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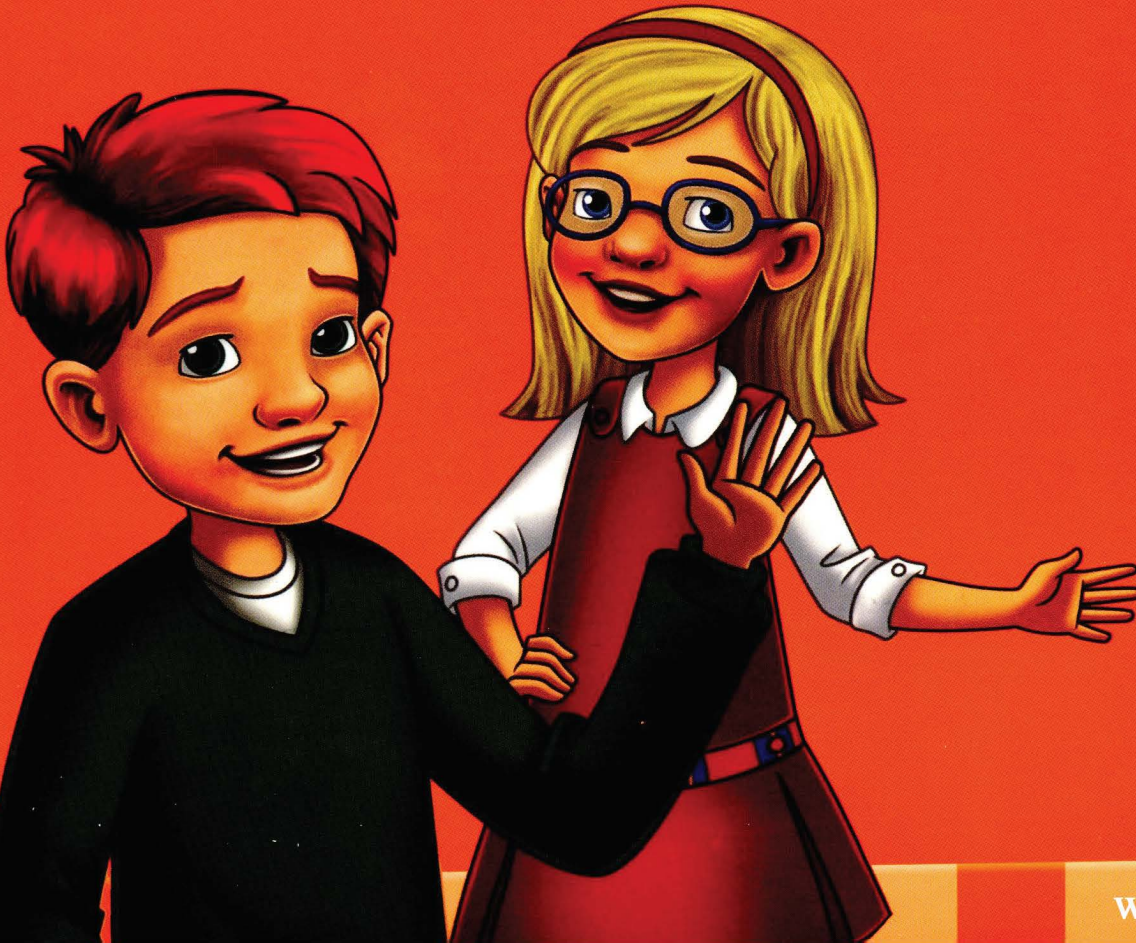
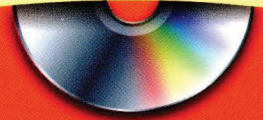
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LET'S GO

5th Edition

TEACHER'S PACK

Classroom Presentation Tool
Teacher's Guide
Teacher's Resource Center



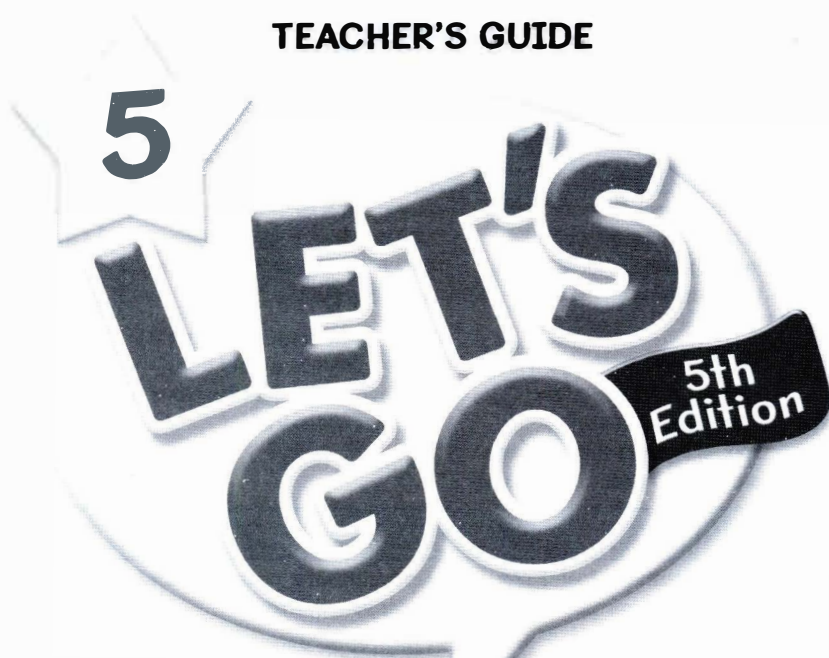
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TEACHER'S GUIDE



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این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر بر خط و حامل به ثبت رسیده است. به ثبت رسیده است.
کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیری خواهد شد.

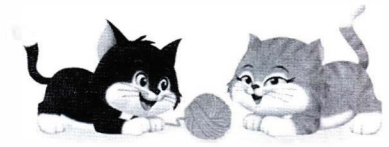
Let's Go 5 Syllabus

Let's Remember

Do you want to go skateboarding?
What happened?
Which ball is bigger?

Is it going to rain?
I'm not sure.
It's dark. You need a flashlight.

Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 1 How Much Food?			
<p>Conversation: Is everything ready for the party? Are there enough pretzels? I think so. How many cans of soda are there? There's only one con. How many cans do we need? We need twelve cans.</p> <p>Food: a can of tomatoes, cans of beans, a bag of potato chips, bags of pretzels, a bottle of water, bottles of soda, a piece of pizza, pieces of watermelon</p> <p>Song: One Piece of Pizza</p>	<p>Quantities of Food: a lot of/a few nuts, a lot of/a few cupcakes, a lot of/a few blueberries, a lot of/a few cherries</p> <p>Language: There are a lot of nuts. There are a few cupcakes. How many sandwiches are there? There are a lot of/a few sandwiches.</p>	<p>Quantities of Food: a lot of/a little pudding, a lot of/a little fruit, a lot of/a little lemonade, a lot of/a little pie</p> <p>Language: How much fruit is there? There is a lot of fruit. There is a little pie. How many peaches are there?</p> <p>Chant: Is There a Lot of Milk?</p>	<p>Descriptive Article: Dinosaurs</p> <p>Questions</p> <p>Vocabulary: reach</p> <p>Phonics: mp jump mb climb</p> <p>Word Study: long + er = longer</p>
Unit 2 Comparing Animals			
<p>Conversation: Did you know that a zebra is slower than a gazelle? Which animal is faster? A cat or a polar bear? I'm not sure. A cat is as fast as a polar bear! Are you sure? Yes, I'm sure.</p> <p>Animals: a wolf, a zebra, a cheetah, a gazelle, a rhinoceros, a polar bear, a squirrel, a skunk</p> <p>Chant: A Gazelle Is as Fast as a Lion</p>	<p>Comparatives: fast, faster, fastest; slow, slower, slowest; large, larger, largest; small, smaller, smallest</p> <p>Language: Which one is faster? The gazelle is faster. Which one is the fastest? The cheetah is the fastest.</p> <p>Chant: Cheetah Chant</p>	<p>Descriptions: colorful, graceful, expensive, delicious</p> <p>Language: Which one is more/less colorful? The fish is more colorful. The frog is less colorful. Which one is the most/the least graceful? The gazelle is the most graceful. The elephant is the least graceful.</p>	<p>Article: What Do You Know About Animals?</p> <p>Questions</p> <p>Vocabulary: look like</p> <p>Phonics: ir bird ar scarf</p> <p>Word Study: small + est = smallest</p>
Let's Review Units 1 and 2		Reading: John and Lisa's Travel Blog—Panda Kindergarten, China	
Unit 3 Last Weekend			
<p>Conversation: How was your weekend? It was great. How was yours? It was pretty good. What did you do? My brother and I went for a bike ride. That sounds like fun. What did you do last weekend? I went shopping and bought this new bike.</p> <p>Weekend Activities: went for a walk/a bike ride/a swim; went bowling/shopping/skating</p> <p>Chant: Last Summer, What Did You Do?</p>	<p>Weekend Activities: skateboarding, hiking, taking pictures, playing volleyball, running, walking the dogs</p> <p>Language: What was Kate doing? She was walking the dogs. What was she doing yesterday? What were they doing yesterday?</p> <p>Chant: Our Dogs</p>	<p>Weekend Activities: buying sneakers, mailing a package, playing catch, watching DVDs, borrowing books, surfing the Internet</p> <p>Language: Where was Andy this morning? He was at home. What was he doing there? He was watching DVDs. What were they doing this afternoon?</p>	<p>Informational Story: Fruits, Seeds, and Stones</p> <p>Questions</p> <p>Vocabulary: stone</p> <p>Phonics: str strawberry st star</p> <p>Word Study: strawberry - y + ies = strawberries</p>
Unit 4 Activities			
<p>Conversation: Are you ready? Not yet. Wait a minute. I think I forgot to do something. Did you put on sunscreen? Yes, I did. I put it on. Did you turn off the radio? Yes, I turned it off. Oh, no! I forgot to take off my watch.</p> <p>Routines: put on sunscreen, turn on the TV, take off your watch, turn off the radio, turn in your homework, turn up the heat, clean up your room, turn down the music</p> <p>Song: Tom Came Home and Turned On the Radio</p>	<p>Adverbs: walk quickly, walk slowly, speak loudly, speak quietly, paint beautifully, dance gracefully</p> <p>Language: How does Kate dance? She dances gracefully. Does she walk quickly? Yes, she does. No, she doesn't. She walks slowly.</p> <p>Chant: My Friend Joe Is Very Slow</p>	<p>Activities: play the guitar, speak English, ride a unicycle, bake, cook, sew</p> <p>Language: What does Kate do well? She sews very well. She speaks English very well.</p>	<p>Article: The Best Pet</p> <p>Questions</p> <p>Vocabulary: swirl</p> <p>Phonics: It quilt Id cold</p> <p>Word Study: graceful + ly = gracefully</p>
Let's Review Units 3 and 4		Reading: John and Lisa's Travel Blog—Great Barrier Reef, Australia	



Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 5 The Future			
<p>Conversation: What do you think you'll be when you grow up? I think I'll be a tennis player. You play tennis very well. What do you think I'll be? Maybe you'll be an engineer. I don't think so. I think I'll be a designer. You're probably right. You're really good at drawing.</p> <p>Occupations: a tennis player, a movie director, a designer, a hair stylist, a surgeon, a flight attendant</p> <p>Chant: What Will Lynn Be?</p>	<p>Chores: do the laundry, set the table, make the bed, dust the furniture, mop the floor, wash the car</p> <p>Language: Will Jenny mop the floor? Yes, she will. No, she won't. What will she do next? She'll probably do the laundry.</p> <p>Chant: Will He Hit a Home Run?</p>	<p>After School: do homework, wash the dishes, clean my desk, set the alarm, go fishing/swimming/bowling, go to sleep</p> <p>Language: What will you do after class? I think I'll go to sleep after class. He probably won't do homework. They'll probably go fishing.</p>	<p>Article: Elephant Camp</p> <p>Questions</p> <p>Vocabulary: wrapped</p> <p>Phonics: wr write wh white</p> <p>Word Study: paint + brush = paintbrush</p>
Unit 6 Fun in the Seasons			
<p>Conversation: Summer is my favorite season. What's your favorite season? Winter. Why? Because I like skiing. I like skiing too . . . waterskiing! That sounds like fun.</p> <p>Seasonal Activities: winter, spring, summer, fall, ice skating, skiing, planting flowers, flying kites, going to the beach, waterskiing, camping, picking apples</p> <p>Chant: What's Your Favorite Season?</p>	<p>Seasonal Events: went backpacking/sledding/swimming, raked leaves, had a snowball fight/picnic, picked flowers, built a sandcastle</p> <p>Language: What did you do last weekend? I built a sandcastle. What did he do last weekend?</p> <p>Song: What Did You Do?</p>	<p>Vacation Ideas: go trekking/rafting/scuba diving/surfing/snowboarding/horseback riding, go to a water park/baseball game</p> <p>Language: Andy will probably go surfing. What did he do last summer? He went to a water park. What will he do next summer?</p>	<p>Photo Essay: Butterflies</p> <p>Questions</p> <p>Vocabulary: spread</p> <p>Phonics: sp spot spr spring</p> <p>Word Study: color + ful = colorful</p>
Let's Review Units 5 and 6		Reading: John and Lisa's Travel Blog—Mt. Everest, Nepal	
Unit 7 The Senses			
<p>Conversation: Something smells good. What are you doing? I'm baking cookies. Are they done? Almost. What happened? I don't know. They don't look good. They smell good. I'll try one. How is it? It tastes great!</p> <p>Using the Senses: look, listen, smell, touch, taste, sunset, bird, rose, pillow, strawberry</p> <p>Chant: Listen! Do You Hear That Music?</p>	<p>Senses: rainbow/beautiful, mask/ugly, music/wonderful, noise/awful, garbage/bad, soap/good</p> <p>Language: The rainbow looks beautiful. How does the butterfly look? It looks beautiful.</p> <p>Chant: I Smell Smoke</p>	<p>Senses: pillow/soft, rock/hard, mirror/smooth, tree/rough, honey/sweet, lemon/sour, potato chip/salty, dark chocolate/bitter</p> <p>Language: How does the mirror feel? The mirror feels smooth. Does it feel rough or smooth? It feels rough.</p>	<p>Descriptive Article: Why Do Foods Taste Different?</p> <p>Questions</p> <p>Vocabulary: pinch</p> <p>Phonics: nch pinch ch reach</p> <p>Word Study: salt + y = salty</p>
Unit 8 New Experiences			
<p>Conversation: Guess what? I'm going to go to France this summer. Have you been there before? No. It's my first time. I've been there twice. You'll love France! There's only one problem. I don't speak French!</p> <p>Places: Egypt, China, Hawaii, Nepal, the Grand Canyon, Mt. Everest, France, the Great Barrier Reef</p> <p>Chant: Have You Ever?</p>	<p>International Foods: fried noodles, potato salad, sushi, ravioli, crepes, kimchi, tofu, tacos</p> <p>Language: Have you ever eaten sushi? Yes, I have. No, I haven't. I've eaten crepes. I've never eaten kimchi.</p> <p>Chant: Have You Ever Eaten Sushi?</p>	<p>Animals from Many Places: a crocodile, an ostrich, a panda, a penguin, a llama, a kangaroo, a koala, a hippopotamus</p> <p>Language: Have you ever seen a crocodile? Yes, I have. No, I haven't. Has she ever seen a crocodile? Yes, she has. No, she hasn't.</p>	<p>Article: Hopscotch Around the World</p> <p>Questions</p> <p>Vocabulary: spiral</p> <p>Phonics: t put tch catch</p> <p>Word Study: un + clear = unclear</p>
Let's Review Units 7 and 8		Reading: John and Lisa's Travel Blog—Grand Canyon, U.S.A.	

Introduction

The Philosophy Behind Let's Go

Let's Go is an eight-level course designed for children learning English for the first time. The themes and situations throughout the books are universal to children everywhere.

Let's Go emphasizes communication within a carefully controlled grammatical syllabus. Beginning with the first lesson, students are provided with a variety of activities that focus on interactive communication. The activities gradually increase in difficulty. Students are regularly presented with new vocabulary and structures so that they have adequate language to communicate with at each new level.

Students are encouraged to communicate with one another from the start, first in groups and then in pairs once they have developed sufficient confidence and familiarity with the language. This pairwork is crucial, since it is here that students really communicate with one another in situations most closely resembling life outside the classroom.

Let's Go incorporates techniques from methods that have been proven successful in teaching English to children, including the MAT (Model, Action, Talk) Method, TPR (Total Physical Response), Functional Approach, Communicative Approach, Audio-Lingual Approach, and Grammatical/Structural Approach.

About the Series

Both the *Let's Begin* series and Student Book 1 are entry points to *Let's Go*. The *Let's Begin* series is for students with no formal English instruction. Student Book 1 is for students who may have had an introduction to some simple English vocabulary and English letters. Subsequent levels build on and recycle language and vocabulary from previous levels.

Organization of Let's Go Level 5

Each of the eight units in Level 5 is organized around a basic theme and is divided into four lessons, with a review lesson after every two units. Each lesson builds on previously learned language and introduces new vocabulary and structures. Both review and new language are clearly identified in the Teacher's

Guide lesson plans. The Can-Do Activity at the end of each lesson is a fun, collaborative activity focused on the lesson objectives and accessed on the Student Book Classroom Presentation Tool. After completing the activity successfully, students can check the box in their Student Books. The same titles are used in the Workbook to help teachers and students identify corresponding pages for homework and extra practice assignments. Additional tests and worksheets can be found on the Teacher's Resource Center.

Each lesson focuses on a specific purpose in language development:

Let's Talk builds functional fluency through a conversation relating to the topic of the unit, followed by a video that animates and extends the conversation. Students then learn and practice new vocabulary and language patterns. Finally, students listen to a chant that recycles the language students have learned.

Let's Learn builds grammatical accuracy as students learn vocabulary relating to the unit theme, practice using it in the context of a sentence in a scene, and ask questions or make statements about it. Students then learn a new chant that recycles the language students have learned.

Let's Learn More expands on the language in Let's Learn by introducing additional thematic vocabulary, practice in the context of a scene, and practice in a game format. Students then personalize the language in What about you?

Let's Read gives students a chance to practice reading language learned in the unit in a fiction or nonfiction context. Each reading is followed by exercises in comprehension, vocabulary, phonics, word study, and personalization. All-new Workbook readings provide additional practice with each unit's language.

Let's Review provides a one-page listening assessment and a game to recycle language and vocabulary.

Lesson Planning Guidelines

A lesson plan with specific goals and objectives should be developed for every lesson taught. It is always better to overplan and have more activities than you need, as the same activity will not always work equally well with all groups of students, and unexpected situations may

call for flexibility in class. Use various types of activities to appeal to the different learning styles of your students.

Every lesson activity, drill, or game in the *Let's Go* Teacher's Guide has a purpose in advancing language proficiency. For example, the warm-up activity at the beginning of each lesson serves two purposes — it helps activate students' English when coming from a non-English environment, and it reviews previously learned language that will be built on in the lesson.

The Teacher's Guide pages for each lesson contain suggested activities, explanations of potential problem areas, and tips for teaching each specific language point. Activities can be replaced with others from appropriate sections to suit the needs of your class.

Generally, students keep their books closed during the presentation of new language so they can focus on hearing and understanding the language before seeing it on a page. After the closed-book presentation, students open their books, listen to the audio, and do the exercises for that lesson. Finally, students close their books to focus on communicating with their classmates during the suggested games and activities.

Time Guidelines

In general, once the new language is presented, the majority of class time should be spent on practicing it in groups and in pairs. Approximately 10% of your classroom time should be spent on warm-up activities, 30–40% on presenting the language with books closed, 20% practicing the language with books open, and another 30–40% on practicing the language with games and activities.

Pacing

The pacing of a language class for children must be lively. To maintain the students' interest, activities should be changed every five to seven minutes, or whenever the students' interest starts to wane. It is much better to stop an activity while the children are still involved in it than to wait until they are no longer interested. Favorite activities can always be used again later. This also holds true for drills and practices, which should be done at a challenging pace to establish natural English rhythm and intonation.

Let's Go Icons



Class Audio



Video

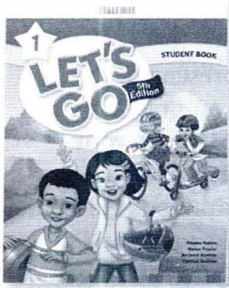


Songs and Chants



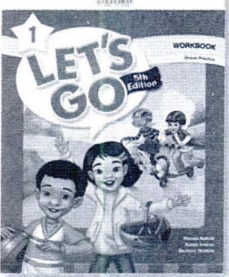
Can-Do Activity

Components



Student Book

- Can-do statements provide lesson-by-lesson assessment for learning
- Songs, chants, and videos provide lively language learning



Workbook with Online Practice

- Reading and writing practice provide language reinforcement
- All-new readings provide additional practice with familiar language

NEW Online Play

- Fun and engaging videos, audio, and other resources for students to use at home
- www.oup.com/elt/letsgo



Teacher Cards

- Pictures and vocabulary words and phrases for literacy learning
- Useful for presenting new vocabulary, assessing student knowledge, and playing group games



Class Audio CDs

- The full audio program for the Student Book, including vocabulary substitutions with stories, songs, and chants

TEACHER'S PACK

NEW Classroom Presentation Tool

- Student Book Classroom Presentation Tool with embedded audio, videos, and can-do activities to reinforce lessons and keep students engaged
- Workbook Classroom Presentation Tool for extra in-class practice

Teacher's Guide



- Easy-to-follow activities to present, practice, and reinforce new language
- Suggestions for class, small-group, or pair arrangements
- Audio scripts for language and conversations on videos and Class Audio CDs at point-of-use

NEW Teacher's Resource Center

- Online Practice
- Tests and worksheets
- Test audio and answer keys
- Cambridge English Qualifications practice tests
- Student Cards and Word List
- How-to guides for teaching techniques
- Animated conversation, song, and chant videos
- Song, chant, and video scripts
- Class audio
- Syllabus
- Certificates

Online Practice for Students and Teachers

Access codes included in the Workbook with Online Practice and Teacher's Pack.
Visit <https://letsgo5e.oxfordonlinepractice.com>

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

Classroom Presentation Tool

- Engage your students in a blended learning classroom with digital features that can be used on your tablet or computer and connected to an interactive whiteboard or projector.
- Play audio and video at the touch of a button. Use the highlight and zoom features to focus students' attention. These easy-to-use tools mean lessons run smoothly.
- Complete activities as a class, and grade the answers as you go.
- Take your Classroom Presentation Tool with you, and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page — all with one account.

The screenshot displays a lesson page titled "A Spider! Help!". The page includes a navigation sidebar on the left, a main content area with various activities, and a bottom control bar. Callouts highlight specific features:

- Zoom in to focus your students' attention on a specific activity.** A callout points to a zoomed-in view of a "Look and write" activity. The activity shows a garden scene with three potted plants and a spider. Below the image are four numbered blanks for students to write in: "1 It's a butterfly", "2 It's a _____", "3 It's a _____", and "4 It's on _____".
- Play audio and video at the touch of a button.** A callout points to a control bar with a speaker icon and a play button icon.
- Speed up or slow down the audio to tailor lessons to your students' listening level.** A callout points to a control bar with a volume slider and a speed control icon.
- Save your weblinks and other notes for quick access while teaching. Use one account across your devices so that you can plan your lessons wherever you are.** A callout points to a "Done" dialog box that appears over the lesson content, with a "www.zup.com" link.
- Work on pronunciation in class: record your students speaking, and compare their voices to the course audio.** A callout points to a "Practice" button at the bottom of the page.

Unit Walk-Through Let's Talk

CD track numbers make finding the audio easy

Familiar characters model communication in context

Language focus boxes highlight key language patterns

Animated conversation videos motivate students to start speaking

Unit 4 Activities Let's Talk

A Listen and say

Andy: Are you ready?
Kate: Not yet. Wait a minute.
Andy: Why?
Kate: I think I forgot to do something.

Andy: Did you put on sunscreen?
Kate: Yes, I did. I put it on.
Andy: Did you turn off the radio?
Kate: Yes, I turned it off.
Andy: OK. You're ready.

Kate: Oh, no! Now I remember.
Andy: What?
Kate: I forgot to take off my watch.
Andy: I hope it's waterproof.

Are you ready?
Not yet. Wait a minute.

B Watch the video.

30 Unit 4 Activities

C Practice the words. Ask and answer.

1. put on sunscreen
2. turn on the TV
3. take off your watch
4. turn off the radio
5. turn in your homework
6. turn up the heat
7. clean up your room
8. turn down the music

Did you put on sunscreen?
Yes, I put it on.
No, I didn't put it on.

D Listen and sing.

Tom Came Home and Turned On the Radio

Tom came home and turned on the radio. Turned on the radio. Tom came home and turned on the radio. Tom turned the radio on.

Paul came home and put on a DVD. Put on a DVD. Paul came home and put on a DVD. Paul put a DVD on.

I can do this lesson.

Unit 4 Activities 31

Songs and chants reinforce language from the dialogue

Can-do activities on the Student Book Classroom Presentation Tool help teachers evaluate progress and assess the need for further practice

Student Book pages 30-31

Warm up

Start the lesson with a review activity, song, or chant to review previously learned language that will be built upon in this lesson.

A Listen and say.

1. **Introduce the conversation.** Model with puppets or volunteers as a physical reminder that conversation is communication between two or more people.
2. **Listen to the dialogue.** Students look at the scene and repeat after the audio to practice pronunciation.
3. **Listen to the language focus.** Have students listen, then repeat to focus on intonation, rhythm, and speed.

B Watch the video.

1. **Play the video.** Explain new language, if necessary.
2. **Repeat with gestures.** Have students raise their hands when they hear key vocabulary and language patterns. Then help students repeat the gestures and extended conversation.
3. **Practice the conversation.** Move from group practice to pair practice. Encourage students to use the language and gestures from the video.

C Practice the words. Ask and answer.

1. **Introduce the words.** Use Teacher Cards to introduce the vocabulary.

2. **Practice the words and pattern.** Show Teacher Cards and say the questions. Have students repeat.

D Listen and sing.

1. **Play and listen.** Have students identify familiar words they hear and items they see in the illustration.
2. **Practice the rhythm.** Have students clap along as you model the song. Have them echo the lines after you. Include actions or movements that go with the song.
3. **Read the lyrics.** Have students point to and read words they recognize.
4. Put students into small groups to write their own chants, following the patterns in this one.

I can do this lesson.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use the suggested games or activities to practice the new phrases, vocabulary, and language patterns.

Additional Resources

Worksheet (Teacher's Resource Center)
Workbook
Online Practice


Let's Learn

Topic-based
vocabulary


Familiar
characters model
vocabulary and
language patterns
in context

Language patterns
show substitution
vocabulary
highlighted in pink

Let's Learn

A Learn the words. 

1. walk quickly 2. walk slowly 3. speak loudly
4. speak quietly 5. paint beautifully 6. dance gracefully

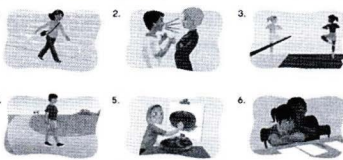
B Ask and answer. 

Kate, Scott, Andy, and Jenny are at an outdoor fair. Kate dances gracefully. How does Scott paint?

How does Kate dance? She dances gracefully.

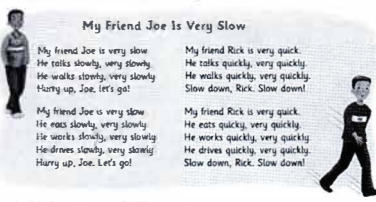
quick	→	quickly	quiet	→	quietly
slow	→	slowly	beautiful	→	beautifully
loud	→	loudly	graceful	→	gracefully

32 Unit 4 Activities

C Ask and answer. 

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

Does she walk quickly?
Yes, she does.
No, she doesn't. She walks slowly.

D Listen and chant. 

My Friend Joe Is Very Slow

My friend Joe is very slow.
He talks slowly, very slowly.
He walks slowly, very slowly.
Hurry up, Joe, let's go!

My friend Rick is very quick.
He talks quickly, very quickly.
He walks quickly, very quickly.
Slow down, Rick, slow down!

My friend Joe is very slow.
He eats slowly, very slowly.
He works slowly, very slowly.
He drives slowly, very slowly.
Hurry up, Joe, let's go!

My friend Rick is very quick.
He eats quickly, very quickly.
He works quickly, very quickly.
He drives quickly, very quickly.
Slow down, Rick, slow down!

I can do this lesson.

Unit 4 Activities 33

Question-and-answer
patterns practiced

Songs and chants
reinforce vocabulary

Student Book pages 32–33

Warm up

Start the lesson with a review activity or select an activity from Games and Activities to review language that will be built upon in this lesson.

Pre-teach Language

Introduce vocabulary and language patterns before students open their books so that they become familiar with the target language orally first.

A Learn the words.

- Listen to the words.** Have students listen to the audio and point to the pictures. Then have them listen and repeat. Focus on natural pronunciation.
- Check comprehension.** Randomly say the words and have students point to the appropriate pictures in their books. Start slowly but increase your speaking speed to challenge students and make the activity more fun.

B Ask and answer.

- Listen to the question and answer.** Have students look at their books and describe what they see.
- Practice the question and answer.** Check that students understand and can use the question-and-answer pattern. Then have them take turns asking and answering questions about the scene.

C Ask and answer.

- Listen to the question-and-answer pattern.** Have students point to the pictures as they listen.
- Practice the question-and-answer pattern.** Check that students understand and can use the pattern.

D Listen and chant.

- Listen to the chant.** Have students identify familiar words they hear and point to the people in the illustration as they hear their names.
- Say the chant.** Have students chant along.
- Have small groups write their own chants.

I can do this lesson.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use the suggested games or activities to practice the new phrases, vocabulary, and language patterns.

Additional Resources

Worksheet (Teacher's Resource Center)
Workbook
Online Practice

Additional topic-based vocabulary

Familiar characters model vocabulary and language patterns in context

Substitution vocabulary is highlighted and reinforced with a rhythmic drum track

Interactive games practice the target language in a fun way

Student Book pages 34–35

Warm up

Start the lesson with a review activity or select an activity from Games and Activities to review language that will be built upon in this lesson.

Pre-teach Language

Introduce vocabulary and language patterns before students open their books.

A Learn the words.

1. **Listen to the words.** Have students listen and point to the pictures. Then have them listen and repeat. Focus on natural pronunciation and intonation.
2. **Check comprehension.** Randomly say the words and have students point to the appropriate pictures. Start slowly, but increase your speaking speed to challenge students and make the activity more fun.

B Ask and answer.

1. **Listen to the pattern.** Have students describe what they see in their books. Then play the audio.
2. **Practice the question-and-answer pattern.** Have students ask and answer questions about the scene.

C Play a game. Make sentences.

1. **Listen to the sentences.** Have students identify the activities and repeat the verbs, adverbs, and sentence pattern to practice pronunciation and intonation.

2. **Practice the sentence patterns.** Have students play the game in pairs.

D What about you?

1. **Divide students into pairs.** Read the questions aloud, modeling correct pronunciation and intonation. Have pairs answer questions using true statements.
2. **Come back together as a class.** Ask the questions and have volunteers share their answers with the class.

I can do this lesson.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use the suggested games or activities to practice the new phrases, vocabulary, and language patterns.

Additional Resources

- Worksheet (Teacher's Resource Center)
- Workbook
- Online Practice

Fiction and nonfiction texts use familiar language, content vocabulary, phonics example words, and expandable words to teach reading

Comprehension questions

Let's Read

A Listen and read along. Then read again.

THE BEST PET

Goldfish are one of the most popular pets in the world. They are also one of the oldest pets. People in China had pet goldfish more than 1000 years ago.

I like to watch my goldfish. It's smart, colorful, and it swims gracefully. Goldfish can live for 10 years. They make great pets!

I have a goldfish. I teach it tricks. Your goldfish can do tricks, too. Swim the water and watch your goldfish swim quickly. It can also learn how to push a ball. Goldfish are very smart!

New Words
goldfish
popular
1000 years ago
pet!

B Choose the correct answer.

1. When did people in China have pet goldfish?
a. more than 1000 years ago b. 100 years ago

2. How does the goldfish swim?
a. It swims gracefully. b. It swims slowly.

C Understand the vocabulary.

Swim the water and watch your goldfish swim quickly.

What does swim mean?

D Ask your partner.

1. What kind of pet do you want?
2. What can you teach your pet?

E Listen and write. Do you hear /t/ or /d/?

1. go 2. c... 3. qui... 4. o... 5. be...

F Learn about words. Read and write.

graceful → graceful + ly → gracefully

1. soft → 2. quick →
3. loud → 4. slow →

I can do this lesson.

36 Unit 14 Activities

Focus on vocabulary development

Critical thinking and partner discussion

Focus on phonics

Word study and spelling practice

Student Book pages 36–37

Warm up

1. Review the previous phonics and word study words.
2. List words that students know about the article topic. Have them guess what the article will be about.

A Listen and read along. Then read again.

1. **Introduce the reading.** Have students preview the reading and identify familiar words. Read the title aloud.
2. **Read along.** Play the audio and have students follow along. Have them point to the words as they listen.
3. **Discuss the article.** Ask students questions about it.

B Choose the correct answer.

1. **Play the audio.** Have students silently read along.
2. **Have student pairs answer the questions.** Help students understand the correct answers.

C Understand the vocabulary.

1. **Read the sentence and the question aloud.** Have students say the words with you.
2. **Find the vocabulary.** Have students find the words or expressions in the text.

D Ask your partner.

1. **Divide students into pairs.** Have pairs answer the questions using true statements.
2. **Share with the class.** Students share their answers.

E Listen and write. Do you hear /t/ or /d/?

1. **Play the audio.** Have students listen and point to the letters and words as they hear them.
2. **Play the audio again.** Students write the letters for each sound.

F Learn about words. Read and write.

1. **Have students point to the words.** Read the words. Students repeat. Point out the text in the arrow.
2. **Divide students into pairs.** Have pairs complete the answers. Ask volunteers to write them on the board.

I can do this lesson.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

- Use the suggested games or activities to practice the vocabulary, language patterns, and letters and sounds.
- All-new Workbook readings provide additional practice with familiar language, and can be read for homework or in class.

Additional Resources

- Worksheet (Teacher's Resource Center)
- Workbook
- Test (Teacher's Resource Center)
- Online Practice

Let's Review

Entire page focuses on listening

Extensive review of language and vocabulary

Test format provides practice for students planning to take standardized tests

John and Lisa's personal travel blog introduces students to new experiences in a variety of interesting places around the world

Writing prompts offer students stimulating writing topics

Student Book pages 38-39

Let's Talk

- Sing the songs to review the conversations.
- Use games and activities to have students practice the language in the conversations.

Let's Learn/Let's Learn More

- Use Teacher Cards to review the vocabulary.
- Review the songs and chants to reinforce language patterns and pronunciation.
- Use games and activities to review the language patterns with students.

Let's Read

- Use games and activities to review vocabulary.
- Read the stories together.

A Listen and number.

1. **Practice the format.** Display Teacher Cards. Draw a box next to each card and/or label *A, B, C* with sticky notes. Have a student stand by the cards. Say a sentence or ask a question that indicates one of the cards. Have the student point to the correct card and write a number or check mark in the correct box. Repeat for all the cards.
2. **Anticipate the language.** Have students identify the test items and anticipate the language they might hear.
3. **Take the test.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.

B Listen and check.

1. **Take the test.** Have students listen to the audio and point to the appropriate pictures. Then play the audio again and have students do the exercise as a written test.
2. **Correct the test together.** If time allows, encourage students to create original test questions using the same illustrations, and practice "testing" each other in pairs.

C Let's read about the Great Barrier Reef.

1. **Prepare to read.** Ask students to look at the sentences and identify the words they know. Then have them try to read the sentences.
2. **Teach the new words.** Have students point to the pictures to show they understand.
3. **Read Along.** Have students listen to the selection and follow along in their books. Ask them to point to the words as they listen.

D Write about a water activity.

1. **Talk about it.** Review the vocabulary and structures in the story.
2. **Write about it.** Have students write their comments. Then have pairs read each other's writing. Finally, correct students' work.

Teaching Conversation

In teaching conversation, the goal is for students first to become fluent using language, and then to focus on becoming accurate with it. Let's Talk introduces useful phrases (greetings, introductions, asking for and giving help, etc.) in functional conversations. First, students listen to the entire conversation, which introduces the language in context. Then they focus on the functional language in the language focus box. Students learn the intonation and rhythm of the language, first in an animated video of the extended conversation and then in a song or chant. This is the easiest way for children to remember the language as well.

Teaching Vocabulary

Use objects or Teacher Cards to present new key words to students. Hold up an object or card and say the word. Have students repeat the word several times. Then practice the word with drills, using familiar language whenever possible.

The Teacher's Guide describes a number of drills and activities designed to develop and reinforce the students' vocabulary knowledge. There are two types of vocabulary or language that all language learners develop — receptive language and productive language.

Receptive language is the language students understand but are not yet able to produce. To practice receptive language, students must recognize and physically respond to vocabulary words. For example, place several Teacher Cards at the front of the class and select two student volunteers. Say one of the vocabulary words and have the students race to touch the correct card. Whoever touches the card first is the winner.

Productive language is the language spoken by students. Practice with productive language requires students to say the vocabulary words as they identify the objects. Play the game as described above, but have the students touch the correct cards and orally identify the objects.

Teaching Grammar

In *Let's Go*, grammar is taught in context so that students understand the meaning and conversational purpose. Students first learn new vocabulary words that relate to the unit theme. Next, students see and practice the language in a mini-conversation context. Then they practice the question-and-answer structures in

a video, game, activity, song, or chant. Students should understand that vocabulary and grammar patterns are productive, build on each other, and can be used with other patterns, so language is recycled in the units.

In teaching grammar, the goal is for students first to learn language accurately, and then to focus on becoming fluent in using it. For the most efficient use of class time, teach vocabulary first. Then introduce a new sentence pattern and recycle the vocabulary words as students practice the sentence.

Then when you introduce a *Wh-* question, students already know the answer to the question. In this way, students can accurately build a great deal of language in small steps, and they won't confuse the question with the answer.

Be sure that students understand the meaning of the new language and can pronounce the words clearly before moving on to practice. Correct pronunciation is introduced during the modeling by the teacher so that students can strive for accurate pronunciation as they are learning the meaning of new vocabulary.

When teaching *Yes/No* question-and-answer patterns, have children respond with answers that include the auxiliary verb from the question (*Do you like cats? Yes, I do. No, I don't.*). Not only does this help students remember the questions and answers grouped in a memory set, it also builds a grammar foundation that will help them learn to write English more easily. Separate the *Yes* and *No* answers in practice at first so that students don't confuse the meaning. Then mix *Yes* and *No* answers.

Recycling Language

All language builds from a base sentence. For example, students can use the sentence *He likes cats* to build the question *What does he like?* In the early levels of *Let's Go*, these patterns (sentences, *Wh-* questions, *Yes/No* questions) are explicitly taught. However, later lessons and levels might only teach the sentence and *Wh-* question, or both questions but not the sentence. Teachers should remind students that they know how to build language even if it is not explicitly taught in every lesson. In the same way, once students have learned how verbs change with different pronouns, or how nouns change to become plural, they should be encouraged to practice the different forms, even if not specifically taught in a lesson.

Teaching Techniques *(continued from p. 13)*

Teaching Contractions

Learning how to use contractions like *isn't* and *I'm* helps students to sound more fluent and to better understand natural English. It also gives them an advantage when they begin to read and write. Contractions are explicitly taught the first time they appear in *Let's Go* and should be reviewed, as needed, in the later lessons. Use contraction cards to show students that contracted and non-contracted language are equivalent.

How to Practice Language in Pairs and Groups

Start with whole-class practice so that students don't feel shy or embarrassed. Be sure that students practice the language using natural speed, rhythm, and intonation. Then divide the class into two groups. One group asks the questions and the other answers. Even in a practice like this, try to give students a reason for asking and answering the questions. For example, if you're practicing the question *What do you like?* only show the Teacher Cards of animals to the answering group. This way, the questioning group has a real reason to ask because they don't know what the answer will be.

Then group students in pairs or small groups for additional practice with the question-and-answer pattern. By moving from the large group to the small, students build confidence by practicing before their voices become individually heard. As students work together, move around the room so that you can hear what problems students are having, and can address the problems with a mini-lesson later on for the entire class (rather than correcting just one student). Variety in grouping and activities also gives students a lot of practice opportunities that don't feel like practice. If the pace is quick and activities change frequently, students will pay close attention.

How to Use Songs and Chants

Adding rhythm to language is one of the easiest and most effective ways for students to learn and remember it. The songs and chants in *Let's Go* reinforce the natural rhythm, stress, and intonation of the language taught. To introduce a new song, teach it as a chant first. Begin a steady 4/4 beat by having students clap their hands. Say the lines from the song as you clap the beat. Then have

students repeat the lines after you. Build by adding lines until students can chant the entire song. Add the music and sing. Encourage students to personalize the songs and chants by choosing actions and gestures to go along with the lyrics, or by creating unique verses. If students have difficulty with longer lines in the lyrics, use the "backward build up" technique. Begin with the last word in the phrase and gradually add the words before it until the phrase is complete.

Author, singer, and composer Carolyn Graham urges teachers to write their own phonics chants. Chanting helps children memorize the sound(s) the letters stand for. Create silly or serious phrases with words that students enjoy saying, and put them into sentences that make up a four-line chant. Say each phrase of the chant before you put it all together. Then say the chant together.

Teaching with Video

Animated videos show language in context and provide models for pronunciation and body language. The animated videos in *Let's Talk* bring the *Let's Go* characters to life and extend the conversation students learn in Listen and say. The extended conversation includes new and familiar language, and is highlighted in blue in the video script. The animated song and chant videos in the *Let's Begin* series and Levels 1–3 use key vocabulary to engage students and motivate learning.

When teaching with video, first play the video and have students watch. Encourage students to identify familiar language and respond to any speaking prompts. Next, assign students a simple task to complete as they watch the video a second time. For example, have students raise their hands when they hear key vocabulary. Pause the video after each exchange to give students an opportunity to repeat the language and act out the gestures. Then act out scenes from the video with one or more student volunteers. Finally, have students practice the extended conversation in small groups or pairs, using the gestures and actions from the video as appropriate.

Teaching with Can-Do Statements

Can-do statements allow both teachers and students to assess students' progress on a continuing basis. At the end of each lesson, students demonstrate understanding through a fun, collaborative can-do activity on the Student Book Classroom Presentation Tool. Depending on the size of the class, the activity can be done in

groups or pairs. If students are able to complete the task, have them check the *I can do this lesson* box in the Student Book. If students are unable to complete the task, refer to the **Games and Activities** and **Additional Resources** sections for further support. Use the Workbook Classroom Presentation Tool for further teacher-led practice activities.

An oral can-do activity accompanies Let's Review in *Let's Begin 2* and Levels 1–2. First as a class and then in groups or pairs, students are encouraged to use the language they have learned in previous units. Have students take turns asking and answering the questions. Monitor their progress. If students have successfully reviewed the units' language, praise them for their accomplishments in English!

Teaching Phonics and Reading

Students learning English as a foreign language need to develop an oral language base before beginning to assign sounds to letters for reading instruction. Students learn to decode, or read words, by connecting sounds to the letters of the alphabet in various combinations. *Let's Go* introduces key contrasting pairs of consonants, short vowels, long vowels, blends, digraphs, and diphthongs. Students hear the sounds in the context of the words, and then the pronunciation is reinforced by a fun phonics chant. Reading becomes the reward for learning new phonics patterns. The reading passages in *Let's Go* use the lesson's phonics focus words and familiar grammar in an enjoyable story that students can read along with the audio or independently. All new Workbook readings provide additional practice with the language, grammar, and unit themes.

Teaching Writing

The easiest way for students to gain confidence writing in a foreign language is to begin by following a clear model. Models allow students to express themselves creatively without being responsible for all of the grammar and spelling required in completely open writing exercises. Students can personalize the grammar patterns in *Let's Learn* and *Let's Learn More* by using the sentences as models to write about themselves. The *Let's Read* stories in Levels 1–6 can also be modified to become models for students to write their own similar stories.

The *Let's Read About* sections in Levels 3–6 always include writing personalization activities. A good writing expansion activity is to have students work together to create a unique story incorporating familiar grammar and vocabulary, based on a picture or a shared class experience. You can write the story sentences on the board, and the class can work together to correct the language. Students can read what they've written and copy the story into their own notebooks and illustrate it. Activities like this allow students to write and read at their own skill level.

Teaching Content (CLIL)

Let's Go teaches high-frequency vocabulary and grammar in subject-related contexts that easily lend themselves to CLIL expansion for teachers who have more contact time with students. For example, a lesson talking about colors and shapes can easily become an art lesson about creating things using colors and shapes, or a lesson on how to mix colors. *Let's Read* and *Let's Read About* also include content connections as children use their developing skills in English to learn about the natural world, science, history, social studies, and geography. Teacher's Guide lessons include expansion ideas to build on content connections.

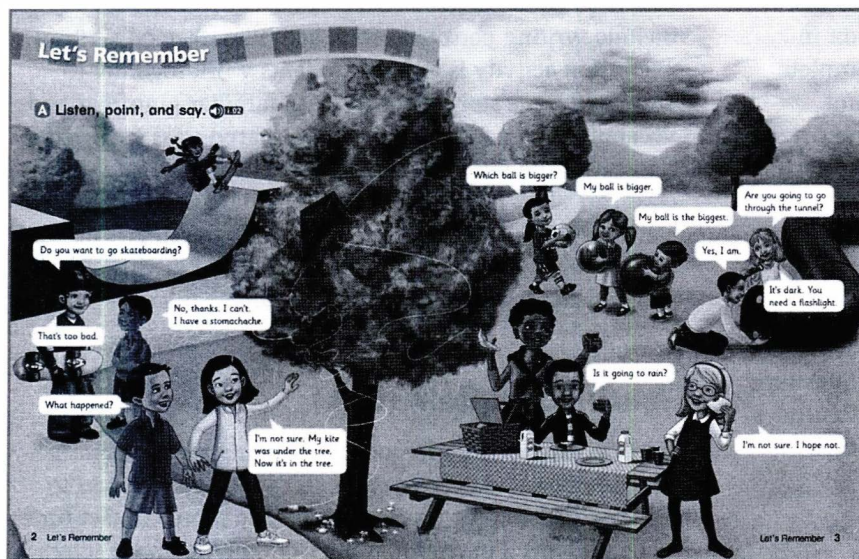
Using Drills and Games

Drilling is a time-efficient, enjoyable way to review or present material in a tightly organized manner. Be sure to keep drills short and rhythmic — several seconds each — and then repeat as many times as necessary. Short, quick drills will keep the students' attention, and they will learn faster as they concentrate on the drills. While doing drills, it is a good idea to alternate between choral and individual responses. When doing the latter, choosing students in random order and maintaining a quick pace will help keep their attention.

In most cases, games serve the same function as drills because they offer an organized and fun way to review or present material. Drills tend to be more repetitive and teacher-centered (which can be helpful when learning new structures and vocabulary), while games tend to be more open-ended and student-centered, which leads to creative use of the language.

Instructions for drills, games, and activities can be found on the Teacher's Resource Center.

Let's Remember



Student Book pages 2–3

Topic:

- At the park

Lesson Objective:

- Reviewing language from Level 4

Review Language:

Do you want to go skateboarding?

No, thanks. I can't. I have a stomachache.

That's too bad.

What happened? I'm not sure. My kite was under the tree. Now it's in the tree.

Which ball is bigger? My ball is bigger. My ball is the biggest.

Are you going to go through the tunnel?

Yes, I am. It's dark. You need a flashlight.

Is it going to rain? I'm not sure. I hope not.

Materials:

CD1 Track 02

Let's Remember is a review of language patterns introduced in *Let's Go 4* that will be recycled and built upon in *Let's Go 5*.

- For students moving from Level 4 to Level 5, Let's Remember is a summary of what they have learned.
- For students beginning the *Let's Go* series with Level 5, Let's Remember is an introductory lesson for language patterns students are expected to know before beginning this level.

You may also wish to use Let's Remember as an assessment of what students know when they enter your classroom. Observe them as they do the activities and play the games to assess their language knowledge.

In <i>Let's Go 4</i> , students learned:	In <i>Let's Go 5</i> , students will learn:
Do you want to go skateboarding? No, thanks. I can't. I have a stomachache. That's too bad.	Are there enough pretzels? I think so. How many sandwiches are there? There are a lot. How much pudding is there? There's a little.
What happened? I'm not sure. My kite was under the tree. Now it's in the tree.	What was she doing yesterday? She was walking the dogs. What were they doing?
Which ball is bigger? My ball is bigger. My ball is the biggest.	Did you know a zebra is slower than a gazelle? Which one is faster? A gazelle is faster. Which one is the fastest? The cheetah is the fastest.
Are you going to go through the tunnel? Yes, I am. It's dark. You need a flashlight.	Have you ever been to Hawaii? Have you ever eaten tacos? Have you ever seen an ostrich? Yes, I have. No, I haven't.
Is it going to rain? I'm not sure. I hope not.	What do you think you'll be when you grow up? Maybe I'll be a designer. You're probably right.

Let's Remember Activities

Choose among these activities to review language students need before beginning *Let's Go Student Book 5*. Descriptions of games and drills can be found on the Teacher's Resource Center.

Do you want to go skateboarding? No, thanks. I can't. I have a stomachache.

- **Substitution Drill.** Give each student one card for an activity (e.g., *play baseball, go fishing, see a play, go shopping, play a video game*) and one card for an illness (e.g., *a headache, an earache, a sore throat, a cold, a toothache*). Put students into pairs to practice new exchanges, substituting the words on their cards for *go skateboarding* and *a stomachache*.
- **Question Toss.** Have the class form a circle. Toss a ball or a beanbag to S1, and ask a question (e.g., *What do you want to do after school today?*). S1 responds by using his or her imagination, tosses the ball to another student (S2), and asks a question (e.g., *What does Tony want to do after school today?*). Continue until all students have had a chance to ask and answer a question.

What happened? I'm not sure. My kite was under the tree. Now it's in the tree.

- **Sentence Dictation.** Have students close their books and take out a piece of paper. Read the four sentences aloud and have students write them down. Have student volunteers come up and write the dialogue on the board.
- **Walk and Talk.** Prepare cards for some past activities that answer the question *What happened?* (e.g., *broke a window, lost my cell phone, found some money, got a present, ate too much chocolate*). Place two sets of nonmatching cards around the room. Have students walk around the room in pairs. When you signal *Stop!* each pair stops at a pair of cards and exchanges questions and answers, using the cards as cues. Students then switch roles.

Which ball is bigger? My ball is bigger. My ball is the biggest.

- A **Team Game** gives students practice with the question-and-answer pattern. Divide the class into teams. Write some familiar adjectives on the board: *big, small, long, short, heavy, light*, etc. Ask about classroom objects. For example, hold up two different books and ask *Which book is heavier? Which book is lighter?* Then display a third book—a heavy dictionary—and ask *Which book is the heaviest?* Students compete to respond. The team with the most points wins.

- **Easiest/Hardest** reviews comparative and superlative adjectives. Give groups a set of teacher-made word cards for school subjects. Have groups rank the subjects from easiest to hardest, asking *Which subject is harder, history or math?* Encourage students to support their opinions. Have groups compare their rankings.

Are you going to go through the tunnel? Yes, I am. It's dark. You need a flashlight.

- **Charades.** Write sentences of varying difficulty using one, two, or three prepositions of direction: *under, around, through, over, up, down*. Divide the class into teams. Cue S1 from Team A by whispering *Go over the chair and around the desk*. S1 follows your directions, and the other students from Team A describe S1's path, using the past form *went*.
- **Scrambled Sentences.** Give student pairs a set of teacher-made word cards for them to arrange into three complete sentences and then arrange the sentences into a short conversation.


Is it going to rain? I'm not sure. I hope not.

- **Repetition Drill.** Model the question and answer for the class to repeat.
- **Concentration.** Give two sets of weather cards to each group (*cool, cold, warm, hot, foggy, humid*). If the cards match, the student asks a question (e.g., *Is it going to be cold?*) and the group members each answer *I'm not sure. I hope not*.

Student Book pages 2–3

A Listen, point, and say.

1. Play Class CD1 Track 02. Have students point to the conversations in their books. Play it again, having students point and repeat the sentences.

 **1.02** Do you want to go skateboarding? No, thanks. I can't. I have a stomachache. That's too bad.

What happened? I'm not sure. My kite was under the tree. Now it's in the tree.

Which ball is bigger? My ball is bigger. My ball is the biggest.

Are you going to go through the tunnel? Yes, I am. It's dark. You need a flashlight.

Is it going to rain? I'm not sure. I hope not.

2. Have students use the question-and-answer patterns to create new sentences and then practice them together.

Unit 1 How Much Food?

Let's Talk

Unit 1 **How Much Food?**
Let's Talk

A Listen and say.

Kate: Is everything ready for the party? Are there enough pretzels?
Jenny: I think so. There are three bags.

Kate: Do we have any soda?
Jenny: Yes, we do.
Kate: How many cans of soda are there?
Jenny: There's only one can. We don't have enough.

Kate: How many cans do we need?
Jenny: We need twelve cans.
Kate: OK. See you soon!

Are there enough pretzels?
I think so. I don't think so.

B Watch the video.

C Practice the words. Ask and answer.

1. a can of tomatoes 2. cans of beans 3. a bag of potato chips 4. bags of pretzels
5. a bottle of water 6. bottles of soda 7. a piece of pizza 8. pieces of watermelon

How many cans of tomatoes are there?
There is one can. There are three cans.

D Listen and sing.

One Piece of Pizza
Oh, there is one piece of pizza.
There are pretzels in a bag.
One piece of pizza.
Pretzels in a bag.
Oh, there are three cans of soda.
Pretzels in a bag.
Four bags of potato chips.
Oh, I love parties!

Pizza, pizza.
Is there enough pizza?
Yes, there is.
There's enough pizza.
There are enough pieces of pizza.
There's plenty of pizza pie. YES!

I can do this lesson.

Unit 1 How Much Food? 5

Student Book pages 4–5

Topic:

- Quantities: non-countable foods

Lesson Objective:

- Using counters to talk about food quantities

Language:

Is everything ready for the party? Are there enough pretzels? I think so. How many cans of soda are there? There's only one can. We don't have enough. How many cans do we need? We need twelve cans.

a can of tomatoes, cans of beans, a bag of potato chips, bags of pretzels, a bottle of water, bottles of soda, a piece of pizza, pieces of watermelon

Materials:

Teacher Cards 1–8; CD1 Tracks 03–07; Student Cards 1–8, Unit 1 Let's Talk Video, and Unit 1 Let's Talk Video Script (Teacher's Resource Center)

www.irLanguage.com

Warm up

- Play **Question Toss** to review food vocabulary. S1 asks (*José*), *which food do you like better, (chicken) or (pizza)?* S1 tosses a beanbag or ball to S2. S2 answers the question, says another student's name, and asks another question.
- Introduce the quantities vocabulary using Teacher Cards 1–8. Have students repeat each phrase several times.

Student Book page 4

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

- Use student volunteers to introduce the conversation. Have the students stand back to back to indicate that they are on the phone. Say both parts or prompt students. Repeat three times and have students identify words they hear.
- Have students look at the pictures and identify the characters and any objects they recognize. Play Class CD1 Track 03. Students listen to the conversation. Ask *What do they need?* (cans of soda) *How many?* (twelve)
- Play the audio again and have students point to and repeat the sentences. Explain new language.

L.03 Is everything ready for the party? Are there enough pretzels?

I think so. There are three bags.

Do we have any soda?

Yes, we do.

How many cans of soda are there?

There's only one can. We don't have enough.

How many cans do we need?

We need twelve cans.

OK. See you soon!

- Play Class CD1 Track 04. Have students listen. Then have them repeat, focusing on natural intonation, rhythm, and speed.

L.04 Are there enough pretzels?

I think so.

I don't think so.

- Have two groups practice the conversation.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

- Play the video (see video script on page 101). Ask *Where is Kate?* (at the supermarket) *Why?* (She's buying drinks for a party.) Explain new language.

- Play the video. Students raise their hands when they hear a food word. Elicit what they heard (*pretzels, cake, cupcakes, soda*). Play it again, pausing after each exchange. Students repeat the conversation, copying any gestures, emotions, or actions.
- Distribute the Unit 1 Let's Talk video script. In two groups, have the class read the conversation as Jenny and Kate. Then have students practice in pairs, focusing on language and gestures.
- Have students role-play the conversation, using different food and drink words.

Student Book page 5


C Practice the words. Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

- Have students identify the food and drinks in the pictures. Play Class CD1 Track 05. Play it again and have students repeat the phrases.

-  1.05
- | | |
|--------------------------|-------------------------|
| 1. a can of tomatoes | 2. cans of beans |
| 3. a bag of potato chips | 4. bags of pretzels |
| 5. a bottle of water | 6. bottles of soda |
| 7. a piece of pizza | 8. pieces of watermelon |

- Direct students' attention to the language focus. Hold up a pencil and ask *How many pencils are there?* Then repeat with three pencils.
- Play Class CD1 Track 06. Students point to the pictures. Play it again. Students listen and repeat.

-  1.06
- How many cans of tomatoes are there?
There is one can. There are three cans.
- How many cans of tomatoes are there?
There is one can.
 - How many cans of beans are there?
There are three cans.
 - How many bags of potato chips are there?
There is one bag.
 - How many bags of pretzels are there?
There are two bags.
 - How many bottles of water are there?
There is one bottle.
 - How many bottles of soda are there?
There are six bottles.
 - How many pieces of pizza are there?
There is one piece.
 - How many pieces of watermelon are there?
There are five pieces.


- Display Teacher Cards 1–8. Point and ask *How many (cans of beans) are there?* Students say *There is (one can)* or *There are (three cans)*. Repeat.

- Have student pairs take turns asking and answering questions about the pictures.

D Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

- Play Class CD1 Track 07. Students clap along.

-  1.07 **One Piece of Pizza**
- Oh, there is one piece of pizza.
There are pretzels in a bag,
One piece of pizza, pretzels in a bag.
Oh, there are three cans of soda,
Pretzels in a bag, four bags of potato chips.
Oh, I love parties!
- Pizza, pizza, is there enough pizza?
Yes, there is. There's enough pizza.
There are enough pieces of pizza.
There's plenty of pizza pie. YES!

- Model the song line by line. Students repeat with any gestures, stress, and intonation.
- Divide the class into two groups to sing the song. Encourage students to add gestures and actions.
- Have students work in groups to create an original song by using different food and counter words.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Use **Back-to-Back** to practice the conversation.
- Stand Up Game.** Assign counters. As you say each food item, students stand up if their counter can be used with that food.
- Find Your Partner.** Use Student Cards 1–8. Students ask *How many (bottles of soda) are there?*

Additional Resources

Workbook pages 2–3

Online Practice

Unit 1 How Much Food?

Let's Learn

Let's Learn

A Learn the words. (LISTEN)

1. a lot of nuts 2. a few nuts 3. a lot of cupcakes 4. a few cupcakes
5. a lot of blueberries 6. a few blueberries 7. a lot of cherries 8. a few cherries

B Make sentences. (LISTEN)

Jenny and Kate are getting food ready for a party. Do they have enough food?

There are a lot of nuts.
There are a few cupcakes.

C Ask and answer. (LISTEN)

How many sandwiches are there?
There are a lot of sandwiches.

Are there a lot of cookies?
Yes, there are. No, there aren't.

D Ask your partner. Look at the picture in C. (LISTEN)

I can do this lesson.

Unit 1 How Much Food? 6 Unit 1 How Much Food? 7

Topic:
• Quantities: foods

Lesson Objective:
• Talking about quantities of foods

Language:
a lot of/a few nuts, a lot of/a few cupcakes, a lot of/a few blueberries, a lot of/a few cherries
There are a lot of nuts. There are a few cupcakes. How many sandwiches are there? There are a lot of/a few sandwiches. Are there a lot of cookies?

Materials:
Teacher Cards 1–16; CD1 Tracks 08–11;
Student Cards 1–16 (Teacher's Resource Center)

Student Book pages 6–7

Warm up

- Pair Dictation.** S1 tells S2 about five items. S1: *There are three pieces of pizza.* S2 writes down (or draws) the appropriate number of each item. Then they switch.
- Do a quick drill with Teacher Cards 1–8 to practice asking and answering *How many (cans of tomatoes) are there?* Show each card quickly as you ask the question.

Pre-teach Language

- Introduce the vocabulary using Teacher Cards 9–16. Say the words and have students repeat them several times.
- On the board, write *How many sandwiches are there? There are a lot of sandwiches. There are a few sandwiches.* Have students brainstorm words for plural foods and write them on the board. Add simple pictures showing *a lot of* or *a few* for each. On another part of the board, write *Are there a lot of cookies? Yes, there are. No, there aren't.* Have student pairs take turns asking and answering the questions.

Student Book page 6

A Learn the words.

See *Teaching Grammar*, Teacher's Guide page 13.

- Play Class CD1 Track 08 and have students listen and point to the foods as they hear them. Play the audio again and have students repeat the words.


- 1.08**
- | | |
|-------------------------|----------------------|
| 1. a lot of nuts | 2. a few nuts |
| 3. a lot of cupcakes | 4. a few cupcakes |
| 5. a lot of blueberries | 6. a few blueberries |
| 7. a lot of cherries | 8. a few cherries |

- Call out the phrases in random order, and have students repeat them and point to the pictures.

B Make sentences.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

- Have students look at the picture and describe what they see. Then play Class CD1 Track 09.

 **L.09** Jenny and Kate are getting food ready for a party.
Do they have enough food?

There are a lot of nuts.
There are a few cupcakes.

1. There are a lot of nuts.
2. There are a few cupcakes.
3. There are a lot of cherries.
4. There are a few blueberries.


2. Have student pairs take turns making sentences about the foods in the picture.

Student Book page 7

C Ask and answer.

See *How to Practice Language in Pairs and Groups*,
Teacher's Guide page 14.

1. Have students identify the foods and drinks they see. Then direct students' attention to the pattern in the language focus. Finally, play Class CD1 Track 10. Point to the foods and drinks as students listen. Have them repeat after the audio.

 **L.10** How many sandwiches are there?
There are a lot of sandwiches.
There are a few sandwiches.


1. How many sandwiches are there?
There are a lot of sandwiches.
2. How many hot dogs are there?
There are a few hot dogs.
3. How many blueberries are there?
There are a lot of blueberries.
4. How many pretzels are there?
There are a lot of pretzels.
5. How many cherries are there?
There are a few cherries.
6. How many cookies are there?
There are a lot of cookies.
7. How many nuts are there?
There are a lot of nuts.
8. How many cans of soda are there?
There are a few cans of soda.
9. How many bottles of water are there?
There are a few bottles of water.
10. How many cupcakes are there?
There are a few cupcakes.

2. Give one of Teacher Cards 9–16 to eight volunteers. Point to each volunteer and ask the class *How many (cherries) are there?* The volunteer shows his or her card, and students reply *There are (a few) (cherries)*.
3. Have student pairs take turns asking and answering the question about the foods and drinks.

D Ask your partner. Look at the picture in **C**.

See *How to Practice Language in Pairs and Groups*,
Teacher's Guide page 14.

1. Have students look again at the picture on page 7. Model the question and answers, and ask students to repeat.
2. Play Class CD1 Track 11. Students listen and point to the words as they hear them.

 **L.11** Are there a lot of cookies?
Yes, there are.
No, there aren't.

3. Have student pairs take turns asking and answering questions about the food and drinks in the picture.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide
page 14.

Access the Can-Do Activity on the Student Book
Classroom Presentation Tool. Have students complete
the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Walk and Talk.** Place nonmatching pairs of Student Cards 9–16 around the room. When you signal *Stop!* students stop at a pair of cards and exchange questions and answers. S1: *Are there a lot of cherries?* S2: *Yes, there are.* Students then switch roles.
- **Find Your Partner.** Give half the class a piece of paper with a question [e.g., *How many (cherries) are there?* or *Are there a lot of (cherries)?*] and the other half the matching answer. Make sure there is only one possible answer for each question. Students try and find the matching questions and answers.

Additional Resources

Workbook pages 4–5
Online Practice

Unit 1 How Much Food?

Let's Learn More

Let's Learn More

A Learn the words.

1. a lot of pudding 2. a little pudding 3. a lot of fruit 4. a little fruit

5. a lot of lemonade 6. a little lemonade 7. a lot of pie 8. a little pie

B Ask and answer.

Scott and Andy are at the party, too. They are helping with the food.

How much fruit is there? There is a lot of fruit.

How much pie is there? There is a little pie.

C Ask and answer.

How many peaches are there? There are a lot of peaches.

How much yogurt is there? There is a little yogurt.

D Listen and chant.

Is There a Lot of Milk?

Is there a lot of milk? Yes, there is. There are bottles and bottles of milk.

Is there a lot of popcorn? There's a little popcorn.

Are there a lot of pancakes? No, there aren't.

Are there a lot of grapes? There are a few.

How many grapes? One or two.

I can do this lesson.

Student Book pages 8–9

Topic:

- Quantities: non-countable foods
- Countable vs. non-countable foods

Lesson Objectives:

- Talking about quantities of food
- Distinguishing between countable and non-countable foods

Language:

a lot of/a little pudding, a lot of/a little fruit, a lot of/a little lemonade, a lot of/a little pie

How much fruit is there? There is a lot of fruit. There is a little pie.

How many peaches are there? There are...

Materials:

Teacher Cards 5–24; CD1 Tracks 12–15; Student Cards 5–24 (Teacher's Resource Center)

Warm up

- Play **Concentration** with Student Cards 9–16 to review food vocabulary and the patterns *There are a lot of (nuts)* and *There are a few (cupcakes)*.

Pre-teach Language

1. Use Teacher Cards 17–24 to introduce the vocabulary. Show each card and say the phrase. Have students repeat several times.
2. Use Teacher Cards 5–8 to introduce the concept of non-countable nouns. Write on the board *There is a lot of (water)*. *There is a little (water)*. Then hold up each of the cards, asking *How much (water) is there?* Students respond *There is a little (water)* or *There is a lot of (water)* about each picture.

Student Book page 8

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 12. Have students listen to the vocabulary and point to the foods as they hear them. Play the audio again and have students repeat the phrases.



1.12

- | | |
|----------------------|----------------------|
| 1. a lot of pudding | 2. a little pudding |
| 3. a lot of fruit | 4. a little fruit |
| 5. a lot of lemonade | 6. a little lemonade |
| 7. a lot of pie | 8. a little pie |

2. Do a quick practice with the vocabulary. Display Teacher Cards 17–24. Call out a phrase. Have students point to the picture and describe the quantity shown. Repeat with each quantity.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe what they see. Then play Class CD1 Track 13.



1.13

Scott and Andy are at the party, too. They are helping with the food.

How much fruit is there?
There is a lot of fruit.

How much pie is there?
There is a little pie.

1. How much fruit is there?
There is a lot of fruit.
2. How much pie is there?
There is a little pie.
3. How much pudding is there?
There is a lot of pudding.

4. How much water is there?
There is a lot of water.
5. How much popcorn is there?
There is a lot of popcorn.
6. How much chicken is there?
There is a little chicken.
7. How much lemonade is there?
There is a little lemonade.


2. Point to the picture and review the sentences *There is a lot of/a little (water)*. Students repeat. Then introduce the question-and-answer pattern and have students practice saying it several times.
3. Have student pairs take turns asking and answering questions about the foods and drinks in the picture.

Student Book page 9

C Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the questions and answers. Read again, having students repeat. Play Class CD1 Track 14, and point to the foods. Then students repeat.

-  **L.14** How many peaches are there?
There are a lot of peaches. There are a few peaches.
How much yogurt is there?
There is a lot of yogurt. There is a little yogurt.
1. How many peaches are there?
There are a few peaches.
 2. How many cookies are there?
There are a lot of cookies.
 3. How many eggs are there?
There are a few eggs.
 4. How many hamburgers are there?
There are a lot of hamburgers.
 5. How much yogurt is there?
There is a lot of yogurt.
 6. How much cheese is there?
There is a lot of cheese.
 7. How much chicken is there?
There is a little chicken.
 8. How much cake is there?
There is a little cake.

2. Have student pairs take turns asking and answering the questions.

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students identify the foods in the pictures.

2. Play Class CD1 Track 15. Have students listen to the chant and point to the pictures.

L15 Is There a Lot of Milk?

Is there a lot of milk?
Yes, there is.
There are bottles and bottles and bottles of milk.
Is there a lot of popcorn?
There's a little popcorn.
Are there a lot of pancakes?
No, there aren't.
Are there a lot of grapes?
There are a few.
How many grapes?
One or two.

3. Model the song line by line. Have students clap to keep the beat and repeat after you.
4. Divide the class into two groups. Have students do the chant several times in pairs or groups.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Team Game.** Make word cards for different foods. Have a student from each team come to the front. Hold up a card. The first student to make a sentence with *There is a lot of/a little* or *There are a lot of/a few* wins a point.
- **Play Deli Game** in groups of three or four. Have students create picture cards showing *a lot of juice, a little juice, a lot of oranges, a few oranges*, etc. Put the cards face down in a pile. One student plays the deli clerk, and the others are the customers. S1: *What do you want?* S2 turns over the top card and responds *Please give me (a few oranges)*. S1: *Here you are.* S2: *Thank you.*

Additional Resources

Unit 1 Worksheet A (Teacher's Resource Center)
Unit 1 Worksheet B (Teacher's Resource Center)
Workbook pages 6–7
Online Practice

Let's Read

A Listen and read along. Then read again.

DINOSAURS

Dinosaurs lived millions of years ago. There were a lot of dinosaurs then. What did they eat? Did they buy bags of dinosaur food? Did they eat pieces of bread? No!

Scientists studied dinosaur teeth. The scientists learned many things. For example, many dinosaurs ate plants. Some dinosaurs ate meat.

Scientists studied bones, too. Many dinosaurs had big, long bones. They were tall. They could reach the leaves on trees, but they couldn't jump. Some dinosaurs had little, short bones. They could climb trees.

New Words
dinosaurs
millions of years ago
plants
meat

B Choose the correct answer.

- What did dinosaurs eat?
a. a few pieces of bread b. a lot of plants and meat
- Could tall dinosaurs jump?
a. No, they couldn't. b. Yes, they could

C Understand the vocabulary.

They could reach the leaves on trees.

What does reach mean?

D Ask your partner.

- When did dinosaurs live?
- What did scientists study?
- What did scientists learn from dinosaur bones?

E Listen and write. Do you hear mp or mb?

1. 2. 3. 4.

F Learn about words. Read and write.

long → er → longer

1. short → _____ 2. tall → _____

I can do this lesson.

Unit 1 How Much Food? 11

Topic:

• Dinosaurs

Lesson Objectives:

- Reading a nonfiction article that recycles the language from previous lessons
- Learning new vocabulary words
- Learning words ending in /mp/ and /mb/
- Learning how to form comparative adjectives

Language:

reach, jump, climb, lamp, comb
long + er = longer

Materials:

CD1 Tracks 16–18

Student Book pages 10–11

Warm up

1. Make word cards for some of the language from the unit (e.g., *there, is, are, a, little, lot of, few, cupcakes, lemonade*). Give each pair of students a set of cards. Say *There are a lot of sandwiches*. Students find the appropriate cards and form the sentence. Students can also form sentences and read them to each other.
2. Make a chart showing the phonics letters and words that students will learn in the readings at this level. Add to it in each unit. As students discover other words with those letters and sounds, add them to the chart.

Student Book page 10

A Listen and read along. Then read again.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before students listen to the article, have them preview it by looking at the pictures and identifying words they know. Read the title.
2. Write the new words on the board or draw students' attention to the box on the page.

3. **Read Along.** Play Class CD1 Track 16. Have students listen to the article and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.

1.16 Dinosaurs

Dinosaurs lived millions of years ago. There were a lot of dinosaurs then. What did they eat? Did they buy bags of dinosaur food? Did they eat pieces of bread? No!

Scientists studied dinosaur teeth. The scientists learned many things. For example, many dinosaurs ate plants. Some dinosaurs ate meat.


Scientists studied bones, too. Many dinosaurs had big, long bones. They were tall. They could reach the leaves on trees, but they couldn't jump. Some dinosaurs had little, short bones. They could climb trees.

4. Discuss the article, asking students *When did dinosaurs live? What did scientists learn when they studied dinosaur teeth? What could tall dinosaurs do? What could shorter dinosaurs do?*
5. **Paired Reading.** Have students take turns reading the article in small groups or pairs.

B Choose the correct answer.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Point to one of the pictures, and have student volunteers say anything they can about what is happening in the picture.
2. Play Class CD1 Track 17. Have students read along.

-  **L17** 1. What did dinosaurs eat?
2. Could tall dinosaurs jump?

3. Have pairs take turns asking and answering the questions. Finally, help students understand why *b* and *a* are the correct answers.

Student Book page 11

C Understand the vocabulary.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Direct students' attention to the sentence *They could reach the leaves on trees*. Then read the question *What does reach mean?*
2. Have students choose the picture that illustrates the word *reach*. Then help students understand why picture *a* is the correct choice.

D Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.


1. Have students point to the questions as you read them aloud. Then have students repeat after you. Check pronunciation and intonation.
2. Point to a student and ask the first question. Have the student answer. Ask the remaining questions and have other students answer.
3. Have student pairs take turns asking and answering the questions.

E Listen and write.

Do you hear *mp* or *mb*?

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Ask students to point to the letters *mp* and *mb*. Point out that in the words ending in the letters *mb*, the final sound is silent.
2. Play Class CD1 Track 18. Have students listen and point to the letters and words as they hear them. Play the audio again and have students repeat.

-  **L18** 1. jump 2. climb 3. lamp 4. comb

3. Play the audio again, and have students fill in the missing letters. Then say the words in random order and ask students to decide whether the final sound is *mp* or *mb* with the silent *b*. Ask students to clap once for *mp* sounds and twice for *mb* sounds. Add the new sounds and words to your chart.

F Learn about words. Read and write.

See *Teaching Writing*, Teacher's Guide page 15.

1. Direct students' attention to the text within the arrow. Ask *What two letters do we add to long to make the word longer?*
2. Put students into pairs to complete the activity. Have volunteers write the answers on the board.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Concentration.** Make two sets of word cards for the *mp* and *mb* phonics words.
- Play **That's Not Right!** using the article.
- **Sentence Dictation.** Choose five or six sentences from the article to dictate.
- **Workbook Activity.** Have students identify new or familiar words from "Dinosaurs" in "A Plant Eater and a Meat Eater" on Workbook page 8. Encourage students to find and say the words with *mp* or *mb*. Draw students' attention to the Review Words box on the page. Ask volunteers to choose a word, say it aloud, and use it in a sentence that shows the meaning. Then have students read the text and complete the activities for homework or in class.

Additional Resources

Workbook pages 8–9
Online Practice

Unit 2 Comparing Animals

Let's Talk

Unit 2 Comparing Animals Let's Talk

A Listen and say.

Andy: Did you know that a zebra is slower than a gazelle?
Scott: Really? I didn't know that.

Andy: Which animal is faster? A cat or a polar bear?
Scott: I'm not sure. I think a polar bear is probably faster.
Andy: No! A cat is as fast as a polar bear!
Scott: Wow! Are you sure? That's interesting!

Andy: A man is faster than a skunk.
Scott: Are you sure?
Andy: Yes, I'm sure. Look!
Scott: That's good! He can run away!

Are you sure?
Yes, I'm sure.
No, I'm not sure.

B Watch the video.

12 Unit 2 Comparing Animals

C Practice the words. Ask and answer.

1. a wolf 41 kph	2. a zebra 64 kph	3. a cheetah 114 kph	4. a gazelle 80 kph
5. a rhinoceros 43 kph	6. a polar bear 43 kph	7. a squirrel 19 kph	8. a skunk 12 kph

Is a wolf as fast as a zebra?
Yes, it is. No, it isn't. It's slower.

fast → as fast as → faster than
slow → as slow as → slower than

D Listen and chant.

A Gazelle Is as Fast as a Lion

A gazelle is as fast as a lion.
But a lion is smarter than a cow.

A rhino is bigger than a zebra.
But it's smaller than a polar bear.

Some skunks are as little as squirrels.
Some skunks are as big as cats.

You're probably right, but I'm not sure. Is a lion smarter than a cow?

You're probably right, but I'm not sure. Is it smaller than a polar bear?

You're probably right, but I'm not sure. Is a skunk as big as a cat?

I can do this lesson.

Unit 2 Comparing Animals 13

Topic:

- Animal speeds

Lesson Objective:

- Making comparisons about animal speeds

Language:

Did you know that a zebra is slower than a gazelle? Which animal is faster? A cat or a polar bear? A cat is as fast as a polar bear. Are you sure? Yes, I'm sure. No, I'm not sure. a wolf, a zebra, a cheetah, a gazelle, a rhinoceros, a polar bear, a squirrel, a skunk

Is a wolf as fast as a zebra? It's slower.

Materials:

Teacher Cards 25–32; CD1 Tracks 19–23; Student Cards 25–32, Unit 2 Let's Talk Video, and Unit 2 Let's Talk Video Script (Teacher's Resource Center)

Student Book pages 12–13

Warm up

1. Have students make **True Statements** to review animal vocabulary and comparative adjectives. First, brainstorm animal names and write them on the board. Then ask students to give adjectives that describe the animals listed. Have students create true sentences comparing animal speeds and sizes. Then have students share their sentences.
2. Introduce the animal vocabulary using Teacher Cards 25–32. Show each card and say the vocabulary for students to repeat several times.

Student Book page 12

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Model the conversation. Have students repeat the lines after you to practice pronunciation and intonation. Have students take one role while you take the other, and then reverse.
2. Have students look at the scene and identify animals they recognize. Play Class CD1 Track 19. Have students listen to the conversation twice: once with eyes closed and once pointing to the characters. Explain new language if necessary.

1.19 Did you know that a zebra is slower than a gazelle?

Really? I didn't know that.

Which animal is faster? A cat or a polar bear?

I'm not sure. I think a polar bear is probably faster.

No! A cat is as fast as a polar bear!

Wow! Are you sure? That's interesting!

A man is faster than a skunk.

Are you sure?

Yes, I'm sure. Look!

That's good! He can run away!

3. Play Class CD1 Track 20. Point out the language focus. Play it again for students to repeat.

1.20 Are you sure?

Yes, I'm sure.

No, I'm not sure.

4. Play **Conversation Lines**.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video (see video script on page 101). Pause after Scott asks *What do you think? Is a polar bear faster than a cat?* Have students raise their hands for yes. Explain new language.

If necessary, say *I'm not sure* while sounding doubtful and rubbing your chin. Have students repeat. Ask the question again and have students say *I'm not sure*. Play the rest of the video.


2. Play the video again. Have students count the five animals mentioned (*gazelle, zebra, cat, polar bear, skunk*). Play it again, pausing after each exchange. Have students repeat the extended conversation, copying any gestures, emotions, and actions.
3. Distribute the Unit 2 Let's Talk video script. Put students in two groups to act out the conversation as Andy and Scott, focusing on the language and gestures. Then have pairs role-play it again.
4. Have students swap roles and role-play the conversation again, using different animal words.

Student Book page 13


C Practice the words. Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Play Class CD1 Track 21. Have students listen and point to the animal words as they hear them. Students listen again and repeat.

-  I.21
- | | | |
|---------------|-----------------|-----------------|
| 1. a wolf | 2. a zebra | 3. a cheetah |
| 4. a gazelle | 5. a rhinoceros | 6. a polar bear |
| 7. a squirrel | 8. a skunk | |

2. Hold up Teacher Cards 25–32, and have students say each word. Gradually pick up speed.
3. Write the question-and-answer pattern on the board. Then play Class CD1 Track 22.

-  I.22
- Is a wolf as fast as a zebra?
Yes, it is. No, it isn't. It's slower.
fast/as fast as/faster than
slow/as slow as/slower than
1. Is a wolf as fast as a zebra? Yes, it is.
 2. Is a zebra as fast as a wolf? Yes, it is.
 3. Is a cheetah as fast as a gazelle?
No, it isn't. It's faster.
 4. Is a gazelle as fast as a cheetah?
No, it isn't. It's slower.
 5. Is a rhinoceros as fast as a polar bear? Yes, it is.
 6. Is a polar bear as fast as a rhinoceros? Yes, it is.
 7. Is a squirrel as fast as a skunk? No, it isn't. It's faster.
 8. Is a skunk as fast as a squirrel?
No, it isn't. It's slower.

4. Point to two cards from Teacher Cards 25–32, and ask *Is a (wolf) as fast as a (zebra)?* Repeat. Have pairs take turns asking and answering the question.

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the pictures and name the animals. Introduce *lion*, if necessary.
2. Play Class CD1 Track 23. Have students listen and point to the animals as they are mentioned.

I.23 A Gazelle Is as Fast as a Lion

A gazelle is as fast as a lion.
But a lion is smarter than a cow.
You're probably right, but I'm not sure.
Is a lion smarter than a cow?
A rhino is bigger than a zebra.
But it's smaller than a polar bear.
You're probably right, but I'm not sure.
Is it smaller than a polar bear?
Some skunks are as little as squirrels.
Some skunks are as big as cats.
You're probably right, but I'm not sure.
Is a skunk as big as a cat?

3. Model the chant line by line. Have students clap to keep the beat and repeat after you.
4. Have pairs or groups do the chant several times.
5. Have small groups write their own chants.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Quiz Show.** Ask Team A a question, allowing students to discuss before answering. Teams earn one point for correct English and one point for correct answers.
- **Walk and Talk.** Review vocabulary and adjectives before beginning.

Additional Resources

Workbook pages 10–11
Online Practice

Unit 2 Comparing Animals

Let's Learn

Let's Learn

A Learn the words. (1.1.23)

1. fast → faster → fastest
 2. slow → slower → slowest
 3. large → larger → largest

B Ask and answer. (1.1.23)

Scott and Jenny are at an animal exhibit. They are learning about the speed and size of animals.

Which one is faster?
The gazelle is faster than the polar bear.

C Ask and answer. (1.1.23)

1. fast
2. slow
3. large
4. small

Which one is the fastest?
The cheetah is the fastest.

D Listen and chant. (1.1.24)

Cheetah Chant

A greyhound is fast,
Faster than a cat,
But a cheetah is the fastest of all.

A rabbit is fast,
Faster than a cat,
But a cheetah is the fastest of all.

A kangaroo is fast,
Faster than a cat,
But a cheetah is the fastest of all.

A rabbit is fast,
Faster than a cat,
But a cheetah is the fastest of all.

I can do this lesson.

Topic:

- Animal comparisons

Lesson Objective:

- Comparing animals' speed and size

Language:

fast, faster, fastest
slow, slower, slowest
large, larger, largest
small, smaller, smallest

Which one is faster? The gazelle is faster. The gazelle is faster than the polar bear. Which one is the fastest? The cheetah is the fastest.

Materials:

Student Cards 25–44; CD1 Tracks 24–27;
 Teacher Cards 25–44 (Teacher's Resource Center)

Student Book pages 14–15

Warm up

- Play **Pick Up Game** to review comparative language. Place Student Cards 25–32 face down on the floor or on a table. One student picks up two cards and asks a question comparing the two animals. The other student answers.

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 33–44. Say the words and have students repeat them several times.
2. To introduce the language, write on the board *Which one is faster—the gazelle or the polar bear? The gazelle is faster. The gazelle is faster than the polar bear.* Have students brainstorm a list of animals. Write their ideas on the board. Ask students questions comparing two animals' speeds. Then, on another section of the board, write *Which one is the fastest—the polar bear, the dog, or the gazelle? The gazelle is the fastest.*

Student Book page 14

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 24. Have students listen and point to the adjectives and the animals as they hear them. Play the audio again and have students repeat the words. Check pronunciation.

1.24


1. fast/faster/fastest; polar bear: fast; dog: faster; gazelle: fastest
2. slow/slower/slowest; squirrel: slow; skunk: slower; turtle: slowest
3. large/larger/largest; cheetah: large; rhinoceros: larger; elephant: largest
4. small/smaller/smallest; puppy: small; kitten: smaller; mouse: smallest

2. Randomly call out comparisons and have students repeat the phrases and point to the pictures.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students describe who and what they see in the picture. Then play Class CD1 Track 25. Have students listen and point to the animals.

 **I.25** Scott and Jenny are at an animal exhibit. They are learning about the speed and size of animals.

Which one is faster? The gazelle is faster.
The gazelle is faster than the polar bear.

1. Which one is faster? The gazelle is faster.
The gazelle is faster than the polar bear.
2. Which one is slower? The turtle is slower.
The turtle is slower than the skunk.
3. Which one is larger? The elephant is larger.
The elephant is larger than the rhinoceros.
4. Which one is smaller? The mouse is smaller.
The mouse is smaller than the puppy.


2. Write the question-and-answer pattern on the board. Point out the two-part answer. Then have student pairs take turns asking and answering questions about the animals in the pictures.

Student Book page 15

C Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Have students look at the animal pictures. Elicit or read the adjectives aloud. Direct students' attention to the question-and-answer pattern and the use of *the* with the superlative forms.
2. Play Class CD1 Track 26. Have students point to the adjectives and the animals as they listen. Play the audio again and have students listen and repeat.

 **I.26** Which one is the fastest?
The cheetah is the fastest.

1. Which one is the fastest?
The cheetah is the fastest.
2. Which one is the slowest?
The turtle is the slowest.
3. Which one is the largest?
The rhinoceros is the largest.
4. Which one is the smallest?
The mouse is the smallest.

3. Have student pairs take turns asking and answering questions about the animals.

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the pictures and guess which animals the chant is about. If necessary, review or teach *greyhound*, *racehorse*, and *fox*.

2. Play Class CD1 Track 27. Have students point to the animals as they are named.

I.27 Cheetah Chant

A greyhound is fast, faster than a cat,
But a cheetah is the fastest of all.

A racehorse is fast, faster than a fox,
But a cheetah is the fastest of all.

A rabbit is fast, faster than a cat,
But a cheetah is the fastest of all.

The rabbit is faster than a baby kangaroo,
But a cheetah is the fastest of all.

3. Model the song line by line. Have students clap to keep the beat and repeat after you.
4. Have students do the chant several times together in pairs or groups.
5. Put students into small groups to write their own chants, following the pattern of the chant.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Tic-Tac-Toe.** Use *Wh-* or *Yes/No* questions about the size and/or speed of animals.
- Say a description of an animal, such as *This animal is the largest*. Alternatively, ask a question, such as *Which one is faster, a polar bear or a gazelle?* One student from each team races to the board and draws the animal that fits the description or answers the question. Then the team member makes a sentence about the animal. Each correct drawing is worth one point, and each correct sentence is worth another.

Additional Resources

Unit 2 Worksheet A (Teacher's Resource Center)
Workbook pages 12–13
Online Practice

Unit 2 Comparing Animals

Let's Learn More

Let's Learn More

A Learn the words. 1. colorful 2. graceful 3. expensive 4. delicious

B Say these.
 The polar bear is the least colorful. The squirrel is less colorful than the frog.
 The frog is colorful. The fish is more colorful than the frog.
 The bird is the most colorful.

C Ask and answer.
 Kate and Jenny are in the zoo gift shop. They are comparing gifts.
 Which one is more colorful? The fish is more colorful.
 Which one is less colorful? The frog is less colorful.

D Play a game. Ask and answer.
 Which one is the most graceful? The gazelle is the most graceful.
 Which one is the least graceful? The elephant is the least graceful.

Ask and answer. Look at the pictures in D.
 Is the skirt more expensive than the shirt? Yes, it is. No, it isn't.

I can do this lesson.

Student Book pages 16–17

Topic:

- More animal comparisons

Lesson Objective:

- Using *more*, *the most*, *less*, and *the least*

Language:

colorful, graceful, expensive, delicious

Which one is more colorful? The fish is more colorful. Which one is less colorful? The frog is less colorful. Which one is the most graceful? The gazelle is the most graceful. Which one is the least graceful? The elephant is the least graceful. Is the skirt more expensive than the shirt? Yes, it is. No, it isn't.

Materials:

Teacher Cards 33–48; CD1 Tracks 28–32; Student Cards 33–48 (Teacher's Resource Center)

Warm up

- **Concentration.** For each pair or small group, use a double set of Student Cards 33–44. When students find a match, they make a sentence about the animal on the card (e.g., *The cheetah is large. The rhinoceros is larger.*).

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 45–48. Say the words and have students repeat several times.
2. To introduce the language, write on the board *Which one is more colorful? The fish is more colorful. Which one is less colorful? The frog is less colorful.* Have students brainstorm a list of animals. Ask and answer questions about the animals on the students' list. On another section of the board, write *Which one is the most graceful? The gazelle is the most graceful. Which one is the least graceful? The elephant is the least graceful.* Ask and answer a few questions to illustrate this question-and-answer pattern. Finally, write on the board *Is the skirt more expensive than the shirt? Yes, it is. No, it isn't.* Ask and answer about a few items in the classroom.

Student Book page 16

A Learn the words.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Play Class CD1 Track 28. Have students listen to the adjectives and point to the words. Play the audio again and have students repeat.

1.28 1. colorful 2. graceful 3. expensive 4. delicious

2. Display Teacher Cards 45–48. Call out an adjective. Have students point to the word and say it aloud. Repeat with each word.

B Say these.

See *Teaching Grammar*, Teacher's Guide page 13.


Play Class CD1 Track 29. Have students point to the sentences as they hear them. Play the audio again and have students repeat the sentences.

1.29 The polar bear is the least colorful.
 The squirrel is less colorful than the frog.
 The frog is colorful.
 The fish is more colorful than the frog.
 The bird is the most colorful.

C Ask and answer.

See *How to Practice Language in Pairs and Groups*,
Teacher's Guide page 14.

1. Direct students' attention to the language focus.
Ask *What does Kate have? What does Jenny have?*
Which one is more colorful? Which one is less colorful?
2. Have students identify the items they see in the picture. Then play Class CD1 Track 30. Have students listen and point to the items.

 **I.30** Kate and Jenny are in the zoo gift shop. They are comparing gifts.

Which one is more colorful?

The fish is more colorful.

Which one is less colorful?

The frog is less colorful.

1. Which one is more colorful?
The fish is more colorful.
Which one is less colorful?
The frog is less colorful.
2. Which one is more expensive?
The shirt is more expensive.
Which one is less expensive?
The cap is less expensive.
3. Which one is more delicious?
The cookie is more delicious.
Which one is less delicious?
The candy is less delicious.
4. Which one is more graceful?
The gazelle is more graceful.
Which one is less graceful?
The rhinoceros is less graceful.


3. Have pairs take turns asking and answering questions about the items in the picture.

Student Book page 17

D Play a game. Ask and answer.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Model the language focus. Have students repeat after you.
2. Have students identify the activities in the pictures. Play Class CD1 Track 31. Have students listen. Play it again and have students repeat.

 **I.31** Which one is the most graceful?
The gazelle is the most graceful.
Which one is the least graceful?
The elephant is the least graceful.


3. Have students play the game in pairs.

E Ask and answer.

Look at the pictures in D.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Model the question and the two answers. Do a quick review to remind students that this question-and-answer pattern is not new (e.g., *Is it cold today? Is today Tuesday?*).
2. Play Class CD1 Track 32. Have students listen and point to the items in the pictures. Then play the audio again and have students repeat.

 **I.32** Is the skirt more expensive than the shirt?
Yes, it is. No, it isn't.

3. Have pairs take turns pointing to the pictures on page 17 and asking and answering the question.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Category Rankings.** Give each pair a set of Student Cards or magazine pictures from one category: clothing, animals, or food. Students rank the objects from *the least* to *the most* with as many adjectives as possible.
- **Stand Up Game.** Using comparative and superlative statements from Unit 2, make a series of statements to students. Have them stand if they think the series is true and remain seated if it is false.
- **Famous People.** Have the class brainstorm a list of celebrities and adjectives used to talk about people. Write the list on the board. Then ask questions about the celebrities (e.g., *Which one is the oldest? Which one is the most famous?*) and have students answer.

Additional Resources

Unit 2 Worksheet B (Teacher's Resource Center)
Workbook pages 14–15
Online Practice

Unit 2 Comparing Animals

Let's Read

Let's Read

A Listen and read along. Then read again.

What Do You Know About Animals?

Polar bears have a good sense of smell. They can smell fish under the ice from far away. They are strong, and they can smash open ice blocks to catch the fish.

The mimic octopus isn't colorful. But it can change its color and shape. It can look like a jellyfish, a snake, or fifteen different animals.

Zebra's are not colorful, and they can't change color. But every zebra's stripes are different, just like fingerprints.

A hummingbird is one of the smallest and lightest birds. It is lighter than a coin, and it can fly backwards.

A box jellyfish has 24 eyes. It is shaped like a box.

New Words
 ahead change
 backwards shape
 mimic fingerprints
 octopus box jellyfish

B Choose the correct answer.

1. What animal can change color and shape?
 a. a jellyfish o. a mimic octopus

2. Is a coin heavier than a hummingbird?
 a. Yes, it is. b. No, it isn't.

C Understand the vocabulary.

It can look like fifteen different animals.

What does look like mean?

D Ask your partner.

1. What bird can fly backwards?
 2. Which animal is the most interesting? Why?

E Listen and write. Do you hear ar or ir?

1. s...d 2. sc...f 3. th...d 4. c...d 5. sh...k

F Learn about words. Read and write.

light → small → small + est → smallest

slow → strong →

I can do this lesson.

Unit 2 Comparing Animals 19

Topic:

- Facts about animals

Lesson Objectives:

- Reading a nonfiction article that recycles the language from previous lessons
- Learning new vocabulary words
- Learning words with the sounds /ar/ and /ir/
- Learning how to form comparative adjectives

Language:

look like, bird, scarf, third, card, shark
 small + est = smallest

Materials:

CD1 Tracks 33–35

Student Book pages 18–19

Warm up

1. Write the words *jump*, *climb*, *lamp*, and *comb* on the board, omitting the letters *mp* and *mb*. Ask student volunteers to fill in the missing letters and read the words aloud.
2. Review the chart you made of sounds and words from the previous units. Introduce the new phonics words by writing the known words *start* and *birthday* on the board. Say them and have students repeat.

Student Book page 18

A Listen and read along. Then read again.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before students listen to the article, have them try to read the words they know.
2. **Read Along.** Play Class CD1 Track 33. Have students listen to the article and follow along in their books. Then have them read along with the audio, trying to match the intonation and rhythm.

1.33 What Do You Know About Animals?

Polar bears have a good sense of smell. They can smell fish under the ice from far away. They are strong, and they can smash open ice blocks to catch the fish.

A hummingbird is one of the smallest and lightest birds. It is lighter than a coin, and it can fly backwards. The mimic octopus isn't colorful. But it can change its color and shape. It can look like a jellyfish, a snake, or fifteen different animals.

Zebra's are not colorful, and they can't change color. But every zebra's stripes are different, just like fingerprints.


A box jellyfish has 24 eyes. It is shaped like a box.

3. Discuss the article, asking students *How can polar bears catch fish? Is a mimic octopus colorful? How many eyes does a box jellyfish have?*
4. **Paired Reading.** Have students take turns reading the article in pairs or small groups.

B Choose the correct answer.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD1 Track 34 and have students read along silently.

-  **I.34** 1. What animal can change color and shape?
2. Is a coin heavier than a hummingbird?

2. Have student pairs read and answer the questions. Then help students understand why *b* and *a* are the correct choices.

Student Book page 19

C Understand the vocabulary.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Read the sentence and the question aloud. Have students say the phrase *look like* with you. Students choose the correct picture individually.
2. Have students review the article to find the expression *look like*. Encourage them to use the context to understand the new words. Help students understand why *c* is the correct choice.

D Ask your partner.


See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the questions and have students repeat. Put them into pairs to ask and answer the questions.
2. Ask the questions and have student volunteers share their answers with the class.

E Listen and write. Do you hear *ar* or *ir*?

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD1 Track 35. Have students point to the letters and words as they hear them. Play the audio again and have students listen and repeat.

 **I.35** 1. bird 2. scarf 3. third 4. card 5. shark

2. Divide the class into two groups, and assign one sound — /ar/ or /ir/ — to each. Say the following words at random: *third*, *shark*, *scarf*, *card*, *bird*. Have students stand up and then sit down quickly when they hear their sound. Add the new phonics sounds and words to your chart.

F Learn about words. Read and write.

See *Teaching Writing*, Teacher's Guide page 15.

1. Have students point to the words *small* and *smallest*. Read the words aloud and have students listen. Read them again for students to repeat.

2. Direct students' attention to the text within the arrow. Ask *What three letters do we add to small to make the word smallest?*
3. Put students into pairs to complete the activity. Alternatively, students can work individually and then compare answers with a partner. Have student volunteers write the answers on the board.
4. Have students find a sentence with *-est* words in the article.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Scrambled Sentences.** Write each line of the article on a separate piece of paper. Have groups of three or four put the sentences in order. Then have them read their stories to see if they make sense. Play Class CD1 Track 33 again so that students can check their work.
- **Question Toss.** Say an adjective. Toss the beanbag to a student and say *A train is fast, but an airplane is...* The student repeats the sentence and completes it: *A train is fast, but an airplane is faster.* Have the student write the comparative form on the board.
- Play the **Stand Up Game** with some words from the article and Class CD1 Track 33.
- **Workbook Activity.** Have students identify new or familiar words from "What Do You Know About Animals?" in "Which Animal Is the Fastest?" on Workbook page 16. Encourage students to find and say the words with *ar* or *ir*. Draw students' attention to the Review Words box on the page. Ask volunteers to choose a word, say it aloud, and use it in a sentence that shows the meaning. Then have students read the text and complete the activities for homework or in class.

Additional Resources

Workbook pages 16–17
Online Practice

Let's Review Units 1 and 2

Let's Review

A Listen and check.

1. A B C

2. A B C

3. A B C

4. A B C

B Listen and circle.

1. a. It's slower. b. It's faster. 2. a. It's larger. b. It's smaller.

C Listen and check.

1. A B C

2. A B C

3. A B C

4. A B C

D Let's read about a panda kindergarten.

John and Lisa's Travel Blog

Ni Hao from Panda Kindergarten, China!

The week, we're volunteering at a panda kindergarten. Every morning, we clean the pandas' rooms, and then we feed them. They eat a lot of bamboo every day! Pandas also like carrots and apples. We didn't know that. Newborn pandas are very small. They are about as light as a stick of butter. But they grow quickly. We like watching the pandas. They really like to play. Baby pandas like to tumble, climb, and chase. They are very funny.

What About You?

- How many pets do you have?
- Do you like to watch baby animals? What do they do? Are they funny?

New Words

kindergarten
bamboo
carrots
newborn
stick of butter
tumble

Write about a baby animal.

Comments

Student Book pages 20–21

Lesson Objective:

- Reviewing language from Units 1 and 2 and practicing test-taking skills

Review Language:

- Units 1 and 2 language and vocabulary

Materials:

Student Cards 1–44; CD1 Tracks 16, 33, 36–39; Teacher Cards 1–44 (Teacher's Resource Center)

Let's Talk

- Review the conversation and food vocabulary in Unit 1 with **Back-to-Back**. Use Student Cards 1–8 and language from the conversations.
- Use **Living Dialogues** to review the Unit 2 conversation with students.
- Drawing Dictation** reviews the food vocabulary and question-and-answer pattern on page 5. Have students fold a piece of paper to make six squares and number the squares 1–6. Say *One. There are five pieces of watermelon*. Students draw what they hear.

Let's Learn/Let's Learn More

- Bingo**. Use Teacher Cards 9–24.
- Slap**. Use multiple sets of Student Cards 25–44.
- Have students review the song and chants.

Let's Read

Phonics: *jump, climb, lamp, comb, bird, scarf, third, card, shark*

- Review the phonics sounds. Divide students into teams. Write *mp, mb, ar, and ir* on the board and then say a phonics word. S1 from each team races to touch the letters for the sound they hear.

- Read Along**. Have students read “Dinosaurs” (Class CD1 Track 16) and “What Do You Know About Animals?” (Class CD1 Track 33) along with the audio CD. Then have students show that they understand the content of the articles by playing **That's Not Right!**

Let's Review


The listening assessment provides practice for students planning to take standardized tests, such as the Cambridge English Qualifications.

Student Book page 20

A Listen and check.


- Before students open their books, prepare them for the test procedure. On the board, set up a sample to resemble A, using three cards from Teacher Cards 1–8 (counters). Write the letter *A* and a small box below the first card, *B* and a box below the second, and *C* and a box below the third. Have one student stand by the cards. Say *How many cans of beans are there? There are three cans*. The student points to the correct card and checks the box next to the correct letter.

- Set up another sample to resemble B. Write *It's larger* and *It's smaller* on the board. Draw a small box next to each sentence. Have one student stand by the sentences. Say *Is a rhinoceros larger than an elephant? No, it isn't. It's smaller.* The student points to the correct answer and puts a check in the correct box. Repeat until all students understand the procedure.
- Ask students to look at the test in the book. Have them identify the foods and quantities in A and the animals, objects, and corresponding adjectives in C. Encourage students to anticipate the language they might hear on the audio.
- Play Class CD1 Track 36. Have students listen and point to the appropriate pictures.

-  **I.36**
- How much cheese is there? There is a little cheese.
 - How many bottles of water are there?
There are six bottles.
 - How much fruit is there? There is a lot of fruit.
 - Are there a lot of cookies?
No, there aren't. There are only a few cookies.


B Listen and circle.

Play Class CD1 Track 37. Students listen and point to the answers they hear.

-  **I.37**
- Is a squirrel as fast as polar bear?
No, it isn't. It's slower.
 - Is a turtle as large as a skunk?
No, it isn't. It's smaller.

C Listen and check.

- Play Class CD1 Track 38. Students listen and point to the pictures.

-  **I.38**
- Which one is the most colorful?
The bird is the most colorful.
 - Which one is the least expensive?
The pen is the least expensive.
 - Which one is the least graceful?
The rhinoceros is the least graceful.
 - Which one is the most delicious?
The yellow banana is the most delicious.

- Play Tracks 36–38 again and have students do the exercises as a written test. Correct the test with students. **Note:** If you want to do this as a formal test, have students do the written test without listening and pointing to the pictures first.

- Have students use the pictures on page 20 for further review. Ask the students to work in pairs, creating their own listening test items for each other.

Student Book page 21

D Let's read about a panda kindergarten.

- Ask students if they know what a travel blog is. Have students look at the pictures. Ask students to predict what John and Lisa wrote in their blog, based on the pictures.
- Have students look at the sentences, identify the words they know, and try to read the sentences.
- Teach the new words and make sure students can pronounce them correctly.
- Play Class CD1 Track 39 and have students listen.

I.39 John and Lisa's Travel Blog

We're in China!

Ni hao from Panda Kindergarten, China!

This week, we're volunteering at a panda kindergarten. Every morning, we clean the pandas' rooms, and then we feed them. They eat a lot of bamboo every day! Pandas also like carrots and apples. We didn't know that.

Newborn pandas are very small. They are about as light as a stick of butter. But they grow quickly.

We like watching the pandas. They really like to play. Baby pandas like to tumble, climb, and chase. They are very funny.

E Write about a baby animal.

- Review the vocabulary and structures in the blog.
- Have students write their descriptions of a baby animal. Then have student pairs read each other's writing. Finally, correct students' work.

Additional Resources

Unit 1 Test (Teacher's Resource Center)

Unit 2 Test (Teacher's Resource Center)

Drills and Games (Teacher's Resource Center)

Workbook pages 18–19

Online Practice

Unit 3 Last Weekend Let's Talk

A Listen and say.

Jenny: How was your weekend?
Scott: It was great. How was yours?
Jenny: It was pretty good.

Scott: What did you do?
Jenny: My brother and I went for a bike ride.
Scott: That sounds like fun.

Jenny: What did you do last weekend?
Scott: I went shopping and bought this new bike.
Jenny: Wow! I like it.
Scott: Thanks.

How was your weekend?
It was great. It was pretty good.

Yours = your weekend.

B Watch the video.

22 Unit 3 Last Weekend

C Practice the words. Ask and answer.

- went for a walk
- went for a bike ride
- went for a swim
- went bowling
- went shopping
- went skating

What did he do last weekend?
He went for a walk.

D Listen and chant.

Last Summer, What Did You Do?

Last summer, what did you do?
I went to Hawaii.
I did, too.
Did you buy anything?
Yes, I did. I bought a two-dollar tee.
So did I.

Last winter, where did you go?
I went to London.
So did I.
Did you buy anything?
Yes, I did. I bought English tea.
So did he.

I can do this lesson.

Unit 3 Last Weekend 23

Student Book pages 22–23

Topic:

- Weekend activities

Lesson Objective:

- Talking about weekend activities

Language:

How was your weekend? It was great. How was yours? It was pretty good. What did you do? My brother and I went for a bike ride. That sounds like fun. What did you do last weekend? I went shopping and bought this new bike. went for a walk, went for a bike ride, went for a swim, went bowling, went shopping, went skating

Materials:

Teacher Cards 49–54; CD1 Tracks 40–44; Student Cards 49–54, Unit 3 Let's Talk Video, and Unit 3 Let's Talk Video Script (Teacher's Resource Center)

Warm up

- Review the days of the week. Remind students that *weekend* means Saturday and Sunday.
- Review *What did you do on (Monday)?* or *What did you do (yesterday)?* by asking and talking about schedules of classes, chores, and activities. Have a calendar visible for students to look at.
- Introduce the activities vocabulary using Teacher Cards 49–54. Have students repeat each phrase several times.

Student Book page 22

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

- Model the conversation. Have students repeat the lines after you to practice pronunciation and intonation. Have students take one role while you take the other, and then reverse.
- Have students look at the scene and identify the characters. Play Class CD1 Track 40. Have students listen to the conversation and repeat familiar words. Explain new language, if necessary.



How was your weekend?

It was great. How was yours?
It was pretty good.
What did you do?
My brother and I went for a bike ride.
That sounds like fun.
What did you do last weekend?
I went shopping and bought this new bike.
Wow! I like it.
Thanks.

- Play Class CD1 Track 41 twice. Have students repeat with the correct intonation and rhythm.



How was your weekend?

It was great. It was pretty good.
yours = your weekend

- Play **Conversation Lines**.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

- Play the video (see video script on page 101). Pause after Jenny asks *What did you do last weekend?* Have pairs ask each other *What about you?* and answer with *That sounds like fun* or *That's great!* Then play the rest of the video. Explain any new language.


2. Play the video, having students copy the gestures they see. Play it again, pausing after each exchange. Have students repeat the conversation with any appropriate gestures, emotions, and actions.
3. Distribute the Unit 3 Let's Talk video script. Put students in two groups to act out the conversation as Jenny and Scott, focusing on the language and emotions. Then have pairs role-play it.
4. Ask students to swap roles and role-play the conversation again, using different activities.

Student Book page 23


C Practice the words. Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Play Class CD1 Track 42. Have students point to the activities. Students listen again and repeat.

-  1.42
- | | |
|--------------------|-------------------------|
| 1. went for a walk | 2. went for a bike ride |
| 3. went for a swim | 4. went bowling |
| 5. went shopping | 6. went skating |

2. Hold up Teacher Cards 49–54, and have students say each word. Gradually pick up speed.
3. Direct students' attention to the language focus. Then play Class CD1 Track 43.

 1.43 What did he do last weekend?
He went for a walk.

1. What did he do last weekend? He went for a walk.
2. What did they do last weekend?
They went for a bike ride.
3. What did she do last weekend?
She went for a swim.
4. What did they do last weekend?
They went bowling.
5. What did she do last weekend?
She went shopping.
6. What did he do last weekend? He went skating.

4. Point to a card from Teacher Cards 49–54 and ask *What did (he) do last weekend?* Students answer *(He) went (skating)*. Repeat. Then have student pairs ask and answer the questions.

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 44. Have students listen to the chant and point to the objects in the pictures.

1.44 Last Summer, What Did You Do?

Last summer, what did you do?
I went to Hawaii.
I did, too.
Did you buy anything?
Yes, I did. I bought a two-dollar tie.
So did I.
Last winter, where did you go?
I went to London.
So did Joe.
Did you buy anything?
Yes, I did. I bought English tea.
So did he.
Next winter, what're you gonna do?
We're gonna go skiing.
We are, too.
Next summer, where're you gonna be?
We're gonna stay home.
So are we.

2. Model the song line by line. Have students repeat.
3. Divide the class into two groups to do the chant. Encourage students to add gestures and actions.
4. Have small groups create their own chants.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Memory Chain.** Make and display cards of activities. Ask *What did you do last weekend?* Students refer to the cards, e.g., *I (went skating)*.
- **Cube Game.** Give small groups two cubes: one with places and one with *great, pretty good, OK, so-so, fun, and no fun*. The group asks *How was your weekend? What did you do?* S1 rolls the cubes to respond: *I (stayed home). It was (OK)*. Repeat.

Additional Resources

Unit 3 Worksheet A (Teacher's Resource Center)
Workbook pages 20–21
Online Practice

Let's Learn

A Learn the words.

- skateboarding
- hiking
- taking pictures
- playing volleyball
- running
- walking the dogs

B Ask and answer.

It was Saturday. Jenny and Scott saw Kate and Andy at the park. What were they doing before?

What was Kate doing?
She was walking the dogs.

C Ask and answer.

What was she doing yesterday?
She was hiking the dogs.

What were they doing yesterday?
They were taking.

D Listen and chant.

Our Dogs

Last night, our dogs were having fun. They were having a very good time.

What were they doing?
They were skateboarding. They were having a very good time.

Your dog's were skateboarding?
Yes, they were. They were having a very good time.

I can do this lesson.

Student Book pages 24–25

Topic:

- Past activities

Lesson Objective:

- Asking and answering questions about people's past activities

Language:

skateboarding, hiking, taking pictures, playing volleyball, running, walking the dogs

What was Kate doing? She was walking the dogs. What was she doing yesterday? She was walking the dog. What were they doing yesterday? They were hiking.

Materials:

Teacher Cards 55–60; CD1 Tracks 45–48; Student Cards 55–60 (Teacher's Resource Center)

Warm up

- Play **Charades** to review the activities in the previous lesson and from earlier levels.

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 55–60. Say the words and have students repeat them several times.
2. To introduce the language, write on the board *What was she doing yesterday? She was skateboarding. What were they doing yesterday? They were hiking.* Highlight *was* and *were*. Have students brainstorm a list of activities, using the present participle form. Write their ideas on the board. Ask students questions with some of the verbs, alternating between *he*, *she*, and *they*.

Student Book page 24

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 45. Have students listen and point to the activities as they hear them. Play the audio again and have students repeat the words and phrases. Check pronunciation.

- 1.45** 1. skateboarding 2. hiking 3. taking pictures
4. playing volleyball 5. running 6. walking the dogs

2. Do a quick practice with the vocabulary. Display Teacher Cards 55–60. Say a word or phrase. Have students point to the activity and say the name. Repeat with all the new vocabulary.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe the scene. Ask *Who are the people?* and have students answer *They're Kate, Andy, Jenny, and Scott.* Draw students' attention to the language focus. Then play Class CD1 Track 46.

1.46 It was Saturday. Jenny and Scott saw Kate and Andy at the park. What were they doing before?

What was Kate doing?
She was walking the dogs.

1. What was Kate doing? She was walking the dogs.
2. What was Andy doing? He was taking pictures.
3. What was Jenny doing? She was playing volleyball.
4. What was Scott doing? He was skateboarding.

2. Give one of Teacher Cards 55–60 to six volunteers. Point to each volunteer and have the class ask *What was (she) doing?* Each volunteer looks at his or her card and answers *(She) was (taking pictures).*
3. Write the question-and-answer pattern on the board. Play the audio again and point to the words as students listen. Have students repeat after the audio.
4. Have student pairs take turns asking and answering the questions about the children.

Student Book page 25

C Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Have students look at the pictures and identify the activities that they see. Then play Class CD1 Track 47. Have students listen and point to the people.



1.47 What was she doing yesterday?

She was walking the dog.

What were they doing yesterday?

They were hiking.

1. What was she doing yesterday?

She was walking the dog.

2. What were they doing yesterday?

They were hiking.

3. What was he doing yesterday?

He was running.

4. What were they doing yesterday?

They were playing volleyball.

5. What was he doing yesterday?

He was taking pictures.

6. What were they doing yesterday?

They were skateboarding.

2. Write the question-and-answer pattern on the board, highlighting *was* and *were*.
3. Have student pairs take turns asking and answering questions about what activities the children did yesterday.

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the picture and the title of the chant. Ask *What were the dogs doing last night?* Have students answer *They were skateboarding.* Play Class CD1 Track 48.



1.48 Our Dogs

Last night, our dogs were having fun.

They were having a very good time.

What were they doing?

They were skateboarding.

They were having a very good time.

Your dogs were skateboarding?

Yes, they were.

They were having a very good time.

2. Model the song line by line. Have students clap to keep the beat and repeat after you.
3. Have students do the chant together several times in pairs or groups.
4. Put students into small groups to write their own chants, following the pattern of the chant.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Walk and Talk.** Use nonmatching pairs of Student Cards 55–60. S1: *What was she doing yesterday?* S2: *She was hiking.*
- **Memory Game.** Use Student Cards 55–60. Ask *What was (Ana) doing yesterday?* or *What were (Luis and Joe) doing yesterday?*
- Give student pairs a set of Student Cards 55–60 and teacher-made name cards with one, two, or three names. S1 pairs each name card with an activity. S2 asks S1 questions to replicate the order. S2: *What were (Kelly and Tony) doing yesterday?* S1: *They were (swimming).* Students then check the order.

Additional Resources

Unit 3 Worksheet B (Teacher's Resource Center)
Workbook pages 22–23
Online Practice

Unit 3 Last Weekend

Let's Learn More

Let's Learn More

A Learn the words.

- buying sneakers
- mailing a package
- playing catch
- watching DVDs
- borrowing books
- surfing the Internet

B Ask and answer.

It's Sunday. The children met in the park again this afternoon. Where were they this morning? What were they doing there?

Where was Andy this morning? He was at home.
What was he doing there? He was watching DVDs.

C Play a game. Ask your partner.

What was she doing this afternoon? She was buying boots at the mall.
What were they doing this afternoon? They were playing catch.

START

END

D What about you?

Where were you this morning? What were you doing?
I was ... at ...

I can do this lesson.

Unit 3 Last Weekend 27

Student Book pages 26–27

Topic:

- More past activities

Lesson Objective:

- Talking about where people were and what they were doing there

Language:

buying sneakers, mailing a package, playing catch, watching DVDs, borrowing books, surfing the Internet

Where was Andy this morning? He was at home. What was he doing there? He was watching DVDs. What was she doing this afternoon? She was buying boots at the mall. What were they doing this afternoon?

Materials:

Teacher Cards 55–66; CD1 Tracks 49–51; Student Cards 55–66 (Teacher's Resource Center)

Warm up

- Quickly review the verbs and verb phrases from the previous lesson. Show Teacher Cards 55–60 one at a time. Divide the class into two groups. Group A asks *What was (he) doing yesterday?* or *What were they doing yesterday?* and Group B responds based on the card shown. Then have groups switch.

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 61–66. Say the words and have students repeat them several times.
2. To introduce the language, write on the board *Where was he this morning? What was he doing there?* Have students brainstorm a list of activities they do in the morning, using the present participle form. Write their ideas on the board. Ask questions about some of the students in the class, and have volunteers answer. Help with vocabulary as necessary.

Student Book page 26

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 49. Have students listen to the verb phrases and point to the activities as they hear them. Play the audio again and have students repeat the phrases.


- 1.49
1. buying sneakers
 2. mailing a package
 3. playing catch
 4. watching DVDs
 5. borrowing books
 6. surfing the Internet

2. Do a quick practice with the vocabulary. Display Teacher Cards 61–66. Call out an activity. Have students point to the activity and say the verb phrase aloud. Repeat with each phrase.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students describe who and what they see in the picture. Play Class CD1 Track 50. Have students listen and point to the items in the picture that show where each character was this morning.

 **I.50** It's Sunday. The children met in the park again this afternoon. Where were they this morning? What were they doing there?

Where was Andy this morning?

He was at home.

What was he doing there?

He was watching DVDs.

1. Where was Andy this morning?

He was at home.

What was he doing there?

He was watching DVDs.

2. Where was Jenny this morning?

She was at the mall.

What was she doing there?

She was buying sneakers.

3. Where was Scott this morning?

He was at the library.

What was he doing there?

He was borrowing books.

4. Where was Kate this morning?

She was at the park.

What was she doing there?

She was playing catch.


2. Have a student volunteer take a Teacher Card and show it to the other students. Ask *Where was (he) this morning? What was (he) doing there?* Have students answer (*He) was at (the post office). (He) was (mailing a package).* Continue with the rest of the cards and other students.
3. Have student pairs take turns asking and answering questions about the picture.

Student Book page 27

Play a game. Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Present the language focus, modeling the questions and responses and having students listen and repeat the lines after you to practice pronunciation and intonation. Write the pattern on the board, or direct students' attention to their books.
2. Play Class CD1 Track 51. Have students look at the pictures, identify the places, and describe the people. Then play the audio several times.

 **I.51** What was she doing this afternoon?
She was buying boots at the mall.

3. Have pairs play the game. Have them answer questions about the people in the pictures, adding as many details as they can (e.g., *She had braids, and she was wearing red pants.*).

What about you?

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the questions. Have students repeat several times. Check for pronunciation and intonation.
2. Write a sample answer on the board, and ask a student volunteer to read it aloud (e.g., *I was buying food at the supermarket.*).
3. Have students work individually to write their answers to the questions. Then put students into pairs to take turns asking and answering the questions. Go around the class and have each of the students stand and read their answer aloud.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Play **Memory Chain**, displaying Teacher Cards 61–66 or assigning a verb phrase to each student. Students work together to see how long a chain they can make without mistakes.
- **Tic-Tac-Toe**. Students earn an X or an O by providing an appropriate question for your answer. T: *They were at the mall this afternoon.* S1: *Where were they this afternoon?* T: *They were buying sneakers.* S2: *What were they doing there?*
- Write a few sentences on the board, but include and underline one error in each sentence. Ask students to read the sentence and correct it. Possible errors include: *Where was you this morning?* *What were she doing this morning?* *What was they doing this afternoon?*

Additional Resources

Workbook pages 24–25

Online Practice

Let's Read

A Listen and read along. Then read again.

Fruits, Seeds, and Stones

This morning, I went shopping at a farmers' market. One farmer was talking about fruits and vegetables. I learned a lot.

The farmer gave us some starfruit. I ate the seeds, too!

Fruits have seeds. Vegetables don't have seeds. Is a tomato a fruit or a vegetable? Cherries and peaches are stone fruits. They have seeds inside a hard pit.

The farmers' market was fun and everything was delicious!

Strawberries have seeds on the outside.




New Words
vegetable
tomato
starfruit
stone

B Choose the correct answer.

- Who was the farmer doing at the farmers' market?
 - She was eating fruits and vegetables.
 - She was talking about fruits and vegetables.
- How was the farmers' market?
 - It was fun.
 - It was hot.

C Understand the vocabulary.
Cherries and peaches are stone fruits.






What does stone mean?

- 
- 
- 

D Ask your partner.



- What's your favorite fruit?
- What's your favorite vegetable?

E Listen and write. Do you hear st or str?

1. ___owberry 2. ___or 3. ___ips 4. ___one 5. ___ing

F Learn about words. Read and write.

 strawberry → strawberry - y + ies →  strawberries

1. family → _____ 2. cherry → _____

I can do this lesson.

Unit 3 Last Weekend 28

Topic:

- Fruits

Lesson Objectives:

- Reading an informational story that recycles the language from previous lessons
- Learning new vocabulary words
- Learning words with the sounds /st/ and /str/
- Learning how to form plurals

Language:

stone, strawberry, star, stripes, string
strawberry - y + ies = strawberries

Materials:

CD1 Tracks 52-54

Student Book pages 28-29

Warm up

- Reading Practice.** Make word cards for the language in the previous two lessons. Give each pair of students a set of word cards. Say (*They were running*). Students find the appropriate word cards and form the sentence.
- Review the chart you made of sounds and words from the previous unit. Introduce the new phonics words by writing *star* and *string* on the board. Ask students to read the words and compare the beginning sounds. Say /st/ and have students repeat. Do the same with /str/.

Student Book page 28

A Listen and read along. Then read again.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

- Before students listen, have them point at the pictures and words they know. Read the title aloud.
- Write the new words on the board, or draw students' attention to the box on the page.
- Read Along.** Play Class CD1 Track 52. Have students follow along, pointing to the words. Then have them read along with the audio, trying to match the intonation and rhythm.



L.52 Fruit, Seeds, and Stones

This morning, I went shopping at a farmers' market. One farmer was talking about fruits and vegetables. I learned a lot.

The farmer gave us some starfruit. I ate the seeds, too!

Fruits have seeds. Vegetables don't have seeds. Is a tomato a fruit or a vegetable? Cherries and peaches are stone fruits. They have seeds inside a hard pit. Strawberries have seeds on the outside.

The farmers' market was fun and everything was delicious!

- Discuss the story, asking students *When did the boy go to the farmers' market? What did he learn? What do fruits have? What are stone fruits?*
- Paired Reading.** Have students take turns reading the story in pairs or small groups.

B Choose the correct answer.

See *Teaching Writing*, Teacher's Guide page 15.

- Play Class CD1 Track 53 and have students read along silently.



1. What was the farmer doing at the farmers' market?
2. How was the farmers' market?

2. In pairs, students read and answer the questions. Make sure students understand why *b* and *a* are the correct choices.

Student Book page 29

C Understand the vocabulary.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Read the sentence and the question aloud. Have students say the word *stone* with you. Ask students to work individually to choose the correct answer.
2. Encourage students to find the word in the story. Prompt them to use the context to understand the meaning of new words. Help students understand why *b* is the correct choice.

D Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the questions and have students repeat. Put them into pairs to ask and answer the questions.
2. Ask the questions and have student volunteers share their answers with the class.

E Listen and write.

Do you hear *st* or *str*?

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD1 Track 54. Have students point to the letters and words as they hear them. Have students listen again and repeat. Then have students write the sounds they hear.
2. Divide the class into two groups, and assign one sound — /st/ or /str/ — to each. Say the following *st* and *str* words at random: *string*, *star*, *strawberry*, *stripes*, *stone*. Have students stand up and then sit down quickly when they hear their sound. Add the new phonics sounds and words to your chart.

 1.54 1. strawberry 2. star 3. stripes 4. stone 5. string

F Learn about words. Read and write.

See *Teaching Writing*, Teacher's Guide page 15.

1. Ask students to point to the words *strawberry* and *strawberries*. Say the words and have students listen. Then say them again for students to repeat.

2. Direct students' attention to the text within the arrow. Ask *What letter do we change? How do you spell the plural of strawberry?*
3. Put students into pairs to complete the activity. Have student volunteers write the answers on the board.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Play **Concentration** with a double set of teacher-made word cards for the phonics words from the story.
- **Find It Fast** gives students practice scanning to find specific words. Explain that you are going to say a word and that students should count how many times it appears in the story as quickly as possible. For example, if you say the word *market*, students should count two occurrences. Remind students not to read every word in the story. Help them with strategies to locate words quickly: initial letter, word length, etc. Repeat with additional words.
- **Story Dictation**. Have the class dictate the text. Either write it on the board or have a student write it on the board.
- **Workbook Activity**. Have students identify new or familiar words from "Fruits, Seeds, and Stones" in "It's Strawberry Season!" on Workbook page 26. Encourage students to find and say the words with *st* or *str*. Draw students' attention to the Review Words box on the page. Ask volunteers to choose a word, say it aloud, and use it in a sentence that shows the meaning. Then have students read the text and complete the activities for homework or in class.

Additional Resources

Workbook pages 26–27
Online Practice

Unit 4 Activities

Let's Talk

Unit 4 Activities Let's Talk

A Listen and say.

Andy: Are you ready?
Kate: Not yet. Wait a minute.
Andy: Why?
Kate: I think I forgot to do something.

Andy: Did you put on sunscreen?
Kate: Yes, I did. I put it on.
Andy: Did you turn off the radio?
Kate: Yes, I turned it off.
Andy: OK, you're ready.

Andy: Oh, no! Now I remember.
Andy: What?
Kate: I forgot to take off my watch.
Andy: I hope it's waterproof.

Are you ready?
Not yet. Wait a minute.

B Watch the video.

C Practice the words. Ask and answer.

- put on sunscreen
- turn on the TV
- take off your watch
- turn off the radio
- turn in your homework
- turn up the heat
- clean up your room
- turn down the music

Did you put on sunscreen?
Yes, I put it on.
No, I didn't put it on.

D Listen and sing.

Tom Came Home and Turned On the Radio

Tom came home and turned on the radio, turned on the radio.
Tom came home and turned on the radio, Tom turned the radio on.

Paul came home and put on a DVD, put on a DVD.
Paul came home and put on a DVD, Paul put a DVD on.

I can do this lesson.

Student Book pages 30–31

Topic:

- Activities

Lesson Objective:

- Using verb phrases to talk about activities people did and forgot to do

Language:

Are you ready? Not yet. Wait a minute. I think I forgot to do something.

put on sunscreen, turn on the TV, take off your watch, turn off the radio, turn in your homework, turn up the heat, clean up your room, turn down the music

Did you put on sunscreen? Yes, I put it on. No, I didn't put it on.

Materials:

Student Cards 49–54, 67–74; CD1 Tracks 55–59; Teacher Cards 49–54, 67–74, Unit 4 Let's Talk Video, and Unit 4 Let's Talk Video Script (Teacher's Resource Center)

Warm up

1. Use a double set of Student Cards 49–54 to review simple past *Yes/No* questions and short answers. Students turn over their top cards looking for matching activities. S1 asks *Did you go (shopping)?* If S2 has the same card, he or she says *Yes, I did. I went (shopping).* If S2 has a different card, he or she says *No, I didn't.* Continue until all the cards are used.
2. Introduce the lesson vocabulary using Teacher Cards 67–74.

Student Book page 30

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Model the conversation and have students repeat. Have students take one role while you take the other, and then reverse.
2. Have students look at the scene and identify any objects they recognize. Play Class CD1 Track 55. Have students listen to the conversation and repeat familiar words. Explain new language, if necessary.

1.55 Are you ready?

Not yet. Wait a minute.
Why?
I think I forgot to do something.
Did you put on sunscreen?
Yes, I did. I put it on.
Did you turn off the radio?
Yes, I turned it off.
OK. You're ready.
Oh, no! Now I remember.
What?
I forgot to take off my watch.
I hope it's waterproof.

3. Play Class CD1 Track 56. Draw students' attention to the language focus, and play the audio again. Students listen and then repeat.

1.56 Are you ready?

Not yet. Wait a minute.

4. Play **Conversation Lines**.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.


1. Play the video (see video script on page 101). Pause it after Andy asks *What did Kate forget?* Have students answer. Play the rest of the video. Explain new language, if necessary.
2. Play the video and have students mime *put on sunscreen*, *turn off the radio*, *wear your glasses*, and *take off my watch*. Play it again, pausing after each exchange. Have students repeat the conversation, copying any gestures, emotions, or actions.
3. Distribute the Unit 4 Let's Talk video script. Have the class (as two groups) act out the extended conversation as Kate and Andy. Ask student pairs to practice, focusing on the language and emotions.
4. Students change roles and practice the extended conversation again using different objects.

Student Book page 31


C Practice the words. Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Play Class CD1 Track 57. Have students point to the verb phrases as they hear them. Repeat. Note that *turn* is used with *on*, *off*, *in*, *up*, and *down*—and that the five phrasal verbs have different meanings.

-  1.57
- | | |
|--------------------------|------------------------|
| 1. put on sunscreen | 2. turn on the TV |
| 3. take off your watch | 4. turn off the radio |
| 5. turn in your homework | 6. turn up the heat |
| 7. clean up your room | 8. turn down the music |

2. Hold up Teacher Cards 67–74, and have students say each phrase. Gradually pick up speed.
3. Write the question and answers on the board. Then play Class CD1 Track 58.

-  1.58
- Did you put on sunscreen?
Yes, I put it on. No, I didn't put it on.
1. Did you put on sunscreen? Yes, I put it on.
 2. Did you turn on the TV? No, I didn't turn it on.
 3. Did you take off your watch? Yes, I took it off.
 4. Did you turn off the radio? No, I didn't turn it off.
 5. Did you turn in your homework? Yes, I turned it in.
 6. Did you turn up the heat? No, I didn't turn it up.
 7. Did you clean up your room? Yes, I cleaned it up.
 8. Did you turn down the music? No, I didn't turn it down.

4. Display Teacher Cards 67–74. Have student pairs take turns asking and answering questions.

D Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the picture and the title of the song. Then play Class CD1 Track 59.

1.59 Tom Came Home and Turned On the Radio

Tom came home and turned on the radio,
Turned on the radio, turned on the radio.
Tom came home and turned on the radio.
Tom turned the radio on.
Paul came home and put on a DVD,
Put on a DVD, put on a DVD.
Paul came home and put on a DVD.
Paul put a DVD on.

2. Model the song line by line. Have students repeat.
3. Play the song, having the class sing and mime the actions. Then have pairs or groups sing the song.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities


See the Teacher's Resource Center for instructions.

- Write verb phrases, underline the objects, and read them together. Erase the underlined words. Have students create more with the same pattern (e.g., *put on my jacket/a hat/my shoes*).
- **Guess the Card.** Use Teacher Cards 67–74. Have students ask *Did you (put on sunscreen)?* with the student answering *Yes, I (put it on)* or *No, I didn't (put it on)*.
- **Find Your Partner.** Use activity Student Cards to indicate what was forgotten. S1: *Did you forget to (clean up your room)?* If S2 has a different card, he or she says *No, I didn't forget. I (cleaned up my room)*. If S2 has the same card, he or she says *Yes, I did. I forgot to (clean up my room)*.

Additional Resources


Unit 4 Worksheet A (Teacher's Resource Center)
Workbook pages 28–29
Online Practice

Let's Learn

A Learn the words. 

1. walk quickly 2. walk slowly 3. speak loudly


4. speak quietly 5. paint beautifully 6. dance gracefully




B Ask and answer. 




Kate, Scott, Andy, and Jenny are at an outdoor fair. Kate dances gracefully. How does Scott paint?

How does Kate dance?
She dances gracefully.


quick	→	quickly	quiet	→	quietly
slow	→	slowly	beautiful	→	beautifully
loud	→	loudly	graceful	→	gracefully

C Ask and answer. 

1.  2.  3. 

4.  5.  6. 

Does she walk quickly?
Yes, she does.
No, she doesn't. She walks slowly.

D Listen and chant. 

My Friend Joe Is Very Slow

My friend Joe is very slow.
He talks slowly, very slowly.
He walks slowly, very slowly.
Hurry up, Joe. Let's go!

My friend Rick is very quick.
He talks quickly, very quickly.
He walks quickly, very quickly.
Slow down, Rick. Slow down!

My friend Joe is very slow.
He eats slowly, very slowly.
He works slowly, very slowly.
He drives slowly, very slowly.
Hurry up, Joe. Let's go!

My friend Rick is very quick.
He eats quickly, very quickly.
He works quickly, very quickly.
He drives quickly, very quickly.
Slow down, Rick. Slow down!

I can do this lesson.

Topic:
• Adverbs

Lesson Objective:
• Using adverbs to describe how people do things

Language:
walk quickly, walk slowly, speak loudly, speak quietly, paint beautifully, dance gracefully
How does Kate dance? She dances gracefully. Does she walk quickly? Yes, she does. No, she doesn't. She walks slowly.

Materials:
Teacher Cards 75–80; CD1 Tracks 60–63; Student Cards 75–80 (Teacher's Resource Center)

Student Book pages 32–33

Warm up

- Play **Charades** to review verbs.

Pre-teach Language


1. Introduce the vocabulary using Teacher Cards 75–80. Say the words and have students repeat them several times.
2. To introduce the language, write on the board *How does he walk?* Hold up Teacher Card 75 and have students respond *He walks quickly.* Then write *Does he walk quickly?* Hold up the card again, and have students respond *Yes, he does. He walks quickly.* Ask *Does he walk slowly?* Students answer *No, he doesn't. He walks quickly.*

Student Book page 32

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 60. Have students point to the verb phrases as they hear them. Play the audio again and have students repeat the phrases.


-  **1.60**
1. walk quickly
 2. walk slowly
 3. speak loudly
 4. speak quietly
 5. paint beautifully
 6. dance gracefully

2. Do a quick practice with the vocabulary. Display Teacher Cards 75–80. Call out a phrase. Have students point to the phrase and say it aloud.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe the scene. Ask *Who are the people?* and have students answer *They're Kate, Scott, Andy, and Jenny.* Then play Class CD1 Track 61.

-  **1.61**
- Kate, Scott, Andy, and Jenny are at an outdoor fair. Kate dances gracefully. How does Scott paint?
How does Kate dance?
She dances gracefully.
quick/quickly, slow/slowly, loud/loudly, quiet/quietly, beautiful/beautifully, graceful/gracefully
1. How does Kate dance? She dances gracefully.
 2. How does Scott paint? He paints beautifully.
 3. How does Andy walk? He walks quickly.
 4. How does Jenny walk? She walks slowly.


- Write the question-and-answer pattern on the board. Play Class CD1 Track 61 again and point to the words as students listen. Have students repeat after the audio.
- Have student pairs take turns asking and answering the questions about the children.

Student Book page 33

C Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

- Have students look at the pictures and describe the people that they see. Then play Class CD1 Track 62 and have the students point to the people.


-  **L.62** Does she walk quickly?
Yes, she does.
No, she doesn't. She walks slowly.
- Does she walk quickly? Yes, she does.
 - Does he speak loudly? Yes he does.
 - Does she dance gracefully? Yes, she does.
 - Does he walk quickly?
No, he doesn't. He walks slowly.
 - Does she paint beautifully? Yes, she does.
 - Does he speak loudly?
No, he doesn't. He speaks quietly.

- Write the question-and-answer pattern on the board. Read it aloud and have students repeat several times. Check pronunciation and intonation.
- Have pairs take turns asking and answering questions about the people in the pictures.

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

- Have students look at the pictures and the title of the chant.
- Play Class CD1 Track 63. Have students listen to the chant and point to Joe and Rick as they hear their names.

-  **L.63** **My Friend Joe Is Very Slow**
My friend Joe is very slow.
He talks slowly, very slowly.
He walks slowly, very slowly.
Hurry up, Joe. Let's go!
My friend Joe is very slow.
He eats slowly, very slowly.

He works slowly, very slowly.
He drives slowly, very slowly.
Hurry up, Joe. Let's go!

My friend Rick is very quick.
He talks quickly, very quickly.
He walks quickly, very quickly.
Slow down, Rick. Slow down!
My friend Rick is very quick.
He eats quickly, very quickly.
He works quickly, very quickly.
He drives quickly, very quickly.
Slow down, Rick. Slow down!

- Model the song line by line. Have students clap to keep the beat and repeat after you.
- Have students do the chant several times together in pairs or groups.
- Put students into small groups to write their own chants, following the pattern of the chant. Encourage them to use other verbs and adverbs. Remind students that most adverbs are formed by simply adding *-ly* to adjectives.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- True Statements.** Have students work in pairs to take turns creating true sentences about themselves and their classmates.
- Stand Up Game.** Choose some words from the chant and write them on the board. Play Class CD1 Track 63 and have students stand up and then sit down quickly when they hear each of the words on the board.
- Concentration.** Use Student Cards 75–80.

Additional Resources

Workbook pages 30–31
Online Practice

Unit 4 Activities

Let's Learn More

Let's Learn More

A Learn the words. (1.64)

1. play the guitar 2. speak English 3. ride a unicycle
4. bake 5. cook 6. sew

B Ask and answer. (1.65)

Kate, Jenny, Scott, and Andy are in a show. What do they do well?

What does Kate do well? She sews very well.

C Play a game. Make sentences. (1.65)

She speaks English very well. Start Nice to meet you.

A takes dances walks paints plays speaks rides bakes
B quickly slowly quietly loudly gracefully beautifully well

D What about you?
Do you speak loudly or quietly?
Do you work quickly or slowly?
What do you do well?
I can do this lesson.

34 Unit 4 Activities Unit 4 Activities 35

Topic:

- More adverbs

Lesson Objective:

- Using adverbs to describe how people do things

Language:

play the guitar, speak English, ride a unicycle, bake, cook, sew

What does Kate do well? She sews very well. She speaks English very well.

Materials:

Teacher Cards 75–86; CD1 64–66; Student Cards 75–86 (Teacher's Resource Center)

Student Book pages 34–35

Warm up

- Play **Slap** to review *-ly* adverbs in verb phrases. Place Teacher Cards 75–80 face up on a table in random order. Call out a verb phrase. Students race to touch the card and use the verb phrase in a sentence.

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 81–86. Say the words and have students repeat them several times.
2. Do a quick drill with third-person singular simple present verbs. Say (*Marla*) (*plays the piano*) *very well*. *Who in the class (plays baseball) very well?* Have students answer (*Pablo*) *plays baseball very well*. Continue with several other students in the class.

Student Book page 34

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD1 Track 64. Have students listen to the vocabulary and point to the pictures as they hear the verb phrases. Play the audio again and have students repeat the phrases.



1. play the guitar
2. speak English
3. ride a unicycle
4. bake
5. cook
6. sew

2. Do a quick practice with the vocabulary. Display Teacher Cards 81–86. Call out a verb phrase. Have students point to the phrase and say it aloud. Repeat with each phrase.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Present the question-and-answer pattern *What does Kate do well? She sews very well*.
2. Have students look at the picture and describe the people. Then play Class CD1 Track 65 and have the students listen and point to each character's special talent as they hear it.



1.65 Kate, Jenny, Scott, and Andy are in a show. What do they do well?

What does Kate do well?
She sews very well.

1. What does Kate do well?
She sews very well.
2. What does Jenny do well?
She plays the guitar very well.
3. What does Scott do well?
He bakes very well.
4. What does Andy do well?
He rides a unicycle very well.

3. Have a volunteer come to the front of the class, take a Teacher Card, and show it to the other students. Ask *What does (she) do well?* Have the students answer (*She (plays the guitar) very well.* Continue with the other cards and students.
4. Have student pairs take turns asking and answering the questions.

Student Book page 35

C Play a game. Make sentences.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Model the language focus. Have students repeat the sentence after you to practice pronunciation and intonation.
2. Have students look at the pictures and identify the activities. Then draw students' attention to the word bubbles, and model the verbs in A and the adverbs in B. Have students listen and repeat several times. Finally, play Class CD1 Track 66.



1.66 She speaks English very well.

3. Have students play the game in pairs.

D What about you?

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Divide students into pairs. Read the questions aloud, modeling correct pronunciation and intonation. Then ask partners to answer the questions using true statements. Circulate around the room and provide help as needed.
2. Ask the class questions and have volunteers share their answers.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Class Survey.** Make a large chart with actions down the left side and adverbs across the top. Ask students to stand or raise their hands as you ask questions from the chart (e.g., *Who usually speaks quietly? Who sings very well?*). Tally the number of responses on the chart, and follow up with counting practice (e.g., *How many students usually speak quietly?*). If you prefer, students can interview one another first and then provide information about their classmates.
- **Robot** gives students practice with adverbs of frequency and manner, and nonverbal communication. Review frequency adverbs *always* and *never*. In pairs, students take turns describing each other's way of doing things and then doing the actions described. For example, if S1 says *You always sing quickly*, S2 sings quickly. If S2 says *You play the guitar very well*, S1 would act out playing the guitar very well.
- **I Think He Drives Slowly.** Give each pair of students a picture of a person from a magazine. Have students describe the person, using adverbs from the unit. Since they won't have any evidence upon which to base their descriptions, encourage students to show their degree of certainty (e.g., *I think he dances very well. She probably eats slowly. I don't think he cooks well.*). For more advanced classes, have students write their descriptions.

Additional Resources

Unit 4 Worksheet B (Teacher's Resource Center)
Workbook pages 32–33
Online Practice

Unit 4 Activities

Let's Read

Let's Read

A Listen and read along. Then read again.

THE BEST PET

Goldfish are one of the most popular pets in the world. They are also one of the oldest pets. People in China had pet goldfish more than 1000 years ago.

I like to watch my goldfish. It's smart, colorful, and it swims gracefully. Goldfish can live for 40 years. They make great pets!

I have a goldfish. I teach it tricks. Your goldfish can do tricks, too. Swirl the water and watch your goldfish swim quickly. It can also learn how to push a ball. Goldfish are very smart!

New Words
goldfish
popular
1000 years ago
swirl

B Choose the correct answer.

- When did people in China have pet goldfish?
a. more than 1000 years ago b. 100 years ago
- How does the goldfish swim?
a. It swims gracefully. b. It swims slowly.

C Understand the vocabulary.

Swirl the water and watch your goldfish swim quickly.

What does swirl mean?

-
-
-

D Ask your partner.

- What kind of pet do you want?
- What can you teach your pet?

E Listen and write. Do you hear /l/ or /ld/?

- go...fish 2. c...d 3. qui... 4. o... 5. be...

F Learn about words. Read and write.

gracful → graceful + ly → gracefully

- soft → _____ 2. quick → _____
- loud → _____ 4. slow → _____

I can do this lesson.

Unit 4 Activities 36 Unit 4 Activities 37

Topic:

- Goldfish

Lesson Objectives:

- Reading a how-to article that recycles the language from previous lessons
- Learning new vocabulary words
- Learning words ending in /l/ and /ld/
- Learning how to form adverbs

Language:

swirl, goldfish, cold, quilt, old, belt
graceful + ly = gracefully

Materials:

CD1 Tracks 67-69

Student Book pages 36-37

Warm up

- Concentration.** Make a set of adjective and adverb word cards.
- Review the chart you made of sounds and words from the previous units. Introduce the new phonics words by writing the known words *quilt* and *cold* on the board. Say them and have students repeat.

Student Book page 36

A Listen and read along. Then read again.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

- Before students listen, have them preview the article by looking at the pictures and words they know. Read the title of the article aloud.
- Read Along.** Play Class CD1 Track 67. Have students listen to the article and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, matching the intonation and rhythm.

1.67 The Best Pet

Goldfish are one of the most popular pets in the world. They are also one of the oldest pets. People in China had pet goldfish more than 1,000 years ago.

I have a goldfish. I teach it tricks. Your goldfish can do tricks, too. Swirl the water and watch your goldfish swim quickly. It can also learn how to push a ball. Goldfish are very smart!

I like to watch my goldfish. It's smart, colorful, and it swims gracefully. Goldfish can live for 40 years. They make great pets!

- Discuss the article, asking students *What tricks can goldfish learn? Why does the girl like her goldfish?*
- Paired Reading.** Have students take turns reading the article in pairs or small groups.

B Choose the correct answer.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

- Play Class CD1 Track 68 and have students read along silently.

- 1.68**
- When did people in China have pet goldfish?
 - How does the goldfish swim?

2. Have student pairs read and answer the questions. Make sure students understand why *a* is the correct choice for both questions.

Student Book page 37

C Understand the vocabulary.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Read the question and the sentence aloud. Have students say the word *swirl* with you. Ask students to work individually to choose the correct answer.
2. Encourage students to find the word in the article and use the context to understand the meaning of new words. Help students understand why *c* is the correct choice.

D Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Put students into pairs to ask and answer the questions. Circulate and provide help as needed.
2. Ask the questions and have student volunteers share their answers with the class.

E Listen and write. Do you hear *It* or *Id*?

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD1 Track 69. Have students point to the letters and words as they hear them. Have students listen again and repeat. Then have students write the sounds they hear.

 1.69 1. goldfish 2. cold 3. quilt 4. old 5. belt

2. Divide the class into two groups, and assign one sound — /It/ or /Id/ — to each. Say the following words at random: *belt*, *cold*, *old*, *quilt*, *goldfish*. Have students stand up and then sit down quickly when they hear their sound. Add the new phonics sounds and words to your chart.

F Learn about words. Read and write.

See *Teaching Writing*, Teacher's Guide page 15.

1. Ask students to point to the words *graceful* and *gracefully*. Say the words aloud and have students listen. Then say them again for students to repeat.

2. Direct students' attention to the text within the arrow. Ask *What letters do we add when we change an adjective to an adverb? How do you spell tightly?*
3. Put students into pairs to complete the activity. Have volunteers write the answers on the board.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Play the **Stand Up Game** with some words from the article.
- **Living Sentences.** Divide the class into pairs or small groups, and assign one or two sentences from the article to each group.
- Play **That's Not Right!** with the article.
- **Workbook Activity.** Have students identify new or familiar words from "The Best Pet" in "A Goldfish Farm" on Workbook page 34. Encourage students to find and say the words with *It* or *Id*. Draw students' attention to the Review Words box on the page. Ask volunteers to choose a word, say it aloud, and use it in a sentence that shows the meaning. Then have students read the text and complete the activities for homework or in class.

Additional Resources

Workbook pages 34–35

Online Practice

Let's Review Units 3 and 4

Student Book pages 38–39

Lesson Objective:

- Reviewing language from Units 3 and 4 and practicing test-taking skills

Review Language:

- Units 3 and 4 language and vocabulary

Materials:

Teacher Cards 49–80; CD1 Tracks 52, 67, 70–72; Student Cards 49–80 (Teacher's Resource Center)

Let's Talk

1. Use **Scrambled Sentences** to review the conversation in Unit 3.
2. Use **Timed Dialogues** to review the Unit 4 conversation. Have student pairs practice the conversation as many times as possible in one minute before changing partners.
3. Have small groups play **Memory Chain** using Teacher Cards 49–54. S1: *I went (bowling).* S2: *I went for (a bike ride).* He went bowling. S3: *I went (shopping).* She went for a bike ride. He went bowling.
4. Use **Group Dictation** to review the activity vocabulary in Unit 4. Have students number a piece of paper 1–8 and then ask you *What did you do yesterday?* Answer *I (put on sunscreen).* After students have written a sentence for each of the verb phrases, check their answers.

Let's Learn/Let's Learn More

1. **Find Your Partner.** Use Student Cards 55–66 to review the *Wh-* question-and-answer pattern and verb phrases. Students try to find someone who was doing the same thing (i.e., has the same card). S1: *What were you doing yesterday?* S2: *I was (hiking).* S1: *Me, too!*
2. **Play Concentration** with Student Cards 75–80. Have students use the verb phrases in sentences. S: *I (walk quickly).* I (don't walk slowly). Ask *How does he walk?* and have students answer *He walks quickly.* He doesn't walk slowly.
3. Have students review the chants and song. For "Our Dogs" (Class CD1 Track 48), display Teacher Cards 56–60 and have students substitute other activities for skateboarding. For "Tom Came Home and Turned On the Radio" (Class CD1 Track 59), use Teacher Cards 67–74 and have students replace *turn on the radio* and *put on a DVD* with other phrases from the lesson.

Let's Read

Phonics: *strawberry, star, stripes, store, string, goldfish, cold, quilt, old, belt*

1. Review the phonics sounds with a **Board Race**. Write *st, str, lt,* and *ld* on the board. Divide students into teams. Say one of the phonics words. Students from each team race to the board to touch the sound they hear.
2. **Read Along.** Have students read "Fruits, Seeds, and Stones" (Class CD1 Track 52) and "The Best Pet" (Class CD1 Track 67) along with the audio. Then have students show that they understand the passages by playing **That's Not Right!**


Let's Review

The listening assessment provides practice for students planning to take standardized tests, such as the Cambridge English Qualifications.

Student Book page 38


A Listen and number.

1. Before students open their books, prepare them for the test procedure. On the board, set up a sample to resemble A using Teacher Cards 57, 59, 61, and 62. Include a box under each card. Have a student stand by the cards. Say *Number one. What was he doing? He was (mailing a package).* The student points to the correct card and writes number 1 in the box. Repeat as necessary until all students understand the procedure.
2. On the board, set up a sample to resemble B using Teacher Cards 69, 70, and 72. Write the letter *A* and a small box below the first card, *B* and a box below the second, and *C* and a box below the third. Have a student stand by the cards. Say *Did you take off your watch? Yes, I took it off.* The student points to the correct card and checks the correct letter.
3. Ask students to look at the test in the book. Have students identify the activities in A and the objects and actions in B. Encourage students to anticipate the language they might hear on the audio.
4. Play Class CD1 Track 70. Have students listen and point to the appropriate pictures.

-  **1.70**
1. What was she doing yesterday?
She was hiking.
 2. What were they doing yesterday?
They were playing volleyball.
 3. What was he doing yesterday?
He was skateboarding.
 4. What were they doing yesterday?
They were walking the dogs.

B Listen and check.

1. Play Class CD1 Track 71. Have students listen and point to the appropriate pictures.

-  **1.71**
1. Did you put on sunscreen?
Yes, I put it on.
 2. Did you turn on the TV?
No, I didn't. I turned it off.
 3. She plays the piano very well.
 4. He walked slowly.

2. Play Tracks 70 and 71 again and have students do the exercises as a written test. Correct the test with students. **Note:** If you want to do this as a formal test, have students do the written test without listening and pointing to the pictures first.
3. Have the students use the pictures on page 38 for further review. Have the students work in pairs, creating their own listening items for each other.

Student Book page 39

C Let's read about the Great Barrier Reef.

1. Have students look at the sentences, identify the words they know, and try to read the sentences.
2. Teach the new words and have students point to the picture to show they understand.
3. Play Class CD1 Track 72 and have students listen.

1.72 John and Lisa's Travel Blog

We're in Australia!

G'day from the Great Barrier Reef in Australia!

Today we went scuba diving. We swam slowly around the coral and saw some clownfish. They were very colorful and friendly.

Then we saw a big sea turtle. Turtles are not graceful on land, but they are very graceful in the water.

We swam back to the boat. Dolphins swam next to us and jumped out of the water.

This is the world's largest coral reef. It's a beautiful underwater world!

D Write about a water activity.

1. Prepare students for the writing task by reviewing the vocabulary and structures in the story.
2. Have students write their comments. Then put students into pairs to read each other's writing. Finally, correct students' work.

Additional Resources

Unit 3 Test (Teacher's Resource Center)

Unit 4 Test (Teacher's Resource Center)

Midterm Test (Teacher's Resource Center)

Drills and Games (Teacher's Resource Center)

Workbook pages 36–37

Online Practice

Unit 5 The Future

Let's Talk

Unit 5 The Future Let's Talk

A Listen and say.

Kate: What do you think you'll be when you grow up?
 Jenny: I think I'll be a tennis player.
 Kate: Good idea! You play tennis very well.

Kate: What about me? What do you think I'll be?
 Jenny: Hmm. Maybe you'll be an engineer.
 Kate: Really? I don't think so. I hate math!

Kate: I think I'll be a designer.
 Jenny: You're probably right. You're really good at drawing.
 Kate: Maybe I'll make a tennis outfit for you.
 Jenny: That'll be great! Thanks.

B Watch the video.

I think I'll be a tennis player. Good idea! You're probably right.

you will - you'll
I will - I'll
That will - That'll

C Practice the words.

1. a tennis player 2. a movie director 3. a designer 4. a hair stylist 5. a surgeon 6. a flight attendant

D Ask and answer.

What do you think he'll be?
 I think he'll be a hair stylist.

he will - he'll
she will - she'll

E Listen and chant.

What Will Lynn Be?

Will Lynn be a lawyer?
 No, I don't think so.

Will she be a doctor?
 No, I don't think so.

She won't be a lawyer.
 She won't be a doctor.

What will Lynn be?
 I think she'll be an English teacher.

We'll see!

I can do this lesson.

Student Book pages 40–41

Topic:

- Occupations

Lesson Objective:

- Talking about what students want to be when they grow up

Language:

What do you think you'll be when you grow up? I think I'll be a tennis player. Good idea! You're probably right.

a tennis player, a movie director, a designer, a hair stylist, a surgeon, a flight attendant

What do you think he'll be? I think he'll be a hair stylist.

Materials:

Teacher Cards 87–92; CD2 Tracks 02–06; Student Cards 87–92, Unit 5 Let's Talk Video, and Unit 5 Let's Talk Video Script (Teacher's Resource Center)

Warm up

1. Brainstorm occupations. Then play **Charades**.
2. Introduce the new occupation words using Teacher Cards 87–92.

Student Book page 40

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Model the conversation and have students repeat. Have students take one of the roles while you take the other, and then reverse.
2. Have students identify any objects they recognize in the scene. Then play Class CD2 Track 02 and have students point to the characters. Play it again, having them repeat familiar words. Explain new language, if necessary.

2.02 What do you think you'll be when you grow up?
 I think I'll be a tennis player.
 Good idea! You play tennis very well.
 What about me? What do you think I'll be?
 Hmm. Maybe you'll be an engineer.
 Really? I don't think so. I hate math. I think I'll be a designer.
 You're probably right. You're really good at drawing.

Maybe I'll make a tennis outfit for you.
 That'll be great! Thanks.

3. Play Class CD2 Track 03. Have students repeat, focusing on natural intonation, rhythm, and speed.

2.03 I think I'll be a tennis player.
 Good idea!
 You're probably right.
 you will/you'll, I will/I'll, that will/that'll

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video (see video script on page 102). Have student pairs answer Jenny's question: *What do you think you'll be when you grow up?* They should respond with *Good idea!* or *That'll be great!* Then have volunteers demonstrate for the class. Explain new language, if necessary.
2. Play the video, having students raise their hands when they hear an occupation. At the end, elicit occupations mentioned (*tennis player, engineer, designer*). Play the video again, pausing after each exchange. Students repeat the conversation and any gestures, emotions, or actions.


- Distribute the Unit 5 Let's Talk video script. Divide the class into two groups and have them act out the extended conversation as Kate and Jenny. Then put students in pairs and have them act out the extended conversation, focusing on the language and emotions.
- Students change roles and practice the extended conversation again, using different occupations.

Student Book page 41

C Practice the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

- Play Class CD2 Track 04. Have students listen and point to the occupation words as they hear them. Students listen again and repeat the words.


-  2.04
- | | |
|--------------------|-----------------------|
| 1. a tennis player | 2. a movie director |
| 3. a designer | 4. a hair stylist |
| 5. a surgeon | 6. a flight attendant |

- Hold up Teacher Cards 87–92, and have students say each phrase. Gradually pick up speed.

D Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

- Direct students' attention to the language focus. Then play Class CD2 Track 05. Have students listen and point to the appropriate picture. Finally, play the audio again for students to repeat.


-  2.05
- What do you think he'll be?
I think he'll be a hair stylist.
he will/he'll, she will/she'll
- What do you think he'll be?
I think he'll be a hair stylist.
 - What do you think he'll be?
I think he'll be a flight attendant.
 - What do you think he'll be?
I think he'll be a surgeon.
 - What do you think she'll be?
I think she'll be a tennis player.
 - What do you think she'll be?
I think she'll be a designer.
 - What do you think she'll be?
I think she'll be a movie director.

- Display Teacher Cards 87–92. Point to the first occupation and ask *What do you think he'll be?* Students reply *I think he'll be a (tennis player)*. Repeat with all the occupations.
- Have student pairs ask and answer the questions about the children in the pictures.

E Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

- Have students look at the picture and the title of the chant. Ask *What occupations do you see?* Tell students to point to the occupation words each time they hear them. Play Class CD2 Track 06.

-  2.06
- What Will Lynn Be?**
- Will Lynn be a lawyer?
No, I don't think so.
Will she be a doctor?
No, I don't think so.
She won't be a lawyer.
She won't be a doctor.
What do you think she'll be?
I think she'll be an English teacher.
We'll see!

- Model the song line by line. Have students clap to keep the beat and repeat after you.
- Have pairs or groups do the chant several times.
- Have small groups write their own chants.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Use **True Statements** to practice the language.
- Have students help create a new conversation based on the language in Let's Talk. Provide additional language, as necessary. Then have student pairs practice and perform role-plays.
- Card Game/Go Fish.** Use a double set of Student Cards 87–92 per student group. Students use *I think I'll be a (tennis player)*.

Additional Resources

Unit 5 Worksheet A (Teacher's Resource Center)
Workbook pages 38–39
Online Practice

Let's Learn

A Learn the words. (CD2:07)

1. dust the furniture 2. set the table 3. make the bed
4. mop the floor 5. wash the car

B Ask and answer. (CD2:08)

It's Saturday. Will Jenny, Andy, Kate, and Scott do their chores?

1. Jenny: Will Jenny mop the floor?
Yes, she will. / No, she won't.

2. Andy: Will Andy set the table?
Yes, he will. / No, he won't.

3. Kate: Will Kate make the bed?
Yes, she will. / No, she won't.

4. Scott: Will Scott wash the car?
Yes, he will. / No, he won't.

C Ask and answer. (CD2:09)

1. What will she do next?
She'll probably do the laundry.

2. What will he do next?
He'll probably set the table.

3. What will she do next?
She'll probably make the bed.

D Listen and chant. (CD2:10)

Will He Hit a Home Run?

Will he hit a home run?
He probably won't.

Do the Reds play well?
No, they don't.

Who will score a run?
Maybe Bill.

Will the Blue Boys win?
They probably will.

I can do this lesson.

Topic:
• Chores

Lesson Objective:

• Talking about what probably will or won't happen

Language:

do the laundry, set the table, make the bed, dust the furniture, mop the floor, wash the car
Will Jenny mop the floor? Yes, she will. No, she won't. What will she do next? She'll probably do the laundry.

Materials:

Teacher Cards 93–98; CD2 Tracks 07–10; Student Cards 93–98 (Teacher's Resource Center)

Student Book pages 42–43

Warm up

- Do a review of time expressions (*tomorrow, next week, next month, next year*) to give students practice talking about events/destinations coming in the future. Use a large calendar. Ask students to think of fun places to go, and write their ideas on the board (e.g., *beach, zoo, amusement park, park*). Point to one of the places on the board and to *tomorrow* on the calendar. Ask *Where are they going to go tomorrow?* Students answer *They're going to go to the beach tomorrow*. Practice with all the destinations and all the time expressions above. Then ask students *Where are you going to go tomorrow?* and have volunteers answer with their own information.

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 93–98. Say the words and have students repeat them several times.
2. To introduce the language, hold up Teacher Card 93 and say *Will he do the laundry? Yes, he will. No, he won't*. Have students listen and repeat after you. Hold up Teacher Card 94 and ask *What will she do next? She'll probably set the table*. Students listen and repeat.

Student Book page 42

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 07. Have students listen and point to the verb phrases. Play the audio again and have students repeat the phrases.

- (CD2:07)
- | | |
|-------------------|-----------------------|
| 1. do the laundry | 2. set the table |
| 3. make the bed | 4. dust the furniture |
| 5. mop the floor | 6. wash the car |

2. Display Teacher Cards 93–98. Call out a phrase. Have students point to the phrase and say it aloud.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the pictures and describe what they see. Then play Class CD2 Track 08 and have students listen and point to the future activities shown in the pictures.

 **2.08** It's Saturday. Will Jenny, Andy, Kate, and Scott do their chores?

Will Jenny mop the floor?

Yes, she will.

No, she won't.

will not/won't

1. Will Jenny mop the floor? No, she won't.
2. Will Andy wash the car? Yes, he will.
3. Will Kate dust the furniture? Yes, she will.
4. Will Scott do the laundry? No, he won't.


2. Draw students' attention to the language focus. Read it aloud, and have students repeat after you.
3. Have student pairs take turns asking and answering the questions.

Student Book page 43

Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Have students look at the pictures and identify the actions and objects they see. Then direct students' attention to the question-and-answer pattern in the language focus.
2. Play Class CD2 Track 09 and point to the words. Have students repeat after the audio.

 **2.09** What will she do next?
She'll probably do the laundry.
they will/they'll, he will/he'll, she will/she'll

1. What will she do next?
She'll probably do the laundry.
2. What will she do next?
She'll probably make the bed.
3. What will she do next?
She'll probably mop the floor.
4. What will they do next?
They'll probably wash the car.
5. What will they do next?
They'll probably set the table.
6. What will he do next?
He'll probably dust the furniture.

3. Put students into pairs to take turns asking and answering the questions about the children.

Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the picture and chant title.
2. Play Class CD2 Track 10. Have students listen to the chant and point to the names of the two teams as they hear them.

 **2.10** Will He Hit a Home Run?

Will he hit a home run?

He probably won't.

Do the Reds play well?

No, they don't.

Who will score a run?

Maybe Bill.

Will the Blue Boys win?

They probably will.

3. Model the song line by line. Have students clap to keep the beat and repeat after you.
4. Have students do the chant several times together in pairs or groups.
5. Have small groups write their own chants.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Walk and Talk.** Use Student Cards 93–98 and the questions and answers. S1: *Will he (mop the floor)?* S2: *Yes, he will.*
- Play **Slap** with Student Cards 93–98. Make one student the caller. The other students will ask *What will they do next?* The caller responds *They'll (wash the car).*
- **Living Sentences.** Select sentences — both questions and statements — from the lesson.

Additional Resources

Workbook pages 40–41
Online Practice

Unit 5 The Future

Let's Learn More

Let's Learn More

A Learn the words. (CD2)

- do homework
- wash the dishes
- clean my desk
- set the alarm
- go fishing
- go swimming
- go bowling
- go to sleep

B Ask and answer. (CD2)

Kate, Jerry, Andy, and Scott are talking about what they will do after class.

What will you do after class?
I think I'll go to sleep after class.

C Play a game. Make sentences. (CD2)

He probably won't do homework.
They'll probably go fishing.

D What about you?

What will you do after class?
I'll probably _____ I probably won't _____

I can do this lesson.

44 Unit 5 The Future 45

Student Book pages 44–45

Topic:

- Predicting what will happen

Lesson Objective:

- Talking about what people think will or won't happen

Language:

do homework, wash the dishes, clean my desk, set the alarm, go fishing, go swimming, go bowling, go to sleep

What will you do after class? I think I'll go to sleep after class. He probably won't do homework. They'll probably go fishing.

Materials:

Teacher Cards 99–106; CD2 Tracks 11–13;
Student Cards 99–106 (Teacher's Resource Center)

Warm up

- **Word Prediction** develops confidence in anticipating language in conversations. Write the conversation from Unit 5, Let's Talk on the board, replacing a few words with blanks. Have students use the context around the blanks to predict the missing words. Encourage students to create new conversations with the same format.

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 99–106. Say the words and have students repeat them several times.
2. Introduce the language by writing the question *What will you do after class?* and *I think I'll...* on the board. Say *I think I'll clean my desk after class. How about you?* Ask students *What will you do after class?* and hold up Teacher Card 99 (*do homework*). Have them respond *I think I'll do homework after class.*

Student Book page 44

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 11. Have students listen to the vocabulary and point to the phrases as they hear them. Play the audio again and have students repeat the phrases.


-
- 2.11
- | | |
|------------------|--------------------|
| 1. do homework | 2. wash the dishes |
| 3. clean my desk | 4. set the alarm |
| 5. go fishing | 6. go swimming |
| 7. go bowling | 8. go to sleep |

2. Do a quick practice with the vocabulary. Display Teacher Cards 99–106. Call out a verb phrase. Have students point to the card and say the phrase. Do this with the rest of the phrases.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Present the question-and-answer pattern. Have students listen and repeat after you several times.
2. Have students look at the picture and describe what they see. Then play Class CD2 Track 12 and have students point to the activities.

-  **2.12** Kate, Jenny, Andy, and Scott are talking about what they will do after class.
- What will you do after class?
I think I'll go to sleep after class.
1. What will you do after class?
I think I'll go to sleep after class.
 2. What will you do after class?
I think I'll do homework after class.
 3. What will you do after class?
I think I'll go bowling after class.
 4. What will you do after class?
I think I'll clean my desk after class.


3. Have a volunteer come to the front of the class, take a Teacher Card, and show it to the other students. Ask *What will you do after class?* and have students answer *I think I'll (go bowling) after class.* Continue with the other cards and students.
4. Have student pairs take turns asking and answering questions about what the children will do after class.

Student Book page 45

C Play a game. Make sentences.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Model the sentences in the language focus. Read them again and have students repeat the sentences after you to practice pronunciation and intonation. Play Class CD2 Track 13. Point to the words as students listen to the audio. Then have students repeat after the audio.

-  **2.13** He probably won't do homework.
They'll probably go fishing.

2. Have students play the game in pairs. If necessary, review the vocabulary in each square on the game board, and make sure students understand that an **X** indicates a negative sentence and a **✓** indicates an affirmative one. Have students flip a coin to determine how many squares to move (one for heads, two for tails).

D What about you?

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the question. Have students repeat several times. Check for pronunciation and intonation.

2. Write a sample answer on the board, and have a volunteer read it aloud (e.g., *I'll probably clean my house after class. I probably won't go shopping.*).
3. Have students work individually to write their answers to the question. Then put students into pairs to take turns asking and answering the question. Go around the class and have each of the students stand and read their answers aloud.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Memory Game.** Give each student a Student Card from 99–106. Ask students *What will you do after class?* Students answer according to the card they hold (e.g., *I think I'll go to sleep.*). Collect the cards and then ask the class questions to test their memories (e.g., *What will Sara do after class?*).
- **Pass the Card.** Divide the class into several groups. Give each group a set of Student Cards 99–106. Put the cards in a zig-zag line on the table. When you say *Go!* one student starts at one end of the cards and says a sentence for each card. S2 starts immediately after S1 and S3 follows S2 so that everyone is moving along the cards at the same time. When all the students have finished, rearrange the cards and start again.
- On the board, write eight to ten vocabulary items from the unit in a column. Repeat the same words in a second column, but in a different order. Have students from two teams stand in front of each column. Call out each word or phrase, and have students find and circle it as quickly as possible.

Additional Resources


Unit 5 Worksheet B (Teacher's Resource Center)
Workbook pages 42–43
Online Practice

Let's Read

A Listen and read along. Then read again.

ELEPHANT CAMP

Today I went to an elephant camp in Thailand. The elephants and their trainers were playing soccer! They were very good. The elephants can play soccer better than I can!



Another elephant was painting a picture. Her name was Sai. She wrapped her trunk around the paintbrush. She painted a picture of a flower. Sai can paint better than I can!

I visited the elephant nursery, too. The baby elephants were very cute. They played all day. Maybe they'll be soccer players or painters someday!

New Words
another
wrapped
nursery
rule
painters


B Choose the correct answer.

- Where did he go?
a. to a zoo b. to a camp
- What did the baby elephants do all day?
a. They painted. b. They played.

C Understand the vocabulary.

She wrapped her trunk around the paintbrush.


What does wrapped her trunk around mean?



D Ask your partner.

- Can elephants paint pictures?
- Where were the baby elephants?

E Listen and write. Do you hear wr or wh?



F Learn about words. Read and write.

paint + brush = paintbrush

1. _____ + _____ = fireworks 2. _____ + _____ = sunglasses
3. _____ + _____ = snowboard 4. _____ + _____ = jellyfish

I can do this lesson.

Topic:

- An elephant camp

Lesson Objectives:

- Reading an essay that recycles the language from previous lessons
- Learning new vocabulary
- Learning words with the sounds /wr/ and /wh/
- Learning how to form compound words

Language:

wrapped her trunk around, write, wrap, white, whale
paint + brush = paintbrush

Materials:

CD2 Tracks 14–16

Student Book pages 46–47

Warm up

1. Review the vocabulary words from the previous units' reading selections by writing the words *reach(ed)*, *look(ed) like*, *picked*, and *swirl(ed)* on the board. Read the words aloud. Ask volunteers to choose a word or phrase, say it aloud, and use it in a sentence that shows the meaning. Provide context sentences as needed, such as *She swirled the paint around in the bowl.*
2. Review the chart you made of words and sounds from the previous units. Introduce the new phonics words by writing the known words *write* and *whale* on the board. Say the words and have students repeat. Ask volunteers to write the words on the board and underline the letters at the beginning of each word. Tell students to look for these sounds and letters in the article they will read.

Student Book page 46

A Listen and read along. Then read again.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before students listen to the article, have them read the words they know.

2. Read the article title aloud and explain that students are going to read some interesting — and surprising — information about elephants.
3. Write the new words on the board, or draw students' attention to the box on the page.
4. **Read Along.** Play Class CD2 Track 14. Have students listen to the article and follow along in their books. Encourage them to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.

2.14 Elephant Camp

Today I went to an elephant camp in Thailand. The elephants and their trainers were playing soccer! They were very good. The elephants can play soccer better than I can!

Another elephant was painting a picture. Her name was Sai. She wrapped her trunk around the paintbrush. She painted a picture of a flower. Sai can paint better than I can!


I visited the elephant nursery, too. The baby elephants were very cute. They played all day. Maybe they'll be soccer players or painters someday!

5. Discuss the article, asking students *What were the elephants and their trainers playing? What did Sai paint? Will the baby elephants be painters someday?*
6. **Paired Reading.** Have students take turns reading the article in pairs or small groups.

B Choose the correct answer.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 15. Students read along silently.

-  2.15
1. Where did he go?
 2. What did the baby elephants do all day?

2. In pairs, students read and answer the questions. Make sure students understand why *b* is the correct choice for both questions.

Student Book page 47

C Understand the vocabulary.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Read the sentence and the question aloud. Have students say the phrase *wrapped her trunk around* with you. Ask students to work individually to choose the correct answer.
2. Have students find the phrase in the article. Help them understand why *c* is the correct choice.

D Ask your partner.


See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the questions and have students repeat. Put them into pairs to ask and answer the questions.
2. Ask the questions and have student volunteers share their answers with the class.

E Listen and write. Do you hear *wr* or *wh*?

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 16. Have students listen and point to the letters and words as they hear them. Play the audio again for students to repeat. Then have students write the sounds they hear.

-  2.16
1. write
 2. wrap
 3. white
 4. whale

2. Divide the class into two groups, and assign one sound — /wr/ or /wh/ — to each. Say the following words at random: *whale*, *wrap*, *write*, *white*. Have students stand up and then sit down quickly when they hear their sound. Add the new phonics sounds and words to your chart.

F Learn about words. Read and write.

See *Teaching Writing*, Teacher's Guide page 15.

1. Ask students to point to the words *paint* and *brush*. Say the words aloud and have students listen. Then say them again for students to repeat.
2. Direct students' attention to the words within the arrow. Ask *What word do we have when we put paint and brush together?*
3. Put students into pairs to complete the activity. Have volunteers write the answers on the board.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Play **Scrambled Sentences** with the sentences from the article.
- **Readers' Theater**. Assign parts of the article to students, and then have them read the entire article aloud.
- Play the **Stand Up Game** with some words from the article.
- **Workbook Activity**. Have students identify new or familiar words from "Elephant Camp" in "Amazing Elephants" on Workbook page 44. Encourage students to find and say the words with *wr* or *wh*. Draw students' attention to the Review Words box on the page. Ask volunteers to choose a word, say it aloud, and use it in a sentence that shows the meaning. Then have students read the text and complete the activities for homework or in class.

Additional Resources

Workbook pages 44–45

Online Practice

Unit 6 Fun in the Seasons

Let's Talk

Unit 6 Fun in the Seasons Let's Talk

A Listen and say.

Scott: Summer is my favorite season.
Andy: Why?
Scott: Because it's hot and there's no school.

Scott: What's your favorite season?
Andy: Winter.
Scott: Why?
Andy: Because I like skiing.

Scott: I like skiing, too... waterskiing!
Andy: That sounds like fun. Let's go waterskiing this summer!

Did You Know?
Summer in the Northern Hemisphere is usually June, July, and August. Summer in the Southern Hemisphere is usually December, January, and February.

B Watch the video.

C Practice the words. Ask and answer.

winter: 1. ice skating 2. skiing
spring: 3. planting flowers 4. flying kites
summer: 5. going to the beach 6. waterskiing
fall: 7. camping 8. picking apples

D Listen and chant.

Why do you like winter?
I like winter because I like ice skating.

What's Your Favorite Season?

What's your favorite season?
I love winter.
I don't like winter at all.
Why do you hate winter?
Because I hate the cold.
I like spring or fall.

What's your favorite season?
I love summer.
I don't like summer at all.
Why do you hate summer?
Because I hate the heat.
I don't like summer at all.

I can do this lesson.

48 Unit 6 Fun in the Seasons

Student Book pages 48–49

Topic:

- The four seasons

Lesson Objective:

- Talking about favorite seasons and the activities students like to do during the different seasons

Language:

Summer is my favorite season. What's your favorite season? Winter. Why? Because I like skiing. I like skiing, too...waterskiing! That sounds like fun.

winter: ice skating, skiing; spring: planting flowers, flying kites; summer: going to the beach, waterskiing; fall: camping, picking apples

Materials:

Teacher Cards 107–114; CD2 Tracks 17–21; Student Cards 107–114, Unit 6 Let's Talk Video, and Unit 6 Let's Talk Video Script (Teacher's Resource Center)

Warm up

1. Use **Memory Chain** to discuss activity preferences. S1: *I like (running).* S2: *Ana likes running. I like (playing video games).*
2. Introduce the new activities vocabulary using Teacher Cards 107–114. Show each card and say the phrase for students to repeat.

Student Book page 48

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Model the conversation. Have students repeat the lines after you to practice pronunciation and intonation. Have students take one role while you take the other, and then reverse.
2. Have students identify the activities in the scene. Play Class CD2 Track 17 and have students point to the characters. Explain new language, if necessary.

2.17 Summer is my favorite season.

Why?

Because it's hot and there's no school.

What's your favorite season?

Winter.

Why?

Because I like skiing.

I like skiing, too...waterskiing!

That sounds like fun. Let's go waterskiing this summer!

3. Point out the **Did You Know?** note. Ask students *When is summer in this country? When is winter?*
4. Play Class CD2 Track 18. Play it again and have students repeat, copying the rhythm and speed.

2.18 I like waterskiing.

That sounds like fun.

5. Play **Conversation Lines**. Then have students practice it again in two groups and in pairs.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video (see video script on page 102). Ask students to answer the question *Can you ski or waterski?* Have students mime a sport they can do or would like to learn. Explain any new language.
2. Play the video again. Have students act out *skiing* and *waterskiing* as they watch. Play it once more, pausing after each exchange. Have students repeat the extended conversation, copying any gestures, emotions, and actions.

- Distribute the Unit 6 Let's Talk video script. Divide the class into two groups and have them act out the extended conversation as Scott and Andy. Support as necessary. Then have students practice in pairs, focusing on the language and emotions.
- Students swap roles and role-play the extended conversation again, using different sports.

Student Book page 49

C Practice the words. Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

- Play Class CD2 Track 19. Have students point to the seasons and activities they hear. Students listen again and repeat. Check pronunciation.

▶▶ 2.19	winter:	1. ice skating	2. skiing
	spring:	3. planting flowers	4. flying kites
	summer:	5. going to the beach	6. waterskiing
	fall:	7. camping	8. picking apples

- Hold up Teacher Cards 107–114, and have students say each phrase. Gradually pick up speed.
- Direct students' attention to the language focus and play Class CD2 Track 20.

▶▶ 2.20	Why do you like winter? I like winter because I like ice skating.
	1. Why do you like winter? I like winter because I like ice skating.
	2. Why do you like winter? I like winter because I like skiing.
	3. Why do you like spring? I like spring because I like planting flowers.
	4. Why do you like spring? I like spring because I like flying kites.
	5. Why do you like summer? I like summer because I like going to the beach.
	6. Why do you like summer? I like summer because I like waterskiing.
	7. Why do you like fall? I like fall because I like camping.
	8. Why do you like fall? I like fall because I like picking apples.

- Have pairs ask and answer the questions.

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

- Play Class CD2 Track 21. Have students listen to the chant and point to the girls when they speak.

▶▶ 2.21 What's Your Favorite Season?

What's your favorite season?

I love winter.

I don't like winter at all.

Why do you hate winter?

Because I hate the cold.

I like spring or fall.

What's your favorite season?

I love summer.

I don't like summer at all.

Why do you hate summer?

Because I hate the heat.

I don't like summer at all.

- Model the song line by line. Have students clap to keep the beat and repeat after you.
- Have students do the chant several times together in pairs or groups.
- Put students into small groups to create their own chants, following the pattern of the chant.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Play **Charades** using Teacher Cards 107–114.
- Have students draw or cut out pictures of activities they like to do during different seasons. Ask the class questions. T: *Why does (Alex) like (summer)?* Ss: *(Alex) likes (summer) because he likes (going to the beach).*
- Fill in the Blanks** gives students practice writing as they adapt the Let's Talk conversation. Write the conversation on the board, leaving out the seasons and activities. Have students work alone or in pairs to fill in the blanks. Have students practice their original conversation in pairs.

Additional Resources

Workbook pages 46–47

Online Practice

Unit 6 Fun in the Seasons

Let's Learn

Let's Learn

A Learn the words.

- went backpacking
- raked leaves
- went sledding
- had a snowball fight
- had a picnic
- picked flowers
- went swimming
- built a sandcastle

B Ask and answer.

Andy, Kate, Scott, and Jenny are showing photos of what they did last weekend.

What did you do last weekend?
I built a sandcastle.

C Ask and answer.

Weekend Activities

What did he do last weekend?
He went backpacking.

D Listen and sing.

What Did You Do?

What did you do?
Where did you go?
Who did you see last night?
Please tell me.
What did you do?
Where did you go?
I had fun last night.
Oh, what did you do?
Where did you go?

I had a wonderful time.
I stayed home and did my homework.
I had a wonderful time.

I can do this lesson.

50 Unit 6 Fun in the Seasons

Student Book pages 50–51

Topic:

- Past activities

Lesson Objective:

- Talking about last weekend

Language:

went backpacking, raked leaves, went sledding, had a snowball fight, had a picnic, picked flowers, went swimming, built a sandcastle

What did you do last weekend? I built a sandcastle. What did he do last weekend? He went backpacking.

Materials:

Teacher Cards 115–122; CD2 Tracks 22–25; Student Cards 115–122 (Teacher's Resource Center)

Warm up

- Give each student pair a calendar page. Have pairs take turns pointing to a date and asking either *What did you do (on Saturday)?* or *What are you going to do on the (29th)?* Students can answer with true or imagined information.

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 115–122. Say the words and have students repeat them several times.
2. To introduce the language, write on the board *What did you do last weekend?* Hold up Teacher Card 121 (*went swimming*) and have students answer *I went swimming*. Hold up Teacher Card 121 again, and ask *What did he do last weekend?* Students answer *He went swimming*.

Student Book page 50

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 22. Have students point to the phrases they hear. Play it again, have students repeat the phrases, and check pronunciation.



1. went backpacking
2. raked leaves
3. went sledding
4. had a snowball fight
5. had a picnic
6. picked flowers
7. went swimming
8. built a sandcastle

2. Display Teacher Cards 115–122. Call out a phrase. Have students point to the phrase and say it aloud. Repeat with each verb phrase.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students describe what they see in the pictures. Play Class CD2 Track 23 and have students point to the past activities shown.



Andy, Kate, Scott, and Jenny are showing photos of what they did last weekend.

What did you do last weekend? I built a sandcastle.

1. What did you do last weekend? I built a sandcastle.
2. What did you do last weekend? I went backpacking.
3. What did you do last weekend? I had a picnic.
4. What did you do last weekend? I raked leaves.

2. Point out the language focus. Write the pattern on the board, read it, and have students repeat it. Check that they are using falling intonation on the *Wh-* question.

- Have student pairs take turns asking and answering the question.

Student Book page 51

C Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

- Have students identify the actions and objects they see in the picture. Then direct students' attention to the question-and-answer pattern in the language focus. Write the new language on the board.
- Play Class CD2 Track 24 and point to the words. Have students repeat after the audio.



2.24

What did he do last weekend?
He went backpacking.

- What did he do last weekend?
He went backpacking.
- What did they do last weekend?
They built a sandcastle.
- What did they do last weekend? They had a picnic.
- What did he do last weekend? He went swimming.
- What did she do last weekend? She went sledding.
- What did she do last weekend? She picked flowers.
- What did they do last weekend?
They had a snowball fight.

- Put students into pairs to take turns asking and answering the questions about the children.

D Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

- Have students look at the picture and song title.
- Play Class CD2 Track 25. Have students point to the question words (*what, where, who*) they hear.



2.25

What Did You Do?

What did you do? Where did you go?
Who did you see last night? Please tell me.
What did you do? Where did you go?
I had fun last night.
Oh, what did you do? Where did you go?
I had a wonderful time.
I stayed home and did my homework.
I had a wonderful time.

What did he do? Where did he go?
Who did he see last night? Please tell me.
What did he do? Where did he go?

He had fun last night.
Oh, what did he do? Where did he go?
He had a wonderful time.
He stayed home and did his homework.
He had a wonderful time...last night.
He had a wonderful time.

- Model the song line by line. Have students clap to keep the beat and repeat after you.
- Have pairs or groups sing the song several times.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- True Statements.** Have students talk about their activities the previous week.
- Play **Tic-Tac-Toe** with Teacher Cards as cues. Have students ask or answer *Wh-* or *Yes/No* questions about past activities.
- Original Story.** Write a story outline on the board incorporating past and future sentence patterns and *probably*. Have students work in pairs to fill in the missing information and write an original story together. For example:
Last summer, _____ went _____ on vacation. _____ had a _____ time. _____ likes _____ Next summer, _____ will probably _____ on vacation.

Additional Resources

Unit 6 Worksheet A (Teacher's Resource Center)
Workbook pages 48–49
Online Practice

Unit 6 Fun in the Seasons

Let's Learn More

Let's Learn More

A Learn the words.

1. go trekking
2. go to a water park
3. go rafting
4. go to a baseball game
5. go scuba diving
6. go surfing
7. go snowboarding
8. go horseback riding

B Make sentences.

Andy, Scott, Jenny, and Kate are planning their next vacations. What will they do?

Andy will probably go surfing.

C Ask and answer.

1. last summer
next summer

2. last winter
next winter

3. last spring
next spring

4. last fall
next fall

What did he do last summer?
He went to a water park.

What will he do next summer?
He's probably go scuba diving.

D What about you?

What did you do last summer?
What did you do last month?

What will you do next summer?
What will you do tomorrow?

I can do this lesson.

52 Unit 6 Fun in the Seasons

Student Book pages 52–53

Topic:

- Past and future activities

Lesson Objective:

- Talking about future plans and past experiences

Language:

go trekking, go to a water park, go rafting, go to a baseball game, go scuba diving, go surfing, go snowboarding, go horseback riding

Andy will probably go surfing. What did he do last summer? He went to a water park. What will he do next summer? He'll probably go scuba diving.

Materials:

Teacher Cards 115–130; CD2 Tracks 26–28; Student Cards 115–130 (Teacher's Resource Center)

Warm up

- **Concentration.** Use Student Cards 115–122 to review vocabulary for past activities.

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 123–130. Say the words and have students repeat them several times.
2. To introduce the language, write on the board *What will you do next summer? What did you do last winter?* Have students brainstorm a list of activities they do in the summer and winter. Write their ideas on the board. Then ask student volunteers to answer the two questions with true information. Help with vocabulary as necessary.

Student Book page 52

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 26. Have students listen to the verb phrases and point to the activities as they hear them. Play the audio again and have students repeat the phrases.



2.26

1. go trekking
2. go to a water park
3. go rafting
4. go to a baseball game
5. go scuba diving
6. go surfing
7. go snowboarding
8. go horseback riding

2. Do a quick practice with the vocabulary. Display Teacher Cards 123–130. Call out an activity. Have students point to the activity and say the verb phrase aloud. Repeat with each phrase.

B Make sentences.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe who and what they see. Then play Class CD2 Track 27, and have students listen and point to the item in the picture that shows what each friend will do on his or her next vacation.



2.27

Andy, Scott, Jenny, and Kate are planning their next vacations. What will they do?

Andy will probably go surfing.

1. Andy will probably go surfing.
2. Scott will probably go scuba diving.
3. Jenny will probably go snowboarding.
4. Kate will probably go horseback riding.


2. Have a volunteer come to the front of the class, take a Teacher Card, and show it to the other students. To match the exercise, use a character's name when you ask *What will Andy do?* Have the students answer *Andy will probably go surfing.* Continue with the other cards and students.
3. Have student pairs take turns making sentences about the picture.

Student Book page 53

C Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Present the language focus, modeling the questions and responses, and having students listen and repeat the lines after you to practice pronunciation and intonation. Write the patterns on the board, or direct students' attention to their books.
2. Play Class CD2 Track 28. Have students look at the pictures, identify the places, and describe the people. Then play the audio several times.

-  **2.28** What did he do last summer?
He went to a water park.
What will he do next summer?
He'll probably go scuba diving.
1. What did he do last summer?
He went to a water park.
What will he do next summer?
He'll probably go scuba diving.
 2. What did he do last winter?
He went sledding.
What will he do next winter?
He'll probably go snowboarding.
 3. What did she do last spring?
She went to a baseball game.
What will she do next spring?
She'll probably go rafting.
 4. What did they do last fall?
They went horseback riding.
What will they do next fall?
They'll probably go trekking.

3. Have student pairs take turns asking and answering questions about the people and their past and future activities.

D What about you?

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the questions. Have students repeat several times. Check for pronunciation and intonation.

2. Write some sample answers on the board, and ask student volunteers to read them aloud (e.g., *I went trekking last summer. I'll go scuba diving next summer. I saw three movies last month. I'll go to a baseball game tomorrow.*)
3. Have students work individually to write their answers to the questions. Then put students into pairs to take turns asking and answering the questions. Go around the class and have each of the students stand and read one or two of their answers aloud.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Question Toss.** Have the class form a circle. Toss a ball or beanbag to S1 and ask a question about a future plan or a past experience. S1 responds, tosses the beanbag to another student, and asks a question. Continue until all the students have had a chance to participate.
- Review talking about activity preferences with **Memory Chain.** For example:
S1: *I went scuba diving last summer.*
S2: *She went scuba diving last summer. I went horseback riding.*
S3: *She went scuba diving last summer. He went horseback riding. I went to a water park.*
- Play **Walk and Talk** using Student Cards 115–130 in nonmatching pairs.

Additional Resources

Unit 6 Worksheet B (Teacher's Resource Center)
Workbook pages 50–51
Online Practice

Let's Read

A Listen and read along. Then read again.

Butterflies

The monarch butterflies are here in California! They usually live up north in Canada during the summer. Every winter, they spread their wings and fly south to Mexico because they don't like the cold.

In the winter, the butterflies stop in California to rest. They are in all the trees. Winter is my favorite season because the butterflies are here. They are graceful, colorful, and wonderful.

Monarchs butterflies are beautiful. They fill the sky with orange and black spots when they fly.

In the spring, they will fly north again to Canada.

New Words
monarch butterfly
north
spread
wings
south
wonderful




B Choose the correct answer.

1. Where do monarch butterflies usually live? a. in the north b. in the south
2. Where will the butterflies go in the spring? a. north b. south

C Understand the vocabulary.

They spread their wings and fly.

What does spread mean?

a.  b.  c. 

D Ask your partner.

1. Why do the butterflies fly south in the winter?
2. What's your favorite season? Why?

E Listen and write. Do you hear spr or sp?

1. ... of 2. ... ing 3. ... again 4. ... ad 5. ... ed

F Learn about words. Read and write.

color → color + ful → colorful

1. grace 2. wonder

i can do this lesson.

Unit 6 Fun in the Seasons 55

Topic:

• Butterflies

Lesson Objectives:

- Reading a photo essay that recycles the language from previous lessons
- Learning new vocabulary words
- Learning words with the sounds /spr/ and /sp/
- Learning how to form adjectives with *-ful*

Language:

spread, spot, spring, spaghetti, speak
color + ful = colorful

Materials:

CD2 Tracks 29–31

Student Book pages 54–55

Warm up

1. Play a variation of **Charades** using the vocabulary words students have learned in the previous units' reading selections. Provide teacher-made word cards for *reach*, *picked*, *swirl*, and *wrapped*. After choosing a card, ask students to act out the word using gestures or classroom items when necessary.
2. Review the chart you made of sounds and words from the previous units. Introduce the new phonics words by writing the known words *spring* and *spaghetti* on the board. Say the words and have students repeat. Ask volunteers to write the words on the board and underline *spr* and *sp*. Tell students they will see words that begin with these sounds and letters in the photo essay they will read.

Student Book page 54

A Listen and read along. Then read again.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before students listen to the photo essay, have them try to read the words they know.

2. Read the title and explain that the photo essay is about a special kind of butterfly.
3. Write the new words on the board, or draw students' attention to the box on the page.
4. **Read Along.** Play Class CD2 Track 29. Have students follow along in their books. Encourage them to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.

2.29 Butterflies

The monarch butterflies are here in California! They usually live up north in Canada during the summer. Every winter, they spread their wings and fly south to Mexico because they don't like the cold.

In the winter, the butterflies stop in California to rest. They are in all the trees. Winter is my favorite season because the butterflies are here. They are graceful, colorful, and wonderful.

Monarch butterflies are beautiful. They fill the sky with orange and black spots when they fly.


In the spring, they will fly north again to Canada.

5. Ask students *When do monarch butterflies fly south to Mexico? Where do monarch butterflies stop to rest?*
6. **Paired Reading.** Have students take turns reading the photo essay in pairs or small groups.

B Choose the correct answer.

See *Teaching Phonics and Reading, Teacher's Guide* page 15.

1. Play Class CD2 Track 30. Students read along silently.

-  2.30
1. Where do monarch butterflies usually live?
 2. Where will the butterflies go in the spring?

2. In pairs, students read and answer the questions. Make sure students understand why *a* is the correct choice for both questions.

Student Book page 55

C Understand the vocabulary.

See *Teaching Vocabulary, Teacher's Guide* page 13.

1. Read the sentence and the question aloud. Have students say the verb *spread* with you. Ask students to work individually to choose the correct answer.
2. Encourage students to find the verb in the photo essay and use the context to understand the meaning of new words. Help students understand why *a* is the correct choice.

D Ask your partner.

See *How to Practice Language in Pairs and Groups, Teacher's Guide* page 14.


1. Read the questions and have students repeat. Put them into pairs to ask and answer the questions.
2. Ask the questions and have student volunteers share their answers with the class.

E Listen and write.

Do you hear *spr* or *sp*?

See *Teaching Phonics and Reading, Teacher's Guide* page 15.

1. Play Class CD2 Track 31. Have students listen and point to the letters and words as they hear them. Play the audio again for students to repeat. Then have students write the sounds they hear.

-  2.31
1. spot 2. spring 3. spaghetti 4. spread 5. speak

2. Divide the class into two groups, and assign one sound — /spr/ or /sp/ — to each. Say the following words at random: *spread, spaghetti, spot, speak, spring*. Have students stand up and then sit down quickly when they hear their sound. Add the new phonics sounds and words to your chart.

F Learn about words. Read and write.

See *Teaching Writing, Teacher's Guide* page 15.

1. Ask students to point to the words *color* and *colorful*. Say the words aloud and have students listen. Then say them again for students to repeat.
2. Direct students' attention to the text within the arrow. Ask *What word do we have when we put color and ful together?*
3. Put students into pairs to complete the activity. Have students write the answers on the board.



I can do this lesson.

See *Teaching with Can-Do Statements, Teacher's Guide* page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Play **Scrambled Sentences** using sentences from the photo essay.
- **Sentence Dictation**. Choose five or six sentences from the photo essay. Read the sentences and have students write them.
- Play the **Stand Up Game** with some words from the photo essay.
- **Workbook Activity**. Have students identify new or familiar words from "Butterflies" in "What Do You Know About Butterflies?" on Workbook page 52. Encourage students to find and say the words with *spr* or *sp*. Draw students' attention to the Review Words box on the page. Ask volunteers to choose a word, say it aloud, and use it in a sentence that shows the meaning. Then have students read the text and complete the activities for homework or in class.

Additional Resources

Workbook pages 52–53

Online Practice

Let's Review Units 5 and 6

Student Book pages 56–57

Lesson Objective:

- Reviewing language from Units 5 and 6 and practicing test-taking skills

Review Language:

- Units 5 and 6 language and vocabulary

Materials:

- Teacher Cards 93–98; CD2 Tracks 32–33; Student Cards 93–98 (Teacher's Resource Center)

Let's Talk

1. Review the conversation and vocabulary in Unit 5 using a variant of **Walk and Talk**. Cut out a variety of pictures of children and place them around the room. As students circulate in pairs, they take turns guessing what the children will be when they grow up.
2. Use **Living Dialogues** to review the Unit 6 conversation with students.
3. **Memory Chain**. Put students into small groups. Students talk about their future occupations, adding their own occupation onto a group chain. S1: *I think I'll be a (designer)*. S2: *He thinks he'll be a designer. I think I'll be a (flight attendant)*.
4. **Question Toss**. As students toss the beanbag or ball, they ask questions about seasons. S1: *Callie, what's your favorite season?* S2: *I like (spring)*. S1: *Why do you like spring?* S2: *I like spring because I like planting flowers.*

Let's Learn/Let's Learn More

1. **Guess the Card**. Display Teacher Cards 93–98. S1 chooses a card but doesn't say which one. T: *Will she set the table?* Ss: *Yes, I think she will.* S1 then acts out the activity on the card so that students can check the accuracy of their guess.

2. Have students practice the language in Unit 6 by ordering activities for two children's schedules. Prepare cards, each listing past and future activities for Danny and Amy. Make sure there are enough cards for each student to have one. Students read the activity cards and divide themselves into two groups — one for Danny and one for Amy. Then, within each group, students put the activities in time order, from past to future. Have students tell the class the schedule.
3. Have students review the song and chants.

Let's Read

Phonics: *write, wrap, white, whale, spot, spring, spaghetti, spread, speak*

1. Review the phonics sounds with a **Board Race**. Write the letters *wr, wh, spr,* and *sp* on the board. Divide students into teams. Say one of the phonics words. Students from each team race to the board to touch the sound they hear.
2. **Read Along**. Have students read "Elephant Camp" (Class CD2 Track 14) and "Butterflies" (Class CD2 Track 29) along with the audio. Then have students show that they understand the passages by playing **That's Not Right!**


Let's Review

The listening assessment provides practice for students planning to take standardized tests, such as the Cambridge English Qualifications.

Student Book page 56

A Listen and check.

1. Before students open their books, prepare them for the test procedure. On the board, set up a sample to resemble A, using Teacher Cards 93, 95, and 97 (chores). Write the letter *A* and a small box below the first card, *B* and a box below the second, and *C* and a box below the third. Have one student stand by the cards. Say *What will he do next? He'll probably mop the floor.* The student points to the correct card and checks the correct letter. Repeat until all students understand the procedure.
2. Have students look at the test in the book. Have students identify the occupations and activities. Encourage students to anticipate the language they might hear on the audio.
3. Play Class CD2 Track 32. Have students listen and point to the appropriate pictures.

-  2.32
1. What do you think he'll be?
I think he'll be a tennis player.
 2. What will she do next?
She'll probably dust the furniture.
 3. What will he do next?
He'll probably wash the car.
 4. What will she do after class?
She'll probably go swimming after class.
 5. Why do you like spring?
I like spring because I like planting flowers.
 6. What did he do last weekend?
He went snowboarding.
 7. What will she do on her next vacation?
She'll probably go horseback riding.
 8. What will they do next summer?
They'll probably go rafting.

4. Play Track 32 again and have students do the exercise as a written test. Correct the test with students. **Note:** If you want to do this as a formal test, have students do the written test without listening and pointing to the pictures first.
5. Have the students use the pictures on page 56 for further review. Have student pairs create their own listening test items for each other.

Student Book page 57

B Let's read about Mt. Everest.

1. Ask students if they know where Mount Everest is. Ask students to predict what John and Lisa wrote in their blog based on the pictures.
2. Have students look at the sentences, identify the words they know, and try to read the sentences.
3. Teach the new words and make sure students can pronounce them correctly
4. Play Class CD2 Track 33 and have students listen.

2.33 John and Lisa's Travel Blog

We're in Nepal!

Namaste from Mt. Everest, Nepal!

We're not at the top of Mt. Everest because only mountain climbers can go there. But we can see the top!

We stayed with a host family in a small village last night. Everyone was very friendly. We ate curry and bread for dinner. It was delicious.

Summer is trekking season. It's too cold in the winter. Tomorrow, our guides will take us to the Everest Base Camp. We'll be at the top of the world!

C Write about your visit to a new place.

1. Review the vocabulary and structures in the blog.
2. Have students write their descriptions. Then have student pairs read each other's writing. Finally, correct students' work.

Additional Resources

Unit 5 Test (Teacher's Resource Center)

Unit 6 Test (Teacher's Resource Center)

Drills and Games (Teacher's Resource Center)

Workbook pages 54–55

Online Practice

Unit 7 The Senses Let's Talk

A Listen and say.

Scott: Something smells good. What are you doing?
 Kate: I'm baking cookies.
 Scott: Are they done?
 Kate: Almost.

Kate: Oh, no.
 Scott: What happened?
 Kate: I don't know. They don't look good.
 Scott: They smell good. I'll try one.

Kate: How is it?
 Scott: It tastes great.

B Watch the video.

What happened?
 I don't know.

C Say these.

1. Look at the butterfly. It looks beautiful.
 2. Listen to the music. It sounds wonderful.
 3. Smell the flower. It smells good.
 4. Touch the rabbit. It feels soft.
 5. Taste the candy. It tastes sweet.

D Practice the words. Make sentences.

1. sunset 2. bird 3. rose 4. pillow 5. strawberry

E Listen and chant.

Listen! Do You Hear That Music?

Listen! Do you hear that music?
 Yes, I do. It sounds beautiful!
 Look! Do you see that rainbow?
 Yes, I do. It looks amazing!
 Taste those cookies. They taste good.
 Minivan. They're delicious!

Smell the roses. They smell sweet.
 Minivan. They smell wonderful!
 Touch this pillow. It feels soft.
 Minivan. It feels nice!

I can do this lesson.

Student Book pages 58–59

Topic:

- Sense verbs

Lesson Objective:

- Using sense verbs to describe objects

Language:

Something smells good. I'm baking cookies. Are they done? Almost. What happened? They don't look good. They smell good. I'll try one. How is it? It tastes great!

look, listen, smell, touch, taste, sunset, bird, rose, pillow, strawberry

Materials:

Teacher Cards 107–114, 131–140; CD2 Tracks 34–39; Student Cards 107–114, 131–140, Unit 7 Let's Talk Video, and Unit 7 Let's Talk Video Script (Teacher's Resource Center)

Warm up

1. **Charades.** Use Teacher Cards 107–114.
2. Introduce the new language using Teacher Cards 131–135. Show one card at a time and say the sentences. Have students repeat several times.

Student Book page 58

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Model the conversation and have students repeat. Have students take one of the roles while you take the other, and then reverse.
2. Have students identify the characters. Play Class CD2 Track 34 and have students listen several times: with eyes closed, while pointing to the characters, while repeating familiar words.

2.34 Something smells good. What are you doing?

I'm baking cookies.

Are they done?

Almost.

Oh, no.

What happened?

I don't know. They don't look good.

They smell good. I'll try one.

How is it?

It tastes great!

3. Play Class CD2 Track 35. Play it again for students to repeat, copying the intonation and speed.

2.35 What happened? I don't know.

4. Play **Conversation Lines**.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video (see video script on page 102). Pause it after Scott asks *What happened to the cookies? Do you know?* Elicit responses, then play the rest of the video. Explain new language, if necessary.
2. Play the video. Have students raise their hands when they hear *cookies*. Play it again, pausing after each exchange. Have students repeat it and copy any gestures, emotions, and actions.
3. Distribute the Unit 7 Let's Talk video script. In two groups, have the class act out the extended conversation as Scott and Kate. Support as necessary. Then have student pairs practice it, focusing on language and emotions.


4. Students role-play the extended conversation again using different foods.

Student Book page 59

C Say these.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 36. Have students listen and point to the sentences as they hear them. Students listen again and repeat the sentences.


-  2.36
1. Look at the butterfly. It looks beautiful.
 2. Listen to the music. It sounds wonderful.
 3. Smell the flower. It smells good.
 4. Touch the rabbit. It feels soft.
 5. Taste the candy. It tastes sweet.

2. Hold up Teacher Cards 131–135, and have students say each sentence. Gradually pick up speed.


D Practice the words. Make sentences.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Play Class CD2 Track 37. Have students point to the words as they hear them.

-  2.37
1. sunset
 2. bird
 3. rose
 4. pillow
 5. strawberry

2. Read each word on Teacher Cards 136–140 and have students repeat several times.
3. Point out the language focus. Play Class CD2 Track 38. Have students point to the appropriate picture. Play it again and have students repeat.

-  2.38
- Look at the sunset. It looks beautiful.
1. Look at the sunset. It looks beautiful.
 2. Listen to the bird. It sounds wonderful.
 3. Smell the rose. It smells good.
 4. Touch the pillow. It feels soft.
 5. Taste the strawberry. It tastes sweet.

4. Have student pairs take turns making sentences about the objects in the pictures.

E Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the picture and the title of the chant. Play Class CD2 Track 39.

2.39 Listen! Do You Hear That Music?

Listen! Do you hear that music?
Yes, I do. It sounds beautiful!
Look! Do you see that rainbow?
Yes, I do. It looks amazing!
Taste these cookies. They taste good.
Mmmm. They're delicious!
Smell the roses. They smell sweet.
Mmmm. They smell wonderful!
Touch this pillow. It feels soft.
Mmmm. It feels nice!

2. Model the song line by line. Have students clap to keep the beat and repeat after you.
3. Have pairs or groups do the chant several times.
4. Have small groups write their own chants. Make sure students understand that the sense verb needs an *-s* with singular nouns and the pronoun *it*; plural nouns and the pronoun *they* take verbs without final *-s*.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Divide students into two teams. Display Teacher Cards 136–140. Say a sense verb. S1 from each team races to touch a card that can be used with that sense verb. A correct response earns a point.
- Students work in pairs. S1 makes a sentence starting with *Smell*. S2's follow-up sentence starts with *It* or *They*, depending on the object used by S1. Then S2 makes a sentence and S1 follows up. S1: *Smell the flowers.* S2: *They smell good.* S2: *Touch the pillow.* S1: *It feels soft.*
- Show an object Teacher Card. Help students use different sense verbs in sentences about the object (e.g., *Look at the rose. It looks beautiful. Smell the rose. It smells good.*)

Additional Resources

Workbook pages 56–57
Online Practice

Let's Learn

A Learn the words. 4:23

1. rainbow / beautiful 2. mask / ugly 3. music / wonderful
4. noise / awful 5. garbage / bad 6. soap / good

B Make sentences. 4:32

Kate, Jenny, Scott, and Andy are using their senses. How do the things around them look, sound, and smell?

The rainbow looks beautiful.

look → looks
smell → smells

C Ask and answer. 4:35

1. butterfly / beautiful 2. garbage / bad 3. noise / awful
4. mask / ugly 5. music / wonderful 6. rose / good

How does the butterfly look?
It looks beautiful.

D Listen and chant. 4:37

I Smell Smoke

I smell smoke.
Somebody's burning.
It smells terrible.
It smells awful.

I see a horse.
Somebody's riding.
It looks wonderful.
It looks beautiful.

I hear music.
Somebody's singing.
It sounds wonderful.
It sounds beautiful.

I hear English.
Somebody's speaking.
It sounds interesting.
It sounds beautiful.

I can do this lesson.

Student Book pages 60–61

Topic:

- Sensory adjectives

Lesson Objective:

- Using sensory adjectives to describe how things look, smell, and sound

Language:

rainbow/beautiful, mask/ugly, music/wonderful, noise/awful, garbage/bad, soap/good

The rainbow looks beautiful. How does the butterfly look? It looks beautiful.

Materials:

Teacher Cards 141–146; CD2 Tracks 40–43; Student Cards 141–146 (Teacher's Resource Center)

Warm up

- Have students review sense verbs and adjectives by playing **Sentence Toss** (like **Question Toss**). Students can sit or stand in a circle. S1 makes a statement (e.g., *Amy, listen to the music.*) and tosses a beanbag to S2. S2 catches the beanbag and adds another statement to S1's (e.g., *It sounds wonderful.*). S2 then identifies another student by name and makes another statement (e.g., *Tony, taste the cookies.*).

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 141–146. Say the word pairs and have students repeat them several times.
2. To introduce the language, write on the board *How does the rainbow look?* Hold up Teacher Card 141 and have students answer *It looks beautiful.*

Student Book page 60

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 40. Have students listen and point to the word pairs as they hear them. Play the audio again and have students repeat the words. Check pronunciation.

- 2:40
- | | |
|----------------------|----------------|
| 1. rainbow/beautiful | 2. mask/ugly |
| 3. music/wonderful | 4. noise/awful |
| 5. garbage/bad | 6. soap/good |

2. Display Teacher Cards 141–146. Call out a word pair. Have students point to the words and say them aloud. Repeat with each word pair.

B Make sentences.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe what they see. Then play Class CD2 Track 41. Have students listen and point to the children and guess what they're saying.

- 2:41
- Kate, Jenny, Scott, and Andy are using their senses. How do the things around them look, sound, and smell?
- The rainbow looks beautiful.
look/looks
sound/sounds
smell/smells

1. The rainbow looks beautiful.
2. The music sounds wonderful.
3. The noise sounds awful.
4. The garbage smells bad.


2. Draw students' attention to the language focus. Write the sentence on the board, read it aloud, and have students repeat after you. Check that students are adding *-s* to the sense verbs.
3. Have student pairs take turns making sentences about the children in the picture.

Student Book page 61

C Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the pictures and identify the objects they see. Then direct students' attention to the question-and-answer pattern in the language focus. Write the new language on the board. Remind students to use *Does* + base form in the question and to add *-s* to the verb in the answer.
2. Play Class CD2 Track 42. Point to the words as students listen. Have students repeat after the audio.


-  2.42 How does the butterfly look?
It looks beautiful.
1. How does the butterfly look? It looks beautiful.
 2. How does the garbage smell? It smells bad.
 3. How does the noise sound? It sounds awful.
 4. How does the mask look? It looks ugly.
 5. How does the music sound? It sounds wonderful.
 6. How does the rose smell? It smells good.

3. Put students into pairs to take turns asking and answering questions about the objects.

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students look at the pictures and the chant title. Ask what each person in the pictures is doing. Have students point to the sense verbs each time they hear them. Play Class CD2 Track 43.

-  2.43 I Smell Smoke
- | | |
|----------------------|------------------------|
| I smell smoke. | I see a horse. |
| Something's burning. | Somebody's riding. |
| It smells terrible. | It looks wonderful. |
| It smells awful. | It looks beautiful. |
| I hear music. | I hear English. |
| Somebody's singing. | Somebody's speaking. |
| It sounds wonderful. | It sounds interesting. |
| It sounds beautiful. | It sounds beautiful. |

2. Model the song line by line. Have students clap to keep the beat and repeat after you.
3. Have students do the chant several times together in pairs or groups.
4. Put students into small groups to write their own chant, following the pattern of the chant.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Categorizing.** Make a large chart listing a variety of items in one column (e.g., *skunk, flower, ice cream*) and the five senses across the top. Have students work together to decide which senses to use in describing each item.
- **Guess the Card.** Divide the class into groups. One student in each group thinks of vocabulary items from Unit 7. The other members each ask a question until they discover what the item is. For example: S1: *I'm thinking of something that smells.* S2: *Does it smell wonderful?* S1: *No, it doesn't. It smells awful.* S3: *Is it garbage?* S1: *No, it isn't.* S2: *Is it a skunk?* S1: *Yes, it is!* Then another student thinks of an item until all students have had a chance.
- **Tic-Tac-Toe.** Students earn an X or an O by providing an appropriate question for your answer. For example, T: *Cookies taste sweet.* S1: *How do cookies taste?*

Additional Resources

Workbook pages 58–59
Online Practice

Unit 7 The Senses

Let's Learn More

Let's Learn More

A Learn the words. CD2

1. pillow / soft 2. rock / hard 3. mirror / smooth 4. tree / rough
 5. honey / sweet 6. lemon / sour 7. potato chip / salty 8. dark chocolate / bitter

B Ask and answer. CD2

Jenny and Andy went to a day care center. They talked with the children about the senses.

How does the mirror feel? The mirror feels smooth.
 feel → feels
 taste → tastes

C Play a game. Ask and answer. CD2

Does it feel rough or smooth? It feels rough.

D Ask your partner. CD2

Which do you like better, salty food or sweet food? I like salty food better.

1. salty food or sweet food? 2. loud music or quiet music?
 3. sweet chocolate or bitter chocolate? 4. a soft pillow or a hard pillow?

I can do this lesson.

Student Book pages 62–63

Topic:

- More sensory adjectives

Lesson Objective:

- Talking about how objects feel and foods taste

Language:

pillow/soft, rock/hard, mirror/smooth, tree/rough, honey/sweet, lemon/sour, potato chip/salty, dark chocolate/bitter

How does the mirror feel? The mirror feels smooth. Does it feel rough or smooth? It feels rough. Which do you like better, salty food or sweet food? I like salty food better.

Materials:

Teacher Cards 141–154; CD2 Tracks 44–47; Student Cards 141–154 (Teacher's Resource Center)

Warm up

- Quickly review the sense verbs and sensory adjectives from the previous lesson. Divide the class into two groups. Show Teacher Cards 141–146 one at a time. Group A asks *How does the (rainbow look)?* and Group B responds based on the card shown. Then have groups switch.

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 147–154. Say the words and have students repeat them several times.
2. To introduce the language, write on the board *How does a pillow feel?* Students answer *It feels soft.* Then ask *Does a pillow feel hard or soft?* Have students answer *It feels soft.* Help with vocabulary, as necessary.

Student Book page 62

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 44. Have students point to the word pairs as they hear them. Play the audio again and have students repeat the words.

- 2.44 1. pillow/soft 2. rock/hard 3. mirror/smooth
 4. tree/rough 5. honey/sweet 6. lemon/sour
 7. potato chip/salty 8. dark chocolate/bitter

2. Display Teacher Cards 147–154. Call out a word pair. Have students point to the picture and say the word pair aloud. Repeat with each word pair.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students describe who and what they see in the picture. Play Class CD2 Track 45. Have students point to the items they hear.

- 2.45 Jenny and Andy went to a day care center. They talked with the children about the senses.
 How does the mirror feel?
 The mirror feels smooth.
 feel/feels taste/tastes
1. How does the mirror feel? The mirror feels smooth.
 2. How does the rock feel? The rock feels hard.
 3. How does the pillow feel? The pillow feels soft.
 4. How does the potato chip taste? The potato chip tastes salty.
 5. How does the lemon taste? The lemon tastes sour.


2. Have a student volunteer come to the front of the class, take a Teacher Card, and show it to the other students. Ask *How does the (rock) feel?* Have the students answer *The rock feels hard.* Continue with the rest of the cards and other students.
3. Have student pairs take turns asking and answering questions about the picture.

Student Book page 63

C Play a game. Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Present the language focus, modeling the question and response, and have students listen and repeat the lines after you to practice pronunciation and intonation. Write the pattern on the board, or direct students' attention to their books.
2. Play Class CD2 Track 46. Have students look at the pictures and identify the objects. Then play the audio several times.


 2.46 Does it feel rough or smooth?
It feels rough.

3. Have students play the game in pairs. Encourage them to ask the questions using opposites when possible. If necessary, provide or elicit one or two more examples. Circulate and give help as needed.

D Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Draw students' attention to the language focus. Play Class CD2 Track 47. Have students listen and then repeat several times. Check for pronunciation and intonation.

 2.47 Which do you like better, salty food or sweet food?
I like salty food better.

2. Put students into pairs to take turns asking and answering the questions. Encourage students to give true answers. Go around the class and have each of the students stand and tell the class one or two of their preferences.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Memory Chain.** Display Teacher Cards 147–154, or assign a word pair to each student. S1 says a sentence using one of the word pairs. S2 repeats S1's sentence and adds another. S3 repeats S1's and S2's sentences and adds another. Students work together to see how long a chain they can make without mistakes.
- **Tic-Tac-Toe.** Students earn an X or an O by providing an appropriate question for your answer. For example, T: *The lemon tastes sour.* S1: *How does the lemon taste?* T: *The tree feels rough.* S2: *How does the tree feel?*
- Give students an opportunity to use their own senses and the language from this and the previous lessons to describe real objects. Collect a variety of objects (lemon, salt, feather, cotton, marble, candy, sandpaper, etc.). Allow students to take turns describing the objects using as many of their senses as they can. Provide additional adjectives as necessary. Write their descriptions on the board, or have students write their descriptions on a piece of paper.

Additional Resources

Unit 7 Worksheet A (Teacher's Resource Center)
Unit 7 Worksheet B (Teacher's Resource Center)
Workbook pages 60–61
Online Practice

Let's Read

A Listen and read along. Then read again.

Why Do Foods Taste Different?

You need two things to taste food: taste buds and a sense of smell. Taste buds are on your tongue. They help you taste each kind of flavor. Taste buds tell you that ice cream is sweet, potato chips are salty, lemons are sour, and some dark chocolate is bitter. Your sense of smell is important, too. It helps you taste. Try this. Drink a glass of apple juice. It will taste sweet. Then pinch your nose closed. Drink some more juice. Now you can't taste it because you can't smell it.

New Words
taste buds flavor
sense pinch
tongue




B Choose the correct answer.

- Where are your taste buds?
a. on your nose b. on your tongue
- Can you taste food when you pinch your nose?
a. Yes, you can. b. No, you can't.

C Understand the vocabulary.

Pinch your nose closed.

What does pinch mean?

a.  b.  c. 

D Ask your partner.

- Why do foods taste different?
- What's your favorite flavor? Why?

E Listen and write. Do you hear nch or ch?

1. pi _____ 2. rea _____ 3. lu _____ 4. pea _____

F Learn about words. Read and write.

1. rain → _____ 2. snow → _____
3. cloud → _____ 4. wind → _____

I can do this lesson.

64 Unit 7 The Senses

Topic:

- Taste

Lesson Objectives:

- Reading an article that recycles language from previous lessons
- Learning new vocabulary words
- Learning words with the sounds /nch/ and /ch/
- Learning how to form adjectives

Language:

pinch, reach, lunch, peach
salt + y = salty

Materials:

CD2 Tracks 48–50

Student Book pages 64–65

Warm up

- Play a game of **Pass the Card** to review the vocabulary words from the previous units' reading selections. Prepare sets of six cards (*reach, look like, pick, swirl, wrapped, and spread*) for groups of students. Encourage students to help each other use sentences that show the meaning of the words.
- Review the chart you made of sounds and words from the previous units. Introduce the new phonics words by writing the known words *lunch* and *peach* on the board. Say the words and have students repeat. Ask volunteers to write the words on the board and underline the letters at the beginning of each word. Tell students they may find these letters and sounds in the article they will read.

Student Book page 64

A Listen and read along. Then read again.

See *Teaching Phonics and Reading, Teacher's Guide* page 15.

- Before students listen to the article, have them try to read the words they know.

- Read the title and explain that the article is about the sense of taste.
- Write the new words on the board, or draw students' attention to the box on the page.
- Read Along.** Play Class CD2 Track 48. Have students listen to the article and follow along in their books. Encourage them to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.

2.48 Why Do Foods Taste Different?

You need two things to taste food: taste buds and a sense of smell.

Taste buds are on your tongue. They help you taste each kind of flavor. Taste buds tell you that ice cream is sweet, potato chips are salty, lemons are sour, and some dark chocolate is bitter.

Your sense of smell is important, too. It helps you taste.


Try this. Drink a glass of apple juice. It will taste sweet. Then pinch your nose closed. Drink some more juice. Now you can't taste it because you can't smell it.

- Discuss the article, asking students *What two things do you need to taste food? What do taste buds tell you about some dark chocolate?*
- Paired Reading.** Have students take turns reading the article in pairs or small groups.

B Choose the correct answer.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 49 and have students read along silently.

- 
- 2:49
1. Where are your taste buds?
 2. Can you taste food when you pinch your nose?

2. In pairs, students read and answer the questions. Make sure students understand why *b* is the correct choice for both questions.

Student Book page 65

C Understand the vocabulary.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Read the sentence and the question aloud. Have students say the word *pinch* with you. Ask students to work individually to choose the correct answer.
2. Encourage students to find the word in the article and use the context to understand the meaning of new words. Help students understand why *b* is the correct choice.

D Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.


1. Read the questions and have students repeat. Put them into pairs to ask and answer the questions.
2. Ask the questions and have student volunteers share their answers with the class.

E Listen and write.

Do you hear *nch* or *ch*?

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 50. Have students listen and point to the letters and words as they hear them. Play the audio again for students to repeat.

- 
- 2:50
1. pinch
 2. reach
 3. lunch
 4. peach

2. Divide the class into two groups, and assign one sound — /nch/ or /ch/ — to each. Say the following words at random: *pinch*, *peach*, *reach*, *lunch*. Have students stand up and then sit down quickly when they hear their sound. Add the new phonics sounds and words to your chart.

F Learn about words. Read and write.

See *Teaching Writing*, Teacher's Guide page 15.

1. Ask students to point to the words *salt* and *salty*. Say the words aloud and have students listen. Then say them again for students to repeat.
2. Point out the text within the arrow. Ask *What word do we have when we add -y to salt?*
3. Put students into pairs to complete the activity.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Scrambled Sentences.** Write each line of the article on a separate piece of paper. Divide the class into groups of three or four, and have them put the sentences in order. Then have them read their articles to see if they make sense. Play Class CD2 Track 48 again so that students can check their work.
- Play **Concentration** with a double set of teacher-made word cards for the final *nch* and *ch* phonics words.
- **Stand Up Game.** Choose some words from the article and write them on the board. Have students listen again to Class CD2 Track 48. Tell them to stand up and then sit down quickly when they hear each of the words on the board.
- **Workbook Activity.** Have students identify new or familiar words from "Why Do Foods Taste Different?" in "Trick Your Eyes! What Do You See?" on Workbook page 62. Encourage students to find and say the words with *nch* or *ch*. Draw students' attention to the Review Words box on the page. Ask volunteers to choose a word, say it aloud, and use it in a sentence. Then have students read the text and complete the activities for homework or in class.

Additional Resources

Workbook pages 62–63
Online Practice

Unit 8 New Experiences Let's Talk

A Listen and say.

Scott: Guess what!
 Jenny: What?
 Scott: I'm going to go to France this summer.
 Jenny: That's exciting!
 Scott: Have you been there before?
 Jenny: No. It's my first time.
 Scott: You'll love France! I've been there twice. My uncle lives there. I visited there last summer.
 Jenny: Wow! You're lucky! I don't know anyone there.
 Scott: You'll love France!
 Jenny: There's only one problem. I don't speak French!

Have you been there before?
 No. It's my first time.
 Yes. I've been there twice.

B Watch the video.

66 Unit 8 New Experiences

C Practice the words. Ask and answer.

1. Egypt 2. China 3. Hawaii 4. Nepal
 5. the Grand Canyon 6. Mt. Everest 7. France 8. the Great Barrier Reef

Have you ever been to Egypt?
 Yes, I have. No, I haven't.

D Listen and chant.

Have You Ever?

Have you ever climbed Mt. Everest?
 Yes, I have. I loved it. You will, too.
 Have you ever been to China?
 Yes, I have. I loved it. You will, too.

Have you ever been to Egypt?
 No, I haven't.
 Have you ever been to Hawaii?
 No, I haven't.
 I've been there and everywhere. I loved it. You will, too.

I can do this lesson.

67 Unit 8 New Experiences

Student Book pages 66–67

Topic:

- Travel experiences

Lesson Objective:

- Talking about whether or not students have been to places

Language:

I'm going to go to France this summer. Have you been there before? It's my first time. I've been there twice. You'll love France! There's only one problem. I don't speak French!

Egypt, China, Hawaii, Nepal, the Grand Canyon, Mt. Everest, France, the Great Barrier Reef

Materials:

Teacher Cards 155–162; CD2 Tracks 51–55; Student Cards 155–162, Unit 8 Let's Talk Video, and Unit 8 Let's Talk Video Script (Teacher's Resource Center)

Warm up

1. Write countries as students brainstorm. Then ask *What's a city or a famous place in (Mexico)?*
2. Show Teacher Cards 155–162 one at a time and say the place name for students to repeat.

Student Book page 66

A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

1. Model the conversation. Have students repeat the lines after you to practice pronunciation. Have students take one of the roles while you take the other, and then reverse.
2. Have students identify the places in the scene. Play Class CD2 Track 51. Have students repeat familiar words. Explain any new language.

2.51 Guess what!
 What?
 I'm going to go to France this summer.
 That's exciting!
 Have you been there before?
 No. It's my first time.
 I've been there twice. My uncle lives there. I visited him last summer.

Wow! You're lucky! I don't know anyone there.
 You'll love France!
 There's only one problem. I don't speak French!

3. Play Class CD2 Track 52. Have students repeat, focusing on natural intonation, rhythm, and speed.

2.52 Have you been there before?
 No. It's my first time.
 Yes. I've been there twice.
 be/been

4. Play **Conversation Lines**. Have them practice the conversation in two groups and then pairs.

B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

1. Play the video (see video script on page 102). Have students answer Scott's question at the end of the video *What are you going to do this summer?* Prompt students to respond to their partner with *That's exciting!* or *Wow! You're lucky.* Explain new language, if necessary.


- Play the video again. Have students raise their hands when they hear *France* or *French*. Play it again, pausing after each exchange. Have students repeat the conversation, copying any gestures, emotions, and actions.
- Distribute the Unit 8 Let's Talk video script. In two groups, have the class act out the conversation as Jenny and Scott. Then have student pairs practice it, focusing on the language and emotions.
- Have student pairs practice the conversation using different countries and languages.

Student Book page 67

C Practice the words. Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

- Read each place on Teacher Cards 155–162 and have students repeat several times. Use a world map or globe to show where each place is located. Finally, play Class CD2 Track 53.

-  2.53
- | | | | |
|---------------------|---------------------------|-----------|----------|
| 1. Egypt | 2. China | 3. Hawaii | 4. Nepal |
| 5. the Grand Canyon | 6. Mt. Everest | | |
| 7. France | 8. the Great Barrier Reef | | |

- Write the pattern on the board. Then play Class CD2 Track 54. Have students listen and point to the appropriate picture. Finally, play the audio again and have students listen and repeat.


-  2.54
- Have you ever been to Egypt?
Yes, I have. No, I haven't.
- Have you ever been to Egypt? Yes, I have.
 - Have you ever been to China? No, I haven't.
 - Have you ever been to Hawaii? Yes, I have.
 - Have you ever been to Nepal? No, I haven't.
-
- Have you ever been to the Grand Canyon?
Yes, I have.
 - Have you ever been to Mt. Everest? No, I haven't.
 - Have you ever been to France? Yes, I have.
 - Have you ever been to the Great Barrier Reef?
No, I haven't.

- Write on the board 1. *Yes*, 2. *No*, 3. *Yes*, 4. *No*, 5. *Yes*, 6. *No*, 7. *Yes*, 8. *No*. Point to the first picture on Teacher Cards 155–162 and ask *Have you ever been to Egypt?* Students say *Yes, I have*. Repeat with the other cards.
- Have student pairs take turns asking and answering questions about the places.

D Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

- Have students look at the picture and say what the girl did. Ask them to point to the place names as they hear them. Play Class CD2 Track 55.

-  2.55
- Have You Ever?
- Have you ever climbed Mt. Everest?
Yes, I have. I loved it. You will, too.
Have you ever been to China?
Yes, I have. I loved it. You will, too.
- Have you ever been to Egypt?
No, I haven't.
Have you ever been to Hawaii?
No, I haven't.
I've been there and everywhere.
I loved it. You will, too.

- Model the song line by line. Have students clap to keep the beat and repeat after you.
- Have pairs or groups do the chant several times.
- Have small groups write their own chants.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- Living Sentences.** Select sentences — both questions and statements — from the lesson.
- Concentration.** Use Student Cards 155–162.
- Memory Chain.** Use Teacher Cards 155–162 (e.g., S1: *The Great Barrier Reef is in Australia.* S2: *The Great Barrier Reef is in Australia. The Grand Canyon is in the United States.*)

Additional Resources

Workbook pages 64–65
Online Practice

Unit 8 New Experiences

Let's Learn

Let's Learn

A Learn the words.

1. fried noodles 2. potato salad 3. sushi 4. ravioli
5. crepes 6. kimchi 7. tofu 8. tacos

B Ask and answer.

Kate and Andy are talking about foods they have eaten. They want to taste new foods.

Have you ever eaten sushi? Yes, I have. No, I haven't. eat → eaten

C Make sentences.

I've eaten crepes. I've never eaten kimchi. I have → I've

D Listen, point, and chant.

Have You Ever Eaten Sushi?

Have you ever eaten sushi?
No, I haven't, but I'll try it tonight.
All right.

Have you ever eaten tacos?
No, I haven't, but I'll try them tonight.
All right.

Have you ever eaten tofu?
Yes, I have.

Have you ever eaten crepes?
Yes, I have.
But I've never eaten sushi.
And I've never eaten tacos.
I'll try them tonight.
All right.

I can do this lesson.

68 Unit 8 New Experiences 69

Topic:

- International foods

Lesson Objective:

- Talking about whether or not students have eaten certain international foods

Language:

fried noodles, potato salad, sushi, ravioli, crepes, kimchi, tofu, tacos

Have you ever eaten sushi? Yes, I have. No, I haven't. I've eaten crepes. I've never eaten kimchi.

Materials:

Teacher Cards 155–170; CD2 Tracks 56–59; Student Cards 155–170 (Teacher's Resource Center)

www.irLanguage.com

Student Book pages 68–69

Warm up

- **Question Toss.** Use Teacher Cards 155–162 and the pattern (*Juan*) *have you ever (been to the Grand Canyon)? Yes, I have./No I haven't.*

Pre-teach Language

1. Introduce the vocabulary using Teacher Cards 163–170. Say the word pairs and have students repeat them several times.
2. To introduce the language, write on the board *be/been, eat/eaten*. Ask *Have you ever eaten pizza?* Nod your head to cue students to answer *Yes, I have*. Then ask *Have you ever eaten crepes?* Shake your head to cue students to answer *No, I haven't*. Introduce present perfect statements by saying and writing on the board *I've eaten sushi. I've never eaten kimchi.*

Student Book page 68

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Play Class CD2 Track 56. Have students listen and point to the words as they hear them. Play the audio again and have students repeat the words.

- 2.56 1. fried noodles 2. potato salad 3. sushi 4. ravioli
5. crepes 6. kimchi 7. tofu 8. tacos

2. Do a quick practice with the vocabulary. Display Teacher Cards 163–170. Call out a food word. Have students point to the word and say it aloud. Repeat with each word

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe what they see. Then play Class CD2 Track 57. Have students listen and point to the children and guess what they're saying.

- 2.57 Kate and Andy are talking about foods they have eaten. They want to taste new foods.
Have you ever eaten sushi?
Yes, I have. No, I haven't.
eat/eaten

1. Have you ever eaten sushi? Yes, I have.
2. Have you ever eaten kimchi? No, I haven't.
3. Have you ever eaten tofu? Yes, I have.
4. Have you ever eaten tacos? Yes, I have.
5. Have you ever eaten potato salad? No, I haven't.
6. Have you ever eaten fried noodles? Yes, I have.

2. Draw students' attention to the language focus. Read it aloud and have students repeat after you. Check pronunciation and intonation. Make sure students understand that ✓ signals a *Yes* answer and ✗ signals a *No* answer.
3. Have student pairs take turns asking and answering questions about the children's experiences with food.

Student Book page 69

C Make sentences.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and identify the foods they see. Then direct students' attention to the statements in the language focus.
2. Play Class CD2 Track 58. Point to the words as students listen. Have students repeat after the audio.

 2.58 I've eaten crepes.
I've never eaten kimchi.
I have/I've


1. I've eaten crepes.
2. I've never eaten kimchi.
3. I've eaten tacos.
4. I've never eaten ravioli.
5. I've eaten sushi.
6. I've never eaten fried noodles.

3. Put students into pairs to take turns making sentences about the foods.

D Listen, point, and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Ask students *What food is this?* about the four foods in the picture. Tell students to point to the food words each time they hear them. Play Class CD2 Track 59.

 2.59 **Have You Ever Eaten Sushi?**
Have you ever eaten sushi?
No, I haven't, but I'll try it tonight.
All right.

Have you ever eaten tacos?
No, I haven't, but I'll try them tonight.
All right.

Have you ever eaten tofu?
Yes, I have.

Have you ever eaten crepes?
Yes, I have.

But I've never eaten sushi.
And I've never eaten tacos.
I'll try them tonight.
All right.

2. Model the song line by line. Have students clap to keep the beat and repeat after you.
3. Divide the class into two groups to do the chant. Encourage students to add gestures and actions. Finish by having students do the chant several times together in pairs or groups.
4. Put students into small groups to write their own chant, following the pattern of the chant. Encourage them to use other foods.

I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Stand Up Game.** Gradually increase the speed of the activity, as well as the level of difficulty. T: *Stand up if you have/have never eaten (tacos).*
- **Find Your Partner.** Give each student one card from Student Cards 163–170. Students move around the classroom and try to find another student with the same food by asking *Have you ever eaten (ravioli)?* Students holding different cards will answer *No, I haven't* while students with the same cards will answer *Yes, I have.*

Additional Resources

Workbook pages 66–67
Online Practice

Unit 8 New Experiences

Let's Learn More

Let's Learn More

A Learn the words. (CD2)

1. a crocodile 2. an ostrich 3. a panda 4. a penguin
5. a llama 6. a kangaroo 7. a koala 8. a hippopotamus

B Ask and answer. (CD2)

Scott and Jenny are talking about animals they have seen. Scott has seen a crocodile and a penguin. Jenny has seen a panda, an ostrich, and a kangaroo.

Have you ever seen a crocodile?
Yes, I have.
No, I haven't.

see → seen

C Play a game. Ask and answer. (CD2)

Have she ever seen a crocodile?
Yes, she has. / No, she hasn't.

seen
been
eaten

START

PARIS

END

D What about you? (CD2)

1. 2. 3.

I've been to Hawaii.
I've never been to Hawaii.

I can do this lesson.

70 Unit 8 New Experiences Unit 8 New Experiences 71

Student Book pages 70–71

Topic:

- Experiences with animals

Lesson Objective:

- Talking about whether or not students have seen certain animals

Language:

a crocodile, an ostrich, a panda, a penguin, a llama, a kangaroo, a koala, a hippopotamus

Have you ever seen a crocodile? Has she ever seen a crocodile? Yes, she has. No, she hasn't. I've been to Hawaii. I've never been to Hawaii.

Materials:

Teacher Cards 155–178; CD2 Tracks 60–63; Student Cards 155–178 (Teacher's Resource Center)

Warm up

- Divide the class into two groups. Show Teacher Cards 155–170 one at a time in random order. Based on the card shown, Group A asks *Have you ever been to...?* or *Have you ever eaten...?* Group B responds based on your cue: nodding for *Yes* and shaking head for *No*. Then have groups switch.

Pre-teach Language

- Introduce the vocabulary using Teacher Cards 171–178. Say the words and have students repeat them several times.
- To introduce the language, write on the board *be/been, eat/eaten, see/seen*. Ask *Have you ever seen a hippopotamus?* Nod your head to cue students to answer *Yes, I have*. Then ask *Have you ever seen a cheetah?* Shake your head to cue students to answer *No, I haven't*. Introduce present perfect *Yes/No* questions with *he/she* by erasing *Have you* in the sentence on the board and writing *Has she*. Then write the corresponding short answers below the question: *Yes, she has. No, she hasn't*. Model the question and answers, and have students repeat several times.

Introduce present perfect statements with the verb *see* by saying and writing on the board *I've seen a hippopotamus. I've never seen a cheetah*. Have students repeat the sentences several times.

Student Book page 70

A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

- Play Class CD2 Track 60. Have students listen to the animal words and point to the words as they hear them. Play the audio again and have students repeat the words.

2.60


1. a crocodile	2. an ostrich	3. a panda
4. a penguin	5. a llama	6. a kangaroo
7. a koala	8. a hippopotamus	

- Do a quick practice with the vocabulary. Display Teacher Cards 171–178. Call out a word. Have students point to the picture and say the word aloud. Repeat with each word.

B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students look at the picture and describe who and what they see. Then play Class CD2 Track 61, and have students listen and point to the items in the picture as they hear them.

 2.61 Scott and Jenny are talking about animals they have seen. Scott has seen a crocodile and a penguin. Jenny has seen a panda, an ostrich, and a kangaroo.
Have you ever seen a crocodile?
Yes, I have. No, I haven't.
see/seen


1. Have you ever seen a crocodile? Yes, I have.
Have you ever seen a crocodile? No, I haven't.
 2. Have you ever seen a panda? Yes, I have.
Have you ever seen a panda? No, I haven't.
 3. Have you ever seen an ostrich? Yes, I have.
Have you ever seen an ostrich? No, I haven't.
 4. Have you ever seen a kangaroo? No, I haven't.
Have you ever seen a kangaroo? Yes, I have.
 5. Have you ever seen a penguin? No, I haven't.
Have you ever seen a penguin? Yes, I have.
2. Have a student volunteer come to the front of the class, take a Teacher Card, and show it to the other students. Ask *Have you ever seen (an ostrich)?* Have the students give a true answer (*Yes, I have* or *No, I haven't*). Continue with the rest of the cards and other students.
 3. Have student pairs take turns asking and answering questions about the picture.

Student Book page 71

C Play a game. Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Present the language focus, modeling the question and response, and having students listen and repeat the lines after you to practice pronunciation and intonation. Write the pattern on the board, or direct students' attention to their books.
2. Play Class CD2 Track 62. Then have students look at the pictures and identify the objects. Finally, play the audio again several times and have students listen and repeat the new pattern.


 2.62 Has she ever seen a crocodile?
Yes, she has.
No, she hasn't.
seen, been, eaten

3. Have students play the game in pairs. Make sure students understand that ✓ means they should answer with *Yes* and ✗ means they should answer with *No*.

D What about you?

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Draw students' attention to the language focus. Play Class CD2 Track 63. Have students listen and then repeat several times. Check pronunciation.

 2.63 I've been to Hawaii.
I've never been to Hawaii.

2. Put students into pairs to take turns saying whether or not they have been to, eaten, or seen the things in the pictures.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Interviews.** Have the class come up with a list of five or six questions. Give students a time limit to walk around and ask other students the questions. Call on various students to share what they found out (e.g., *Tony has been to Hawaii.*)
- **Verb Building.** Students saw *climbed* in the Let's Talk grammar chant, so use that as a model for using the past *-ed* form of regular verbs in present perfect sentences. Brainstorm a list of regular verbs, and have students produce true sentences about themselves (e.g., *I've climbed a tree. I haven't climbed a mountain. I've baked cookies. I've never baked a pie.*)
- **Question Toss.** Have students ask and answer questions using the verbs they practiced above.

Additional Resources

Unit 8 Worksheet A (Teacher's Resource Center)
Workbook pages 68–69
Online Practice

Let's Read

A Listen and read along. Then read again. CD2 63

Hopscotch Around the World

Have you ever played hopscotch? Its history is unclear, but we know it's a very old game! Ancient Romans played hopscotch. The hopscotch court was 200 meters long.

In Albania, children play hopscotch on a square court. There are nine small squares inside one big square.

In France, you can find spiral hopscotch courts. All around the world, children love to play hopscotch!

Today, children in many countries play hopscotch. The game has many different names, and courts have different shapes. But the rules are similar. Children put markers on a court and hop.

New Words

clear
un + clear = unclear

B Choose the correct answer. CD2 63

1. How old is hopscotch?
a. It's 200 years old. b. No one knows. The history is unclear.

2. Where can you find a spiral hopscotch court?
a. France b. Albania

72 Unit 8 New Experiences

C Understand the vocabulary.

In France you can find spiral hopscotch courts.

What does spiral mean?

a. b. c.

D Ask your partner.

1. Have you ever played hopscotch?
2. What's your favorite game?

E Listen and write. Do you hear /tch/ or /t/? CD2 63

1. /t/ 2. /ch/ 3. /t/ 4. /tch/

F Learn about words. Read and write.

clear un + clear unclear

1. friendly 2. do
3. wrap 4. sure

I can do this lesson.

Unit 8 New Experiences 73

Topic:
• Hopscotch

Lesson Objectives:

- Reading a how-to article that recycles the language from previous lessons
- Learning new vocabulary words
- Learning words with the sounds /tch/ and /t/
- Learning how to form adjectives with *un-*

Language:

spiral, put, catch, cat, hopscotch
un + clear = unclear

Materials:

CD2 Tracks 64–66

www.irLanguage.com

Student Book pages 72–73

Warm up

1. Play **Picture Game** to review the vocabulary words from the previous reading selections by inviting students to draw pictures that express the meanings of *reach*, *look like*, *pick*, *swirl*, *wrapped her trunk around*, *spread*, and *pinch*.
2. Review the chart you made of sounds and words from the previous unit. Introduce the new phonics words by writing the known words *catch* and *cat* on the board. Say the words and have students repeat. Ask volunteers to write the words on the board and underline the letters at the end of each word. Tell students they may see words that end with these letters and sounds in the article they will read.

Student Book page 72

A Listen and read along. Then read again.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before students listen to the article, have them read the words they know.
2. Read the title and explain that the article is about a popular game called "hopscotch."

3. Write the new words on the board, or draw students' attention to the box on the page.
4. **Read Along.** Play Class CD2 Track 64. Have students listen to the article and follow along in their books. Encourage them to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.

2.64 Hopscotch Around the World

Have you ever played hopscotch? Its history is unclear, but we know it's a very old game! Ancient Romans played hopscotch. The hopscotch court was 200 meters long!

In Albania, children play hopscotch on a square court. There are nine small squares inside one big square.

In France, you can find spiral hopscotch courts. All around the world, children love to play hopscotch!


Today, children in many countries play hopscotch. The game has many different names, and courts have different shapes. But, the rules are similar. Children put markers on a court and hop.

5. Discuss the article, asking students *How do you play hopscotch? Where do children play it?*
6. **Paired Reading.** Have students take turns reading the article in pairs or small groups.

B Choose the correct answer.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 65 and have students read along silently.

-  2.65
1. How old is hopscotch?
 2. Where can you find a spiral hopscotch court?

2. Have student pairs read and answer the questions. Make sure students understand why *b* and *a* are the correct choices.

Student Book page 73

C Understand the vocabulary.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Read the sentence and the question aloud. Have students say the adjective *spiral* with you. Ask students to work individually to choose the correct answer to the question.
2. Encourage students to find the adjective in the article and use the context to understand the meaning of new words. Help students understand why *c* is the correct choice.

D Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the questions and have students repeat. Put them into pairs to ask and answer the questions.
2. Ask the questions and have student volunteers share their answers with the class.

E Listen and write.

Do you hear *tch* or *t*?

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Play Class CD2 Track 66. Have students listen to the audio and point to the letters and words as they hear them. Play the audio again for students to repeat. Then have students write the sounds they hear.

-  2.66
1. put
 2. catch
 3. cat
 4. hopscotch

2. Divide the class into two groups, and assign one sound — /tch/ or /t/ — to each. Say the following words at random: *catch*, *put*, *hopscotch*, *cat*. Have students quickly stand and then sit when they hear their sound. Add the new phonics sounds and words to your chart.

F Learn about words. Read and write.

See *Teaching Writing*, Teacher's Guide page 15.

1. Ask students to point to the words *clear* and *unclear*. Say the words aloud and have students listen. Then say them again for students to repeat.
2. Point out the text within the arrow. Ask *What word do we have when we put un and clear together?* Explain that the prefix *un* means “not,” so it is used to turn some words into opposites.
3. Put students into pairs to complete the activity.



I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

Games and Activities

See the Teacher's Resource Center for instructions.

- **Scrambled Sentences.** Use the article. Play Class CD2 Track 64 again so that students can check their work.
- Use article sentences for **Sentence Dictation**.
- Play **Concentration** with teacher-made cards for the phonics words from the lesson.
- **Workbook Activity.** Have students identify new or familiar words from “Hopscotch Around The World” in “Ostriches Can't Play Hopscotch” on Workbook page 70. Encourage students to find and say the words with *tch* or *t*. Draw students' attention to the Review Words box on the page. Ask volunteers to choose a word, say it aloud, and use it in a sentence that shows the meaning. Then have students read the text and complete the activities for homework or in class.

Additional Resources

Workbook pages 70–71
Online Practice

Let's Review Units 7 and 8

Let's Review

A Listen and number.

B Listen and check.

	Jenny		Andy	
	Yes	No	Yes	No
1. eaten tacos				
2. been to Hawaii				
3. seen a porcupine				

C Let's read about the Grand Canyon.

John and Lisa's Travel Blog

Hello from the Grand Canyon, U.S.A.!

This morning, we went rafting on the Colorado River. The river goes through the Grand Canyon. We went through a lot of rapids. They were very rough. We've never gone rafting before. It was exciting!

In the afternoon, we camped near the river. For dinner, the guides cooked steaks over a campfire. The steaks smelled and tasted delicious!

Tonight we're going to sleep outside. We can hear the river. It sounds wonderful. We can also see a lot of stars. We've never seen so many stars!

What About You?

- Have you ever gone rafting?
- Have you ever cooked over a campfire?

New Words

Colorado River
rapids
campfire

D Write about a new experience.

Comments

Student Book pages 74–75

Lesson Objective:

- Reviewing language from Units 7 and 8 and practicing test-taking skills

Review Language:

- Units 7 and 8 language and vocabulary

Materials:

Teacher Cards 136–148, 155–178;
CD2 Tracks 48, 64, 67–69; Student
Cards 136–148, 155–178 (Teacher's
Resource Center)

Let's Talk

- Have students role-play the conversation from Unit 7. Divide students into pairs to create a dialogue similar to the one between Kate and Scott (perhaps baking a cake instead of cookies).
- Use **Living Dialogues** to review the conversation in Unit 8.
- Review the language in Units 7 and 8 by having students write **True Statements**. Have students work in pairs or small groups to write two sentences for five objects using sense verbs and adjectives (e.g., *Look at the flower. It looks beautiful.*). Have students share their sentences with the class.
- Review the question-and-answer pattern in Unit 8 with **Find Someone Who** (e.g., S1: *Have you ever been to Hawaii?* S2: *Yes, I have./No, I haven't.*)

Let's Learn/Let's Learn More

- Have students review the vocabulary and patterns from Unit 7 by playing **Question Toss** (e.g., *Does garbage smell good or bad?*)
- Card Game/Go Fish.** Use sets of Student Cards 163–178 and the pattern *Have you ever (eaten tacos?)* Students respond *Yes, I have* or *No, I haven't*.

- Have students review the chants. For “Listen! Do You Hear That Music?” (Class CD2 Track 39), display Teacher Cards 136–140 and have students substitute other things. Use Teacher Cards 155–162 with “Have You Ever?” (Class CD2 Track 55) and have students replace the place names.

Let's Read

Phonics: *pinch, reach, lunch, peach, put, catch, cat, hopscotch*


- Review the phonics sounds with a **Board Race**. Write *nch, ch, tch,* and *t* on the board. Divide students into teams. Say one of the phonics words. Students from each team race to the board to touch the sound they hear.
- Read Along.** Have students read “Why Do Foods Taste Different?” (Class CD2 Track 48) and “Hopscotch Around the World” (Class CD2 Track 64) along with the audio CD. Then have students show that they understand the passages by playing **That's Not Right!**

Let's Review

The listening assessment provides practice for students planning to take standardized tests, such as the Cambridge English Qualifications.


A Listen and number.

- Before students open their books, prepare them for the test procedure. On the board, set up a sample to resemble A, using Teacher Cards 142, 144, 146, and 148. Draw a box under each card. Have a student stand by the cards. Say *Number one. How does the rock feel? It feels hard.* The student points to the correct card and writes number 1 in the box. Repeat as necessary until all students understand the procedure.
- On the board, set up a sample to resemble B. Make a chart like the one on page 74, using *Jenny* and *Andy* and the *Yes* and *No* columns. Change item 1: *1. eaten fried noodles.* Have a student stand by the chart. Tell the student to listen carefully and check *Yes* or *No* in the chart. Say *Number 1. Andy asks Jenny: Jenny, have you ever eaten fried noodles? Jenny answers: No, I haven't. I've never eaten fried noodles before. What about you? Andy answers: Yes, I have. I've eaten fried noodles lots of times.* Have the student put check marks in the correct places on the chart.
- Have students look at the test in the book on page 74. Have students identify the objects in A and the people in B; read the verb phrases aloud. Encourage students to anticipate the language they might hear on the audio.
- Play Class CD2 Track 67. Have students listen and point to the appropriate pictures.

-  2.67
- Listen to the bird. It sounds wonderful.
 - How does the mirror feel? It feels smooth.
 - How does the garbage smell? It smells bad.
 - Does it taste sour or salty? It tastes salty.
 - Mmm, smell the flower. It smells good.
 - Oh, look at the rainbow. It looks beautiful.
 - Does the pillow feel soft or hard? It feels soft.
 - How does the cookie smell? It smells good.

B Listen and check.

- Play Class CD2 Track 68. Have students listen and point to the chart.

-  2.68
- Jenny, have you ever eaten tacos?
No, I haven't. But I'll try them tonight.
What about you? Have you ever eaten tacos?
Yes, I have. I've eaten tacos many times.

- I've never been to Hawaii. Have you ever been there?
Yes, I have. I've been there twice.
- Have you ever seen a crocodile, Jenny?
No, I've never seen a crocodile before. Have you ever seen one?
Yes, I've seen a crocodile. It was really big!

- Play Tracks 67 and 68 again and have students do the exercises as a written test. Correct the test with students. **Note:** If you want to do this as a formal test, have students do the written test without listening and pointing to the pictures first.

Student Book page 75

C Let's read about the Grand Canyon.

- Have students look at the sentences, identify the words they know, and try to read the sentences.
- Teach the new words and have students point to the pictures to show they understand.
- Play Class CD2 Track 69 and have students listen.

2.69 John and Lisa's Travel Blog

We're in the U.S.A.!

Hello from the Grand Canyon, U.S.A.!

This morning, we went rafting on the Colorado River. The river goes through the Grand Canyon. We went through a lot of rapids. They were very rough. We've never gone rafting before. It was exciting.

In the afternoon, we camped near the river. For dinner, the guides cooked steaks over a campfire. The steaks smelled and tasted delicious!

Tonight we're going to sleep outside. We can hear the river. It sounds wonderful. We can also see a lot of stars. We've never seen so many stars!

D Write about a new experience.

Have students write their comments. Then put students into pairs to read each other's writing. Finally, correct students' work.

Additional Resources

- Unit 7 Test (Teacher's Resource Center)
- Unit 8 Test (Teacher's Resource Center)
- Final Test (Teacher's Resource Center)
- Drills and Games (Teacher's Resource Center)
- Workbook pages 72–73
- Online Practice

Workbook Answer Key

Unit 1 Let's Talk, pages 2–3.

A. Read and write.

Students read the conversation and fill in the blanks.

Answers

- Jenny: I think so.
- Jenny: We don't have enough.
- Kate: How many do we need?
Kate: See you soon!

B. Match and write.

Students match the pictures to the phrases and write the missing words.

Answers

- picture of watermelon – pieces of watermelon
- picture of water bottle – a bottle of water
- picture of soda bottles – bottles of soda
- picture of potato chips – a bag of potato chips
- picture of beans – cans of beans
- picture of pizza – a piece of pizza
- picture of pretzels – bags of pretzels
- picture of tomatoes – a can of tomatoes

C. Look at B. Answer the question.

Students fill in the blanks with phrases from exercise B.

Answers

- There are two pieces of watermelon.
- There is one bottle of water.
- There are three bottles of soda.
- There is one bag of potato chips.
- There are four cans of beans.
- There is one slice of pizza.
- There are two bags of pretzels.
- There is one can of tomatoes.

Unit 1 Let's Learn, pages 4–5.

A. Look and write.

Students label the pictures.

Answers

- a lot of nuts
- a few nuts
- a lot of cherries
- a few cherries
- a lot of blueberries
- a few blueberries
- a lot of cupcakes
- a few cupcakes

B. Look, read, and check.

Students check the correct answer.

Answers

- Yes, there are.
- No, there aren't.
- No, there aren't.
- Yes, there are.

C. Look, read, and circle.

Students circle the correct answer.

Answers

- a few 2. a lot of
- a lot of 4. a lot of

D. Write the questions and answers.

Students look at the pictures and write the questions and the answers.

Answers

- There are a few cherries.
- There are a lot of blueberries.
- There are a few bottles.
- There are a few cookies.
- How many bags of chips are there?
- How many hot dogs are there?

Unit 1 Let's Learn More, pages 6–7.

A. Match.

Students draw a line to match the sentences to the pictures.

Answers

- connect to picture of pudding
- connect to picture of lemonade
- connect to picture of cheese
- connect to picture of pie
- connect to picture of popcorn
- connect to picture of water

B. Look and write.

Students write the missing words.

Answers

- There is a little pie.
- There is a lot of fruit.

C. Write the questions and answers.

Students look at the pictures and write the questions and answers.

Answers

- How much fruit is there?
There is a lot of fruit.
- How many pretzels are there?
There are a few pretzels.
- How much water is there?
There is a lot of water.
- How much popcorn is there?
There is a little popcorn.
- How many nuts are there?
There are a few nuts.
- How many potato chips are there?
There are a lot of potato chips.

Unit 1 Let's Read, pages 8–9.

A. Read.

Students read the text.

B. Answer the questions.

Students answer questions about the text by writing complete sentences.

Answers

Answers will vary. Some examples include:

- The Apatosaurus was bigger.
- Scientists think the Tyrannosaurus could jump.
- The Apatosaurus ate leaves from plants and trees.
- The Tyrannosaurus ate meat.

C. Read and number the pictures.

Students read each sentence and then number the box of the related picture.

Answers

2, 4, 1, 3

D. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

Unit 2 Let's Talk, pages 10–11.

A. Read and check.

Students check the correct answer.

Answers

1. Check bottom picture.
2. Check top picture.
3. Check bottom picture.

B. Look and write.

Students use the sentences in the box to fill in the blanks.

Answers

1. Yes, I'm sure.
2. No, I'm not sure.

C. Complete the questions and answers.

Students use the information under the pictures to complete the questions and answers at the bottom of the page.

Answers

1. Is a skunk as fast as a squirrel? No, it isn't. It's slower.
2. Is a cheetah as fast as a wolf? No, it isn't. It's faster.
3. Is a polar bear as fast as a rhinoceros? Yes, it is.
4. Is a gazelle as fast as a zebra? No, it isn't. It's faster.
5. Is a squirrel as fast as a wolf? No, it isn't. It's slower.

Unit 2 Let's Learn, pages 12–13.

A. Write the questions and answers.

Students write the questions and answers in complete sentences.

Answers

1. Which one is larger?
The elephant is larger.
2. Which one is faster?
The airplane is faster.
3. Which one is slower?
The turtle is slower.
4. Which one is smaller?
The skunk is smaller.
5. Which one is slower?
The zebra is slower.
6. Which one is faster?
The bicycle is faster.

B. Look and write.

Students write the answers to the questions in complete sentences.

Answers

1. The airplane is the fastest.
2. The airplane is the largest.
3. The bicycle is the slowest.
4. The bicycle is the smallest.

C. Unscramble, write, and match.

Students unscramble the questions and match the questions to the pictures.

Answers

1. Which one is the slowest? – picture of turtle
2. Which one is the smallest? – picture of squirrel
3. Which one is the fastest? – picture of wolf
4. Which one is the largest? – picture of rhinoceros

Unit 2 Let's Learn More, pages 14–15.

A. Unscramble and write.

Students unscramble the words.

Answers

1. delicious
2. graceful
3. expensive
4. colorful

B. Write the questions and answers.

Students look at the pictures and write the questions and answers.

Answers

1. Which one is more delicious?
The cake is more delicious.
2. Which one is less delicious?
The cake is less delicious.
3. Which one is more delicious?
The cupcake is more delicious.
4. Which one is less delicious?
The cake is less delicious.

C. Unscramble and write.

Students unscramble the sentences.

Answers

1. The turtle is the least expensive.
2. The bird is the most colorful.
3. The cat is the most graceful.

D. Answer the questions.

Students answer the questions.

Answers

1. The bird is the most colorful.
Yes, it is.
2. The frog is the least graceful.
No, it isn't.

Unit 2 Let's Read, pages 16–17.

A. Read.

Students read the text.

B. Answer the questions.

Students answer questions about the text in complete sentences.

Answers

Answers will vary. Some examples include:

1. A gazelle is faster than a polar bear.
2. Large animals are heavy.
3. Small animals usually have short legs.
4. The cheetah is the fastest animal because it's big, strong, and light.

C. Check the correct answer.

Students check the correct answer.

Answers

1. A
2. A
3. B

D. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

Units 1 and 2 Let's Review, pages 18–19.

A. Read and match.

Students draw a line to match the sentences to the responses.

Answers

1. Are there enough? – I don't think so.
2. Are you sure? – Yes, I'm sure.
3. A cat is as fast as a polar bear. – I didn't know that.
4. We don't have enough. – Are you sure? There are three bags.

B. Write the questions and answers.

Students write the questions and answers in complete sentences.

Answers

1. How much cheese is there?
2. How many sandwiches are there?
3. There are a lot of cupcakes.
4. There's a little lemonade.

C. Check the correct answer.

Students check the correct answer.

Answers

1. The turtle is slower.
2. The elephant is the largest.

D. Read and match.

Students match the text to the pictures.

Answers

1. connect to picture of single panda eating bamboo
2. connect to picture of two newborn pandas
3. connect to picture of three playing baby pandas

E. True or false? Check the answer.

Students read the statements and check *True* or *False*.

Answers

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

Unit 3 Let's Talk, pages 20–21.

A. Read and write.

Students read the conversation and fill in the blanks.

Answers

1. How was your weekend?
It was great. How was yours?
It was pretty good.
2. What did you do?
My brother and I went for a bike ride.
That sounds like fun.
3. What did you do on the weekend?
I went shopping and bought this new bike.
Wow! I like it.
Thanks.

B. Read and write.

Students use the sentences in the box to fill in the blanks.

Answers

1. Wow! I like it.
2. It was great!
3. That sounds like fun.
4. Thanks!

C. Look, read, and write.

Students look at the pictures and fill in the blanks.

Answers

1. What did he do last weekend? He went skating.
2. What did they do last weekend?
They went for a swim.
3. What did they do last weekend?
They went bowling.
4. What did she do last weekend?
She went shopping.

D. What about you? Write.

Students write a sentence to answer a question about themselves.

Answers

Answers will vary.

Unit 3 Let's Learn, pages 22–23.

A. Unscramble, write, and match.

Students unscramble the words and phrases and match them to the pictures.

Answers

1. hiking – picture of boy hiking
2. taking pictures – picture of girl taking pictures
3. skateboarding – picture of boy skateboarding
4. playing volleyball – picture of boy playing volleyball
5. running – picture of girl running
6. walking the dogs – picture of girl walking the dogs

B. Look, read, and check.

Students use the pictures to check the correct answers.

Answers

1. She was walking the dogs.
2. He was skateboarding.

C. Write the questions and answers.

Students write the questions and answers in complete sentences.

Answers

1. What was he doing yesterday?
He was walking the dogs.
2. What were they doing yesterday?
They were skateboarding.
3. What was she doing yesterday?
She was playing volleyball.
4. What was she doing yesterday?
She was taking pictures.
5. What were they doing yesterday?
They were running.
6. What were they doing yesterday?
They were hiking.

Unit 3 Let's Learn More, pages 24–25.

A. Match

Students match the verbs to the pictures and then to the nouns.

Answers

1. buying – picture of sneakers – sneakers
2. watching – picture of DVDs – DVDs
3. playing – picture of baseball – catch

- borrowing – picture of books – books
- mailing – picture of package – a package
- surfing – picture of computer – the Internet

B. Look at A. Write the words.

Students use exercise A to write the complete phrases.

Answers

- buying sneakers
- watching DVDs
- playing catch
- borrowing books
- mailing a package
- surfing the Internet

C. Write the questions and answers.

Students use the phrases in the box to fill in the blanks.

Answers

- Where was he this afternoon? He was at the mall.
- Where were they this afternoon? They were at home.
- Where were they this afternoon? They were at the post office.
- Where was she this afternoon? She was at the library.

D. Look at C. Answer the questions.

Students use the pictures from exercise C to answer the questions.

Answers

- He was buying sneakers at the mall.
- They were playing catch at home.
- They were mailing a package at the post office.
- She was borrowing books at the library.

Unit 3 Let's Read, pages 26–27.

A. Read.

Students read the text.

B. Answer the questions.

Students write sentences to answer questions about the text.

Answers

Answers will vary. Some examples include:

- A strawberry has more than 200 seeds.
- Stacy went to the farmers' market last weekend.
- Star was making strawberry cake.
- Stacy is going to make strawberry jam.

C. Check the correct answer.

Students check the correct answer.

Answers

- A
- A
- B

D. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

Unit 4 Let's Talk, pages 28–29.

A. Unscramble and write.

Students unscramble the sentences.

Answers

- Wait a minute.
- I think I forgot to do something.
- Did you put on sunscreen?
- Did you turn the radio off?
- I forgot to take my watch off.

B. Match.

Students draw lines to match the phrases to the pictures.

Answers

- connect to picture of girl turning in her homework
- connect to picture of girl turning up the heat
- connect to picture of music player
- connect to picture of radio

C. Answer the questions.

Students answer the questions.

Answers

- Yes, I cleaned it up.
- No, I didn't take it off.
- Yes, I turned it on.
- No, I didn't put it on.

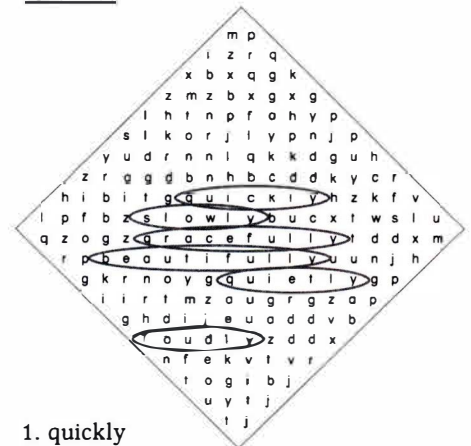
Unit 4 Let's Learn, pages 30–31.

A. Find and circle the words.

Then write.

Students circle the words in the puzzle and write them.

Answers



- quickly
- slowly
- loudly
- quietly
- beautifully
- gracefully

B. Look, read, and circle.

Students use the pictures to circle the correct words.

Answers

- loudly
- slowly
- beautifully

C. Look at the chart. Answer the questions.

Students use the pictures to answer the questions in complete sentences.

Answers

1. Yes, he does.
No, he doesn't.
No, he doesn't.
2. No, he doesn't.
Yes, he does.
Yes, he does.

D. Look at C. Write questions about Liz.

Students use the pictures in exercise C to write questions.

Answers

1. Does she walk slowly?
2. Does she speak quietly?
3. Does she dance gracefully?

Unit 4 Let's Learn More, pages 32–33.

A. Unscramble and write.

Students unscramble the words and write the phrases.

Answers

1. sew
2. cook
3. bake
4. play the guitar
5. speak English
6. ride a unicycle

B. Unscramble and write.

Students unscramble the sentences.

Answers

1. He bakes very well.
2. She cooks very well.
3. She sews very well.
4. He plays the guitar very well.

C. Look and write.

Students use the words in the box to write sentences about the picture.

1. He walks quickly.
2. He speaks loudly.
3. He plays beautifully.
4. She dances gracefully.
5. She cooks well.

D. Read and draw.

Students draw pictures of the two actions in the sentences.

Answers

Individual pictures will vary.

Unit 4 Let's Read, pages 34–35.

A. Read.

Students read the text.

B. Answer the questions.

Students write sentences to answer questions about the text.

Answers

Answers will vary. Some examples include:

1. Walt feeds the fish every day.
2. The goldfish swim quickly.
3. Harold does his job very well.
4. Goldfish are fine in the cold water.

C. Check the correct answer.

Students check the correct answer.

Answers

1. B
2. B
3. A

D. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

Units 3 and 4 Let's Review, pages 36–37.

A. Look and write.

Students look at the pictures and write the answers to the questions.

Answers

1. Yes, I turned it down.
2. No, I didn't turn it on.
3. No, I didn't clean it up.
4. Yes, I turned it up.

B. Write the questions and answers.

Students use the pictures and the phrases in the box to write the questions and answers.

Answers

1. Did you put on sunscreen?
No, I didn't.
2. Did he play very well? Yes, he did.
3. Did she ride slowly? No, she didn't.
4. Did he eat quickly? Yes, he did.

C. Read and write. Number the pictures.

Students read the text, fill in the blanks, and number each picture with the number of the matching sentence.

Answers

Words

1. diving
3. Dolphins
4. reef, underwater

Pictures (top to bottom): 3, 4, 2, 1

D. True or False? Check the answer.

Students read the statements and check *True* or *False*.

Answers

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

Unit 5 Let's Talk, pages 38–39.

A. Look and number.

Students look at the picture and number the conversation sentences in order.

Answers

1. What do you want to be when you grow up?
2. I want to be a tennis player.
3. Good idea! You play tennis very well.
4. What about me? What do you think I'll be?
5. Hmm. Maybe you'll be an engineer.
6. Really? I don't think so. I hate math.

- I think I'll be a designer.
- You're probably right. You're good at drawing.

B. Look and write.

Students look at the clues to complete the crossword puzzle.

Answers

- | Across | Down |
|---------------------|-------------------|
| 1. flight attendant | 3. movie director |
| 2. hair stylist | 4. tennis player |
| | 5. designer |
| | 6. surgeon |

Unit 5 Let's Learn, pages 40–41.

A. Look at the charts. Answer the questions.

Students use the chart to answer the questions at the bottom of the page.

Answers

- Yes, he will.
- No, she won't.
- Yes, she will.
- Yes, she will.
- Yes, he will.
- No, he won't.
- No, he won't.
- No, she won't.

B. Look and check. What will they probably do next?

Students check the correct answer.

Answers

1. A 2. A 3. B 4. B

C. Look at B. Write questions and answers.

Students look at the pictures in exercise B to write the questions and answers.

Answers

- What will they do next?
They'll probably do the laundry.
- What will he do next?
He'll probably make the bed.
- What will she do next?
She'll probably wash the car.
- What will she do next?
She'll probably dust the furniture.

Unit 5 Let's Learn More, pages 42–43.

A. Look and write. What will they do after class?

Students use the phrases in the box to fill in the blanks.

Answers

- I think I'll go fishing after class.
- I think I'll go to sleep after class.
- I think I'll go bowling after class.
- I think I'll do homework after class.
- I think I'll wash the dishes after class.
- I think I'll go swimming after class.

B. Look, read, and circle. Check True or False.

Students look at the pictures, circle the correct word in the sentence, and check *True* or *False*.

Answers

- She'll – True
- They'll – False
- He – True
- He'll – True
- She – True
- They – False

C. What will you probably do next weekend? Write.

Students write a sentence to answer a question about themselves.

Answer

Answers will vary.

Unit 5 Let's Read, pages 44–45.

A. Read.

Students read the text.

B. Answer the questions.

Students write sentences to answer questions about the text.

Answers

Answers will vary. Some examples include:

- Rob is at an elephant park.
- The baby elephant ate bananas.

- Rob will probably wash the elephants tomorrow.
- Rob thinks he'll write books about elephants when he grows up.

C. Check the correct answer.

Students check the correct answer.

Answers

1. A 2. B 3. B

D. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

Unit 6 Let's Talk, pages 46–47.

A. Look, read, and check.

Students read the text and check the correct picture.

Answers

- second picture
- first picture
- second picture

B. Read and circle.

Students circle the correct answer.

Answers

1. b 2. b 3. a

C. Look, read, and write.

Students use the pictures and the words in the box to write the questions and answers in complete sentences.

Answers

- Why do you like summer?
I like summer because I like going to the beach.
- Why do you like fall?
I like fall because I like picking apples.
- Why do you like spring?
I like spring because I like planting flowers.
- Why do you like winter?
I like winter because I like skiing.

D. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

Unit 6 Let's Learn, pages 48–49.

A. Match.

Students match the pictures of objects to the phrases to the pictures of actions.

Answers

- picture of backpack – went backpacking – picture of backpacking
- picture of rake – raked leaves – picture of raking
- picture of sled – went sledding – picture of sledding
- picture of basket – had a picnic – picture of girl with picnic basket
- picture of flowers – picked flowers – picture of boy with flowers
- picture of bucket – built a sandcastle – picture of building a sandcastle

B. Look at the chart. Complete the questions and answers.

Students look at the chart and fill in the blanks in the sentences.

Answers

- They had a snowball fight, and they went sledding.
- He picked flowers, and he had a picnic.
- What did June do last weekend? She went backpacking, and she raked leaves.
- What did Debbie and Marie do last weekend? They went swimming, and they built a sandcastle.

C. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

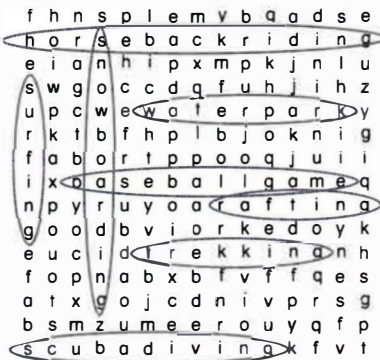
Answers will vary.

Unit 6 Let's Learn More, pages 50–51.

A. Find and circle the words.

Then write.

Students circle the words in the puzzle and write them.



Answers

- go trekking
- go horseback riding
- go rafting
- go snowboarding
- go scuba diving
- go to a baseball game
- go surfing
- go to a water park

B. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

C. Answer the questions. Then draw.

Students write sentences to answer questions and then draw pictures.

Answers

Answers will vary. Some examples include:

- He went apple picking. He'll probably go trekking.
- She went ice skating. She'll probably have a snowball fight.
- They went horseback riding. They'll probably have a picnic.
- He went waterskiing. He'll probably build a sandcastle.

Unit 6 Let's Read, pages 52–53.

A. Read.

Students read the text.

B. Answer the questions.

Students write sentences to answer questions about the text.

Answers

Answers will vary. Some examples include:

- New butterflies can't fly because their wings are wet.
- Some butterflies fly south before winter.
- Butterflies drink from flowers.
- The spots protect the butterflies from other animals.

C. Check the correct answer.

Students check the correct answer.

Answers

- B
- A
- B

D. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

Units 5 and 6 Let's Review, pages 54–55.

A. Complete the questions and answers.

Students write the questions and answers.

Answers

- I think I'll be a tennis player.
- What do you think you'll be?
- Why do you like winter?
- Because I like flying kites.

B. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

C. Look. Complete the questions and answers.

Students use the pictures to write the questions and answers.

Answers

1. What did she do last winter?
She went skiing.
What will she do next winter?
She'll probably go ice skating.
2. What did they do last summer?
They went trekking.
What will they do next summer?
They'll probably go camping.

D. Read and write.

Students read the text and fill in the blanks with the words in the box.

Answers

We're not at the top of Mt. Everest because only mountain climbers can go there. But we can see the top!

We stayed with a host family in a small village last night. Everyone was very friendly. We ate curry and bread for dinner. It was delicious.

Summer is trekking season. It's too cold in the winter. Tomorrow, our guides will take us to the Everest Base Camp. We'll be at the top of the world!

E. Write the answers.

Students write sentences to answer the questions about the text.

Answers

Answers will vary. Some examples include:

1. Only mountain climbers can go to the top.
2. They stayed with a host family in a small village last night.
3. It's too cold in the winter.
4. Their guide will take them to the Everest Base Camp.

Unit 7 Let's Talk, pages 56–57.

A. Read and match.

Students draw lines to match the sentences to the responses.

Answers

1. I'm baking cookies.
2. Almost.
3. What happened?

4. Sure.
5. It tastes great!

B. Unscramble and write.

Students unscramble the words and then write them.

Answers

1. Touch the pillow. It feels soft.
2. Listen to the music. It sounds wonderful.
3. Smell the flower. It smells good.
4. Taste the strawberry. It tastes sweet.
5. Look at the butterfly. It looks beautiful.

C. Look and write.

Students use the words in the box to label the pictures.

Answers

1. touch
2. look
3. listen
4. smell

Unit 7 Let's Learn, pages 58–59.

A. Unscramble and write. Then label.

Students unscramble the words to label the pictures.

Answers

1. bad
good
smells
2. awful
wonderful
sounds
3. ugly
beautiful
looks

B. Look at A. Write.

Students use the information in exercise A to fill in the blanks.

Answers

1. The skunk smells bad.
2. The flower smells good.
3. The music sounds awful.
4. The music sounds wonderful.
5. The house looks ugly.
6. The house looks beautiful.

C. Write the questions and answers.

Students write the questions and answers in the blanks.

Answers

1. How does the music sound?
It sounds awful.
2. How does the sunset look?
It looks beautiful.
3. How does the soap smell?
It smells good.
4. How does the flower smell?
It smells good.
5. How does the garbage smell?
It smells bad.
6. How does the rainbow look?
It looks beautiful.

D. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

Unit 7 Let's Learn More, pages 60–61.

A. Write the words.

Students write the words in the box in the correct column.

Answers

Feels	Tastes
hard	salty
<u>rough</u>	<u>sour</u>
<u>smooth</u>	<u>bitter</u>
<u>soft</u>	<u>sweet</u>

B. Look at the pictures. Write sentences. Use the words in A.

Students use the words in exercise A to write the sentences.

Answers

1. The dark chocolate tastes bitter.
2. The lemon tastes sour.
3. The mirror feels smooth.
4. The candy tastes sweet.
5. The stuffed toy feels soft.

C. Answer the questions.

Students look at the pictures and write the answers.

Answers

1. It smells bad.
2. It feels soft.
3. It sounds awful.
4. It looks beautiful.
5. It tastes salty.
6. It tastes sweet.

Unit 7 Let's Read, pages 62–63.

A. Read.

Students read the text.

B. Answer the questions.

Students write sentences to answer questions about the text.

Answers

1. Ice cream tastes sweet.
2. Roses smell wonderful.
3. It looks like a duck.
4. It will look like you are pinching the moon.

C. Read and number the pictures.

Students number the pictures with the number for the related sentence.

Answers

1. picture of boy drawing a rabbit
2. picture of girl taking a picture of her friend
3. picture of boy eating ice cream
4. picture of girl pinching the moon

D. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

Unit 8 Let's Talk, pages 64–65.

A. Look and number

Students number the sentences in order.

Answers

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

B. Match.

Students draw a line to match the pictures to the words.

Answers

1. Egypt
2. France
3. China
4. Hawaii
5. Nepal

C. Look. Complete the questions and answers.

Students use the picture to write the questions and answers.

Answers

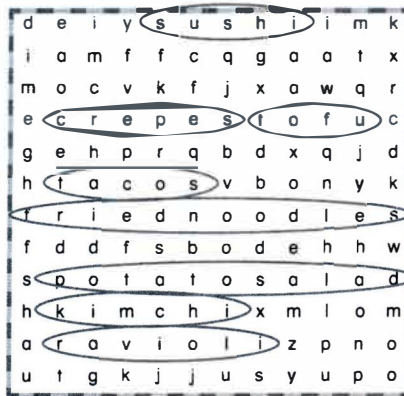
1. Have you ever been to Hawaii?
No, I haven't.
2. Have you ever been to France?
Yes, I have.
3. Have you ever been to China?
Yes, I have.
4. Have you ever been to Egypt?
No, I haven't.
5. Have you ever been to Nepal?
Yes, I have.

Unit 8 Let's Learn, pages 66–67.

A. Find and circle the words.

Students circle the words in the puzzle.

Answers



B. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

C. Look. Complete the questions and answers.

Students use the pictures to write the questions and answers.

Answers

1. Have you ever eaten sushi?
Yes, I have.
I've eaten sushi.
2. Have you ever eaten tofu?
No, I haven't.
I've never eaten tofu.
3. Have you ever eaten kimchi?
Yes, I have.
I've eaten kimchi.
4. Have you ever eaten crepes?
No, I haven't.
I've never eaten crepes.
5. Have you ever eaten ravioli?
Yes, I have.
I've eaten ravioli.
6. Have you ever eaten tacos?
No, I haven't.
I've never eaten tacos.

Unit 8 Let's Learn More, pages 68–69.

A. Look and number.

Students number the animals.

Answers

- 3 4 5
- 8 6 1
- 7 2

B. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

C. Look at the chart. Complete the questions and answers.

Students use the chart to write questions and answers.

Answers

1. Has she ever seen a kangaroo?
Yes, she has.
2. Has he ever seen a kangaroo?
No, he hasn't.
3. Has she ever eaten potato salad?
Yes, she has.
4. Has he ever been to the Great Barrier Reef?
No, he hasn't.

5. Has he ever been to Hawaii?
Yes, he has.
6. Has she ever eaten fried noodles?
Yes, she has.
7. Has she ever seen a llama?
No, she hasn't.

Unit 8 Let's Read, pages 70–71.

A. Read.

Students read the text.

B. Answer the questions.

Students write sentences to answer questions about the text.

Answers

Answers will vary. Some examples include:

1. Ostriches can't play hopscotch.
2. Ostriches can jump. Ostriches can run faster than any other birds.
3. An ostrich egg is heavier than a chicken egg.
4. Ostriches eat plants and seeds. Sometimes they eat insects.

C. Check the correct answer.

Students check the correct answer.

Answers

1. A 2. A 3. B

D. What about you? Write.

Students write sentences to answer questions about themselves.

Answers

Answers will vary.

Units 7 and 8 Let's Review, pages 72–73.

A. Unscramble and write.

Students unscramble the sentences.

Answers

1. The dark chocolate tastes bitter.
2. Does it feel rough or smooth?
3. Smell the flower. It smells good.
4. Has he ever eaten tofu?

B. What about you? Complete the questions and answers.

Students write questions and answers about themselves.

Answers

Answers will vary. Some examples include:

1. Have you ever been to the Grand Canyon?
Yes, I have.
2. Have you ever been to Australia?
No, I haven't.
3. Have you ever eaten potato salad?
Yes, I have.
4. Have you ever seen a kangaroo?
No, I haven't.
5. Have you ever eaten ravioli?
Yes, I have.
6. Have you ever seen a skunk?
No, I haven't.

C. Read. Put the story in order.

Students number the paragraphs in the correct order.

Answers

- 4, 3, 1, 2

D. Read the story again. Number the pictures.

Students number the pictures in order to match the story.

Answers

- 4, 3, 1, 2

E. Read and check.

Students check the correct answer.

Answers

1. They went rafting.
2. sleep outside
3. the river

Extra Practice Let's Eat! page 74.

A. Look and write the questions and answers.

Students use the picture to write the questions and answers.

Answers

1. How much pizza is there?
There is a lot.
2. How many sandwiches are there?
There are a lot.

3. Are there a lot of pretzels?
Yes, there are.
4. How many pieces of watermelon are there?
There are a lot.
5. Is there a lot of water?
Yes, there is.
6. Are there a lot of cookies?
No, there aren't.
7. (Answers will vary.)
How many hamburgers are there?
There are a few.

Extra Practice Which Pet? page 75.

A. Complete the sentences.

Students complete the sentences using the words in the box.

Answers

Answers will vary. Some examples include:

1. The bird is less graceful than the cat.
2. The cat is less colorful than the bird.
3. The cat is less expensive than the bird.
4. The bird is more beautiful than the cat.

B. What about you? Write.

Students fill in the blanks with their own preferences.

Answers

Answers will vary.

Extra Practice What Did You Do? page 76.

A. Read and number the pictures.

Students read the text and number the matching picture.

Answers

- 4, 3, 1, 2

B. Complete the conversation.

Students fill in the blanks.

Answers

1. Hi Sue. Where were you yesterday?
2. I was at the library.
3. Really? I was at the library, too.
4. What were you doing?
5. I was studying. What were you doing?
6. I was borrowing books.

Extra Practice Activities, page 77.

A. Look at the chart. Write the questions and answers.

Students use the chart to write
questions and answers.

Answers

1. Did Rick speak quietly?
No, he didn't. He spoke very loudly.
2. Did he speak loudly?
Yes, he did. He spoke very loudly.
3. Did Liz paint well?
Yes, she did. She painted very well.
4. Did Rick walk slowly?
No, he didn't. He walked quickly.
5. Did Rick dance well?
Yes, he did. He danced very well.
6. Did Liz speak loudly?
No, she didn't. She spoke very quietly.
7. (Answers will vary.)
Did Liz dance gracefully?
Yes, she did. She danced gracefully.

Extra Practice My Future, page 78.

A. Read.

Students read the text.

B. What about you? Write.

Students write a paragraph about their
own futures.

Answers

Answers will vary.

Extra Practice My Favorite Season, page 79.

A. Read. Write the seasons.

Students use the information to fill in
the blanks.

Answers

1. summer
2. spring
3. winter
4. fall

B. What about you? Write.

Students write about themselves.

Answers

Answers will vary.

Extra Practice Tacos and Crocodiles, page 80.

A. Read.

Students read the text.

B. Answer the questions.

Students use the text in exercise A to
answer the questions.

Answers

1. Yes, she has.
2. No, he hasn't.
3. No, he hasn't.
4. Yes, she has.

C. What about you? Write.

Students write sentences to answer
questions about themselves.

Answers

Answers will vary.

Let's Talk Video Scripts

Unit 1 Let's Talk, Student Book page 4.

Jenny: Hello?

Kate: Hi, Jenny. I'm at the supermarket now. Is everything ready for the party? Are there enough pretzels?

Jenny: I think so. There are three bags.

Kate: Are three bags enough?

Jenny: Yes. They're big bags.

Kate: Do we need cake?

Jenny: No, we don't. We have cupcakes.

Kate: Do we have any soda?

Jenny: Yes, we do.

Kate: How many cans of soda are there?

Jenny: Uh-oh. There's only one can. We don't have enough.

Kate: OK. I'll get some. How many cans do we need?

Jenny: We need twelve cans.

Kate: OK. See you soon! I'm excited!

Jenny: Me, too! See you later!

Kate: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12!

Unit 2 Let's Talk, Student Book page 12.

Andy: Look at the zebras! They can run fast.

Scott: There's a gazelle. They can run fast, too.

Andy: Did you know that a zebra is slower than a gazelle?

Scott: Really? I didn't know that. Those polar bears are big!

Andy: Scott, which animal is faster? A cat or a polar bear?

Scott: I'm not sure. I think a polar bear is probably faster. What do you think? Is a polar bear faster than a cat?

Andy: No! It isn't. A cat is as fast as a polar bear!

Scott: Wow! Are you sure? That's interesting!

Andy: Yes! I'm sure! A man is faster than a skunk.

Scott: Really? Are you sure?

Andy: Yes, I'm sure. Look!

Scott: That's good! He can run away.

Andy: You mean like now?

Scott: Right! Run!

Unit 3 Let's Talk, Student Book page 22.

Jenny: Hi, Scott. How was your weekend?

Scott: It was great. How was yours?

Jenny: It was pretty good. I rode my bike to the beach on Saturday.

Scott: What did you do on Sunday?

Jenny: My brother and I went for a bike ride in the park.

Scott: You rode your bike to the beach and to the park. That sounds like fun. You really like to ride your bike!

Jenny: What did you do last weekend? What did you do last weekend?

Scott: I went shopping and bought this new bike.

Jenny: Wow! That is great! I like it.

Scott: Thanks. I like it, too!

Unit 4 Let's Talk, Student Book page 30.

Andy: Let's go!

Kate: OK!

Andy: Are you ready?

Kate: Not yet. Wait a minute.

Andy: What? Why?

Kate: I think I forgot to do something.

Andy: Did you put on sunscreen?

Kate: Yes, I did. I put it on before I came outside.

Andy: Did you turn off the radio?

Kate: Yes, I turned it off.

Andy: What is it? What about your glasses? You are wearing them.

Kate: Oh! I forgot about them! Thanks!

Andy: What did Kate forget? OK, then. You're ready.

Kate: Oh, no! Now I remember.

Andy: What?

Kate: I forgot to take off my watch.

Andy: I hope it's waterproof.

Unit 5 Let's Talk, Student Book page 40.

Kate: What do you think you'll be when you grow up?

Jenny: Oh, I don't know. I think I'll be a tennis player.

Kate: Good idea! You play tennis very well.

Jenny: Thanks! I love to play tennis!

Kate: My turn! What about me? What do you think I'll be?

Jenny: Hmm. Maybe you'll be an engineer.

Kate: Really? I don't think so. I hate math.

Jenny: You hate math? I'm surprised! You're so good at math.

Kate: Well, I think I'll be a designer.

Jenny: You're probably right. You're really good at drawing.

Kate: Maybe I'll make a tennis outfit for you.

Jenny: That'll be great! Thanks. What do you think you'll be when you grow up?

Unit 6 Let's Talk, Student Book page 48.

Scott: Summer is my favorite season.

Andy: Why?

Scott: Because it's hot and there's no school. I have a lot of free time, and I can go to the beach every day! What's your favorite season?

Andy: I love winter.

Scott: Why?

Andy: Because I love the snow and I like skiing. I go skiing with my family every weekend!

Scott: I like skiing, too.

Andy: Really?! I didn't know that! But you like summer! You can't go skiing in summer.

Scott: Hahaha! Oh, yes, I can! I can go waterskiing! I like waterskiing!

Andy: That sounds like fun. Let's go waterskiing this summer!

Scott: OK! I can teach you!

Andy: Great!

Scott: Can you ski or waterski?

Unit 7 Let's Talk, Student Book page 58.

Scott: Mm, Kate! Something smells good. What are you doing?

Kate: I'm baking cookies.

Scott: Great! I'm hungry! Are they done?

Kate: Almost. They are going to be done in about 2 minutes! Oh, no. Look at the cookies!

Scott: What happened to the cookies? Do you know? What happened?

Kate: I don't know. They don't look good.

Scott: No, they don't, but they smell good. I'll try one.

Kate: How is it?

Scott: It tastes great!

Kate: Really? Hmm, you're right! It's delicious!

Unit 8 Let's Talk, Student Book page 66.

Jenny: Guess what!

Scott: What?

Jenny: I'm going to France this summer. My family is going there on vacation.

Scott: That's exciting! What are you going to do?

Jenny: I'm not sure. I want to go to a castle.

Scott: France is a lot of fun! Have you been there before?

Jenny: No. It's my first time.

Scott: I've been there twice. My uncle lives there. I visited him last summer.

Jenny: Wow! You're lucky! I don't know anyone there.

Scott: You'll love France! There's a lot to see and the food is great!

Jenny: There's only one problem. I don't speak French!

Scott: Don't worry! You'll be fine!

Jenny: Thanks.

Scott: What are you going to do this summer?

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