle to get to the space station.
3. Astronauts have to wear space suits outside the space station.
4. Astronauts have to be careful in the space station.

D. What do you have to do at school? Write.
Students answer the question, writing about themselves.

Unit 8, On Vacation

Lesson 1, Activities, pages 72–73

A. Match.
Students write letters to match the pictures to the words.

Answers
1. c
2. e
3. f
4. b
5. d
6. a

B. Unscramble.
Students unscramble the letters and write the answers.

Answers
1. see a show
2. stay in a hotel
3. go on a bus tour
4. swim in the ocean
5. take a boat ride
6. ride a horse

C. Write.
Students look at the pictures and complete or write the questions and answers.

Answers
1. What's she going to do on vacation?
   She's going to take a boat ride.
2. What's he going to do on vacation?
   He's going to stay in a hotel.
3. What's she going to do on vacation?
   She's going to go on a bus tour.

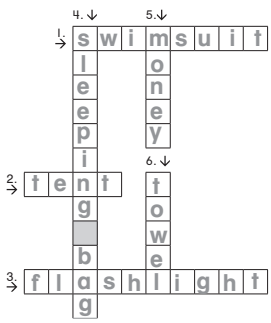
D. Write.
Students look at the chart and answer the questions.

Answers
1. He's going to ride a horse next Monday.
2. He's going to swim in the ocean next weekend.
3. He's going to see a show tomorrow.

Lesson 2, Things for a Trip, pages 74–75

A. Do the puzzle.
Students look at the pictures and write the words in the crossword puzzle.

Answers



B. Match.
Students write letters to match the pictures to the sentences.

Answers
1. b
2. d
3. a
4. e
5. c

C. Look at the chart. Write.
Students look at the chart and then complete or write the questions and answers.

Answers
1. Are they going to take towels with them?
   Yes, they are.
   Are they going to take money with them?
   No, they aren't.
2. Are they going to take swimsuits with them?
   Yes, they are.
   Are they going to take tents with them?
   No, they aren't.
3. Are they going to take flashlights with them?
   Yes, they are.
   Are they going to take sleeping bags with them?
   No, they aren't.

Lesson 3, Reading, pages 76–77

A. Match.
Students draw lines, matching the pictures to the sentences.

Answers
1. d
2. c
3. a
4. b

B. Unscramble.
Students unscramble the letters and write the answers.

Answers
1. I'm going to ride a camel.
2. See you next month.
3. I'm going to miss you.
4. Have a great time.

C. Write.
Students look at the pictures and complete or write the questions and answers.

Answers
1. What are you going to do tomorrow?
   I'm going to go on a bus tour.
2. What are you going to do next weekend?
   I'm going to stay in a hotel.
3. What are you going to do next week?
   I'm going to ride a horse.

D. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 4, Transportation, pages 78–79

A. Write.
Students look at the pictures and write the answers.

Answers
1. subway
2. taxi
3. gondola
4. ferry

B. Circle.
Students look at the pictures and circle the correct answers.

Answers
1. She's going to take a taxi.
2. They're going to take a ferry.
3. He's going to take the subway.
4. They're going to take a gondola.

C. Write.
Students look at the pictures and complete or write the questions and answers.

Answers
1. How's he going to get to the restaurant?
   He's going to take a gondola.
2. How's she going to get to the museum?
   She's going to take the subway.
3. How are they going to get to the hotel?
   They're going to take a ferry.
4. How are they going to get to the park?
   They're going to take a taxi.

Check Up 4, pages 80–82

A. Unscramble and check.
Students look at the pictures and unscramble the words, then check the relevant words.

Answers
1. towel
   swimsuit
   ✓ flashlight
2. space suit
   ✓ Earth
   space station
3. ✓ fly
   drive
   explore
4. ferry
   taxi
   ✓ subway
5. actor
   ✓ musician
   artist
6. ✓ ride
   see
   swim

B. Read, circle, and match.
Students read the sentences, circle the correct word or phrase, and match the sentences with the pictures.

Answers
1. She wants to go to space. b
2. Astronauts have to stay strong. a
3. He's going to stay in a hotel. d
4. She wants to be a scientist. c

C. Look at the pictures. Unscramble the questions.
Students look at the pictures and unscramble the words.

Answers
1. What's she going to do on vacation?
2. What does he want to be when he grows up?
3. What's he going to take with him?
4. How are they going to get to the hotel?

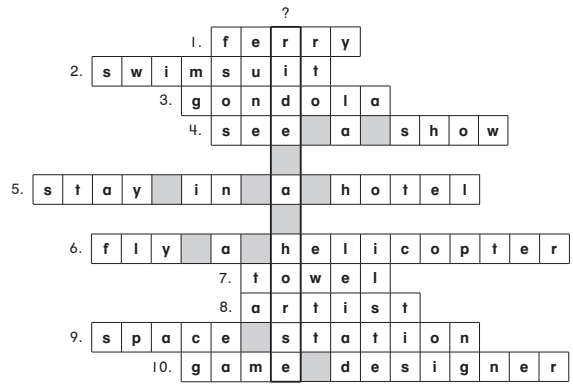
D. Look at the pictures. Write.
Students look at the pictures and write to complete the dialogue.

Answers
1. What does that sign mean?
   It means you can't use a cell phone here.
2. Bye. Have a great time!
   Thank you. See you next month.

E. What are you going to do on vacation? Write.
Students answer the question, writing a sentence about themselves.

F. Do the puzzle.
Students use the key to fill in the crossword puzzle.

Answers



G. Look at F. Write and draw.
Students use the answers in exercise F to find the missing words, then draw a picture.

Answer
I'm going to ride a horse on vacation!

Skills 4, page 83

A. Read and circle.
Students read the passage and circle the correct answers.

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

B. What about you? Look at A. Write.
Students look at exercise A as an example and complete the sentences, writing about themselves.

Picture Card List

1 gram
2 kilogram
3 centimeter
4 meter
5 kilometer
6 Work with your partner.
7 Work with your group.
8 Write your name at the top of the page.
9 Write your answer on the board.
10 climb
11 hike
12 canoe
13 fish
14 grill hamburgers
15 watch birds
16 ski
17 snowboard
18 ice skate
19 in-line skate
20 skateboard
21 surf
22 wear a helmet
23 put on sunscreen
24 wear a life jacket
25 fasten your seatbelt
26 hippopotamus
27 gorilla
28 panda
29 butterfly
30 caterpillar
31 bee
32 eel
33 seal
34 dolphin
35 squid
36 whale
37 shark
38 lizard
39 beetle
40 crab
41 octopus
42 weight
43 length
44 short hair
45 shoulder-length hair
46 long hair
47 straight hair
48 curly hair
49 wavy hair
50 black
51 brown
52 red
53 blond
54 gray
55 brown
56 green
57 blue
58 a beard
59 glasses
60 watch
61 necklace
62 earrings
63 sunglasses
64 gloves
65 belt
66 stick
67 leaf
68 grass
69 sand
70 baseball
71 basketball
72 volleyball
73 golf
74 tennis
75 table tennis
76 practice the piano
77 use the computer
78 talk on the phone
79 help my parents
80 visit my friend
81 work on a project
82 weekend
83 stone
84 clay
85 glass
86 metal
87 noodles
88 curry
89 sushi
90 lemonade
91 grape juice
92 tea
93 go bowling
94 take a picture
95 see a parade
96 have a picnic
97 get a haircut
98 buy clothes
99 feather
100 tail
101 claw
102 wing
103 sing songs
104 make movies
105 write stories
106 design clothes
107 paint pictures
108 make models
109 cook dinner
110 bake cookies
111 make jewelry
112 make a card
113 knit a scarf
114 play music
115 painting
116 photograph
117 mosaic
118 sculpture
119 actor
120 artist
121 musician
122 game designer
123 journalist
124 scientist
125 go to space
126 fly a helicopter
127 work with animals
128 drive a race car
129 explore the jungle
130 travel the world
131 space shuttle
132 space station
133 space suit
134 Earth
135 take a boat ride
136 see a show
137 go on a bus tour
138 ride a horse
139 swim in the ocean
140 stay in a hotel
141 swimsuit
142 towel
143 money
144 tent
145 flashlight
146 sleeping bag
147 taxi
148 ferry
149 subway
150 gondola

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artist. 58
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likes 2
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lizard 18
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OXFORD
UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
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First published in 2017
2021 2020 2019 2018 2017
10 9 8 7 6 5 4 3 2 1

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ISBN: 978-0-19-410669-6 Teacher's Resource Center CD-ROM
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ISBN: 978-0-19-410655-9 DVD as pack component

ISBN: 978-0-19-482320-3 Student Book Classroom Presentation Tool
as pack component

ISBN: 978-0-19-482321-0 Workbook Classroom Presentation Tool
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ACKNOWLEDGMENTS

Cover Illustration: Fernando Volken Togni

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