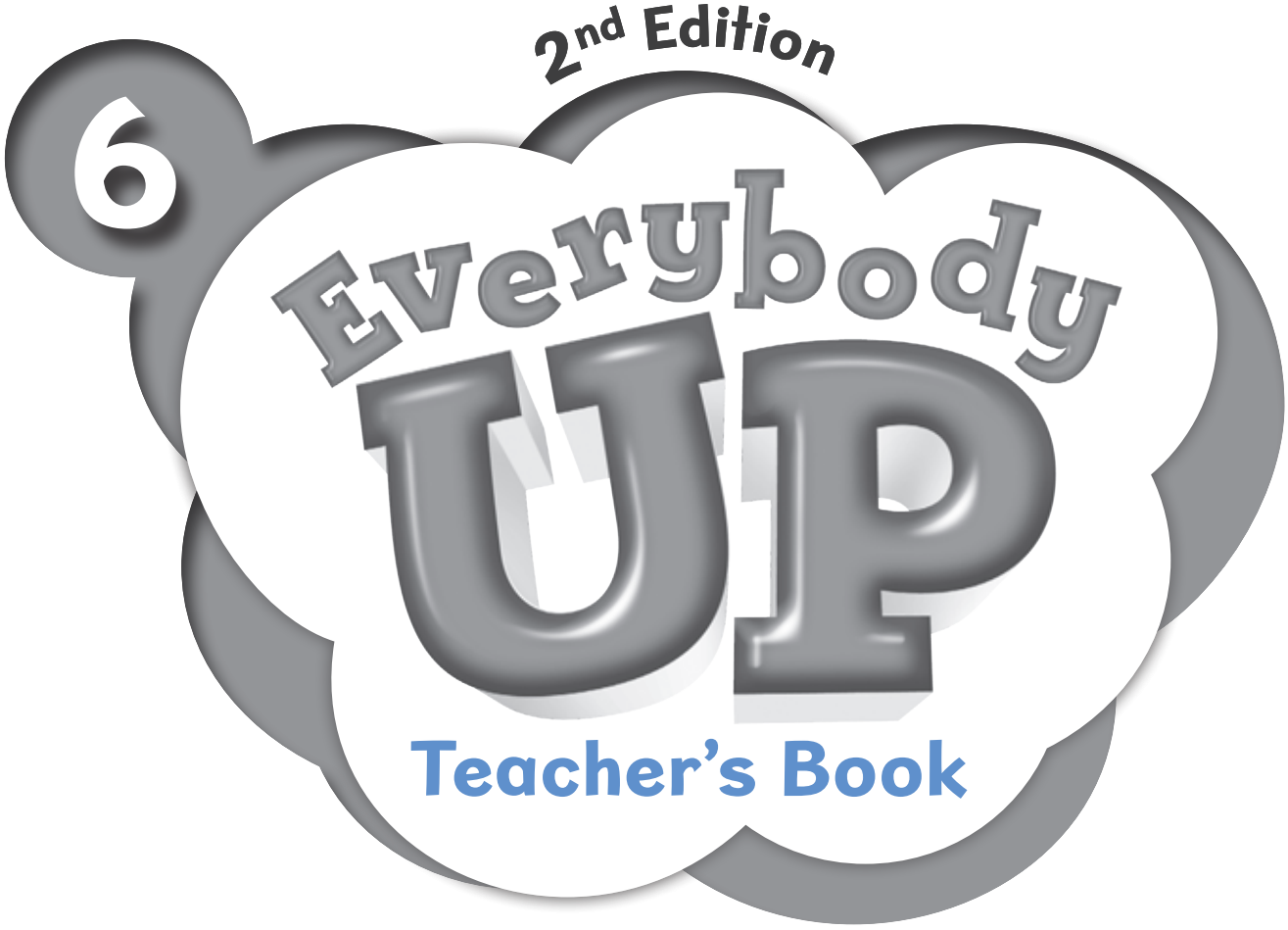


Kathleen Kampa
Charles Vilina

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Syllabus

Welcome

- *Review of Level 5*
- *Talking about languages of other countries*
- *Practicing classroom language*

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

Classroom Language

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

Unit 1 Getting Around

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

Unit 2 Family Life

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Responsibilities: read textbooks pay bills go to bed early repair the house type a report scrub the sink • Compound sentences with *but* and *and* • Modal verb *have to* *I have to read textbooks, but my parents don't have to.* *I have to read textbooks, and my parents do, too.* *I don't have to read textbooks, but my son/daughter does.* *I don't have to pay bills, but my parents do.*	**Privileges:** call friends stay up late invite a friend over watch a scary movie sing karaoke have a party • Compound sentences with *but* and *and* • Modal verbs *can* and *could* *I can call friends on weekends, but I can't call friends on weekdays.* *My dad could call friends when he was my age, but my mom couldn't.*	**Reading: Babysitting** • Asking if something is mandatory *Do I have to babysit?* *You don't have to, but you should.* *OK. I will.* *Do I have to babysit?* *Yes, I'm afraid you do.* *All right, Mom.* Be responsible.	Math **Basic Math:** addition something order subtraction multiplication division • Asking what is the best way to do math problems *What kind of math should you use for the first problem?* *Addition.* *1 + 13 + 6 + 3 + 2 = 25* Video Poster

Check Up 1 Units 1 and 2 | Skills Bonus Nina's Trip to Bangkok | **Project** Journal

Unit 3 Student Life

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

Unit 4 Wants and Needs

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

Check Up 2 Units 3 and 4

Bonus Skills Betty Miller, Volunteer

Project Poster

Unit 5 Around Town

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

Unit 6 Our Planet

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

Check Up 3 Units 5 and 6 Skills Bonus A Healthy Club **Project** TV Commercial

Unit 7 Achievements

Lesson 1	Lesson 2	Lesson 3	Lesson 4
The Arts: Verdi's operas Picasso's paintings Shakespeare's plays Beethoven's symphonies Michelangelo's sculptures Balanchine's ballets • Statements in the present passive voice *Verdi's operas are performed here.* *Picasso's paintings are displayed here.* • Questions in the present passive voice *Whose operas are performed here?* *Verdi's operas are performed here.* *Whose paintings are displayed here?* *Picasso's paintings are displayed here.*	**Engineering Projects:** Erie Canal Trans-Siberian Railway Hoover Dam Seikan Tunnel Taipei 101 Building Oliveira Bridge • Sentences in the past passive voice *The Erie Canal was completed in 1825.* • Questions in the past passive voice *When was the Erie Canal constructed?* *It was started in 1817, and it was finished in 1825.*	**Reading: An Afternoon at the Opera** • Asking if someone knows about something *Did you know that* Aida *was first performed in Egypt?* *I didn't know that./Yes, I knew that.* Be polite.	**Engineering Projects:** Math modern body of water daily height width underwater • Asking questions in the past passive voice *When was the Channel Tunnel constructed?* *It was started in 1988, and it was finished in 1994.* • Asking questions with comparisons *Which is higher, the Golden Gate Bridge or the Channel Tunnel?* *The Golden Gate Bridge is higher.* Video Poster

Unit 8 Graduation Day

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

Check Up 4 Units 7 and 8 Bonus Skills Beethoven's Ninth Symphony **Project** Book

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


Pair or group work



Student Audio CD



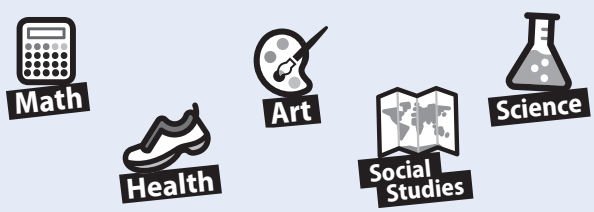
Class Audio CD



Test Audio Track


Video


Poster



School Subject Connection (CLIL)

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: In Levels 1 to 6, 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

In Levels 1 to 6, 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.

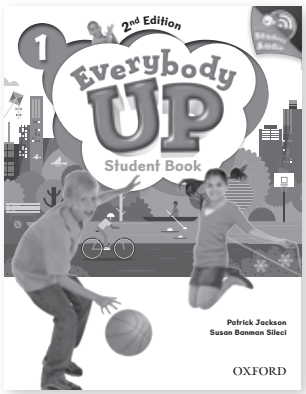
Online Practice also contains additional resources for students and teachers. The Media Center provides students and teachers with cross-curricular videos, animated song videos, and the Student Book audio program. In the Resources section, students can access self-study materials and customizable wordlists, song lyrics, and video scripts. In addition to these resources, teachers have access to poster descriptions and information and the 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

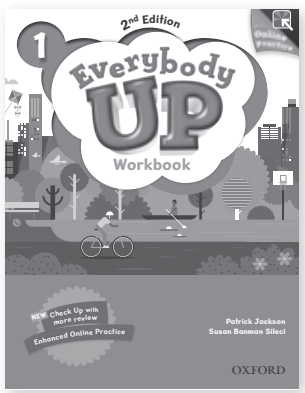
- Eight units with four lessons per unit
- Check Ups and Bonus lessons after every two units (Levels Starter–2: Phonics; Levels 3–6: Skills)
- Projects get students working together to activate new language
- Includes Cambridge YLE practice



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

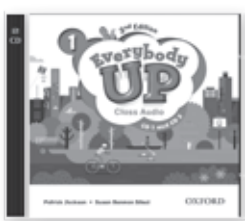
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Picture dictionary for vocabulary and writing practice
- Check Up pages support the Student Book





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

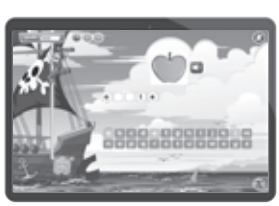
- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories, songs, and chants



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



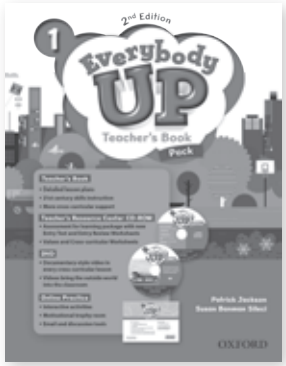
Teacher's Book Pack

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

iTools

- Classroom presentation software
- Teachers can project Student Book and Workbook pages, show answer keys and additional resources, and play the videos and audio files
- Includes interactive activities and new grammar animations with every lesson



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



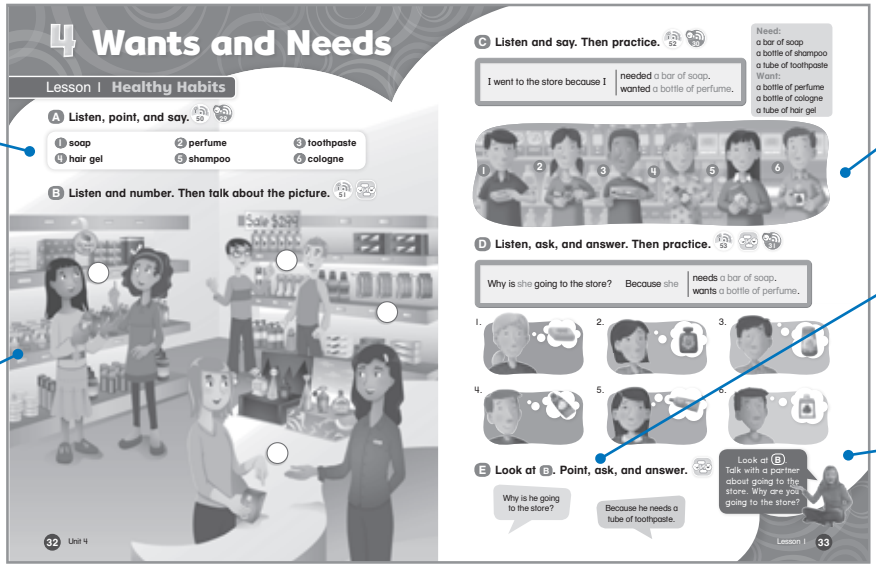
Additional Online Resources

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

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.



Student Book pages 32–33

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.

Warm up

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

A Listen, point, and say.

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

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

B Listen and number. Then talk about the picture.

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

1. Direct students to the big picture and focus discussion on areas of the picture suggested in the lesson notes.
2. Play the Class CD track for this exercise. Students listen, find the items in the picture, and number them.
3. Students check their answers. 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. Students practice the pattern in pairs, using their books.

D Listen, ask, and answer. Then practice. (or 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 second grammar box in Lesson 1.
4. Play the Class CD track for this exercise. Students listen, ask, and answer or listen and say along with the CD.
5. Students practice the pattern in pairs, or individually, using their books.

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



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

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 and activities to further practice the new vocabulary and grammar patterns.

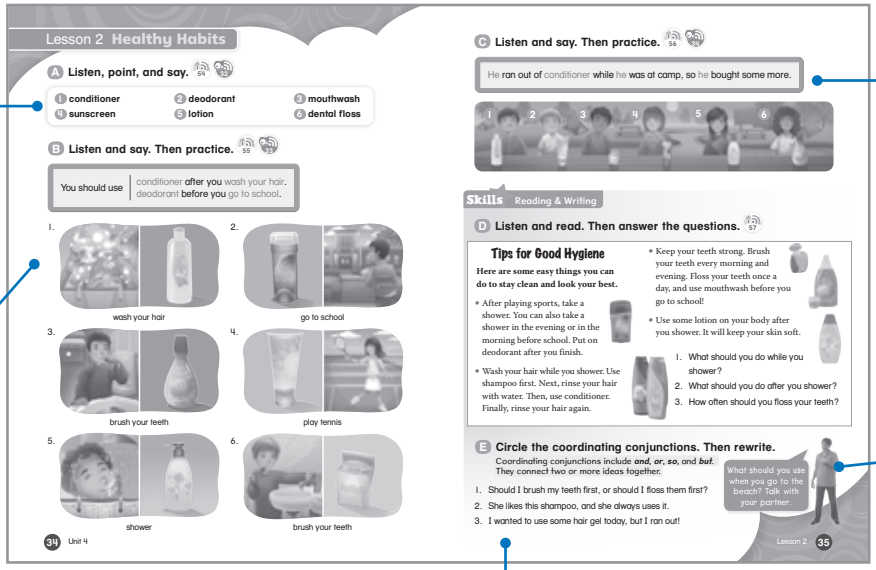
Extra Practice

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.



Student Book pages 34–35

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.

Warm up

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

A Listen, point, and say.

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

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

B Listen and say. Then practice. (or 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 first grammar box in Lesson 2.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Students practice the pattern on their own, or with a partner, using their books.
6. If an activity is suggested, use it to further practice the grammar pattern.

C Listen, ask, and answer. Then practice. (or 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 second grammar box in Lesson 2.
4. Play the Class CD track for this exercise. Students listen, ask, and answer, or listen and say, along with the CD.
5. Students practice the pattern in pairs, or individually, using their books.

Skills Listening & Speaking

Listening- and speaking-focused activities are included in odd numbered units.

D Listen. Then answer the questions.

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

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

E Exercise varies.



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

Skills Reading & Writing

Reading- and writing-focused activities are included in even numbered units.

D Listen and read. Then answer the questions.

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

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

E Exercise varies.



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

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 and activities to further practice the new vocabulary and grammar patterns.

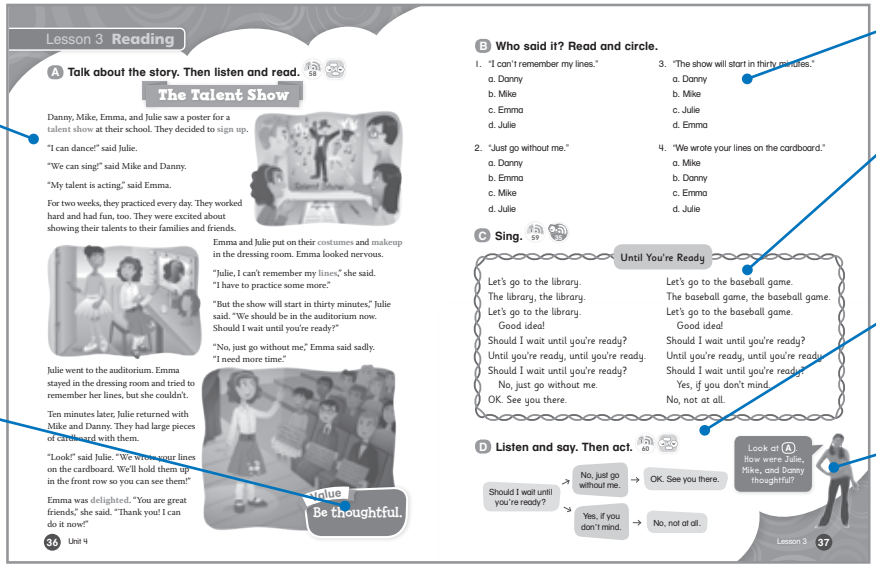
Extra Practice

Workbook
Student Audio CD
iTools
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

Circling activity builds reading comprehension.

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

Role plays in different contexts help students practice the conversation.

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

Warm up

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

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

B Exercise varies. Read and circle.

1. Explain that students will 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 A as a reference.
3. Check the answers together.

C Sing.

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

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

D Listen and say. Then act.



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

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

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 and activities to further review the story.

Extra Practice

Workbook
Student Audio CD
Lesson 3 Worksheet
iTools
Online Practice

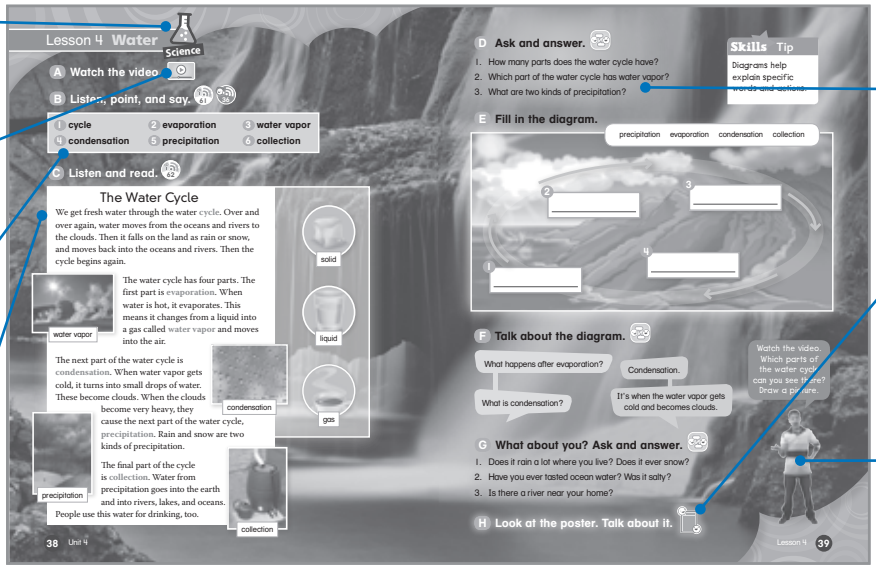
Lesson 4

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

Video links the content to a rich visual learning experience.

Words are clearly presented with audio support.

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



Student Book pages 38–39

Students practice the language and concepts with critical thinking activities.

Posters bring real-world content into the classroom.

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

School Subject Connection

Science

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

Warm up

1. Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
2. Review any previously learned language that will help prepare students for the current lesson.
3. If a song, game, or activity is suggested, use it as additional warm up for Lesson 4, or elicit the language from the previous lesson. 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 116–118 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. Introduce the new vocabulary words or phrases by writing them on the board. Point to the board and say the vocabulary aloud until students can produce the new vocabulary on their own.
2. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
3. Students practice saying the new vocabulary on their own, using their books.

C Listen and read.

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

D Ask and answer.



1. Explain that students will read the questions and discuss them with a partner.
2. Direct students' attention to the Skills Tip box. Help students understand how to apply the tip to what they've just read.
3. Read each question aloud with the class. Students can answer orally and then write their answers or do the activity on their own, using Activity C as a reference.
4. Check answers together.

E Exercise varies.

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

F Exercise varies.



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

G What about you? Ask and answer.



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

H 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, talk generally 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/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.

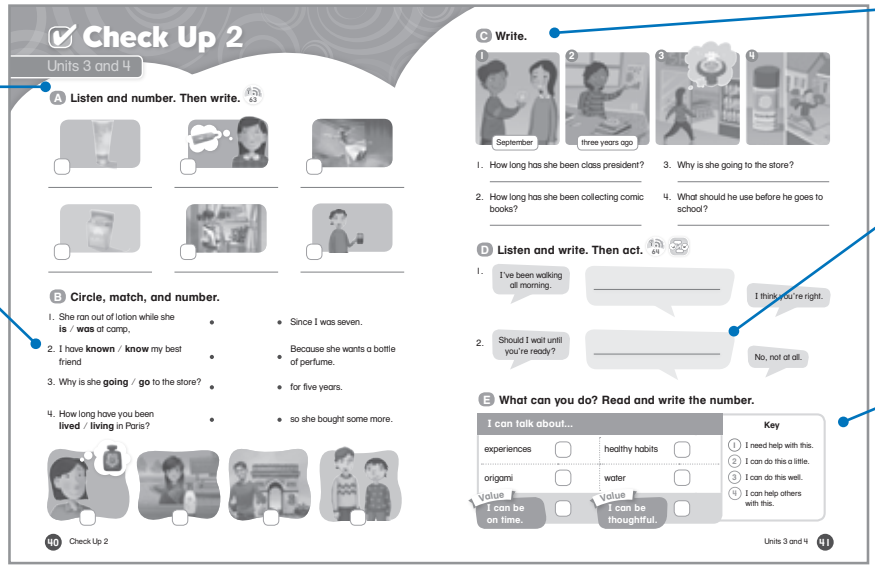
Extra Practice

Workbook
Student Audio CD
Lesson 4 Worksheet
Unit Test
iTools
Online Practice

Check Up

Students identify vocabulary from the previous two units.

Students check comprehension of languages 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. Use language from the previous two units to elicit responses from students.
2. If a game or activity is suggested, use it to review vocabulary from the previous two units.
3. Elicit the lesson language from the previous two lessons. Students practice the language with their classmates.

A Listen, number, and write. (or Listen and number. Then write.)

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

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

B Circle the correct letter. Then number the pictures. (or Circle, match, and number.)

1. Review key language from the previous two units. Cue vocabulary or play a short game.
2. Students look at the pictures, read the sentences and identify the correct answer by circling or circling and matching the response.
3. Then students number the items in the boxes before checking their answers.

C Write.

1. Review key language from the previous two units. 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. 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 write the number.

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

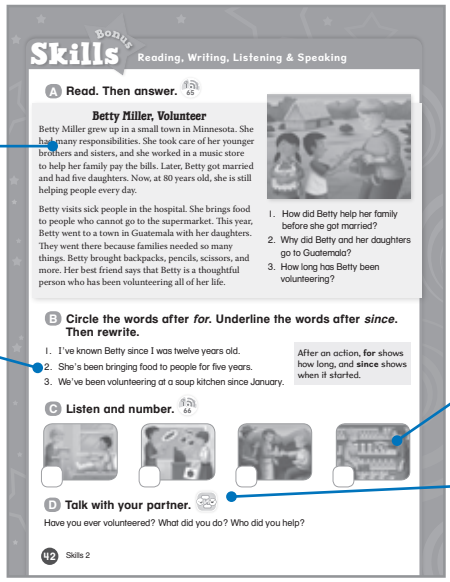
1. Review the contents of the chart with the class and make sure students understand the rating system and how to complete the chart.
2. Students consider how well they have learned each item on the chart and rate themselves using the rating system.
3. Students think about what they need more practice 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 the students' self-evaluations.

Extra Practice

Workbook
iTools
Online Practice



Student Book page 42

Students read an interesting text about people, places, or events in the real world.

Students identify elements in the text and write out answers.

Students practice their listening skills.

Students talk about what they have read with one another.

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 Read. Then answer.

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

1. Students look at the title of the reading and the pictures and discuss what they think the reading will be about.
2. Students read the text. If it is helpful, play the Class CD track and students listen and read along.
3. Read the questions. Students can answer orally or write their answers in a notebook. Encourage them to use complete sentences.
4. Check answers together.

B Exercise varies.

1. Call students' attention to the highlighted reminder.
2. Students read the sentences and identify parts of the text by circling or underlining.
3. Students can rewrite the sentences in a notebook.
4. Check answers together.

C Listen and number.

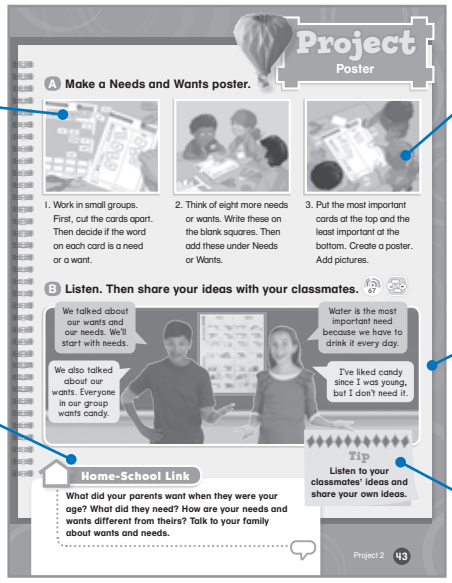
1. Play the Class CD track for this exercise. Students listen and number the pictures.
2. Play the track again so students can check their work. Then check the answers together.

D Talk with your partner.



1. Students read the questions and think about their answers. Model a discussion with a student.
2. Students share their answers 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 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. 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.
3. Students or groups of students talk about what they remember from their family discussion.

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

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

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

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

Teaching Grammar

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

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

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

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

Teaching Skills

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

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

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

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

Level 6 Skills Bonus lessons build reading, writing, listening, and speaking skills using a topical reading, a writing activity, a listening activity, and questions eliciting student discussion. The 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. Students read or read along with the audio.

Activity B

Review what the students will be identifying in the text to make sure students understand what they are looking for. The students underline or circle elements in the sentences. Then they rewrite the sentences in a notebook.

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 questions with the class and make sure students understand. Give students a chance to think about their answers. Model discussing the questions with volunteers, guiding them with further questions if necessary. Then, students talk about their answers to the questions with classmates or in small groups. Encourage students to be creative in their answers.

Teaching Songs

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

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

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

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

Teaching Stories

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

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

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

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. Follow-up activities include having students rewrite the story or write a new ending for it.

Teaching Conversations

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

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 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 119. 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 students' 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 a partner questions, 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 the beanbag to practice the target language.

Bingo

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

Brainstorm

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

Buzzers

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

Card Grab

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

Categories

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

Charades

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

Circles

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

Find Someone Who

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

Find Your Partner

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

Finish the Story

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

Five Questions

This activity practices *yes/no* questions. Students work in small groups. One student (S1) thinks of an action or object but does not tell the group what it is. Group members can ask five *yes/no* questions to identify the word. If group members do not identify the word in five tries, S1 gets a point. The winner is the student with the most points in the group.

Guess the Next Card

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

Hands On!

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

Jump to the Word

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

Listen and Draw

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

Memory Chain

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

Memory Game

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

A New Story

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

Order the Text

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

Picture Pieces

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

Picture Sentences

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

Rhythm Circle

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

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

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

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

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

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

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

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

Simon Says

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

Sing the Next Stanza

In this game, students challenge each other to remember the songs they have learned in previous lessons. Students work in teams with one group starting a verse of a song. If the other team can sing the next verse in the song, they get to choose a new challenge. Variations on this game can be done with singing, speaking, or even writing. Students can also play this in pairs or smaller groups.

Speed Dictation

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

Teacher's Mistake

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

Team Race

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

Telephone

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

students say the sentences aloud to see if they are different.

Toss and Tell

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

Two Truths and a Lie

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

What's Missing?

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

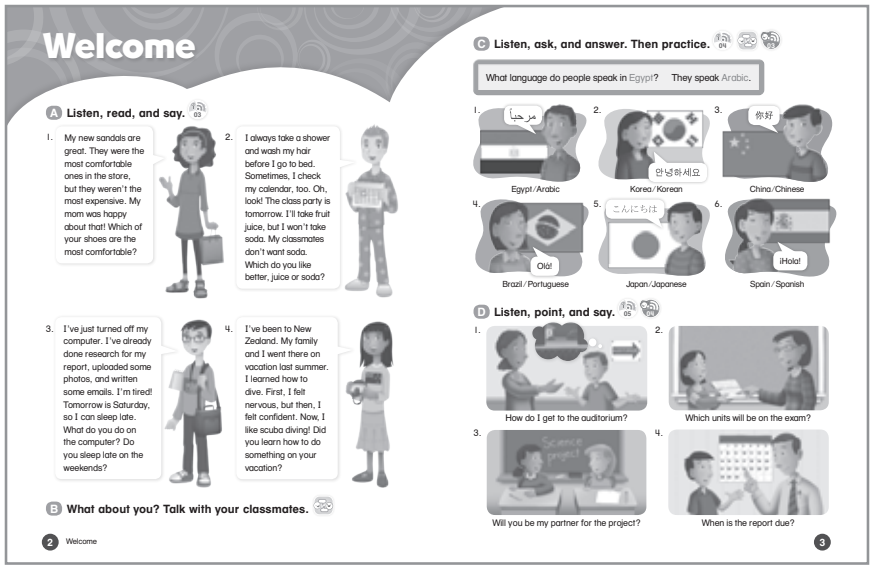
Who Wrote It?

In groups, each student writes a sentence that uses the new grammar and vocabulary on a piece of paper. Students can be truthful or make up silly things, for example, *I was nervous during the test today* or *I was confident when I saw the lion*. Group members elect one person to read each sentence aloud without revealing whose it is. The rest of the group tries to guess who wrote each sentence.

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



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

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

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

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

Materials
Class CD1 Tracks 03–05

Student Book pages 2–3

Student Book page 2

Warm up

1. Greet students by saying *Good (morning). My name is (Mrs. Smith).* Elicit *Good morning, (Mrs. Smith).* Ask students to introduce themselves individually and add a sentence including key information about themselves; for example: *My name's (Mike). I (play the guitar).*
2. **Toss and Tell** (Teacher's Book pages 28–31). Review present perfect question *Have you ever..?* S1 asks: *Have you ever read a book in Portuguese?* then tosses the ball to S2 who answers, asks a new question: *Have you ever climbed a mountain?*, and tosses the ball to S3.

A Listen, read, and say.

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

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

CD 1 03

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

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

B What about you? Talk with your classmates.

1. Explain that students will talk using the questions the characters asked: *Which of your shoes are the most comfortable? Which do you like better, juice or soda? What do you do on the computer? Do you*

sleep late on the weekends? Did you learn how to do something on your vacation? Model a conversation with a volunteer.

2. Have students discuss the questions in pairs. Go around the room and help as needed.
3. Have pairs report on their partner's answers: This is *(Alex). (His sneakers) are the most comfortable shoes he has. He likes (soda) better than juice. He can download music on a computer. He always sleeps late on (Sundays). He learned (how to ride a horse) on his vacation.*

Student Book page 3

C Listen, ask, and answer. Then practice.



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

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

CD 04

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

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

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

D Listen, point, and say.

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

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

CD 05

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

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

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 ask and answer with a partner *What did you do on your last vacation?* Then students create a skit about a vacation that includes three or four activities. One partner narrates the skit from a script while the other partner silently acts it out. Students perform their skits for another pair.

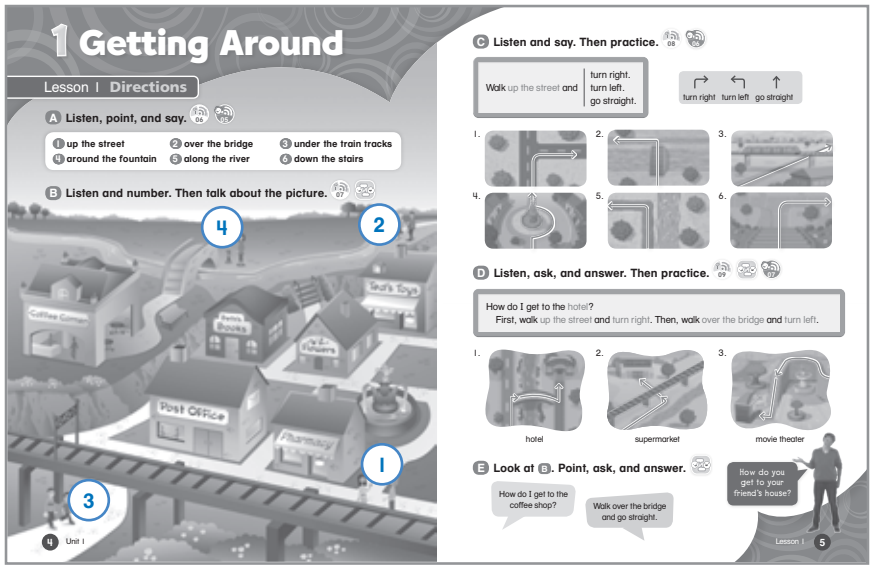
Games and Activities

- **Guess the Next Card** (Teacher's Book pages 28–31). Students in groups of six make cards with the flags presented in the lesson: *Egypt, Korea, China, Brazil, Japan, Spain.* Then they play the game. The member of the group with the most guesses is the winner.
- **Order the Questions** (Teacher's Book pages 28–31). Copy the four classroom language questions on cardboard. Cut the questions into strips and then the strips into individual words, and give one question to each group of students. Students race to the front when they put the question in the correct order.

Extra Practice

Workbook pages 2–3
Student Audio CD Tracks 03–04
iTools
Online Practice

Lesson 1 Directions



Student Book pages 4–5

Objectives
- Asking for and giving directions

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

  Walk up the street and turn right.

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

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

Materials
Class CD1 Tracks 06–09

Student Book page 4

Warm up

1. Greet students by saying *Good (morning/afternoon).* Write the date and talk about the weather. You can appoint a different student every class to write the date and the weather report as a class routine.
2. Ask: *How do you get to school: by bus, by bike, or do you walk to school?*

A Listen, point, and say.

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

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

CD 1 06

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

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

B Listen and number. Then talk about the picture.

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

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

CD 1 07

1. Carla: Do you want to go to the bookstore, Julie?
   Julie: Sure, but I need to go to the flower shop, too. It's my aunt's birthday.
   Carla: OK. Let's walk around the fountain.
   Julie: Good idea!
2. Jay: Danny, Ted's Toys is open. Let's go!
   Danny: We can go along the river.
   Jay: Then it's down the stairs.
   Danny: Great! Let's look at their new skateboards.
3. Leo: Mike, can you go with me to the post office?
   Mike: Sure. It's just under the train tracks.
   Leo: Great. We have to mail Grandma's birthday card.

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

4. Emma: I'm thirsty.
   Ann: Me, too.
   Emma: Let's go over the bridge. I see a coffee shop over there.
   Ann: OK. I hope they have lemonade!

3. Check answers together. Invite students to talk about what other things they see in the picture.

Student Book page 5

C Listen and say. Then practice.

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

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

08

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

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

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

D Listen, ask, and answer. Then practice.



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

1. Introduce the new pattern: *How do I get to the hotel? First, walk up the street and turn right. Then, walk over the bridge and turn left.*
2. Direct students' attention to the second grammar box.
3. Play Class CD1 Track 09. Students listen, ask, and answer along with the CD.

09

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

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

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

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



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

Everybody Up 21st Century Skills

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

Collaboration: Direct students' attention to the Everybody Up Friend. Students work in pairs and collaborate to figure out how to get to each other's houses from their houses. Then they take turns saying directions from one house to the other.

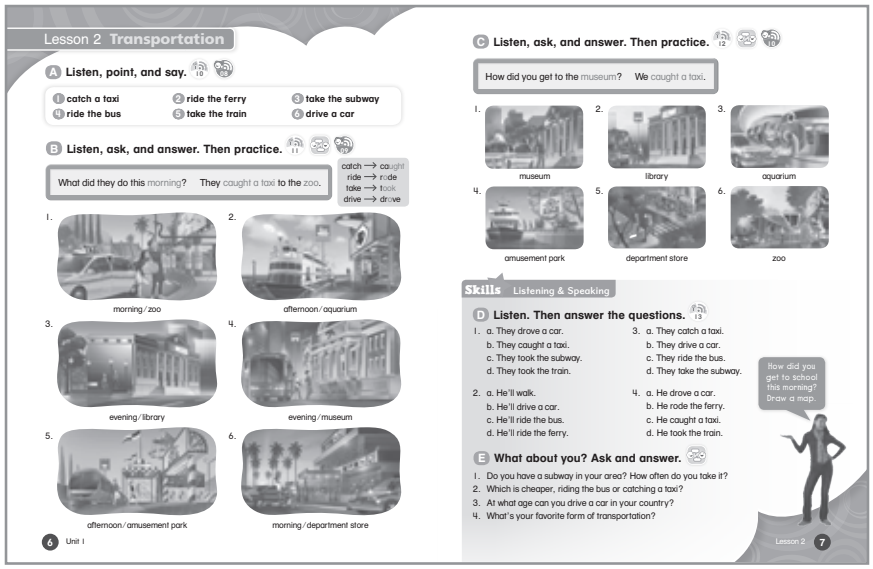
Games and Activities

- **Brainstorm** (Teacher's Book pages 28–31). Half of the class makes a list of prepositions of place and the other half makes a list of landmarks and places in town. Groups share one preposition and one place in town. The first group to make a sentence using the words scores.
- **Toss and Tell** (Teacher's Book pages 28–31). S1 asks: *How do you get to the school's restroom?*, and tosses the ball. S2 answers: *Go down the stairs and turn right.* If the direction is correct, S2 asks a question and tosses the ball.

Extra Practice

Workbook pages 4–5
Student Audio CD Tracks 05–07
iTools
Online Practice

Unit 1 Getting Around Lesson 2 Transportation



Objectives
- Talking about transportation using the past tense

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

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

Materials
Class CD1 Tracks 10–13

Student Book pages 6–7

Student Book page 6

Warm up

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

A Listen, point, and say.

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

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

CD 1 10

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

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

B Listen, ask, and answer. Then practice.

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

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

CD 1 11

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

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

C Listen, ask, and answer. Then practice.



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

CD 1 12

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

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

3. Students practice the pattern in pairs.

Skills Listening & Speaking

D Listen. Then answer the questions.

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

1. Students read the choices for answers silently before listening to the audio CD. Then students listen to the dialogue before choosing the answer.
2. Play Class CD1 Track 13. Students listen and select the correct choice. Then check answers together.

CD 1 13

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

Answer Key

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

E What about you? Ask and answer.



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

Possible Answers

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

Everybody Up 21st Century Skills

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

Creativity: Direct students' attention to the Everybody Up Friend. Students draw a map from the school to their home. They include buildings and places on the way using the map on page 4 as an example. Pairs give directions from their houses to the school.

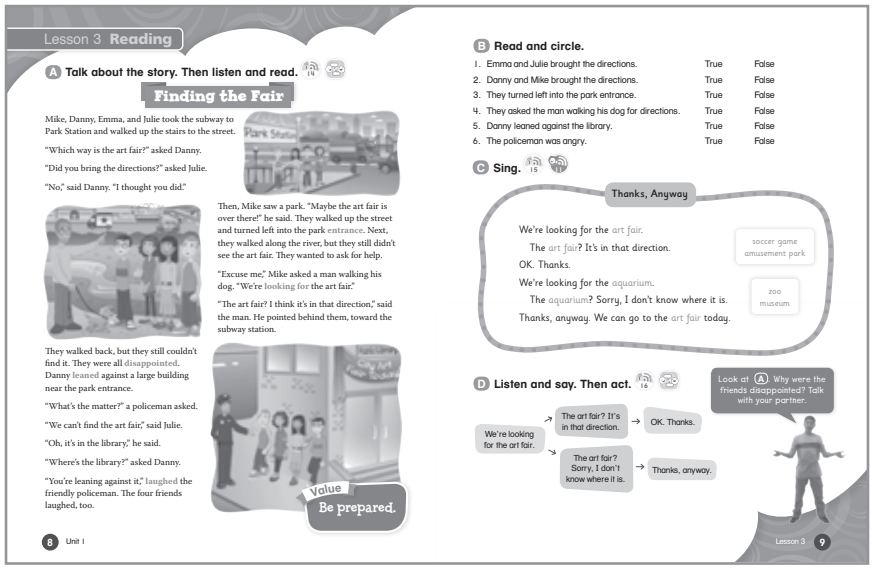
Games and Activities

- **Rhythm Circle** (Teacher's Book pages 28–31). On the board, write: *I ride the ferry, I ride the bus. Who wants to come with us? I take the subway, I drive a car. Do you know where we are? They catch a taxi, They take the train. Who wants to walk in the rain?* Sitting in a circle, students read one line of the rhyme each.
- **Find Someone Who** (Teacher's Book pages 28–31). Students circulate to: *Find someone who… has never asked for directions, took a train last week, always walks to school, has never been on a ferry, wants to drive a car.*

Extra Practice

Workbook pages 6–7
Student Audio CD Tracks 8–10
iTools
Online Practice

Lesson 3 Reading



Student Book pages 8–9

Objectives
- Asking for and giving directions

Vocabulary
entrance, looking for, disappointed, leaned, laughed

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

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

Value
Be prepared.

Materials
Class CD1 Tracks 14–16

Student Book page 8

Warm up

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

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

Student Book page 9

B Read and circle.

1. Explain that students will read the sentences about the story and circle *true* if the information is correct or *false* if it's incorrect.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

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

C Sing.

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

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

CD 1 15

Thanks, Anyway

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

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

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

D Listen and say. Then act.

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

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

CD 1 16

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

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

Everybody Up 21st Century Skills

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

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look at the story in A and discuss why the friends were disappointed.

Games and Activities

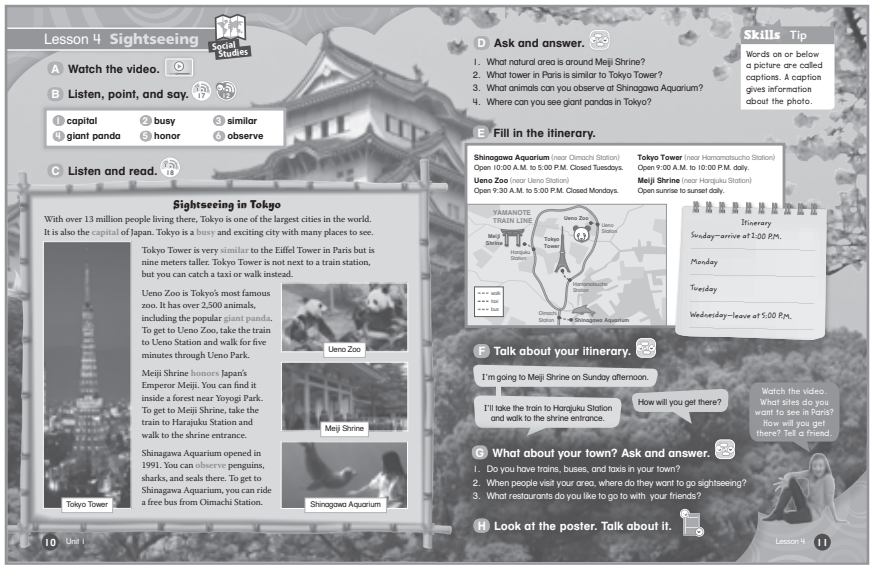
- **Finish the Story** (Teacher's Book pages 28–31). Read the following sentences about the story, or write them on the board. Then, students complete the ideas by finishing the sentences.
  1. *The kids wanted to go to the art fair, but* _____
  2. *Mike suggested a possible way to get to the fair, but* _____
  3. *They decided to ask a man the way to the fair, but* _____
  4. *A policeman helped the kids, and* _____*!*
- **A New Story** (Teacher's Book pages 28–31). Students answer the questions within the story in a different way, thus changing the story. Give students the following examples so they can see what's expected.

  "Which way is the art fair?"
  (Possible answer) *"I think it's in front of a big amusement park."*
  "We're looking for the art fair."
  (Possible answer) *"Sorry, I'm from out of town."*
  "What's the matter?" _____
- Student pairs work together to plan and illustrate scenes that fit the Lesson 3 value: *Be prepared.* Prompt students by asking how they can be prepared when going to a place they've never been before. Finished drawings and suggestions can be presented to the class.

Extra Practice

Workbook pages 8–9
Student Audio CD Track 11
Unit 1, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Sightseeing



Student Book pages 10–11

Objectives
- Talking about future plans

Grammar
- Future with *be going to* for plans

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

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

Vocabulary
Sightseeing: capital, busy, similar, giant panda, honor, observe

Materials
Class CD1 Tracks 17–18; Unit 1 Video and Poster, Sightseeing

Student Book page 10

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies.

Warm up

Greet the class. Ask students to tell you what they are studying in their social studies classes: *What did you learn last class? Did you like the topic? What do you most like and dislike about social studies?*

A Watch the video.

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

Before you watch: Tell students they're going to watch a video about getting to places in Paris. Ask what famous places they know in Paris. Elicit vocabulary and language about places in a city and transportation.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Ask students to name the four places in Paris in the video (*Eiffel Tower, Musée d'Orsay, Arc de Triomphe, and Champs Élysées*). Ask *How do you get to* (each place)? Pause the video between each place if needed.

B Listen, point, and say.

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

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

CD 1 17

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

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

C Listen and read.

1. Students look at the picture and talk about what they see. Students read the title *Sightseeing in Tokyo*. Ask what they know about Tokyo.

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

Student Book page 11

D Ask and answer.



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

Answer Key

1. A forest is around Meiji Shrine.
2. The Eiffel Tower is similar to the Tokyo Tower.
3. You can observe penguins, sharks, and seals at Shinagawa Aquarium.
4. You can see giant pandas at Ueno Zoo in Tokyo.

E Fill in the itinerary.

1. Direct students' attention to the itinerary including the things to do in Tokyo. Have students talk about what they see.
2. Students use the information to complete the itinerary with the places they'd like to visit. Do the activity individually or in small groups.
3. Check some answers orally and write one on the board as an example. Answers will vary.

F Talk about your itinerary.



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

G What about your town? Ask and answer.



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

Possible Answers

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

H 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, 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 questions and watch the video. Students figure out how they will get to the sites in Paris that they want to see and tell their answers to a partner or the class.

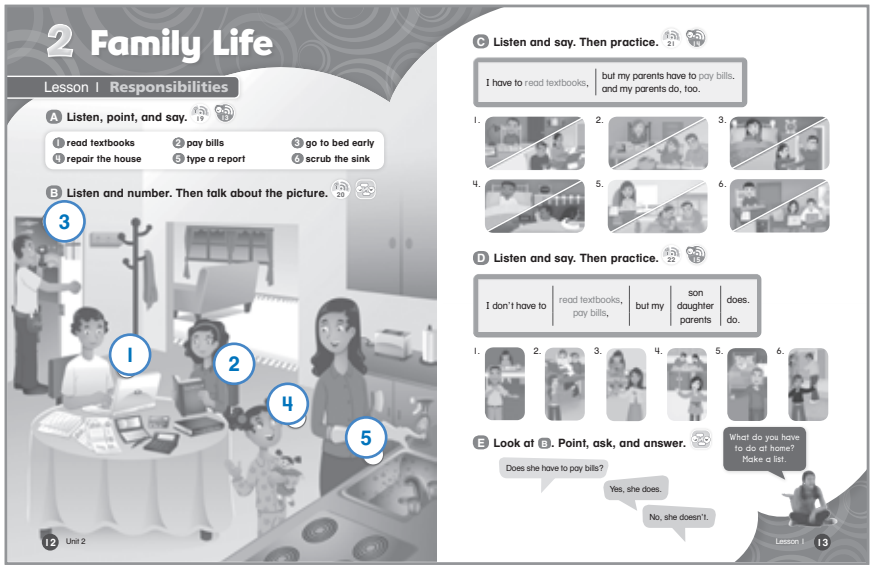
Games and Activities

- **Hands On!** (Teacher's Book pages 28–31) Students design a leaflet about their dream place in the world. Tell students to include three places to see and how to get there. Then they exchange leaflets in small groups to discuss them.

Extra Practice

Workbook pages 10–11
Student Audio CD Track 12
Unit 1, Lesson 4 Worksheet
Unit 1 Test
iTools
Online Practice

Lesson 1 Responsibilities



Student Book pages 12–13

Objectives
- Talking about responsibilities

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

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

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

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

Materials
Class CD1 Tracks 19–22

Student Book page 12

Warm up

1. Review the value from Unit 1, *Be prepared,* by asking your class: *Are you ready to start a new unit? Did you bring the material, a pencil case with pens, pencils, and markers? Have you done your homework for Unit 1?*
2. Sing **Thanks, Anyway** (Class CD1 Track 15). Encourage students to move, clap hands, and accompany the music with gestures.

A Listen, point, and say.

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

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

CD 1 19

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

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

B Listen and number. Then talk about the picture.

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

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

CD 1 20

1. Mom: Tommy, are you almost finished typing your report?
   Tommy: Yes, almost. I'll probably need another thirty minutes.
   Mom: OK. Don't forget, your dad and I need to pay bills using the computer when you're done.
2. Mom: And Emma, how's your homework going?
   Emma: I'm reading textbooks now. The chapter in my science textbook is longer than the one in my social studies textbook.
3. Dad: What's that about paying bills? I'm still repairing the house. This door is so loose!
4. Mom: Ssh! Ann is going to go to bed early tonight. She wasn't feeling very well, remember?
   Ann: Mom, I'm right here. I came to say "good night."
   Mom: Good night, Ann.
5. Emma: Mom, do you need help cleaning the kitchen?
   Mom: No, thanks. After I scrub the sink, I'll be finished.

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 13

C Listen and say. Then practice.

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

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

CD 1 21

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

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

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

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

D Listen and say. Then practice.

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

CD 1 22

I don't have to read textbooks, but my son does.

I don't have to read textbooks, but my daughter does.

I don't have to pay bills, but my parents do.

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

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

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



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

Everybody Up 21st Century Skills

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

Communication: Direct students' attention to the Everybody Up Friend. Each student makes a list of what he/she has to do at home. Students work in pairs and take turns communicating what they have to do at home. Students compare responsibilities.

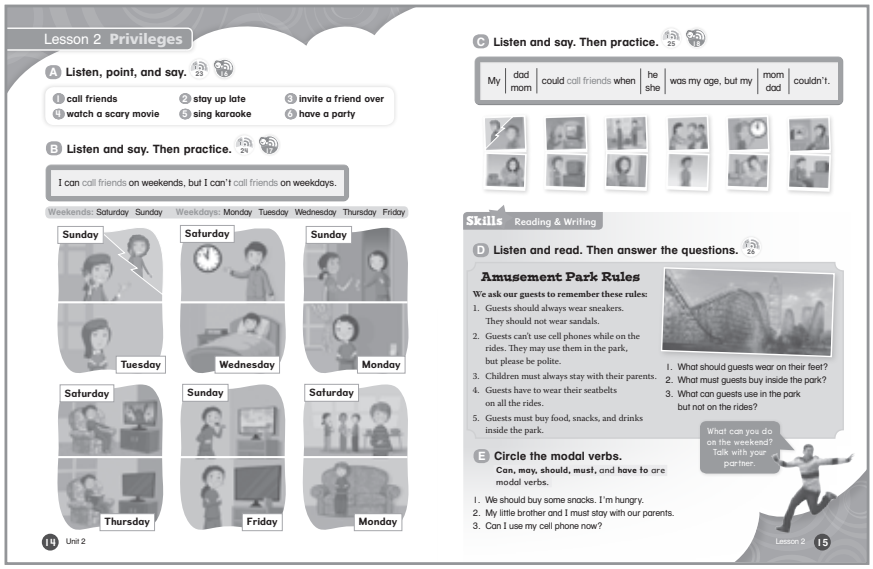
Games and Activities

- **Jump to the Word** (Teacher's Book pages 28–31). Use responsibilities picture cards. Ask students to use their real information.
- **Picture Sentences** (Teacher's Book pages 28–31). Have pairs make cards with the new vocabulary. S1 picks up two vocabulary cards and gives them to S2 who makes a sentence using both words.

Extra Practice

Workbook pages 12–13
Student Audio CD Tracks 13–15
iTools
Online Practice

Lesson 2 Privileges



Student Book pages 14–15

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

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

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

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

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

Materials
Class CD1 Tracks 23–26

Student Book page 14

Warm up

1. Greet the class. Then, each student turns around and asks the student behind him or her: *Hi, (David), Did you have to clean your room yesterday? Did you have to go to bed early?*
2. Invite students to talk about their privileges using language previously learned, for example: *I don't have to wash the dishes.*

A Listen, point, and say.

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

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

CD 1 23

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

3. Try to make a preference list for the whole class. Ask: *How many students have sing karaoke at the top of the list?* Students with karaoke as number 1 raise their hands.

B Listen and say. Then practice.

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

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

CD 1 24

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

Weekends: Saturday, Sunday

Weekdays: Monday, Tuesday, Wednesday, Thursday, Friday

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

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

Student Book page 15

C Listen and say. Then practice.

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

CD 1 25

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

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

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

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

Skills Reading & Writing

D Listen and read. Then answer the questions.

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

1. Students look at the picture and talk about what they see. Then, have students read the title: *Amusement Park Rules*.
2. Play Class CD1 Track 26. Students listen and read along with the CD.
3. Read each question aloud with the class. Students answer orally and then write the answers, or answer the questions on their own, using the reading as a reference.
4. Check answers together.

Answer Key

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

E Circle the modal verbs.

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

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

Answer Key

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

Everybody Up 21st Century Skills

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

Communication: Direct students' attention to the Everybody Up Friend. Students work in pairs and communicate what they can and can't do on the weekends. Students compare privileges.

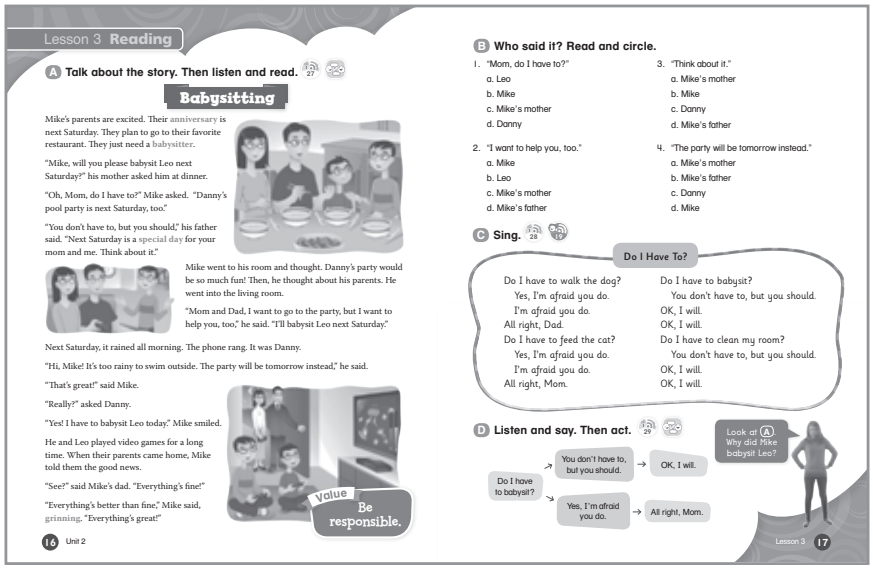
Games and Activities

- **Beanbag Toss** (Teacher's Book pages 28–31). Play using new vocabulary. For example: *I can (have a party) on weekends, but I can't have a party on weekdays.*
- **Ladders.** Divide the class in half. One student from Group One writes the first letter of one day of the week and a row of dashes representing the number of letters on the board. The student draws a ladder with eight steps. Start at the bottom of the ladder. If the letter guessed is correct, the player goes up one step; if it's incorrect, the player stays at the bottom, or goes down one step. The game is finished when Group Two guesses the whole word correctly. Have groups switch roles.

Extra Practice

Workbook pages 14–15
Student Audio CD Tracks 16–18
iTools
Online Practice

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

Babysitting

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

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

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

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

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

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

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

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

"That's great!" said Mike.

"Really?" asked Danny.

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

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

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

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

Value: Be responsible.

16 Unit 2

B Who said it? Read and circle.

1. "Mom, do I have to?"
   a. Leo
   b. Mike
   c. Mike's mother
   d. Danny
2. "I want to help you, too."
   a. Mike
   b. Leo
   c. Mike's mother
   d. Mike's father
3. "Think about it."
   a. Mike's mother
   b. Mike
   c. Danny
   d. Mike's father
4. "The party will be tomorrow instead."
   a. Mike's mother
   b. Mike's father
   c. Danny
   d. Mike

C Sing.

Do I Have To?

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

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

D Listen and say. Then act.

Look at A. Why did Mike babysit Leo?

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

Yes, I'm afraid you do. → All right, Mom.

Lesson 3 17

Student Book pages 16–17

Objectives
- Talking about responsibilities

Vocabulary
anniversary, babysitter, special day, grinning

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

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

Value
Be responsible.

Materials
Class CD1 Tracks 27–29

Student Book page 16

Warm up

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

A Talk about the story. Then listen and read.

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

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

Student Book page 17

B Who said it? Read and circle.

1. Explain that students will read the words and circle who said it.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.

3. Check answers together.

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

C Sing.

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

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

CD 1 28

Do I Have To?

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

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

(x2)

D Listen and say. Then act.



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

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

CD 1 29

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

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

Everybody Up 21st Century Skills

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

Collaboration/Critical Thinking: Direct students' attention to the Everybody Up Friend. Students collaborate to discuss why Mike decided to babysit Leo. They use critical thinking to find cues in the story in A to support their answer.

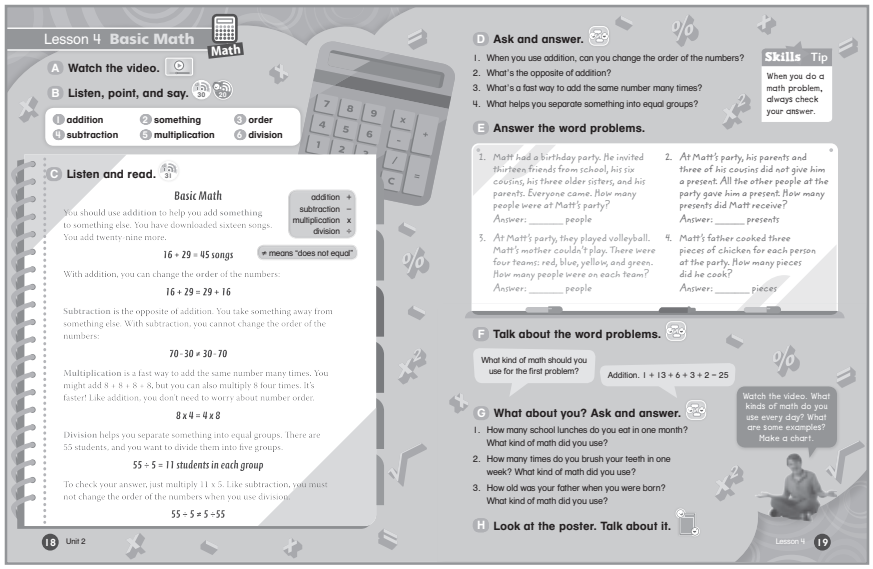
Games and Activities

- **Brainstorm** (Teacher's Book pages 28–31). Make a list on the board with as many words as students can remember from the story. Then students should try to retell the story using the words on the board. Cross out the words already used to avoid repetition.
- Work on the lesson's value: *Be responsible*. Student pairs work together to write down how Mike behaved responsibly in the story on page 16. For example: *Mike wanted to go to the party, but he stayed to help his parents. Mike talked to his parents about his feelings. He decided not to go to the party,* and so on. Then ask: *What other values were present in the story?* Talk about being helpful, respectful, and fair, and any others the students may come up with.
- **A New Story** (Teacher's Book pages 28–31). Student pairs invent a short dialogue between Mike and Leo while they are playing the video game. They read and act out the short exchange for the class.

Extra Practice

Workbook pages 16–17
Student Audio CD Track 19
Unit 2, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Basic Math



Student Book pages 18–19

Objectives
- Talking about basic math

Grammar
- Asking what is the best way to do math problems

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

Addition. 13+6+3=22

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

Materials
Class CD1 Tracks 30–31; Unit 2 Video and Poster, Basic Math

Student Book page 18

School Subject Connection: Math

Lesson 4 is a cross-curricular lesson with a connection to math.

Warm up

Greet the class. Then sing **Do I Have To?** (Class CD1 Track 28).

A Watch the video.

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

Before you watch: Have students tell you what they know about addition, subtraction, multiplication, and division. Tell students they're going to watch a video about using math at a market. Review vocabulary for vegetables and numbers 1–200 by counting by tens.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Have students say how the person at the market used addition, subtraction, multiplication, and division. Pause the video to explain the math problems if needed.

B Listen, point, and say.

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

1. Write each new word on the board and help students to understand it. Write an example of each type of math. The word *order* means the way things are arranged. The word *something* is a thing with no name.
2. Play Class CD1 Track 30. Students listen, point, and say along with the CD.

CD 30

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

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

C Listen and read.

1. Students look at the picture. Ask: *Do you use a calculator in your math class or at home? What basic math problems can you do without a calculator?*
2. Students look at the subheadings; 16 + 29 = 45 songs; 16 + 29 = 29 + 16; 70 - 30 ≠ 30 - 70; 8 × 4 = 4 × 8; 55 ÷ 5 = 11. Read them to the class using the necessary words: *plus*, *minus*, *multiplied by*, *divided by*, etc. Then, students can read the words in blue already presented in Activity B.

3. Play Class CD1 Track 31. Students listen and read along with the CD.
4. Play the track again. Students listen and read along.
5. Students read parts of the passage aloud, alone, or in small groups.

Student Book page 19

D Ask and answer.



1. Explain that students will read the questions and discuss them with a partner.
2. Read aloud the Skills Tip. Explain that even for obvious answers or simple math problems, it's good to check the answer.
3. Read each question aloud with the class. Students can answer orally and then write their answers or do the activity on their own, using Activity C as a reference.
4. Check answers together.

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

E Answer the word problems.



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

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

F Talk about the word problems.



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

G What about you? Ask and answer.



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

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

H Look at the poster. Talk about it.



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

1. Students look at the pictures and read the captions. Then, talk about how these relate to the poster title and cross-curricular subject.
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/Creativity: Direct students' attention to the Everybody Up Friend. Review the questions and watch the video. Students use critical thinking to name ways they use math every day. They make a chart with their ideas and show examples using pictures and math problems.

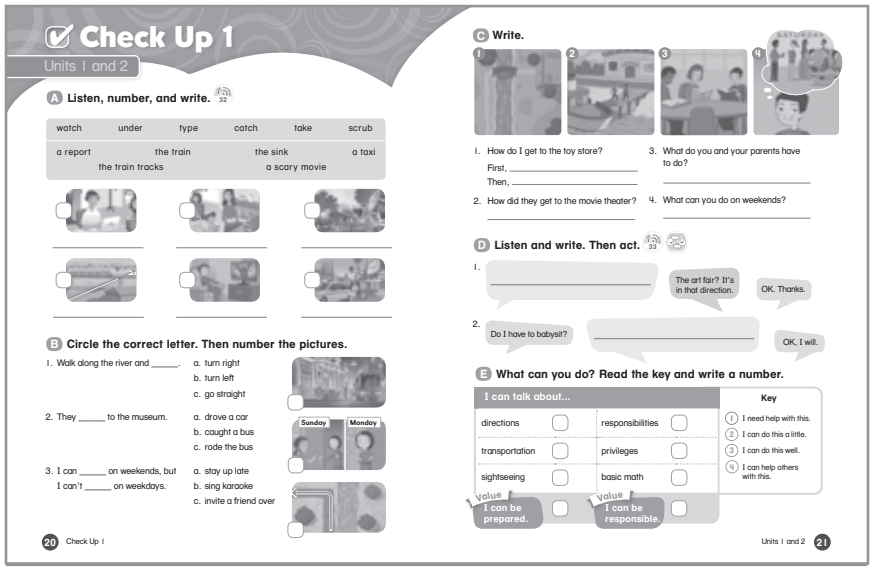
Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Read math problems aloud. The first student to do the math slaps the buzzer and scores for that group.

Extra Practice

Workbook pages 18–19
Student Audio CD Track 20
Unit 2, Lesson 4 Worksheet
Unit 2 Test
iTools
Online Practice

Check Up 1



Student Book pages 20–21

Review Language
- Units 1 and 2 grammar and vocabulary

Materials
Class CD1 Tracks 32–33

Student Book page 20

Warm up

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

A Listen, number, and write.

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

1. Play Class CD1 Track 32. Students listen and number the pictures in the order they hear the phrases that describe the pictures.
2. Students use a verb from the first box and a phrase from the second box to write the correct phrases under each picture. Play the track again if needed.

CD 1 32

1. scrub the sink	2. under the train
3. catch a taxi	4. watch a scary movie
5. type a report	6. take the train

3. Check answers together.

Answer Key

Top Row: 5 type a report, 1 scrub the sink, 6 take the train
Bottom Row: 2 under the train tracks, 4 watch a scary movie, 3 catch a taxi

B Circle the correct letter. Then number the pictures.

1. Students look at the pictures and talk about what they see.
2. Read the sentences and answer choices for each picture with the class.
3. Students number the pictures and check *a*, *b*, *c* to complete the sentence that describes the picture.
4. Check answers together.

Answer Key

1. b **2.** c **3.** c **Order of pictures:** 2, 3, 1

Student Book page 21

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. Have students ask and answer the questions to check answers as a class.

Answer Key

1. First, go straight. Then, turn right.
2. They took the ferry.
3. We have to read textbooks.
4. I can have a party.

D Listen and write. Then act.



1. Play Class CD1 Track 33. Students listen.
2. Play the track again. Students fill in the speech bubbles with the sentences they hear.

CD 1 33

1. We're looking for the art fair.
   The art fair? It's in that direction.
   Thanks.
2. Do I have to babysit?
   You don't have to, but you should.
   OK, I will.

3. Model each conversation with a few strong students.
4. Student pairs practice and then switch roles.

Answer Key

1. We're looking for the art fair.
2. You don't have to, but you should.

E What can you do? Read the key and write a number.

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.

Games and Activities

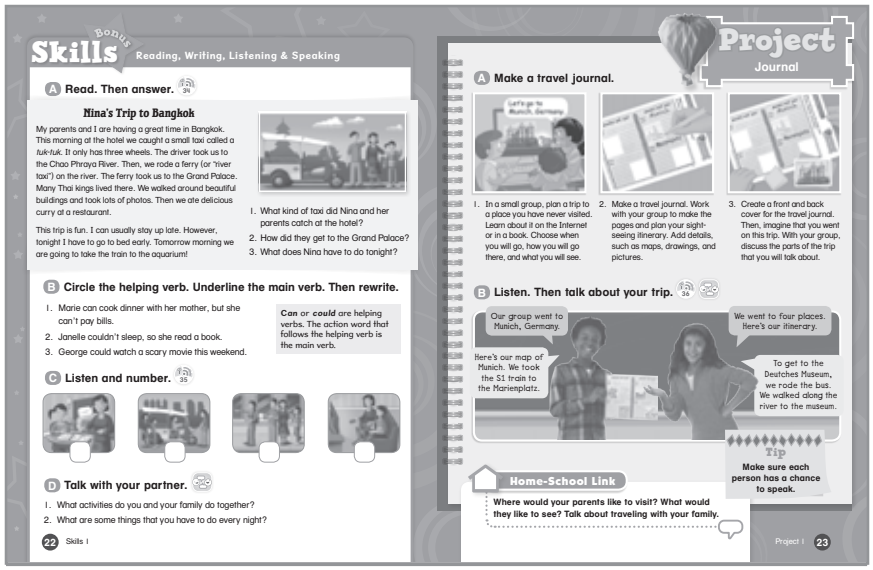
Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- **Card Grab** (Teacher's Book pages 28–31). Divide the class into three big groups and ask them to make vocabulary cards. Assign each group a category; for example: G1 responsibilities: repair the house, read textbooks, etc., G2 transportation: ride the ferry, drive a car, etc., and G3 privileges: sing karaoke, watch a scary movie, etc. Then play the game.
- **Gaps**. Write the target grammar patterns from Units 1 and 2 on strips of paper, leaving blanks in place of some words. For example, write *I* _____ _____ *a friend over on weekends, but I* _____ _____ *a friend over on weekdays*. Provide one copy for each student or pair. Students write in the missing words (*can invite* / *can't invite*). Students compare answers to check them.
- **Who Wrote It?** (Teacher's Book pages 28–31). Students think of how they can be prepared and responsible for the next school excursion, school performance, sports competition, or any other event; for example: *We have to take insect spray/ an extra pair of socks, We have to be quiet during the event,* etc.

Extra Practice

Workbook pages 20–22
iTools
Online Practice

Bonus Skills



Student Book pages 22–23

Skills
- Reading and understanding a text, identifying helping verbs and main verbs, listening and numbering pictures, talking about family activities and responsibilities

Materials
Class CD1 Tracks 34–35; notebooks

Project Language
- Units 1 and 2 grammar and vocabulary

Materials
Photocopiable Project Template; Class CD1 Track 36; paper and drawing supplies

Student Book page 22

Warm up

1. Play **Sing the Next Stanza** (Teacher's Book pages 28–31). Students play using the song for Unit 1 on page 9, and the song for Unit 2 on page 17.
2. Ask students about past trips. Ask: *What did you have to do to prepare for the trip? What types of transportation did you take?* Give an example, e.g., *I went to Paris. In Paris, I caught a taxi at the hotel. I went to a museum.*

A Read. Then answer.

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

1. Students look at the picture and talk about what they see.
2. Students read the title and the questions. Based on the questions, ask the class to say what they think the text will be about.
3. Play Class CD1 Track 34. Students listen and read with the CD.
4. Play the track again. Students listen and read again.
5. Read each question aloud with the class. Students answer orally and then write their answers in a notebook.
6. Check answers together.

Answer Key

1. Caught a small taxi called a *tuk-tuk*.
2. They rode a ferry.
3. She has to go to bed early.

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

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

Answer Key

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

C Listen and number.

1. Play Class CD1 Track 35. Students listen and number the pictures.
2. Play the track again. Students listen and check their answers.

3. Check answers together.

CD 1 35

1. This tuk-tuk is really interesting. How many wheels does it have, Dad? It has three wheels, Nina. See? Two in the back, and one in the front.
2. Mom, do I have to go to bed after the movie?
   I think you should, Nina. We're going to the aquarium tomorrow.
   Okay, Mom.
3. Excuse me. How do we get to the train station?
   Go up the street and turn right. Then, go under the train tracks and turn left.
   Thank you! Let's go, Nina.
4. Mom, can you help me study for next week's math test? Of course, Nina.
   Thanks. Is ten plus three the same as three plus ten?
   Yes, it is.

Answer Key

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

D Talk with your partner.

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

Possible Answers

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

Project Project Journal

Student Book page 23

A Make a travel journal.

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

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Read the steps with students as they follow in their books.
2. Students can use the Internet and/or books to research the place. Students make the travel journal and plan a sight-seeing itinerary.
3. Students make a front and back cover for the journal and discuss what they'll talk about.

B Listen. Then talk about your trip.

1. Review the language in the speech bubbles.
2. Play Class CD1 Track 36. Have students point to the different speakers on the page as they listen.
3. Play the track again and have students repeat.

CD 1 36

Our group went to Munich, Germany.
We went to four places. Here's our itinerary.
Here's our map of Munich. We took the S1 train to the Marienplatz.
To get to the Deutches Museum, we rode the bus. We walked along the river to the museum.

4. Have students read the "Tip": *Make sure each student has a chance to speak.* Groups choose the parts of the trip they each will talk about.
5. Groups present their projects to the class using language from the speech bubbles.

Home-School Link

1. Tell students to share what they've learned in class at home.
2. In groups, students list places their parents would like to visit and what they would like to see.
3. Have groups share their lists with the class.

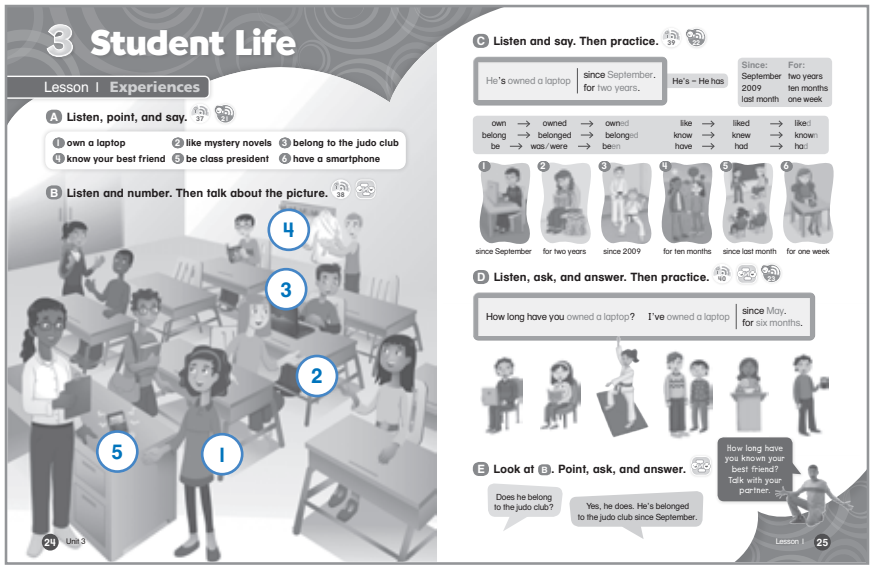
Games and Activities

- *Skills:* **Listen and Draw** (Teacher's Book pages 28–31). Use grammar and vocabulary from Units 1 and 2.
- *Project:* **Bingo** (Teacher's Book pages 28–31). List all the places from the groups' travel journals on the board. Students choose nine places to make their Bingo cards.

Extra Practice

Workbook page 23
iTools
Online Practice

Lesson 1 Experiences



Student Book pages 24–25

Objectives
- Talking about life experiences using the present perfect tense

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

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

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

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

Materials
Class CD1 Tracks 37–40

Student Book page 24

Warm up

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

A Listen, point, and say.

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

1. Introduce the new vocabulary. Write each verb phrase on the board and help students to understand it.
2. Link the language. Ask: *Do you know someone who likes mystery novels? Do any of your friends own a smartphone? How did you meet your best friend?* Students share their responses with the class.
3. Play Class CD1 Track 37. Students listen, point, and say along with the CD.

CD 1 37

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

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

B Listen and number. Then talk about the picture.

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

1. Direct students' attention to the big picture. Have students try to find and point to each of the new vocabulary items in the picture before listening to the CD.
2. Play Class CD1 Track 38. Students listen and number the items in the picture.

CD 1 38

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

Danny: What are you reading?
Mike: It's a mystery novel. I really like mystery novels. Do you?
Danny: Yes, but I like sports more. That's why I belong to the judo club.

5. Emma: What's that?
Ms. Jones: Oops! It's just my alarm. I have a smartphone. Time for class!

3. Check answers together.

Student Book page 25

C Listen and say. Then practice.

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

1. Introduce the new pattern: *He's owned a laptop since September. He's owned a laptop for two years.* Remind students that *He's = He has*.
2. Read the box with the use of *since* and *for* and explain: *for* is used when referring to a period of time and *since* to express exact points in time.
3. Have students read the verb box aloud.
4. Play Class CD1 Track 39. Students listen and say along with the CD.

CD 1 39

He's owned a laptop since September.
He's owned a laptop for two years.

He's/He has	
since September, 2009, last month,	
for two years, ten months, one week	
own, owned, owned	like, liked, liked
belong, belonged, belonged	know, knew, known
be, was/were, been	have, had, had

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

5. Students practice the pattern on their own.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *How long have you owned a laptop? I've owned a laptop since May./I've owned a laptop for six months.*
2. Direct students' attention to the second grammar box. Have a student read it aloud.
3. Play Class CD1 Track 40. Students listen, ask, and answer along with the CD.

CD 1 40

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

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

4. Students practice the pattern in pairs.

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



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

Everybody Up 21st Century Skills

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

Communication: Direct students' attention to the Everybody Up Friend. In pairs, students communicate how long they have known their best friends. Then two pairs compare answers to see who has known his/her best friend the longest.

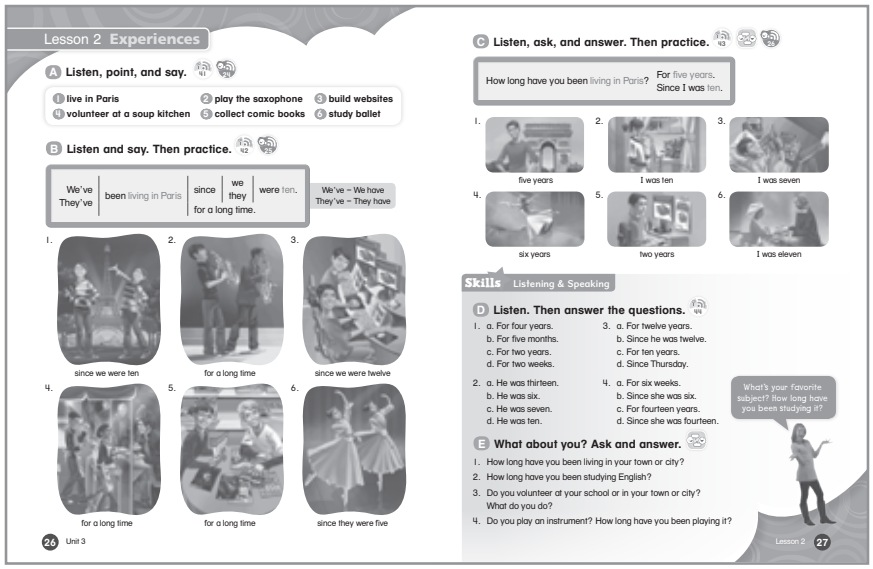
Games and Activities

- **Charades** (Teacher's Book pages 28–31). Make word cards. Then play the game.
- **Teacher's Mistake** (Teacher's Book pages 28–31). Make sentences about yourself using the present perfect with *before* and *since*.

Extra Practice

Workbook pages 24–25
Student Audio CD Tracks 21–23
iTools
Online Practice

Lesson 2 Experiences


Lesson 2 Experiences

A Listen, point, and say.

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

B Listen and say. Then practice.

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

We've = We have
They've = They have

1. since we were ten
2. for a long time
3. since we were twelve
4. for a long time
5. for a long time
6. since they were five

26 Unit 3

C Listen, ask, and answer. Then practice.

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

1. five years
2. I was ten
3. I was seven
4. six years
5. two years
6. I was eleven

Skills Listening & Speaking

D Listen. Then answer the questions.

1. a. For four years. b. For five months. c. For two years. d. For two weeks.
2. a. He was thirteen. b. He was six. c. He was seven. d. He was ten.
3. a. For twelve years. b. Since he was twelve. c. For ten years. d. Since Thursday.
4. a. For six weeks. b. Since she was six. c. For fourteen years. d. Since she was fourteen.

E What about you? Ask and answer.

1. How long have you been living in your town or city?
2. How long have you been studying English?
3. Do you volunteer at your school or in your town or city? What do you do?
4. Do you play an instrument? How long have you been playing it?

What's your favorite subject? How long have you been studying it?

Lesson 2 27

Objectives
- Using present perfect progressive tense

Grammar
- Present perfect progressive

  We've/They've been living in Paris since we/they were ten./for a long time.
- Questions using present perfect progressive

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

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

Materials
Class CD1 Tracks 41–44

Student Book pages 26–27

Student Book page 26

Warm up

1. Greet the class. Students stand up and find someone who has belonged to a fan group/ sports center/music band asking: *"Do you belong to a group or club? How long have you been a member?"* Students share information.
2. **Toss and Tell** (Teacher's Book pages 28–31). Link the language. Students ask questions using *How long?* and verbs from previous lessons, e.g., *How long have you had the same bicycle?*

A Listen, point, and say.

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

1. Introduce the new vocabulary. Write each verb phrase on the board and help students understand it.
2. Ask students if they can say sentences using the present perfect with the new vocabulary. Give an example, if needed: *She has lived in Paris since 2012.*
3. Play Class CD1 Track 41. Students listen, point, and say along with the CD.
4. Students practice saying the words on their own, using their books.

CD 1 41

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

B Listen and say. Then practice.

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

1. Introduce the new pattern. Then, direct students' attention to the first grammar box and the contracted form of have: We've = We have.
2. Direct students' attention to the pictures. Read the time phrases with the class.
3. Play Class CD1 Track 42. Students listen and say along with the CD.
4. Students practice the pattern in pairs, using their books.

CD 1 42

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

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

Student Book page 27

C Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *How long have you been living in Paris? For five years./Since I was ten.*
2. Direct students' attention to the grammar box on page 27.
3. Play Class CD1 Track 43. Students listen, ask, and answer along with the CD.

CD 1 43

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

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

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

Skills Listening & Speaking

D Listen. Then answer the questions.

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

1. Tell students that they will listen to four questions and answers. Read the options aloud before listening to the audio.
2. Play Class CD1 Track 44. Students listen and choose the correct answer to each question. Check answers.

CD 1 44

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

Answer Key

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

E What about you? Ask and answer.



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

Possible Answers

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

Everybody Up 21st Century Skills

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

Communication: Direct students' attention to the Everybody Up Friend. In pairs, students take turns communicating their favorite subjects and how long they've been studying them.

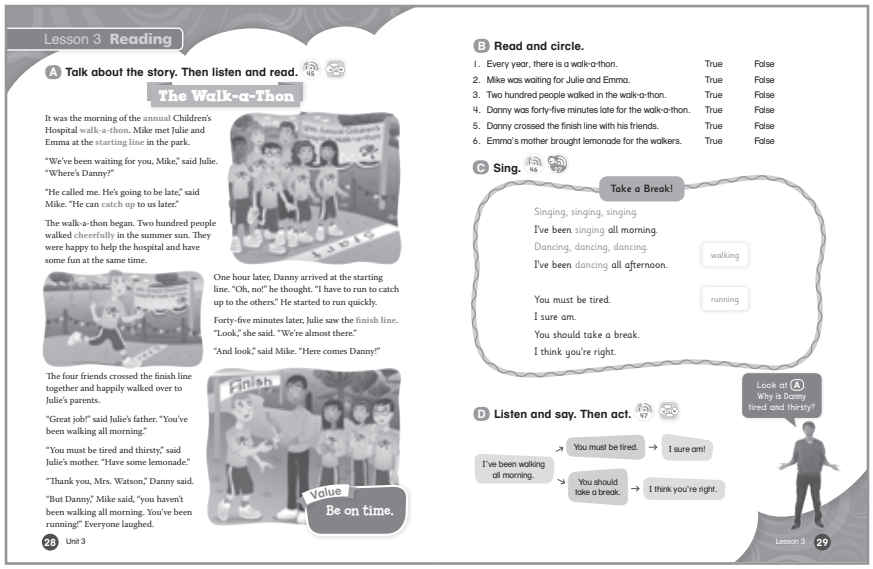
Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Say sentences with blanks for verbs, e.g., *I've been _____ old stickers for two years. I've been **collecting** old stickers for two years.*
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Students write three sentences; one including *since* and two including *for*. Only one sentence can be a lie.

Extra Practice

Workbook pages 26–27
Student Audio CD Tracks 24–26
iTools
Online Practice

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

The Walk-a-Thon

It was the morning of the annual Children's Hospital walk-a-thon. Mike met Julie and Emma at the starting line in the park.

"We've been waiting for you, Mike," said Julie. "Where's Danny?"

"He called me. He's going to be late," said Mike. "He can catch up to us later."

The walk-a-thon began. Two hundred people walked cheerfully in the summer sun. They were happy to help the hospital and have some fun at the same time.

One hour later, Danny arrived at the starting line. "Oh, no!" he thought. "I have to run to catch up to the others." He started to run quickly.

Forty-five minutes later, Julie saw the finish line. "Look," she said. "We're almost there."

"And look," said Mike. "Here comes Danny!"

The four friends crossed the finish line together and happily walked over to Julie's parents.

"Great job!" said Julie's father. "You've been walking all morning."

"You must be tired and thirsty," said Julie's mother. "Have some lemonade."

"Thank you, Mrs. Watson," Danny said.

"But Danny," Mike said, "you haven't been walking all morning. You've been running!" Everyone laughed.

Value
Be on time.

28 Unit 3

B Read and circle.

1. Every year, there is a walk-a-thon.	True	False
2. Mike was waiting for Julie and Emma.	True	False
3. Two hundred people walked in the walk-a-thon.	True	False
4. Danny was forty-five minutes late for the walk-a-thon.	True	False
5. Danny crossed the finish line with his friends.	True	False
6. Emma's mother brought lemonade for the walkers.	True	False

C Sing.

Take a Break!

Singing, singing, singing.
I've been singing all morning.
Dancing, dancing, dancing.
I've been dancing all afternoon.

walking
running

You must be tired.
I sure am.
You should take a break.
I think you're right.

D Listen and say. Then act.

Look at A. Why is Danny tired and thirsty?

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

Lesson 3 29

Student Book pages 28–29

Objectives
- Talking about what one has been doing

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

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

Value
Be on time.

Materials
Class CD1 Tracks 45–47

Student Book page 28

Warm up

1. Greet the class. Write the date and the weather report on the board. Then start a conversation chain about school to practice the present perfect progressive: S1: *The teacher has been in class for 10 minutes;* S2: *We've been talking for five minutes.* S3: *(John) has been sharpening the pencil for one minute.* and so on. Write some verbs on the board to help students produce the sentences.
2. Review vocabulary from Lessons 1 and 2 by playing **Word Roll** (Teacher's Book pages 28–31). Half the class prepares a die with the verbs from Lesson 1: *own, like, belong, know, be, have.* The other half of the class prepares a word die with the verbs from Lesson 2: *live, play (an instrument), build, volunteer, collect, study.* One team rolls their die and the other asks and answers using the verb at the top of the die.
3. Student pairs ask each other two personal questions; for example: S1: *What do you learn after school?* S1: *I take guitar lessons.* S2: *How long have you been (studying the guitar)?* S1: *Since I was six years old.*

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. Ask students to say what they think will happen.
2. Point out the new words in blue. Ask students to underline the words that come before and after the words in blue. Students try to guess the meaning of the new words. Then, they look up in the dictionary the meaning of the ones they couldn't guess.
3. Play Class CD1 Track 45. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value *Be on time* and play the track again. Students listen and read along.
5. Divide the class into three groups. Assign one part of the story to each group. Groups take turns reading until they finish reading the story.

Student Book page 29

B Read and circle.

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

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

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

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD1 Track 46. Students listen and sing along with the CD.
3. Students sing the song again with gestures.
4. Divide the class into four groups. Assign one stanza to each group to sing. Then switch roles.

CD 1 46

Take a Break!

Singing, singing, singing.
I've been singing all morning.
Dancing, dancing, dancing.
I've been dancing all afternoon.

You must be tired.
I sure am.
You should a take a break.
I think you're right.

Walking, walking, walking.
I've been walking all morning.
Running, running, running.
I've been running all afternoon.

You must be tired.
I sure am.
You should a take a break.
I think you're right.

D Listen and say. Then act.



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

1. Explain that students will read and act out the conversations in the bubbles.
2. Play Class CD1 Track 47. Students listen and say along with the CD.

CD 1 47

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

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

Everybody Up 21st Century Skills

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

Collaboration/Critical Thinking: Direct students' attention to the Everybody Up Friend. Students collaborate to discuss why Danny is tired and thirsty. They use critical thinking to find information in the story in A to support their answer.

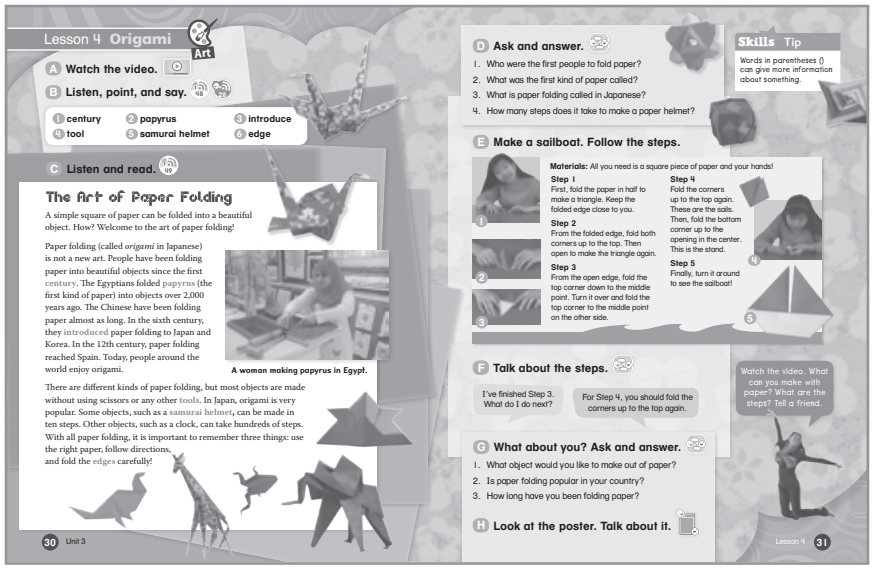
Games and Activities

- **Charades** (Teacher's Book pages 28–31). In groups of four, students silently act out a dialogue from the reading text *The Walk-a-Thon*. The other groups guess which dialogue they are performing. If correct, they read the dialogue aloud while the performers act it again.
- Students in the same groups design a poster with an illustration to fit the value in the story: *Be on time.* Students also say what other values are involved when you arrive on time; for example: *Be respectful, thoughtful, and responsible.* They can present their work to the class.
- **New Questions** Divide the class into three groups and assign each a part of the *Walk-a-Thon* story. In smaller groups, students prepare two comprehension questions checking understanding of their paragraph. When they finish, they ask the comprehension questions to other groups and also point out any mistakes as if they were the teacher. The teacher just observes, guides, and mediates when necessary.

Extra Practice

Workbook pages 28–29
Student Audio CD Track 27
Unit 3, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Origami



Student Book pages 30–31

Objectives
- Following directions in order to make an art project

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

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

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

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

Materials
Class CD1 Tracks 48–49; A square piece of paper; Unit 3 Video and Poster, Origami

Student Book page 30

School Subject Connection: Art

Lesson 4 is a cross-curricular lesson with a connection to art. Ask the class about their art class.

Warm up

1. Greet the class. Ask students: *Have you ever made a paper boat or plane? What kind of arts and crafts have you created? Have you ever shown your work at school? Have you put any of your art work in your bedroom?*
2. Sing **Take a Break!** (Class CD1, Track 46).

A Watch the video.

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

Before you watch: Ask students if they know what *origami* is. Tell students they're going to watch a video about origami – the art of paper folding – and about making paper. Ask students what they know about making paper.

1. Play the video. See Video Scripts on Teacher's Book page 116–118 for reference.
2. Play the video again. Ask students to name some things you can make with origami. Ask students to tell you the steps for making paper. Pause the video between each step if needed.

B Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students understand it.
2. Play Class CD1 Track 48. Students listen, point, and say along with the CD.

CD 1 48

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

3. Students practice saying the new vocabulary on their own, using their books. Students scramble two words for a classmate to unscramble. *dege/edge.*

C Listen and read.

1. Students look at the pictures and talk about what they see.
2. Students find the new words in the text and underline the words before or after the words in blue to clarify the meaning. For example: *since the first* ***century****;* *folded* ***papyrus****;* ***introduced*** *paper folding.* Then explain any meanings students don't understand.
3. Play Class CD1 Track 49. Students listen and read along with the CD.

4. Play the track again. Students listen and read along.
5. Students read the text on their own.
6. Chain reading. Individual students read one line each until they finish reading the text.

Student Book page 31

D Ask and answer.



1. Explain that students will read the questions and discuss them with a partner.
2. Read the *Skills Tip* with the class. Explain what *parentheses* are and demonstrate the tip with an example: *Paper folding* (ex. C, page 30).
3. Read each question aloud with the class. Students can answer orally and then write their answers, or do the activity on their own, using Activity C as a reference. Encourage them to use complete answers.
4. Check answers together.

Answer Key

1. The Egyptians were the first people to fold paper.
2. The first kind of paper was called papyrus.
3. It's called "origami."
4. It takes ten steps.

E Make a sailboat. Follow the steps.

1. Direct students' attention to the illustrations on page 31. Have students talk about what they see.
2. Read the instructions and remind students the pictures can help them understand the instructions better and faster.
3. As they finish, students present their sailboats to the class.

F Talk about the steps.



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

G What about you? Ask and answer.



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

Possible Answers

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

H Look at the poster. Talk about it.



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

1. Students look at the pictures and read the captions. Then, talk about how these relate to the poster title and cross-curricular subject.
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 questions and watch the video. Students use critical thinking to think about what they can make with paper. They then choose one thing and communicate the steps to make it to a partner.

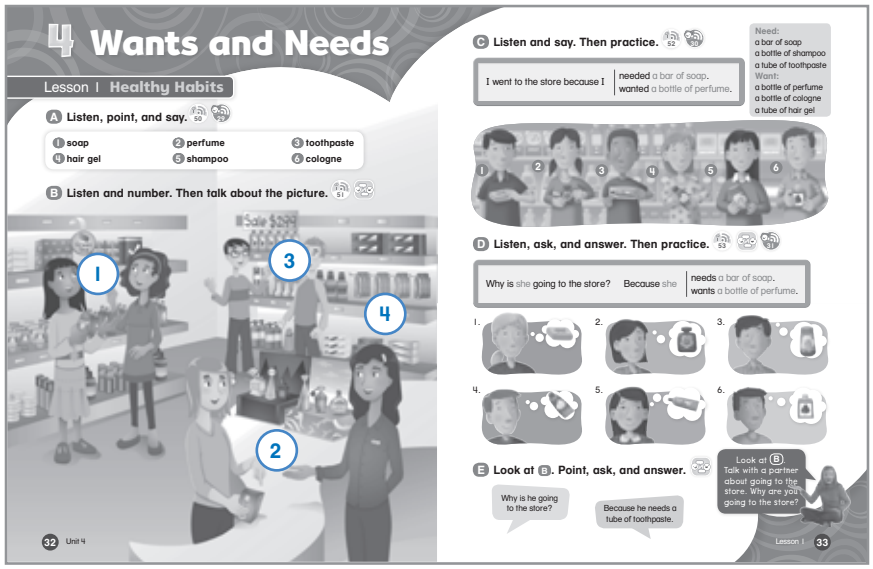
Games and Activities

- **What's Missing?** (Teacher's Book pages 28–31). Brainstorm words from Lesson 4 and write them on the board. Select ten words and write them on strips of paper. Use the strips to play the game.
- **Hands On! I** (Teacher's Book pages 28–31). Worksheet 119. Students read the instructions to make a paper fish. They share their fish with family and friends.
- **Hands on! II** (Teacher's Book pages 28–31). Students find an origami object by looking on the Internet, in the school library, or by asking someone who does origami how to make an easy object. Students bring the instructions and the object to class. They can dictate the instructions.

Extra Practice

Workbook pages 30–31
Student Audio CD Track 28
Unit 3, Lesson 4 Worksheet
Unit 3 Test
iTools
Online Practice

Unit 4 Wants and Needs Lesson 1 Healthy Habits



Student Book pages 32–33

Objectives
- Talking about personal care and hygiene

Grammar
- Complex sentences with *because*

  I went to the store because I needed a bar of soap.
- Questions with *why*

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

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

Materials
Class CD1 Tracks 50–53

Student Book page 32

Warm up

1. Greet the class. Ask students about the past weekend activities.
2. Ask students: *Do you sometimes go shopping? What do you usually need from the local store: a bottle of milk, a bottle of shampoo? What do you usually want from the local store?*

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students understand it.
2. Link the language. Point to the drawings and ask: *Have you ever bought a bottle of perfume?* or *How long have you been using the same shampoo?*
3. Play Class CD1 Track 50. Students listen, point, and say along with the CD.

CD 1 50

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

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

B Listen and number. Then talk about the picture.

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

1. Direct students' attention to the big picture. Have students talk about what they see.
2. Play Class CD1 Track 51. Students listen and number the items in the picture.

CD 1 51

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

Mike: This one's on sale for $2.99.
Danny: OK, that's good. Let's go and pay...Then we can go skateboarding!

4. Mike: I almost forgot. My mom asked me to buy toothbrushes. Do you see any?
Danny: Yes, there are some here, right under the toothpaste.
Mike: Thanks! Now we can go.

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 33

C Listen and say. Then practice.

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

1. Introduce the new pattern. Make sure students see the difference between *need* and *want*.
2. Direct students' attention to the first grammar box. Say the sentences and have students repeat. Point out the needs and wants listed in the box.
3. Play Class CD1 Track 52. Students listen and say along with the CD.

CD 52

I went to the store because I needed a bar of soap.
I went to the store because I wanted a bottle of perfume.
Need: a bar of soap, a bottle of shampoo, a tube of toothpaste, Want: a bottle of perfume, a bottle of cologne, a tube of hair gel

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

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

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *Why is she going to the store? Because she needs a bar of soap.*
2. Direct students' attention to the second grammar box. Play Class CD1 Track 53. Students listen, ask, and answer along with the CD.

CD 53

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

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

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

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



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

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. Pairs take turns communicating why they are going to the store. Tell them to use critical thinking to state what they need and to give reasons about why they need it.

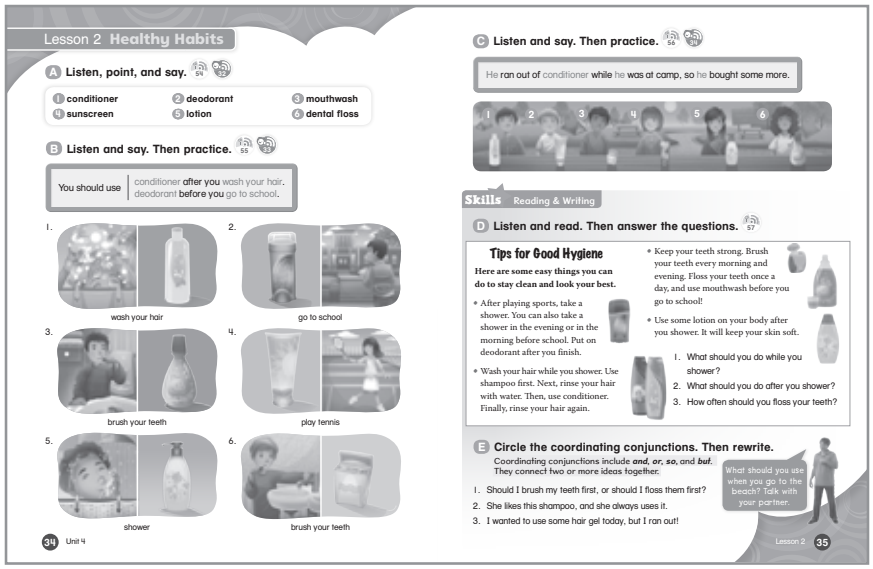
Games and Activities

- **Speed Dictation** (Teacher's Book pages 28–31). Groups create a supermarket flyer including three products at a very convenient price. *Two bars of lemon soap $1.* Collect the flyers and then dictate the offers to the class.

Extra Practice

Workbook pages 32–33
Student Audio CD Tracks 29–31
iTools
Online Practice

Unit 4 Wants and Needs Lesson 2 Healthy Habits



Student Book pages 34–35

Objectives
- Talking about good hygiene habits

Grammar
- Complex sentences with *before* and *after*

  You should use conditioner after you wash your hair. You should use deodorant before you go to school.
- Compound complex sentences with *while* and *so*

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

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

Materials
Class CD1 Tracks 54–57

Student Book page 34

Warm up

1. Greet the class. Ask students to turn around and ask the classmate sitting behind him or her: *Did you go to the supermarket yesterday? What did you buy?*
2. **Memory Game.** Write the toiletries from Lesson 1 on the board and erase them after 15 seconds. In small groups students write down the words they remember in the same order. The first group to finish claps hands. Change the order of the words and start again.

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Link the language. Students think of and write the hygiene items they need to buy this week. Ask students to read their lists aloud.
3. Play Class CD1 Track 54. Students listen, point, and say along with the CD.

CD 1 54

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

B Listen and say. Then practice.

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

1. Introduce the new pattern: *You should use conditioner after you wash your hair. You should use deodorant before you go to school.*
2. Direct students' attention to the first grammar box on page 34. Point out the meaning and use of the modal verb *should*, for example: *You should brush your teeth means that it's good for you to brush your teeth.* Students provide another example.
3. Say the words and have students repeat.
4. Play Class CD1 Track 55. Students listen and say along with the CD.

CD 1 55

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

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

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

Student Book page 35

C Listen and say. Then practice.

1. Introduce the new pattern: *He ran out of conditioner while he was at camp, so he bought some more.*
2. Direct students' attention to the second grammar box on top of page 35.
3. Play Class CD1 Track 56. Students listen and say along with the CD.

CD 1 56

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

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

4. Students practice the pattern in pairs, using their books. Ask them to add one more example and tell a partner.

Skills Reading & Writing

D Listen and read. Then answer the questions.

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

1. Students look at the pictures and say the products they see. Ask students to read the title and the introductory sentence. Finally, ask the class: *How many tips can you see?*
2. Play Class CD1 Track 57. Students listen and read along with the CD.
3. Read each question aloud with the class. Students can answer orally and then write the answers, or they answer the questions on their own.
4. Check answers together.

Answer Key

1. You should wash your hair while you shower.
2. You should put on deodorant after you shower.
3. You should floss your teeth once a day.

E Circle the coordinating conjunctions. Then rewrite.

1. Call students' attention to the rule: *Coordinating conjunctions include* ***and, or, so,*** *and* ***but****. They connect two or more ideas together.* Point out that *and* is used to add information *or* shows alternatives; *so* gives a result; *but* contrasts information.
2. Students read and circle the coordinating conjunctions in the sentences, individually or in pairs.
3. Check answers together. (1. or; 2. and; 3. but)

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. Remind them of things the students needed at camp. Have pairs use critical thinking and collaborate to think of things they should take to the beach.

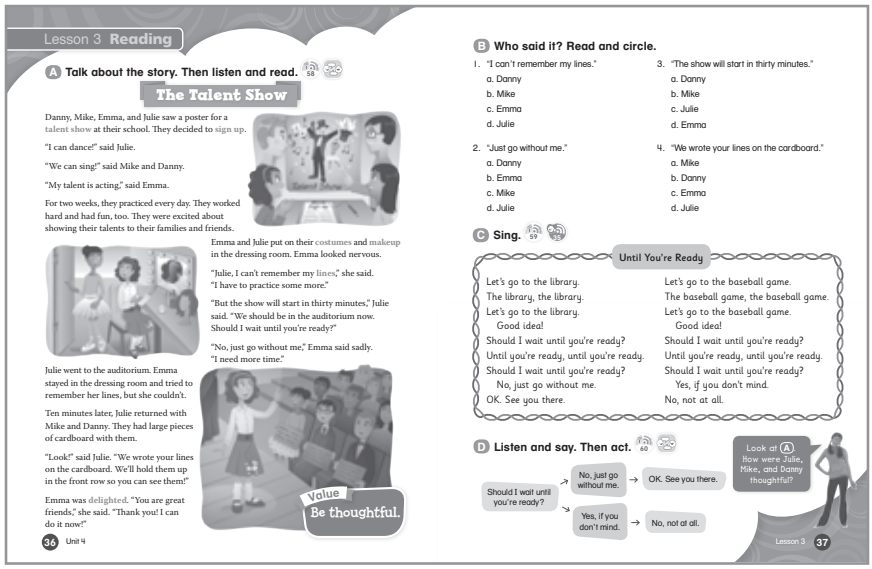
Games and Activities

- **Teacher's Mistake** (Teacher's Book pages 28–31). Make nonsensical funny sentences for students to correct. For example: T: *You should use sunscreen before you cook.* S: *No! You should use sunscreen before you play tennis!*
- **Two Truths and a Lie** (Teacher's Book pages 28–31). In groups, students prepare two true sentences and one false sentence about a past school trip/workshop/fair/performance. *We ran out of food while we were at camp, so we collected fruit from trees. (Lie) We ran out of sunscreen so we used umbrellas and hats. (True).* The class listens and raises hands to say: *I think it's true/ I think it's false,* and if possible explain why.

Extra Practice

Workbook pages 34–35
Student Audio CD Tracks 32–34
iTools
Online Practice

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

The Talent Show

Danny, Mike, Emma, and Julie saw a poster for a talent show at their school. They decided to sign up.

"I can dance!" said Julie.

"We can sing!" said Mike and Danny.

"My talent is acting," said Emma.

For two weeks, they practiced every day. They worked hard and had fun, too. They were excited about showing their talents to their families and friends.

Emma and Julie put on their costumes and makeup in the dressing room. Emma looked nervous.

"Julie, I can't remember my lines," she said. "I have to practice some more."

"But the show will start in thirty minutes," Julie said. "We should be in the auditorium now. Should I wait until you're ready?"

"No, just go without me," Emma said sadly. "I need more time."

Julie went to the auditorium. Emma stayed in the dressing room and tried to remember her lines, but she couldn't.

Ten minutes later, Julie returned with Mike and Danny. They had large pieces of cardboard with them.

"Look!" said Julie. "We wrote your lines on the cardboard. We'll hold them up in the front row so you can see them!"

Emma was delighted. "You are great friends," she said. "Thank you! I can do it now!"

Value
Be thoughtful.

36 Unit 4

B Who said it? Read and circle.

1. "I can't remember my lines."
   a. Danny
   b. Mike
   c. Emma
   d. Julie
2. "Just go without me."
   a. Danny
   b. Emma
   c. Mike
   d. Julie
3. "The show will start in thirty minutes."
   a. Danny
   b. Mike
   c. Julie
   d. Emma
4. "We wrote your lines on the cardboard."
   a. Mike
   b. Danny
   c. Emma
   d. Julie

C Sing.

Until You're Ready

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

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

D Listen and say. Then act.

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

Look at A. How were Julie, Mike, and Danny thoughtful?

Lesson 3 37

Student Book pages 36–37

Objectives
- Asking about waiting for someone

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

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

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

Value
Be thoughtful.

Materials
Class CD1 Tracks 58–60

Student Book page 36

Warm up

1. Greet the class. Ask students to show you the picture they most like from this unit. Get individual students to describe it.
2. **Find Your Partner** (Teacher's Book pages 28–31). Student pairs write one sentence on a strip of paper using a time or coordinating conjunction: *after*, *before*, *while*, *and*, *but*, and *so*. Collect the strips and cut them into two halves: *I ran out of water while / I was washing my hair, so I used a bottle of water.* Then shuffle the strips and redistribute them. Students circulate until they find the half that completes their sentence.
3. Link with the topic of the next reading. Ask students: *Who is an artist in the class? Who is a musician?*

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. Ask students to say what they think will happen.
2. Point out the new words in blue. Give students the definitions and have them find the word in the text. They can do the activity orally or write down the definitions and words.
   - *special clothes people wear in a play in order to look like a different person (costume)*
   - *very happy (delighted)*
   - *things that you put on your face to change the way you look (makeup)*
   - *a show where you show abilities and skills (talent show)*
   - *the words said by an actor (lines)*
   - *to write your name on a piece of paper to say that you are going to do something (sign up)*
3. Play Class CD1 Track 58. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value: *Be thoughtful* and play the track again. Students listen and read along.

Student Book page 37

B Who said it? Read and circle.

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

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

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

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD1 Track 59. Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4 Divide the class in two groups. One group sings the "library" stanza, and the other the "baseball game" stanza. Then the groups switch parts.

CD 59

Until You're Ready

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

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

D Listen and say. Then act.



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

1. Explain that students will read and act out the conversations in the bubbles.
2. Play Class CD1 Track 60. Students listen and say along with the CD.

CD 60

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

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

Everybody Up 21st Century Skills

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

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look at the story in A and discuss how Julie, Mike, and Danny were thoughtful.

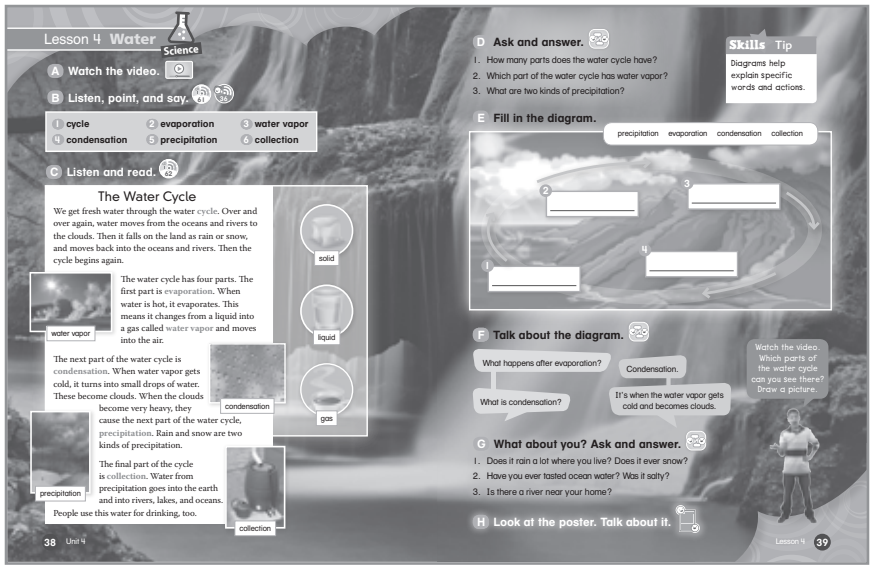
Games and Activities

- **A New Story** (Teacher's Book pages 28–31). Remind students of the conversation Julie, Danny, and Mike held backstage before the talent show. Ask groups to close their books and write a new version of that scene. Students read their dialogues aloud.
- Student pairs work together to plan and illustrate scenes that fit the Lesson 3 value: *Be thoughtful.* Prompt students by asking how they can be thoughtful at school and at home. Finished drawings can be presented to the class.

Extra Practice

Workbook pages 36–37
Student Audio CD Track 35
Unit 4, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Water



Student Book pages 38–39

Objectives
- Talking about the water cycle

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

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

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

Materials
Class CD1 Tracks 61–62; Unit 4 Video and Poster, Water

Student Book page 38

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to science.

Warm up

1. Greet the class. Ask: *How were you thoughtful yesterday/last week?* Next, students greet and ask their classmates about how they were thoughtful.
2. Sing **Until You're Ready** (CD1 Track 59).

A Watch the video.

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

Before you watch: Have students tell you what they know about water. Tell students they're going to watch a video about the stages in the water cycle. Ask students if they know or can guess any of the stages. Elicit vocabulary for bodies of water (*ocean, lake, river*) and forms of water (*rain, snow, ice, vapor, droplets, precipitation*).

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Have students say what the four stages of the water cycle are. Pause the video between each stage if needed.

B Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students understand it. Use the pictures on page 38 to illustrate the meaning of the new words.
2. Play Class CD1 Track 61. Students listen, point, and say along with the CD.

CD 1 61

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

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

C Listen and read.

1. Students look at the pictures and talk about what they see. Then say: *Name the oceans of the world you can remember. (Atlantic, Pacific, Arctic, Indian, Southern)* Ask: *Is it going to rain today? How do you know?* Read the title *The Water Cycle.*
2. Play Class CD1 Track 62. Students listen and read silently along with the CD.
3. Students find the new words in blue and check if they remember the meaning of the new words already presented in Activity B.

4. Play the track again. Students listen and read along.
5. Students read parts of the passage aloud, alone or in small groups.

Student Book page 39

D Ask and answer.



1. Read the Skills Tip aloud: *Diagrams help explain scientific words and actions.* They summarize and visualize complex information. Demonstrate the tip with the diagram in activity E.
2. Students read the questions. Then, pairs discuss the answers and circle them in their books. Encourage students to use complete sentences.
3. Check answers together.

Answer Key

1. The water cycle has four parts.
2. Evaporation has vapor.
3. Rain and snow are two kinds of precipitation.

E Fill in the diagram.

1. Direct students' attention to the diagram again. Ask them what makes the diagram clear.
2. Explain that students will write the steps in the cycle in the correct place. Students answer orally and then write their answers in their books, or do the activity on their own, using Activity C as a reference.
3. Check the answers on the board.

Answer Key

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

F Talk about the diagram.



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

G What about you? Ask and answer.



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

Possible Answers

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

H Look at the poster. Talk about it.



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

1. Students look at the pictures and read the captions. Then, talk about how these relate to the poster title and cross-curricular subject.
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/Creativity: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students use critical thinking to name the parts of the water cycle they see in the video. They then draw a picture.

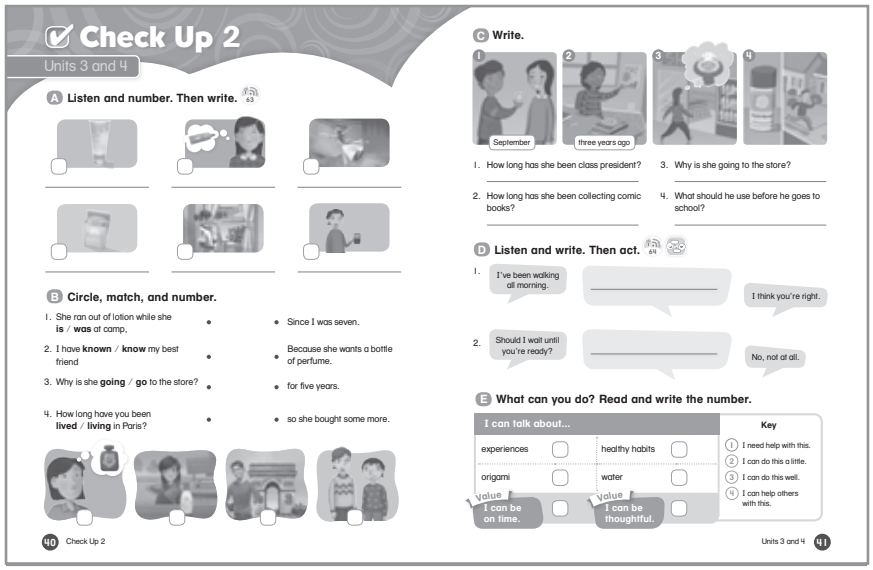
Games and Activities

- **Circles** (Teacher's Book pages 28–31). Use student-made vocabulary cards of the water cycle. S1 asks: *What happens after condensation?* S2 picks up the precipitation card and says: *Precipitation.*
- **Listen and Draw** (Teacher's Book pages 28–31). Students draw a diagram as you describe rain water in your city.

Extra Practice

Workbook pages 38–39
Student Audio CD Track 36
Unit 4, Lesson 4 Worksheet
Unit 4 Test
iTools
Online Practice

Check Up 2



Student Book pages 40–41

Review Language
- Units 3 and 4 grammar and vocabulary

Materials
Class CD1 Tracks 63–64

Student Book page 40

Warm up

1. Greet the class. Ask students to look at Lessons 1 and 2 and write down things they will pack for a trip.
2. Sing **Until You're Ready** (Class CD1, Track 59).
3. Review Units 3 and 4 with **Teacher's Mistake** (Teacher's Book pages 28–31).

A Listen and number. Then write.

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

1. Play Class CD1 Track 63. Students listen and number the pictures in the order they hear the words and phrases that describe the pictures.
2. Students write the words and phrases under each picture. Play the track again if needed. You may want to pause after each word or phrase to give students time to write.

CD 1 63

1. study ballet
2. sunscreen
3. have a smartphone
4. toothpaste
5. dental floss
6. play the saxophone

3. Check answers together.

Answer Key

Top row: 2. sunscreen, 4. toothpaste, 1. study ballet
Bottom row: 5. dental floss, 6. play the saxophone, 3. have a smartphone

B Circle, match, and number.

1. Students look at the pictures and talk about what they see.
2. Read the phrases in both columns with the class.
3. Students circle the correct verbs in column 1. They then match the phrases or questions to phrases or answers in column 2.
4. Check answers together before students number the pictures.
5. Have students number the pictures to match the sentences or questions and answers. Check answers together.

Answer Key

1. was / so she bought some more. / Picture 2
2. known / for five years. / Picture 4
3. going / Because she wants a bottle of perfume. / Picture 1
4. living / Since I was seven. / Picture 3

Student Book page 41

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. Have students ask and answer the questions to check answers as a class.

Answer Key

1. She's been class president since September.
2. She's been collecting comic books for three years.
3. She's going to the store because she needs shampoo.
4. He should use deodorant before he goes to school.

D Listen and write. Then act.



1. Play Class CD1 Track 64. Students listen.
2. Play the track again. Students fill in the speech bubbles with the sentences they hear.

CD 1 64

1. I've been walking around all morning.
   You should take a break.
   I think you're right.
2. Should I wait until you're ready?
   Yes, if you don't mind.
   No, not at all.

3. Model each conversation with a few strong students.
4. Student pairs practice and then switch roles.

Answer Key

1. You should take a break.
2. Yes, if you don't mind.

E What can you do? Read and write the number.

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

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.

Games and Activities

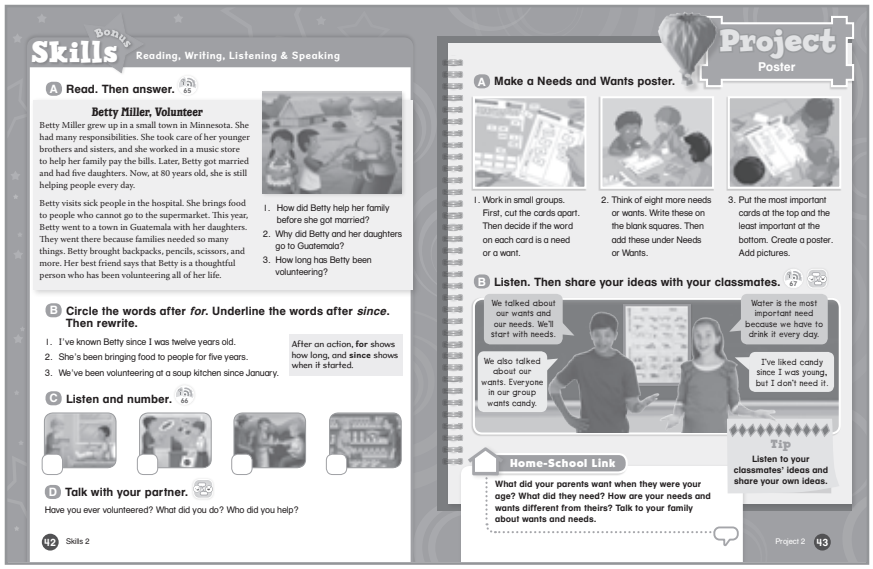
Select games from this box or from Teacher's Book pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31). 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 *healthy habits*. On the next snap, say a phrase in the category (e.g., *use deodorant*). Go around the circle, with individual students saying different words during the snaps. Change the category to *water cycles* when all known words have been said, or when someone makes a mistake, or after everyone has had a chance to say a word.
- **Gaps**. Write the target grammar patterns from Units 3 and 4 on strips of paper, leaving blanks in place of some words. For example, write *I went to the store* _____ *I* _____ *shampoo*. Provide one copy for each student or pair. Students write the missing words *because* and *needed*. Students compare answers to check them.
- **Brainstorm** (Teacher's Book pages 28–31). Students brainstorm ways they can be thoughtful to different people. Give them this list: *friends, parents, my teacher, my classmates*. Students work in groups and brainstorm ways they can be thoughtful to the people in each group.

Extra Practice

Workbook pages 40–42
iTools
Online Practice

Bonus Skills



Student Book pages 42–43

Skills
- Reading and understanding a text, identifying expressions after *for* and *since*, listening and numbering pictures, talking about volunteering

Materials
Class CD1 Tracks 65–66; notebooks

Project Language
- Units 3 and 4 grammar and vocabulary

Materials
Photocopiable Project Template; Class CD1 Track 67; scissors and glue

Student Book page 42

Warm up

Play **Sing the Next Stanza** (Teacher's Book pages 28–31). Students play using the songs from Unit 3 on page 29 and Unit 4 on page 37.

A Read. Then answer.

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

1. Students look at the picture and talk about it.
2. Students read the title and the questions. Ask the class to say what they think the reading will be about.
3. Play Class CD1 Track 65. Students listen and read.
4. Read each question aloud with the class. Students answer orally and then write their answers.

Answer Key

1. She took care of her younger brothers and worked at a music store to help pay the bills.
2. They went there because families needed things.
3. She's been volunteering all of her life.

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

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

Answer Key

1. I've known Betty since I was twelve years old.
2. She's been bringing food to people for five years.
3. We've been volunteering since January.

C Listen and number.

1. Play Class CD1 Track 66. Students listen and number the pictures.
2. Play the track again. Students check their answers.
3. Check answers together.

CD 1 66

1. Can I help you?
   Yes, please. I want some music for my party.
   We have lots of music here. What kind of music do you like?
   I like jazz music.
2. What do we need for our trip to Guatemala, Mom?
   We need ten bars of soap, and twenty tubes of toothpaste.
   Here they are. Then we need some pencils and scissors.

3. We have four more families to visit. Betty, you've been walking all morning. You must be tired. I'm okay. But I should rest for five minutes.

   Here, Mom, have some water.

4. Betty, you've visited me every day since I came to the hospital. Thank you!

   You're welcome. I brought you some books to read. Do you like mystery novels?

   Yes, I do!

Answer Key

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

D Talk with your partner.

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

Possible Answers

Yes, I have. I read to people in a hospital. I helped children in the hospital.

Project Poster

Student Book page 43

A Make a Needs and Wants poster.

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

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain that groups will make a poster. Read the steps as students look at the pictures and follow in their books.
2. Students cut the cards and decide if each word is a need or a want. They write eight more needs or wants on the blank squares and categorize them.
3. They order all of the cards by importance and add pictures to make a poster.

B Listen. Then share your ideas with your classmates.

1. Review the language in the speech bubbles.
2. Play Class CD1 Track 67. Have students point to the different speakers on the page as they listen.
3. Play the track again and have students repeat.

CD 1 67

We talked about our wants and our needs. We'll start with needs.

Water is the most important need because we have to drink it every day.

We also talked about our wants. Everyone in our group wants candy.

I've liked candy since I was young, but I don't need it.

4. Have students read the "Tip" on the page: *Listen to your classmates' ideas and share your own ideas.* Give the groups a few minutes to decide who will talk about what.
5. Groups present their projects to the class using language from the speech bubbles.

Home-School Link

1. Tell students to share what they've learned in class at home. Role-play with a few stronger students to demonstrate sample language.
2. Have students work in groups and discuss their families' needs and wants.
3. Have groups tell the class which family wants and needs were the most common.

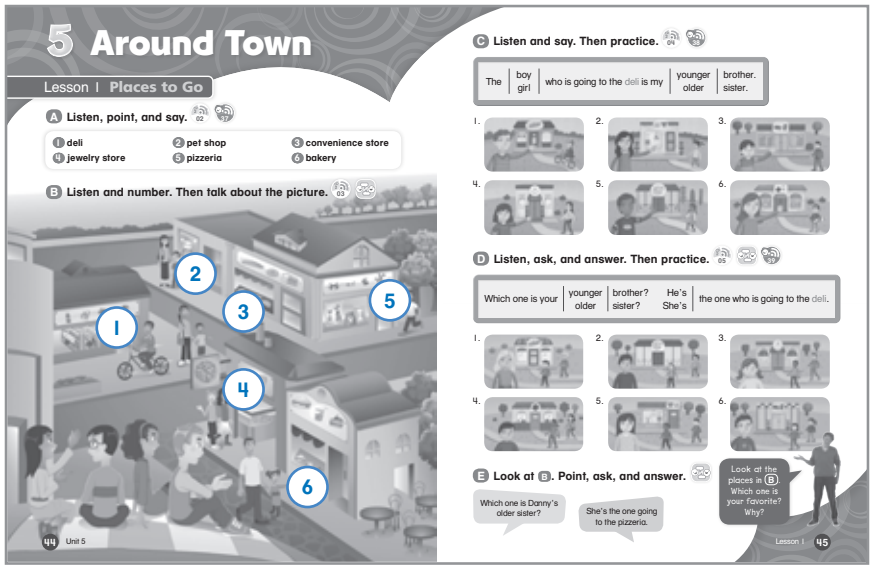
Games and Activities

- *Skills:* **Find Someone Who** (Teacher's Book pages 28–31). Students try to match sentence halves using *for* or *since* in the first half of the sentence (e.g., *I've studied English for / six years.*).
- *Project:* **Beanbag Toss** (Teacher's Book pages 28–31). Use pictures of Unit 3 and Unit 4 vocabulary (e.g., *I need to buy shampoo. I want to have a cell phone.*).

Extra Practice

Workbook page 43
Midterm Test
iTools
Online Practice

Lesson 1 Places to Go



Student Book pages 44–45

Objectives
- Talking about places in town

Grammar
- Relative clauses with *who*

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

Which one is your younger/older brother/sister?

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

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

Materials
Class CD2 Tracks 02–05

Student Book page 44

Warm up

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

A Listen, point, and say.

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

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

CD 2 02

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

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

B Listen and number. Then talk about the picture.

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

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

CD 2 03

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

6. Danny: Hey, is that your dad?
   Emma: Yes, and my little sister, Ann.
   Danny: Are they going to the deli?
   Emma: Yes, we're going to make sandwiches for lunch.

3. In pairs, students practice the new vocabulary.

Student Book page 45

C Listen and say. Then practice.

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

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

CD 2 04

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

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

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

D Listen, ask, and answer. Then practice.



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

CD 2 05

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

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

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

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



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

Everybody Up 21st Century Skills

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

Collaboration/Creativity: Direct students' attention to the Everybody Up Friend. In groups of four to six, students tell each other about their favorite place. Then they collaborate to draw a street scene including all of their favorite places.

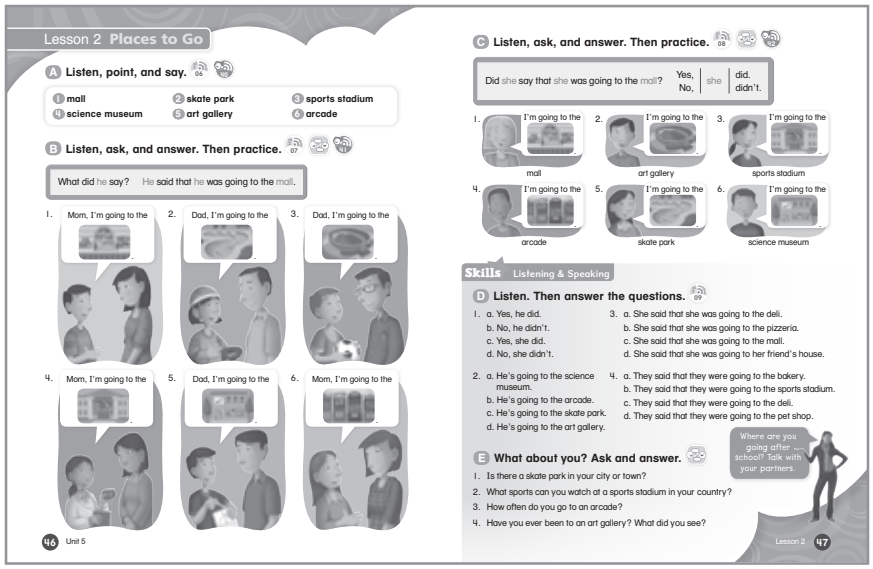
Games and Activities

- **Guess the Next Card** (Teacher's Book pages 28–31). Students play in groups of four using student-made vocabulary cards.
- **Word Roll** (Teacher's Book pages 28–31). Play using student-made vocabulary cards.

Extra Practice

Workbook pages 44–45
Student Audio CD Tracks 37–39
iTools
Online Practice

Lesson 2 Places to Go


Lesson 2 Places to Go

A Listen, point, and say.

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

B Listen, ask, and answer. Then practice.

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

1. Mom, I'm going to the
2. Dad, I'm going to the
3. Dad, I'm going to the
4. Mom, I'm going to the
5. Dad, I'm going to the
6. Mom, I'm going to the

C Listen, ask, and answer. Then practice.

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

1. I'm going to the mall
2. I'm going to the art gallery
3. I'm going to the sports stadium
4. I'm going to the arcade
5. I'm going to the skate park
6. I'm going to the science museum

Skills Listening & Speaking

D Listen. Then answer the questions.

1. a. Yes, he did.
   b. No, he didn't.
   c. Yes, she did.
   d. No, she didn't.
2. a. He's going to the science museum.
   b. He's going to the arcade.
   c. He's going to the skate park.
   d. He's going to the art gallery.
3. a. She said that she was going to the deli.
   b. She said that she was going to the pizzeria.
   c. She said that she was going to the mall.
   d. She said that she was going to her friend's house.
4. a. They said that they were going to the bakery.
   b. They said that they were going to the sports stadium.
   c. They said that they were going to the deli.
   d. They said that they were going to the pet shop.

E What about you? Ask and answer.

Where are you going after school? Talk with your partners.

1. Is there a skate park in your city or town?
2. What sports can you watch at a sports stadium in your country?
3. How often do you go to an arcade?
4. Have you ever been to an art gallery? What did you see?

46 Unit 5

Lesson 2 47

Student Book pages 46–47

Objectives
- Talking about places to go

Grammar
- Questions and answers with reported speech

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

Did she say that she was going to the mall?

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

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

Materials
Class CD2 Tracks 06-09

Student Book page 46

Warm up

1. Greet the class. Review Lesson 1 by telling the class that you've invited some friends home tonight, and you need to buy some things for dinner. Students tell you where you should go to buy them.
2. **Brainstorm** (Teacher's Book pages 28–31). Tell students to think of as many names of places as they can. Remind them of words learned in Unit 1. Write them on the board.

A Listen, point, and say.

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

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

CD 2 06

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

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

B Listen, ask, and answer. Then practice.

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

1. Introduce the new pattern. Then direct students' attention to the first grammar box on page 46. Read the questions and answer.
2. Direct students' attention to the highlighted subject pronoun *he*. Explain that *he* is the subject, and that when there are two verbs, each verb needs a subject.
3. Play Class CD2 Track 07. Students listen, ask, and answer along with the CD.

CD 2 07

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

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

6. Mom, I'm going to the arcade.
What did she say?
She said that she was going to the arcade.

4. Students practice the pattern in pairs.

Student Book page 47

C Listen, ask, and answer. Then practice.

1. Introduce the new pattern. Then direct students' attention to the second grammar box on page 47.
2. Play Class CD2 Track 08. Students listen, ask, and answer along with the CD.

CD 2 08

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

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

3. Students practice the pattern in pairs.

Skills Listening & Speaking

D Listen. Then answer the questions.

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

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

CD 2 09

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

3. Students can answer the questions on their own.

Answer Key

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

E What about you? Ask and answer.

Student pairs ask and answer the questions.

Possible Answers

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

Everybody Up 21st Century Skills

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

Communication: Direct students' attention to the Everybody Up Friend. Pairs communicate where they are going after school. Have pairs work with another pair. Each person tells where his/her partner said they were going.

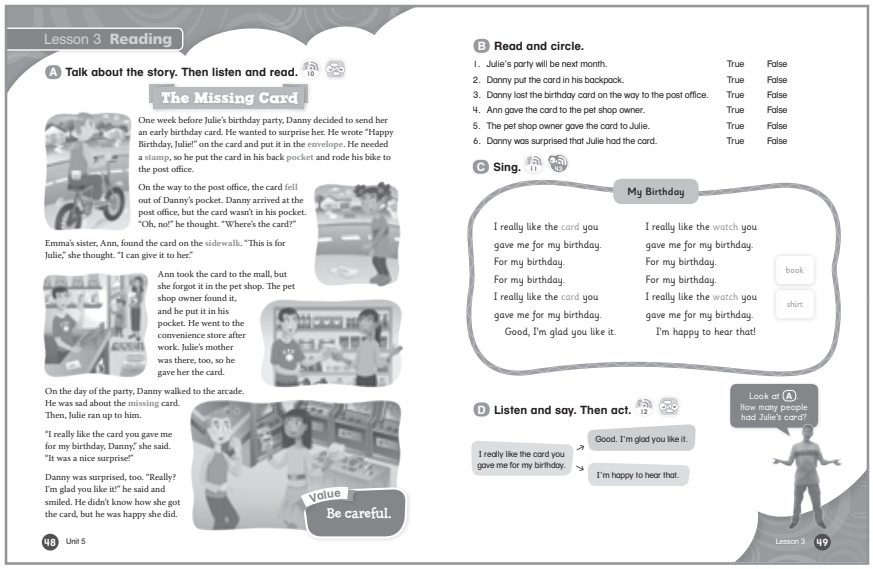
Games and Activities

- **Jump to the Word** (Teacher's Book pages 28–31). Play using student-made word cards.
- **What Did She/He Say?** In small groups. S1 says: *I'm going to the mall.* S2: *What did Lisa say?* S3: *She said that she was going to the mall.* and so on.

Extra Practice

Workbook pages 46–47
Student Audio CD Tracks 40–42
iTools
Online Practice

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

The Missing Card

One week before Julie's birthday party, Danny decided to send her an early birthday card. He wanted to surprise her. He wrote "Happy Birthday, Julie!" on the card and put it in the envelope. He needed a stamp, so he put the card in his back pocket and rode his bike to the post office.

On the way to the post office, the card fell out of Danny's pocket. Danny arrived at the post office, but the card wasn't in his pocket. "Oh, no!" he thought. "Where's the card?"

Emma's sister, Ann, found the card on the sidewalk. "This is for Julie," she thought. "I can give it to her."

Ann took the card to the mall, but she forgot it in the pet shop. The pet shop owner found it, and he put it in his pocket. He went to the convenience store after work. Julie's mother was there, too, so he gave her the card.

On the day of the party, Danny walked to the arcade. He was sad about the missing card. Then, Julie ran up to him.

"I really like the card you gave me for my birthday, Danny," she said. "It was a nice surprise!"

Danny was surprised, too. "Really? I'm glad you like it!" he said and smiled. He didn't know how she got the card, but he was happy she did.

Value
Be careful.

48 Unit 5

B Read and circle.

1. Julie's party will be next month.	True	False
2. Danny put the card in his backpack.	True	False
3. Danny lost the birthday card on the way to the post office.	True	False
4. Ann gave the card to the pet shop owner.	True	False
5. The pet shop owner gave the card to Julie.	True	False
6. Danny was surprised that Julie had the card.	True	False

C Sing.

My Birthday

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

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

book
shirt

D Listen and say. Then act.

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

Look at A. How many people had Julie's card?

Lesson 3 49

Student Book pages 48–49

Objectives
- Expressing you liked something

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

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

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

Value
Be careful.

Materials
Class CD2 Tracks 10–12

Student Book page 48

Warm up

1. Greet the class. Write the date on the board and while your back is to the class say quietly: *I am going to teach Lesson 3 today.* Students at the back won't be able to hear what you said. Encourage them to ask: *What did the teacher say?* A student from the front row says: *(She) said that (she) was going to teach Lesson 3 today.*
2. Review places in town from Lessons 1 and 2. Play **Beanbag Toss** (Teacher's Book pages 28–31).
3. Review Unit 5, Lesson 1 grammar. Ask students if they have brothers or sisters attending this same school. Those who answer *Yes* should say to the class something like: *My sister is in 4th grade. She's the one who has long red hair.*

A Talk about the story. Then listen and read.

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

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

Student Book page 49

B Read and circle.

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

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

C Sing.

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

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

CD 2 11

My Birthday

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

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

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

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

D Listen and say. Then act.



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

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

CD 2 12

1. I really like the card you gave me for my birthday.
   Good. I'm glad you like it.
2. I really like the card you gave me for my birthday.
   I'm happy to hear that.

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

Everybody Up 21st Century Skills

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

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look at the story in A and determine how many people had Julie's card.

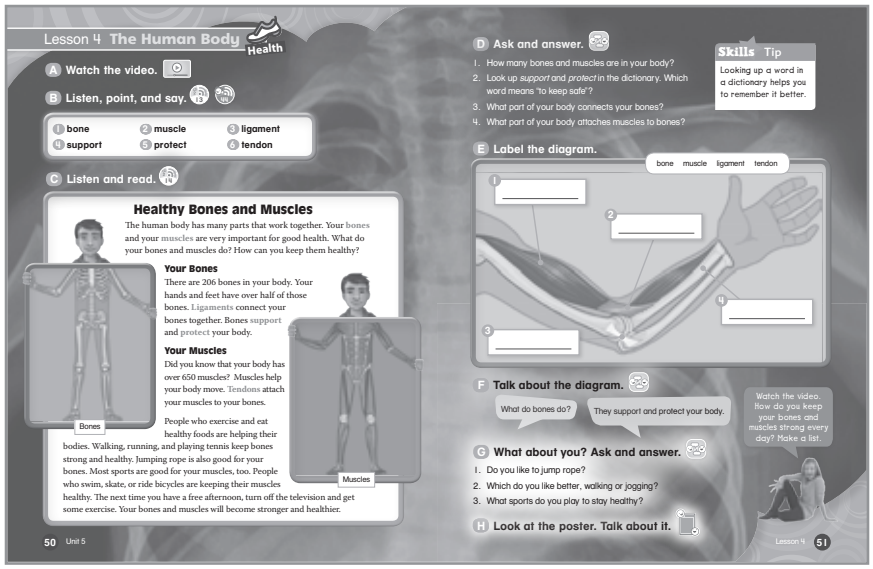
Games and Activities

- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 48, leaving some key words in the story blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- Students re-read the story *The Missing Card* and say which characters were not very careful (Danny and Ann), and who *was* careful (Julie's mother). Prompt students' ideas by asking how they can be careful when they go to a party, for example: *keep money in a safe place/ take their cell phones with some useful numbers/ keep the party's address handy and safe in a bag or wallet.* Then ask student pairs to illustrate some of their ideas about being careful.
- **Order the Text** (Teacher's Book pages 28–31). Write out key sentences from the story on strips of paper. Distribute the strips among groups of students. Then ask: *Who has the first key sentence?* Students will reply: *We think we do.* A member of the group reads the sentence aloud. Once all the groups have agreed on an order, they can read the key sentences in the correct order in one try.

Extra Practice

Workbook pages 48–49
Student Audio CD Track 43
Unit 5, Lesson 3 Worksheet
iTools
Online Practice

Unit 5 Around Town Lesson 4 The Human Body



Student Book pages 50–51

Objectives
- Talking about bones and muscles

Grammar
- Questions in the simple present

What do bones do?

They support and protect your body.

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

Materials
Class CD2 Tracks 13–14; Unit 5 Video and Poster, The Human Body

Student Book page 50

School Subject Connection: Health

Lesson 4 is a cross-curricular lesson with a connection to health.

Warm up

1. Greet the class. Ask students to tell you about their health classes: *Do you have a health program at school? Do you talk about healthy food, like fruits and vegetables, or healthy habits, like brushing your teeth?*
2. Sing **My Birthday** (Class CD2 Track 11).

A Watch the video.

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

Before you watch: Discuss the human body. Ask students to name the parts of the body. Tell students they're going to watch a video about things inside the body. Elicit vocabulary for actions that involve moving the body (e.g., *move, run, jump, play, kick*).

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Ask students what bones and muscles are used for. Pause the video the information on bone and muscles if needed. Then ask students what they can do to keep their bones and muscles strong.

B Listen, point, and say.

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

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

CD 2 13

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

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

C Listen and read.

1. Students look at the pictures and point to the bones, and then the muscles. Read the title: *Healthy Bones and Muscles.*
2. Students find and point to the new words. Students underline the important word written after or before the new vocabulary; for example: ligaments *connect your bones.*
3. Play Class CD2 Track 14. Students listen and read along with the CD.

4. Play the track again. Students listen and read along.
5. Students read the passage on their own.
6. Students do chain reading. Each student reads a sentence until the class finishes the text.

Student Book page 51

D Ask and answer.



1. Explain that students will read the questions and discuss them with a partner.
2. Read aloud the Skills Tip: *Looking up a word in the dictionary helps you to remember it better.* Explain how to look up a word in the dictionary. Ask students to look up a word from Activity C.
3. Read each question aloud with the class. Students can answer orally and write their answers in their books, or do the activity on their own.
4. Check answers together.

Answer Key

1. There are 206 bones in my body.
2. *Protect* means to keep safe.
3. The ligaments connect my bones together.
4. The tendons attach my muscles to bones.

E Label the diagram.

1. Direct students' attention to the diagram. Have students talk about what they see.
2. Students use the pictures and headings in Activity C to help them label the illustration.
3. Check the answers on the board.

Answer Key

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

F Talk about the diagram.



Pairs look at the pictures in Activity E and practice the language pattern in the speech. Students use the new vocabulary in the diagram to further practice the example dialogue.

G What about you? Ask and answer.



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

Possible Answers

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

H Look at the poster. Talk about it.



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

1. Students look at the pictures and read the captions. Then, talk about how these relate to the poster title and cross-curricular subject.
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 /Creativity: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students make a list of things they do to keep their bones and muscles strong and illustrate their lists.

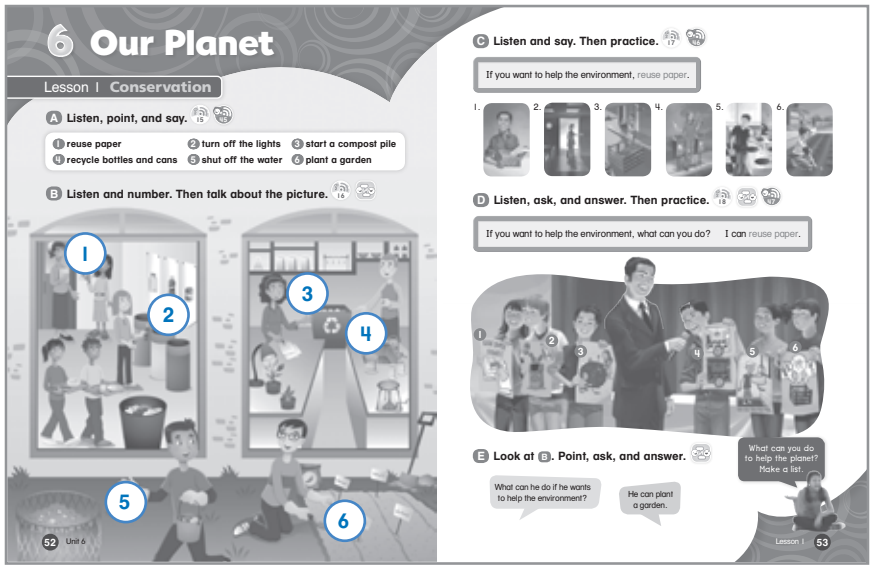
Games and Activities

- **Two Truths and a Lie** (Teacher's Book pages 28–31). For example: *I drink a glass of milk every day to keep my bones strong* (true). *I ride my bike to school to keep my muscles strong.* (lie).
- **Rhythm Circle** (Teacher's Book pages 28–31). Students change lines to the chant: *I run, I run. My bones are healthy! I run, I run.*

Extra Practice

Workbook pages 50–51
Student Audio CD Track 44
Unit 5, Lesson 4 Worksheet
Unit 5 Test
iTools
Online Practice

Lesson 1 Conservation



Student Book pages 52–53

Objectives
- Talking about helping the environment

Grammar
- Sentences with the zero conditional

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

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

  I can reuse paper.

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

Materials
Class CD2 Tracks 15–16

Student Book page 52

Warm up

Greet students. Ask students about their last physical education class. *Did you run, play a sport, or do some kind of workout? What do you eat and drink before and after P.E. class?*

A Listen, point, and say.

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

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

CD 2 15

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

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

B Listen and number. Then talk about the picture.

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

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

CD 2 16

1.	Julie:	Can I turn off the lights yet?
	Teacher:	The tables have been washed, but a few students need to put away their trays.
	Julie:	No problem. I'll wait while they throw away their trash.
	Teacher:	Thanks, Julie!
2.	Carla:	Let's see. Which recycling bins do these go in?
	Julie:	The bottles go here, and the cans go there.
	Carla:	I'm glad we can recycle bottles and cans here at school.
3.	Emma:	Oh no! We need more paper to finish this project about plants.
	Danny:	Don't worry! Look over here. There's a lot of paper in this recycling box. We can reuse paper to finish our project.
	Emma:	Great idea!
4.	Emma:	Danny, we need 300 milliliters of water for the next experiment.
	Danny:	Here you are, Emma.
	Emma:	Danny, this is 30 milliliters. We need 300.
	Danny:	Sorry. How's this?
	Emma:	That's perfect. Now, let's shut off the water.

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

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 53

C Listen and say. Then practice.

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

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

CD 2 17

If you want to help the environment, reuse paper.

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

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

D Listen, ask, and answer. Then practice.



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

CD 2 18

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

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

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

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



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

Everybody Up 21st Century Skills

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

Collaboration/Creativity: Direct students' attention to the Everybody Up Friend. Groups collaborate to create one list about what they can do to help the planet. They can illustrate the list.

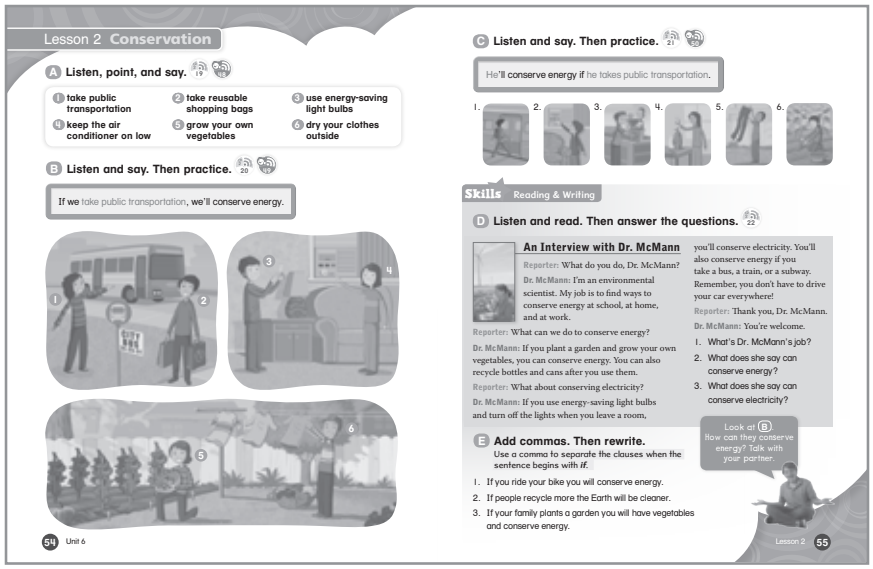
Games and Activities

- **Card Grab** (Teacher's Book pages 28–31). Students grab a word card to make a sentence: *I sometimes turn off the TV set when I leave my room.*
- **Find Your Partner** (Teacher's Book pages 28–31). Write sentences on strips on paper, for example: *If you want to save energy, turn off the lights.* Then cut the strips in half and give them to students. Students circulate and try to find the half that completes their sentence.

Extra Practice

Workbook pages 52–53
Student Audio CD Tracks 45–47
iTools
Online Practice

Lesson 2 Conservation



Student Book pages 54–55

Objectives
- Talking about conserving energy

Grammar
- First conditional

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

He'll conserve energy if he takes public transportation.

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

Materials
Class CD2 Tracks 19–22

Student Book page 54

Warm up

1. Greet the class. Ask the class how "green" they were yesterday. *Did you reuse any containers like a plastic bottle or a glass?* Then students ask a classmate: *Did you turn off your computer when you were finished?*
2. **Charades** (Teacher's Book pages 28–31). Review Unit 6, Lesson 1, vocabulary.

A Listen, point, and say.

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

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

CD 2 19

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

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

B Listen and say. Then practice.

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

1. Introduce the new pattern: *If we take public transportation, we'll conserve energy.*
2. Direct students' attention to the grammar box on page 54. Explain that the first action is the condition for the second action to happen. To take transportation is the condition needed in order to conserve the energy.
3. Play Class CD2 Track 20. Students listen, ask, and answer along with the CD.

CD 2 20

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

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

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

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

Student Book page 55

C Listen and say. Then practice.

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

CD 2 21

He'll conserve energy if he takes public transportation.

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

2. Students practice the pattern using their books.

Skills Reading & Writing

D Listen and read. Then answer the questions.

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

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

Answer Key

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

E Add commas. Then rewrite.

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

Answer Key

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

Everybody Up 21st Century Skills

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

Communication: Direct students' attention to the Everybody Up Friend. Pairs communicate what the people in the pictures can do to conserve energy.

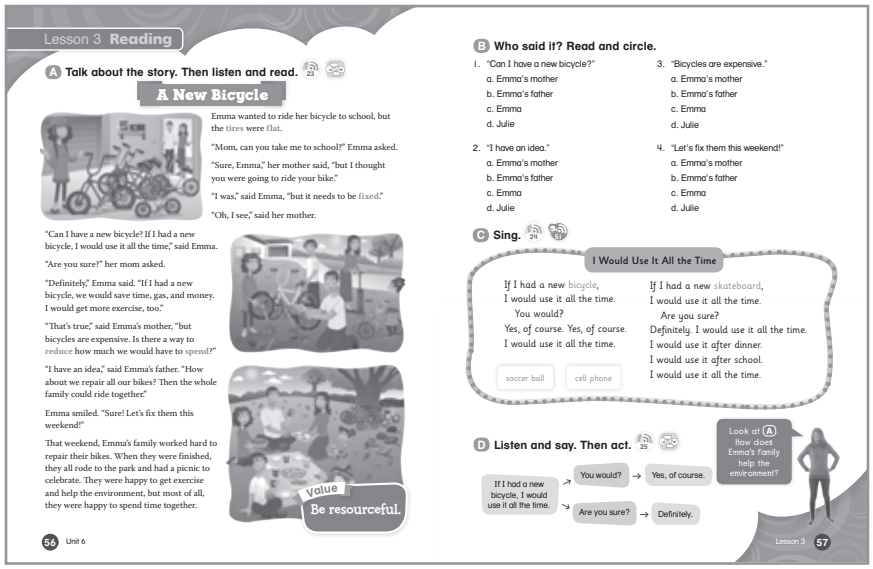
Games and Activities

- **Rollers** S1 says: *If you ride your bike…,* and rolls the ball to another student who finishes the sentence: *you'll conserve energy.*
- **Team Race** Student pairs write any word from Lesson 2 on a strip of paper and put it in a box. Shuffle the strips of paper and start the activity. One student from the pair takes a strip and reads it while the other student scans the lesson to find the word. That student finds the word, points to it, and reads the sentence. The first pair to spot the word wins.

Extra Practice

Workbook pages 54–55
Student Audio CD Tracks 48–50
iTools
Online Practice

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

A New Bicycle

Emma wanted to ride her bicycle to school, but the tires were flat.

"Mom, can you take me to school?" Emma asked.

"Sure, Emma," her mother said, "but I thought you were going to ride your bike."

"I was," said Emma, "but it needs to be fixed."

"Oh, I see," said her mother.

"Can I have a new bicycle? If I had a new bicycle, I would use it all the time," said Emma.

"Are you sure?" her mom asked.

"Definitely," Emma said. "If I had a new bicycle, we would save time, gas, and money. I would get more exercise, too."

"That's true," said Emma's mother, "but bicycles are expensive. Is there a way to reduce how much we would have to spend?"

"I have an idea," said Emma's father. "How about we repair all our bikes? Then the whole family could ride together."

Emma smiled. "Sure! Let's fix them this weekend!"

That weekend, Emma's family worked hard to repair their bikes. When they were finished, they all rode to the park and had a picnic to celebrate. They were happy to get exercise and help the environment, but most of all, they were happy to spend time together.

Value
Be resourceful.

56 Unit 6

B Who said it? Read and circle.

1. "Can I have a new bicycle?"
   a. Emma's mother
   b. Emma's father
   c. Emma
   d. Julie
2. "I have an idea."
   a. Emma's mother
   b. Emma's father
   c. Emma
   d. Julie
3. "Bicycles are expensive."
   a. Emma's mother
   b. Emma's father
   c. Emma
   d. Julie
4. "Let's fix them this weekend!"
   a. Emma's mother
   b. Emma's father
   c. Emma
   d. Julie

C Sing.

I Would Use It All The Time

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

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

soccer ball | cell phone

D Listen and say. Then act.

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

Look at A. How does Emma's family help the environment?

Lesson 3 57

Student Book pages 56–57

Objectives
- Talking with someone using *would*

Vocabulary
tires, flat, fixed, reduce, spend

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

Are you sure?
Definitely.

Value
Be resourceful.

Materials
Class CD2 Tracks 23-25

Student Book page 56

Warm up

1. Greet the class. Then start a conversation chain. Say: *I'll teach you a new lesson, if you listen to me.* Then a student says: *I'll listen to you if the class is quiet;* S3: *If the class is quiet, I'll understand the lesson.* S4: *If I understand the lesson, I'll enjoy it.* S5: *If I enjoy it, I'll do the homework.* First model the exercise with a student, and then start the chain.
2. Ask students to answer the following question individually, then ask a classmate: *Have you ever made a card, a bag, or decoration out of recycled material? If so, what did it look like? Did you use it?*
3. **Listen and Draw** (Teacher's Book pages 28–31). Students draw the recycled objects their classmates describe in Activity 2. Have students describe their objects using as much detail as possible.

A Talk about the story. Then listen and read.



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

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

Student Book page 57

B Who said it? Read and circle.

1. Explain that students will read the words and circle who said them.
2. Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.

3. Check answers together.

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

C Sing.

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

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

CD 2 24

I Would Use It All the Time

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

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

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

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

D Listen and say. Then act.



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

1. Explain that students will read and act out the conversations in the bubbles: *If I had a new bicycle, I would use it all the time. You would?/Are you sure? Yes, of course./Definitely.*
2. Play Class CD2 Track 25. Students listen and say with the CD.

CD 2 25

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

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

Everybody Up 21st Century Skills

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

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look at the story in A and discuss how Emma's family helps the environment.

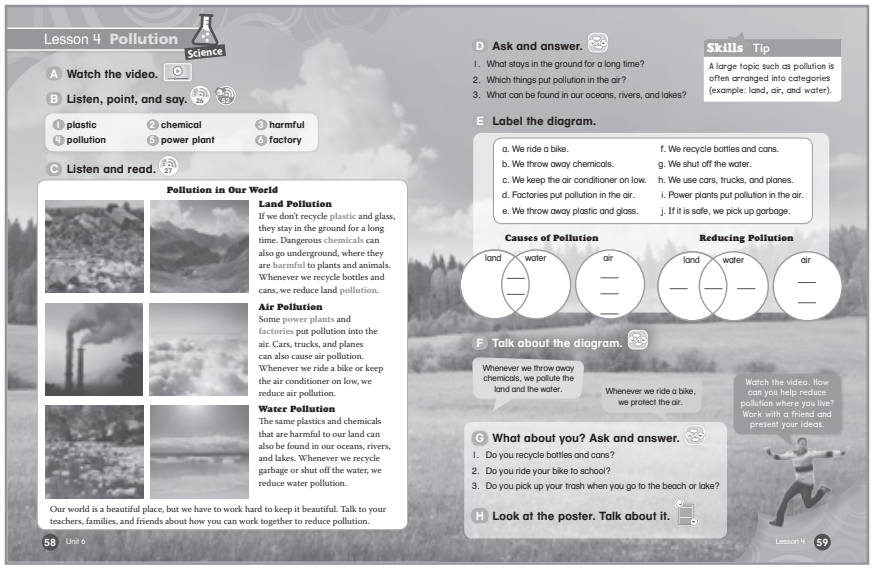
Games and Activities

- **Order the Text** (Teacher's Book pages 28–31). Write out key sentences from the story on strips of paper. Distribute the strips among groups of students. Then, read the story aloud. When students listen to the sentence they are holding, they stand up in front of the class one by one and read their sentences in order.
- Student pairs work together to plan and illustrate scenes that fit the Lesson 3 value: *Be resourceful.* Prompt students by asking how they can be resourceful when something doesn't work; for example when the electricity goes off and they need to do homework, or when the front door is locked, etc.
- **A New Story** (Teacher's Book pages 28–31). Ask student groups to change the answers to the following questions in the text. *Can I have a new bicycle? Is there a way to reduce how much we would have to spend? How about we repair all our bikes?* Then, each group reads the story with the changes.

Extra Practice

Workbook pages 56–57
Student Audio CD Track 51
Unit 6, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Pollution



Student Book pages 58–59

Objectives
- Talking about pollution and conservation

Grammar
- Complex sentences with *whenever*

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

Whenever we ride a bike, we protect the air.

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

Materials
Class CD2 Tracks 26–27; Unit 6 Video and Poster, Pollution

Student Book page 58

School Subject Connection: Science

Lesson 4 is a cross-curricular lesson with a connection to science.

Warm up

Greet the class. Tell the class you've decided to go green and share something you've done. Then ask students to ask each other: *What are you going to do to help the environment?*

A Watch the video.

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

Before you watch: Tell students they're going to watch a video about one person helping the environment. Ask students ways they think the ocean could be polluted. Elicit vocabulary for natural places (e.g., mountains, forest).

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Have students say the different ways that David helps the environment. Ask them what parts of the environment he helps.

B Listen, point, and say.

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

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

CD 2 26

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

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

C Listen and read.

1. Students talk about the pictures.
2. Students find and point to the new words. Ask students to talk about the meaning of the words in context of the text.
3. Play Class CD2 Track 27. Students listen and read along with the CD.
4. Play the track again. Students listen and read along.
5. Students read the passage on their own.
6. Divide the class in three groups to read *Pollution in Our World* chorally.

Student Book page 59

D Ask and answer.

1. Read aloud the Skills Tip: *A large topic such as pollution is often arranged into categories (example: land, air, and water).* Explain that a *category* is a group of things with particular features in common, and demonstrate the tip using Activity C.
2. Read each question aloud. Students discuss the answers with a partner and then answer in their books, using Activity C as a reference. Encourage students to use complete answers.
3. Check answers together.

Answer Key

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

E Label the diagram.

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

Answer Key

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

F Talk about the diagram.

Student pairs look at the diagrams in Activity E and practice the language pattern in the speech bubbles.

G What about you? Ask and answer.

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

Possible Answers

1. Yes. We recycle bottles and cans at school and at home.
2. No. I can't ride my bike to school. I take the bus.
3. Yes. I always pick up my trash at the beach.

H Look at the poster. Talk about it.

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

1. Students look at the pictures and read the captions. Then, talk about how these relate to the poster title and cross-curricular subject.
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 come up with ways they can reduce pollution where they live. Pairs decide which ideas to present to the class.

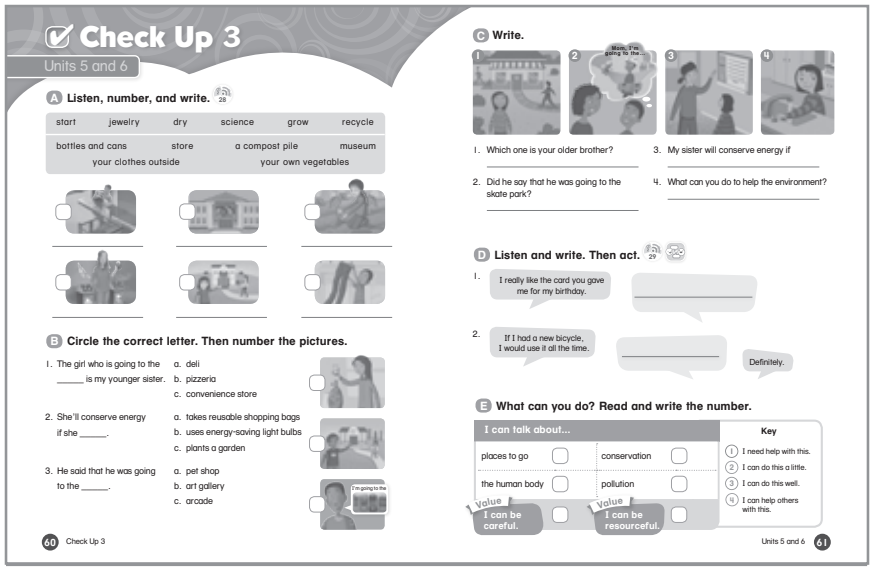
Games and Activities

- **Categories** (Teacher's Book pages 28–31). Play with students in three groups: air, land, and water.
- **Hands On!** (Teacher's Book pages 28–31). Students design a leaflet about protecting the environment. Use the leaflet to start a campaign at school. Display the leaflet on notice boards or give it to the school newsletter to teach people how to protect the environment.

Extra Practice

Workbook pages 58–59
Student Audio CD Track 52
Unit 6, Lesson 4 Worksheet
Unit 6 Test
iTools
Online Practice

Check Up 3



Student Book pages 60–61

Review Language
- Units 5 and 6 grammar and vocabulary

Materials
Class CD2 Tracks 28-29

Student Book page 60

Warm up

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

A Listen, number, and write.

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

1. Play Class CD2 Track 28. Students listen and number the pictures in the order they hear the phrases that describe the pictures.
2. Students use a word from the first box and a word or phrase from the second box to write the correct phrases under each picture. Play the track again if needed.

CD 2 28

1. science museum
2. recycle bottles and cans
3. grow your own vegetables
4. jewelry store
5. start a compost pile
6. dry your clothes outside

3. Check answers together.

Answer Key

Top row: 5. start a compost pile, 1. science museum, 3. grow your own vegetables
Bottom row: 2. recycle bottles and cans, 4. jewelry store, 6. dry your clothes outside

B Circle the correct letter. Then number the pictures.

1. Students look at the pictures and talk about what they see.
2. Read the sentences and answer choices for each picture with the class.
3. Students number the pictures and check *a*, *b*, or *c* to complete the sentence that describes the picture.
4. Check answers together.

Answer Key

1. b
2. b
3. c
Order of pictures: 2, 1, 3

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. Have students ask and answer the questions to check answers as a class.

Answer Key

1. He's the one who is going to the bakery.
2. Yes, he did.
3. She keeps the air conditioner on low.
4. I can shut off the water.

D Listen and write. Then act.



1. Play Class CD2 Track 29. Students listen.
2. Play the track again. Students fill in the speech bubbles with the sentences they hear.

CD 2 29

1. I really like the card you gave me for my birthday.
   Good. I'm glad you like it.
2. If I had a new bicycle, I would use it all the time.
   Are you sure?
   Definitely.

3. Model each conversation with a few strong students.
4. Student pairs practice and then switch roles.

Answer Key

1. Good. I'm glad you like it.
2. Are you sure?

E What can you do? Read and write the number.

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.

Games and Activities

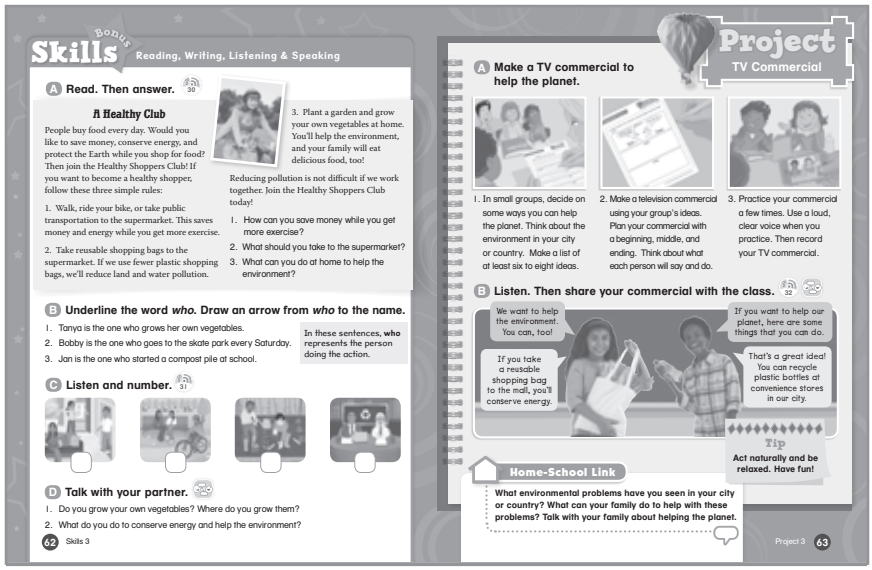
Select games from this box or from Teacher's Book pages 28–31 that best address students' needs as indicated from the Self Check.

- **Categories** (Teacher's Book pages 28–31). Play the game using all these category groups or the ones students need the most practice with: places to go, conservation, the human body, and pollution. After one round of the categories, add challenge by speeding up the rhythm of the game.
- **Brainstorm** (Teacher's Book pages 28–31). Students work in small groups and brainstorm how they can be careful and resourceful to protect the environment. For example: *We can be careful by shutting off the water while we brush our teeth. We can be resourceful by reusing paper for art projects.*
- **Five Questions** (Teacher's Book pages 28–31). Students in small groups choose a noun, verb, or adjective from the vocabulary set or the reading text and students from the other groups guess the word by asking five questions.

Extra Practice

Workbook pages 60–62
iTools
Online Practice

Bonus Skills



Student Book pages 62–63

Skills
- Reading and understanding a text, identifying pronoun *who*, listening and numbering pictures, talking about helping the environment

Materials
Class CD2 Tracks 30–31; notebooks

Project Language
- Units 5 and 6 grammar and vocabulary

Materials
Photocopiable Project Template; Class CD2 Track 32; device for recording

Student Book page 62

Warm up

1. Play **Sing the Next Stanza**. Use songs from Unit 5 on page 49, and Unit 6 on page 57.
2. Ask students: *What do you do at home to protect the environment? At school?*

A Read. Then answer.

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

1. Students talk about what they see in the picture.
2. Students read the title *A Healthy Club* and the questions. From the questions, ask the class to talk about what they think the reading will be about.
3. Play Class CD2 Track 30. Students listen and read.
4. Read each question aloud with the class. Students can answer orally and then write their answers in a notebook. Students should use complete sentences.

Answer Key

1. I can walk, ride a bike, or take public transportation to save money and get exercise.
2. We should take reusable shopping bags to the supermarket.
3. I can plant a garden and grow my own vegetables.

B Underline the word *who*. Draw an arrow from *who* to the name.

1. Call students' attention to the highlighted reminder: *In these sentences,* ***who*** *is the person doing the action.*
2. Read each statement aloud with the class. Students say the name and draw the arrow to it.
3. Check answers together.

Answer Key

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

C Listen and number.

1. Students look at the pictures then listen to the CD.
2. Play Class CD2 Track 31. Students listen and number the pictures.
3. Play the track again. Students listen and check their answers. Then check answers together.

CD 2 31

1. Wow. Planting a garden is fun, but it's also hard work!
   That's true. What have we planted so far?
   We've planted tomatoes, carrots, and onions.
2. Now, I'd like to ask you about pollution. If we want to help the environment, what can we do?
   Well, whenever we conserve and recycle, we are protecting our environment. There are many things you can do to help.
3. Which one is your older sister?
   She's the one riding her bike.
   Oh, I see her.
4. Mom, I'm going to the mall.
   OK. Please be home at seven o'clock.
   I will. Bye, Mom.
   Did she say she was going to the mall?
   Yes, she did.

Answer Key

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

D Talk with your partner.



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

Possible Answers

1. My family grows our own vegetables in our garden.
2. To conserve energy, I use energy-saving light bulbs.

Project TV Commercial

Student Book page 63

A Make a TV commercial to help the planet.

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

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Explain that groups will make a TV commercial. Read the steps aloud.
2. Students make a list of ways they can help the planet. Then, they plan and make a television commercial.
3. Students practice their commercial together.

B Listen. Then share your commercial with the class.



1. Review the language in the speech bubbles.
2. Play Class CD2 Track 32. Have students point to the different speakers on the page as they listen.
3. Play the track again and have students repeat.

CD 2 32

We want to help the environment. You can, too!
If you want to help our planet, here are some things that you can do.
If you take a reusable shopping bag to the mall, you'll conserve energy.
That's a great idea! You can recycle plastic bottles at convenience stores in our city.

4. Have students read the "Tip": *Act naturally and be relaxed. Have fun*! Let groups practice their TV commercials again and make any changes.
5. Groups present their commercials to the class.

Home-School Link

1. Tell students to share what they've learned in class at home.
2. Have students work in groups and share the ideas their families had about helping the planet.
3. Have groups pick their five best ideas and then share them with the class.

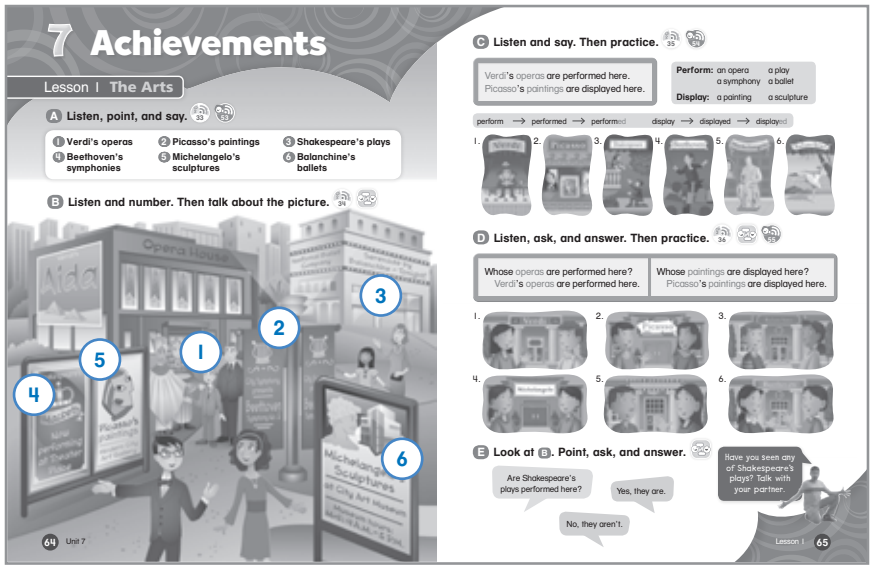
Games and Activities

- *Skills:* **Five Questions** (Teacher's Book pages 28–31). Small groups choose a noun, verb, or adjective from the reading on page 62 and other groups guess the word by asking five questions.
- *Project:* **Charades** (Teacher's Book pages 28–31). Small groups take turns acting out ways to help the environment. The groups guess what is being acted out.

Extra Practice

Workbook page 63
iTools
Online Practice

Lesson 1 The Arts



Student Book pages 64–65

Objectives
- Talking about the arts

Grammar
- Statements in the present passive voice

Verdi's operas are performed here.
Picasso's paintings are displayed here.

- Questions in the present passive voice

Whose operas are performed here?
Verdi's operas are performed here.
Whose paintings are displayed here?
Picasso's paintings are displayed here.

Vocabulary
The Arts: Verdi's operas, Picasso's paintings, Shakespeare's plays, Beethoven's symphonies, Michelangelo's sculptures, Balanchine's ballets

Materials
Class CD2 Tracks 33–36

Student Book page 64

Warm up

1. Greet students. Review the Lesson 3 values from the previous units. Ask students which of three values they appreciate most and which value they need to work on.
2. **Bingo** with verbs (Teacher's Book pages 28–31). Review any nine verbs from previous units.

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Link the language. Ask students: *Have you ever been to the opera/to the ballet? Do you like sculptures? Can you remember a painting that you really liked?*
3. Play Class CD2 Track 33. Students listen, point, and say along with the CD.

CD 2 33

1. Verdi's operas
2. Picasso's paintings
3. Shakespeare's plays
4. Beethoven's symphonies
5. Michelangelo's sculptures
6. Balanchine's ballets

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

B Listen and number. Then talk about the picture.

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

1. Direct students' attention to the big picture. Have students try to find each of the new vocabulary items before listening to the CD.
2. Play Class CD2 Track 34. Students listen and number the items in the picture.

CD 2 34

1. Danny: Wow! You look so cool in those costumes.
   Woman: Thank you. Have you seen one of Verdi's operas before?
   Danny: No, but I'd love to see one!
   Woman: You might like Aida. Over 6,000 people have seen the show so far!
2. Julie: Oh, look! One of Beethoven's symphonies is playing at the City Symphony.
   Mom: Yes, it is. Symphony number five is one of my favorites.
3. Mom: Julie, have you seen the sign for the ballet yet?
   Julie: No, not yet. Oh, they're doing one of Balanchine's ballets. Can we see it, please?
   Mom: Yes, that was the surprise. We all have tickets for tonight!
4. Mike: Which do you like better, watching plays or looking at paintings?
   Emma: Hmm, I don't know. Whose plays?
   Mike: Shakespeare's plays. Theater Place is doing Macbeth.

5. Emma: OK, and whose paintings?
   Mike: Well, the Modern City Art Gallery has Picasso's paintings right now.
   Emma: I really like Picasso! I hope we can look at his paintings while we're here.
6. Emma: Mike, do you like sculptures?
   Mike: I don't know. I've never been to a museum with sculptures before, just dinosaurs!
   Emma: The City Art Museum has Michelangelo's sculptures right now.
   Mike: Let's ask Danny's mom and dad if we can visit the museum tomorrow.
   Emma: OK!

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 65

C Listen and say. Then practice.

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

1. Introduce the new pattern. Read the first grammar box to students.
2. Read the list of words used with the verb *perform* and those used with the verb *display*.
3. Have students look at the verb box. Remind students of the *–ed* ending to form the past and participle of regular verbs like *perform* and *display*.
4. Play Class CD2 Track 35. Students listen and say along with the CD.

CD 2 35

Verdi's operas are performed here.
Picasso's paintings are displayed here.
perform an opera, a play, a symphony, a ballet
display a painting, a sculpture
perform, performed, performed
display, displayed, displayed

1. Verdi's operas are performed here.
2. Picasso's paintings are displayed here.
3. Shakespeare's plays are performed here.
4. Beethoven's symphonies are performed here.
5. Michelangelo's sculptures are displayed here.
6. Balanchine's ballets are performed here.

5. Students practice the pattern on their own.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern. Then direct students' attention to the second grammar box on page 65.
2. Play Class CD2 Track 36. Students listen, ask, and answer along with the CD.

CD 2 36

Whose operas are performed here?
Verdi's operas are performed here.
Whose paintings are displayed here?
Picasso's paintings are displayed here.

1. Whose operas are performed here? Verdi's operas are performed here.
2. Whose paintings are displayed here? Picasso's paintings are displayed here.
3. Whose ballets are performed here? Balanchine's ballets are performed here.
4. Whose sculptures are displayed here? Michelangelo's sculptures are displayed here.
5. Whose plays are performed here? Shakespeare's plays are performed here.
6. Whose symphonies are performed here? Beethoven's symphonies are performed here.

3. 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, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Are Shakespeare's plays performed here? Yes, they are./No, they aren't.*

Everybody Up 21st Century Skills

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

Communication: Direct students' attention to the Everybody Up Friend. Pairs communicate to answer the question. Tell students to name the plays they've seen and to say what they thought of the plays. If they haven't seen any of Shakespeare's plays, they can talk about other plays they've seen.

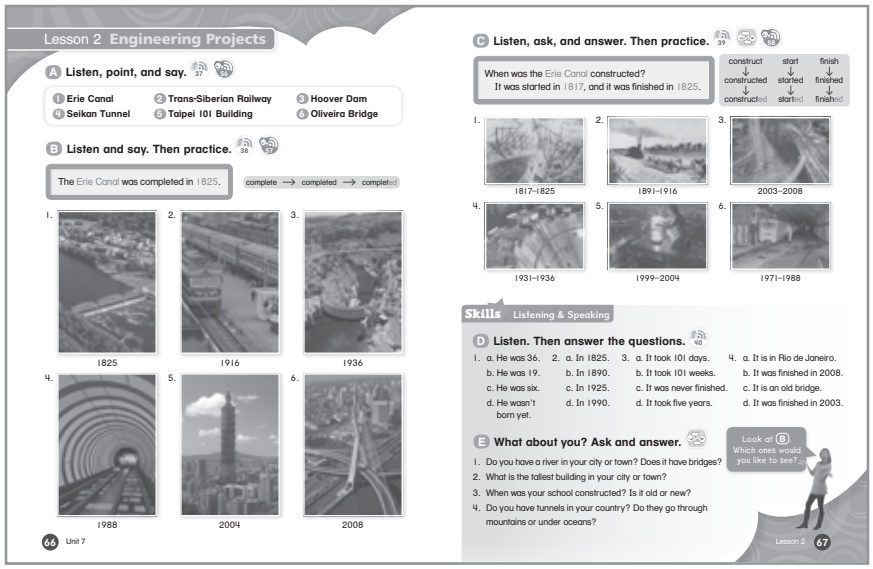
Games and Activities

- **What's Missing?** (Teacher's Book pages 28–31). Say five of the six vocabulary words. Students tell you which is missing.
- **Hands On!** (Teacher's Book pages 28–31). Small groups prepare an illustrated leaflet with time, place, and locations of performances and displays at their school.

Extra Practice

Workbook pages 64–65
Student Audio CD Tracks 53–55
iTools
Online Practice

Lesson 2 Engineering Projects



Student Book pages 66–67

Objectives
- Talking about great engineering projects

Grammar
- Sentences in the past passive voice

  The Erie Canal was completed in 1825.
- Questions in the past passive voice

  When was the Erie Canal constructed?

  It was started in 1817, and it was finished in 1825.

Vocabulary
Engineering projects: Erie Canal, Trans-Siberian Railway, Hoover Dam, Seikan Tunnel, Taipei 101 Building, Oliveira Bridge

Materials
Class CD2 Tracks 37–40

Student Book page 66

Warm up

1. Greet the class. Ask students to think of names of stadiums, theaters, auditoriums, and parks where concerts and plays are performed in their town. Write the information on the board.
2. **Team Race** (Teacher's Book pages 28–31). Use a printed world map to review the continents.

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 37. Students listen, point, and say along with the CD.

CD 2 37

1. Erie Canal
2. Trans-Siberian Railway
3. Hoover Dam
4. Seikan Tunnel
5. Taipei 101 Building
6. Oliveira Bridge

3. Students practice saying the words on their own.

B Listen and say. Then practice.

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

1. Introduce the new pattern. Compare passive voice to active voice.
2. Direct students' attention to the grammar box on page 66. Read the verb box. Point out the *–ed* ending for regular verbs.
3. Play Class CD2 Track 38. Students listen and say along with the CD.

CD 2 38

The Erie Canal was completed in 1825.
complete → completed → completed

1. The Erie Canal was completed in 1825.
2. The Trans-Siberian Railway was completed in 1916.
3. The Hoover Dam was completed in 1936.
4. The Seikan Tunnel was completed in 1988.
5. The Taipei 101 Building was completed in 2004.
6. The Oliveira Bridge was completed in 2008.

4. Students practice the pattern on their own.

Student Book page 67

C Listen, ask, and answer. Then practice.

1. Introduce the new pattern. Then direct students' attention to the second grammar box on page 67. Then read the verb box, highlighting the simple past and past participle of regular verbs.
2. Play Class CD2 Track 39. Students listen, ask, and answer along with the CD.

CD 2 39

When was the Erie Canal constructed?
It was started in 1817, and it was finished in 1825.
construct → constructed → constructed
start → started → started finish → finished → finished

1. When was the Erie Canal constructed?
   It was started in 1817, and it was finished in 1825.
2. When was the Trans-Siberian Railway constructed?
   It was started in 1891, and it was finished in 1916.
3. When was the Oliveira Bridge constructed?
   It was started in 2003, and it was finished in 2008.
4. When was the Hoover Dam constructed?
   It was started in 1931, and it was finished in 1936.
5. When was the Taipei 101 Building constructed?
   It was started in 1999, and it was finished in 2004.
6. When was the Seikan Tunnel constructed?
   It was started in 1971, and it was finished in 1988.

3. Students practice in pairs, using their books.

Skills Listening & Speaking

D Listen. Then answer the questions.

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

1. Have students read the questions and answers on their own.
2. Play Class CD2 Track 40. Students listen along with the CD and circle the answers.

CD 2 40

1. Wow! Grandpa, is this the Hoover Dam?
   Yes, it is, Patrick. It was constructed when I was a little boy.
   How old were you when it was finished?
   Let's see. It was finished in 1936. I was six years old in 1936.
   How old was Patrick's grandfather when the Hoover Dam was finished?
2. Which is older, the Trans-Siberian Railway or the Erie Canal?
   The Erie Canal is older, Mr. Johnson.
   That's right, Sarah. When was it finished?
   The Erie Canal was finished in 1825. The Trans-Siberian Railway was finished 90 years later.
   When was the Erie Canal finished?
3. How tall is the Taipei 101 Building, Mom?
   It's 101 stories tall. That's how it got its name.
   How long did it take to build?
   It was started in 1999, and it was finished in 2004. So, it took five years to build it.
   How long did it take to build the Taipei 101 Building?
4. The Oliveira Bridge is beautiful.
   Yes, it is. It's in São Paulo, Brazil.
   Is it an old bridge?
   No, it isn't. It was finished in 2008.
   Which sentence is true about the Oliveira Bridge?

3. Play the CD again and check answers together.

Answer Key

1. c. He was six.
2. a. In 1825
3. d. It took five years
4. b. It was finished in 2008.

E What about you? Ask and answer.

1. Read each question aloud with the class.
2. Pairs ask and answer the questions. Encourage students to use complete sentences.
3. Elicit answers from the class.

Possible Answers

1. There are two rivers in my town. They have many bridges.
2. The tallest building in my city is (the Empire State building).
3. My school was constructed in 1957. It is old.
4. My country has tunnels that go through mountains.

Everybody Up 21st Century Skills

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

Collaboration/Creativity: Direct students' attention to the Everybody Up Friend. Pairs talk about which structures they would like to see. Then pairs work together to find out more information about the structure. Students draw pictures of the engineering project and present the information to the class.

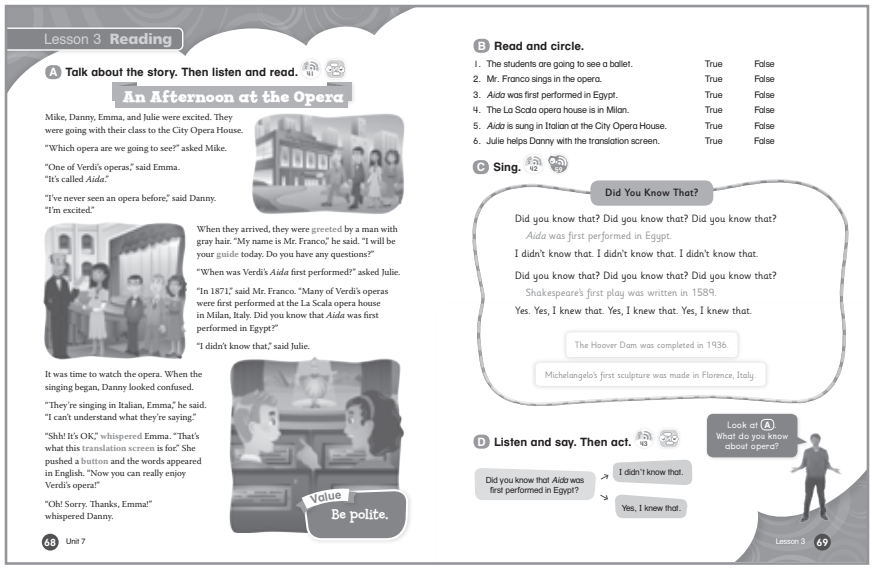
Games and Activities

- **Picture Pieces** (Teacher's Book pages 28–31). Pairs guess the drawings of new vocabulary.
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Students prepare true and false sentences about engineering projects to play.

Extra Practice

Workbook pages 66–67
Student Audio CD Tracks 56–58
iTools
Online Practice

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

An Afternoon at the Opera

Mike, Danny, Emma, and Julie were excited. They were going with their class to the City Opera House.

"Which opera are we going to see?" asked Mike.

"One of Verdi's operas," said Emma. "It's called *Aida*."

"I've never seen an opera before," said Danny. "I'm excited."

When they arrived, they were greeted by a man with gray hair. "My name is Mr. Franco," he said. "I will be your guide today. Do you have any questions?"

"When was Verdi's *Aida* first performed?" asked Julie.

"In 1871," said Mr. Franco. "Many of Verdi's operas were first performed at the La Scala opera house in Milan, Italy. Did you know that *Aida* was first performed in Egypt?"

"I didn't know that," said Julie.

It was time to watch the opera. When the singing began, Danny looked confused.

"They're singing in Italian, Emma," he said. "I can't understand what they're saying."

"Shh! It's OK," whispered Emma. "That's what this translation screen is for." She pushed a button and the words appeared in English. "Now you can really enjoy Verdi's opera!"

"Oh! Sorry. Thanks, Emma!" whispered Danny.

Value
Be polite.

68 Unit 7

B Read and circle.

1. The students are going to see a ballet.	True	False
2. Mr. Franco sings in the opera.	True	False
3. *Aida* was first performed in Egypt.	True	False
4. The La Scala opera house is in Milan.	True	False
5. *Aida* is sung in Italian at the City Opera House.	True	False
6. Julie helps Danny with the translation screen.	True	False

C Sing.

Did You Know That?

Did you know that? Did you know that? Did you know that?
Aida was first performed in Egypt.
I didn't know that. I didn't know that. I didn't know that.
Did you know that? Did you know that? Did you know that?
Shakespeare's first play was written in 1589.
Yes. Yes, I knew that. Yes, I knew that. Yes, I knew that.

The Hoover Dam was completed in 1936.
Michelangelo's first sculpture was made in Florence, Italy.

D Listen and say. Then act.

Look at A. What do you know about opera?

Did you know that *Aida* was first performed in Egypt?
I didn't know that.
Yes, I knew that.

Lesson 3 69

Student Book pages 68–69

Objectives
- Asking if someone knows about something

Vocabulary
greet, guide, whisper, translation screen, button

Conversation
Did you know that Aida *was first performed in Egypt?*
I didn't know that.
Yes, I knew that.

Value
Be polite.

Materials
Class CD2 Tracks 41-43

Student Book page 68

Warm up

1. Greet the class. Then start a conversation with the class: *Have you seen a movie or website you can recommend to the class? What did you watch on TV or the Internet yesterday?*
2. Review Unit 7, Lesson 1 vocabulary. Read the sentences below to the class. Pause where blanks are indicated. Students listen and try to replace the gaps with the correct word as you read. *Verdi was a* (musician). *He wrote the famous* (opera), *Aida. Shakespeare was a* (writer). *He wrote* (plays). Use similar sentences for the rest of the vocabulary.

A Talk about the story. Then listen and read.

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

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story.
2. Introduce the new words. Write each word on the board. Have students match the words with the meanings: *say hello* (greet); *a small round piece of plastic or metal you push to make something work* (button); *to speak very quietly* (whisper); *the person whose job is to show a place* (guide); *a kind of TV screen where you can read the translation of the opera in your language* (translation screen). Check the answers with the class.
3. Play Class CD2 Track 41. Students listen and read the story along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value: *Be polite* and play the track again. Students listen and read along.
5. Have students work in pairs. Students take turns retelling the story to each other and the class.

Student Book page 69

B Read and circle.

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

Answer Key

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

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD2 Track 42. Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4. Divide the class into two groups. Half of the class sings the questions and the information. The other half sings the answers *(I didn't know that/I knew that)*. Then the groups switch roles.

CD 2 42

Did You Know That?

Did you know that? (x3)
Aida was first performed in Egypt.
I didn't know that. (x3)

Did you know that? (x3)
Shakespeare's first play was written in 1589.
Yes. Yes, I knew that.
Yes, I knew that. (x2)

Did you know that? (x3)
The Hoover Dam was completed in 1936.
I didn't know that. (x3)

Did you know that? (x3)
Michelangelo's first sculpture was made in Florence, Italy.
Yes. Yes, I knew that.
Yes, I knew that. (x2)

D Listen and say. Then act.

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

1. Explain that students will read and act out the different conversations in the bubbles.
2. Play Class CD2 Track 43. Students listen and say with the CD.

CD 2 43

1. Did you know that Aida was first performed in Egypt?
   I didn't know that.
2. Did you know that Aida was first performed in Egypt?
   Yes, I knew that.

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

Everybody Up 21st Century Skills

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

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to look at the story in A and discuss what they know about opera. Tell them to include what they already know and information they learned from the text.

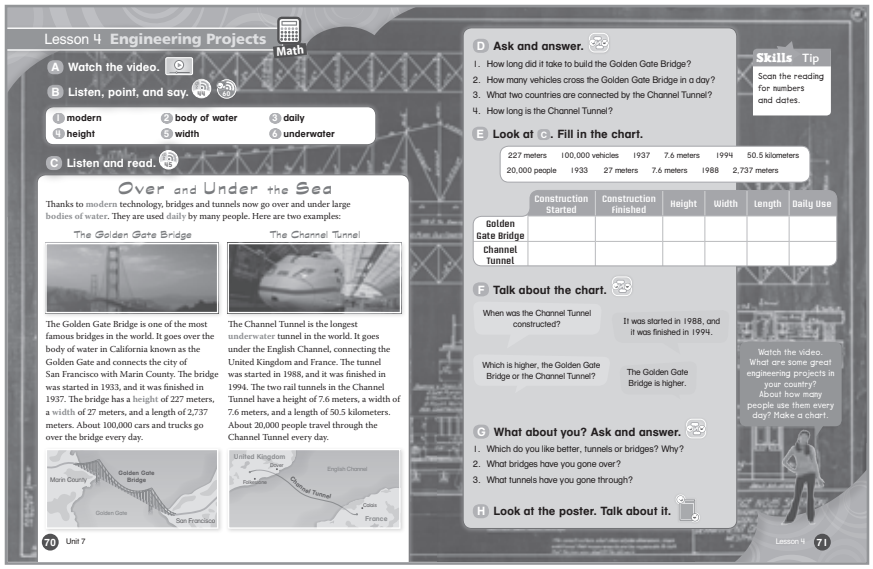
Games and Activities

- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 68, leaving the answers to questions blank.
- **Team Race** (Teacher's Book pages 28–31). Write on the board: *Emma was polite when* _____. *Mr. Franco was polite when* _____. *Danny was polite when* _____. The group that first completes the three sentences runs to the board and finishes the sentences.
- **Order the Text** (Teacher's Book pages 28–31). Write a brief summary of the reading on strips of paper. Distribute the strips among the class. Students read the strips aloud. Ask students to go to the front of the class and put themselves in the correct order.

Extra Practice

Workbook pages 68–69
Student Audio CD Track 59
Unit 7, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Engineering Projects



Student Book pages 70–71

Objectives
- Talking about engineering projects

Grammar
- Asking questions in the past passive voice

  When was the Channel Tunnel constructed?
  It was started in 1988, and it was finished in 1994.

- Asking questions with comparisons

  Which is higher, the Golden Gate Bridge or the Channel Tunnel?
  The Golden Gate Bridge is higher.

Vocabulary
Engineering Projects: modern, body of water, daily, height, width, underwater

Materials
Class C2 Track 44–45; Unit 7 Video and Poster, Engineering Projects

Student Book page 70

School Subject Connection: Math

Lesson 4 is a cross-curricular lesson with a connection to math.

Warm up

1. Greet the class. Ask pairs to write one polite and one impolite statement and exchange papers with another pair. Students work together to make the impolite statements polite.
2. Sing **Did You Know That?** (CD 2 Track 42).

A Watch the video.

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

Before you watch: Ask students to name bridges and subway systems they know about. Tell students they're going to watch a video about the Brooklyn Bridge and the Beijing subway. Ask students what they know about both structures. Elicit vocabulary and language about measurements and dates.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Ask students to tell you the facts they remember about the Brooklyn Bridge and the Beijing subway. Pause the video between each engineering project and prompt answers if needed, e.g., *Where is the Brooklyn Bridge? When was it constructed? What does the Beijing subway go under? When was it first opened?*

B Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 44. Students listen, point to the words, and say along with the CD.

CD 2 44

1. modern	2. body of water	3. daily
4. height	5. width	6. underwater

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

C Listen and read.

1. Students look at the two maps and talk about what they see. Ask: *What were the two engineering projects built for?*
2. Students find and point to the new words in the text. Have students talk about the meaning of the words in the context of the text.
3. Play Class CD2 Track 45. Students listen and read aloud with the CD. Repeat if necessary.

4. Students read parts of the passage aloud, alone, or in small groups.

Student Book page 71

D Ask and answer.



1. Students read the questions and discuss them with a classmate.
2. Read aloud the Skills Tip: *Scan the reading for numbers and dates.* Explain that "scan" means to look at the text quickly in order to find something specific in the text. Demonstrate the tip with an example.
3. Read each question aloud with the class. Pairs answer orally and then write their answers as complete sentences.
4. Check answers together.

Answer Key

1. It took four years to build the Golden Gate Bridge.
2. About 100,000 cars and trucks go over the bridge every day.
3. The United Kingdom and France are connected by the Channel Tunnel.
4. The Channel Tunnel is 50.5 kilometers long.

E Look at C. Fill in the chart.

1. Direct students' attention to the chart with different numbers. Ask students to tell you what these numbers represent, for example: *dates and measurements*.
2. Students scan the text in Activity C to find the information to complete the chart.
3. Check the answers on the board.

Answer Key

Golden Gate Bridge	1933	1937	227 meters	27 meters	2,737 meters	100,000 vehicles
Channel Tunnel	1988	1994	7.6 meters	7.6 meters	50.5 kilometers	20,000 people

F Talk about the chart.



Student pairs practice the language pattern in the speech bubbles. Students should talk about each item in E.

G What about you? Ask and answer.



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

Possible Answers

1. I like bridges better. I think they are beautiful.
2. I went over a bridge in my city.
3. There is a tunnel in my town. We drive through it when we visit my grandparents.

H Look at the poster. Talk about it.



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

1. Students look at the pictures and read the captions. Then, talk about how these relate to the poster title and cross-curricular subject.
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.

Collaboration/Communication: Direct students' attention to the Everybody Up Friend. Review the questions and watch the video. Groups communicate to think of as many engineering projects in their country as they can. Then they collaborate to make a chart to show how many people use them every day.

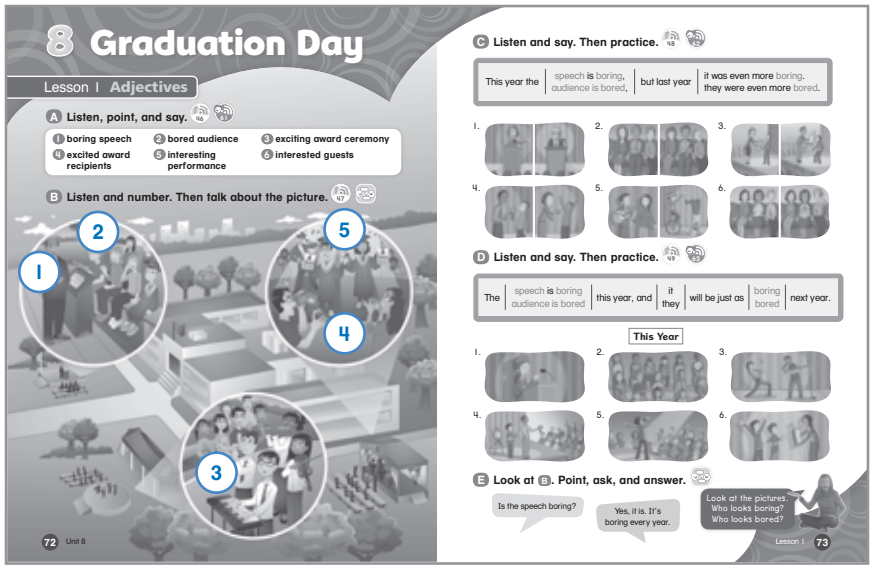
Games and Activities

- **Hands On!** (Teacher's Book pages 28–31). Groups write a report on the biggest or most important engineering project done in their country. Students do research and find specific information Then each group presents their work as the rest of the class writes down details.

Extra Practice

Workbook pages 70–71
Student Audio CD Track 60
Unit 7, Lesson 4 Worksheet
Unit 7 Test
iTools
Online Practice

Lesson 1 Adjectives



Student Book pages 72–73

Objectives
- Talking about graduation day

Grammar
- Sentences with adjectives with *–ed* and *–ing*
- Comparing present tense with past tense and future tense.

  This year the audience is bored, but last year they were even more bored.

  The speech is boring this year, and it will be just as boring next year.

Vocabulary

Adjectives: boring speech, bored audience, exciting award ceremony, excited award recipients, interesting performance, interested guests

Materials

Class CD2 Tracks 46–49

Student Book page 72

Warm up

1. Greet students. Ask students to write a fun thing they did yesterday after school and scramble the verb or verb phrase; for example: *kates* (skate). Students ask questions to guess the word.
2. Read a list of previously learned words and ask students to write what they associate with each word. For example: *theater* (the name of a theater, Shakespeare, actors, stage, etc.).

A Listen, point, and say.

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

1. Introduce the new word phrases. Write each phrase on the board and help students to understand it.
2. Link the language. Ask questions: *Have you been to a boring movie recently? When you receive an award, who's more excited, you or your family?*
3. Play Class CD2 Track 46. Students listen, point, and say along with the CD.

CD 2 46

1. boring speech
2. bored audience
3. exciting award ceremony
4. excited award recipients
5. interesting performance
6. interested guests

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

B Listen and number. Then talk about the picture.

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

1. Direct students' attention to the big picture. Students find and point to each picture that illustrates the new vocabulary before listening to the CD.
2. Play Class CD2 Track 47. Students listen and number the items in the picture.

CD 2 47

1. Speaker: We have come to the end of another school year.
2. Woman: Mr. Hill said the same thing at Megan's graduation four years ago!
   Man: That's right. I think he says the same thing every year. What a boring speech!
   Woman: What a bored audience!
3. Woman: Isn't it amazing what these students can do?
   Man: Everyone is so talented. This performance is so interesting.
   Woman: I think this is the best school performance I've ever seen.
   Man: They're doing a great job. The guests are really interested.
4. Woman: Congratulations, Emma! This is such an exciting award ceremony.

Man: It sure is! Look how excited the award recipients are.

5. Mike: I can't believe I got this award for science.
   Emma: I studied hard, but I still can't believe I got this award for math.
   Mike: You worked hard for it, Emma.
   Emma: You did too, Mike!

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 73

C Listen and say. Then practice.

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

1. Introduce the new pattern. Then direct students' attention to the first grammar box. Students read the highlighted words. Ask students *Which two tenses are used in the example sentences?* (present, past).
2. Play Class CD2 Track 48. Students listen and say along with the CD.

CD 2 48

This year the speech is boring, but last year it was even more boring.

This year the audience is bored, but last year they were even more bored.

1. This year the speech is boring, but last year it was even more boring.
2. This year the audience is bored, but last year they were even more bored.
3. This year the award ceremony is exciting, but last year it was even more exciting.
4. This year the award recipients are excited, but last year they were even more excited.
5. This year the performance is interesting, but last year it was even more interesting.
6. This year the guests are interested, but last year they were even more interested.

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

D Listen and say. Then practice.

1. Introduce the new pattern. Then direct students' attention to the second grammar box on page 73. Explain that *just as* emphasizes the idea of two things being exactly the same.
2. Play Class CD2 Track 49. Students listen, and say along with the CD.

CD 2 49

The speech is boring this year, and it will be just as boring next year.

The audience is bored this year, and they will be just as bored next year.

1. The speech is boring this year, and it will be just as boring next year.
2. The audience is bored this year, and they will be just as bored next year.
3. The performance is interesting this year, and it will be just as interesting next year.
4. The award ceremony is exciting this year, and it will be just as exciting next year.
5. The guests are interested this year, and they will be just as interested next year.
6. The award recipients are excited this year, and they will be just as excited next year.

3. Students practice the pattern in pairs.

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



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles. *Is the speech boring? Yes, it is. It's boring every year.* They should use all of the new vocabulary.

Everybody Up 21st Century Skills

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

Critical Thinking: Direct students' attention to the Everybody Up Friend. Students use critical thinking to say who looks boring and who looks bored as they look at the pictures on pages 72 and 73.

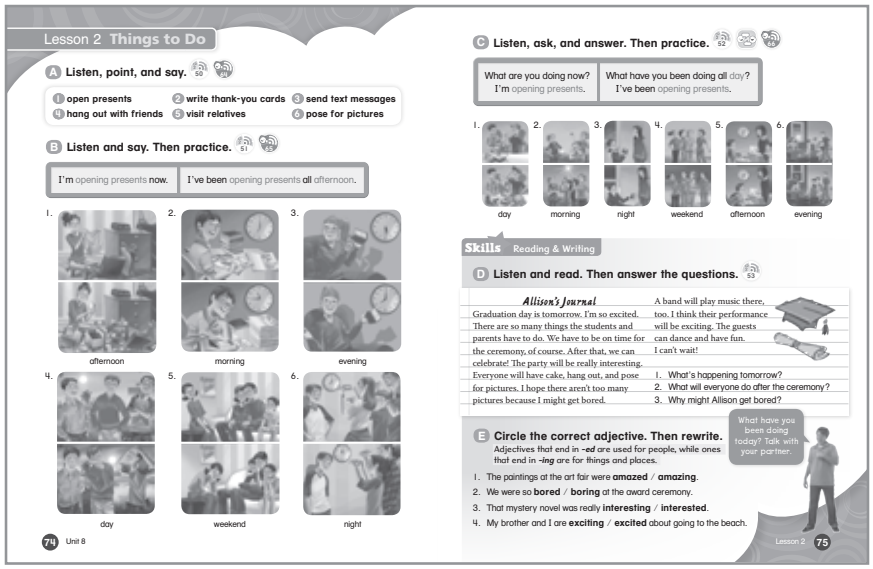
Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Students from each team compete to answer vocabulary questions.
- **Find Someone Who** (Teacher's Book pages 28–31). Students find someone who is: *just as tall as me, just as intelligent as me, even more energetic than me, even more talkative/noisy than me.*

Extra Practice

Workbook pages 72–73
Student Audio CD Tracks 61–63
iTools
Online Practice

Lesson 2 Things to Do



Student Book pages 74–75

Objectives
- Talking about things to do at celebrations

Grammar
- Present progressive and present perfect progressive
  I'm opening my presents now./I've been opening my presents all afternoon.
  What are you doing now?
  I'm opening presents.
  What have you been doing all day?
  I've been opening presents.

Vocabulary
Things to Do: open presents, write thank-you cards, send text messages, hang out with friends, visit relatives, pose for pictures

Materials
Class CD2 Tracks 50–53

Student Book page 74

Warm up

1. Greet the class. Share something interesting or boring you watched last night with the class. Student pairs ask each other: *Did you watch anything interesting on the Internet or on TV last night?* Students share their answers with the whole class.
2. **Memory Chain** (Teacher's Book pages 28–31). Review Unit 7 and 8 vocabulary. Students start the memory chain with (S1) saying *Operas are boring, but…S2: Operas are boring, but symphonies are exciting. Sculptures…*, etc.

A Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 50. Students listen, point, and say along with the CD.

CD 2 50

1. open presents
2. write thank-you cards
3. send text messages
4. hang out with friends
5. visit relatives
6. pose for pictures

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

B Listen and say. Then practice.

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

1. Introduce the new pattern: *I'm opening presents now. I've been opening presents all afternoon.*
2. Direct students' attention to the first grammar box on page 74. Have students think about the similarities between the two example sentences (both use the progressive form).
3. Play Class CD2 Track 51. Students listen and say along with the CD.

CD 2 51

I'm opening presents now. I've been opening presents all afternoon.

1. I'm opening presents now. I've been opening presents all afternoon.
2. I'm writing thank-you cards now. I've been writing thank-you cards all morning.
3. I'm sending text messages now. I've been sending text messages all evening.
4. I'm hanging out with friends now. I've been hanging out with friends all day.
5. I'm visiting relatives now. I've been visiting relatives all weekend.
6. I'm posing for pictures now. I've been posing for pictures all night.

4. Students practice the pattern on their own.

Student Book page 75

C Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *What are you doing now? I'm opening presents. What have you been doing all day? I've been opening presents.*
2. Direct students' attention to the grammar box on page 75.
3. Play Class CD2 Track 52. Students listen, ask, and answer along with the CD.

CD 2 52

What are you doing now? I'm opening presents.

What have you been doing all day? I've been opening presents.

1. What are you doing now? I'm opening presents. What have you been doing all day? I've been opening presents.
2. What are you doing now? I'm posing for pictures. What have you been doing all morning? I've been posing for pictures.
3. What are you doing now? I'm sending text messages. What have you been doing all night? I've been sending text messages.
4. What are you doing now? I'm hanging out with friends. What have you been doing all weekend? I've been hanging out with friends.
5. What are you doing now? I'm writing thank-you cards. What have you been doing all afternoon? I've been writing thank-you cards.
6. What are you doing now? I'm visiting relatives. What have you been doing all evening? I've been visiting relatives.

4. Students practice the pattern in pairs.

Skills Reading & Writing

D Listen and read. Then answer the questions.

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

1. Have students read the title of the reading text: *Allison's Journal.* Explain that a journal is an account of what someone has done. Ask students if they keep a journal and what they think Allison has written in her journal.
2. Play Class CD2 Track 53. Students listen and read along with the CD.
3. Read the comprehension questions again. Student pairs or individual students can write the answers on the board.
4. Play the CD again and have students check their answers. Then check answers together.

Answer Key

1. It's graduation day tomorrow.
2. They will go to the graduation party.
3. Posing for too many pictures might make her bored.

E Circle the correct adjective. Then rewrite.

1. Call students' attention to the rule: *Adjectives that end in **-ed** are used for people, while ones that end in **-ing** are for things and places.*
2. In pairs or individually, students circle the correct option.
3. Check answers together.

Answer Key

1. amazing **2.** bored **3.** interesting **4.** excited

Everybody Up 21st Century Skills

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

Communication: Direct students' attention to the Everybody Up Friend. Students work in pairs to communicate what they have been doing today.

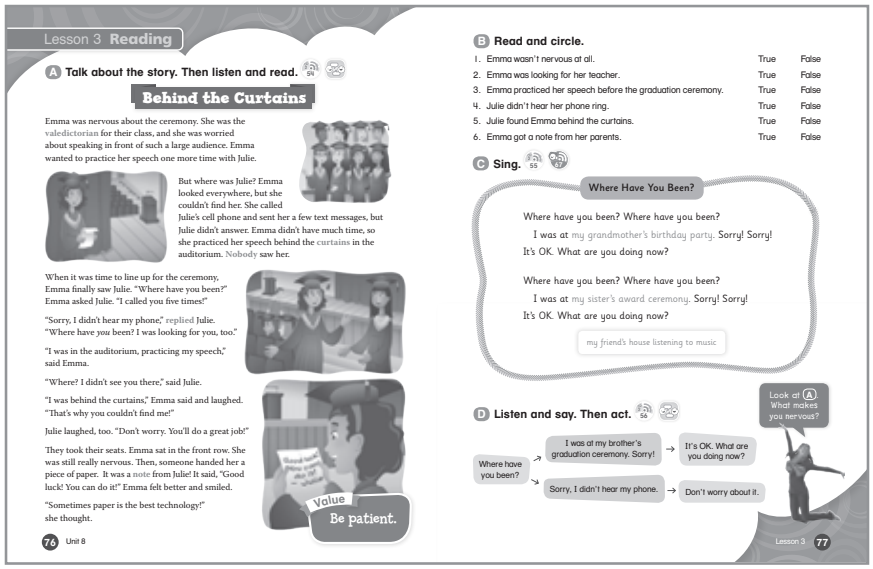
Games and Activities

- **Speed Dictation** (Teacher's Book pages 28–31). Dictate to the class: *My birthday is tomorrow. I'm so excited. Everyone will have cake and pose for pictures. I hope there aren't too many pictures because I might get bored.* Then ask a couple of students to quickly dictate their versions.
- **Beanbag Toss** (Teacher's Book pages 28–31). Students write down two verbs and two time markers, for example: *visit relatives/tomorrow, celebrate/all day.* Students have to make a statement using the correct tense: *I'll visit my relatives tomorrow.*

Extra Practice

Workbook pages 74–75
Student Audio CD Tracks 64–66
iTools
Online Practice

Lesson 3 Reading


Lesson 3 Reading

A Talk about the story. Then listen and read.

Behind the Curtains

Emma was nervous about the ceremony. She was the valedictorian for their class, and she was worried about speaking in front of such a large audience. Emma wanted to practice her speech one more time with Julie.

But where was Julie? Emma looked everywhere, but she couldn't find her. She called Julie's cell phone and sent her a few text messages, but Julie didn't answer. Emma didn't have much time, so she practiced her speech behind the curtains in the auditorium. Nobody saw her.

When it was time to line up for the ceremony, Emma finally saw Julie. "Where have you been?" Emma asked Julie. "I called you five times!"

"Sorry, I didn't hear my phone," replied Julie. "Where have you been? I was looking for you, too."

"I was in the auditorium, practicing my speech," said Emma.

"Where? I didn't see you there," said Julie.

"I was behind the curtains," Emma said and laughed. "That's why you couldn't find me!"

Julie laughed, too. "Don't worry. You'll do a great job!"

They took their seats. Emma sat in the front row. She was still really nervous. Then, someone handed her a piece of paper. It was a note from Julie! It said, "Good luck! You can do it!" Emma felt better and smiled.

"Sometimes paper is the best technology!" she thought.

Value
Be patient.

76 Unit 8

B Read and circle.

1. Emma wasn't nervous at all.	True	False
2. Emma was looking for her teacher.	True	False
3. Emma practiced her speech before the graduation ceremony.	True	False
4. Julie didn't hear her phone ring.	True	False
5. Julie found Emma behind the curtains.	True	False
6. Emma got a note from her parents.	True	False

C Sing.

Where Have You Been?

Where have you been? Where have you been?
I was at my grandmother's birthday party. Sorry! Sorry!
It's OK. What are you doing now?

Where have you been? Where have you been?
I was at my sister's award ceremony. Sorry! Sorry!
It's OK. What are you doing now?

my friend's house listening to music

D Listen and say. Then act.

Look at A. What makes you nervous?

Where have you been? → I was at my brother's graduation ceremony. Sorry! → It's OK. What are you doing now?

Sorry, I didn't hear my phone. → Don't worry about it.

Lesson 3 77

Objectives
- Finding out where someone has been

Vocabulary
valedictorian, curtains, nobody, replied, note

Conversation
Where have you been?
I was at my brother's graduation ceremony. Sorry!
It's O.K. What are you doing now?

Where have you been?
Sorry. I didn't hear my phone.
Don't worry about it.

Value
Be patient.

Materials
Class CD2 Tracks 54–56

Student Book pages 76–77

Student Book page 76

Warm up

1. Greet the class. Write the following scrambled words from Unit 8, Lesson 2 on the board: *sentpre* (present), *gessame* (message), *lojaurn* (journal), *renycemo* (ceremony). Student pairs try to unscramble the words and make a question with one of them.
2. Have the class tell you when it's very important to be polite. Have them share times when they were polite.
3. Review Unit 8, Lesson 2 grammar. Write a sequence of events in the present progressive on a piece of paper. Explain to students that you have a script of a silent movie they'll have to act. Invite a student or two to mime it in front of the class. The class has to guess what's going on in the silent movie.

A Talk about the story. Then listen and read.



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

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story. Have students explain what they think the title *Behind the Curtains* means.
2. Introduce the new words. Write each word on the board. Have students guess the meaning of the words from context and compare their answers with a partner. Check answers with the class.
3. Play Class CD2 Track 54. Students listen and read the story along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value: *Be patient* and play the track again. Students listen and read along.
5. Have students work in pairs. Students underline the most important parts in the text. Then they take turns retelling the story to each other and to the class.

Student Book page 77

B Read and circle.

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

Answer Key

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

C Sing.

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

1. Read the song lyrics with the students.
2. Play Class CD2 Track 55. Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4. Divide the class into two groups. Assign different parts of the song to each group to sing. Then switch roles.

CD 2 55

Where Have You Been?

Where have you been? Where have you been?
I was at my grandmother's birthday party.
Sorry! Sorry!
It's OK. What are you doing now?

Where have you been? Where have you been?
I was at my sister's award ceremony.
Sorry! Sorry!
It's OK. What are you doing now?

Where have you been? Where have you been?
I was at my friend's house listening to music.
Sorry! Sorry!
It's OK. What are you doing? (x2)
It's OK. What are you doing now?

D Listen and say. Then act.



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

1. Explain that students will read and act out the different conversations in the bubbles. *Where have you been? I was at my brother's graduation ceremony. Sorry!/ Sorry, I didn't hear my phone. It's OK. What are you doing now?/ Don't worry about it.*
2. Play Class CD2 Track 56. Students listen and say with the CD.

CD 2 56

1. Where have you been?
   I was at my brother's graduation ceremony. Sorry!
   It's OK. What are you doing now?
2. Where have you been?
   Sorry. I didn't hear my phone.
   Don't worry about it.

3. Pairs rehearse and act out the conversations, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Everybody Up 21st Century Skills

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

Creativity/Communication: Direct students' attention to the Everybody Up Friend. Students think about things that make them nervous. Have them choose one thing and creatively draw a picture of it. Then have students work in pairs and communicate a story to each other about being nervous using their pictures and the text in A as a model.

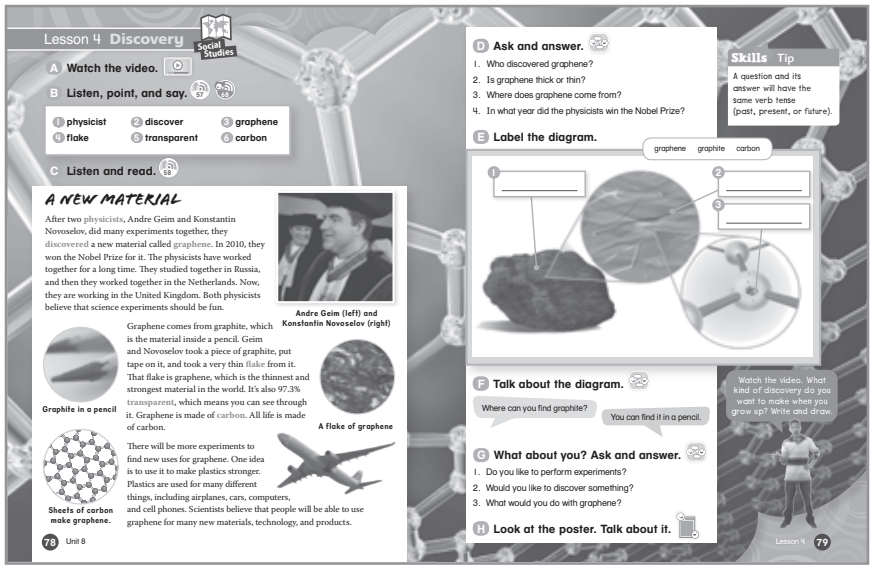
Games and Activities

- **Picture Sentences** (Teacher's Book pages 28–31). Students in pairs write sentences that describe the four pictures in the story, without looking back at the story text.
- **Finish the Story** (Teacher's Book pages 28–31). Copy the story on page 76, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write the missing words.
- **Circles** (Teacher's Book pages 28–31). Students use the question *Where have you been?* Encourage them to come up with unusual or funny answers.

Extra Practice

Workbook pages 76–77
Student Audio CD Track 67
Unit 8, Lesson 3 Worksheet
iTools
Online Practice

Lesson 4 Discovery



Student Book pages 78–79

Objectives
- Talking about an important discovery

Grammar
- Verb tense review
- Asking questions with *can*

Where can you find graphite?
You can find it in a pencil.

Vocabulary
Discovery: physicist, discover, grapheme, flake, transparent, carbon

Materials
Class CD2 Tracks 57–58; Unit 8 Video and Poster, Discovery

Student Book page 78

School Subject Connection: Social Studies

Lesson 4 is a cross-curricular lesson with a connection to social studies.

Warm up

1. Greet the class. Get the class to say a tongue twister, simply repeat: *send text messages, send text messages, send text messages.*
2. Sing **Where Have You Been?** (Class CD2 Track 55).

A Watch the video.

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

Before you watch: Have students name things made of plastic. Tell students they're going to watch a video about plastic and ETH Zurich, a science university. Elicit vocabulary and language about things that scientists do (e.g., *teach, do experiments*, etc.)

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Have students name the different types of plastic in the video. Then ask what things the video shows that are made from plastic. Next, ask students to tell you facts they can remember about ETH Zurich. Pause the video as needed.

B Listen, point, and say.

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

1. Introduce the new words. Write each word on the board and help students to understand them.
2. Play Class CD2 Track 57. Students listen, point to the words, and say along with the CD.

CD 2 57

1. physicist	2. discover	3. graphene
4. flake	5. transparent	6. carbon

3. Check the answers together. Students practice using some of the new vocabulary in sentences; for example: *discover, transparent, physicist,* and *flake*.

C Listen and read.

1. Students look at the pictures and talk about what they see. Students try to explain the connection between the pictures, the vocabulary, and the title.
2. Students find the new words in the text and underline the sentence where the words are.
3. Play Class CD2 Track 58. Students listen and read aloud with the CD. Then, play the track again. Students listen and read along silently.

4. Students read the passage on their own.
5. Students read parts of the passage aloud, alone, or in small groups.

Student Book page 79

D Ask and answer.

1. Explain that students will read the questions and find the answers with a partner.
2. Read aloud the Skills Tip: *A question and its answer will have the same verb tense (past, present, or future).*
3. Ask students to say the tense in which each of the questions is asked. Read each question aloud with the class. Student pairs can answer orally and then write their answers as complete sentences.
4. Check answers together.

Answer Key

1. Andre Geim and Konstantin Novoselov did.
2. It's very thin.
3. It comes from graphite.
4. They won the Nobel Prize in 2010.

E Label the diagram.

1. Direct students' attention to the diagram on page 79. Have students talk about what they see.
2. Explain that students will complete the diagram with the words from the reading in Activity C.
3. Check the answers on the board.

Answer Key

1. graphite **2.** graphene **3.** carbon

F Talk about the diagram.

Student pairs practice the language pattern in the speech bubbles: W*here can you find graphite? You can find it in a pencil.* Students should talk about each item in E.

G What about you? Ask and answer.

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

Possible Answers

1. Yes. I love science. I like to perform experiments.
2. I would like to discover something that will help the environment.
3. I would use graphene to build airplanes and cars.

H Look at the poster. Talk about it.

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

1. Students look at the pictures and read the captions. Then, talk about how these relate to the poster title and cross-curricular subject.
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/Communication: Direct students' attention to the Everybody Up Friend. Review the question and watch the video. Students draw pictures and write about a discovery they want to make when they grow up. Groups share and ask each other questions about their pictures.

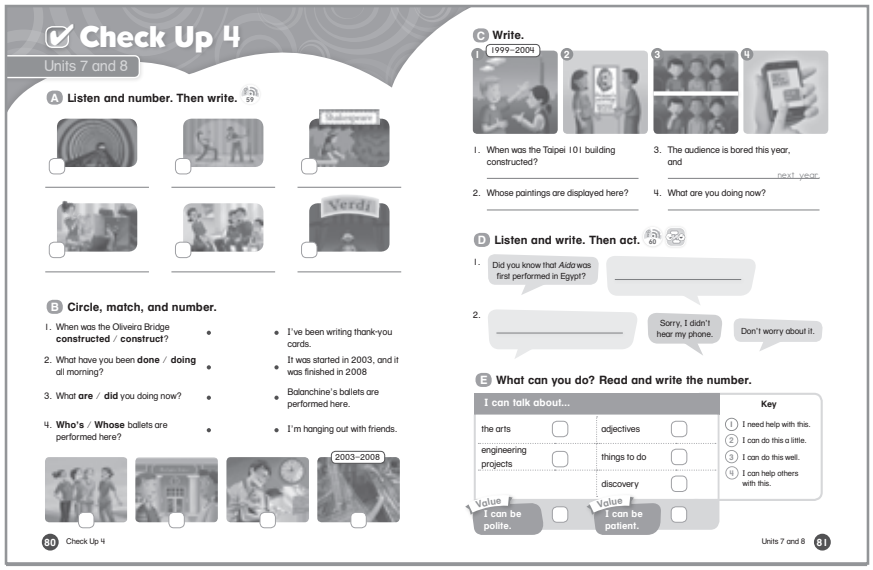
Games and Activities

- **Order the Text** (Teacher's Book pages 28–31). Write sentences from the reading text on strips of paper. Have students choose a strip and order themselves from left to right.
- **Two Truths and a Lie** (Teacher's Book pages 28–31). Students guess if the information is true or false: *Benjamin Franklin discovered electricity.* (It's true); *Thomas Edison invented the computer.* (It's a lie. He invented the light bulb.) *Steve Jobs and Steve Wozniac invented the personal computer* (It's true).

Extra Practice

Workbook pages 78–79
Student Audio CD Track 68
Unit 8 Lesson 4 Worksheet
Unit 8 Test
iTools
Online Practice

Check Up 4



Student Book pages 80–81

Review Language
- Units 7 and 8 grammar and vocabulary

Materials
Class CD2 Tracks 59–60

Student Book page 80

Warm up

1. Greet students. Review vocabulary and grammar from Units 7 and 8. Play **Teacher's Mistake** (Teacher's Book pages 28–31) with sentences about the art and engineering projects.
2. Have the class vote for the most popular song from Units 7 and 8 and sing it. **Did You Know That?** (Class CD2, Track 40) **Where Have You Been?** (Class CD2, Track 53).

A Listen and number. Then write.

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

1. Play Class CD2 Track 59. Students listen and number the pictures in the order they hear the phrases that describe the pictures.
2. Students write the phrases under each picture. Play the track again if needed. You may want to pause after each phrase to give students time to write.

CD 2 59

1. open presents
2. Verdi's operas
3. Seikan tunnel
4. visit relatives
5. interesting performance
6. Shakespeare's plays

3. Check answers together.

Answer Key

Top row: 3. Seikan Tunnel, 5. interesting performance, 6. Shakespeare's plays
Bottom row: 1. open presents, 4. visit relatives, 2. Verdi's operas

B Circle, match, and number.

1. Students look at the pictures and talk about what they see.
2. Read the text in both columns with the class.
3. Students circle the correct verbs in column 1. They then match the questions to the answers in column 2.
4. Check answers together before students number the pictures.
5. Have students number the pictures to match the questions and answers. Check answers together.

Answer Key

1. constructed / It was started in 2003, and it was finished in 2008. / Picture 4
2. doing / I've been writing thank-you cards. / Picture 3
3. are / I'm hanging out with friends. / Picture 1
4. Whose / Balanchine's ballets are performed here. / Picture 2

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. Have students ask and answer the questions to check answers as a class.

Answer Key

1. It was started in 1999, and it was finished in 2004.
2. Picasso's paintings are displayed here.
3. they were even more bored
4. I'm [students own answer].

D Listen and write. Then act.

1. Play Class CD2 Track 60. Students listen.
2. Play the track again. Students fill in the speech bubbles with the sentences they hear.

CD 2 60

1. Did you know that *Aida* was first performed in Egypt?
   I didn't know that.
2. Where have you been?
   Sorry, I didn't hear my phone.
   Don't worry about it.

3. Model each conversation with a few strong students.
4. Student pairs practice and then switch roles.

Answer Key

1. I didn't know that.
2. Where have you been?

E What can you do? Read and write the number.

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.

Games and Activities

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

- **Split Words** Review Units 7 and 8 vocabulary. Create the chart below on the board. Have small groups of students compete to quickly put the words together in a list. The winner will read their list aloud.

paint	tun	water	dience
under	curt	latives	ing
re	au	ains	nel

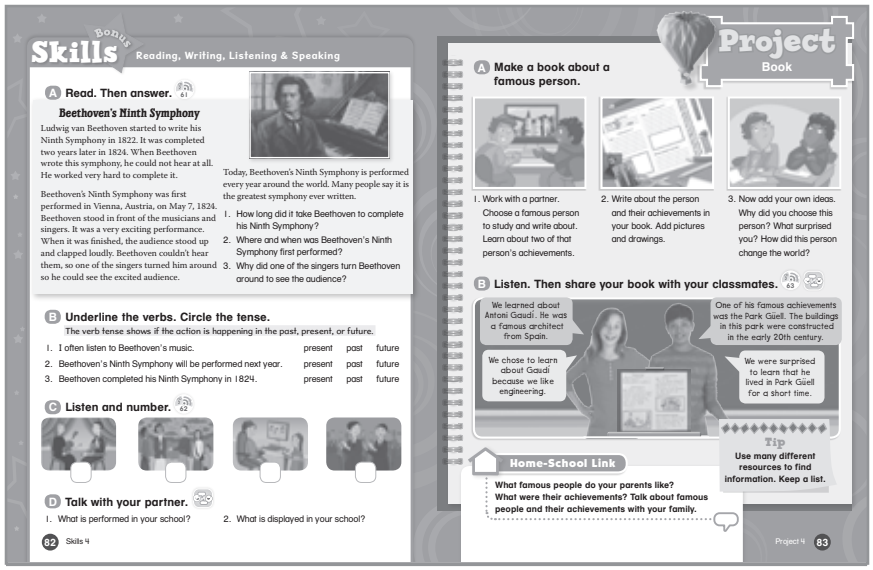
  Answer key: underwater, painting, audience, relatives, curtains, tunnel

  Continue with other words students need more practice with.
- **Beanbag Toss** (Teacher's Book pages 28–31). Play the game using grammar from Units 7 and 8 written on strips of paper.
- **Brainstorm** (Teacher's Book pages 28–31). Students work in groups and brainstorm ways they can be polite and patient.

Extra Practice

Workbook pages 80–82
iTools
Online Practice

Bonus Skills



Student Book pages 82–83

Skills
- Reading and understanding a text, identifying verb tenses, listening and numbering pictures, talking about things that are performed or displayed at school

Materials
Class CD2 Tracks 61–62; notebooks

Project Language
- Units 7 and 8 grammar and vocabulary

Materials
Photocopiable Project Template; Class CD2 Track 63

Student Book page 82

Warm up

Greet the class. Ask students what kind of music they listen to. Ask: *What bands do you like? Have you ever heard an orchestra?*

A Read. Then answer.

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

1. Students look at the picture, read the title and the questions, and then discuss what they think the reading will be about.
2. Play Class CD2 Track 61. Students listen and read with the CD.
3. Play the track again. Students listen and read again.
4. Read each question aloud with the class. Students answer orally and then write their answers.

Answer Key

1. It took him two years.
2. It was first performed in Vienna, Austria, on May 7, 1825.
3. The singer turned him around so he could see the excited audience.

B Underline the verbs. Circle the tense.

1. Call students' attention to the grammar reminder/ tip. Ask the class to change a verb to the simple present, simple past, and future with *will* for example, *call-called-will call.* Do the same with an irregular verb: *see, saw, will see.*
2. Read each statement aloud with the class. Students can choose the tense orally and then write their answers. Then check answers together.

Answer Key

1. listen present
2. will be performed future
3. completed past

C Listen and number.

1. Students look at the pictures and describe them.
2. Play Class CD2 Track 62. Students listen and number the pictures.
3. Play the track again. Students listen and check their answers. Then check answers together.

CD 2 62

1. What are you doing now?
   I'm downloading Beethoven's Ninth Symphony.
   Really? I love that symphony!
2. Our performance will begin soon. Are you ready to play?
   Yes, but I'm a little nervous.
   Don't be nervous. Be confident! We can do it!

3. That was an exciting performance!
   It was wonderful.
   I agree.
4. Welcome to Vienna. Beethoven's Ninth Symphony was first performed in this city.
   Is it still performed in Vienna?
   Yes, of course.

Answer Key

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

D Talk with your partner.

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

Possible Answers

1. Plays are performed in my school.
2. Student art is displayed in the classrooms. Posters are displayed in the cafeteria.

Project Book

Student Book page 83

A Make a book about a famous person.

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

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Read the steps with students as they follow in their books.
2. Pairs choose a famous person and learn about his/her achievements. Have students read the "Tip" and keep a list of resources.
3. Pairs write and illustrate the achievements in a book. They add their own ideas about the person.

B Listen. Then share your book with your classmates.

1. Review the language in the speech bubbles.
2. Play Class CD2 Track 63. Have students point to the different speakers on the page as they listen.
3. Play the track again and have students repeat.

CD 2 63

We learned about Antoni Gaudi. He was a famous architect from Spain.
One of his famous achievements was the Park Güell. The buildings in this park were constructed in the early 20th century.
We chose to learn about Gaudi because we like engineering.
We were surprised to learn that he lived in Park Güell for a short time.

4. Give the pairs a few minutes to decide who will share which part of the book.
5. Pairs present their projects to the class using language from the speech bubbles.

Home-School Link

1. Have students do the activity at home and take notes to bring back to class.
2. In class, groups talk about the famous people their parents like. Have them say what they remember from their family discussion.
3. Have groups tell the class famous people that more than one parent in their group liked.

Games and Activities

- *Skills:* **A New Story** (Teacher's Book pages 28–31). Have students work in groups and create a new story called "Beethoven's Ninth Symphony."
- *Project:* **Order the Text** (Teacher's Book pages 28–31). Pairs write the information from their books on strips of paper. Then one pair reads the book, and the other pair puts the strips in the correct order.

Extra Practice

Workbook page 83
Final Test
iTools
Online Practice

YLE Practice Answer Key and Instruction

YLE Flyers Practice 1, pages 84–85

Listening

A. Listen and write. There is one example.



Play the audio. Students complete the information based on what they hear.

Answers

1. capital	2. taxi	3. aquarium
4. directions	5. Chester	

Speaking

B. Look, listen, and find the differences.

Ask, *Where are the people*? *What is different 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 and use a back-up question.

Possible differences/answers

sink: There are dirty plates. (left)./The sink is clean (right).
mom: The mom is scrubbing the sink (left)./The mom is paying bills (right).
dad: The dad is repairing the house (left)./The dad is sitting at the table. He's drinking tea. (right).
boy: The boy is typing a report on the laptop (left)./ The boy is reading a book (right).
girl: The girl is reading a book (left)./The girl is talking on the phone (right).

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. Choose the correct words and write them on the lines.

Students look at the picture and read the text. They complete the sentences by choosing the correct word from each numbered list of words at right.

Answers

1. have to	2. could	3. call	4. but

D. Read the email and write the missing words. Write one word on each line.

Students look at the picture and read the text. They complete each sentence.

Answers

1. directions	2. take	3. over	4. turn

YLE Flyers Practice 2, pages 86–87

Listening

A. What should Harry do to stay clean and healthy? Listen and write a letter in each box.



Play the audio. Students write the correct letters to match the pictures.

Answers

The letter D is written in the box beside the deodorant.
Students write the letter A in the box beside the sunscreen.
Students write the letter B in the box beside the dental floss.
Students write the letter C in the box beside the bottle of shampoo and conditioner.

Speaking

B. Look, read, and listen. Ask and answer questions.

The student 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 Holly's chart first. Then, the student asks the teacher about Richard's chart. If the student doesn't understand, point at the two charts and give the first sample question and answer, or use a back-up question.

Possible questions and answers

Teacher's Copy (The teacher asks the questions. The student responds.)
How long have you owned a laptop? (I have owned a laptop since December.)
What clubs do you belong to? (I am in ballet club. I've been doing ballet for three years.)
How long have you known your best friend? (I've known my best friend for a long time.)

Student's Copy (The student asks the questions. The teacher responds.)
How long have you owned your laptop? (I've owned this laptop since December.)
What clubs do you belong to? (I am in a Judo club. I've been a member since 2013.)
How long have you known your best friend? (I've known my best friend since we were ten.)

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 colored words to complete each sentence.

Answers
1. toothpaste 2. sunscreen 3. dental floss
4. shampoo 5. deodorant

D. Look and read. Write *yes* or *no*.

Students look at the picture and read the sentences. They identify whether the sentence describes what is happening in the picture and write *yes* or *no*.

Answers
1. no 2. yes 3. yes 4. yes

YLE Flyers Practice 3, pages 88–89

Listening



A. Listen and check (✔) the box.

Play the audio. Students check (✓) the picture that illustrates the correct answer to each question.

Answers
1. C 2. A 3. B

Speaking

B. Listen and continue the story.

Say, *These pictures show a story. It's about a girl and her bike.* (Point to the far left picture.) *Her friend stops by. He wants to go for a bike ride, but she can't go. Her bike has a flat tire.* Then, ask the student to continue the story, based on the content of the pictures.

Possible answers
[Student points to the middle picture.] The girl is fixing her bike tire. Her dad is helping.
[Student points to the picture on the far right.] Her bike is ready. Her friend is there again. They're going to ride their bikes.

Please visit the Teacher's Resource Center CD-ROM for more instruction on possible questions, answers, and scoring.

Reading and Writing

C. Michael is talking to his teacher, Mrs. Wilson. What does she 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 Michael's questions, choose a correct response for Mrs. Wilson, and write the letter of the correct answer choice.

Answers
1. B 2. E 3. C

D. Read the story. Choose the correct words and write them on the lines.

Students read the text and complete the sentences with words from the box below.

Answers
1. scientist 2. conserve 3. hard 4. spend

YLE Flyers Practice 4, pages 90–91

Listening



A. Listen, color, draw, and write.

Play the audio. Students color or draw objects or write something based on information they hear.

Answers
The woman's ancient Egyptian costume is colored yellow.
Students color the man's tie blue.
Students draw a pyramid on the opera poster on the side of the building.
Students write 'House' next to 'Opera' on the front of the building.

Speaking

B. Look, listen, and find the differences.

Familiarize the student with the pictures. Ask, *What event do the pictures show*? (Graduation day.) Ask, *What is different 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 and use a back-up question, such as *Look at the audience. What's different*?

Possible answers
man: The man is at the podium. The speech is boring (left). / The man is at an exciting award ceremony (right).
audience: The audience is very bored. They're sleeping (left) / The audience is excited (right).
boy: The boy looks worried in the audience (left)./ The boy looks happy at the award ceremony (right).

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. Write some words to complete the sentences about the story. You can use 1–4 words.

Students read the text. They complete the sentences with words from the paragraph.

Answers
1. making a speech 2. boring speech
3. exciting award ceremony 4. posing for pictures

D. Read the text. Choose the correct words and write them on the lines.

Students read the text. They complete sentences by choosing the correct word from each numbered list of words below.

Answers
1. largest 2. of 3. completed 4. over

Video Scripts

Unit 1, Lesson 4, Sightseeing

Paris is the capital of France and it's one of the most famous cities in the world.

Over ten million people live here and it's a very busy and exciting city with many places to see.

This is the Eiffel Tower.

It's smaller than the Tokyo Tower, but it's more famous.

It opened in 1889 and it is very famous for sightseeing. Thousands of people come here every day! But how do they get here?

The Eiffel Tower is next to two Metro stations. Visitors can take the metro to these stations and then they can walk along the Seine River.

This is the Musée d'Orsay. It's an art museum and it opened in 1900.

But it wasn't an art museum when it opened. It was a train station.

How do you get to the Musée d'Orsay from the Eiffel Tower?

Well, you can take a train because there are many train lines!

You can also walk along the river for 30 minutes or you can drive for ten minutes.

But one of the best ways to get to the Musée d'Orsay is to ride the ferry!

But you can't take a ferry to the Arc de Triomphe.

To get here, you can drive a car or catch a taxi.

You can also walk up the famous street in Paris called the Champs Élysées.

The Champs Élysées is around 450 years old. It is older than the Arc de Triomphe, which opened in 1806.

The Arc de Triomphe honors French soldiers and many people go to see this place when they go to Paris.

There are many famous places in Paris and you can get to them in different ways.

You can walk. You can drive. You can take the train. Or you can ride the ferry!

Unit 2, Lesson 4, Basic Math

Today, we're shopping at the market. We have to buy a lot of different things.

What do we need? We need ten carrots, twelve potatoes, and seven onions.

So how many vegetables do we need? Let's see.

When we add two or more things together, we use addition. So, ten carrots plus twelve potatoes plus seven onions equals 29 vegetables.

But wait, we have onions at home so we don't have to buy them at the market. How many vegetables do we need to buy now?

We have 29 vegetables but we don't need seven onions. When we take away from something, we use subtraction.

29 minus seven equals 22. But be careful! Seven minus 29 doesn't equal 22!

Now we know we have to buy 22 vegetables, but how much money do we need?

The carrots are 20 cents each and we have to buy ten of them.

We can use multiplication to add more quickly. Ten multiplied by twenty is 200 cents.

We can change the order, too. So twenty multiplied by ten is also 200 cents.

But how many dollars is that? There are 100 cents in one dollar and we can use division to separate the cents into dollars.

200 divided by 100 equals two. We need two dollars!

We also need twelve potatoes and they are fifteen cents each.

Twelve multiplied by fifteen is 180.

So that's one dollar and 80 cents when we divide 180 by 100.

How much money do we need? We can use addition again. Two dollars plus one dollar and 80 cents is three dollars and 80 cents!

So we need 22 vegetables and three dollars and 80 cents. Let's go shopping!

Unit 3, Lesson 4, Origami

The art of paper folding – often called origami – is popular all over the world.

It doesn't need any tools and you can make almost anything.

Some things – like this boat – only take a few steps to make, but other things can take hundreds of steps.

People have been folding paper like this for centuries. Origami is almost as old as paper.

The Egyptians were the first people to make papyrus. Then, the Chinese introduced paper to the world around 2,000 years ago.

They have been making paper in the same way for most of their history.

This is Shiqiao Village in China.

It's a small village, but it's very famous for papermaking.

Paper is made from trees. First, people cut the tree branches. Then, they use their hands to wash the branches in the river and it takes a long time.

When the branches are clean, they put them in very hot water to make them soft. Then, they take them out of the hot water and put them in cold water.

This makes pulp. Then, they put all the pulp together to make the paper.

Finally, they put the pulp on the wall to dry. And there it is – a new piece of paper.

You can make many things with this paper.

Some people put flowers in paper or paint it with different colors.

Some people make books.

And some people make origami!

Unit 4, Lesson 4, Water

Water is all around us. It is in our oceans, lakes, and rivers. In fact, over seventy percent of the world is water.

We need this water to live, but we can't drink most of it because it is mostly ocean water.

A lot of the world's water needs to change from ocean water into rainwater so we can drink it. How does this happen? The water cycle makes this happen.

The water cycle has four stages.

Stage 1 is evaporation. It starts here, in the world's oceans, rivers, and lakes.

The sun is an important part of the water cycle because it warms up the water.

When water is hot, it evaporates. It changes from water into a gas called water vapor and moves into the air.

Stage 2 is condensation. When the weather gets colder, the water vapor becomes cold, too.

When this happens, the water vapor turns into small water droplets. These water droplets collect in the sky and make clouds.

These clouds move across the sky and they collect more and more water droplets. They transport this water all over the world.

Stage 3 is precipitation. This happens when a cloud has a lot of water droplets. When the clouds become heavy, the water droplets fall back to the earth. This is precipitation.

Did you know that rain and snow are both precipitation? They both start as water vapor in a cloud but when it's very cold, the water vapor turns to snow.

Precipitation is fresh water. We can drink rainwater that falls to the ground, but we shouldn't because sometimes it isn't clean.

Stage 4 of the water cycle is collection. Water from rain and snow goes into the earth and also into rivers, lakes, and oceans. This is how Earth collects water again.

People collect the water, too. We clean it and then we drink it.

The water cycle is very important. It gives us fresh water, and we need fresh water to live.

Unit 5, Lesson 4, The Human Body

The human body is amazing! It has many parts and they all work together. Your bones and your muscles are very important parts of your body because you use them all the time.

You use them when you run.

You use them when you jump.

You use them when you work.

And you use them when you play!

There are 206 bones in your body and your ligaments connect those bones together.

They are very important. Your bones and ligaments support and protect your body when you fall and hurt yourself!

Different parts of the body have different bones. Did you know that one foot has 26 bones and 107 ligaments? These help us to run, jump, and kick!

Our bones work with our muscles so we can move and we use them together all the time.

There are over 650 muscles in your body and tendons attach your muscles to your bones.

Muscles are really important, too. Your muscles help your body move like when you play sports. Muscles are softer than bones, but when you use them a lot, they become bigger and stronger.

It's important that your bones and your muscles are healthy. There are many things you can do to keep them strong.

Exercise is good for your bones and your muscles.

Some people go to the gym to make their muscles stronger. Some play tennis or jump rope because it is good for their bones.

But exercise isn't the only thing you should do. Eating healthy food like fruits and vegetables is also good for your bones and muscles.

Which one is more important, exercising or eating healthy food? They are both very important! So, exercise and eat healthy food! Your bones and muscles will become stronger and healthier.

Unit 6, Lesson 4, Pollution

All over the world, there are amazing places. There are mountains, forests, rivers, and oceans and they all look beautiful.

But if we aren't careful, the planet won't always look like this. Pollution is a big problem. It's harmful to the land, the air, and the water.

We use a lot of plastic. If we don't recycle, it will pollute our land and our oceans, rivers, and lakes.

But we can help. If we recycle, we can reduce land and water pollution.

This is David. He lives in Chile and he makes skateboards from recycled plastic.

The ocean in Chile is very beautiful and there are many different plants and animals here.

But there is also a lot of water pollution and it's mostly because of plastic.

David collects the plastic garbage in the water. Then, he takes it to a small factory in the city.

Most factories put a lot of pollution in the air and this is dangerous because it's harmful to our natural world.

But David's factory is small and he always tries to reduce air pollution.

At the factory, David collects all the plastic he finds in the ocean and makes skateboards.

They're cool and they help reduce pollution, too.

A lot of pollution comes from cars, trucks, and airplanes. So whenever we skateboard, we reduce air pollution.

Pollution is a big problem, but if we all work together then we can keep our world beautiful.

Unit 7, Lesson 4, Engineering Projects

All over the world, there are many amazing engineering projects.

Modern technology helps us build bridges to go over large bodies of water … and tunnels to go underwater and underground!

This is the Brooklyn Bridge in New York. It goes over the body of water called the East River, between Brooklyn and Manhattan.

Construction was started on the bridge in 1869. It took fourteen years and it was finished in 1883. It opened that year on May 24th.

At that time, it was the longest suspension bridge in the world. It was 486 meters long, 85 meters wide, and 276 meters high.

It was very popular. On the first day, about 250,000 people crossed the bridge. Today, more than 120,000 cars and trucks and more than 4,000 cyclists go over the bridge daily.

It's an amazing bridge and it's very useful, too!

This is the Beijing subway. Beijing is the capital of China and it's one of the biggest cities in the world.

It has many long tunnels for trains and they go everywhere in the city. They go under busy streets and old buildings, and they even sometimes go underwater!

The Beijing subway is a big engineering project. It has over 500 kilometers of railway tracks.

The subway was first opened in 1969. At that time, it was only 24 kilometers long and there was only one subway line.

Today, there are 18 lines and over 300 stations and about ten million people take the subway daily.

These engineering projects are amazing. They were finished a long time ago, but many people still use them today!

Unit 8, Lesson 4, Discovery

Everything we use is made from some type of material and one of the most popular materials is plastic.

There are many different plastics like thin plastic, strong plastic, colorful plastic, and transparent plastic. It is in many different things, like airplanes, cars, computers, and cell phones.

Plastic is very useful and scientists are always looking for new kinds of the material.

ETH Zurich is a very famous university for science. It's in Switzerland.

Many famous scientists studied here and 21 Nobel Prize-winners worked here, including the world-famous physicist, Albert Einstein.

ETH Zurich has 18,500 students from 110 different countries and around 500 professors that come from all over the world.

Professor Nicholas Spencer is a physicist. He's from the UK and he studied at Cambridge University but he's been working at ETH Zurich for around 25 years.

Today, he works at the university and every day he teaches students about materials.

These students know a lot about science and many of them are trying to discover new materials.

They work very hard and they do many experiments. They study all kinds of materials and try to learn new things about them. Then, they try to make new materials.

And maybe one day, these students could also win the Nobel Prize!

Poster Information

Poster 1 – Sightseeing

Image Descriptions

1. Man with a selfie stick at the Gulfoss waterfall, Iceland
2. People at the Louvre museum, Paris, France
3. Skiers resting on a mountaintop in the Alps, Switzerland
4. Tourists at the Hall of Supreme Harmony (Taihe Hall) in the Forbidden City, Beijing, China
5. Shibuya Crossing, one of the busiest crosswalks in the world, Tokyo, Japan
6. Rajabai Clock Tower, Mumbai, India

Poster 2 – Basic Math

Image Descriptions

1. Three students raising their hands to answer a teacher's question in math class
2. Four people taking a slice of an eight-piece pizza
3. Many colored folded shirts and two mannequins in a department store
4. Boy playing tennis on an outdoor court
5. Eight brown eggs in an egg carton with two eggs missing
6. Old man and boy feeding ducks at a pond with twelve sail boats in the distance

Poster 3 – Origami

Image Descriptions

1. Teacher and child making origami in a classroom, Honshu, Japan
2. Handbags made from recycled candy wrappers
3. *Noshi* presented as a wedding gift
4. Artists making a life-size elephant origami (3 meters high) from one piece of paper
5. Small origami cranes (3 millimeters high) made with paper, scissors, and tweezers
6. One thousand colorful paper cranes

New Words: wrappers, cranes

Poster 4 – Water

Image Descriptions

1. River and trees landscape with clouds
2. Cracked, dry ground because of a drought
3. Hand lifting the lid of a steaming pot
4. Condensation nets, or fog collectors, with a large canvas that collects water droplets, Canary Islands
5. A man walking in a snow blizzard, NYC
6. Water from the roof flowing into a rain barrel for collection

New Word: streaming

Poster 5 – The Human Body

Image Descriptions

1. People walking, a girl in-line skating, a man with a bike
2. Hiker crossing stone steps in hiking shoes
3. Kieran Gibbs of Arsenal hurts his ankle
4. Green vegetables: kale, broccoli, spinach
5. Woman stretching her leg while exercising
6. Four food groups: grains (bread), protein (fish), dairy (cheese), fruits (orange, melon, kiwi, grapes, strawberries) and vegetables (peppers, carrots, mushrooms)

New Word: stretching

Poster 6 – Pollution

Image Descriptions

1. Friends cleaning up the community by picking up plastic and other garbage
2. The Seabin floating in water and works like a vacuum in gathering nearby garbage
3. Wastewater treatment plant that cleans water and then releases back into natural environment
4. Giant fish structure made of garbage and old plastic, Elsinore Harbor, Denmark
5. Man switching off the light to conserve energy
6. Natural cleaning products using castile soap, baking soda, white vinegar, and water

New Word: products

Poster 7 – Engineering Projects

Image Descriptions

1. The long Three Gorges hydro-electric dam
2. A high-speed train traveling on the long Danyang-Kunshan Grand Bridge
3. A large cargo ship passing through the narrow Panama Canal, Panama
4. Cars crossing the wide Millau Viaduct
5. The tall Burj Khalifa in a city landscape
6. The long Laerdal Tunnel with sunset colors

New Word: wide

Poster 8 – Discovery

Image Descriptions

1. Scientists using microscope in a laboratory
2. Forms of carbon, including coal, charcoal, graphite, and diamonds
3. Diamonds of different sizes
4. Multicolor glow sticks
5. Girl using laser machine for an experiment
6. Diamond necklace with futuristic multicolored glow-in-the-dark features

New Words: diamonds, glow, laser

Workbook Answer Key

Welcome, pages 2–3

A. Write.
Students look at the pictures and write the sentences.

Answers
1. I always take a shower, wash my hair, and check my calendar before I go to bed.
2. I learned how to dive in New Zealand. First, I felt nervous, but then I felt confident.
3. I already did research for my report, uploaded some photos and wrote some emails.
4. My new sandals were the most comfortable ones in the store, but they weren't the most expensive.

B. What about you? Write.
Students answer the questions, writing sentences about themselves.

C. Write.
Students complete the passage, using the words in the word box.

Answers
1. What language do people speak in Korea?
   They speak Korean.
2. What language do people speak in Brazil?
   They speak Portuguese.
3. What language do people speak in Spain?
   They speak Spanish.
4. What language do people speak in Egypt?
   They speak Arabic.

D. Unscramble.
Students unscramble the words and write the questions.

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

Unit 1, Getting Around
Lesson 1, Directions, pages 4–5

A. Match.
Students match the words to the correct pictures.

Answers
1. c, the train tracks
2. b, the river
3. d, the bridge
4. a, the stairs
5. e, the street
6. f, the fountain

B. Look at A. Write.
Students look at the pictures and write the sentences.

Answers
1. I've just gone under the train tracks.
2. I've just gone along the river.
3. I've just gone over the bridge.
4. I've just gone down the stairs.
5. I've just gone up the street.
6. I've just gone around the fountain.

C. Circle.
Students look at the pictures and circle the correct answers, completing the sentences.

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

D. Write.
Students look at the pictures and complete or write the questions and answers.

Answers
1. How do I get to the hotel?
   First, walk along the river and turn right. Then, walk over the bridge and turn left.
2. How do I get to the supermarket?
   First, walk up the street and turn left. Then, walk under the train tracks and turn right.

Lesson 2, Transportation, pages 6–7

A. Match.
Students match the words to the correct pictures.

Answers
1. a
2. c
3. e
4. b
5. f
6. d

B. Unscramble.
Students look at the pictures, unscramble the words, and complete or write the questions and answers.

Answers
1. What did they do this morning?
   They rode the bus to the library.
2. What did they do this evening?
   They caught a taxi to the aquarium.
3. What did they do this afternoon?
   They took the subway to the department store.

C. Write.
Students look at the pictures and complete or write the questions and answers.

Answers
1. How did you get to the amusement park?
   We drove a car.
2. How did you get to the zoo?
   We rode the ferry.
3. How did you get to the museum?
   We took the train.

D. Read and write.
Students read the passage and answer the questions.

Answers
1. Mandy and Jack caught a taxi to the zoo.
2. Ellen first walks up the street and turns right. Then, she walks over the bridge and turns left.
3. The bus ride takes one hour.

Lesson 3, Reading, pages 8–9

A. Write.
Students complete the passage, using the words in the word box.

Answers

1. ferry	2. straight	3. entrance	4. looking for
5. direction	6. leans	7. disappointed	8. laugh

B. Match.
Students match the words to the correct lines.

Answers
1. c, to see the dolphins.
2. e, against a large window.
3. a, sweeping the floor near the entrance.
4. f, swimming in the water behind the window.
5. d, the ferry to the aquarium.
6. b, the building, but they can't find the dolphins.

C. Circle.
Students read the sentences and circle the correct answers.

Answers

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

D. Write.
Students look at the pictures and complete or write the sentences, using the words in the word box.

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

E. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 4, Sightseeing, pages 10–11

A. Write.
Students complete the passage, using the words in the word box.

Answers

1. capital	2. busy	3. giant panda	4. similar

B. Read and write.
Students read the passage and answer the questions.

Answers
1. You can walk up the stairs to the top of the Arc de Triomphe.
2. The Mona Lisa is in the Louvre Museum.
3. The Eiffel Tower is 324 meters tall.

C. Write.
Students reread the passage in exercise B, if necessary, and answer the questions.

Answers
1. You can start your walk in Paris at the Arc de Triomphe.
2. You can observe the Eiffel Tower from many places in Paris.
3. To get to the Eiffel Tower from the Louvre Museum, walk along the Seine River. Then, walk over the Pont d'léna (the Jena Bridge).

D. Write.
Students reread the passage in exercise B, if necessary, and answer the questions.

Answers
1. I'll take the subway to the Charles de Gaulle–Étoile station.
2. I'll walk down the Avenue des Champs-Elysées from the Arc de Triomphe.
3. I'll walk along the Seine River from the Louvre Museum. Then, I'll walk over the Pont d'léna (the Jena Bridge).

E. Think and write.
Students answer the questions, writing sentences about themselves.

Unit 2, Family Life

Lesson 1, Responsibilities, pages 12–13

A. Unscramble and number.
Students unscramble the letters, write the words, and then match the words to the correct pictures.

Answers

1. repair the house	[1st picture, 2nd column]
2. go to bed early	[2nd picture, 1st column]
3. pay bills	[3rd picture, 1st column]
4. type a report	[1st picture, 1st column]
5. scrub the sink	[3rd picture, 2nd column]
6. read textbooks	[2nd picture, 2nd column]

B. Look at A. Write.
Students look at exercise A and write the sentences.

Answers
1. He'll repair the house today.
2. He'll go to bed early today.
3. She'll pay the bills today.
4. She'll type a report today.
5. He'll scrub the sink today.
6. She'll read textbooks today.

C. Write.
Students complete the passage, using the words in the word box.

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

D. Write.
Students look at the pictures and answer the questions.

Answers
1. I don't have to go to bed early, but my daughter does.
2. I don't have to scrub the sink, but my parents do.
3. I don't need to read textbooks, but my son does.

Lesson 2, Privileges, pages 14–15

A. Circle.

Students look at the pictures and circle the correct answers.

Answers

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

B. Write.

Students look at the chart and write sentences.

Answers

1. I can invite a friend over on weekends, but I can't invite a friend over on weekdays.
2. I can sing karaoke on weekends, but I can't sing karaoke on weekdays.
3. I can watch a scary movie on weekends, but I can't watch a scary movie on weekdays.

C. Write.

Students look at the pictures and write the sentences.

Answers

1. My mom could call friends when she was my age, but my dad couldn't.
2. My dad could have a party when he was my age, but my mom couldn't.

D. Underline the modal verbs. Then rewrite.

Students underline the modal verbs, and rewrite the sentences.

Answers

1. Some children can stay up late on weekends.
   Some children can stay up late on weekends.
2. Students should pack their schoolbags before they go to bed.
   Students should pack their schoolbags before they go to bed.
3. You must turn off your cell phone now, but you may turn it on after the test.
   You must turn off your cell phone now, but you may turn it on after the test.

E. Circle the modal verbs.

Students read the passage, and circle the modal verbs.

Answers

Schools have rules that students must remember. Students can't run inside the school. They have to walk quietly. Students should listen carefully to their teacher, and they must raise their hands when they want to speak. They can't use their cell phones in school, but they may use them after school. Students should always do their homework.

F. Look at E. Write about your school.

Students reread the passage in exercise E, and write sentences about their school.

Lesson 3, Reading, pages 16–17

A. Write.

Students complete the sentences, using the words in the word box.

Answers

1. special day
2. plan
3. babysitter
4. tonight
5. should
6. grins
7. anniversary

B. Circle.

Students reread the passage in exercise A, if necessary, and circle the correct answers.

Answers

1. Jane's parents plan to go to a restaurant for their anniversary.
2. The babysitter can't take care of Jenny tonight.
3. Jane wants to go to a movie with Maria.
4. Jane wants her parents to enjoy their anniversary.

C. Write.

Students answer the questions.

Answers

1. Jane's parents plan to go to their favorite restaurant for dinner for their anniversary.
2. Jane wants to go to a movie with Maria.
3. Jane will babysit Jenny.

D. Write.

Students look at the pictures and complete or write the questions and answers, using the words from the word box.

Answers

1. Do I have to scrub the sink?
   You don't have to, but you should.
   OK, I will.
2. Do I have to go to bed early?
   Yes, I'm afraid you do.
   All right, Dad.

E. What about you? Write.

Students answer the questions, writing about themselves.

Lesson 4, Basic Math, pages 18–19

A. Write.

Students consult the chart, writing the correct answers.

Answers

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

B. Read and write.

Students read the passage and answer the questions.

Answers

1. To check an addition problem, you use subtraction.
2. To check a multiplication problem, you use division.
3. To check a division problem, you use multiplication.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

1. False
2. True
3. False

D. Answer the word problems. Then check your answers.

Students solve the word problems and check their answers.

Answers

1. 15 students are girls.
2. Jenna has 48 slices of pizza.
3. There are 5 weeks until Fred's birthday.

E. Look at D. Write.

Students look at exercise D and write sentences.

Answers

1. For the first problem, you should use subtraction.
2. For the second problem, you should use multiplication.
3. For the third problem, you should use division.

F. Think and write.
Students read the passage and answer the questions.

Answers
It will take Tom 27 minutes to get to the department store.
The kind of math I used was addition. I checked my answer by using subtraction.

Check Up 1, pages 20–22

A. Unscramble and number.
Students unscramble the words and then number the pictures.

Answers
1. repair the house, f
2. stay up late, d
3. down the stairs, b
4. drive a car, a
5. call friends, c
6. take the subway, e

B. Complete the sentences with the word pairs in the box. Then number.
Students complete the sentences using the word pairs in the box. Then they look and number the pictures.

Answers
1. rode the bus – library
   [2nd column, 1st picture]
2. read textbooks – pay bills
   [1st column, 1st picture]
3. up the street – turn right
   [2nd column, 2nd picture]
4. have a party – couldn't
   [1st column, 2nd picture]

C. Unscramble and write. Then number.
Students unscramble and write sentences. Then they look and number the pictures.

Answers
1. What did they do this evening? [2nd picture]
2. I have to scrub the sink, and my parents have to, too. [1st picture]
3. How do I get to the hotel? [4th picture]
4. I can sing karaoke on weekdays, but I can't sing karaoke on weekends. [3rd picture]

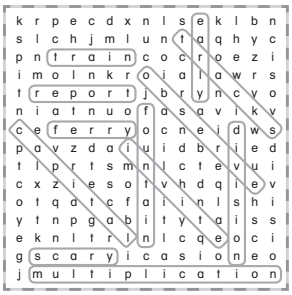
D. Look at the pictures. Write.
Students look at the pictures and complete the speech bubbles using the sentences in the box.

Answers
1. Do I have to babysit?
2. It's in that direction.

E. What do you have to do at school? Write.
Students answer the question in their own words.

F. Find and circle.
Students find and circle the words in the box.

Answers



G. Complete the sentences with words from F.
Students complete the sentences by using the words from the box.

Answers

1. invite	2. train	3. ferry	4. fountain
5. tracks	6. scary	7. observe	8. early
9. multiplication	10. division	11. report	12. capital

Skills 1, page 23

A. Read and write.
Students read the story and answer the questions.

Answers
1. Zack could stay up late and watch scary movies.
2. He had to read some textbooks and do some homework.
3. His parents took a taxi to the restaurant.

B. Circle the helping verbs and underline the main verbs.
Students circle the helping verbs and underline the main verbs.

Answers
1. Zack's parents could catch a taxi, but couldn't ride the bus.
2. Zack couldn't do his homework yesterday, but he can do it today.
3. Zack's little sister can watch TV, but she can't watch scary movies.

C. Write. Then circle the helping verbs and underline the main verbs.
Students answer the question in their own words. Then they circle the helping verbs and underline the main verbs.

Unit 3, Student Life
Lesson 1, Experiences, pages 24–25

A. Write.
Students look at the pictures and choose the correct answer from the word box.

Answers

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

B. Look at A. Write.

Students look at exercise A and complete the sentences.

Answers

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

C. Connect.

Students look at the pictures and draw lines, connecting the words to form sentences.

Answers

1. He's liked mystery novels since July.
2. She's belonged to the judo club for two years.
3. He's known his best friend for seven weeks.
4. She's been class president since January.

D. Write

Students complete or write the questions and answers.

Answers

1. How long have you known your best friend?
   I've known my best friend for five years.
2. How long have you owned a laptop?
   I've owned a laptop since 2009.
3. How long have you had a smartphone?
   I've had a smartphone for four months.

Lesson 2, Experiences, pages 26–27

A. Write.

Students look at the pictures and write the answers, using the words in the word box.

Answers

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

B. Circle.

Students circle the correct answers, completing the sentences.

Answers

1. We've been playing the saxophone for a long time.
2. They've been living in Paris since they were six.
3. We've been collecting comic books since we were eight.

C. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

1. How long have you been volunteering at a soup kitchen?
   For three years.
2. How long have you been building websites?
   Since I was ten.
3. How long have you been studying ballet?
   For six years.

D. Read and write.

Students read the passage and answer the questions.

Answers

1. Dan has known Ed since he was four.
2. Dan and Ed have belonged to the same judo club since they were five.
3. Ed has been collecting comic books since he was seven.

Lesson 3, Reading, pages 28–29

A. Write.

Students complete the sentences, using the words in the word box.

Answers

1. annual
2. walk-a-thon
3. starting line
4. catch up
5. finish line
6. cheerfully
7. tired
8. sure

B. Write and number.

Students number the pictures in the correct order and complete the sentences.

Answers

1. [3rd picture] Roger is at the starting line with Sue and Brad.
2. [1st picture] "Should we let Roger catch up to us?" Sue asks.
3. [2nd picture] Roger crosses the finish line, and everyone claps cheerfully.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

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

D. Write.

Students look at the pictures and complete the sentences, using the words in the word box.

Answers

1. I've been building websites all morning.
   You must be tired.
   I sure am!
2. I've been playing the saxophone all morning.
   You should take a break.
   I think you're right.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Origami, pages 30–31

A. Circle.

Students circle the correct answers, completing the sentences.

Answers

1. samurai helmet
2. tools
3. edge
4. introduce

B. Read and write.

Students read the passage and answer the questions.

Answers

1. You need a square piece of paper (and scissors).
2. People often make paper snowflakes to celebrate different winter holidays.

C. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

1. People started making paper snowflakes over a century ago.
2. No, two real snowflakes can't be the same.
3. The most popular paper snowflake has six sides.

D. Make a snowflake. Follow the steps.

Students follow the steps to create their own snowflakes.

E. Think and write.

Students read and answer the question.

Unit 4, Wants and Needs
Lesson 1, Healthy Habits, pages 32–33

A. Do the puzzle.
Students look at the pictures and write the words in the crossword puzzle.



B. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. He's been using this kind of soap for a long time.
2. She's been using this kind of toothpaste since she was five.
3. He's been using this kind of hair gel for six months.

C. Unscramble.
Students unscramble the words and write the sentences.

Answers
1. I went to the store because I wanted a bottle of cologne.
2. I went to the store because I needed a bottle of shampoo.
3. I went to the store because I wanted a tube of hair gel.

D. Write.
Students look at the pictures and complete or write the questions and answers.

Answers
1. Why is he going to the store?
   Because he wants a bottle of cologne.
2. Why is she going to the store?
   Because she wants a bar of soap.
3. Why is he going to the store?
   Because he wants a tube of toothpaste.
4. Why is she going to the store?
   Because she wants a bottle of perfume.

Lesson 2, Healthy Habits, pages 34–35

A. Write.
Students look at the pictures and choose the correct answer from the word box.

Answers

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

B. Circle.
Students circle the correct answers, completing the sentences.

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

C. Write.
Students look at the picture and complete or write the sentences.

Answers
1. He ran out of sunscreen while he was at camp, so he bought some more.
2. She ran out of dental floss while she was at camp, so she bought some more.
3. He ran out of deodorant while he was at camp, so he bought some more.

D. Underline the coordinating conjunctions.
Students read the sentences and underline the coordinating conjunctions.

Answers
1. I use shampoo every day, but I don't use hair gel every day.
2. I ran out of lotion while I was at camp, and my friend did, too.
3. Should you floss your teeth before or after you brush them?
4. I put on deodorant and sunscreen before I play tennis.

E. Underline the coordinating conjunctions. Then rewrite.
Students underline the coordinating conjunctions and then rewrite the passage.

Answer
Many people like to go outside and exercise on sunny days, but it's important to keep your skin healthy. Before you play tennis or jog, put on sunscreen. After you come home and take a shower, put on lotion to keep your skin soft.

Lesson 3, Reading, pages 36–37

A. Write.
Students complete the sentences, using the words in the word box.

Answer

1. talent show	2. costumes	3. makeup
4. signed up	5. lines	6. stand
7. delighted	8. wait	9. without

B. Match.
Students draw lines, matching the pictures to the sentences.

Answers
1. b
2. c
3. a

C. Write.
Students reread the passage in exercise A, if necessary, and answer the questions.

Answers
1. Some of the students are wearing colorful costumes and makeup on their faces.
2. Danielle is nervous because she can't remember her lines.
3. No, Cindy doesn't tell Danielle her lines because Danielle remembers all of her lines.

D. Write.
Students look at the pictures and complete or write the sentences, using the words in the word box.

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

E. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 4, Water, pages 38–39

A. Write.
Students complete the sentences, using the words in the word box.

Answers

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

B. Read and write.
Students read the passage and answer the questions.

Answers
1. Water vapor turns into ice.
2. Ice turns into snow.
3. Rain turns into ice.

C. Circle.
Students read the sentences and circle the correct answers.

Answers

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

D. Fill in the chart. Then write.
Students fill in the chart with the missing words and then answer the questions.

	How snow is made	How ice is made
Step 1	water vapor	water vapor
Step 2	ice	rain
Step 3	snow	ice

1. Ice turns into snowflakes and falls to the earth as snow.
2. Rain turns into ice.
3. Ice turns into snowflakes.

E. Think and write.
Students read and answer the question.

Check Up 2, pages 40–42

A. Correct and write.
Students correct the mistakes and write the words.

Answers
1. dental floss
2. live in Paris
3. play the saxophone
4. own a laptop
5. hair gel
6. collect comic books

B. Circle.
Students look at the pictures and circle the correct words.

Answers
1. is, needs, bar
2. long, been, For
3. conditioner, after
4. has, liked, since

C. Read, circle, and write.
Students complete the sentences and answer questions where applicable.

Answers
1. a, Because he needs toothpaste.
2. c, Since I was ten.
3. b, For two years.
4. a, so he went to the store.

D. Look at the pictures. Write.
Students complete the speech bubbles using the sentences in the box.

Answers
1. I've been walking all morning.
2. Should I wait until you're ready?

E. How long have you known your best friend? Write.
Students answer the question in their own words.

F. Decode the words. Then number.
Students decode the words and then number the pictures.

Answers

1. shampoo, c	2. century, g	3. evaporation, f
4. deodorant, e	5. introduce, h	6. mouthwash, b
7. study ballet, a	8. cologne, d	

Skills 2, page 43

A. Read and write.
Students read the story and answer the questions.

Answers
1. Kyle plays the saxophone with other musicians every weekend.
2. He's belonged to a judo club for many years.

B. Circle the words after *for*. Underline the words after *since*. Then rewrite using the other word.
Students identify phrases after *for* and *since*. Then they rewrite the sentences using *for* and *since*.

Answers
1. Kyle's friend Kim is 28. She's been living in Paris since she was 22.
   Kim has been living in Paris for six years.
2. Kyle has been playing the saxophone for a long time. He started when he was ten.
   Kyle has been playing the saxophone since he was ten.
3. Kyle joined a judo club in 2012. He's belonged to the judo club for many years.
   Kyle has belonged to the judo club since 2012.

C. Answer the question in two different ways. Circle the words after *for*. Underline the words after *since*.
Students answer the question in their own words.

Unit 5, Around Town
Lesson 1, Places to Go, pages 44–45

A. Circle.
Students look at the pictures, circle the correct answers and complete the sentences.

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

B. Look at A. Write.
Students look at exercise A and complete the sentences, using the words in the word box.

Answers
1. She went to the pet shop because she needed dog food.
2. He went to the deli because he wanted a sandwich.
3. She went to the jewelry store because she wanted a bracelet.
4. He went to the convenience store because he needed masking tape.
5. She went to the pizzeria because she wanted a pizza.
6. He went to the bakery because he wanted bread.

C. Circle and write.
Students circle the correct answers, completing the sentences.

Answers
1. The girl who is going to the jewelry store is my younger sister.
2. The boy who is going to the deli is my younger brother.
3. The girl who is going to the convenience store is my older sister.

D. Unscramble.
Students unscramble the words and write the questions and answers.

Answers
1. Which one is your younger sister?
   She's the one who is going to the pet shop.
2. Which one is your older brother?
   He's the one who is going to the bakery.

Lesson 2, Places to Go, pages 46–47

A. Unscramble and number.
Students unscramble the words and write the questions and answers.

Answers
1. science museum [5th picture]
2. arcade [4th picture]
3. art gallery [1st picture]
4. sports stadium [6th picture]
5. mall [2nd picture]
6. skate park [3rd picture]

B. Write and match.
Students complete the sentences and draw lines, matching the pictures to the sentences.

Answers
1. [1st picture] What did he say?
   He said that he was going to the arcade.
2. [2nd picture] What did she say?
   She said that she was going to the skate park.
3. [3rd picture] What did she say?
   She said that she was going to the science museum.

C. Circle.
Students look at the picture, read the question, and circle the correct answer.

Answers
1. Yes, he did. 2. No, she didn't. 3. No, she didn't.

D. Read and write.
Students read the passage and answer the questions.

Answers
1. At the mall. 2. No, she didn't. 3. At the art gallery.

Lesson 3, Reading, pages 48–49

A. Write.
Students complete the sentences, using the words in the word box.

Answers
1. early 2. envelope 3. falls 4. pocket
5. sidewalk 6. missing 7. baseball card 8. stamp

B. Unscramble.
Students unscramble the words and write the sentences.

Answers
1. It came here without a stamp.
2. Marco and Peter collect baseball cards.
3. A kind postal worker sees Peter's card on the sidewalk.
4. Marco is very surprised.

C. Circle.
Students read the sentences and circle the correct answers.

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

D. Write.
Students complete the sentences, using the words in the word box.

Answers
1. I really like the shirt you gave me for my birthday.
   Good, I'm glad you like it.
2. I really like the guitar you gave me for my birthday.
   I'm happy to hear that.

E. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 4, The Human Body, pages 50–51

A. Find and circle.
Students find and circle the words in the word search.



B. Read and write.
Students read the passage and answer the questions.

Answers
1. The word *ligament* comes first in the dictionary.
2. The word *bone* is near the front of the dictionary.
3. The word *tendon* is before the word *tennis* in the dictionary.

C. Write.
Students reread the passage in exercise B, if necessary, and answer the questions.

Answers
1. Your hand has more bones.
2. You should wear gloves to protect your hands and sports shoes to protect your feet.
3. Two hands have 54 bones and two feet have 52 bones.

D. Fill in the chart. Then write.
Students fill in the chart and then answer the questions.

Sports and activities you can do because of your . . .			
Hand bones	play the piano	hold a pencil	use chopsticks
Foot bones	stand	run	kick

1. I can play the piano, hold a pencil, and use chopsticks.
2. I can stand, run, and kick.

E. Think and write.
Students read and answer the question.

Unit 6, Our Planet
Lesson 1, Conservation, pages 52–53

A. Match. Then number.
Students match the pictures to the correct words and then number.

Answers

1. c	[2nd column, 2nd picture]
2. f	[2nd column, 3rd picture]
3. e	[1st column, 2nd picture]
4. a	[1st column, 3rd picture]
5. d	[1st column, 1st picture]
6. b	[2nd column, 1st picture]

B. Look at A. Write.
Students look at exercise A and write the sentences.

Answers
1. She said that she was going to recycle bottles and cans.
2. She said that she was going to reuse paper.
3. He said that he was going to plant a garden.
4. He said that he was going to turn off the lights.
5. He said that he was going to shut off the water.
6. She said that she was going to start a compost pile.

C. Write and match.
Students complete the sentences and then match the pictures to the sentences.

Answers
1. If you want to help the environment, turn off the lights. [3rd picture]
2. If you want to help the environment, shut off the water. [1st picture]
3. If you want to help the environment, reuse paper. [2nd picture]

D. Write.
Students look at the picture and complete or write the questions and answers.

Answers
1. If you want to help the environment, what can you do?
   I can start a compost pile.
2. If you want to help the environment, what can you do?
   I can plant a garden.
3. If you want to help the environment, what can you do?
   I can recycle bottles and cans.

Lesson 2, Conservation, pages 54–55

A. Write and number.
Students unscramble the words and match the pictures to the sentences.

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

B. Look at A. Write.
Students look at exercise A and write the sentences.

Answers
1. If we dry our clothes outside, we'll conserve energy.
2. If we take reusable shopping bags, we'll conserve energy.
3. If we grow our own vegetables, we'll conserve energy.
4. If we take public transportation, we'll conserve energy.
5. If we keep the air conditioner on low, we'll conserve energy.
6. If we use energy-saving light bulbs, we'll conserve energy.

C. Circle.
Students circle the correct answers, completing the sentences.

Answers
1. He'll conserve energy if he takes reusable shopping bags.
2. She'll conserve energy if she dries her clothes outside.
3. He'll conserve energy if he keeps the air conditioner on low.

D. Add commas.
Students read the sentences and add commas.

Answers
1. If you see Maria at school, tell her to call me.
2. I have six apples. If I give you two apples, how many apples will I have?
3. If you want to dry your clothes outside, wash them on a sunny day.
4. If I plant a garden this spring, will you help me?

E. Add commas. Then rewrite.
Students read the passage and add commas, and then rewrite the passage.

Answers
If you want to help the environment, there are many things you can do. If you see a can on the street, pick it up and recycle it. If you eat an apple, put it on your compost pile when you're finished.

Lesson 3, Reading, pages 56–57

A. Write.

Students complete the sentences, using the words in the word box.

Answers

1. bicycle	2. tire	3. flat	4. would
5. school	6. money	7. fix	8. reduce
9. spend	10. spend time		

B. Write and number.

Students number the pictures in the correct order and complete the sentences.

Answers

1. [1st picture]	"I have a better idea," says Kim's father. "I'll fix your tire."
2. [2nd picture]	One day after school, Kim sees that the front tire is flat.
3. [3rd picture]	"Dad, if I had a new bicycle, I would use it all the time," Kim says.

C. Write.

Students reread the passage in exercise A, if necessary, and answer the questions.

Answers

1. Kim sees the flat tire one day after school.
2. Kim would ride it every day to school.
3. Kim and her father ride their bikes together.

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. If I had a new calculator, I would use it all the time.
   You would?
   Yes, of course.
2. If I had a new tent, I would use it all the time.
   Are you sure?
   Definitely.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Pollution, pages 58–59

A. Unscramble.

Students unscramble the words and write the sentences.

Answers

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

B. Read and write.

Students read the passage and answer the questions.

Answers

1. A magazine is made of paper.
2. We can recycle plastic bottles and plastic bags.
3. We can make new glass items and new roads.

C. Circle.

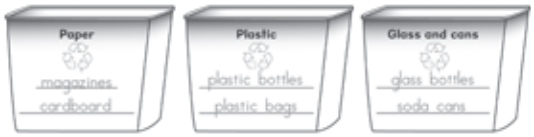
Students read the sentences and circle the correct answers.

Answers

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

D. Recycle the items. Then write.

Students fill in the chart with the missing words and then answer the questions.



1. Whenever we recycle plastic bags, we reduce pollution.
2. Whenever we recycle cardboard, we save trees.
3. Whenever we recycle soda cans, we make new soda cans.

E. Think and write.

Students read and answer the question.

Check Up 3, pages 60–62

A. Unscramble and number.

Students unscramble the words and then number the pictures.

Answers

1. art gallery, e
2. keep the air conditioner on low, a
3. sports stadium, f
4. turn off the lights, b
5. pet shop, d
6. take public transportation, c

B. Complete the sentences. Then number.

Students complete the sentences using the word pairs in the box and then number the pictures.

Answers

1. conserve energy – dries her clothes outside
   [2nd column, 1st picture]
2. convenience store – sister
   [2nd column, 2nd picture]
3. environment – plant a garden
   [1st column, 1st picture]
4. said – skate park
   [1st column, 2nd picture]

C. Unscramble and write. Then number.

Students unscramble the sentences and then number the pictures.

Answers

1. Which one is your older brother? d
2. If you want to help the environment, what can you do? a
3. Did she say that she was going to the science museum? c
4. If we take reusable bags, we'll conserve energy. b

D. Look at the pictures. Write.

Students complete the speech bubbles using the sentences in the box.

Answers

1. You would?
2. I'm happy to hear that.

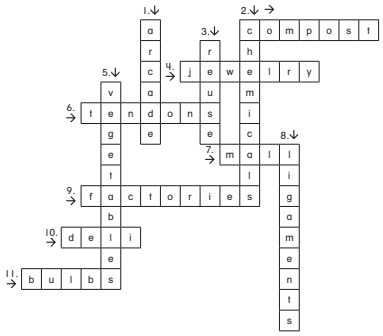
E. What can you do at school to conserve energy? Write.

Students answer the question in their own words.

F. Do the puzzle.

Students complete the crossword puzzle.

Answers



Skills 3, page 63

A. Read and write.

Students read the story and answer the questions.

Answers

1. Because they're wearing white shirts with sneakers on them.
2. If more students join the club, they'll conserve a lot of energy.

B. Underline the word *who*. Draw an arrow from *who* to the name or names. Then rewrite.

Students draw arrows from *who* to the names *who* refers to. Then they rewrite the sentences.

Answers

1. Albert is the one who is holding the red umbrella.
2. Albert and Linda are the ones who started the walking club.
3. Linda is the one who has taken many pictures.

C. Write a sentence using the word *who*. Underline the word *who*. Then draw an arrow from *who* to the name or names.

Students write a sentence in their own words using *who*. Then they draw an arrow from *who* to the word it refers to.

Unit 7, Achievements
Lesson 1, The Arts, pages 64–65

A. Circle.

Students look at the pictures, circle the correct answers and complete the sentences.

Answers

1. Picasso's paintings
2. Balanchine's ballets
3. Beethoven's symphonies
4. Michelangelo's sculptures
5. Verdi's operas
6. Shakespeare's plays

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

1. If you like paintings, you should see Picasso's paintings.
2. If you like ballets, you should see Balanchine's ballets.
3. If you like symphonies, you should hear Beethoven's symphonies.
4. If you like sculptures, you should see Michelangelo's sculptures.
5. If you like operas, you should see Verdi's operas.
6. If you like plays, you should see Shakespeare's plays.

C. Connect.

Students look at the pictures and draw lines, connecting the words to form sentences.

Answers

1. Beethoven's symphonies are performed here.
2. Picasso's paintings are displayed here.
3. Balanchine's ballets are performed here.

D. Unscramble and match.

Students unscramble and complete the questions and answers, drawing lines to match the pictures to the sentences.

Answers

1. Whose plays are performed here?
   Shakespeare's plays are performed here. b
2. Whose sculptures are displayed here?
   Michelangelo's sculptures are displayed here. c
3. Whose operas are performed here?
   Verdi's operas are performed here. a

Lesson 2, Engineering Projects, pages 66–67

A. Match. Then number.

Students match the pictures to the correct words.

Answers

1. c [1st column, 3rd picture]
2. f [1st column, 1st picture]
3. a [2nd column, 2nd picture]
4. e [2nd column, 1st picture]
5. d [1st column, 2nd picture]
6. b [2nd column, 3rd picture]

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

1. The Seikan Tunnel was completed in 1988.
2. The Taipei 101 Building was completed in 2004.
3. The Erie Canal was completed in 1825.
4. The Oliveira Bridge was completed in 2008.
5. The Hoover Dam was completed in 1936.
6. The Trans-Siberian Railway was completed in 1916.

C. Write.

Students look at the pictures and complete the sentences, using the words in the word box.

Answers

1. When was the Hoover Dam constructed?
   It was started in 1931, and it was finished in 1936.
2. When was the Oliveira Bridge constructed?
   It was started in 2003, and it was finished in 2008.

D. Read and write.
Students read the passage and answer the questions.

Answers
1. Tokyo Tower was started in June 1957.
2. Tokyo Tower was finished in December 1958.
3. It took only eighteen months to construct.

Lesson 3, Reading, pages 68–69

A. Write.
Students complete the sentences, using the words in the word box.

Answers
1. father 2. guide 3. performed 4. translation screen
5. whispers 6. button 7. greeting

B. Unscramble.
Students unscramble the words and complete the sentences.

Answers
1. A guide is showing Kevin and his father many famous theaters.
2. *Henry the Eighth* was performed at the Globe Theatre in 1613.
3. Kevin whispers to his father that he needs a translation screen.
4. The actors are greeting each other in English.

C. Circle.
Students read the sentences and circle the correct answers.

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

D. Write.
Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers
1. Did you know that this bridge was completed in 1887? Yes, I knew that.
2. Did you know that Picasso's paintings are displayed here? I didn't know that.

E. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 4, Engineering Projects, pages 70–71

A. Circle.
Students circle the correct answers, completing the sentences.

Answers
1. Tunnels can now go under a large body of water.
2. The Golden Gate Bridge has a height of 227 meters.
3. The Channel Tunnel is the longest underwater tunnel.
4. Modern bridges are often much longer than older ones.

B. Read and write.
Students read the passage and answer the questions.

Answers
1. The Laerdal Tunnel was finished in 2000.
2. About twelve thousand cars and trucks go over the Millau Bridge daily.
3. The Millau Bridge has a height of 343 meters.

C. Write.
Students reread the passage in exercise B, if necessary, and answer the questions.

Answers
1. The Laerdal Tunnel was started first.
2. The Laerdal Tunnel is in Norway.
3. It took three years to build the Millau Bridge.

D. Fill in the chart. Then write.
Students fill in the chart with the missing numbers and then answer the questions.

	Construction started	Construction finished	Height	Width	Length	Daily use
Laerdal Tunnel	1995	2000	9 meters	9 meters	24.5 kilometers	1,000 cars and trucks
Millau Bridge	2001	2004	343 meters	32 meters	2.46 kilometers	12,000 cars and trucks

1. The Millau Bridge is newer.
2. The Laerdal Tunnel is longer.
3. The Millau Bridge has more daily use.

E. Think and write.
Students read and answer the question.

Unit 8, Graduation Day
Lesson 1, Adjectives, pages 72–73

A. Connect.
Students look at the pictures and draw lines, connecting the words to form sentences.

Answers

1. boring	speech
2. interested	guests
3. exciting	award ceremony
4. bored	audience
5. excited	award recipients
6. interesting	performance

B. Look at A. Write.
Students look at exercise A and write the sentences.

Answers
1. It's a really boring speech.
2. They're really interested guests.
3. It's a really exciting award ceremony.
4. It's a really bored audience.
5. They're really excited award recipients.
6. It's a really interesting performance.

C. Circle.
Students circle the correct answers, completing the sentences.

Answers
1. This year the guests are interested, but last year they were even more interested.
2. This year the award ceremony is exciting, but last year it was even more exciting.
3. This year the speech is boring, but last year it was even more boring.

D. Write.
Students look at the pictures and complete the sentences, using the words in the word box.

Answers
1. The award ceremony is exciting this year, and it will be just as exciting next year.
2. The guests are interested this year, and they will be just as interested next year.
3. The audience is bored this year, and it will be just as bored next year.

Lesson 2, Things to Do, pages 74–75

A. Circle.
Students look at the pictures, circle the correct answers, and complete the sentences.

Answers

1. hang out with friends	2. write thank-you cards
3. visit relatives	4. send text messages
5. open presents	6. pose for pictures

B. Write.
Students look at the pictures and complete or write the sentences.

Answers
1. I'm posing for pictures now.
   I've been posing for pictures all afternoon.
2. I'm sending text messages now.
   I've been sending text messages all day.
3. I'm hanging out with friends now.
   I've been hanging out with friends all morning.

C. Write.
Students look at the pictures and complete or write the questions and answers.

Answers
1. I'm opening presents now.
   I've been opening presents all weekend.
2. What are you doing now?
   What have you been doing all night?

D. Circle the adjectives.
Students complete the sentences by circling the adjectives and then rewrite the sentences.

Answers
1. I thought the trip was exciting, but Bill wasn't excited about it.
2. The play was boring, and the audience looked bored.
3. This book is so amazing! You'll be amazed when you read it.

E. Circle the adjectives. Then rewrite.
Students read the passage, circling the adjectives, and then rewrite the sentences.

Answers
The school performance last night was really interesting.
The most amazing part was the ballet dance at the end.
The audience was never bored. Even my little brother was amazed when he saw the dancers.

Lesson 3, Reading, pages 76–77

A. Write.
Students complete the sentences, using the words in the word box.

Answers

1. ceremony	2. valedictorian	3. nobody
4. curtains	5. replies	6. where
7. note		

B. Match.
Students match the pictures to the sentences.

Answers
1. b
2. c
3. a

C. Write.
Students reread the passage in exercise A, if necessary, and answer the questions.

Answers
1. Karen is happy because everybody said that her valedictorian speech was interesting.
2. Karen looks for Wendy in the auditorium and behind the curtain.
3. Wendy left flowers and a note for Karen.

D. Write.
Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers
1. Where have you been?
   I had to wash my hands. Sorry!
   Don't worry about it.
2. Where have you been?
   Sorry, I didn't hear my phone.
   It's OK. What are you doing now?

E. What about you? Write.
Students answer the questions, writing sentences about themselves.

Lesson 4, Discovery, pages 78–79

A. Find and circle.
Students find and circle the words in the word search.



B. Read and write.
Students read the passage and answer the questions.

Answers
1. About eighteen percent of a plant is carbon.
2. All carbon came from stars like our sun.
3. People use this carbon for energy to heat homes and to power cars, trucks, and planes.

C. Circle.
Students read the sentences and circle the correct answers.

Answers

1. True	2. False	3. True

D. Match.
Students match the explanations.

Answers
1. b
2. c
3. a

E. Look at D. Write.
Students look at exercise A and answer the questions.

Answers
1. They can find it in the air.
2. They can find it by eating plants or other animals.
3. They can find it under the ground.

F. Think and write.
Students read the passage and answer the questions.

Check Up 4, pages 80–82

A. Correct and write.
Students correct the mistakes and write the words.

Answers
1. Trans-Siberian Railway
2. friends
3. Oliveira Bridge
4. bored audience
5. Michelangelo's sculptures
6. pose for pictures

B. Circle.
Students circle the correct answers.

Answers
1. have, opening
2. performed, performed
3. when, in, was

C. Read, circle, and write.
Students look at the pictures and complete the sentences. Then they answer the questions where applicable.

Answers
1. c, William Shakespeare's plays are performed here.
2. b, It was constructed in 1936.
3. a, but last year they were bored.
4. b, I'm visiting my grandfather.

D. Look at the pictures. Write.
Students complete the speech bubbles using the sentences from the box.

Answers
1. Yes, I knew that.
2. I was sending text messages in my room. Sorry!

E. How will you celebrate your next birthday? Write.
Students answer the question in their own words.

F. Unscramble the words. Then solve the secret message.
Students unscramble the words. Then they use the clues to solve the secret message.

Answers

1. transparent	2. Balanchine's ballets	3. exciting award ceremony
4. discover	5. write thank-you cards	6. Taipei 101 Building
7. modern	8. interesting performance	9. Seikan Tunnel
10. send text messages	11. underwater	12. Picasso's paintings

Secret message: Great job! You did it!

Skills 4, page 83

A. Read and write.
Students read the story and answer the questions.

Answers
1. Many of Shakespeare's plays were performed at The Theatre.
2. Because in Shakespeare's time, there were no women actors.

B. Underline the verbs. Circle the tense. Then rewrite in a different tense.
Students identify the verbs and tenses in the sentences. Then they rewrite the sentences using a different tense.

Answers
1. The actors will practice in the afternoon, and they will perform in the evening. (future)
2. We watch Shakespeare's plays in English class. (present)

C. Write a sentence about yourself. Underline the verbs. Circle the tense.
Students write a sentence about themselves, underlining the verbs and circling the tenses used.

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