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LET'S GO

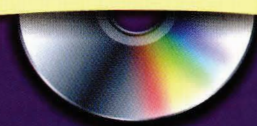
5th Edition

TEACHER'S PACK

Classroom Presentation Tool

Teacher's Guide

Teacher's Resource Center



مرجع آموزش زبان ایرانیان

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TEACHER'S GUIDE

6

LET'S GO

5th Edition



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Table of Contents

Syllabus.....	2
Introduction.....	4
Components.....	6
Classroom Presentation Tool.....	7
Unit Walk-Through.....	8
Teaching Techniques.....	13
Lesson Plans.....	16
Workbook Answer Key.....	90
Let's Talk Video Scripts.....	102

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 6 Syllabus

Let's Remember

Look at this boat. It's colorful!

Which one is faster?

Where's Andy? Have you seen him?

Have you ever eaten sushi?

What will you do after lunch?

Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 1 School Days			
<p>Conversation: Whose scarf is that? It's Anna's scarf. Whose mittens are those? They're hers, too. Is that her glove, too? I think it's Jim's glove. Which boy is Jim? He's the boy over there. Jim, I think this is yours. Thanks for finding it.</p> <p>Items: scarf, mittens, gloves, glasses, belt, watch</p> <p>Song: Whose Boots Are These?</p>	<p>School Activities: watering the plants, feeding the fish, writing on the board, talking to the teacher, reading a textbook, writing an essay</p> <p>Language: Which boy is Scott? He's the boy who is watering the plants. Which girl is Lisa?</p> <p>Chant: Kim's Father Was Born in Seoul</p>	<p>Activities: talking on his cell phone, reading a magazine, walking in the park, drinking some water, playing a game, sitting on a bench</p> <p>Language: Jenny was sitting on a bench when it started to rain. What was he doing when it started to rain?</p>	<p>Historical Story: The First Ice Pop</p> <p>Questions</p> <p>Vocabulary: frozen</p> <p>Phonics: ow cow aw saw</p> <p>Word Study: mix + ed = mixed</p>
Unit 2 At the Aquarium			
<p>Conversation: What a great day! It sure was! But I'm tired now. What did you like best? I think I liked the penguins best. They were cute. What about you? I liked the sharks. They were scary!</p> <p>Adjectives: amazed/amazing, bored/boring, interested/interesting, tired/tiring, excited/exciting, scared/scary</p> <p>Chant: The Racing Chant</p>	<p>Places: an aquarium, a tour, a lecture, an exhibit, a shark, an octopus</p> <p>Language: The shark was scary. The exhibit was amazing. She was amazed.</p> <p>Chant: The Aquarium Chant</p>	<p>Things to See and Do: a jellyfish, a sea turtle, a squid, a video, a ride, a pedal boat</p> <p>Language: Kate said the sea turtles were amazing. He said he was amazed. She said the squid was scary.</p>	<p>How-to Article: Waves in a Bottle</p> <p>Questions</p> <p>Vocabulary: reuse</p> <p>Phonics: oi coin oo book</p> <p>Word Study: re + use = reuse</p>
Let's Review Units 1 and 2		Reading: Matt and Megan's Mystery Hunters Blog—Pyramids	
Unit 3 Going Shopping			
<p>Conversation: I need a present for my mother. What should I get her? Do you have any ideas? You could get her a teapot. Or you could get her a cookbook. She doesn't like tea, and she already has a lot of cookbooks. How about a scarf? That's a great idea!</p> <p>Presents: a scarf, a bracelet, a box of chocolates, a cookbook, a DVD, a book</p> <p>Chant: I Need a Present for My Mother</p>	<p>Gifts: a video camera, a necklace, a ring, a novel, a stuffed toy, earrings, golf clubs, a model</p> <p>Language: Should I get my sister a necklace or a ring? You should get her a ring. They should get him a novel.</p> <p>Chant: Today's My Brother's Birthday</p>	<p>Activities: bought a drink, made a bracelet, sent a picture, gave a present, showed a T-shirt, told a story</p> <p>Language: She showed him a T-shirt. What did she make her? She made her a bracelet.</p>	<p>Story: Happiness Is a Clean Park</p> <p>Questions</p> <p>Vocabulary: since I was a baby</p> <p>Phonics: oo broom au August</p> <p>Word Study: kind + ness = kindness</p>
Unit 4 Around Town			
<p>Conversation: Where's the food court? Let's look at the map. It's across from the music store. We should go this way. There's the food court. Where are the boys? They're over there, next to the ice cream shop.</p> <p>Places: ice cream shop, bakery, sports store, music store, clothing store, food court, bookstore, game store</p> <p>Song: Where's the Bookstore?</p>	<p>Directions: on the corner, around the corner from, on the right, on the left, across the street from, next to</p> <p>Language: Where's the ice cream shop? It's across the street from the bank. The bakery is on the corner. It's next to the restaurant.</p>	<p>Directions: Go straight. Go to the corner. Turn left. Turn right. Go two blocks. Cross the street.</p> <p>Language: Go to the corner and turn right. Where are you? I'm at the bookstore. How do I get to the park? Go two blocks and turn right.</p> <p>Chant: I'm Looking for Joe</p>	<p>Article: The Blue Planet</p> <p>Questions</p> <p>Vocabulary: clockwise</p> <p>Phonics: ow blow or storm</p> <p>Word Study: rain + y = rainy</p>
Let's Review Units 3 and 4		Reading: Matt and Megan's Mystery Hunters Blog—Easter Island	



Let's Talk	Let's Learn	Let's Learn More	Let's Read
Unit 5 Explore the World			
<p>Conversation: Have you met Anh? No, I haven't. Where's she from? She's from Vietnam. Does Anh speak English? Yes, she does. She speaks Vietnamese and English, too. I'd like to meet her. Have you ever been on a homestay?</p> <p>Countries and Nationalities: Australia/Australian, Vietnam/Vietnamese, Thailand/Thai, Mexico/Mexican</p> <p>Chant: Homestay Plans</p>	<p>Countries and Languages: Brazil/Portuguese, France/French, Italy/Italian, Mexico/Spanish</p> <p>Language: People in Mexico speak Spanish. Spanish is spoken in Mexico. What language is spoken in Vietnam?</p> <p>Song: Have You Met Alice?</p>	<p>International Foods: black beans, croissants, spaghetti, rice noodles, burritos, meat pies</p> <p>Language: Where are black beans eaten? Black beans are eaten in Brazil. Croissants are eaten in France. Spanish is spoken in Mexico.</p>	<p>Informational Story: Chocolate</p> <p>Questions</p> <p>Vocabulary: discover</p> <p>Phonics: ea bread ou count</p> <p>Word Study: eat + ing = eating</p>

Unit 6 Doing Things

<p>Conversation: I'm sorry I'm late. That's OK. How long have you been waiting? A few minutes. Not long. Have you already bought your ticket? Yes, I have, and I bought your ticket, too! I'm excited to see this movie! I've heard it's funny. I've heard it's scary.</p> <p>Things Done: cleaned his desk, washed her hands, watched the movie, walked the dog, gone to the store, eaten dinner, fed the cat, done his homework</p> <p>Chant: Have You Finished Your Homework?</p>	<p>Experiences: studied English, lived in New York, taught French, played soccer, had a cat, been at the hotel</p> <p>Language: How long have you taught French? I've taught French for five years/since 2007. How long has she had a cat?</p> <p>Song: How Long Has She Known Him?</p>	<p>Doing Things: talking on the phone, visiting Bangkok, riding her bicycle, cleaning his room, waiting, playing baseball</p> <p>Language: Jenny is riding her bicycle. She has been riding her bicycle for 45 minutes/since ten o'clock. How long has she been visiting Bangkok?</p> <p>Chant: How Long Have You Been Waiting?</p>	<p>Article: Coding Is Fun!</p> <p>Questions</p> <p>Vocabulary: write code</p> <p>Phonics: ar arm ir thirteen</p> <p>Word Study: develop + er = developer</p>
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Let's Review Units 5 and 6

Reading: Matt and Megan's Mystery Hunters Blog—Hieroglyphics

Unit 7 About Me

<p>Conversation: Is that you? Yes, it is. Why were you hiding behind your dad? I was shy. Really? I don't believe it! It's true. I'm shy when I meet new people. How old were you in this photo? I was five. When did you learn how to do karate? When I was four.</p> <p>Descriptions: outgoing, shy, friendly, studious, cheerful, generous</p> <p>Song: What's She Like?</p>	<p>Ages and Stages: learn how to walk/write my name, learn how to read/ride a bike, learn how to ice skate/tie my shoes</p> <p>Language: When did you learn how to write your name? I learned how to write my name when I was five.</p> <p>Chant: How Old Were You?</p>	<p>Wishes: fly a helicopter, run a marathon, visit London, speak more languages, play golf, drive a car, act in a play, conduct an orchestra</p> <p>Language: I wish I could conduct an orchestra. What does she wish she could do? She wishes she could speak more languages.</p>	<p>Article: Six Dots</p> <p>Questions</p> <p>Vocabulary: writing system</p> <p>Phonics: air pair er flower</p> <p>Word Study: sight + less = sightless</p>
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Unit 8 In the Future

<p>Conversation: If you could go anywhere, where would you go? I would go to Egypt. Why? I'd like to see the pyramids. What about you? I'd go to Antarctica. I'd like to see penguins.</p> <p>Places: the Amazon jungle, Mt. Everest, the bottom of the ocean, the pyramids of Egypt, the moon, the equator</p> <p>Song: If You Could Go Anywhere</p>	<p>In the Future: go to Antarctica/Mars, meet a TV star/sports star, buy a pony/a motorbike, go kayaking/skydiving</p> <p>Language: If I could do anything, I would buy a pony.</p> <p>Chant: If You Could Do Anything</p>	<p>Review Game</p>	<p>Article: Future Wishes</p> <p>Questions</p> <p>Vocabulary: playing music</p> <p>Phonics: or horn ur surf</p> <p>Word Study: suitcase = suit + case</p>
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Let's Review Units 7 and 8

Reading: Matt and Megan's Mystery Hunters Blog—The Nazca Lines

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.

The lessons in *Let's Go* incorporate techniques from several methods that have been repeatedly 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 6

Each of the eight units in Level 6 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 song or 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 song or chant that recycles the language they 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 over-plan 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 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 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

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Class Audio



Video

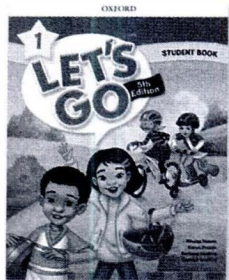


Songs and Chants



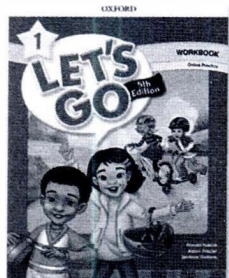
Can-Do Activity

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

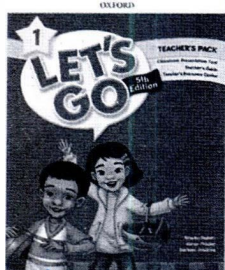
- The full audio program for the Student Book, including vocabulary substitutions with stories, songs, and chants

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 shows a lesson page titled "Lesson 3 A Spider! Help!". The page is divided into sections: "Watch or listen", "Act it out.", "Listen and point. Say.", and "Look and write.". The "Look and write." section is zoomed in, showing a garden scene with three potted plants. Below the image are four numbered blanks for students to write: "1 It's a butterfly.", "2 It's a _____.", "3 It's a _____.", and "4 It's an _____.". To the right of the zoomed-in view, a callout box says "Zoom in to focus your students' attention on a single activity." Below the zoomed-in view, another callout box says "Play audio and video at the touch of a button." with icons for a speaker and a play button. Below that, a third callout box says "Speed up or slow down the audio to tailor lessons to your students' listening level." with a speed control slider. At the bottom, there is a media player control bar with play, stop, and volume icons.

The screenshot shows the same lesson page as above, but with a note-taking overlay. The overlay is a white box with a "Done" button and a "www.nsp.com" URL. Below the note-taking overlay, a callout box says "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." Below the note-taking overlay, another callout box says "Work on pronunciation in class: record your students speaking, and compare their voices to the course audio." At the bottom of the screenshot, there is a media player control bar with a "Practice" button and a "Page 89" indicator.

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 2 At the Aquarium Let's Talk

A Listen and say.

Scott: What a great day!
Kate: It sure was! But I'm tired now.
Scott: Me, too. We really wanted a lot.

Kate: What did you like best?
Scott: I think I liked the penguins best.
Kate: They were cute.
Scott: What about you?

Kate: I liked the sharks.
Scott: They were scary!

What a great day!
It sure was!

B Watch the video.

12 Unit 2 At the Aquarium

C Say these.

1. She was amazed. The penguins were amazing.
2. He was bored. The movie was boring.
3. She was interested. The book was interesting.
4. He was tired. The race was tiring.
5. He was excited. The ride was exciting.
6. She was scared. The shark was scary.

D Listen and chant.

The Racing Chant

Look at those kids!
Look at them run!
This is exciting!
That is fun!

I'm excited!
Look at them run!
This is exciting!
That is fun!

I can do this lesson.

Unit 2 At the Aquarium 13



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 12-13

Warm up

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

A Listen and say.

- Introduce the conversation.** Model the conversation to provide a physical reminder that conversation is communication between two or more people.
- Listen to the dialogue.** Students look at the scene to establish context, and then listen and repeat after the audio to reinforce natural pronunciation.
- Listen to the language focus.** Have students listen to the audio. Then have them repeat, focusing on natural intonation, rhythm, and speed.

B Watch the video.

- Play the video.** Explain new language, if necessary.
- 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.
- Practice the conversation.** Move from group practice to pair practice. Encourage students to use the language and gestures from the video.

C Say these.

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

- Practice the words with the pattern.** Display a Teacher Card and say the sentence. Have students repeat. Continue with all the matching sentences.

D Listen and chant.

- Play and listen.** Have students identify familiar words they hear and items they see in the illustration.
- Practice the rhythm.** Model the song line by line, having students echo the lines and clap to keep the beat. Act out movements or actions that go with the song.
- Read the lyrics.** Have students point to and read words they recognize.
- 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

Topic-based vocabulary

Familiar characters model vocabulary and language patterns in context

Language patterns show substitution vocabulary highlighted in pink

Question-and-answer patterns modeled in scenes

Animated song and chant videos reinforce vocabulary

Student Book pages 14–15

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 they become familiar with the target language orally before seeing it on the page.

A Learn the words.

1. **Listen to the words.** Have students listen and point to the pictures in their books. Then have them listen and repeat. Focus on speaking with natural pronunciation.
2. **Check comprehension.** Say the words in random order and have students point to the pictures in their books. Start slowly, but increase your speaking speed to challenge students and make the activity more fun.

B Make sentences.

1. **Listen to the sentence.** Have students look at the scene in their books and describe what they see. Then listen to the audio.
2. **Practice the statements.** Check that students understand and can use the sentence pattern. Then have them take turns asking and answering questions about the objects in the scene, using the questions in the box as samples.

C Make sentences.

1. **Listen to the sentence.** Have students describe the scene in their books. Then play the audio.
2. **Practice the statements.** Check that students understand and can use the sentence pattern.

D Listen and chant.

1. **Listen to the chant.** Have students identify familiar words they hear and familiar items in the illustration.
2. **Listen and point.** Play the chant and have students point to items they know in the illustration.
3. **Say the chant.** Have students chant along.
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

Additional topic-based vocabulary

Familiar characters model vocabulary and language patterns in context

Substitution vocabulary is highlighted and reinforced with a rhythmic drum track

The image shows two pages from a student book. Page 16 (left) is titled 'Let's Learn More' and contains section A 'Learn the words.' with six numbered items: 1. a jellyfish, 2. a sea turtle, 3. a squid, 4. a video, 5. a ride, and 6. a pedal boat. Below these are two scenes with speech bubbles: 'The sea turtles are amazing.' and 'The jellyfish is boring.' Page 17 (right) contains section C 'Play a game. What did they say?' with a grid of characters and speech bubbles containing phrases like 'I'm amazed.', 'The squid is scary.', 'She is excited.', 'The lecture is boring.', 'He is scared.', 'They're tired.', 'The pedal boat is boring.', 'The sea turtles are amazing.', 'The video is interesting.', and 'The ride is exciting.' Below the grid is section D 'What about you?' with questions 'What do you think is exciting?' and 'What do you think is boring?'. At the bottom of page 17 is a 'Can-Do' box: 'I can do this lesson.'

Interactive games practice the target language in a fun way

Personalize the practice

Student Book pages 16–17

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 they become familiar with the target language orally before seeing it on the page.

A Learn the words.

1. **Listen to the words.** Have students listen to the audio and point to the pictures in their books. Then have them listen and repeat. Focus on speaking with natural pronunciation and intonation.
2. **Check comprehension.** Say the words in random order and have students point to the pictures in their books. Start slowly, but increase your speaking speed to challenge students and make the activity more fun.

B Make sentences.

1. **Listen to the sentence** Have students look at the scene in their books and describe what they see. Then listen to the audio.
2. **Practice the sentences.** Have students take turns pointing to the objects in the scenes and making statements about them by reading the speech bubbles.

C Play a game. What did they say?

1. **Read the sentences in the box.** Read them again and have students repeat them with you.
2. **Point to the picture of the boy with the speech bubble** and ask students to read it. Ask *What did he say?*
3. **Play the audio.** Have students point to the sentences.
4. Have students play the game in pairs.

D What about you?

1. **Divide students into pairs.** Read the questions aloud. Have students echo read the questions.
2. **Do a survey.** Ask S1 to tell what S2 said was *exciting*. Then have S2 report on S1. Repeat with *boring*.
3. Tally how many things students find exciting or boring.

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

Focus on vocabulary development

Critical thinking and partner discussion

Focus on phonics

Word study and spelling practice

Student Book pages 18–19

Warm up

1. Review previous phonics and word study words.
2. List words students know about the topic. Have them guess what the reading 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. Have students point to the words as they follow along in their books.
3. Discuss the story, asking students key questions about it.

B Choose the correct answer.

1. Play the class audio as students read along silently.
2. Have student pairs take turns asking and answering the questions and checking the correct answers.

C Understand the vocabulary.

1. **Read the sentence and question.** Students say the word(s) with you, then individually choose an answer.
2. **Find the vocabulary.** Have students find the words or expressions in the text.

D Ask your partner.

1. Read the questions, modeling correct pronunciation and intonation. Have pairs answer with true statements.
2. **Share with the class.** Ask the questions and have volunteers share their answers with the class.

E Listen and write. Do you hear oi or oo?

1. **Play the audio.** Have students listen and point to the letters and words. Have students listen and repeat.
2. **Play the audio again.** Have students repeat, raising their hands when they hear each sound. Then students write the sound's letters and find the words in the text.

F Learn about words. Read and write.

1. **Have students point to the words.** Read the words aloud and have students repeat after you.
2. Have student pairs complete the answers. Then have volunteers write the answers 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 vocabulary, language patterns, letters, and sounds.
- All-new Workbook readings provide additional practice with familiar language, and can be read for homework or in class.

Additional Resources

Test (Teacher's Resource Center)
Workbook
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

Matt and Megan's Mystery Hunters Blog introduces students to mysteries in a variety of interesting places in the world

Writing prompts offer additional practice

Student Book pages 20–21

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 the words and vocabulary.
- Read the stories together.

A Listen and check.

1. **Practice the format.** Display three Teacher Cards on the chalk rail and place sticky notes with A, B, or C on each card. Name or describe the object on one of the cards. Ask students to circle the letter that describes the description they hear. Repeat for the remaining two cards.
2. **Anticipate the language.** Have students identify the items in the test. Encourage students to anticipate the language they might hear on the audio.
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. What did they say?

Play the audio CD. Students listen and point to the words they hear.

C Listen and check.

1. **Practice the format.** Display two Teacher Cards. Write A next to a box by the first card and a B next to a box by the second card. Identify each card. Use the vocabulary on one of the cards in a sentence. Have a student point to the correct card and check the box.
2. **Anticipate the language.** Have students look at the test in their books and identify the items they see. Encourage students to anticipate the language they might hear on the audio.
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.
4. **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.

D Let's read about pyramids.

1. **Prepare to read.** Have students predict what the blog might be about. Read the new words aloud.
2. **Read along.** Have students listen to the selection and follow along in their books.

E Your turn!

1. **Talk about it.** Have students talk about pyramids they and other friends or family members may have seen.
2. **Write about it.** Ask students to do research on the topic of pyramids and read various opinions about why the underwater pyramids sank.

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. Productive language practice 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, and 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.

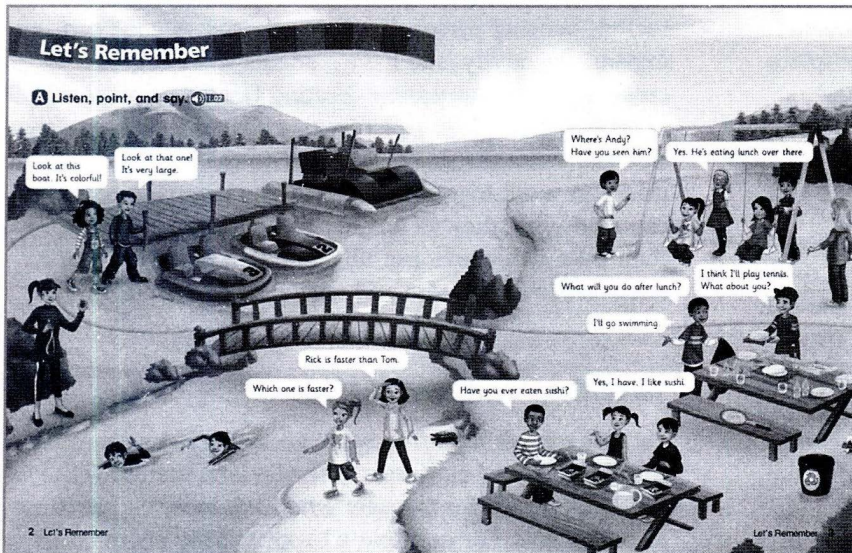
Using Drills and Games

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:

- By the shore

Lesson Objective:

- Reviewing language from Level 5

Review Language:

*Look at this boat. It's colorful!
Look at that one! It's very large.
Which one is faster?
Rick is faster than Tom.
Where's Andy? Have you seen him?
Yes. He's eating lunch over there.
What will you do after lunch?
I think I'll play tennis. What about you?
I'll go swimming.
Have you ever eaten sushi?
Yes, I have. I like sushi.*

Materials:

CD1 Track 02

Let's Remember is a review of language patterns introduced in *Let's Go 5* that will be recycled and built upon in *Let's Go 6*.

- For students moving from Level 5 to Level 6, Let's Remember is a summary of what they have learned.
- For students beginning the *Let's Go* series with Level 6, 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 5</i> , students learned:	In <i>Let's Go 6</i> , students will learn:
Look at this boat. It's colorful! Look at that one! It's very large.	The shark was scary. The exhibit was amazing. She was amazed. Kate said the sea turtles were amazing.
Which one is faster? Rick is faster than Tom.	Whose scarf is that? It's Anna's scarf. Is that her glove, too? I think it's Jim's glove. Which boy is Jim? He's the boy over there.
Where's Andy? Have you seen him? Yes. He's eating lunch over there.	Where's the food court? It's across from the music store. How do I get to the park? Go two blocks and turn right.
What will you do after lunch? I think I'll play tennis. What about you? I'll go swimming.	If you could go anywhere, where would you go? I would go to Egypt. Why? I'd like to see the pyramids. What about you? I'd go to Antarctica.
Have you ever eaten sushi? Yes, I have. I like sushi.	Have you already bought your ticket? Yes, and I bought your ticket, too! How long have you taught French? I've taught French since 2007.

Let's Remember Activities

Use these activities for review before beginning *Let's Go 6*. See the Teacher's Resource Center for descriptions of games and drills.

Look at this boat. It's colorful! Look at that one! It's very large.

- **Repetition Drill.** Draw a picture of a common object (e.g., *boat, pillow, rainbow, rock, tree, lemon*). Beside it write a column of adjectives. Have students repeat the language patterns and choose the correct adjective after you draw each picture.

T: *Look at this mirror.* (stand close)

Ss: *Look at this mirror.*

T: *It's very smooth.*

Ss: *It's very smooth.*

T: *Look at that lemon.* (stand far)

Ss: *Look at that lemon.*

T: *It's very sour.*

Ss: *It's very sour.*

- **Walk and Talk.** Have student pairs walk until you say *Stop!* Then S1 tells S2 to observe objects inside (e.g., *pencil, desk, plant*) or outside (e.g., *tree, sky, clouds*) by saying *Look at (this desk)*. The other student describes it by saying *It (feels smooth)*.

Which one is faster? Rick is faster than Tom.

- **Guess the Word** (team version). Divide the class into two teams. One student from each team writes (each at the same time) the first letter of an animal's name on the board. Team members try to guess the animal. If no one can guess, the student writes the next letter. Whichever team guesses the animal first gets a point. Ask students to compare the two animals using comparative forms of an adjective (*fast, slow, large, small, colorful, graceful*).
- **Team Games.** Have the class choose five animals and five objects. Write two columns containing their choices on the board. Divide the class into two teams and practice superlative adjectives. Start with animals. Ask students *Which one is the (largest, smallest, most graceful, least colorful, etc.)?* The first student to answer correctly gets a point for his or her team. Move on to the objects, asking *Which one is the (smallest, most expensive, etc.)?*

Where's Andy? Have you seen him? Yes. He's eating lunch over there.

- **Charades.** As a student acts out an activity (e.g., jumping, eating, writing, swimming), have students describe what he or she is doing in the present progressive tense.

T: *Have you seen Jill?*

Ss: *Yes, she's over there, reading a book.*

- **Team Games.** On the board, draw pictures of people with names doing activities at recognizable locations (*Paul swimming in a pool, Jenny eating in a house, etc.*). Ask the students if they have seen one of the people. The first student to respond correctly (*Yes, she's eating dinner in the house, for example*) gets a point for his or her team.

What will you do after lunch? I think I'll play tennis. What about you? I'll go swimming.

- Have students face each other in parallel lines and play **Rock, Paper, Scissors** with the student opposite them. The loser of the game asks *What will you do (after lunch, later, tomorrow, tonight, etc.)?* The winner answers *I think I'll (go to sleep, go fishing, do homework, etc.)*. Then have the lines each move one space in opposite directions so that every student has a new partner.
- **Back-to-Back.** S1 in the pair asks *What will you do (after lunch, after class, next week, etc.)?* S2 responds *I think I'll (go to a water park)*. *What about you?* The first student answers the question. Then students switch roles.


Have you ever eaten sushi? Yes, I have. I like sushi.

- **Chain Drill.** Have students write the name of a country on a piece of paper and stand in a line. Ask the first student *Have you ever been to (any country)?* The student responds *Yes, I have* or *No, I haven't*. Then, he or she turns to the next student and asks *Have you ever been to (the same country)?*

Student Book pages 2-3

A Listen, point, and say.

1. Play Class CD1 Track 02. Have students listen and point to the conversations in their books. Then have students listen again, point, and repeat the sentences after the audio.

 1.02 Look at this boat. It's colorful! Look at that one! It's very large.

Which one is faster? Rick is faster than Tom.

Where's Andy? Have you seen him? Yes. He's eating lunch over there.

What will you do after lunch? I think I'll play tennis. What about you? I'll go swimming.

Have you ever eaten sushi? Yes, I have. I like sushi.

2. Have students use the question-and-answer patterns to create new sentences.

Unit 1 School Days

Let's Talk

Unit 1 School Days Let's Talk

A Listen and say.

Kate: Whose scarf is that?
 Jenny: It's Anna's scarf.
 Kate: Whose mittens are those?
 Jenny: They're hers, too.

Kate: Is that her glove, too?
 Jenny: No, it isn't. I think it's Jim's glove.
 Kate: Which boy is Jim?
 Jenny: He's the boy over there.

Jenny: Jim, I think this is yours.
 Jim: Oh! Thanks for finding it.
 Jenny: You're welcome.

Thanks for finding it.
 You're welcome.

B Watch the video.

C Practice the words. Ask and answer.

1. scarf 2. mittens 3. gloves 4. glasses 5. belt 6. watch

Kate Andy Jenny Scott Anna Jim

Whose scarf is that?
 It's Anna's scarf.
 It's hers.

my scarf = mine
 her scarf = hers
 his scarf = his
 your scarf = yours

D Listen and sing.

Whose Boots Are These?

Whose boots are these?
 Whose boots are these?
 They're mine. They're my boots.

Whose boots are these?
 Whose boots are these?
 They're mine.

Are you sure they're yours?
 All of them?
 Yes, I'm sure they're mine.

I can do this lesson.

Unit 1 School Days 5

Student Book pages 4-5

Topic:

- Possessions

Lesson Objective:

- Using possessive pronouns

Language:

Thanks for finding it. You're welcome.

scarf, mittens, gloves, glasses, belt, watch

Whose scarf is that? It's Anna's scarf. It's hers.

mine, hers, his, yours

Materials:

Teacher Cards 1-6; CD1 Tracks 03-07;
 Student Cards 1-6, Unit 1 Let's Talk Video,
 and Unit 1 Let's Talk Video Script (Teacher's
 Resource Center)

Warm up

1. **Chain Drill.** Use Student Cards 1-6 to review *Whose (hat) is this?* Have S1 hand a card to S2, who asks *Whose (hat) is this?* S1 answers *It's (Amy's) (hat).* S2 and S3 repeat the exchange with a different card. Continue down the row.
2. Play **Scramble** to review clothing vocabulary and *This is my (scarf). These are my (glasses).* Have students sit in a circle. Give each one a clothing card (Student Cards 1-6). Use two or three sets so several students have the same card. Say *These are my (glasses).* Students with that card stand and race to take another seat.

3. Have students look at the pictures on page 4. Ask them to name the characters and objects they already know. Play Class CD1 Track 03 and have students listen to the conversation. Then have students listen again and point to the characters as they speak. Play the audio again and have students point to and repeat the words they can identify.

1.03 Whose scarf is that? Which boy is Jim?
 It's Anna's scarf. He's the boy over there.
 Whose mittens are those? Jim, I think this is yours.
 They're hers, too. Oh! Thanks for finding it.
 Is that her glove, too? You're welcome.
 No, it isn't. I think it's Jim's glove.

Student Book page 4

A Listen and say.

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

1. Use volunteers to model the conversation, having students repeat after you. Have students take one role while you take the other, and then switch.
2. Hold up a scarf and look at it questioningly. Ask *Whose scarf is this?* Point to different students as you ask *Is it Tami's scarf? Is it hers? Is it Bob's scarf? Is it his?* Place the scarf around your neck, smile, and say *It's my scarf. It's mine.*

4. Have students listen to Class CD1 Track 04 and repeat the sentences.

1.04 Thanks for finding it. You're welcome.

5. Have students practice the sentences 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). Pause the video after Kate asks *Whose glove is that? Do you know?* Have a few students respond. Explain

Oh, look! if necessary. Say *Oh, look!* sounding excited and pointing to something outside the classroom window. Have students repeat and copy the emotion. Ask students to point to something exciting and say *Oh, look!*


- Play the video again. Have students raise their hands when they hear clothing words they know. Play the video again and pause it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions, where appropriate.
- Distribute the Unit 1 Let's Talk video script. Have students form groups of four. Each group member chooses a role, and the groups practice the extended conversation, focusing on the language and emotions. Then have four student volunteers come to the front of the class and each choose a role: Jenny, Kate, Jim, or Anna. Volunteers act out the extended conversation. Support as necessary.
- Have students in each group role-play the conversation using different clothing items.

Student Book page 5


C Practice the words. Ask and answer.

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

- Use Teacher Cards 1–6 to focus on the new vocabulary. Hold up each card, say the word, and have students repeat. Play Class CD1 Track 05 and have students listen and point. Play it again and have them repeat.

-  1.05
- | | | |
|------------|------------|-----------|
| 1. scarf | 2. mittens | 3. gloves |
| 4. glasses | 5. belt | 6. watch |


- Focus on the question and answers in the box. Play Class CD1 Track 06. Have students point to the pictures as they listen to the audio. Then have them practice the questions and answers in pairs.

-  1.06
- Whose scarf is that? It's Anna's scarf. It's hers.
 my scarf = mine her scarf = hers
 his scarf = his your scarf = yours
- Whose scarf is that? It's Anna's scarf. It's hers.
 - Whose mittens are those?
They're Jenny's mittens. They're hers.
 - Whose gloves are those?
They're Scott's gloves. They're his.
 - Whose glasses are those?
They're Jim's glasses. They're his.
 - Whose belt is that? It's Andy's belt. It's his.
 - Whose watch is that? It's Kate's watch. It's hers.

D Listen and sing.

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

- Play Class CD1 Track 07 and have students repeat words they recognize from the conversation.

 1.07 **Whose Boots Are These?**

Whose boots are these? (repeat 2x)	Whose boots are these? Whose boots are these? Whose boots are these? They're mine.
They're mine. They're my boots.	They're mine.
Whose boots are those? (repeat 2x)	Are you sure they're yours?
They're mine. They're my boots.	All of them? Yes, I'm sure they're mine.
(repeat)	

- Have students clap the beat as you model the song line by line. Have students echo read the lines after you and then practice the song as a chant.
- Divide the class into two groups to sing the song.
- Have students look at the song pictures and lyrics. Read the lyrics and have students follow along in their books. Then have student pairs 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.

- Use **Conversation Lines** to have students practice the conversation.
- Whose Coat Is This?** Practice *Whose (hat) is this?* with students' personal clothing items.
- Play **Can You Remember?** Students try to remember what five students are wearing.

Additional Resources

Workbook pages 2–3
 Online practice

Unit 1 School Days

Let's Learn

Let's Learn

A Learn the words.

- watering the plants
- feeding the fish
- writing on the board
- talking to the teacher
- reading a textbook
- writing an essay

B Ask and answer.

There is a new teacher in the class. She is learning the names of her students.

Which boy is Scott?
He's the boy who is watering the plants.

C Ask and answer.

Which girl is Lisa?
She's the girl who is writing an essay.

D Listen and chant.

Kim's Father Was Born in Seoul
Kim's father was born in Seoul.
They speak Korean at home.
Which man is Kim's father?
He's the man who's waiting for the phone.

Ann's sister was born in Rome.
They speak Italian at home.
Which girl is Ann's sister?
She's the girl who's standing by the phone.

Ken's brother was born in Japan.
They speak Japanese at home.
Which boy is Ken's brother?
He's the boy who's talking on the phone.

I can do this lesson.

Student Book pages 6-7

Topic:

- School activities

Lesson Objective:

- Identifying people by what they are doing

Language:

watering the plants, feeding the fish, writing on the board, talking to the teacher, reading a textbook, writing an essay

Which boy is Scott? He's the boy who is watering the plants. Which girl is Lisa? She's the girl who is writing an essay.

Materials:

Teacher Cards 7-12; CD1 Tracks 07-11; Student Cards 7-12 (Teacher's Resource Center)

Warm up

1. Sing "Whose Boots Are These?" (Class CD1 Track 07). Have students practice singing the lyrics along with the audio. Have them point to their shoes as they sing *They're mine*.
2. Use a **Six-Second Drill** to model one of the verses from "Whose Boots Are These?" (Class CD1 Track 07). Have students repeat the verse three times quickly. When they finish, students raise their hands and say *Finished!*

Pre-teach Language

- Use Teacher Cards 7-12 to introduce the school activities vocabulary. Show one card at a time and say the action. Have students repeat each phrase several times.

Student Book page 6

A Learn the words.

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

1. Play Class CD1 Track 08. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the phrases. Check pronunciation and intonation.

- 1.08**
1. watering the plants
 2. feeding the fish
 3. writing on the board
 4. talking to the teacher
 5. reading a textbook
 6. writing an essay

2. Have students stand in a circle. Slowly say one of the new activities and have students act it out. Then have the class say the verb phrase chorally.

B Ask and answer.

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

1. Have students look at page 6 and identify the activities. Then play Class CD1 Track 09 and have students listen and point to the pictures.

- 1.09**
- There is a new teacher in the class.
She is learning the names of her students.
Which boy is Scott?
He's the boy who is watering the plants.
1. Which boy is Scott?
He's the boy who is watering the plants.
 2. Which boy is Andy?
He's the boy who is reading a textbook.
 3. Which girl is Jenny?
She's the girl who is writing on the board.
 4. Which girl is Kate?
She's the girl who is feeding the fish.

2. Divide the class into two groups. Play the audio again. Ask one group to repeat the questions and the other to repeat the answers. Play the audio again and have groups switch roles.
3. Have pairs of students take turns asking and answering the questions about the students 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 look at page 7 and identify what each of the children is doing. Then play Class CD1 Track 10 and have the students listen and point to the pictures.



Which girl is Lisa?

She's the girl who is writing an essay.

1. Which girl is Lisa?
She's the girl who is writing an essay.
2. Which boy is Kevin?
He's the boy who is reading a textbook.
3. Which boy is Luke?
He's the boy who is writing on the board.
4. Which girl is Abby?
She's the girl who is talking to the teacher.

2. Have students work in pairs and take turns asking and answering questions about the pictures.
3. Choose six student volunteers and give each one a Teacher Card 7–12. Have them stand in front of the class and display their card in front of them. Ask the class *Which girl is (Mia)?* Have students look at the card (Mia) is holding and answer (*Mia is the girl who is (reading a textbook).*)

D Listen and chant.

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

1. Have students look at the pictures. Point to the boy talking on the phone and say *Ken's brother is the boy who is talking on the phone.*
2. Play Class CD1 Track 11. Have students point to the people in the pictures as they listen.



Kim's Father Was Born in Seoul

Kim's father was born in Seoul.

They speak Korean at home.

Which man is Kim's father?

He's the man who's waiting for the phone.

Ann's sister was born in Rome.

They speak Italian at home.

Which girl is Ann's sister?

She's the girl who's standing by the phone.

Ken's brother was born in Japan.

They speak Japanese at home.

Which boy is Ken's brother?

He's the boy who's talking on the phone.

3. Model the chant line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the audio again and have students chant along. Have students point to the people in the pictures as they chant about them. Check pronunciation.



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.

- Have student pairs shuffle and place Student Cards 7–12 face down in a pile. They take turns flipping over one card and saying the activity.
- Play **Memory Game** with six student volunteers and Teacher Cards 7–12.
- Distribute Student Cards 7–12. Have students use the cards as cues to make sentences about other students (e.g., *She is the girl who is feeding the fish.*)

Additional Resources

- Workbook pages 4–5
- Online practice

Unit 1 School Days

Let's Learn More

Let's Learn More

A Learn the words.

1. talking on his cell phone 2. reading a magazine 3. walking in the park
4. drinking some water 5. playing a game 6. sitting on a bench

B Make sentences.

Jenny was sitting on a bench when it started to rain. What were Andy, Kate, and Scott doing?

Jenny was sitting on a bench when it started to rain.

C Play a game. Ask and answer.

What was she doing when it started to rain?
She was skateboarding when it started to rain.

D Ask your partner.

What was she doing when she heard the noise?
What was he doing when he saw the skunk?

hear → heard
see → saw

I can do this lesson!

Topic:

- Activities

Lesson Objective:

- Talking about what students were doing when something else happened

Language:

talking on his cell phone, reading a magazine, walking in the park, drinking some water, playing a game, sitting on a bench

Jenny was sitting on a bench when it started to rain. What was she doing when it started to rain?

Materials:

Teacher Cards 13–18; CD1 Tracks 12–15; Student Cards 13–18 (Teacher's Resource Center)

Student Book pages 8–9

Warm up

- Play a **Card Game** to practice talking about what students were doing yesterday. Choose review vocabulary, such as *playing the piano, watching TV, doing a cartwheel, jumping rope, dancing*, and so on. Write one phrase on each card. Give each group of three or four students two sets of cards. Students use the pattern *Was (she) (skateboarding) yesterday?* to ask for cards.

Pre-teach Language

- Use Teacher Cards 13–18 to introduce the vocabulary. Hold up each Teacher Card as you say the phrase. Have students repeat each phrase several times.

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 and point to the pictures in their books. Play the audio again and have students repeat the phrases. Check pronunciation and intonation.

- 1.12** 1. talking on his cell phone 2. reading a magazine
3. walking in the park 4. drinking some water
5. playing a game 6. sitting on a bench

2. Do a quick practice with the new words. Hold up Teacher Cards 13–18 and have students pantomime the actions as they say them chorally.

B Make sentences.

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

1. Have students look at page 8 and describe what they see. Then play Class CD1 Track 13 and have students listen and point to the people performing each action.

1.13 Jenny was sitting on a bench when it started to rain. What were Andy, Kate, and Scott doing?
Jenny was sitting on a bench when it started to rain.

1. Jenny was sitting on a bench when it started to rain.
2. Andy was drinking some water when it started to rain.
3. Kate was walking in the park when it started to rain.
4. Scott was talking on his cell phone when it started to rain.


2. Play the audio again and have students repeat the statements as they point to the pictures.
3. Have pairs of students take turns making sentences as they point to the pictures.
4. Hold up Teacher Cards 13–18 one by one and have students use them to form new sentences.

Student Book page 9

C Play a game. Ask and answer.

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

1. Read the questions and answers. Read them again and have students repeat them with you.
2. Point to the picture of the girl skateboarding and say *Skateboarding. She was skateboarding.* Point to the other pictures one by one and ask volunteers to name the action pictured in each.
3. Play Class CD1 Track 14 and have students point to the question and answer they hear.


 1.14 What was she doing when it started to rain?
She was skateboarding when it started to rain.

4. Have students play the game in pairs. Students toss a coin; heads moves one space and tails moves two spaces. Then they ask and answer questions about what the person in the space was doing when it started to rain.

D Ask your partner.

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

1. Put your hand to your ear and say *Hear. Today I hear a lot of noise.* Then say *Yesterday I heard a lot of noise.* Have students repeat *hear...heard.* Repeat this with *see* and *saw.*
2. Play Class CD1 Track 15. Have students listen to the questions and point to the pictures that show what each person is doing. Play the audio again and have students point and repeat the questions.

 1.15 hear → heard see → saw

1. What was she doing when she heard the noise?
2. What was he doing when he saw the skunk?

3. Then have partners work together to ask and answer the questions. Encourage them to make up new questions using *when you heard the...* and *when you saw the...*

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 **Find Someone Who** using several sets of Student Cards 13–18. Students walk around the room and ask each other questions based on their cards. S1 asks *Was he (talking on his cell phone) when it started to rain?* S2 answers *Yes, he was* if he or she has that card, or *No, he wasn't* if the card is different.
- **Create a Conversation.** Partners use two sets of Student Cards 13–18 to create short verbal exchanges. For example, S1 turns over a card and says *She was reading a magazine when it started to rain.* S2 turns over the next card, and if the card is different says *No, she wasn't. She was playing a game when it started to rain.* If the card is the same, S2 says *Yes, she was.*
- Play **Charades.** Write *when she heard the noise* and *when he saw the skunk* on the board. Use Student Cards 13–18. Have students take turns acting out the verb phrases on the cards while the class guesses what they are doing using the *when* clauses in their answers.

Additional Resources

Workbook pages 6–7

Unit 1 Worksheet A (Teacher's Resource Center)

Unit 1 Worksheet B (Teacher's Resource Center)

Online practice

Let's Read

A Listen and read along. Then read again.

THE FIRST ICE POP

Do you like ice pops? A young boy made the first ice pop in 1905.

One cold night, Frank was making soda water outside. He mixed soda powder and water in a cup. He was mixing the soda with a straw when he heard his mother. "Come inside, Frank," she said.

Frank forgot to take his cup with him. In the morning, he saw the cup. The soda water was frozen. He pulled the frozen soda out of the cup.

It was an ice pop!

New Words

ice pop
soda
mix
soda powder
straw
freeze → frozen

B Choose the correct answer.

- Who made the first ice pop? Frank Frank's mother
- When did Frank make the ice pop? in 1905 outside

C Understand the vocabulary.

The soda water was frozen.

What does frozen mean?

D Ask your partner.

- Have you ever made an ice pop? What flavor was it?
- Why did the soda water freeze?

E Listen and write. Do you hear aw or ow?

1. e 2. e 3. p...der 4. str...

F Learn about words. Read and write.

I mix soda water every day. mix + ed = mixed
I mixed soda water yesterday.

- put + ed = _____
- paint + ed = _____
- play + ed = _____
- talk + ed = _____

I can do this lesson!

Student Book pages 10–11

Topic:

- The first ice pop

Lesson Objectives:

- Reading a story about a boy's surprise invention, ice pops
- Using auditory discrimination to distinguish *aw* and *ow*
- Studying word ending *-ed*, developing new vocabulary, and engaging in partner discussions

Language:

frozen, cow, saw, powder, straw

mix + ed = mixed

Materials:

Teacher Cards 7–18; CD1 Tracks 16–18; Student Cards 7–18 (Teacher's Resource Center)

Warm up

1. Do a quick drill to review the short vowel sounds. Say *cat* and have students call out the correct vowel sound. Repeat the process with *when*, *mix*, *pop*, and *cup*. Begin a chart of sounds and words that students will learn in each unit.
2. Use Teacher Cards 7–18 to review the past progressive tense. Hold up cards at random and ask *What was (he) doing when he heard the bell?*

Student Book page 10

A Listen and read along. Then read again.

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

1. Have students read the words they know. Encourage them to use words and pictures to predict what the story is about.
2. Read aloud the story title. Tell students they are going to read a story about a boy's surprise invention, ice pops. Ask them if they have ever eaten an ice pop. Invite students to share their experiences.

3. **Read Along.** Play Class CD1 Track 16. Students point to the words as they follow along in their books. Then have them read along with the audio.

1.16 The First Ice Pop

Do you like ice pops? A young boy made the first ice pop in 1905.

One cold night, Frank was making soda water outside. He mixed soda powder and water in a cup. He was mixing the soda with a straw when he heard his mother. "Come inside, Frank," she said.

Frank forgot to take his cup with him. In the morning, he saw the cup. The soda water was frozen. He pulled the frozen soda out of the cup. It was an ice pop!

4. **Paired Reading.** Have pairs of students take turns reading the story in groups and then in pairs.
5. **Act It Out.** Have student pairs act out the story. They can use props, such as cups and straws, for mixing the soda. The student who plays Frank's mother should call out "Come inside, Frank."

B Choose the correct answer.

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

1. Play Class CD1 Track 17 and have students listen and point. Play it again and have them repeat.



1. Who made the first ice pop?
2. When did Frank make the ice pop?

2. Divide students into pairs. Have them take turns asking questions and checking correct answers. Make sure students understand why *Frank* and *in 1905* are the right answers.

Student Book page 11

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 *frozen* with you. Ask them to work individually to choose the correct answer.
2. Encourage students to find the word *frozen* in the story. Remind students that they can use the context of the story 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. Divide students into pairs. Read the questions aloud. Then ask partners to answer the questions using true statements.
2. Come back together as a class. Ask the questions and have volunteers share answers with the class.

E Listen and write.

Do you hear *aw* or *ow*?

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

1. Say *ow* and ask students to repeat. Point to the picture of the cow and say *cow*. Have students repeat. Do the same with *powder*. Then repeat the procedure for the *aw* words *saw* and *straw*.
2. Play Class CD1 Track 18 and have students point to the letters and words as they hear them. Have students listen and repeat the sounds and words. Then have students write the sounds they hear.



1. cow
2. saw
3. powder
4. straw

3. Divide the class into two groups and assign one sound to each. Say the following *aw* and *ow* words at random: *powder*, *now*, *saw*, *draw*, *cow*, *paw*, *how*, *straw*. Have students stand up and then sit down quickly when they hear their sound.

4. Ask students to look back at the story and point to the words with *ow* and *aw*. Add the new phonics words and sounds to your chart.

F Learn about words. Read and write.

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

1. Read the sentences aloud. Have students echo read the sentences with you.
2. Remind students that we add *-ed* to the end of a present tense verb to make it past tense. Say *mix + ed = mixed*. Have students read the words and complete the equations. When they have finished writing, ask partners to check each other's work. Have students use the new words in sentences.



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** to practice the story.
- Play **Original Story**. Have students use "The First Ice Pop" as a model to write about a discovery they made. Provide help as needed.
- Play **Beanbag Toss** to practice the regular past tense with students.
- **Workbook Activity**. Have students identify new or familiar words from "The First Ice Pop" in "Making Chocolate Ice Pops" on Workbook page 8. Encourage students to find and say the words with *aw* or *ow*. 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

Unit 1 Test (Teacher's Resource Center)

Online practice

Unit 2 At the Aquarium

Let's Talk

Unit 2 At the Aquarium Let's Talk

A Listen and say.

Scott: What a great day!
Kate: It sure was! But I'm tired now.
Scott: Me, too. We really walked a lot.

Kate: What did you like best?
Scott: I think I liked the penguins best!
Kate: They were cute.
Scott: What about you?

Kate: I liked the sharks.
Scott: They were scary!

What a great day!
It sure was!

B Watch the video.

12 Unit 2 At the Aquarium

C Say these.

1. She was amazed. The penguins were amazing.
2. He was bored. The movie was boring.
3. She was interested. The book was interesting.
4. He was tired. The race was tiring.
5. He was excited. The ride was exciting.
6. She was scared. The shark was scary.

D Listen and chant.

The Racing Chant

Look at those kids!
Look at them run!
This is exciting!
This is fun!

Fun excited!
Look at them run!
This is exciting!
That is fun!

I can do this lesson.

Unit 2 At the Aquarium 13

Topic:

- Talking about experiences

Lesson Objective:

- Learning to use participle adjectives to describe people's personal feelings and objects

Language:

What a great day! It sure was!

amazed/amazing, bored/boring, interested/interesting, tired/tiring, excited/exciting, scared/scary

Materials:

Teacher Cards 7–30; CD1 Tracks 19–22; Student Cards 7–30, 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

- Play **Charades**. Divide the class into two groups. Show Team A a Teacher Card (7–18). A student from Team A pantomimes the activity for Team B to guess. Then show Team B a card and have a student from Team B pantomime the next activity for Team A to guess.
- Use a **Memory Chain** to review sentences with *I like...* Provide the first sentence: *I like (pizza)*. S1 repeats the sentence and adds another item to the sentence. Give all students a chance to add something. Then repeat with *I liked...*

Student Book page 12

A Listen and say.

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

- Use puppets or student volunteers to model the conversation. Have students repeat the lines after you. Have students take one role while you take the other, and then switch.
- Use facial expressions and body language to show *tired* and *scary*. Ask students to name things they think are scary. Provide language as needed.

- Have students look at the pictures and identify characters and objects they know. Play Class CD1 Track 19. Then play it again, having students point to the character speaking. Play the audio again and have students point to and repeat words they know. Then play it again, having students repeat each line after the characters.

1.19 What a great day!
It sure was! But I'm tired now.
Me, too. We really walked a lot.
What did you like best?
I think I liked the penguins best.
They were cute.
What about you?
I liked the sharks.
They were scary!

- Play Class CD1 Track 20. Have students listen to the audio and repeat the sentences.

1.20 What a great day! It sure was!

- Have students practice the exclamations in pairs. Then call out other exclamations, for example, *What a great movie!* or *That was fun!* Have students respond *It sure was!*

B Watch the video.

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


1. Play the video (see video script on page 102). Have a few students respond at the end when Kate says *Are sharks scary or interesting?* Explain *Really? That's interesting!* if necessary. Have volunteers tell interesting facts about themselves. Say *Really? That's interesting!* Have students repeat and copy the emotion. Give a few interesting facts about yourself and have students say *Really? That's interesting!*
2. Play the video again. Have students raise their hands when they hear adjectives they know. Play the video again, and pause it after each exchange. Have students repeat the gestures, emotions, and actions.
3. Distribute the Unit 2 Let's Talk video script. Have student pairs practice the extended conversation, focusing on the language and emotions. Then have volunteers come to the front of the class and act out the extended conversation. Support as necessary.
4. Have pairs role-play the conversation using different adjectives and animals.

Student Book page 13

C Say these.

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

1. Use facial expressions and body movement to show *amazed, bored, interested, tired, excited, and scared*. Then act out an expression and have students guess using the question *Are you scared?* You can respond, *Yes, I'm scared* or *No, I'm not scared. I'm amazed*.
2. Play Class CD1 Track 21. Have students point to the pictures as they listen to the sentences. Then have them practice the sentences in pairs.

-  **L 21**
1. She was amazed. The penguins were amazing.
 2. He was bored. The movie was boring.
 3. She was interested. The book was interesting.
 4. He was tired. The race was tiring.
 5. He was excited. The ride was exciting.
 6. She was scared. The shark was scary.

3. Point out that adjectives with the *-ed* ending describe how a person feels. Adjectives with the *-ing* ending describe a thing or an event.
4. Hold up Teacher Cards 19–30 one by one. Choose volunteers to read the sentence aloud.

D Listen and chant.

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

1. Have students look at the picture. Ask *Are they tired?* Shake your head and elicit a negative answer. Repeat with *Are they scared?* Then smile and say *They are excited! Running is exciting!*
2. Play Class CD1 Track 22. Have students point to the children in the picture as they listen.

L 22 The Racing Chant

Look at those kids!	Look at that skier!
Look at them run!	Look at her go!
This is exciting!	This is exciting!
This is fun!	She's not slow!
I'm excited!	I'm excited!
Look at them run!	Look at her go!
This is exciting!	This is exciting!
This is fun!	She's not slow!

3. Model the words line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the audio again and have students chant along. Check pronunciation.



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 **True Statements** using the patterns *The aquarium was exciting* and *The boy was excited*.
- Play **Whisper Relay** to practice past tense sentences with students.
- Play **Make a Chant**. Work with students to create a new verse for the chant by substituting *amazing* and *amazed* for *exciting* and *excited*.

Additional Resources

Workbook pages 10–11
Online practice

Unit 2 At the Aquarium

Let's Learn

Let's Learn

A Learn the words.

1. an aquarium
2. a tour
3. a lecture
4. an exhibit
5. a shark
6. an octopus

B Make sentences.

Andy and Jenny had a great day at the aquarium. All the exhibits were exciting. What was scary? What was interesting? What was amazing? What was tiring?

The shark was scary. scary interesting amazing tiring

C Make sentences.

1. exhibit / amazing / amazed
2. sharks / exciting / excited
3. lecture / boring / bored
4. aquarium / interesting / interested

The exhibit was amazing. She was amazed.

D Listen and chant.

The Aquarium Chant

The aquarium was amazing. I was amazed.
The sharks were really scary. But they weren't scared.

The dolphins were exciting. The kids were very excited. But Grandma thought it was boring. She was really bored.

I can do this lesson.

Topic:

- Places

Lesson Objective:

- Learning to use participle adjectives to describe people's personal feelings and things found at an aquarium

Language:

an aquarium, a tour, a lecture, an exhibit, a shark, an octopus

The shark was scary. The exhibit was amazing. She was amazed.

Materials:

Teacher Cards 19–36; CD1 Tracks 23–26; Student Cards 19–36 (Teacher's Resource Center)

Student Book pages 14–15

Warm up

1. Play **Step Away Lines**. Have students stand in two rows facing each other. Have each pair practice the conversation from Let's Talk.
2. Play **Tic-Tac-Toe**. Divide the class into teams. Draw a numbered nine-square grid on the board. Say one of the adjectives and ask Team A to make a sentence using it. If Team A answers correctly, they can place an X or an O on the grid in the location of their choice.

Pre-teach Language

- Use Teacher Cards 31–36 to introduce the aquarium vocabulary. Show one card at a time and say the phrase. Have students repeat each phrase several times.

Student Book page 14

A Learn the words.

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

1. Play Class CD1 Track 23. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words.



1. an aquarium 2. a tour 3. a lecture
4. an exhibit 5. a shark 6. an octopus

2. Hold up Teacher Cards 31–36 one at a time and have students name the objects.

B Make sentences.

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

1. Have students look at page 14 and describe what they see. Then play Class CD1 Track 24 and have the students listen and point to the pictures.



Andy and Jenny had a great day at the aquarium. All the exhibits were exciting. What was scary? What was interesting? What was amazing? What was tiring?

The shark was scary.

scary, interesting, amazing, tiring

1. The shark was scary.
2. The lecture was interesting.
3. The octopus was amazing.
4. The tour was tiring.

2. Play the audio again and ask students to repeat the statements as they point to the pictures.
3. Have pairs of students take turns making sentences as they point to the pictures.

4. Hold up Teacher Cards 31–36 and challenge students to form new sentences using the pictures.

Student Book page 15

C Make sentences.

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

1. Have students look at page 15 and identify what is amazing and who is amazed. Remind students that we use the adjective with the *-ing* ending to describe an object or event (what), and the adjective with the *-ed* ending to talk about how a person feels (who). Play Class CD1 Track 25 and have the students listen and point to the pictures.



1.25 The exhibit was amazing. She was amazed.

1. The exhibit was amazing. She was amazed.
 2. The sharks were exciting. He was excited.
 3. The lecture was boring. He was bored.
 4. The aquarium was interesting. She was interested.
2. Divide the class into two groups. Play the audio again. Have one group repeat the sentence with the *-ing* adjective and the other group repeat the sentence with the *-ed* adjective.
 3. Then have students take turns talking about the pictures with a partner.

D Listen and chant.

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

1. Have students look at the pictures. Point to the children and say *The children were excited*. Then point to the grandmother and ask *Was the grandmother excited?* Elicit that she was bored.
2. Play Class CD1 Track 26. Have students point to the people in the pictures as they listen.



1.26 The Aquarium Chant

The aquarium was amazing.
I was amazed.
The sharks were really scary.
But they weren't scared.

The dolphins were exciting.
The kids were very excited.
But Grandma thought it was boring.
She was really bored.

3. Model the chant line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the audio again and have students chant along. Have students point to the pictures in their book for the vocabulary they hear. Check pronunciation.



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.

- **Sentence Toss.** Have students sit in a circle. Toss a beanbag to S1 and say a sentence using one form of the adjective, for example, *English is interesting*. S1 has to make a sentence using the other form of the adjective: *I am interested*. Then he or she tosses the beanbag to S2, who says a sentence using another adjective.
- Play **Concentration** using Student Cards 19–30. Two cards with different forms of the same adjective make a match.
- Play the **Stand Up Game** with “The Aquarium Chant” (Class CD1 Track 26). When students hear the *-ed* and *-ing* adjectives, they have to stand up and then sit down quickly.

Additional Resources

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

Unit 2 At the Aquarium

Let's Learn More

Let's Learn More

A Learn the words.

1. a jellyfish 2. a sea turtle 3. a squid
4. a video 5. a ride 6. a pedal boat

B Make sentences.

The children were talking about the aquarium. What did they say?

1. The sea turtles are amazing.
2. The jellyfish is boring.
3. The pedal boat is tiring.

Kate said the sea turtles were amazing.
It → was
are → were

C Play a game. What did they say?

He said he was amazed. She said the squid was scary.

Start

I'm amazed. The squid is scary. She is excited. The lecture is boring.

He is scared. They're tired.

End

The pedal boat is tiring. The sea turtles are amazing.

The video is interesting. The ride is exciting.

D What about you?
What do you think is exciting?
What do you think is boring?

I can do this lesson.

Unit 2 At the Aquarium 16 Unit 2 At the Aquarium 17

Topic:

- Things to see and do

Lesson Objective:

- Learning how to use reported speech to tell what others have said

Language:

a jellyfish, a sea turtle, a squid, a video, a ride, a pedal boat

Kate said the sea turtles were amazing. He said he was amazed. She said the squid was scary.

Materials:

Teacher Cards 31–42; CD1 Tracks 26–29; Student Cards 31–42 (Teacher's Resource Center)

Student Book pages 16–17

Warm up

1. Chant "The Aquarium Chant" (Class CD1 Track 26). Have students practice chanting the lyrics along with the audio. Have students use gestures and facial expression to convey the feelings as they chant them.
2. Use Teacher Cards 31–36 for a **Six-Second Drill**. Hold up a card at random. Have students say the vocabulary in a quick series of three, and then raise their hands and say *Finished!*

Pre-teach Language

- Use Teacher Cards 37–42 to introduce the new aquarium vocabulary. Show one card at a time and say the phrase. Have students repeat each phrase several times.

Student Book page 16

A Learn the words.

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

1. Play Class CD1 Track 27. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.


- 1.27
1. a jellyfish
 2. a sea turtle
 3. a squid
 4. a video
 5. a ride
 6. a pedal boat

2. Do a quick practice with the new words. Hold up the Teacher Cards one at a time. Have students say the word chorally. Then call out an *-ing* adjective and have students use it in a sentence to describe the new vocabulary word.

B Make sentences.

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

1. Have students look at page 16 and describe what they see. Ask them to point to the words in the speech bubbles. Choose student volunteers to read what each child says.
2. Then play Class CD1 Track 28 and have students listen and point to the characters that are speaking.

 1.28 The children were talking about the aquarium. What did they say?

Kate said the sea turtles were amazing.

is → was are → were

1. The sea turtles are amazing.
Kate said the sea turtles were amazing.
2. The jellyfish is boring.
Scott said the jellyfish was boring.
3. The ride is exciting.
Andy said the ride was exciting.
4. The pedal boat is tiring.
Jenny said the pedal boat was tiring.


3. Play the audio again and have students repeat the statements in the speech bubbles and the reported speech as they point to the pictures. Point out that the statements in the speech bubbles use *is* and *are*, and the reported speech uses *was* and *were*.
4. Have pairs of students take turns making sentences as they point to the pictures.

Student Book page 17

C Play a game. What did they say?

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

1. Read the sentences. Read them again and have students repeat them with you.
2. Point to the picture of the boy with the speech bubble that says *I'm amazed*. Ask *What did he say?* A volunteer responds *He said he was amazed*.
3. Play Class CD1 Track 29 and have students point to the sentences they hear.

 1.29 He said he was amazed.
She said the squid was scary.

4. Have students play the game in pairs. Students toss a coin; heads moves one space and tails moves two spaces. Then they make statements about what the child in the picture said.

D What about you?

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

1. Read the questions aloud, modeling correct pronunciation and intonation. Have students echo read with you. Then have student pairs take turns asking and answering the questions.

2. Bring the class back together to perform a survey. Write *exciting* on the board. Ask S1 of each student pair to tell you what his or her partner said was exciting. Then have S2 report on S1. Repeat this with *boring*.
3. List students' answers on the board under the appropriate word. As students report on their partners, keep a tally of how many students find the same things exciting or boring.



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 **Walk and Talk**. Review the vocabulary and adjectives for objects you want students to describe. Display Teacher Cards 31–42 around the classroom. Have students walk around the room in pairs. When you say *Stop!* each student in the pair must make a unique sentence. So, if one student describes the object (*The sea turtles were boring*) then the other must describe the feeling (*I was bored*).
- Play **Team Games**. Make a statement using an *-ing* or *-ed* adjective. The first student to make a correct sentence using reported speech (e.g., *She said she was excited.*) wins a point.
- Play **Living Sentences**. Have students repeat their words and arrange themselves in the correct order. When finished, ask student volunteers to read the sentences.

Additional Resources

Workbook pages 14–15

Unit 2 Worksheet B (Teacher's Resource Center)

Online practice

Unit 2 At the Aquarium





Let's Read

Let's Read

A Listen and read along. Then read again.

Waves in a Bottle

Do you like to look at waves when you go to the beach? You can look at waves in a bottle, too!

- First, wash a bottle so you can reuse it. Put some water and a little blue color into the bottle.
- Next, put oil into the bottle. You can put in some glitter, too.
- Put some glue around the bottle cap and close the bottle. Close it tight!




When you move the bottle, you'll see waves!

New Words
waves
reuse
oil
glitter

B Choose the correct answer.

- What do you do first? wash the bottle close the bottle
- What do you do last? wash the bottle close the bottle






C Understand the vocabulary.
First, wash the bottle so that you can reuse it.
What does reuse mean?

D Ask your partner.

- Do you like to go to the beach?
- What do you like to do at the beach?

E Listen and write. Do you hear oi or oo?

1. oi oi 2. oi oi 3. oi oi 4. oi oi 5. oi oi

F Learn about words. Read and write.
You can use a bottle.
Wash a bottle so that you can reuse it. re + use = reuse

- re + read = re +
- re + play = re +
- re + view = re +
- re + sta = re +

I can do this lesson!

Unit 2 At the Aquarium 19

Student Book pages 18–19

Topic:

- Waves in a bottle

Lesson Objectives:

- Reading an article about how to make waves in a bottle
- Using auditory discrimination to distinguish *oi* and *oo*
- Studying the prefix *re-*, developing new vocabulary, and engaging in partner discussions

Language:

reuse, coin, book, oil, cook, look

re + use = reuse

Materials:

Teacher Cards 34–42; CD1 Tracks 30–32; Student Cards 34–42 (Teacher's Resource Center)

Warm up

- Review the chart you made of sounds and words from the previous unit. Have students say the sounds *aw* and *ow* and the words *cow*, *powder*, *saw*, and *straw*.
- Place four cards from Teacher Cards 34–42 along the chalk rail. Write *First*, *Next*, *Then*, and *Last* above the cards. Model the sequence: *First I saw a (shark). Next I saw a (jellyfish). Then I saw a (squid). Last I saw a (video).* Place four new Teacher Cards along the chalk rail and have students say the sequence chorally.

Student Book page 18

A Listen and read along. Then read again.

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

- Have students read the words they know.
- Read aloud the title. Tell students they are going to read directions about how to make waves in a bottle. Ask students if they have ever seen a wave.
- Read Along.** Play Class CD1 Track 30. Have students follow along in their books. Then have them read along with the audio.

I.30 Waves in a Bottle

Do you like to look at waves when you go to the beach? You can look at waves in a bottle, too!

- First, wash a bottle so you can reuse it. Put some water and a little blue color into the bottle.
- Next, put oil into the bottle. You can put in some glitter, too.
- Put some glue around the bottle cap and close the bottle. Close it tight!

When you move the bottle, you'll see waves!

- Choral Reading.** Have two groups of students take turns reading the article sentences chorally.
- Play **That's Not Right!** As you read the article with students, change some of the words. Tell students that when they hear a mistake, they should shout *That's not right!* and then read the sentence correctly.

B Choose the correct answer.

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

- Play Class CD1 Track 31 and have students listen and point. Play it again and have them repeat.

I.31 1. What do you do first? 2. What do you do last?

2. Divide students into pairs. Have them take turns asking questions and checking correct answers. Make sure students understand why *wash the bottle* and *close the bottle* are the right answers.

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 word *reuse* with you and then work individually to choose the correct answer. Help students understand why *b* is the correct choice.
2. Encourage students to find the word in the article.

D Ask your partner.

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

1. Read the questions aloud, modeling correct pronunciation and intonation. Then ask student pairs to answer the questions.
2. Come back together as a class. Ask questions and have volunteers share answers with the class.

E Listen and write.

Do you hear *oi* or *oo*?

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

1. Say *oi* and ask students to repeat. Point to the picture of the coin and say *coin*. Have students repeat. Do the same with *oil*. Then repeat the procedure for the *oo* words *book*, *cook*, and *look*.
2. Play Class CD1 Track 32 and have students point to the letters and words as they hear them. Have students listen and repeat the sounds and words. Then have students write the sounds they hear.

 I.32 1. coin 2. book 3. oil 4. cook 5. look

3. Divide the class into two groups and assign one sound to each. Say *oi* and *oo* words at random: *coin*, *book*, *took*, *oil*, *toil*, *cook*, *soil*, *look*. Have students stand up when they hear their sound.
4. Ask students to point to words with *oi* and *oo*. 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. Read the sentences aloud, modeling the correct pronunciation and intonation. Have students echo read the sentences with you.
2. Remind students that we add *re-* to the beginning of a verb to show that we do the verb again. Say *re + use = reuse*. Have students read the words and complete the equations. Have students use the new words in sentences.



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 مرجع زبان ایرانیان

See the Teacher's Resource Center for instructions.

- Play **Sentence Dictation**. Have students underline words with *oi* and *oo* in the sentences.
- Play **Cube Game**. Write on the cube: *read*, *play*, *view*, *mix*, *use*, *wind*. Explain *wind* and *rewind*. Have students take turns throwing the cube and making a word and sentence with *re-*.
- Play **Relay Race** using words with *oi* and *oo*.
- **Workbook Activity**. Have students identify new or familiar words from "Waves in a Bottle" in "Protecting Sea Animals" on Workbook page 16. Encourage students to find and say the words with *oi* or *oo*. 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

Unit 2 Test (Teacher's Resource Center)

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 check. What did they say?

1. A scared
B scary

2. A exciting
B excited

C Listen and check.

It's interesting. She's scared. He's tired. It's boring.

A B A B

20 Units 1 and 2 Review

D Let's read about pyramids.

Mystery Hunters

Huge Ruins
There are many pyramids around the world. You can see pyramids in Egypt, in Africa, in Greece, in Mexico, and in China.

The Great Pyramids in Egypt
The most famous pyramids are in Egypt. The largest pyramid is in Mexico. But, the oldest pyramid may be underwater.

Underwater Pyramids, Japan
Divers have found ruins in the ocean near Japan. They think they have found a very old city. Some of the ruins look like pyramids.

The Great Pyramid of Giza, Egypt
Who built the underwater city?
Why did it sink?
Was there an earthquake?
Did the ocean rise?
It's a mystery.

New Words
famous
dive
ruins
sink
earthquake
rise
mystery

E Your turn!
Have you ever seen a pyramid?
Why do you think people built pyramids?
Why did the underwater pyramids sink?
What do you think? Write your opinion.

21 Units 1 and 2 Review

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:

Teacher Cards 7–18, 31–42; CD1 Tracks 07, 16, 22, 30, 33–36; Student Cards 7–18, 31–42 (Teacher's Resource Center)

Let's Talk

1. Sing "Whose Boots Are These?" (Class CD1 Track 07) and chant "The Racing Chant" (Class CD1 Track 22) in two groups. Each group performs one part of the song or chant. Encourage students to use gestures or actions.
2. Review the conversation from Unit 1 with a **Timed Conversation** activity. Students circulate around the classroom and practice the conversation in groups of three for one minute each. Then they change trios and repeat. Have students play **Back-to-Back** to practice the conversation from Unit 2 in pairs. Students sit back-to-back and pretend they are talking on the telephone. They practice the conversation and then switch roles.

3. Have small groups play **Pass the Card** using Student Cards 31–42.
4. Put students in pairs. Have one student make a sentence using an *-ed* or *-ing* adjective. The other student should use reported speech to make a sentence telling what his or her partner said. Then have partners change roles.

Phonics/Reading

Phonics: *cow, saw, powder, straw, coin, book, oil, cook, look*

Let's Learn/Let's Learn More

1. Have students play **Walk and Talk** to practice identifying people by what they are doing. Use Student Cards 7–12. When you say *Stop!* the pair asks and answers questions using the cards as a cue. S1: *Which girl is she?* S2: *She's the girl who is feeding the fish.*
2. Play **Tic-Tac-Toe** by holding up Teacher Cards 7–18 and asking *What was (he) doing when it started to rain?*

1. Review phonics sounds with a **Board Race**. Write *aw, ow, oi,* and *oo* on the board. Divide students into teams. Say one of the phonics words. Students from each team race to the board to touch the vowel sound they hear.
2. Have students read "The First Ice Pop" (Class CD1 Track 16) and "Waves in a Bottle" (Class CD1 Track 30) along with the audio. Then have them play **That's Not Right!** Reread each story aloud, but change details. For example, *Next, put ice into the bottle instead of Next, put oil into the bottle.* Students say *That's not right!* when they hear a mistake and supply the correct sentence.


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.

1. Before students open their books, prepare them for the test procedure by modeling the Listen and check tests on page 20. Display Teacher Cards 7, 8, and 9 and write *A*, *B*, and *C* above them. Say *Which boy is Marco? He's the boy who is watering the plants.* Have a volunteer point to the correct card and write a check mark by the letter.
2. Have students look at the test in their books and identify what the children are doing in numbers 1–4. Play Class CD1 Track 33. Then play the audio 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 reviewing the pictures and listening first.

-  I.33
1. Which boy is Alvin?
He's the boy who is feeding the fish.
 2. Which girl is Karen?
She's the girl who is writing on the board.
 3. What was he doing when it started to rain?
He was sitting on a bench when it started to rain.
 4. What was she doing when it started to rain?
She was playing a game when it started to rain.


B Listen and check. What did they say?

Tell students that they are going to listen to two conversations and they will have to answer questions about them. Play Class CD1 Track 34 and have students do the exercise as a written test.

-  I.34
1. I saw sharks at the aquarium yesterday.
You did? How were they? They were scary.
 2. Did you go to the seapark this weekend?
Yes, I did. I went on a water ride.
How was it? It was fun. I was excited.

C Listen and check.

Tell students they will hear some sentences. They need to listen carefully to identify what each person says. Play Class CD1 Track 35. Have students listen and check the correct answers. Correct the test with students.

-  I.35
1. What did he say? He said it was interesting.
 2. What did she say? She said he was tired.

Student Book page 21

D Let's read about pyramids.

1. Before listening to the story, have students look at the illustrations and identify the words they know.
2. **Read Along.** Play Class CD1 Track 36. Have students listen 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.

 I.36

Mystery Hunters Matt and Megan's Blog Huge Ruins

There are many pyramids around the world. You can see pyramids in Egypt, in Africa, in Greece, in Mexico, and in China.

The most famous pyramids are in Egypt. The largest pyramid is in Mexico. But, the oldest pyramids may be underwater.

Divers have found ruins in the ocean near Japan. They think they have found a very old city. Some of the ruins look like pyramids.

Who built the underwater city? Why did it sink? Was there an earthquake? Did the ocean rise?

It's a mystery.

3. **Echo Reading.** Read each sentence and have students read after you, copying the pronunciation, rhythm, and intonation.

E Your turn!

Divide students into pairs. Read the questions aloud, modeling correct pronunciation and intonation. Have students echo read the questions with you. Have pairs take turns asking and answering the questions.

Additional Resources

Workbook pages 18–19

Drills and Games (Teacher's Resource Center)

Unit 1 Test (Teacher's Resource Center)

Unit 2 Test (Teacher's Resource Center)

Unit 3 Going Shopping

Let's Talk

Unit 3
Going Shopping
Let's Talk

A Listen and say.

Kate: Hi, Andy. What are you doing here?
Andy: I need a present for my mother.
Kate: What are you going to get her?
Andy: I don't know.

Kate: Hmm. You could get her a teapot. Or you could get her a cookbook.
Andy: She doesn't like tea, and she already has a lot of cookbooks.

Kate: How about a scarf?
Andy: That's a great idea! These scarves are beautiful.
Kate: I think you should get her the scarf.
Andy: Yes! She'll love it.

B Watch the video.

How about a scarf?
That's a great idea!
get = buy

C Say these.

1. a scarf 2. a bracelet 3. a box of chocolates 4. a cookbook 5. a DVD 6. a book

D Look at C. Ask your partner.

mother father grandmother grandfather

What should she get her mother?
She should get her a bracelet.

E Listen and chant.

I Need a Present for My Mother

I need a present for my mother.
What should I get her?
How about a necklace?
She doesn't like jewelry.
You could buy a nice T-shirt.
She doesn't wear T-shirts.
You could give her a tennis racket.
She hates tennis.

You could make her a birthday cake.
I can't cook.
You should take her out to dinner!
Great! Ideal! She'll love it!

I can do this lesson.

Student Book pages 22–23

Topic:

- Buying gifts

Lesson Objective:

- Using indirect object pronouns to talk about buying something for someone

Language:

How about a scarf? That's a great idea!

a scarf, a bracelet, a box of chocolates, a cookbook, a DVD, a book

What should she get her mother? She should get her a bracelet.

Materials:

Teacher Cards 43–48; CD1 Tracks 37–41; Student Cards 43–48, Unit 3 Let's Talk Video, and Unit 3 Let's Talk Video Script (Teacher's Resource Center)

Warm up

- Draw a simple family tree. Ask *Who is this?* for each family member. Write the term for the family member beneath each one.

Student Book page 22

A Listen and say.

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

1. Use volunteers to model the conversation. Take one role while they take the other, then switch.
2. Have students name any characters and objects they know in the pictures. Play Class CD1 Track 37. Students point to any speaking characters and repeat any words they can identify. Play the audio again, having students repeat each line.

1.37 Hi, Andy. What are you doing here?
I need a present for my mother.
What are you going to get her?
I don't know. What should I get her? Do you have any ideas?
Hmm. You could get her a teapot. Or you could get her a cookbook.
She doesn't like tea, and she already has a lot of cookbooks.

How about a scarf?

That's a great idea! These scarves are beautiful!

I think you should get her this scarf.

Yes! She'll love it.

3. Play Class CD1 Track 38. Have students listen to the audio and repeat the sentences.

1.38 How about a scarf? That's a great idea!
get = buy

4. Explain that we can say *What should I get her?* or *What should I buy her?* Have students repeat both questions then practice 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). Pause it after Andy asks *Do you have any ideas?* Have a few students respond. Explain *Oh!* if necessary. Say *Oh!* and make an "I know" gesture. Have students repeat and copy the emotion and the gesture. Ask students to think of something that can help them remember vocabulary and say *Oh!* plus the idea.


2. Play the video again. Have students raise their hands when they hear different birthday present words they know. Then play the video a third time, and pause it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions, where appropriate.
3. Distribute the Unit 3 Let's Talk video script. Have students form pairs and practice the extended conversation, focusing on the language and emotions. Then have a pair of volunteers come to the front of the class and act out the extended conversation. Support as necessary.
4. Have students in each pair role-play the conversation using different birthday gift ideas.

Student Book page 23

C Say these.

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

1. Hold up Teacher Cards 43–48, say each word, and have students repeat. Play Class CD1 Track 39 and ask students to listen and point. Play it again and have them repeat.


 1.39 1. a scarf 2. a bracelet 3. a box of chocolates
4. a cookbook 5. a DVD 6. a book

2. Hold up Teacher Cards 43–48 one at a time and have students name the objects.

D Look at C. Ask your partner

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

1. Point to each family member. Say the label. Have students point and say them with you. Then say each label, having students point to the picture.
2. Play Class CD1 Track 40. Have students point to the family members and gifts as they listen.

 1.40 What should she get her mother?
She should get her a bracelet.

1. What should she get her mother?
She should get her a bracelet.
2. What should she get her father?
She should get him a book.
3. What should she get her grandmother?
She should get her a DVD.
4. What should she get her grandfather?
She should get him a box of chocolates.

3. Have pairs ask and answer questions about what to get family members. Students should look at C and answer based on their own choices.

E 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 gift items. Provide language as needed.
2. Play Class CD1 Track 41. Have students point to the gift items in the pictures as they listen.

1.41 I Need a Present for My Mother

I need a present for my mother.	You could give her a tennis racket.
What should I get her?	She hates tennis.
How about a necklace?	You could make her a birthday cake.
She doesn't like jewelry.	I can't cook.
You could buy a nice T-shirt.	You should take her out to dinner!
She doesn't wear T-shirts.	Great idea! She'll love it!

3. Model the words line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the audio again and have students chant along. Have students point to the pictures in their book for the vocabulary they hear. Check pronunciation.



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.

- Practice the dialogue with **Conversation Lines**.
- Display Teacher Cards and teacher-made word cards. Have student pairs list gift ideas. *What should I get my father? You should get him a DVD.*
- Display Teacher Cards 43–48. Pairs suggest silly gifts in their mini-conversations.

Additional Resources

Workbook pages 20–21

Online practice

Unit 3 Going Shopping

Let's Learn

Let's Learn

A Learn the words.

1. a video camera 2. a necklace 3. a ring 4. a novel
5. a stuffed toy 6. earrings 7. golf clubs 8. a model

B Ask and answer.

The children are buying gifts for their families. What should they get?

Should I get my sister a necklace or a ring?
You should get her a ring.

C Make sentences.

They should get him a novel.

D Listen and chant.

Today's my brother's birthday.
What should I buy him?
What should I do?
What should I buy for my brother?
My older brother, Lou?

Buy him a jacket,
Buy him a coat,
Buy him a bicycle,
Buy him a boat.
Buy him an airplane,
Buy him a car,
Buy him a chocolate candy bar.

I can do this lesson.

Topic:

• Gifts

Lesson Objective:

• Using indirect object pronouns to talk about buying something for someone

Language:

a video camera, a necklace, a ring, a novel, a stuffed toy, earrings, golf clubs, a model

Should I get my sister a necklace or a ring?

You should get her a ring. They should get him a novel.

Materials:

Teacher Cards 43–56; CD1 Tracks 41–45; Student Cards 43–56 (Teacher's Resource Center)

Student Book pages 24–25

Warm up

- Assign one gift (a necklace, a T-shirt, a tennis racket, a birthday cake) to four groups. Play "I Need a Present for My Mother" (Class CD1 Track 41) and have students chant. Each group quickly stands and sits when they say their gift.
- Substitution Drill.** Show Teacher Card 43 and say *What should she get her? She should get her a scarf.* Have students repeat the answer. Then hold up Teacher Card 44 and have a volunteer make the substitution. Repeat with other cards and/or sentence patterns.

Pre-teach Language

- Introduce the gifts vocabulary with Teacher Cards 49–56. Show a card and say the gift. Have students repeat several times.

Student Book page 24

A Learn the words.

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

- Play Class CD1 Track 42. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.



1. a video camera 2. a necklace 3. a ring
4. a novel 5. a stuffed toy 6. earrings
7. golf clubs 8. a model

- Hold up Teacher Cards 49–56 and have students name each item. Then have them take turns pointing and saying *You should get her a (ring).*

B Ask and answer.

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

- Have students identify the gifts on page 24. Play Class CD1 Track 43. Students point to the pictures.



The children are buying gifts for their families. What should they get?

Should I get my sister a necklace or a ring?
You should get her a ring.

- Should I get my sister a necklace or a ring?
You should get her a ring.
- Should I get my father golf clubs or a model?
You should get him a model.
- Should I get my mother a novel or earrings?
You should get her a novel.

- Play the audio again. Ask one group to repeat the questions and the other to repeat the answers. Play it again, having the two groups switch roles.


- Have pairs of students take turns asking and answering questions about the picture.

Student Book page 25

C Make sentences.

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

- Have students look at page 25 and name the gift items. Then play Class CD1 Track 44 and have the students listen and point to the pictures.

 1.44 They should get him a novel.


- They should get him a novel.
- They should get him a model.
- They should get her a stuffed toy.
- They should get her earrings.
- They should get her a necklace.
- They should get her a video camera.
- They should get her a ring.
- They should get him golf clubs.

- Have students work in pairs and take turns telling what the children should get each person.
- Give student pairs a set of Student Cards 49–56. Students take turns drawing a card and creating a sentence: *They should get him a (model)*.

D Listen and chant.

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

- Ask *What should they get him?* Point to a picture and elicit *They should get him a (model)*.
- Play Class CD1 Track 45. Have students point to the gifts in the pictures as they listen.

 1.45 **Today's My Brother's Birthday**

Today's my brother's birthday.
 What should I buy him?
 What should I do?
 What should I buy for my brother?
 My older brother, Lou?

Buy him a jacket, buy him a coat,
 Buy him a bicycle, buy him a boat.
 Buy him an airplane, buy him a car,
 Buy him a chocolate candy bar.

Today's my sister's birthday.

What should I buy her?

What should I do?

What should I buy for my sister?

My younger sister, Sue?

Buy her a sailboat, buy her a train,

Buy her an airplane ticket to Spain.

Buy her a blouse and a pair of pants,

Buy her a house in the south of France.

Buy her a cookbook, buy her a chair,

Buy her a ten-foot teddy bear.

- Model the chant line by line. Have students clap to keep the rhythm as they repeat after you.
- Play the audio again and have students chant along. Check pronunciation.

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 Games.** Ask *Should I get my mother a ring or earrings?* Show Teacher Card 51 (*a ring*). The first student to answer *You should get her a ring* wins a point.
- Play **Make a Chant**. Work with students to create new verses for the chant. As students brainstorm gifts, write them on the board. Have students clap as they chant the new verses.
- Play **Find Your Partner** with Student Cards 49–56 and the pattern *You should get her a (ring)*.

Additional Resources

Workbook pages 22–23

Unit 3 Worksheet A (Teacher's Resource Center)

Online practice

Unit 3 Going Shopping

Let's Learn More

Let's Learn More

A Learn the words. (CD1.46)

- bought a drink
- made a bracelet
- sent a picture
- gave a present
- showed a T-shirt
- told a story

B Make sentences. (CD1.47)

Kate, Andy, and Jenny went to a fair. Jenny bought her brother a drink. Kate showed Andy a T-shirt. Andy sent Scott a picture.

She showed him a T-shirt.

show	→	showed
send	→	sent
buy	→	bought

C Play a game. Ask and answer. (CD1.48)

What did she make her?
She made her a bracelet.

buy	→	bought	give	→	gave
make	→	made	show	→	showed
send	→	sent	tell	→	told

D What about you?

Have you ever made something for your parents?
What did you make?

I can do this lesson.

Unit 3 Going Shopping 26

Student Book pages 26–27

Topic:

- Activities

Lesson Objective:

- Using indirect object pronouns with a variety of verbs

Language:

bought a drink, made a bracelet, sent a picture, gave a present, showed a T-shirt, told a story

She showed him a T-shirt. What did she make her? She made her a bracelet.

Materials:

Teacher Cards 57–62; CD1 Tracks 46–48; Student Cards 57–62 (Teacher's Resource Center)

Warm up

- Review the past tense forms of verbs with **Find It Fast**. Divide the class into teams. Write the past tense verbs to review (e.g., *went, met, broke, got, found, lost, ate, flew, took*) on the board in columns. Have one column for each team, and write the words in a different order in each column. Call out the present tense form of the verb. Have students from each team race to find and circle the past tense form in their column.

Pre-teach Language

- Use Teacher Cards 57–62 to introduce the activities vocabulary. Hold up each Teacher Card as you say the phrase. Have students repeat each phrase several times.

Student Book page 26

A Learn the words.

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

1. Play Class CD1 Track 46. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.



- | | |
|---------------------|--------------------|
| 1. bought a drink | 2. made a bracelet |
| 3. sent a picture | 4. gave a present |
| 5. showed a T-shirt | 6. told a story |

2. Do a quick practice with the new verb phrases. Divide students into pairs. Hold up Teacher Cards 57–62 one at a time and have partners pantomime the actions as they say them chorally.

B Make sentences.

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

1. Have students look at page 26 and describe what they see. Then play Class CD1 Track 47 and have students listen and point to the people performing each action.



Kate, Andy, and Jenny went to a fair. Jenny bought her brother a drink. Kate showed Andy a T-shirt. Andy sent Scott a picture.

She showed him a T-shirt.

show → showed send → sent buy → bought

1. She showed him a T-shirt.
2. He sent him a picture.
3. She bought him a drink.

2. Play the audio again and have students repeat the statements as they point to the pictures.

3. Have pairs of students take turns making sentences as they point to the pictures.
4. Choose a pair of student volunteers: one boy and one girl. Show them the card for *showed a T-shirt*. Ask the boy to act out showing a T-shirt to the girl. Point to each student as you say *He showed her a T-shirt*. Then have the students change roles. Point to each as you say *She showed him a T-shirt*. Remind students that *he* and *she* refer to the student doing the action. *Him* and *her* refer to the student receiving the action. Repeat this with other cards.
5. Divide students into groups of three and give each group one Student Card. Have two students perform the action while the third makes a sentence about it; for example, *He gave her a present*. Then have students change roles two times and repeat the activity.

Student Book page 27

C Play a game. Ask and answer.

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

1. Read the question and answer. Read them again and have students repeat them with you.
2. Point to the first square and ask *What did she make her?* Have a student volunteer answer *She made her a bracelet*.
3. Play Class CD1 Track 48 and have students point to the question and answer they hear.



1.48 What did she make her?

She made her a bracelet.

buy → bought make → made send → sent

give → gave show → showed tell → told

4. Have students play the game in pairs. Students toss a coin; heads moves one space and tails moves two spaces. Then they ask and answer questions about what the person in the space did.

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. Have students echo read the questions with you. Then have partners take turns asking and answering the questions.
2. Bring the class back together. Go around the room and ask students *What did you make your parents?* Keep a tally of students' 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.

- **Math Connection.** Write *What did you make your parents?* across the top of a sheet of poster paper. Write students' answers across the bottom. Draw columns of boxes above each of the items in the row. Have students come to the front of the room one by one and color in the box that shows what they made for their parents. Display the graph and help students talk about how many students made each item.
- **Create Sentences.** Put students into small groups and give each group a set of Student Cards 57–62. In another pile, place a set of teacher-made cards with the name of one family member (e.g., *father, mother*) on each card. Students take turns turning over the top cards and creating a sentence: *He gave his father a present. She sent her sister a picture.*
- **Play Charades.** Divide the class into two teams. Place Teacher Cards 57–62 face down in a pile. Have two students from Team A pick a card and mime the action for teammates to guess. If the team guesses correctly, they get a point. Then two students from Team B mime the next action.

Additional Resources

Workbook pages 24–25

Unit 3 Worksheet B (Teacher's Resource Center)

Online practice

Unit 3 Going Shopping

Let's Read

Let's Read

A Listen and read along. Then read again.

HAPPINESS IS A CLEAN PARK

Before

My name is David and this was my park. I've lived next to this park since I was a baby. I liked the park, but there was a lot of trash. It was ugly.

Last autumn, my friends and I cleaned up the park. We put up posters and asked people to help us.

A lot of people came in the afternoon. Their kindness was amazing. We put the trash into bags and swept the sidewalks with brooms.

This is my park now. It's beautiful!

After

LET'S CLEAN UP OUR PARK

New Words

happiness sweep → swept
trash sidewalk
autumn broom
kindness

B Choose the correct answer.

1. What did the park look like before they cleaned it up? beautiful ugly
2. What did the park look like after they cleaned it up? beautiful ugly

C Understand the vocabulary.

I've lived next to this park since I was a baby.

What does since I was a baby mean?

a. b. c. d. e. f. g. h. i. j.

D Ask your partner.

1. Do you live near a park?
2. Have you ever cleaned up a park?

E Listen and write. Do you hear au or oo?

1. br...m 2. ...gust 3. aftern...n 4. m...n 5. ...urn

F Learn about words. Read and write.

They are kind. kind + ness = kindness
Their kindness is amazing. happy + y + i = happiness

1. ... + ness = sadness 2. ... + y + i = happiness
3. ... + ness = brightness 4. ... + y + i = heaviness

I can do this lesson!

Unit 3 Going Shopping 29

Student Book pages 28–29

Topic:

- A clean park

Lesson Objectives:

- Reading a story about how a boy and his friends cleaned up a park
- Using auditory discrimination to distinguish *au* and *oo*
- Studying word ending *-ness*, developing new vocabulary, and engaging in partner discussions

Language:

since I was a baby, broom, August, afternoon, moon, autumn

kind + ness = kindness

Materials:

CD1 Tracks 49–51

Warm up

1. Write *Clean Up* on poster paper. Invite students to name words they could use to describe a clean-up activity, for example, *broom*, *trash*, *weeds*. Write the words on the paper.
2. Say *Before school, I eat breakfast. After school, I play soccer*. Write *before* and *after* on the board. Ask students to use the words in sentences to tell what they do before and after school.

Student Book page 28

A Listen and read along. Then read again.

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

1. Have students try to read the words they know. Add these words to the list you made in the Warm-up activity.
2. Read aloud the story title. Point to the before and after pictures and have students read the labels. Ask them to talk about what the park looked like before and after the clean up.
3. **Read Along.** Play Class CD1 Track 49. Have students follow along in their books. Then have them read along with the audio.

1.49 Happiness Is a Clean Park

My name is David and this was my park. I've lived next to this park since I was a baby. I liked the park, but there was a lot of trash. It was ugly.

Last autumn, my friends and I cleaned up the park. We put up posters and asked people to help us.


A lot of people came in the afternoon. Their kindness was amazing. We put the trash into bags and swept the sidewalks with brooms. This is my park now. It's beautiful!

4. **Choral Reading.** Play the audio and have students read the story chorally. Then ask them to read the story again chorally without the audio.
5. To check comprehension and how well students recall details from the story, refer to the people in each paragraph — David, David and his friends, a lot of people — and have students recall what each of these people or groups of people did. For example, say *David and his friends*. Students can respond *They cleaned up the park*.

B Choose the correct answer.

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

1. Play Class CD1 Track 50 and have students listen and point. Play it again and have them repeat.

-  1.50
1. What did the park look like before they cleaned it up?
 2. What did the park look like after they cleaned it up?

2. Divide students into pairs. Have them take turns asking questions and checking correct answers. Help students understand why *ugly* and *beautiful* are the right answers.

Student Book page 29

C Understand the vocabulary.

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

1. Read the sentence and question. Have students say *since I was a baby*. Ask them to work individually to choose the correct answer. Help students understand why *a* is the correct choice.
2. Encourage them to find the phrase in the story.

D Ask your partner.

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


1. Read the questions and have pairs answer.
2. Come back together as a class. Ask the questions and have volunteers share answers with the class.

E Listen and write.

Do you hear *au* or *oo*?

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

1. Say *au* and ask students to repeat. Point to the picture of the calendar and say *August*. Have students repeat. Do the same with *autumn*. Repeat for the *oo* words *broom*, *afternoon*, and *moon*.
2. Play Class CD1 Track 51 and have students point to the letters and words as they hear them. Have students listen and repeat the sounds and words. Then have students write the sounds they hear.

-  1.51
- | | | |
|----------|-----------|--------------|
| 1. broom | 2. August | 3. afternoon |
| 4. moon | 5. autumn | |

3. Write and say *August* and *autumn*. Ask students to name other words that they learned with the *au* sound (*saw*, *straw*). Point out that the vowel sounds are the same, but they can be spelled *au* or *aw*. Say each one and have volunteers underline the letters that make the sound. Then ask students to point to the words with *au* or *oo* in the story.

F Learn about words. Read and write.

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

1. Read the sentences aloud. Have students echo read the sentences with you.
2. Show how to add *-ness* to the end of an adjective. If the adjective ends in *y*, we delete the *y* and add an *i* before adding the ending *-ness*. Say *kind* + *ness* = *kindness*. Explain that a person is kind; kindness is the condition. Have students read the words, complete the equations, and use the new words in sentences.

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 **Living Sentences**. Assign one sentence from the story to each group.
- Play **Find It Fast**. Say one of the phonics words. Have students scan the story and put their finger on the word.
- Play **Beanbag Toss**. Say adjectives — *kind*, *sad*, *light*, *happy*, *heavy*, *sweet* — as you toss the beanbag to a student. Have the student add the *-ness* ending, say the new word, and throw the beanbag to the next student.
- **Workbook Activity**. Have students identify new or familiar words from "Happiness Is a Clean Park" in "A Clean Beach" on Workbook page 26. Encourage students to find and say the words with *au* or *oo*. 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

Unit 3 Test B (Teacher's Resource Center)

Online practice

Unit 4 Around Town

Let's Talk

Unit 4 Around Town Let's Talk

A Listen and say.

Kate: Where's the food court? Do you know?
 Jenny: No, I don't. Let's look at the map.

Kate: Here it is. It's across from the music store.
 Jenny: Where are we now?
 Kate: We're here. We should go this way.

Jenny: There's the food court! Where are the boys?
 Kate: They're over there, next to the ice cream shop.
 Jenny: I see them!

Where are we now?
 We're here.

B Watch the video.

C Practice the words. Ask and answer.

1. ice cream shop
 2. bakery
 3. sports store
 4. music store
 5. clothing store
 6. food court
 7. bookstore
 8. game store

Where's the ice cream shop?
 It's next to the bakery.

next to
 across from
 between

D Listen, point, and sing.

Where's the Bookstore?
 Where's the bookstore?
 It's next to the food court.
 Where's the food court?
 It's across from the bakery.

Where's the bakery?
 It's next to the ice cream shop.
 Come on! I'm hungry. Let's go!

I can do this lesson.

Unit 4 Around Town 31

Topic:

- Locations

Lesson Objective:

- Using prepositions to describe building locations

Language:

Where are we now? We're here.

ice cream shop, bakery, sports store, music store, clothing store, food court, bookstore, game store, next to, across from, between

Where's the ice cream shop? It's next to the bakery.

Materials:

Teacher Cards 63–70; CD1 Tracks 52–56; Student Cards 63–70, Unit 4 Let's Talk Video, and Unit 4 Let's Talk Video Script (Teacher's Resource Center)

Student Book pages 30–31

Warm up

1. Place classroom objects around the room in, on, under, or by another object. Ask *Where's the (book)?* A volunteer picks up the object and says *It's (under the chair).*
2. Review *next to*, *across from*, and *between*. Draw a simple school floor plan and label the rooms. Point to two of the rooms and have students describe their location in different ways.

Student Book page 30

A Listen and say.

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

1. Use puppets or student volunteers to model the conversation. Ask students to repeat the lines after you. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures on page 30. Ask students to name the characters and any objects they already know. Play Class CD1 Track 52 and have students listen to the conversation. Then have students listen again and point to the characters as they speak. Play the audio again and have students point to and repeat the words they can identify. Then play the conversation again and have students repeat each line.

1.52 Where's the food court? Do you know?

No, I don't. Let's look at the map.

Here it is. It's across from the music store.

Where are we now?

We're here. We should go this way.

There's the food court. Where are the boys?

They're over there, next to the ice cream shop.

I see them!

3. Play Class CD1 Track 53. Have students listen to the audio and repeat the sentences.

1.53 Where are we now? We're here.

4. Have students point to the map in their books as they practice the question and answer in pairs.
5. Display the school floor plan and ask *Where are we now?* Point to the classroom and reply *We're here.* Have volunteers ask and answer the question.

B Watch the video.

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

1. Play the video (see video script on page 102). Pause after Jenny asks *Should we go this way or that way?* Have a few students respond. Explain *Turn left and go around the corner*, if necessary. Say *Turn left and*

turn left. Have students repeat and copy the action. Say *Go around the corner* and turn a corner at a desk or table. Have students repeat and copy the action. Say *Turn left and go around the corner* and have students do both.


2. Play the video. Have students raise their hands if they hear a store they know. Play the video again, and pause it after each exchange. Have students repeat any gestures, emotions, and actions.
3. Distribute the Unit 4 Let's Talk video script. Have student pairs practice it, focusing on the language and emotions. Then ask pairs of volunteers to act out the extended conversation for the class. Support as necessary.
4. Have students in each pair role-play the conversation using different stores and directions.

Student Book page 31


C Practice the words. Ask and answer.

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

1. Say each word on Teacher Cards 63–70 and have students repeat. Play Class CD1 Track 54 and have students point. Play it again, having them repeat.

-  **1.54** 1. ice cream shop 2. bakery 3. sports store
4. music store 5. clothing store 6. food court
7. bookstore 8. game store

2. Play Class CD1 Track 55, having students point to the pictures as they listen. Then have pairs take turns asking and answering the questions.

-  **1.56** Where's the ice cream shop?
It's next to the bakery.
next to, across from, between
1. Where's the ice cream shop? It's next to the bakery.
 2. Where's the bakery? It's across from the food court.
 3. Where's the sports store?
It's between the bakery and the music store.
 4. Where's the music store? It's between the sports store and the clothing store.
 5. Where's the clothing store?
It's next to the music store.
 6. Where's the food court? It's next to the bookstore.
 7. Where's the bookstore?
It's between the food court and the game store.
 8. Where's the game store?
It's across from the music store.

3. Have groups of three practice together.

D Listen, point, and sing.

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

1. Point to and name the pictures. Have students repeat and name the place where they can buy it.
T: *cupcake*. Ss: *cupcake, bakery*.
2. Play Class CD1 Track 56 and have students repeat words they recognize from the conversation.

1.56 Where's the Bookstore?

Where's the bookstore? It's next to the food court.
Where's the food court? It's across from the bakery.
Where's the bakery? It's next to the ice cream shop.
Come on! I'm hungry. Let's go!
(repeat)

3. Have students clap the beat as you model the song line by line. Have students echo read after you.
4. Play the song again and have students sing along. Have groups take turns singing the different parts.

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 Student Cards 63–70 to play **Pass the Card** and practice *Where's the (bakery)?*
- Play **Living Dialogues** to have students practice the conversation.
- **Back-to-Back/Screens Activity.** Give each student a simple street map and Student Cards 63–70. S1 arranges the cards on the map. S2 asks questions to put the cards in the same places on his or her map.

Additional Resources

Workbook pages 28–29
Online practice

Unit 4 Around Town

Let's Learn

Let's Learn

A Learn the words.

1. on the corner 2. around the corner from 3. on the right
4. on the left 5. across the street from 6. next to

B Ask and answer.

Andy and Scott are looking for places in town.

Where's the ice cream shop?
It's on the corner. It's across the street from the bank.

C Make sentences.

1. bakery 2. restaurant 3. music store 4. ice cream shop 5. bookstore
6. beauty shop 7. bank 8. grocery store 9. gift shop 10. library

The bakery is on the corner. It's next to the restaurant.

D What about you?

Where is the bank in your town?
Where is the library in your school?

I can do this lesson.

32 Unit 4 Around Town Unit 4 Around Town 33

Topic:

- Locations

Lesson Objective:

- Using prepositional phrases to describe building locations

Language:

on the corner, around the corner from, on the right, on the left, across the street from, next to
Where's the ice cream shop? It's on the corner. It's across the street from the bank. The bakery is on the corner. It's next to the restaurant.
bakery, restaurant, music store, ice cream shop, bookstore, beauty shop, bank, grocery store, gift shop, library

Materials:

Teacher Cards 63–86; CD1 Tracks 56–59; Student Cards 63–86 (Teacher's Resource Center)

Student Book pages 32–33

Warm up

1. **Memory Chain.** Use Teacher Cards 63–70. Hold up a card and say *I am going to go to the (bookstore)*. Hold up another card. Have S1 repeat your sentence and add the new place: *I am going to go to the (bookstore) and the (bakery)*.
2. Display Teacher Cards 63–70. Play the audio and have students sing "Where's the Bookstore?" (Class CD1 Track 56). Ask them to point to the card as they sing the place name.

Pre-teach Language

- Use Teacher Cards 71–76 to introduce the prepositional phrases. Show one card at a time and say the phrase. Have students repeat each phrase several times.

Student Book page 32

A Learn the words.

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

1. Play Class CD1 Track 57. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- I.57**
1. on the corner
 2. around the corner from
 3. on the right
 4. on the left
 5. across the street from
 6. next to

2. Do a quick practice with the new words. Hold up Teacher Cards 71–76 one at a time. Have students say each phrase in a quick series of three.

B Ask and answer.

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

1. Have students look at page 32 and describe what they see. Then play Class CD1 Track 58 and have the students listen and point to the buildings in the pictures.

- I.58**
- Andy and Scott are looking for places in town.
Where's the ice cream shop?
It's on the corner. It's across the street from the bank.
1. Where's the ice cream shop? It's on the corner. It's across the street from the bank.
 2. Where's the bookstore?
It's next to the ice cream shop.
 3. Where's the bank? It's on the corner.
 4. Where's the candy store?
It's between the bank and the bakery.
 5. Where's the bakery? It's on the right.

2. Play the audio again and have students repeat the questions and answers as they point to the pictures.
3. Have pairs of students take turns asking and answering questions as they point to the pictures.

Student Book page 33

C Make sentences.

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

1. Have students look at page 33 and name the places in the pictures. Then have them locate each building on the map. Play Class CD1 Track 59 and have students listen and point to the locations of buildings on the map.

 1.59 The bakery is on the corner. It's next to the restaurant.

1. The bakery is on the corner. It's next to the restaurant.
2. The restaurant is around the corner from the music store. It's across the street from the library.
3. The music store is on the right. It's next to the bakery.
4. The ice cream shop is on the corner. It's across the street from the gift shop.
5. The bookstore is next to the ice cream shop. It's on the left.
6. The beauty shop is on the left. It's next to the bank.
7. The bank is on the corner. It's between the grocery store and the beauty shop.
8. The grocery store is next to the bank. It's around the corner from the beauty shop.
9. The gift shop is next to the library. It's across the street from the bakery.
10. The library is on the right. It's next to the gift shop.

2. Have students work in pairs and take turns pointing to the pictures and describing the location of each on the map.
3. Have pairs of students use Student Cards 71–76 to cue them on location. One student picks a card and uses the phrase to describe the location of one of the buildings on the map. The other looks at the map and says *True* or *False*.

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. Have students echo read the questions with you. Then pairs take turns asking and answering the questions.
2. When students have had time to practice, ask a volunteer to stand up and tell the class where the bank in your town is. The class should clap if they agree. Then repeat this with the library in your school.



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** using Student Cards 63–70 and 77–86. When students turn over the first card, they ask *Where's the (bakery)?* If the second card matches, they say *Here it is!* and take the pair. If it doesn't match, they say *I don't know*.
- Play **Team Games**. Place masking tape on a large table to create two or three intersecting streets. Place Student Cards 63–70 and 77–86 along the streets. Place a set of Student Cards 71–76 face down on the table. Divide students into two teams. The first student on each team stands by the street map. Turn over a Student Card and call out the prepositional phrase. The first student to use it correctly in a sentence about the street map wins a point for the team.
- Play **Whisper Relay** using the pattern *The beauty shop is on the corner. It's next to the bank.*

Additional Resources

Workbook pages 30–31

Unit 4 Worksheet A (Teacher's Resource Center)

Online practice

Unit 4 Around Town

Let's Learn More

Let's Learn More

A Learn the words. (LISTEN)

1. Go straight.
2. Go to the corner.
3. Turn left.
4. Turn right.
5. Go two blocks.
6. Cross the street.

B Ask and answer. (LISTEN)

Scott and Jenny are playing a game. Scott is giving her directions.

Go to the corner and turn right. Where are you?
I'm at the bookstore.

C Play a game.
Give directions. (LISTEN)

How do I get to the park?
Go two blocks and turn right.

D Listen and chant. (LISTEN)

I'm Looking for Joe
I'm looking for Joe. Where did he go?
I think he went to the auto show.
How did he get there?
I know.
I saw him walk to the auto show.
He walked two blocks and then turned right.
He stopped for a minute at the traffic light.

AUTO SHOW
He crossed the street when the light turned green.
Then he stopped at the corner to talk to Eileen.
He said, "Eileen, come on, let's go."
Then they went straight to the auto show.

I can do this lesson.

34 Unit 4 Around Town

Topic:

- Directions

Lesson Objective:

- Giving directions to various locations

Language:

Go straight. Go to the corner. Turn left. Turn right. Go two blocks. Cross the street.

Go to the corner and turn right. Where are you? I'm at the bookstore.

How do I get to the park? Go two blocks and turn right.

Materials:

Teacher Cards 87–92; CD1 Tracks 60–63; Student Cards 87–92 (Teacher's Resource Center)

Student Book pages 34–35

Warm up

1. Play **Command Chain** to review imperative patterns. Divide the class into small groups. Each student says and pantomimes a command to add to the chain. S1: *Stand up*. S2: *Stand up*. *Turn around*, and so on.
2. Play **Please** to review more imperatives. Give commands with and without the word *please*. Students should only do the action if they hear the word *please*.

Pre-teach Language

- Use Teacher Cards 87–92 to introduce the new directions vocabulary. Show one card at a time and say the direction. Have students repeat the direction several times.

Student Book page 34

A Learn the words.

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

1. Play Class CD1 Track 60. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.



L.60

1. Go straight.
2. Go to the corner.
3. Turn left.
4. Turn right.
5. Go two blocks.
6. Cross the street.

2. Hold up each Teacher Card. Have students say the direction three times and then act it out.

B Ask and answer.

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

1. Have students look at page 34 and describe what they see. Ask them to take turns pointing to the buildings on the map and naming them.
2. Then ask students to put their finger on the number 1. Play Class CD1 Track 61 and have students listen and move their finger along the map according to the directions. Repeat this with numbers 2, 3, and 4.



L.61

Scott and Jenny are playing a game. Scott is giving her directions.

Go to the corner and turn right. Where are you?
I'm at the bookstore.

1. Go to the corner and turn right. Where are you?
I'm at the bookstore.
2. Go to the corner and turn left. Then cross the street. Where are you? I'm at the bakery.

3. Go two blocks and turn right. Where are you?
I'm at the bank.
4. Go to the corner and turn left. Then go two blocks.
Where are you? I'm at the sports store.


3. Play the audio again and have students repeat the directions as they move their fingers along the arrows in their books.
4. Then have students work in pairs. One student gives the other directions and then asks where he or she is. The other traces the path on the map and tells where he or she is. Then students change roles.
5. Challenge students to give directions for a new route starting at number 3 and going to the bookstore. (*Go two blocks and turn left. Where are you?*)

Student Book page 35

C Play a game. Give directions.

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

1. Read the question and answer. Read them again and have students repeat them with you.
2. Play Class CD1 Track 62 and have students point to the question and answer they hear.

 1.62 How do I get to the park?
Go two blocks and turn right.

3. Point to the red X and explain that students will start there. Have them put their fingers on the X. Ask students to run their fingers along the map as they say the directions. Ask *Where are you?* Students should call out the answer *We're at (the park).*
4. Have students play the game in pairs. Partners take turns asking and answering questions about places on the map.

D Listen and chant.

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

1. Have students look at the picture. Explain that an *auto show* is a place where people can go to see cars.
2. Play Class CD1 Track 63. Show students how to use their fingers to walk the directions as they listen.

 1.63 I'm Looking for Joe

I'm looking for Joe. Where did he go?
I think he went to the auto show.
How did he get there?
I know. I saw him walk to the auto show.
He walked two blocks and then turned right.
He stopped for a minute at the traffic light.
He crossed the street when the light turned green.
Then he stopped on the corner to talk to Eileen.
He said, "Eileen, come on, let's go."
Then they went straight to the auto show.

3. Model the chant line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the audio again and have students chant along. Check pronunciation and intonation.

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 **Guess the Card** using Student Cards 87–92.
- **Sequencing Practice.** Copy the map from page 34 onto the board and add more buildings. Write sets of directions from a starting point on the map to various locations. Cut each set of directions into sentences. Give each person in a group a sentence. Tell students where to start and end, and have them put the directions in order.
- Play **Make a Chant.** Work with students to create new verses for the chant. Have them suggest other places that Joe could go.

Additional Resources

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

Let's Read

A Listen and read along. Then read again.

The Blue Planet

Earth is called the Blue Planet. Do you know why? The Earth looks blue from space because there is water on 70% of our planet.

Sometimes there are storms over warm ocean water. These are hurricanes. The wind is very strong, and it blows in a circle. North of the equator, hurricane winds blow counterclockwise. South of the equator, the winds blow clockwise.

Hurricanes form at the equator. It is very rainy and moist there. There are many different animals and beautiful plants.

New Words

planet
earth
space
hurricane
equator
counterclockwise
clockwise

B Choose the correct answer.

1. Why is Earth called the Blue Planet?
 Because it is in space.
 Because there is water on 70% of the planet.

2. How do hurricane winds blow north of the equator?
 clockwise
 counterclockwise

C Understand the vocabulary.

The winds blow clockwise.

What does clockwise mean?

1. 2. 3.

D Ask your partner.

1. Do you live north of the equator or south of the equator?
 2. How will the hurricane winds blow here?

E Listen and write. Do you hear ow or or?

1. I _____ 2. yell _____ 3. at _____ 4. in _____ 5. a _____

F Learn about words. Read and write.

There is a lot of rain.
It is very rainy.

rain + y = rally
 1. _____ + _____ = windy 2. _____ + _____ = snowy
 3. storm + _____ = _____ 4. sleep + _____ = _____

I can do this lesson.

Student Book pages 36–37

Topic:

- Our planet — Earth

Lesson Objectives:

- Reading an article about Earth and storms on the planet
- Using auditory discrimination to distinguish *ow* and *or*
- Studying word ending *-y*, developing new vocabulary, and engaging in partner discussions

Language:

clockwise, blow, yellow, storm, snow, north
rain + y = rainy

Materials:

CD1 Tracks 64–66

Warm up

1. Write *Earth* and *storms* on poster paper. Students name words they could use to describe Earth and storms (e.g., *planet, rain, snow*). Write the words on the paper.
2. Show students a map. Run your finger along the equator and say *This is the equator. It divides Earth into two parts*. Point to north of the equator and say *north*. Have students repeat. Repeat this with *south*.

Student Book page 36

A Listen and read along. Then read again.

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

1. Have students point to and read the words they know. Add these words to the list you made in the warm-up activity.
2. Read the title. Tell students they are going to read about Earth and storms on our planet. Ask them to share their experiences with storms.
3. **Read Along.** Play Class CD1 Track 64. Have students listen to the article and follow along in their books. Then have them read along with the audio.

1.64 The Blue Planet

Earth is called the Blue Planet. Do you know why? The Earth looks blue from space because there is water on 70% of our planet.

Sometimes there are storms over warm ocean water. These are hurricanes. The wind is very strong, and it blows in a circle. North of the equator, hurricane winds blow counterclockwise. South of the equator, the winds blow clockwise.


Hurricanes form at the equator. It is very rainy and moist there. There are many different animals and beautiful plants.

4. **Silent Reading.** Ask students to read the article silently. Encourage them to concentrate on reading expressively in their minds.
5. Play **That's Not Right!** As you read the article with students, change some of the words. When students hear a mistake, they shout *That's not right!* then read the sentence correctly.

B Choose the correct answer.

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

1. Play Class CD1 Track 65 and have students listen and point. Play it again and have them repeat.

-  1.65
1. Why is Earth called the Blue Planet?
 2. How do hurricane winds blow north of the equator?

2. Have student pairs take turns asking the questions and checking answers. Help students understand why *Because there is water on 70% of the planet* and *counterclockwise* are the right answers.

Student Book page 37

C Understand the vocabulary.

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

1. Read the sentence and question. Have students say the word *clockwise* with you. Ask them to work individually to choose the correct answer. Help students understand why 1 is the right answer.
2. Have students look at the article and find the word.

D Ask your partner.

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


1. Read the questions and have pairs answer.
2. Come back together as a class. Ask questions and have volunteers share answers with the class.

E Listen and write.

Do you hear *ow* or *or*?

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

1. Say *ow* and ask students to repeat. Point to the picture of the yellow paint and say *yellow*. Have students repeat. Do the same with *blow* and *snow*. Then repeat for the *or* words *storm* and *north*.
2. Play Class CD1 Track 66 and have students point to the letters and words as they hear them. Have students listen and repeat the sounds and words. Then have students write the sounds they hear.

 1.65 1. blow 2. yellow 3. storm 4. snow 5. north

3. Write *blow*, *yellow*, and *snow*. Run your finger under them as you say the sounds. Repeat with students. Ask *What other words do we know with ow?* Elicit *cow* and *powder* from Unit 1. Write them and have volunteers read them. Point out that *ow* in *cow* sounds different than *ow* in *snow*. Explain that the same letters are sometimes pronounced

differently. Ask students to find words with *ow* and *or* in the article. Add the new sounds and words to the chart.

F Learn about words. Read and write.

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

1. Read the sentences aloud. Have students echo read the sentences with you.
2. Remind students that we add *-y* to the end of a noun to make it an adjective, or descriptive word. Say *rain + y = rainy*. Have students read the words and complete the equations. Have students use the new words in sentences.

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.** Write each line of the article on a separate strip. Have groups read the sentences and put them in order.
- **Science Connection.** If students have Internet access, do a search for *Earth*. Ask students to share one new fact about Earth.
- **Play Memory Chain.** Say a word with *ow* or *or*. S1 repeats and says another word. Then S2 says both words and adds another.
- **Workbook Activity.** Have students identify new or familiar words from "The Blue Planet" in "The Hurricane!" on Workbook page 34. Encourage students to find and say the words with *ow* or *or*. 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

Unit 4 Test (Teacher's Resource Center)

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 43–70, 87–92; CD1 Tracks 41, 45, 49, 56, 63, 64, 67–70; Student Cards 43–70, 87–92 (Teacher's Resource Center)

Let's Talk

1. Chant "I Need a Present for My Mother" (Class CD1 Track 41) and sing "Where's the Bookstore?" (Class CD1 Track 56) in two groups. Each group performs one part of the song or chant.
2. **Find the Conversation.** Give each group strips from Units 3 and 4 conversations, mixed together. Students read the sentences and separate them into two conversations. Then have students put the strips from each conversation in order.
3. Divide the class into small groups to play **Categories**. Give each group a set of Student Cards 43–56 and 63–70. Have them work together to separate the cards into gifts and places.

Let's Learn/Let's Learn More

1. Invite students to play **Card Game/Go Fish** using a double set of Student Cards 43–56 for each group. S1 asks *Should I get my mother a necklace or a ring?* If S2 has one of the cards, he or she responds *You should get her a ring* and hands over the card. If S2 does not have either card, he or she responds *I don't know*.
2. **Do As I Say.** Give direction commands and have students act them out.
3. Play **Guess the Card** using Student Cards 57–62.

4. Review "Today's My Brother's Birthday" (Class CD1 Track 45) by having students chant the first five lines together. Then have different students shout out each line beginning with "Buy him...". Review "I'm Looking for Joe" (Class CD1 Track 63) by having students hold up the appropriate Student Cards 87–92 as they practice.

Phonics/Reading

Phonics: *broom, August, afternoon, moon, autumn, blow, yellow, storm, snow, north*


1. Review phonics sounds with a **Stand Up Game**.
2. Have students read "Happiness Is a Clean Park" (Class CD1 Track 49) along with the audio. Then have small groups use **Role Play** to act it out. Divide the class into three groups and assign one paragraph of "The Blue Planet" (Class CD1 Track 64) to each group. First play the audio and have students read along with it. Then have each group read their paragraph chorally without the audio.

Let's Review

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

A Listen and check.

- Before students open their books, prepare them for the test procedure. On the board, set up a sample to model the Listen and check tests on page 38. Display Teacher Cards 43, 44, and 45. Write *A*, *B*, and *C* above the cards. Have a volunteer stand beside the cards. Say *What should she get her mother?* *She should get her a bracelet.* The student points to the correct card and writes a check mark by the correct letter.
- Have students look at the test in their books and identify what the people are doing in 1–4. Play Class CD1 Track 67. Then play it again and have students do exercise A 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 reviewing the pictures and listening first.

-  1.67
- What should she get her grandfather?
She should get him a scarf.
 - What should he get his mother?
He should get her a box of chocolates.
 - Should I get my sister a stuffed toy or a necklace?
You should get her a stuffed toy.
 - What did she make her?
She made her a bracelet.


B Listen and check.

Have students look at the test in their books and identify what each traffic sign means. Play Class CD1 Track 68. Then play the audio again and have students do exercise B as a written test.

-  1.68
- Turn left.
 - Go straight.


C Listen and number.

Play Class CD1 Track 69. Have students listen and write the number in the correct box.

-  1.69
- Where's the bakery?
It's between the bookstore and the ice cream shop.
 - Where's the game store? It's on the left.
 - Where's the music store? It's on the right.
 - Where's the ice cream shop?
It's next to the music store.
 - Where's the bookstore? It's next to the game store.

D Let's read about the mysterious statues.

- Have students look at the illustrations and identify the words they know.
- Read Along.** Play Class CD1 Track 70. Have students listen and follow along in their books. Then have them read along with the audio.

 1.70 **Mystery Hunters**
Matt and Megan's Blog
Easter Island: Mysterious Statues

Have you ever seen people moving a giant statue? They use a crane. How did ancient people move giant statues?

Ancient people on Easter Island carved more than 800 large stone statues, called *moai*. They put the *moai* around the island. Each *moai* is taller than an elephant and heavier than two elephants. How did people move them? There were no cranes a thousand years ago.

We can't ask the Easter Island people. They have disappeared. But we can still see their statues on the island.

It's a mystery.

- Choral Reading.** Read the story together. Help students use the correct rhythm and intonation.

E Your turn!

Divide students into pairs. Read the questions aloud, modeling correct pronunciation and intonation. Have pairs take turns asking and answering the questions.

 **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.

Additional Resources

Workbook pages 36–37
Drills and Games (Teacher's Resource Center)
Unit 3 Test (Teacher's Resource Center)
Unit 4 Test (Teacher's Resource Center)
Midterm Test (Teacher's Resource Center)

Unit 5 Explore the World

Let's Talk

Unit 5 Explore the World Let's Talk

A Listen and say.

Kate: Have you met Anh? She's the girl who is talking to Jenny.
 Scott: No, I haven't. Is she here on a homestay?
 Kate: Yes, she is. She's staying with Jenny's family.
 Scott: Really? Where's she from?
 Kate: She's from Vietnam.

Scott: Does Anh speak English?
 Kate: Yes, she does. She speaks Vietnamese and English, too.
 Scott: I'd like to meet her.
 Kate: OK, let's go. Excuse me, Jenny.
 Scott: Scott wants to meet Anh.

Scott: Hi, Anh! Are you enjoying your homestay?
 Anh: Yes, I am. Have you ever been on a homestay?
 Scott: Not yet, but I would like to go on one someday.
 Anh: You should come to Vietnam and stay with my family.
 Scott: That's a great idea. Thanks!

How you met Anh?
 Yes, I have. No, I haven't.

B Watch the video.

C Practice the words. Ask and answer.

1. Australia 2. Vietnam 3. Thailand 4. Mexico

Where's she from?
 She's from Australia. She's Australian.

D Listen and chant.

Homestay Plans

I'm studying Spanish. How about you?
 I'm studying Spanish, too.
 I want to go on a homestay.
 I want to do that, too.
 When could we go on a homestay?
 We could leave at the end of May.
 Where could we practice our Spanish?
 We could go to Monterey.

He's studying English. How about Sue?
 She's studying English, too.
 He wants to go on a homestay.
 She wants to do that, too.
 Do you think they could go on a homestay?
 Yes, I think they could.
 Where could they practice their English?
 They could go to Hollywood!

I can do this lesson.

Unit 5 Explore the World 41

Student Book pages 40–41

Topic:

- Countries and nationalities

Lesson Objective:

- Discussing nationalities and the countries students are from

Language:

Have you met Anh? Yes, I have. No, I haven't.

Australia, Australian, Vietnam, Vietnamese, Thailand, Thai, Mexico, Mexican

Where's she from? She's from Australia. She's Australian.

Materials:

Teacher Cards 7–12, 93–100; CD2 Tracks 02–06; Student Cards 7–12, 93–100, Unit 5 Let's Talk Video, and Unit 5 Let's Talk Video Script (Teacher's Resource Center)

Warm up

1. Distribute Teacher Cards 7–12 to six students. Ask *Which girl is (Kara)?* Elicit the response.
2. Write a short conversation for self-introductions. Choose two student volunteers to model the conversation with you. Have students practice the conversation in groups of three.

Student Book page 40

A Listen and say.

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

1. Use puppets or students to model the conversation. Have students repeat the lines. Divide the class into two groups. Have each group take one role while you take the other. Then switch two times so students can practice all three roles.
2. Point to Jenny and Anh and introduce them. *This is Jenny. This is Anh.* Then ask *Which girl is Anh?*
3. Have students look at the pictures on page 40. Ask students to name the characters and any objects they already know. Play Class CD2 Track 02 and have students listen to the conversation. Then have students listen again and point to the characters as they speak. Play the audio again and have students point to and repeat the words they can identify.

2.02 Have you met Anh? She's the girl who is talking to Jenny.
 No, I haven't. Is she here on a homestay?
 Yes, she is. She's staying with Jenny's family.
 Really? Where's she from?
 She's from Vietnam.
 Does Anh speak English?
 Yes, she does. She speaks Vietnamese and English, too.
 I'd like to meet her.
 OK, let's go. Excuse me, Jenny! Scott wants to meet Anh.
 Hi, Anh! Are you enjoying your homestay?
 Yes, I am. Have you ever been on a homestay?
 Not yet, but I would like to go on one someday.
 You should come to Vietnam and stay with my family.
 That's a great idea. Thanks!

2.03 Have you met Anh?
 Yes, I have. No, I haven't.

5. Have students practice the question and answer in pairs. Encourage them to practice both the positive and negative answers.

B Watch the video.

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

1. Play the video (see the video script on page 103). Pause after the first time Kate asks *Have you met Anh?* Have students respond. Explain new language, if necessary.
2. Play the video again. Have students raise their hands when they hear a country or nationality they know. Then play the video a third time, and pause after each exchange. Have students repeat any gestures, emotions, and actions.
3. Distribute the Unit 6 Let's Talk video script. Have groups of three practice the conversation, focusing on the language and emotions. Then have three volunteers choose a role (Kate, Scott, or Anh) and act out the extended conversation for the class. Support as necessary.
4. Have each group role-play the conversation using different countries and languages.

Student Book page 41


C Practice the words. Ask and answer.

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

1. Say each word on Teacher Cards 93–100 and have students repeat. Play Class CD2 Track 04 and have students point. Play it again, having them repeat.

-  2.04
- | | |
|-------------------------|-----------------------|
| 1. Australia/Australian | 2. Vietnam/Vietnamese |
| 3. Thailand/Thai | 4. Mexico/Mexican |

2. Focus on the question and answers in the box. Have students point to the pictures as they listen to Class CD2 Track 05. Then have them practice the questions and answers in pairs.

-  2.05
- Where's she from?
She's from Australia. She's Australian.
1. Where's she from?
She's from Australia. She's Australian.
 2. Where's he from?
He's from Vietnam. He's Vietnamese.
 3. Where's she from? She's from Thailand. She's Thai.
 4. Where's he from? He's from Mexico. He's Mexican.

3. In English, review country names and students' nationalities. Then have pairs take turns asking and answering *Where are you from?*

D Listen and chant.

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

1. Ask *Where is Monterrey?* Elicit *Mexico* and say *Let's go to Mexico!* Have students repeat.
2. Play Class CD2 Track 06. Have students point to the map when they chant.

2.06 Homestay Plans

I'm studying Spanish. How about you?

I'm studying Spanish, too.

I want to go on a homestay.

I want to do that, too.

When could we go on a homestay?

We could leave at the end of May.

Where could we practice our Spanish?

We could go to Monterrey.

He's studying English. How about Sue?

She's studying English, too.

He wants to go on a homestay.

She wants to do that, too.

Do you think they could go on a homestay?

Yes, I think they could.

Where could they practice their English?

They could go to Hollywood!

3. Model the chant line by line. Have students repeat.
4. Play the audio again and have students chant along. Check pronunciation.

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.

- **Conversation Lines.** Ask *Where are you from?*
- Students choose a country and ask questions to find out classmates' nationality or country.
- **Pass the Card.** Use Student Cards 93–100.

Additional Resources

Workbook pages 38–39

Online practice

Unit 5 Explore the World

Let's Learn

Let's Learn

A Learn the words.

1. Brazil 2. Portuguese 3. France 4. French 5. Italy 6. Italian 7. Mexico 8. Spanish

B Make sentences.

Jenny and Andy are learning about countries and languages.

People in Mexico speak Spanish. Spanish is spoken in Mexico.

C Ask and answer.

1. Vietnam 2. Brazil 3. France 4. Mexico 5. Italy

Muito obrigado. Merçi beaucoup. Muchas gracias. Kam cuam.

Portuguese French Italian Vietnamese

What language is spoken in Vietnam?
Vietnamese is spoken in Vietnam.

D Listen and sing.

Have You Met Alice?

Bonjour! Have you met Alice? She was born in Dallas. But now she goes to school in Brazil. Does she speak Portuguese? Yes, she does. English is not spoken at her school.

Have you met Maria? She was born in Korea. But her mother was born in Rome. Her father's Korean. Her mother's Italian. And Korean is spoken at home.

안녕하세요

I can do this lesson.

Unit 5 Explore the World 43

Topic:

- Countries and languages

Lesson Objective:

- Using countries and nationalities in passive sentences

Language:

Brazil, Portuguese, France, French, Italy, Italian, Mexico, Spanish

People in Mexico speak Spanish. Spanish is spoken in Mexico. What language is spoken in Vietnam? Vietnamese is spoken in Vietnam.

Materials:

Teacher Cards 93–108; CD2 Tracks 07–10; Student Cards 93–108 (Teacher's Resource Center)

Student Book pages 42–43

Warm up

1. Model the following dialogue with a puppet or student volunteer: S1: *Have you met (Ana)?* S2: *No, I haven't. Where is (she) from?* S1: *(She)'s from (Mexico). (She)'s Mexican.* Then have students use **Conversation Lines** to practice it.
2. Play **Whisper Relay** using the pattern *She's from Australia. She's Australian.* Repeat with other sentences that describe nationality.

Pre-teach Language

- Use Teacher Cards 101–108 to introduce the country and language vocabulary. Show one card at a time and say the country or language. Have students repeat each word several times.

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 maps and people in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- 2.07 1. Brazil 2. Portuguese 3. France 4. French
5. Italy 6. Italian 7. Mexico 8. Spanish

2. Call out a country and have students name the language that is spoken there. Then call out a language and have students name the country where it is spoken.

B Make sentences.

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

1. Have students identify the countries and flags they see. Then play Class CD2 Track 08 and have students listen and point to the pictures.

2.08 Jenny and Andy are learning about countries and languages.
People in Mexico speak Spanish.
Spanish is spoken in Mexico.

1. People in Mexico speak Spanish.
Spanish is spoken in Mexico.
2. People in Brazil speak Portuguese.
Portuguese is spoken in Brazil.
3. People in France speak French.
French is spoken in France.
4. People in Italy speak Italian.
Italian is spoken in Italy.


2. Play the audio. Ask one group to say the first sentence and another to say the second sentence. Play it again and have groups switch roles.
3. Have student pairs practice saying the sentences while they point to the countries and flags.

Student Book page 43

C Ask and answer.

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

1. Have students look at page 43 and identify where each child is from. Play Class CD2 Track 09 and have the students listen and point to the pictures.

 **2.09** What language is spoken in Vietnam?
Vietnamese is spoken in Vietnam.

1. What language is spoken in Vietnam?
Vietnamese is spoken in Vietnam.
2. What language is spoken in Brazil?
Portuguese is spoken in Brazil.
3. What language is spoken in France?
French is spoken in France.
4. What language is spoken in Mexico?
Spanish is spoken in Mexico.
5. What language is spoken in Italy?
Italian is spoken in Italy.

2. Have students work in pairs and take turns asking and answering questions about the pictures.
3. Give pairs a set of Student Cards 101–108. Have them take turns using each card to ask or answer the question *What language is spoken in...?*

D Listen and sing.

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

1. Have students look at the pictures. Point to Alice and ask *Have you met Alice? This is Alice*. Repeat with Maria. Then ask student volunteers to take turns asking the question and introducing the girl.
2. Play Class CD2 Track 10 and have students repeat words they recognize from the conversation.

 **2.10** Have You Met Alice?

Have you met Alice?
She was born in Dallas.
But now she goes to school in Brazil.
Does she speak Portuguese?
Yes, she does.
English is not spoken at her school.

Have you met Maria?
She was born in Korea.
But her mother was born in Rome.
Her father's Korean.
Her mother's Italian.
And Korean is spoken at home.

3. Introduce the song rhythmically. Have students clap to keep the beat as you model the song line by line. Have students echo read the lines after you.
4. Play the song again and have students sing along. Then divide the class into two groups. Have groups take turns singing the different parts.

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.** Ask *What language is spoken in Brazil?* as you toss the beanbag to a student. That student answers *Portuguese is spoken in Brazil*. Then he or she tosses the beanbag to the next student who asks *What language is spoken in...?* and so on.
- **Play True Statements.** Give each group a set of Student Cards 93–108. Then, assign a time limit and have students create true sentences about the countries, nationalities, and languages; for example, *He's from Mexico. He's Mexican. Spanish is spoken in Mexico*.
- **Play Walk and Talk** using several sets of Student Cards 101–108. Have students walk around in pairs. When you say *Stop!* each pair exchanges questions and answers using the cards as cues: *What language is spoken in Italy? Italian is spoken in Italy.*

Additional Resources

Workbook pages 40–41
Online practice

Unit 5 Explore the World

Let's Learn More

Let's Learn More

A Learn the words.

1. black beans 2. croissants 3. spaghetti
4. rice noodles 5. burritos 6. meat pies

B Ask and answer.

Kate and Jenny like eating foods from different countries.

FOOD FAIR

Where are black beans eaten?
Black beans are eaten in Brazil.

C Play a game. Make sentences.

Croissants are eaten in France.
Spanish is spoken in Mexico.

D What about you?

What languages are spoken in your classroom?
What foods are eaten in your country?

I can do this lesson!

Unit 5 Explore the World 45

Topic:

- International foods

Lesson Objective:

- Using countries, nationalities, and national foods in passive sentences

Language:

black beans, croissants, spaghetti, rice noodles, burritos, meat pies

Where are black beans eaten? Black beans are eaten in Brazil. Croissants are eaten in France. Spanish is spoken in Mexico.

Materials:

TeacherCards 93–114; CD2Tracks 11–13; StudentCards 93–114 (Teacher's Resource Center)

Student Book pages 44–45

Warm up

- Play **Tic-Tac-Toe** to review food vocabulary. Divide the class into two teams. Use pictures of foods to cue students' answers. Teams earn an X or O on the grid by correctly making a sentence using the food shown.

Pre-teach Language

- Use Teacher Cards 109–114 to introduce the new foods vocabulary. Hold up each Teacher Card as you say the food. Have students repeat each food several times.

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 and point to the pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

2.11 1. black beans 2. croissants 3. spaghetti
4. rice noodles 5. burritos 6. meat pies

2. Do a quick practice with the new words. Hold up Teacher Cards 109–114 one at a time and have students say the vocabulary in a quick series of three then raise their hands and say *Finished!*

B Ask and answer.

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

1. Have students look at page 44 and describe what they see. Then play Class CD2 Track 12 and have students listen and point to the foods Kate and Jenny are eating.

2.12 Kate and Jenny like eating foods from different countries.

Where are black beans eaten?
Black beans are eaten in Brazil.

1. Where are black beans eaten?
Black beans are eaten in Brazil.
2. Where are burritos eaten?
Burritos are eaten in Mexico.
3. Where are meat pies eaten?
Meat pies are eaten in Australia.
4. Where are croissants eaten?
Croissants are eaten in France.
5. Where are rice noodles eaten?
Rice noodles are eaten in Vietnam.
6. Where is spaghetti eaten?
Spaghetti is eaten in Italy.


2. Play the audio again and have students repeat the questions and answers as they point to the pictures.
3. Then have pairs of students take turns asking and answering questions as they point to the pictures.
4. Hold up Teacher Cards 109–114 one by one and have students use them to form new sentences.

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. Read the sentences. Read them again and have students repeat them with you.
2. Point to the picture of the map of Mexico and say *Mexico. Spanish is spoken in Mexico*. Point to the other pictures one by one and ask volunteers to name the countries and the foods.
3. Play Class CD2 Track 13 and have students point to the sentences they hear.

 2.13 Croissants are eaten in France.
Spanish is spoken in Mexico.

4. Have students play the game in pairs. Students toss the die and move that number of spaces. Then they tell what language is spoken in the country or where the food is eaten.

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. Have students echo read the questions with you. Then pairs take turns asking and answering the questions.
2. When students have had time to practice, ask volunteers to stand up and tell the class what languages are spoken in your classroom. The class should clap if they agree. Then repeat this with the foods eaten in your country.

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.

- **Where Am I From?** Divide students into small groups and give each group a set of Student Cards of countries. Place the cards face down in a pile. S1 takes a card without showing the others. Then he or she says *I'm thinking of some place*. The other students try to guess the card by asking Yes/No questions: *Do you like spaghetti? Do you speak Italian?* Then they ask *Are you from Italy?* Then another student takes a card and repeats the game.
- **Create a Conversation.** Have partners use a set of country Student Cards to create short verbal exchanges. S1 asks *Where are you from?* S2 turns over a card and responds *I'm from (Mexico)*. S1 asks *What language is spoken in (Mexico)?* S2 responds *(Spanish) is spoken in (Mexico)*. Then he or she turns over a card and asks S1 the same questions.
- **Play Slap.** Divide students into groups of three. Place Student Cards 109–114 face up on a table. Each student takes a turn to call out a word. The others race to slap the correct card.

Additional Resources

Workbook pages 42–43

Unit 5 Worksheet A (Teacher's Resource Center)

Unit 5 Worksheet B (Teacher's Resource Center)

Online practice

Let's Read

A Listen and read along. Then read again.

Chocolate

Do you like chocolate? It's in candy, cakes, and bread, and we have chocolate drinks, too. It's sweet and delicious!

We can thank the Mexicans. They discovered cacao seeds. They made a chocolate drink from the seeds, but it was very bitter.

Later, Spanish people came to Mexico. They put sugar in their chocolate. People liked the sweet chocolate. Only rich people drank chocolate because it was very expensive.

I love eating chocolate! I have a lot of chocolate in my house. I'm very happy. Thank you, Mexico!

New Words
discover
cacao seeds
Spanish people

B Choose the correct answer.

1. How do the Mexican chocolate drink taste? sweet bitter
 sweet bitter

2. How do the Spanish chocolate drink taste?

C Understand the vocabulary.
They discovered cacao seeds.
What does discover mean?
a. b. c.

D Ask your partner.
1. Do you like chocolate?
2. Do you like sweet chocolate or bitter chocolate?

E Listen and write. Do you hear ea or ou?

1. 2. 3. 4.

1. ea _ _ _ 2. ou _ _ _ 3. ea _ _ _ 4. ou _ _ _

F Learn about words. Read and write.

I eat chocolate.
I love eating chocolate. eat + ing = eating

1. drink + ing = _____ 2. discover + _____
3. _____ + _____ = singing 4. _____ + _____ = blowing

I can do this lesson!

Unit 5 Explore the World 47

Topic:

- Chocolate

Lesson Objectives:

- Reading a story about the origins of chocolate
- Using auditory discrimination to distinguish *ea* and *ou*
- Studying word ending *-ing*, developing new vocabulary, and engaging in partner discussions

Language:

discover, count, bread, head, house
eat + ing = eating

Materials:

CD2 Tracks 14–16

Student Book pages 46–47

Warm up

- Review the past tense forms of verbs with **Find It Fast**. Divide the class into teams. Write the past tense forms of verbs to review on the board in columns. Call out the present tense form of the verb. Have students from each team race to find and circle the past tense form.
- Ask students to name foods and drinks that contain chocolate. Repeat the name of each food and have students raise their hands if they like it.

Student Book page 46

A Listen and read along. Then read again.

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

- Have students read the words they know.
- Read aloud the story title. Tell students they are going to read a story about the origins of chocolate. Ask students if they have ever eaten chocolate.
- Read Along.** Play Class CD2 Track 14. Have students follow along in their books. Then have them read along with the audio.

2.14 Chocolate

Do you like chocolate? It's in candy, cakes, and bread, and we have chocolate drinks, too. It's sweet and delicious!

We can thank the Mexicans. They discovered cacao seeds. They made a chocolate drink from the seeds, but it was very bitter.

Later, Spanish people came to Mexico. They put sugar in their chocolate. People liked the sweet chocolate. Only rich people drank chocolate because it was very expensive.


I love eating chocolate! I have a lot of chocolate in my house. I'm very happy. Thank you, Mexico!

- Paired Reading.** Have students take turns reading the story sentences in groups and then in pairs.
- To check comprehension and how well students recall details, ask *What did the Mexicans discover? What did they make with the cacao seeds? Was it sweet or bitter? Who put sugar in their chocolate?*

B Choose the correct answer.

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

- Play Class CD2 Track 15 and have students listen and point. Play it again and have them repeat.

-  2.15
1. How did the Mexican chocolate drink taste?
 2. How did the Spanish chocolate drink taste?

2. Divide students into pairs. Have them take turns asking the questions and checking answers. Help students understand why *bitter* and *sweet* are the right answers.

Student Book page 47

C Understand the vocabulary.

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

1. Read the sentence and the question. Have students say the word *discovered*. Ask students to work individually to choose the correct answer. Help students understand why *a* is the right answer.
2. Encourage them to find the word in the story.

D Ask your partner.

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


1. Divide students into pairs. Read the questions aloud. Ask partners to answer the questions.
2. Come back together as a class. Ask the questions and have volunteers share answers with the class.

E Listen and write.

Do you hear *ea* or *ou*?

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

1. Say *ea* and ask students to repeat. Point to the picture of the bread and say *bread*. Have students repeat. Do the same with *head*. Then repeat the procedure for the *ou* words *count* and *house*.
2. Play Class CD2 Track 16 and have students point to the letters and words as they hear them. Have students listen and repeat the sounds and words. Then have students write the sounds they hear.

-  2.16
1. count
 2. bread
 3. head
 4. house

3. Write the words with *ou* (*count*, *house*). Run your finger under each word as you say the sounds. Have students say the sounds. Read the Unit 1 words *cow* and *powder* on your chart. Compare *ow* and *ou*. Point out that *ou* in *house* sounds like *ow* in *cow*, but it has a different spelling. Ask students to point to the words in the story with *ea* or *ou*. Add the new sounds and words to the chart.

F Learn about words. Read and write.

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

1. Read the sentences aloud. Have students echo read the sentences with you.
2. Remind students that we add *-ing* to the end of a present tense verb to show that we are in the process of doing the action now. Say *eat + ing = eating*. Have students read the words and complete the equations. When they have finished writing, ask partners to check each other's work. Have students use the new words in sentences.



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.

- **Learn More about Chocolate.** Have students search for "chocolate recipes" or "the story of chocolate" on the Internet.
- **Play Readers' Theater.** Have students act out the story as you read it aloud.
- **Writing Practice.** Have students write an interesting fact about chocolate or a recipe that they discovered on the Internet.
- **Workbook Activity.** Have students identify new or familiar words from "Chocolate" in "Chocolate Every Day" on Workbook page 44. Encourage students to find and say the words with *ea* or *ou*. 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


Unit 5 Test (Teacher's Resource Center)

Online practice

Unit 6 Doing Things

Let's Talk


Unit 6 **Doing Things**
Let's Talk

A Listen and say. 


Scott: I'm sorry I'm late.
Andy: That's OK.
Scott: How long have you been waiting?
Andy: Not long. Only a few minutes.

Scott: Have you already bought your ticket?
Andy: Yes, I have, and I bought your ticket, too!
Scott: Wow, thank!

Scott: I'm excited to see this movie!
Andy: Me, too. I've heard it's funny.
Scott: Really? I've heard it's scary.
Andy: Oh. Maybe it's scary and funny.


B Watch the video. 

Have you already bought your ticket?
Yes, I have. No, not yet. I have = I've

C Practice the words. Make sentences. 

1. cleaned his desk 2. washed her hands 3. watched the movie 4. walked the dog
5. gone to the store 6. eaten dinner 7. fed the cat 8. done his homework

He has already cleaned his desk.
He hasn't cleaned his desk yet.

D Listen and chant. 

Have You Finished Your Homework?

Have you finished your homework?
No, not yet. You haven't finished?
No, not yet. How about you?
I've already finished mine. Good for you!

Have you eaten dinner?
No, not yet. You haven't eaten dinner?
No, not yet. How about you?
I haven't eaten lunch or dinner. Poor you!

How about you?
I've already been there twice. Lucky you!

Have you been to France?
No, not yet. You haven't been to France?
No, not yet.

E I can do this lesson.

Unit 6 Doing Things 49

Topic:

- Activities

Lesson Objective:

- Talking about events that have already happened or not yet happened

Language:

Have you already bought your ticket? Yes, I have. No, not yet. cleaned his desk, washed her hands, watched the movie, walked the dog, gone to the store, eaten dinner, fed the cat, done his homework, He has already cleaned his desk. He hasn't cleaned his desk yet.

Materials:

Teacher Cards 35–39, 63–70, 109–122; CD2 Tracks 17–21; Student Cards 35–39, 63–70, 109–122, Unit 6 Let's Talk Video, and Unit 6 Let's Talk Video Script (Teacher's Resource Center)

Warm up


1. **Slap.** Use Student Cards 35–39, 63–70, and 109–114. Have students make sentences with *have eaten*, *have seen*, or *have been*.
2. **Beanbag Toss.** Use sentences with *-ed* or *-ing* adjectives (e.g., *I am excited*).

Student Book page 48

A Listen and say.

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

1. Use volunteers to model the conversation. Have students repeat the lines after you. Have students take one role as you take the other. Then switch.
2. Point to the movie poster and say *I've heard it's funny*. Ask a volunteer to make another sentence with *scary*; for example, *I've heard it's scary*.
3. Have students look at the pictures. Play Class CD2 Track 17. Play it again, having students point to the characters as they speak.

 **2.17** I'm sorry I'm late.
That's OK.
How long have you been waiting?
Not long. Only a few minutes.
Have you already bought your ticket?
Yes, I have, and I bought your ticket, too!

Wow, thanks!


I'm excited to see this movie!

Me, too. I've heard it's funny.

Really? I've heard it's scary.

Oh. Maybe it's scary and funny.

4. Play Class CD2 Track 18, having students repeat the question and answers. Point to the words as students listen. Write *I + have = I've* on the board to show that both have the same meaning.

 **2.18** Have you already bought your ticket?
Yes, I have. No, not yet.
I have = I've

5. Have pairs practice the question and both the positive and negative answers.

B Watch the video.

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

1. Play the video (see video script on page 103). Have students respond to Scott's questions at the end. Explain *That was very nice of you*, if necessary. Drop something and have a student pick it up and give it to you. Say *Wow, thanks. That was very nice of you*. Have students repeat the exchange, copying the actions, gestures, and emotions.


2. Play the video. Have students raise their hands for verbs or verb phrases they know. Then play it a third time, and pause after each exchange. Have students repeat the extended conversation, copying any gestures, emotions, and actions.
3. Distribute the Unit 6 Let's Talk video script. Have students form pairs and practice the extended conversation, focusing on the language and emotions. Then have a pair of volunteers come to the front of the class and act out the extended conversation. Support as necessary.
4. Have pairs role-play the conversation using different entertainment ideas and verbs.

Student Book page 49


C Practice the words. Make sentences.

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

1. Hold up Teacher Cards 115–122, say each phrase, and have students repeat. Play Class CD2 Track 19 and have students listen and point. Play it again and have them repeat.

-  2.19
- | | |
|----------------------|----------------------|
| 1. cleaned his desk | 2. washed her hands |
| 3. watched the movie | 4. walked the dog |
| 5. gone to the store | 6. eaten dinner |
| 7. fed the cat | 8. done his homework |

2. Place books and classroom supplies all over your desk. Point to the desk and say *I haven't cleaned my desk yet*. Have students repeat. Then put everything in order, point to the desk, and say *I have already cleaned my desk*. Have students repeat.
3. Play Class CD2 Track 20. Have students point to the pictures as they listen to the audio. Then have them practice the statements in pairs.

-  2.20
- He has already cleaned his desk.
He hasn't cleaned his desk yet.
1. He hasn't cleaned his desk yet.
 2. She has already washed her hands
 3. She hasn't watched the movie yet.
 4. She hasn't walked the dog yet.
 5. He has already gone to the store.
 6. He hasn't eaten dinner yet.
 7. She has already fed the cat.
 8. He has already done his homework.

4. Hold up Teacher Cards 115–122 one by one. Choose volunteers to read each verb phrase. Ask *Has (he already cleaned his desk)?* Elicit the response *Yes, he has* or *No, not yet*.

D Listen and chant.

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

1. Have students identify the pictures as homework, France, and dinner. Ask *Have you done your homework yet?* Elicit *No, not yet*.
2. Play Class CD2 Track 21. Have students point to the pictures as they chant each verse.

2.21 Have You Finished Your Homework?

Have you finished your homework? No, not yet.
You haven't finished? No, not yet.
How about you? I've already finished mine.
Good for you!
Have you been to France? No, not yet.
You haven't been to France? No, not yet.
How about you? I've already been there twice.
Lucky you!
Have you eaten dinner? No, not yet.
You haven't eaten dinner? No, not yet.
How about you? I haven't eaten lunch or dinner.
Poor you!

3. Model the chant. Have students clap and repeat.
4. Play the audio and have students chant, pointing to the pictures as they do. Check pronunciation.



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.

- **Find Your Partner.** Use Student Cards 115–122 and *Have you already (fed the cat)?*
- **Timed Interviews.** Practice *Have you already (eaten dinner)?* with Student Cards 115–122.
- **Guess the Card.** Use Teacher Cards 115–122. Students ask *Have you already (fed the cat)?*

Additional Resources

Workbook pages 46–47
Online practice

Unit 6 Doing Things

Let's Learn

Let's Learn

A Learn the words. 2.22

- studied English
- lived in New York
- taught French
- played soccer
- had a cat
- been at the hotel

B Ask and answer. 2.22

Jenny is interviewing her French teacher.

How long have you taught French?
I have taught French for five years.
I have taught French since 2007.

for	since
1 five years	2007
2 one year	last year
3 three months	May
4 four years	2008

C Ask and answer. 2.23

- had a cat / May
- studied English / six years
- lived in New York / 2017
- been at the hotel / yesterday evening
- played soccer / one hour
- taught French / six months

How long has she had a cat?
She has had a cat since May.

How long has he studied English?
He has studied English for six years.

D Listen and sing. 2.23

How Long Has She Known Him?

How long has she known him?
How long has she known him?
How long has she known him?
She's known him for a long, long time.
She's known him since she was four.
She met him in Singapore.
They got married five years ago.
They had a baby in nineteen eighty-four.

They've been married for a long, long time.
They've been happy for a long, long time.
They've known each other for a long, long, long, long time.

I can do this lesson.

Student Book pages 50–51

Topic:

- Activities

Lesson Objective:

- Talking about duration of activities using *for* and *since*

Language:

studied English, lived in New York, taught French, played soccer, had a cat, been at the hotel

How long have you taught French? I have taught French for five years. I have taught French since 2007. How long has she had a cat? She has had a cat since May.

Materials:

Teacher Cards 123–128; CD2 Tracks 22–25; Student Cards 123–128 (Teacher's Resource Center)

Warm up

- Play **True Statements** to review sentences with *yet* and *already*. Ask pairs of students to write true sentences about what they have done already or what they haven't done yet. For example, *I have already done my homework.*

Pre-teach Language

- Use Teacher Cards 123–128 to introduce the new activities vocabulary. Show one card at a time and say the activity. Have students repeat each phrase.

Student Book page 50

A Learn the words.

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

1. Play Class CD2 Track 22. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words.

- 2.22
1. studied English
 2. lived in New York
 3. taught French
 4. played soccer
 5. had a cat
 6. been at the hotel

2. Ask students to stand in a circle. Call out one of the new activities and have students act it out. Have the whole class say the verb phrase chorally.

B Ask and answer.

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

1. Have students look at page 50 and identify the activities Jenny's French teacher is thinking about. Then play Class CD2 Track 23 and have the students listen and point to the pictures.

2.23 Jenny is interviewing her French teacher.
How long have you taught French?
I have taught French for five years.
I have taught French since 2007.

1. How long have you taught French?
I have taught French for five years.
I have taught French since 2007.
2. How long have you lived in New York?
I have lived in New York for one year.
I have lived in New York since last year.
3. How long have you played soccer?
I have played soccer for three months.
I have played soccer since May.
4. How long have you studied English?
I have studied English for four years.
I have studied English since 2008.

2. Divide the class into three groups. Play the audio again. The first group asks the question, the second answers with *for*, and the third answers with *since*. Encourage students to use more recent years. Play the audio again and switch roles twice.
3. Have groups of three students take turns practicing the questions and answers.

Student Book page 51

C Ask and answer.

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

1. Have students look at page 51 and identify what each person is doing in the pictures. Then play Class CD2 Track 24 and have students listen and point to the pictures.



2.24 How long has she had a cat?

She has had a cat since May.

How long has he studied English?

He has studied English for six years.

1. How long has she had a cat?

She has had a cat since May.

2. How long has he studied English?

He has studied English for six years.

3. How long has he lived in New York?

He has lived in New York since 2017.

4. How long has she been at the hotel?

She has been at the hotel since yesterday evening.

5. How long has she played soccer?

She has played soccer for one hour.

6. How long has she taught French?

She has taught French for six months.

2. Have students work in pairs and take turns asking and answering questions about the pictures.
3. Give pairs Student Cards 123–128. Students take turns turning over a card and using it to ask or answer questions using *How long has (he) ...?*

D Listen and sing.

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

1. Have students look at the picture. Point to the couple in the picture and say *They have known each other for a long, long time.*
2. Play Class CD2 Track 25 and have students repeat words they recognize from the conversation.



2.25 How Long Has She Known Him?

How long has she known him? (repeat 2x)

She's known him for a long, long time.

She's known him since she was four.

She met him in Singapore.

They got married in a candy store.

They had a baby in nineteen eighty-four.

They've been married for a long, long time.

They've been happy for a long, long time.

They've known each other for a long, long, long, long time.

3. Introduce the song **rhythmically**. Have students clap to keep the beat as you model the song line by line. Have students echo read the lines after you.
4. Play the song again and have students sing along. Then, divide the class into two groups. Have groups take turns singing the different parts.



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 **Pass the Card** using Student Cards 123–128.
- Play **Concentration**. Use teacher-made word cards for time phrases with an even number of phrases that use *for* and *since*. Students turn over pairs of cards, looking for two phrases that use the same preposition (*for* or *since*). Then they use the phrase in a sentence.
- Play **Team Games**. Have one student from each team stand. Ask a question; for example, *How long has she had a cat?* The first student to respond with a correct sentence wins a point.

Additional Resources

Workbook pages 48–49

Unit 6 Worksheet A (Teacher's Resource Center)

Online practice

Unit 6 Doing Things

Let's Learn More

Let's Learn More

A Learn the words.

- talking on the phone
- visiting Bangkok
- riding her bicycle
- cleaning his room
- waiting
- playing baseball

B Make sentences.

The children are busy. What are they doing? How long have they been doing it?

1. 15 minutes
2. ten o'clock
3. early evening
4. 2 hours

Jenny is riding her bicycle. She has been riding her bicycle for 45 minutes.
Scott is waiting. He has been waiting since ten o'clock.

C Ask and answer.

- last week
- 15 minutes
- one hour
- noon
- three o'clock
- 30 minutes

How long has she been visiting Bangkok?
She has been visiting Bangkok since last week.

How long has she been waiting?
She has been waiting for 15 minutes.

D Listen and chant.

How Long Have You Been Waiting?

How long have you been waiting for Ken?
I've been waiting for Ken since ten.

How long has he been talking to Sue?
He's been talking to Sue since two.

How long has Anne been taking a bath?
She's been taking a bath for an hour and a half.

How long have you been studying with Ray?
I started yesterday.

I can do this lesson.

Unit 6 Doing Things 53

Student Book pages 52–53

Topic:

- Daily activities

Lesson Objective:

- Using present perfect progressive to talk about how long activities have been happening

Language:

talking on the phone, visiting Bangkok, riding her bicycle, cleaning his room, waiting, playing baseball

Jenny is riding her bicycle. She has been riding her bicycle for 45 minutes/since ten o'clock. How long has she been...

Materials:

Teacher Cards 7–18, 129–134; CD2 Tracks 26–29; Student Cards 7–18, 129–134 (Teacher's Resource Center)

www.irLanguage.com

Warm up

- Use teacher-made word cards for time phrases to review *for* and *since*. Hold up a card and say the phrase. Students repeat the phrase with *for* or *since*.
- Charades.** Use Student Cards 7–18. Encourage students to guess using the present progressive tense (e.g., *Are you playing a game?*).

Pre-teach Language

- Use Teacher Cards 129–134 to introduce the vocabulary. Hold up each Teacher Card as you say the phrase. Have students repeat each phrase several times.

Student Book page 52

A Learn the words.

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

- Play Class CD2 Track 26. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.

- 2.26**
- talking on the phone
 - visiting Bangkok
 - riding her bicycle
 - cleaning his room
 - waiting
 - playing baseball

- Hold up the Teacher Cards one at a time and have students say the vocabulary in a quick series of three while they act out each activity. When they are done, they raise their hands and say *Finished!*

B Make sentences.

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

- Have students look at page 52 and describe what they see. Then play Class CD2 Track 27 and have students listen and point to the activities each child is doing, and then to the amount of time they have been doing it.

- 2.27**
- The children are busy. What are they doing?
How long have they been doing it?
Jenny is riding her bicycle. She has been riding her bicycle for 45 minutes.
Scott is waiting. He has been waiting since ten o'clock.

- Jenny is riding her bicycle. She has been riding her bicycle for 45 minutes.

2. Scott is waiting. He has been waiting since ten o'clock.
3. Andy is cleaning his room. He has been cleaning his room since early evening.
4. Kate is playing baseball. She has been playing baseball for two hours.

2. Play the audio again and have students repeat the statements as they point to the pictures.
3. Then have pairs of students take turns making the statements as they point to the pictures.
4. Hold up Teacher Cards 109–114 one by one and have students use them to form new sentences.

Student Book page 53

C Ask and answer.

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

1. Have students look at page 53 and identify what the people are doing. Play Class CD2 Track 28 and have students listen and point to the pictures.

-  **2.28** How long has she been visiting Bangkok?
She has been visiting Bangkok since last week.
How long has she been waiting?
She has been waiting for 15 minutes.
1. How long has she been visiting Bangkok?
She has been visiting Bangkok since last week.
 2. How long has she been waiting?
She has been waiting for 15 minutes.
 3. How long has he been talking on the phone?
He has been talking on the phone for one hour.
 4. How long has she been riding her bicycle?
She has been riding her bicycle since noon.
 5. How long has he been playing baseball?
He has been playing baseball since three o'clock.
 6. How long has he been cleaning his room?
He has been cleaning his room for 30 minutes.

2. Have students work in pairs and take turns asking and answering questions about the pictures.

D Listen and chant.

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

1. Have students look at the picture of the boy looking at his watch. Ask *What's he doing?* Elicit the answer *He's waiting.* Then ask *How long has he been waiting?* Encourage students to guess how long the boy has been waiting using *for* and *since*.

2. Play Class CD2 Track 29. Have students point to the words as they listen.

2.29 How Long Have You Been Waiting?

How long have you been waiting for Ken?
I've been waiting for Ken since ten.

How long has he been talking to Sue?
He's been talking to Sue since two.

How long has Anne been taking a bath?
She's been taking a bath for an hour and a half.

How long have you been studying with Ray?
I started yesterday.

3. Model the chant line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the audio again and have students chant along. Check pronunciation.

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 **Make a Chant**. As a class, brainstorm names that rhyme with numbers, for example, *me/three, Thor/four, Felix/six*. Students make new verses: *How long has she been waiting for me? She's been waiting for me since three.*
- Play **Question Toss** to practice *How long (has she been talking on the phone)?*
- **Substitution Drill**. Hold up Teacher Card 134 and say *She has been playing baseball since noon.* Then hold up another card and have students make the substitution.

Additional Resources

Workbook pages 50–51
Unit 6 Worksheet B (Teacher's Resource Center)
Online practice

Unit 6 Doing Things

Let's Read

Let's Read

A Listen and read along. Then read again. **CD230**

Coding Is Fun!

Skylar has been learning how to write code for five years. "There are many different coding languages," said Skylar. "I love writing code. I can create things and play around with them on my computer."

Skylar has already developed one computer game. "My first game was really simple, but it was fun to play!" she said.

Now Skylar is developing a new game. She has been working on it since March. Skylar thinks everyone should learn to write code. "It isn't hard!" she said. "Learn how to code and you can become a game developer!"

New Words

write code
coding language
create
develop → developing → developer
become

B Choose the correct answer. **CD231**

- How long has Skylar been learning to write code?
 - since 2012
 - for five years
- Why should everyone learn how to code?
 - Because it's hard.
 - Because it's fun and not hard.

C Understand the vocabulary.

Skylar has been learning how to write code for five years.

What does *write code* mean?

D Ask your partner.

- Have you ever created a game? What was it?
- Would you like to learn how to write code? Why?

E Listen and write. Do you hear *ar* or *ir*? **CD232**

13

F Learn about words. Read and write.

1. develop games → I'm a game developer. develop + er = developer

2. play + er = _____ 3. point + er = _____

4. I can do this lesson.

Unit 6 Doing Things 55

Topic:

- Coding

Lesson Objectives:

- Reading a story about a girl who writes (computer) code
- Using auditory discrimination to distinguish *ar* and *ir*
- Studying word ending *-er*, developing new vocabulary, and engaging in partner discussions

Language:

write code, arm, thirteen, girl, hard
develop + er = developer

Materials:

CD2 Tracks 30–32

Student Book pages 54–55

Warm up

- On the board, write occupations that students know: *teacher, farmer, police officer, factory worker, taxi driver, baker, photographer*. Call out an occupation and ask students to act it out. Ask students to say what is the same in all of them (the *-er* ending).
- Write *jump, flip, twirl, throw, and catch* on the board, then act them out. Say the words at random. Have students repeat the words and act them out.

Student Book page 54

A Listen and read along. Then read again.

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

- Have students read the words they know.
- Read aloud the story title. Tell students they are going to read a story about a girl who writes computer code. Ask them if they know what computer coding is and if they have ever tried it.
- Read Along.** Play Class CD2 Track 30. Have students follow along in their books. Then have them read along with the audio.

2.30 Coding Is Fun!

Skylar has been learning how to write code for five years. "There are many different coding languages," said Skylar. "I love writing code. I can create things and play around with them on my computer."

Skylar has already developed one computer game. "My first game was really simple, but it was fun to play!" she said.


Now Skylar is developing a new game. She has been working on it since March. Skylar thinks everyone should learn to write code. "It isn't hard!" she said. "Learn how to write code and you can become a game developer!"

- Silent Reading.** Ask students to read the story silently. Encourage them to concentrate on reading expressively in their minds.
- Play **That's Not Right!** As you read the story, change some of the words. Tell students that when they hear a mistake, they shout *That's not right!* Then have them read the sentence correctly.

B Choose the correct answer.

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

- Play Class CD2 Track 31 and have students listen and point. Play it again and have them repeat.

-  2.31
1. How long has Skylar been learning to write code?
 2. Why should everyone learn how to write code?

2. Divide students into pairs. Have them take turns asking the questions and checking answers. Help students understand why *for five years* and *Because it's fun and not hard* are the right answers.

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 words *write code* after you. Ask students to work individually to choose the correct answer. Help students understand why *a* is the right answer.
2. Encourage them to find the words in the story. Remind students that they can use the context of the story to understand the meaning of new words.

D Ask your partner.

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

1. Read the questions. Then ask pairs to answer the questions using true statements.
2. Come back together as a class. Ask the questions and have volunteers share 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. Say *ar* and ask students to repeat. Point to the picture of the arm and say *arm*. Have students repeat. Do the same with *hard*, focusing first on the *ar* sound. Then repeat the procedure for the *ir* words *thirteen* and *girl*.
2. Play Class CD2 Track 32, having students point to the letters and words. Have students repeat the sounds and words, then write the sounds they hear.

-  2.32
1. arm
 2. thirteen
 3. girl
 4. hard

3. Divide the class into two groups and assign one sound to each. Say the following *ar* and *ir* words at random: *hard, first, arm, girl, March, alarm*. Have students repeat the word with their sound three times and then clap their hands.
4. Have students point to the words with *ar* and *ir*. Add the new sounds and words to the chart.

F Learn about words. Read and write.

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

1. Read the sentences aloud, modeling the correct pronunciation and intonation. Have students echo read the sentences with you.
2. Remind students that we add *-er* to the end of an action word to make a word that names a person who does that action. Say *develop + er = developer*. Have students read the words and complete the equations. Have partners check each other's work. Have them use the new words in sentences.



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**. Write each line of the story on a separate strip of paper. Have groups read the sentences and put them in logical order.
- **Sentence Dictation**. Have students write the sentences you read on a piece of paper and then underline words with *ar* and *ir*.
- Play **Relay Race**. Say a word with *ar* or *ir* to the first student in each row, who repeats it to the next student. The last student runs to the board, says the word, and touches the vowels.
- **Workbook Activity**. Have students identify new or familiar words from "Coding is Fun!" in "Robot Tournament" on Workbook page 52. 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 52–53

Unit 6 Test (Teacher's Resource Center)

Online practice

Let's Review Units 5 and 6

Let's Review

A Listen and check. (CD2)

1. A B

2. A B

3. A B

4. A B

B Listen and check. (CD2)

1. A Portuguese is spoken in Brazil.
 B People in Brazil speak Portuguese.

2. A Spaghetti is eaten in Italy.
 B People in Italy eat spaghetti.

3. A People in France speak French.
 B French is spoken in France.

4. A Rice noodles are eaten in Vietnam.
 B People in Vietnam eat rice noodles.

C Listen and check. (CD2)

1. A He has been playing soccer for 115 minutes.
 B He has been playing soccer since yesterday.

2. A She has lived in Paris for two years.
 B She has been living in Paris since 2008.

3. A He has taught French since last spring.
 B He has been teaching French for six months.

4. A She has been waiting since 1:00 this afternoon.
 B She has waited for 15 minutes.

D Let's read about hieroglyphics. (CD2)

Mystery Hunters

Writing with Pictures

In the ancient pyramids of Egypt, there were a lot of pictures on the walls. Scholars call these pictures "hieroglyphics." These were called hieroglyphics. But no one was able to read them.

In 1799, French leaders discovered a stone near Rosetta, a city in Egypt. This famous stone helped scholars read the pictures.

Today we don't use hieroglyphics, but we have rebus writing. A rebus is a picture puzzle. Each picture is a sound. When you read these sounds together, you will know the meaning.

Try to read this.

New Words

hieroglyphics
scholars
pictures
stone
city
rebus

Your turn!

Does your language use picture writing?
Try to make a rebus sentence.
Tell about your rebus.

56 Units 5 and 6 Review

Units 5 and 6 Review 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 93–134; CD2 Tracks 06, 10, 14, 21, 25, 29, 30, 33–36; Student Cards 93–134 (Teacher's Resource Center)

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Student Book pages 56–57

Let's Talk

- Chant "Homestay Plans" (Class CD2 Track 06) and "Have You Finished Your Homework?" (Class CD2 Track 21) in two groups. Each group chants one part of the chant.
- Review the conversation from Unit 5 with a **Timed Conversation** activity. Then have students change classmates and repeat. Use **Step Away Lines** to practice the Unit 6 conversation.
- Have two teams play **Tic-Tac-Toe** to practice *He has already cleaned his room* and *He hasn't cleaned his room yet*. Hold up a Teacher Card 115–122. The first student to make a correct sentence earns an X or an O for their team.

Let's Learn/Let's Learn More

- Play **Categories**. Give each group a set of Student Cards 93–114. Have them work together to separate the cards into four categories: country, nationality, language, food.
- Invite students to play **Card Game/Go Fish** to practice using passive language. Use a double set of Student Cards 101–114 for each group.
- Team Games**. Display a card from Student Cards 123–134 and say a time phrase using *for* or *since*. The first student to make a correct sentence using the card and the time phrase wins a point.

- Have students review the songs and chants. For "Have You Met Alice?" (Class CD2 Track 10) and "How Long Have You Been Waiting?" (Class CD2 Track 29), have groups sing and chant each part. For "How Long Has She Known Him?" (Class CD2 Track 25), have the whole class sing the first three lines. Then choose students to sing each of the next five lines.

Phonics/Reading

Phonics: *count, bread, head, house, head, twirl, arm, girl*


- Review phonics sounds with **Stand and Stamp**. Have students stand up and stamp when they hear their sound.
- Divide the class into four groups and assign one paragraph of "Chocolate" (Class CD2 Track 14) to each group. Play the audio and have students read along with it. Then have each group read chorally without the audio. Have students read "Coding Is Fun!" (Class CD2 Track 30) with the audio. Then have small groups of students use **Role Play** to act it out.

Let's Review

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

A Listen and check.


- Before students open their books, prepare them for the test procedure. On the board, set up a sample to model the Listen and check tests on page 56. Display Teacher Cards 95 and 97. Write *A* and *B* above the cards. Have a volunteer stand beside the cards. Say *Where's she from? She's from Thailand.* The student points to the correct card and writes a check mark by the correct letter.
- Have students look at the test in their books and identify where the people are from. Play Class CD2 Track 33. Then play the audio again and have students do exercise A 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 reviewing the pictures and listening first.

 2.33

- Where's he from? He's from Australia.
- She's from Mexico. She's Mexican.
- She's from Thailand. She's Thai.
- Where's she from? She's from Brazil.

B Listen and check.


Have students look at the test in their books and read each sentence. Play Class CD2 Track 34. Play the audio again and have students do exercise B as a written test.

 2.34

- What language is spoken in Brazil?
Portuguese is spoken in Brazil.
- Where is spaghetti eaten?
Spaghetti is eaten in Italy.
- What language is spoken in France?
French is spoken in France
- Where are rice noodles eaten?
Rice noodles are eaten in Vietnam.

C Listen and check.

Play Class CD2 Track 35. Have students listen and write a check mark in the correct box.

 2.35

- How long has he been playing soccer?
He has been playing soccer for 45 minutes.
- How long has she been living in Paris?
She has been living in Paris since 2008.
- How long has he been teaching French?
He has been teaching French for six months.
- How long has she been waiting?
She has been waiting since 1:00 this afternoon.

D Let's read about hieroglyphics.

- Before listening to the story, have students look at the illustrations and identify the words they know.
- Read Along.** Play Class CD2 Track 36. Have students listen, then read along with the audio.

 2.36

Mystery Hunters
Matt and Megan's Blog
Writing with Pictures

In the ancient pyramids of Egypt, there were a lot of pictures on the walls. Scholars said the pictures were writing. These were called hieroglyphics. But no one was able to read them.

In 1799, French soldiers discovered a stone near Rosetta, a city in Egypt. This famous stone helped scholars read the pictures.

Today we don't use hieroglyphics, but we have rebus writing. A rebus is a picture puzzle. Each picture is a sound. When you read these sounds together, you will know the meaning.

- Paired Reading.** Have pairs of students take turns reading the story sentences.

E Your turn!

Divide students into pairs. Read the questions aloud. Then have pairs work together to write rebus questions. Have pairs take turns showing their rebus question to the class. Challenge the class to answer the rebus question verbally.

Additional Resources

- Workbook pages 54–55
- Drills and Games (Teacher's Resource Center)
- Unit 5 Test (Teacher's Resource Center)
- Unit 6 Test (Teacher's Resource Center)

Unit 7 About Me Let's Talk

A Listen and say.

Kate: Is that you?
Scott: Yes, it is.
Kate: Why were you hiding behind your dad?
Scott: I was shy.

Kate: Really? I don't believe it!
Scott: It's true. Sometimes I'm still shy.
Kate: Me, too. I'm shy when I meet new people.

Kate: How old were you in this photo?
Scott: I was five.
Kate: When did you learn how to do karate?
Scott: When I was four.
Kate: You looked cute!

Really? I don't believe it!
It's true.

B Watch the video.

C Practice the words. Ask and answer.

1. outgoing 2. shy 3. friendly
4. studious 5. cheerful 6. generous

What are they like?
They are outgoing.

D Listen and sing.

What's She Like?
What's she like?
She's shy.
Is she friendly?
Yes, she is, but she's very, very shy.
Is she studious?
Yes, she is.

Is she cheerful?
Yes, she is.
Is she generous?
Yes, she is, but she's very, very shy.

I can do this lesson!

58 Unit 7 About Me 59

Student Book pages 58–59

Topic:

- Personality adjectives

Lesson Objective:

- Using adjectives to describe personalities

Language:

Really? I don't believe it! It's true.

outgoing, shy, friendly, studious, cheerful, generous

What are they like? They are outgoing.

Materials:

Teacher Cards 135–140; CD2 Tracks 37–41; Student Cards 135–140, Unit 7 Let's Talk Video, and Unit 7 Let's Talk Video Script (Teacher's Resource Center)

Warm up

1. Use magazine pictures to review physical descriptions and to practice physical characteristics and clothing of people.
2. Play **Concentration** to review *like + verb*. Use a double set of teacher-made cards with verbs you want to review. As students turn over the cards, they say, *I like to ski and ice skate or I like to ride a bicycle, but I don't like to walk.*

Student Book page 58

A Listen and say.

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

1. Use puppets or student volunteers to model the conversation. Have students repeat the lines after you. Have students take one role while you take the other, and then switch.
2. Have students look at the pictures on page 58. Ask students to name the characters and any objects they already know. Play Class CD2 Track 37 and have students listen to the conversation. Then have students listen again and point to the characters as they speak. Play the audio again and have students point to and repeat the words they can identify.

2.37 Is that you?

Yes, it is.
Why were you hiding behind your dad?
I was shy.
Really? I don't believe it!
It's true. Sometimes I'm still shy.
Me, too. I'm shy when I meet new people.
How old were you in this photo?
I was five.
When did you learn how to do karate?
When I was four.
You looked cute!

3. Ask different students *Were you shy?* When a student answers positively, say *Really? I don't believe it!*
4. Have students listen to Class CD2 Track 38 and repeat the statements.

2.38 Really? I don't believe it!

It's true.

5. Have students practice the statements in pairs. Encourage them to speak expressively.

B Watch the video.

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


1. Play the video (see video script on page 103). Pause after Kate asks *Are you usually shy or outgoing?* Have a few students respond. Explain *Really? I don't believe it!* if necessary. Have a student say something that could not be true about himself or herself. Say *Really? I don't believe it!* Have students repeat, copying the emotion. Make a few outrageous statements about yourself. Have a volunteer reply *Really? I don't believe it.*
2. Play the video again. Have students raise their hands when they hear a personality trait they know. Then play the video a third time, and pause it after each exchange. Have students repeat the extended conversation and copy the gestures, emotions, and actions, where appropriate.
3. Distribute the Unit 7 Let's Talk video script. Have students form pairs and practice the extended conversation, focusing on the language and emotions. Then have a pair of volunteers come to the front of the class and act out the extended conversation. Support as necessary.
4. Have students in each pair role-play the conversation using personality traits and hobbies.

Student Book page 59


C Practice the words. Ask and answer.

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

1. Hold up Teacher Cards 135–140, say each word, and have students repeat. Play Class CD2 Track 39 and have students listen and point. Play it again and have them repeat.

 2.39	1. outgoing	2. shy	3. friendly
	4. studious	5. cheerful	6. generous

2. Focus on the question and answers in the box. Play Class CD2 Track 40. Have students point to the pictures as they listen to the audio. Then have them practice the questions and answers in pairs.

 2.40	What are they like? They are outgoing.
	1. What are they like? They are outgoing.
	2. What are they like? They are shy.
	3. What are they like? They are friendly.
	4. What are they like? They are studious.
	5. What are they like? They are cheerful.
	6. What are they like? They are generous.

3. In a group of four, S1 asks S2 about the other two students: *What are they like?* S2 says *They are (cheerful).* Students change roles and repeat.

D Listen and sing.

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

1. Point to the girl on the left and ask *What's she like?* Elicit the response *She's shy.*
2. Play Class CD2 Track 41. Have students point to the girl as they chant about what she is like.

2.41 What's She Like?

What's she like?	Yes, she is.
She's shy.	Is she cheerful?
She's very, very shy.	Yes, she is.
Is she friendly?	Is she generous?
Yes, she is, but she's very, very shy.	Yes, she is, but she's very, very shy.
Is she studious?	

3. Model the chant line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the audio again and have students chant along. Check pronunciation.

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 **Step Away Lines** to have students practice the conversation.
- Have students write sentences describing themselves using all six adjectives.
- Students ask *Yes/No* questions about their classmates' personalities.

Additional Resources

Workbook pages 56–57

Unit 7 Worksheet A (Teacher's Resource Center)

Online practice

Let's Learn

A Learn the words. (CD2 42)

1. learn how to walk
2. learn how to write my name
3. learn how to read
4. learn how to ride a bike
5. learn how to ice skate
6. learn how to tie my shoes

B Ask and answer. (CD2 43)

Kate and Jenny are looking at old pictures.

When did you learn how to write your name?
I learned how to write my name when I was five.

C Ask and answer. (CD2 43)

1. one year old
2. six years old
3. eight years old
4. five years old
5. nine years old
6. four years old

When did he learn how to walk?
He learned how to walk when he was one.

one - one year old

D Listen and chant. (CD2 43)

How Old Were You?

How old were you when you learned how to run?
I was one. I was one.

How old were you when you went to the zoo?
I was two. I was two.

How old were you when you learned how to ski?
I was three. I was three.

I was three when I learned how to ski.
I was two when I went to the zoo.
I was one when I learned how to run.

I can do this lesson.

60 Unit 7 About Me Unit 7 About Me 61

Topic:

- Ages and stages

Lesson Objective:

- Talking about when students learned how to do various things

Language:

learn how to walk/write my name, learn how to read/ride a bike, learn how to ice skate/tie my shoes

When did you learn how to write your name? I learned how to write my name when I was five.

Materials:

Teacher Cards 135–146; CD2 Tracks 42–45; Student Cards 135–146 (Teacher's Resource Center)

Student Book pages 60–61

Warm up

1. Play **Charades** to review *can* + verb. Use teacher-made word cards with verbs to cue the activity. Divide the class into two teams. S1 from Team A pantomimes an activity. Students from Team B guess using the pattern *He can ride a bicycle.*
2. Play **Slap** with Student Cards 135–140 to review personality adjectives.

Pre-teach Language

- Use Teacher Cards 141–146 to introduce the new vocabulary. Show a card and use gestures as you say the phrase. Have students repeat the phrase and gestures with you several times.

Student Book page 60

A Learn the words.

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

1. Play Class CD2 Track 42. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.



1. learn how to walk
2. learn how to write my name
3. learn how to read
4. learn how to ride a bike
5. learn how to ice skate
6. learn how to tie my shoes

2. Do a quick practice with the new words. Hold up Teacher Cards 141–146 one at a time. Have students say each phrase in a quick series of three and then raise their hands and say *Finished!*

B Ask and answer.

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

1. Have students look at page 60 and identify the activities and the ages at which each child could do them. Then play Class CD2 Track 43 and have the students listen and point to the pictures.



Kate and Jenny are looking at old pictures. When did you learn how to write your name? I learned how to write my name when I was five.

1. When did you learn how to write your name? I learned how to write my name when I was five.
2. When did you learn how to walk? I learned how to walk when I was one.

3. When did you learn how to read?
I learned how to read when I was four.
4. When did you learn how to ride a bike?
I learned how to ride a bike when I was six.


2. Play the audio again and have students repeat the questions and answers as they point to the pictures.
3. Have pairs of students take turns asking and answering questions as they point to the pictures.

Student Book page 61

C Ask and answer.

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

1. Have students look at page 61 and identify what each child is doing and how old he or she is. Then play Class CD2 Track 44 and have students listen and point to the pictures.

-  2.44
- When did he learn how to walk?
He learned how to walk when he was one.
one = one year old
1. When did he learn how to walk?
He learned how to walk when he was one.
 2. When did she learn how to read?
She learned how to read when she was six.
 3. When did she learn how to ride a bike?
She learned how to ride a bike when she was eight.
 4. When did he learn how to tie his shoes?
He learned how to tie his shoes when he was five.
 5. When did she learn how to ice skate?
She learned how to ice skate when she was nine.
 6. When did he learn how to write his name?
He learned how to write his name when he was four.

2. Have students work in pairs and take turns asking and answering questions about the pictures.
3. Hold up Teacher Cards 141–146 one by one and challenge students to form new sentences using the pictures.

D Listen and chant.

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

1. Have students look at the pictures and identify what each child is doing. Ask *How old were you when you learned how to run?* Elicit the response *I was (three) when I learned how to run.* Repeat this with *learned how to ski.*

2. Play Class CD2 Track 45. Have students point to the children in the pictures as they listen.

2.45 How Old Were You?

How old were you when you learned how to run?
I was one. I was one.

How old were you when you went to the zoo?
I was two. I was two.

How old were you when you learned how to ski?
I was three. I was three.

I was three when I learned how to ski.
I was two when I went to the zoo.
I was one when I learned how to run.

3. Model the chant line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the audio again and have students chant along. Check pronunciation.

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 **Make a Chant**. Brainstorm activities and ages at which students could do them, for example, *learned how to swim/seven, learned how to read/six*.
- Play **Find Someone Who**. Prepare a handout with *ride a bike, write my name, walk, tie my shoes, and read* in a column. Have students ask each other how old they were when they learned how to do something.
- **Milestones Timeline**. Have students create timelines. Draw a timeline and mark each year. Display Teacher Cards 141–146. Have students use the information to personalize their timelines.

Additional Resources

Workbook pages 58–59


Unit 7 Worksheet B (Teacher's Resource Center)

Online practice

Unit 7 About Me


Let's Learn More

Let's Learn More


A Learn the words.  **HELLO!** Bonjour! Buenos días!

1. fly a helicopter 2. run a marathon 3. visit London 4. speak more languages

5. play golf 6. drive a car 7. act in a play 8. conduct an orchestra

B Make sentences.  **HELLO!** Scott, Jenny, Andy, and Kate are daydreaming.

I wish I could conduct an orchestra.

C Play a game. Ask and answer.  **HELLO!**

What does she wish she could do?
She wishes she could speak more languages.

D What about you? What do you wish you could do?
I can do this lesson.

62 Unit 7 About Me Unit 7 About Me 63

Student Book pages 62–63

Topic:

- Wishes

Lesson Objective:

- Using *could* to talk about things students wish they could do

Language:

fly a helicopter, run a marathon, visit London, speak more languages, play golf, drive a car, act in a play, conduct an orchestra

I wish I could conduct an orchestra. What does she wish she could do? She wishes she could speak more languages.

Materials:

Teacher Cards 141–154; CD2 Tracks 45–48; Student Cards 141–154 (Teacher's Resource Center)

Warm up

1. Play **Tic-Tac-Toe** to review activities learned at different ages. Use Teacher Cards 141–146 to cue sentences that include the activity shown and an age of the student's choice.
2. Play "How Old Were You?" (Class CD2 Track 45), having students chant along. Then have students chant without the audio. Review the new verses that students made up in Let's Learn and have them chant those, too.

Pre-teach Language

- Use Teacher Cards 147–154 to introduce the new vocabulary. Hold up each Teacher Card as you say the verb phrase. Have students repeat each phrase several times.

Student Book page 62

A Learn the words.

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

1. Play Class CD2 Track 46. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the words. Check pronunciation and intonation.



- 2.46
- | | |
|---------------------|-------------------------|
| 1. fly a helicopter | 2. run a marathon |
| 3. visit London | 4. speak more languages |
| 5. play golf | 6. drive a car |
| 7. act in a play | 8. conduct an orchestra |

2. Do a quick practice with the new words. Hold up Teacher Cards 147–154 one at a time and have students act out the words as they say them three times quickly.

B Make sentences.

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

1. Have students look at page 62 and describe what they see. Then play Class CD2 Track 47 and have students listen and point to the characters and the activities they wish they could do.



- 2.47 Scott, Jenny, Andy, and Kate are daydreaming.
I wish I could conduct an orchestra.
1. I wish I could conduct an orchestra.
 2. I wish I could run a marathon.
 3. I wish I could fly a helicopter.
 4. I wish I could act in a play.


2. Play the audio again and have students repeat the sentences as they point to the pictures.
3. Then have pairs of students take turns pointing to the pictures and making sentences.
4. Hold up Teacher Cards 147–154 one by one. Say *I wish I could (fly a helicopter)*. Have students use the cards as cues to make sentences about what they wish they could do.

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. Read the question and answer. Read them again and have students repeat them with you.
2. Point to the picture of the girl carrying language books. Ask *What does she wish she could do?* Have students respond chorally *She wishes she could speak more languages.*
3. Play Class CD2 Track 48 and have students point to the words they hear.

 2.48 What does she wish she could do?
She wishes she could speak more languages.

4. Have students play the game in pairs. Students toss a coin; heads moves one space and tails moves two spaces. Then they make statements about what the child in the picture wishes he or she could do.

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 question aloud, modeling correct pronunciation and intonation. Have students echo read the question with you. Then have student pairs take turns asking and answering the question.
2. When students have had time to practice, ask student volunteers to stand up and tell the class what they wish they could do. You may want to write students' answers on the board and keep a tally of how many students wish they could do each 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.

- Play **Question Toss**. Have students sit in a circle. Toss a beanbag to S1 and ask *What do you wish you could do?* S1 answers *I wish I could (fly a helicopter)*. Then he or she asks another question and tosses the beanbag to S2.
- Play **Memory Game**. Have students take turns standing up and repeating the answers they gave in the **Question Toss** activity. Then ask the class questions to test their memories; for example, *What does (Kim) wish she could do?* Students answer *(Kim) wishes she could (visit London)*.
- Play **Relay Race**. Display Teacher Cards 147–154. Divide students into groups. Tell the first student in each row a sentence, e.g., *She wishes she could speak more languages*. S1 repeats the sentence to S2 and so on. The last student runs to the front of the room, touches the card, and says the sentence aloud.

Additional Resources


Workbook pages 60–61
Online practice

Let's Read

A Listen and read along. Then read again. (CD2)

Six Dots


Louis Braille was born in France in 1809. He hurt his eyes when he was three and he couldn't see. He became blind. Louis loved listening to teachers at school. But, he wished he could read and write.



Louis Braille

When he was fifteen, Louis created a writing system. Sightless people read it with their fingers. People called it braille.

It used only six dots to make letters, numbers, and words. One pair of dots could make the letters b, c, e, i, or k.



b c e i k

Today, braille is used in many different ways and in many different languages.




New Words
sight → sightless
blind
writing system
braille

B Choose the correct answer. (CD2)

1. How old was Louis when he hurt his eyes? nine three
2. What is Louis' writing system called? six dots braille

C Understand the vocabulary.
Louis created a writing system. Sightless people read it with their fingers.






What does writing system mean?

a.  b.  c. 

D Ask your partner.

1. What do you wish you could do?
2. Have you ever seen braille writing? Where?

E Listen and write. Do you hear air or er? (CD3)

1. p_____ 2. flw_____ 3. chr_____ 4. h_____ 5. teach_____

F Learn about words. Read and write.

He cannot see. → He has no sight. → He is sightless
sight + less = sightless

1. color + less = _____ 2. _____ + _____ = sugarless
3. tooth + less = _____ 4. _____ + _____ = cloudless

I can do this lesson!

64 Unit 7 About Me Unit 7 About Me 65

Topic:

- Braille

Lesson Objectives:

- Reading an article about the invention of braille
- Using auditory discrimination to distinguish *air* and *er*
- Studying word ending *-less*, developing new vocabulary, and engaging in partner discussions

Language:

writing system, pair, flower, chair, hair, teacher
sight + less = sightless

Materials:

CD2 Tracks 49–51

Student Book pages 64–65

Warm up

1. Have students sit in a circle. Toss a beanbag to S1 as you say *throw*. Have S1 say *catch* as he catches the beanbag. Then S1 throws the beanbag to S2, and so on.
2. Play **Please** to review more imperatives. Give commands with and without the word *please*. Students should only do the action if they hear the word *please*.

Student Book page 64

A Listen and read along. Then read again.

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

1. Have students try to read the words they know. Point to *braille* in the reading and to the picture to show its meaning.
2. Read aloud the article title. Tell students they are going to read an article about a famous man who developed a writing system for blind people. Ask students if they have ever seen this writing system.
3. **Read Along.** Play Class CD2 Track 49. Have students follow along in their books. Then have them read along with the audio.

2.49 Six Dots

Louis Braille was born in France in 1809. He hurt his eyes when he was three and he couldn't see. He became blind. Louis loved listening to teachers at school. But, he wished he could read and write.

When he was fifteen, Louis created a writing system. Sightless people read it with their fingers. People called it braille.

It used only six dots to make letters, numbers, and words. One pair of dots could make the letters *b, c, e, i, or k*.


Today, braille is used in many different ways and in many different languages.

4. **Choral Reading.** Play the audio again and have students read the article chorally. Then have them read it chorally again, but without the audio.
5. To check comprehension and student recall, ask *What happened to Louis Braille when he was three? How can sightless people read? How many dots does it take to make letters, numbers, and words?*

B Choose the correct answer.

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

1. Play Class CD2 Track 50 and have students listen and point. Play it again and have them repeat.

-  2:50
1. How old was Louis when he hurt his eyes?
 2. What is Louis' writing system called?

2. Have student pairs take turns asking questions and checking correct answers. Help them understand why *three* and *braille* are the right answers.

Student Book page 65

C Understand the vocabulary.

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

1. Read the sentences and the question aloud. Have students say the words *writing system* after you. Ask students to work individually to choose the correct answer. Help students understand why *b* is the right answer.
2. Encourage them to find the words in the article.

D Ask your partner.

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


1. Divide students into pairs. Read the questions aloud. Then ask partners to answer the questions using true statements. Provide help as needed.
2. Come back together as a class. Ask questions and have volunteers share answers with the class.

E Listen and write.

Do you hear *air* or *er*?

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

1. Say *air* and ask students to repeat. Point to the picture of the pair of shoes and say *pair*. Have students repeat. Do the same with *chair* and *hair*. Then repeat the procedure for the *er* words *flower* and *teacher*.
2. Play Class CD2 Track 51 and have students point to the letters and words. Have students listen and repeat the sounds and words. Then have students write the sounds they hear.

-  2:51
1. pair
 2. flower
 3. chair
 4. hair
 5. teacher

3. Write the words with *er* (*teacher*, *flower*) on the board. Run your finger under each word as you say the sounds. Have students say the sounds with you. Ask *What other words do we know with the er sound in flower?*
4. Ask students to look back at the article and point to the article words with *air* and *er*.

F Learn about words. Read and write.

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

1. Read the sentences aloud, modeling the correct pronunciation and intonation. Have students echo read the sentences with you.
2. Remind students that we add *-less* to the end of a noun to mean "without" that noun. Say *sight + less = sightless* (*without sight*). Have students read the words and complete the equations. When they finish, ask partners to check each other's work. Have them use the words in sentences.

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 **Living Sentences** by assigning one sentence from the article to each group.
- Play **Cube Game**. Write one of the following words on each side of the cube: *color*, *care*, *sugar*, *tooth*, *harm*, *hair*. Students take turns throwing the cube and making a word with *-less*.
- **Sentence Dictation**. Have students write sentences from the story and then underline words with *air* and *er*.
- **Workbook Activity**. Have students identify new or familiar words from "Six Dots" in "Helen Keller" on Workbook page 62. Encourage students to find and say the words with *air* or *er*. 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 62–63

Unit 7 Test (Teacher's Resource Center)

Online practice

Unit 8 In the Future

Let's Talk

Unit 8 In the Future Let's Talk

A Listen and say.

Jenny: If you could go anywhere, where would you go?
 Andy: I would go to Egypt.
 Jenny: Why?
 Andy: I'd like to see the pyramids.

Andy: What about you? Where would you go?
 Jenny: I'd go to Antarctica.

Andy: Why would you go there? It's cold.
 Jenny: I'd like to see penguins.
 Andy: If you want to see penguins, we can go to the zoo.
 Jenny: That's true. The zoo is warmer than Antarctica!

I would go to Egypt. Why? I'd like to see the pyramids.

I would - I'd

B Watch the video.

66 Unit 8 In the Future

C Practice the words. Ask and answer.

1. the Amazon jungle 2. Mt. Everest 3. the bottom of the ocean
 4. the pyramids of Egypt 5. the moon 6. the equator

If you could go anywhere, where would you go?
 I would go to the Amazon jungle.

D Listen and sing.

If You Could Go Anywhere

If you could go anywhere, where would you go?
 I'd take a plane to Mexico.

If you could do anything, what would you be?
 I'd be a tiger running up a tree.

If you could buy anything, what would you buy?
 I'd buy an airplane and learn how to fly.

If you could do anything, what would you do?
 I'd have a party, and I'd invite you!

I can do this lesson.

67 Unit 8 In the Future

Topic:

- Hopes and dreams

Lesson Objective:

- Talking about things students would like to do in the future

Language:

I would go to Egypt. Why? I'd like to see the pyramids. If you could go anywhere, where would you go? I'd go to the Amazon jungle, the Amazon jungle, Mt. Everest, the bottom of the ocean, the pyramids of Egypt, the moon, the equator

Materials:

Teacher Cards 43–56, 147–160; CD2 Tracks 52–56; Student Cards 43–56, 147–160, Unit 8 Let's Talk Video, and Unit 8 Let's Talk Video Script (Teacher's Resource Center)

Student Book pages 66–67

Warm up

1. Play **Slap** with Student Cards 147–154. Students ask *What does (he) want to do?* Reply *(He) wants to (visit London)*. The student who slaps the card first makes an appropriate sentence: *I want to (visit London)*.
2. Give small groups a set of Student Cards 43–56. S1 turns over two cards and asks *Should I get (him) a (model) or (golf clubs)?* S2 responds *You should get (him) a (model)*. Then S2 turns over two cards and asks S3, and so on.

Student Book page 66

A Listen and say.

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

1. Use volunteers to model the conversation. Have students repeat after you. Have students take one role while you take the other. Then switch.
2. Point to Andy's thought bubble and ask *What does Andy want to do?* Elicit *He wants to go to Egypt*. Repeat this for Jenny.
3. Have students look at the pictures. Play Class CD2 Track 52. Play it again, having students point to the character speaking. Play it again and have students point to and repeat the words they can identify.

2.52 If you could go anywhere, where would you go?

I would go to Egypt.

Why?

I'd like to see the pyramids.

What about you? Where would you go?

I'd go to Antarctica.

Why would you go there? It's cold.

I'd like to see penguins.

If you want to see penguins, we can go to the zoo.

That's true. The zoo is warmer than Antarctica!

4. Play Class CD2 Track 53, having students repeat the sentences. Write $I + would = I'd$ on the board to show that both forms have the same meaning.

2.53 I would go to Egypt. Why? I'd like to see the pyramids.

I would = I'd

5. Have students practice the sentences in pairs. Then students change roles and practice again.

B Watch the video.

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

1. Play the video (see video script on page 103). Have a few students respond to Andy's question *If you could go anywhere, where would you go?*

Explain *That is my dream vacation!* if necessary. Tell students about a place you have always wanted to go but have never been. Say *Going to (place) is my dream vacation.* Have students repeat the sentence with the same emotion. Have volunteers tell their dream vacations.


2. Play the video. Have students raise their hands for places they know. Then play it a third time, and pause after each exchange. Have students repeat the conversation and any gestures, emotions, and actions.
3. Distribute the Unit 8 Let's Talk video script. Have pairs practice the extended conversation, focusing on the language and emotions. Have volunteers act out the extended conversation for the class. Support as necessary.
4. Have students in each pair role-play the conversation using different places (and reasons).

Student Book page 67


C Practice the words. Ask and answer.

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

1. Hold up Teacher Cards 155–160, say each word, and have students repeat. Play Class CD2 Track 54 and have students listen and point. Play it again and have them repeat.

-  2.54
- | | |
|----------------------------|--------------------------|
| 1. the Amazon jungle | 2. Mt. Everest |
| 3. the bottom of the ocean | 4. the pyramids of Egypt |
| 5. the moon | 6. the equator |

2. Play Class CD2 Track 55. Have students point to the pictures as they listen. Then have them practice the questions and answers in pairs.

-  2.55
- If you could go anywhere, where would you go?
I would go to the Amazon jungle.
1. If you could go anywhere, where would you go?
I would go to the Amazon jungle.
 2. If you could go anywhere, where would you go?
I would go to Mt. Everest.
 3. If you could go anywhere, where would you go?
I would go to the bottom of the ocean.
 4. If you could go anywhere, where would you go?
I would go to the pyramids of Egypt.
 5. If you could go anywhere, where would you go?
I would go to the moon.
 6. If you could go anywhere, where would you go?
I would go to the equator.

3. Hold up Teacher Cards 155–160. Ask volunteers *If you could go anywhere, where would you go?*

D Listen and sing.

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

1. Play Class CD2 Track 56 and have students repeat words they recognize from the conversation.

2.56 If You Could Go Anywhere

If you could go anywhere, where would you go?
I'd take a plane to Mexico.
If you could buy anything, what would you buy?
I'd buy an airplane and learn how to fly.
If you could be anything, what would you be?
I'd be a tiger running up a tree.
If you could do anything, what would you do?
I'd have a party, and I'd invite you!
(repeat)

2. Have students clap to keep the beat as you model the song line by line. Have students echo read the lines after you and then practice the song as a chant. Gesture toward yourself as you sing *I'd...*
3. Divide the class into two groups to sing the song.
4. Have students point to and read words they know. Read the lyrics, having students follow along. Then ask pairs of students to 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.

- **Memory Game.** Use Student Cards 155–160.
- Practice the conversation with **Back-to-Back.**
- Play **Living Dialogues** to have students practice the conversation.

Additional Resources

Workbook pages 64–65
Unit 8 Worksheet A (Teacher's Resource Center)
Online practice

Let's Learn

A Learn the words.

1. go to Antarctica
2. go to Mars
3. meet a TV star
4. meet a sports star
5. buy a pony
6. buy a motorbike
7. go kayaking
8. go skydiving

B Make sentences.

The children are dreaming. What would they do if they could do anything?

If I could do anything, I would buy a pony.

C Ask and answer.

1. go to Hawaii
2. meet a TV star
3. buy a bird
4. sail a boat
5. meet a sports star
6. go to New York
7. fly a helicopter
8. go rafting

If you could do anything, what would you do?
I would go to Hawaii.

D Listen and chant.

If You Could Do Anything

If you could do anything, what would you do?
I'd speak 400 languages from Cambodia.
I would, if I could. I would, if I could.

If you could speak any language, what would you speak?
I'd speak French, English, Japanese, and Greek.
I would, if I could. I would, if I could.

If you could buy anything, what would you buy?
I'd buy a little plane and learn how to fly.
I would, if I could. I would, if I could.

I can do this lesson.

Student Book pages 68–69

Topic:

- Hopes and dreams

Lesson Objective:

- Using the unreal conditional to talk about what students would do, if they could do anything

Language:

go to Antarctica, go to Mars, meet a TV star, meet a sports star, buy a pony, buy a motorbike, go kayaking, go skydiving

If I could do anything, I would buy a pony. If you could do anything, what would you do? I would go to Hawaii.

Materials:

Teacher Cards 155–168; CD2 Tracks 57–60; Student Cards 155–168 (Teacher's Resource Center)

Warm up

1. Play **Tic-Tac-Toe**. Students earn an X or an O on the Tic-Tac-Toe grid by correctly using *I would go to...* in a sentence.
2. Play **Walk and Talk** using multiple sets of Student Cards 155–160 and asking *If you could go anywhere, where would you go?* Students reply *I would go to (the bottom of the ocean).*

Pre-teach Language

- Use Teacher Cards 161–168 to introduce the new vocabulary. Show one card at a time and say the phrase. Have students repeat each phrase several times.

Student Book page 68

A Learn the words.

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

1. Play Class CD2 Track 57. Have students listen and point to the pictures in their books. Play the audio again and have students repeat the phrases. Check pronunciation and intonation.



2.57

1. go to Antarctica
2. go to Mars
3. meet a TV star
4. meet a sports star
5. buy a pony
6. buy a motorbike
7. go kayaking
8. go skydiving

2. Do a quick practice with the new words. Hold up Teacher Cards 161–168 one at a time. Have students use gestures to act out the activities as they say each phrase three times quickly.

B Make sentences.

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

1. Have students identify the shapes they see in the clouds on page 68. Then play Class CD2 Track 58 and have the students point to the pictures.



2.58

The children are dreaming. What would they do if they could do anything?

If I could do anything, I would buy a pony.

1. If I could do anything, I would buy a pony.
2. If I could do anything, I would go kayaking.
3. If I could do anything, I would go to Mars.
4. If I could do anything, I would buy a motorbike.

2. Play the audio again. Have students repeat the sentences with the audio. Check pronunciation and intonation.


3. Have pairs of students take turns practicing the sentences while they point to the pictures.

Student Book page 69

C Ask and answer.

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

1. Have students look at page 69 and identify what each person is doing. Then play Class CD2 Track 59 and have the students point to the pictures.


-  2.59 If you could do anything, what would you do?
I would go to Hawaii.
1. If you could do anything, what would you do?
I would go to Hawaii.
 2. If you could do anything, what would you do?
I would meet a TV star.
 3. If you could do anything, what would you do?
I would buy a bird.
 4. If you could do anything, what would you do?
I would sail a boat.
 5. If you could do anything, what would you do?
I would meet a sports star.
 6. If you could do anything, what would you do?
I would go to New York.
 7. If you could do anything, what would you do?
I would fly a helicopter.
 8. If you could do anything, what would you do?
I would go rafting.

2. Have students work in pairs and take turns asking and answering questions about the pictures.
3. Give pairs of students a set of Student Cards 161–168. S1 asks *If you could do anything, what would you do?* S2 turns over a card and answers. Then students switch roles.

D Listen and chant.

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

1. Have students look at the picture and tell what the people are doing.
2. Play Class CD2 Track 60. Have students point to the people in the pictures as they listen.

-  2.60 If You Could Do Anything
If you could do anything, what would you do?
I'd climb Mt. Everest from Katmandu.
I would, if I could. I would, if I could.

If you could speak any language, what would you speak?

I'd speak French, English, Japanese, and Greek.
I would, if I could. I would, if I could.

If you could buy anything, what would you buy?

I'd buy a little plane and learn how to fly.
I would, if I could. I would, if I could.

3. Model the chant line by line. Have students clap to keep the rhythm as they repeat after you.
4. Play the audio again and have students chant along. Ask students to act out the words as they repeat the chant. Check pronunciation.

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 **Whisper Relay** using *If I could do anything, I would go kayaking*. Repeat with other sentences from the lesson.
- Play **Find Your Partner** using duplicate sets of Student Cards 155–168. S1 asks *If you could do anything, what would you do?* S2 answers *I would (go to Mars)*. If S1 has the same card, he or she responds *Me, too!* If S1 has a different card, he or she responds *I would (buy a pony)*.
- **Class Survey**. Draw a three-column chart on the board with the following words at the top of each column: *go, meet, buy*. Have students copy the chart on paper. Divide the class into groups of six to eight students. Say *If you could do anything, what would you do?* A volunteer answers *I would (buy a pony)*. Write the information in the *buy* column of the chart on the board. Then have students interview the classmates in their groups and complete their charts.

Additional Resources

Workbook pages 66–67

Unit 8 Worksheet B (Teacher's Resource Center)

Online practice

Unit 8 In the Future

Let's Learn More

Let's Learn More

A Play a game.
Roll a die. Move your marker. Follow the directions at the top of page 71.

Directions

- Ask a question
- Answer the question
- Make a sentence
- Go back 3 spaces
- Go ahead 3 spaces
- Cross the bridge

START

END

70 Unit 8 In the Future **Unit 8 In the Future 71**

I can do this lesson.

Student Book pages 70–71

Topic:

- Review game

Lesson Objective:

- Reviewing all the sentence patterns learned in Student Book 6

Language:

I have/don't have, I have to/don't have to, I am, I should, I won't, I like/want to, I don't like, I'm going to, I can, I can't, I'd like to, I'm not, where, when, what, who, why, what time, did you, will you, are you, can you, should you, would you, how long, have you, if you could

Materials:

Teacher Cards 43–56, 101–114, 135–140;
Student Cards 43–56, 101–114, 135–140
(Teacher's Resource Center)

Warm up

- Use **Timed Interviews** to review the patterns studied in Level 6. Allow each student to choose one question from the following list:
How long have you studied English?
Can you ride a bike? When did you learn how to ride a bike?
If you could go anywhere, where would you go?
If you could do anything, what would you do?
Set a time limit of three minutes. Within that time limit, students get as many answers to their questions as possible. Afterward, students talk about their results. (*Eight people have studied English for three years. Three people have studied English for two years.*)
- True Statements.** Have pairs write sentences using the present perfect patterns; for example:
I have already walked the dog.
I haven't done my homework yet.
I have had a cat since September.
I have played soccer for five years.
- Use Student Cards 135–140 to play **Concentration.** As students turn over the cards, they say *They are outgoing* and *They are shy* if the cards don't match. If the cards do match, students say *They are outgoing. They are outgoing, too.*

- Play **Walk and Talk** with Student Cards 43–56. Student pairs ask and answer questions using the cards as cues. S1: *Should I get her a novel or a bracelet?* S2: *You should get her a novel.*
- Chant Concert** allows students to choose their favorite chant to rehearse in a small group and then perform for the whole class. Students can chant or role-play the chants. Divide students into small groups of three or four students and encourage their creativity as they interpret and present the chants.

Student Book pages 70–71

A Play a game.

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

- This game provides students the opportunity to review and use all the language learned in Student Book 6 as well as the language learned throughout *Let's Go*. Tell students they will play a game that has many words to start questions, answers, and sentences. On the board, make a list of the question words *what, where, who, when, why*. Review the words and write how each is answered. For example, *what* — a thing, *where* — a place, *who* — a person, *when* — a time phrase, *why* — because.

2. Have students look at the game board and describe what they see. Point to the directions at the top of the game board. Have volunteers read a square and then point to one like it on the game board.
3. Point to some spots on the game board and encourage students to guess what kinds of sentences they might make with those words.
4. Divide the class into small groups and give each group a die. Students roll the die and move their marker that number of spaces. Then students follow the directions at the top of page 71.
5. Each small group plays the game until a student reaches the END space. If time allows, you may hold a playoff with winners from each group.



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 مرجع زبان ایرانیان

See the Teacher's Resource Center for instructions.

- Play **Memory Chain**. Say a sentence with *already* or *not...yet*; for example, *I haven't fed the cat yet*. S1 repeats your sentence using *she/he* and adds another sentence *She hasn't fed the cat yet. I have already walked the dog*. Then S2 repeats both sentences using *she/he* and adds another sentence, and so on.
- **Create a Conversation**. Have partners use two sets of Student Cards 101–114 to create short verbal exchanges. For example, S1 asks *Where are you from?* S2 turns over a card and responds *I'm from (Mexico)*. S1 asks *What language is spoken in (Mexico)?* S2 responds. S1 asks *Are (black beans) eaten in (Mexico)?* S2 answers *Yes, they are* or *No, they aren't. (Burritos) are eaten in (Mexico)*. Then he or she turns over a card and asks S1 the same questions using the new card as a prompt.
- **Final Interview** gives students more practice with all the language learned in *Let's Go*. Divide students into pairs. Challenge pairs to ask each other about family, likes and dislikes, hopes and dreams, when they learned how to do something, who they would like to meet, and where they would like to go. After the interview, partners prepare an oral presentation for the class. The presentation could be in the form of an interview or they could present the information as a narrative. Encourage students to add gestures and role-play to act out some of the information.

Additional Resources

- Workbook pages 68–69
- Online practice

Unit 8 In the Future

Let's Read

Let's Read

A Listen and read along. Then read again.

FUTURE WISHES

If you could do anything, what would you do?

Sofia
Age 13
Denmark
"If I could do anything, I'd go surfing. I live in the mountains, but I love the beach. I'd love to learn how to surf."

Peter
Age 13
Germany
"I love playing music. I've played piano since I was six. Now I want to learn how to play the French horn. If I could buy anything, I'd buy a French horn."

Maria
Age 15
Colombia
"I'd travel around the world! I'd take this suitcase. I want to go everywhere and see everything."

New Words
French horn
everywhere
everything




B Choose the correct answer.

1. Where would Maria like to travel? everywhere to the beach
2. What instrument would Peter like to buy? a piano a French horn

C Understand the vocabulary.

I love playing music.





What does playing music mean?

a.  b.  c. 

D Ask your partner.

1. If you could go anywhere, where would you go?
2. If you could buy anything, what would you buy?

E Listen and write. Do you hear or or ur?

 1. s...f  2. h...n  3. p...pe  4. w...k

F Learn about words. Read and write.

suitcase = suit + case

1. betabag = _____ + _____ 2. roarbow = _____ + _____
3. _____ = back + pack 4. _____ = pan + cake

I can do this lesson.

Unit 8 In the Future 73

Topic:

- Future wishes

Lesson Objectives:

- Reading an article about children's wishes for their futures
- Using auditory discrimination to distinguish *or* and *ur*
- Studying compound words, developing new vocabulary, and engaging in partner discussions

Language:

playing music, surf, horn, purple, work
suit + case = suitcase

Materials:

CD2 Tracks 61–63

www.irLanguage.com

Student Book pages 72–73

Warm up

1. Use a **Chain Drill** to review favorite foods. Say *My favorite food is (spaghetti)*. Then S1 says *My favorite food is (pizza)*. (*Her*) favorite food is (*spaghetti*). Have students continue the chain.
2. Look at the words with *er* and *ir* on the sound and word chart. Say the sounds together. Do a drill to review the *er* and *ir* spellings. Say *flower* and have students tell which letters make the sound. Repeat with *juggler*, *girl*, and *twirl*.

Student Book page 72

A Listen and read along. Then read again.

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

1. Have students read the words they know.
2. Read aloud the article title. Tell students they are going to read an article about the future wishes of three children. Ask *What do you like doing? What is your wish for the future?*
3. **Read Along.** Play Class CD2 Track 61. Have students follow along in their books. Then have them read along with the audio.

2.61 Future Wishes

If You Could Do Anything, What Would You Do?

Sofia

Age 13

Denmark

"If I could do anything, I'd go surfing. I live in the mountains, but I love the beach. I'd love to learn how to surf."

Peter

Age 13

Germany

"I love playing music. I've played piano since I was six. Now I want to learn how to play the French horn. If I could buy anything, I'd buy a French horn."

Maria

Age 15

Colombia


"I'd travel around the world! I'd take this suitcase. I want to go everywhere and see everything."

4. **Silent Reading.** Ask students to read the article silently. Encourage them to concentrate on reading expressively in their minds
5. **Readers' Theater.** Have students act out the article as you read it aloud.

B Choose the correct answer.

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

1. Play Class CD2 Track 62 and have students listen and point. Play it again and have them repeat.

- 
- 2.62
1. Where would Maria like to travel?
 2. What instrument would Peter like to buy?

2. Have student pairs take turns asking the questions and checking answers. Explain that the right answers are *everywhere* and *a French horn*.

Student Book page 73

C Understand the vocabulary.

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

1. Read the sentence and the question. Say *playing music* with students. Have them work individually to choose the correct answer. Explain why *a* is the right answer.
2. Have them look at the article and find the words.

D Ask your partner.

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

1. Read the questions aloud. Ask pairs to answer the questions using true statements. Help as needed.
2. Come back together as a class. Have volunteers share their answers with the class.

E Listen and write.

Do you hear *or* or *ur*?

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

1. Say *or* and ask students to repeat. Point to the picture of the horn and say *horn*. Have students repeat. Then repeat with *surf*, *purple*, and *work*.
2. Play Class CD2 Track 63 and have students point to the letters and words as they hear them. Then have students write the sounds they hear.

- 
- 2.63
1. surf
 2. horn
 3. purple
 4. work

3. Say *surf* and have students repeat. Ask *What other words have we learned with the ur sound but spelled er or ir?* List words that students remember, such as *mother* and *birthday*. Then, have students think of other words with *or*, such as *born* and *bored*.

F Learn about words. Read and write.

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

1. Read the sentences aloud, modeling the correct pronunciation and intonation. Have students echo read the sentences with you.
2. Remind students that compound words are made from two smaller words. By looking at each small word, we can understand the meaning of the compound word. Say *suit + case = suitcase*, *the bag you carry your things in when you travel*. Have students read the words and complete the equations. Then ask partners to check each other's work. Have students use the new words in sentences.



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.

- Have students write an **Original Article** about their future wishes.
- Practice compound words with **Beanbag Toss**. Say *suitcase*. Toss the beanbag to S1, who says the two words *suit* and *case* and then throws it back to you. Repeat with other compound words.
- Say one of the phonics words. Have students scan the article and point to the word.
- **Workbook Activity**. Have students identify new or familiar words from "Future Wishes" in "What Would You Do?" on Workbook page 70. Encourage students to find and say the words with *or* or *ur*. 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

Unit 8 Test (Teacher's Resource Center)

Online practice

Let's Review Units 7 and 8

Let's Review

A Listen and check. (P222)

- He would go kayaking.
 True False
- She would go to Mt. Everest.
 True False
- He would meet a sports star.
 True False
- He would buy a marabou.
 True False

B Listen and check. (P223)

- A fly a helicopter
B drive a car
- A visit London
B conduct an orchestra
- A act in a play
B speak more languages
- A run a marathon
B play golf

C Listen and match. (P223)

- a. when he was five.
b. when she was seven.
- a. when she was five.
b. when he was nine.
- a. when she was five.
b. when he was nine.
- a. when she was five.
b. when he was nine.

74 Units 7 and 8 Review

D Let's read about the mysterious drawings. (P223)

Mystery Hunters Matt & Megan's BLOG

The Nazca Lines: Mysterious Drawings

In the Nazca desert in Peru, there are hundreds of giant drawings of animals and shapes. The drawings are thousands of years old and very large. Some are almost one kilometer long.

You can easily see the lines when you walk in the desert. But, on the ground, they just look like lines in the dirt. You can only see the pictures from high in the sky. And they were drawn long before there were airplanes.

Who made the Nazca drawings? How did they make them? And who looked at them from the sky?

It's a mystery.

New Words
desert
hundreds
thousands
one kilometer long

E Your turn!

Have you ever seen ancient drawings? Where did you see them?
Who drew them? What do they mean?
What do you think? Write your opinion.

Units 7 and 8 Review 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 147–154; CD2 Tracks 41, 45, 49, 56, 60, 61, 64–67; Student Cards 147–154 (Teacher's Resource Center)

Student Book pages 74–75

Let's Talk

- Sing "What's She Like?" (Class CD2 Track 41) and "If You Could Go Anywhere" (Class CD2 Track 56) in two groups. Each group sings one part of the song. Encourage students to use gestures and facial expressions as they sing.
- Have pairs of students prepare a **Role Play** based on the conversation from Unit 7. Encourage them to use gestures and body language. Use **Living Dialogues** to review the conversation from Unit 8.
- Play **Question Toss**. Have students sit in a circle. Toss a beanbag to S1 and ask *What are you like?* S1 answers *I'm friendly*. Then he or she asks the same question and tosses the beanbag to S2. To practice third person questions and answers, ask about family members.
- Timed Interviews**. Give students a time limit and have them ask classmates *If you could go anywhere, where would you go?* or *If you could do anything, what would you do?* Students respond *I would (go to Hawaii)*. Then have students report to the class. For example, *Two students would buy a pony. One student would go kayaking.*
- Have students chant "How Old Were You?" (Class CD2 Track 45) while holding up the correct number of fingers. Then, review "If You Could Do Anything" (Class CD2 Track 60) and ask the whole class to chant *I would, if I could. I would, if I could.*

Phonics/Reading

Phonics: *pair, juggler, flower, chair, hair, gorilla, fur, corn, purr*

- Review phonics sounds with a **Board Race**. Write *air, er, or,* and *ur* on the board. Divide students into teams. Say one of the phonics words. Students from each team race to the board to touch the vowel sound they hear.
- Have students read "Six Dots" (Class CD2 Track 49) and "Future Wishes" (Class CD2 Track 61) along with the audio. Then play **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 74


A Listen and check.

1. Before students open their books, prepare them for the test procedure. On the board, set up a sample to model the Listen and check tests on page 74.
2. Have students read the test words silently. Play Class CD2 Track 64. Then play it again and have students do exercise A 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 reviewing the test and listening first.

-  2.64
1. If you could do anything, what would you do?
I would go kayaking.
 2. If you could do anything, what would you do?
I would meet a TV star.
 3. If you could go anywhere, where would you go?
I would go to the pyramids of Egypt.
 4. If you could do anything, what would you do?
I would buy a motorbike.


B Listen and check.

Have students look at the test and read the phrases. Play Class CD2 Track 65. Have students point to the sentences they hear on the audio. Then play the audio again and have students do exercise B as a written test.

-  2.65
1. I wish I could drive a car.
 2. I wish I could visit London.
 3. I wish I could speak more languages.
 4. I wish I could run a marathon.

C Listen and match.

Play Class CD2 Track 66. Have students listen and match the sentence parts to make a complete sentence.

-  2.66
1. Amy learned how to walk when she was one.
 2. Brad learned how to tie his shoes when he was five.
 3. Nick learned how to ride a bike when he was nine.
 4. Emma learned how to ice skate when she was seven.

Student Book page 75

D Let's read about the mysterious drawings.

1. Before listening to the story, have students look at the illustrations and identify the words they know.
2. **Read Along.** Have students listen to Class CD2 Track 67. Have them read along with the audio.

 2.67 **Mystery Hunters**
Matt and Megan's Blog
The Nazca Lines: Mysterious Drawings

In the Nazca desert in Peru, there are hundreds of giant drawings of animals and shapes. The drawings are thousands of years old and very large. Some are almost one kilometer long.

You can easily see the lines when you walk in the desert. But, on the ground, they just look like lines in the dirt. You can only see the pictures from high in the sky. And they were drawn long before there were airplanes.

Who made the Nazca drawings? How did they make them? And who looked at them from the sky?
It's a mystery.

3. **Paired Reading.** Have pairs of students take turns reading the story sentences. Help students use the correct rhythm and intonation.

E Your turn!

Pair students. Read the questions aloud. Have students echo read the questions. Then have pairs take turns asking and answering the questions. Ask them to write their opinions.

Additional Resources

Workbook pages 72–73
Drills and Games (Teacher's Resource Center)
Unit 7 Test (Teacher's Resource Center)
Unit 8 Test (Teacher's Resource Center)
Final Test (Teacher's Resource Center)

Workbook Answer Key

Unit 1 Let's Talk, pages 2–3.

A. Read and number.

Students read the conversation and number the sentences in order.

Answers

- 1 - Kate: Whose scarf is that?
2 - Scott: It's Paula's scarf.
3 - Kate: Which girl is Paula?
4 - Scott: She's the girl over there.
2. 1 - Kate: Whose mittens are those?
2 - Scott: They're hers, too.
3 - Kate: Is that her hat?
4 - Scott: No, it isn't. I think it's Kevin's hat.

B. Connect and write.

Students connect the pictures and write the missing words.

Answers

1. It's his.
2. They're hers.
3. It's hers.

C. Write.

Students read the sentences and write the missing word.

Answers

1. It's hers.
2. That's mine.
3. It's his.
4. Those are mine.
5. Is that yours?
6. It's hers.

D. Make sentences. Match and connect.

Students make sentences and then match the people and the objects.

Answers

1. It's his belt. It's his. – picture of Jack - belt
2. It's her scarf. It's hers. – picture of Emily - scarf
3. They're her glasses. They're hers. – picture of Megan - glasses
4. They're his boots. They're his. – picture of Tom – boots
5. It's his watch. It's his. – picture of Alex – watch

Unit 1 Let's Learn, pages 4–5.

A. Match.

Students match actions with things.

Answers

1. watering – the plants
2. talking – to the teacher
3. feeding – the fish
4. reading – a textbook
5. writing – an essay
6. writing – on the board

B. Look at A. Write.

Students fill in the blanks with some of the phrases from exercise A.

Answers

1. She's the girl who is watering the plants.
2. He's the boy who is writing an essay.
3. She's the girl who is feeding the fish.
4. He's the boy who is talking to the teacher.

C. Write True or False.

Students read the questions and answers and write True or False.

Answers

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

D. Look at C. Correct the false sentences.

Students look at the false sentences in exercise C and write true sentences.

Answers

- Tina is the girl who is feeding the fish.
Lucy is the girl who is reading a textbook.
Mario is the boy who is writing an essay.

Unit 1 Let's Learn More, pages 6–7.

A. Look and write.

Students use the phrases in the box to label the pictures.

Answers

1. talking on his cell phone
2. reading a magazine
3. playing a game
4. drinking some water
5. sitting on a bench
6. walking in the park

B. Unscramble and match.

Students put the words in order to make sentences. Then they match the sentences to the pictures.

Answers

1. She was walking in the park when it started to rain. – c
2. He was sitting on a bench when it started to rain. – a
3. He was talking on his cell phone when it started to rain. – b

C. Read and write.

Students read the questions and write the answers.

Answers

1. He was playing a game when it started to rain.
2. She was reading a magazine when it started to rain.
3. He was talking on his cell phone when it started to rain.
4. She was drinking some water when it started to rain.

D. Answer the questions.

Students look at the pictures and write the answers to the questions.

Answers

1. She was reading a magazine when she heard the noise.
2. He was sitting on a bench when he saw the skunk.

Unit 1 Let's Read, pages 8–9.

A. Read.

Students read the text.

B. Answer the questions.

Students read the text in exercise A and answer the questions.

Answers

1. Lisa, Abby, and Kevin made the ice pops.
2. They were playing video games.
3. Abby mixed chocolate powder with milk.
4. The milkshakes were delicious.

C. Check the correct answer.

Students check the correct answer.

Answers

1. A
2. A
3. A

D. What about you? Write.

Students write the answers to questions about themselves.

Answers

Answers will vary.

Unit 2 Let's Talk, pages 10–11.

A. Read and write.

Students read the conversation and write sentences from the box in the blanks.

Answers

What a great day!
But I'm tired now.
They were beautiful.
They were scary!

B. Complete the sentences.

Students complete the sentences.

Answers

1. She was tired.
2. The jaguars were scary.

C. Circle the answer.

Students read the sentences and circle the correct answer.

Answers

1. a
2. b

3. b
4. b

D. Look at C. Match and number.

Students number the pictures in exercise D using the answers in exercise C.

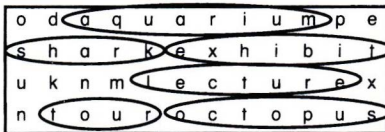
Answers

- 2 girl with shark
- 4 girl coming out of aquarium
- 3 girl on ride
- 1 girl with penguins

Unit 2 Let's Learn, pages 12–13.

A. Find and circle the words. Label the pictures.

Have students find and circle the hidden words. Then they write these words under the appropriate pictures.



Answers

1. shark
2. tour
3. aquarium
4. lecture
5. octopus
6. exhibit

B. Unscramble.

Students put the words in order to make sentences.

Answers

1. The octopus was amazing.
2. The tour was tiring.
3. The exhibit was boring.
4. The sharks were scary.
5. The aquarium was exciting.
6. The lecture was interesting.

C. Make two sentences for each picture.

Students choose the correct words for each blank.

Answers

1. He was amazed. The exhibit was amazing.
2. The sharks were scary. She was scared.

3. He was excited. The octopus was exciting.
4. The tour was interesting. They were interested.

D. Complete the sentences.

Use the words in the box.

Students use the words in the box to complete the sentences.

Answers

1. He was tired.
2. The lecture was boring.
3. She was excited.
4. The exhibit was amazing.

Unit 2 Let's Learn More, pages 14–15.

A. Look and write.

Students use the words in the box to label the pictures.

Answers

1. video
2. ride
3. pedal boat
4. sea turtle
5. squid
6. jellyfish

B. Complete the sentences.

Students look at the pictures and write a sentence telling what each person said.

Answers

1. He said the ride was exciting.
2. She said the sea turtles were amazing.
3. She said the pedal boats were tiring.
4. He said the squid was scary.

C. Answer the questions.

Students read the questions and write the answers.

Answers

1. She said the pedal boards were exciting.
2. He said he was bored.
3. She said the video was interesting.
4. He said the octopus was scary.
5. She said she was amazed.
6. She said she was tired.

Unit 2 Let's Read, pages 16–17.

A. Read.

Students read the text.

B. Answer the questions.

Students answer the questions using the text in exercise A.

Answers

1. People can learn how to protect sea animals.
2. Some jellyfish are bigger than people.
3. We need to reuse things because garbage is bad for sea animals.
4. People say the exhibits are interesting.

C. Check the correct answer.

Students check the correct answer.

Answers

1. A
2. A
3. B

D. What about you? Write.

Students write the answers to questions about themselves.

Answers

Answers will vary.

Units 1 and 2 Let's Review, pages 18–19.

A. Answer the questions.

Students read the questions and write the answers.

Answers

1. He was talking on his cell phone when it started to rain.
2. She was sitting on a bench when it started to rain.

B. Match.

Students match questions and answers.

Answers

1. Whose scarf is it? – It's Julie's scarf. – It's hers.
2. Whose mittens are they? – They're Joe's mittens. – They're his.

3. Whose hat is it? – It's Mike's hat. – It's his.
4. Whose socks are they? – They're Anna's socks. – They're hers.

C. Write the questions and answers.

Students look at pictures and write the questions and the answers.

Answers

1. What did he say?
He said the aquarium was amazing.
2. What did she say?
She said he was scared.
3. What did he say?
He said the ride was exciting.

D. Read and answer the questions.

Students read the text and use the code to answer the questions.

Answers

1. Hi. See you tonight. Please bring some snacks. From, Jim.
2. Todd found the message in his bag.
3. Todd and Jim like to write in code.

E. Write the messages. Use the code.

Students use the code to decipher the messages. Then they write them.

Answers

1. Do you like codes?
2. Please bring some cookies.

F. Write your own secret messages. Use the code.

Students use the code to write their own messages.

Answers

Answers will vary.

Unit 3 Let's Talk, pages 20–21.

A. Write and match.

Students read the conversation and fill in the blanks. Then they match the text to the pictures.

Answers

1. I don't know. – c
2. any. DVD, already – b
3. That's a great idea! should – a

B. Complete the sentences.

Students look at the pictures and write the missing words.

Answers

1. You should get her a kite.
2. You should get him a DVD.

C. Match.

Students match words and pictures.

Answers

1. f
2. c
3. d
4. a
5. e
6. b

D. Answer the questions.

Students use the pictures to write the answers to the questions.

Answers

1. She should get her a scarf.
2. She should get him a DVD.
3. She should get her a cookbook.
4. She should get him a book.

Unit 3 Let's Learn, pages 22–23.

A. Write the words.

Students look at the pictures and write the words in the puzzle.

Answers

1. earrings
2. necklace
3. video camera
4. novel
5. golf clubs
6. model
7. stuffed toy
8. ring

The word in the shaded boxes is *bracelet*.

B. Look and answer.

Students answer the questions based on what they see in the pictures.

Answers

1. You should get her earrings.
2. You should get him golf clubs.
3. You should get her a video camera.

C. Answer the questions.

Students write the answers to the questions.

Answers

1. She should get him a model.
2. He should get her a necklace.
3. She should get her a stuffed toy.
4. He should get her a ring.
5. She should get him a book.

D. Complete the questions and answers.

Students write the questions. Then they answer them.

Answers

1. What should they get him?
They should get him a DVD.
2. What should they get her?
They should get her a box of chocolates.
3. What should they get her?
They should get her earrings.

Unit 3 Let's Learn More, pages 24–25.

A. Write the past tense.

Students write the past tense of the verbs.

Answers

1. bought
2. made
3. sent
4. gave
5. showed
6. told

B. Look at A and the words in the box. Write.

Students use the verbs from exercise A and the nouns from the box to complete the sentences.

Answers

1. She showed him a T-shirt.
2. He sent her a picture.
3. She gave her a present.
4. He made her a bracelet.
5. He told him a story.
6. She bought him a drink.

C. Write sentences.

Students look at the pictures and write sentences about them.

Answers

1. He showed her a T-shirt.
2. She gave him a present.
3. He bought him a drink.
4. She told her a story.

D. Draw a picture. Write what you did.

Students draw a picture and then write what they did.

Answers

Answers will vary.

Unit 3 Let's Read, pages 26–27.

A. Read.

Students read the text.

B. Answer the questions.

Students answer the questions using the text in exercise A.

Answers

1. More than 500,000 people volunteered this year.
2. Bags are bad for ocean animals because they might eat them.
3. They found video cameras, brooms, computers, and TVs.
4. Clean beaches are safe for animals and fun for everyone.

C. Check the correct answer.

Students check the correct answer.

Answers

1. A
2. B
3. A

D. What about you? Write.

Students write the answers to questions about themselves.

Answers

Answers will vary.

Unit 4 Let's Talk, pages 28–29.

A. Complete the conversation. Use the words.

Students write the words in the blanks to complete the conversation.

Answers

1. Do you know?
2. across from
Where are we now?
We're here.
3. They're over there
I see them!

B. Look at A. Number.

Students use the information from exercise A to number the pictures.

Answers

- 2, 3, 1

C. Match.

Students match words and pictures.

Answers

1. b
2. c
3. a

D. Complete the sentences.

Students look at the words in C and use them to complete the sentences.

Answers

Answers will vary. Some examples include:

1. It's across from the food court.
2. It's next to the ice cream shop.
3. It's between the sports store and the bakery.
4. It's next to the bookstore.
5. It's across from the music store.
6. It's between the clothing store and the music store.

Unit 4 Let's Learn, pages 30–31.

A. Look and write.

Students look at the pictures and write the words.

Answers

1. on the corner
2. across the street from
3. on the right
4. around the corner
5. on the left
6. next to

B. Answer the questions.

Students use the picture to write answers to the questions.

Answers

1. It's on the corner.
It's next to the beauty shop.
It's across the street from the bookstore.
2. It's on the corner.
It's next to the beauty shop.
It's across the street from the library.

C. Look at the word box in A. Complete the sentences.

Students complete the sentences with the vocabulary in exercise A.

Answers

1. The gift shop is on the right.
2. The music store is on the left.
3. The restaurant across the street from the ice cream shop.
4. The grocery store is next to the library.
5. The library is on the corner.
6. The bank is around the corner.

D. Answer the questions about your town.

Students write the answers to questions about their town.

Answers

Answers will vary.

Unit 4 Let's Learn More, pages 32–33.

A. Unscramble.

Students unscramble the phrases.

Answers

1. Go to the corner.
2. Go two blocks.
3. Turn left.
4. Go straight.
5. Cross the street.
6. Turn right.

B. Complete the crossword.

Students look at the clues to complete the crossword puzzle.

Down

1. go to the corner
2. go two blocks
3. turn left
4. go straight

Across

5. cross the street
6. turn right

C. Draw the directions. Complete the questions.

Students read the directions and draw them on the map to discover the locations. Students complete the sentences with the destinations.

Answers

1. How do I get to the DVD store?
2. How do I get to the restaurant?
3. How do I get to the pet store?
4. How do I get to the airport?
5. How do I get to the bookstore?

Unit 4 Let's Read, pages 34–35.

A. Read.

Students read the text.

B. Draw. Answer the questions.

Students answer the questions using the text in exercise A.

Answers

1. The wind started to blow first.
2. The leaves and trash blew counterclockwise.
3. A school is a safe place.
4. The school is next to a fire station.

C. Choose the correct answer.

Students look at the pictures and choose the correct answer.

Answers

1. B
2. A
3. B

D. What about you? Write.

Students write the answers to questions about themselves.

Answers

Answers will vary.

Units 3 and 4 Let's Review, pages 36–37.

A. Answer the questions.

Students read the questions and write the answers.

Answers

1. She should get him a DVD.
2. She should get her a bracelet.
3. She should get her a stuffed toy.
4. She should get him a model.

B. Match.

Students match the present and past tense verbs.

Answers

1. buy – bought
2. give – gave
3. make – made
4. show – showed
5. send – sent
6. tell – told

C. Draw.

Students read the directions and draw simple maps.

Answers

Individual pictures will vary.

D. Read and write.

Students read the text and fill in the blanks with words from the box.

Answers

a while
message
said
prefer
theater
text

E. Write.

Students write the messages using the code.

Answers

1. Where are you?
2. I'm late. See you in ten minutes.
3. Please wait for me!

F. Write your own text messages.

Use the code.

Students use the code to write their own text messages.

Answers

Answers will vary.

Unit 5 Let's Talk, pages 38–39.

A. Match.

Students draw lines to connect the questions and answers.

Answers

1. d
2. a
3. b
4. c

B. Look at A. Write.

Students look at the questions and answers in exercise A and fill in the blanks.

Answers

No, I haven't.
Where's he from?
Yes, he does.
Have you ever been on a homestay?

C. Write.

Students use the pictures to complete the crossword. Then they write the words to complete the sentences.

Answers

Where is Li from? She's from Vietnam.
She's Vietnamese.

1. Vietnam (both down and across)
2. Thai
3. Mexico
4. Australia
5. Thailand
6. Australian
7. Mexican

D. Complete the sentences.

Students complete the sentences.

Answers

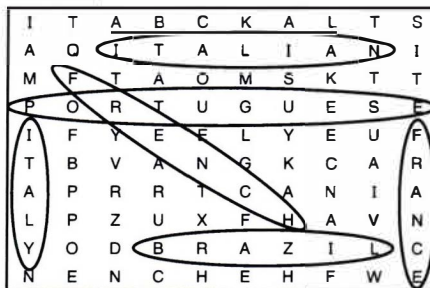
1. He's Thai.
2. She's Mexican.
3. She's from Australia.
4. She's from Thailand.
5. He's Vietnamese.

Unit 5 Let's Learn, pages 40–41.

A. Find the words.

Students circle the words in the puzzle.

Answers



B. Write the sentences another way.

Students rewrite the sentences.

Answers

1. Portuguese is spoken in Brazil.
2. People in Italy speak Italian.
3. People in France speak French.
4. English is spoken in Australia.
5. Spanish is spoken in Mexico.
6. People in Vietnam speak Vietnamese.

C. Complete the chart.

Students look at the chart and complete it with the words in the box.

Answers

Vietnam	Australia	Mexico	Brazil	Italy
Vietnamese	English	Spanish	Portuguese	Italian

D. Look at C. Answer the questions.

Students use the chart from exercise C to answer the questions.

Answers

1. Vietnamese is spoken in Vietnam.
2. English is spoken in Australia.
3. Spanish is spoken in Mexico.
4. Portuguese is spoken in Brazil.
5. Italian is spoken in Italy.

Unit 5 Let's Learn More, pages 42–43.

A. Unscramble, write, and match.

Students unscramble the words and write them. Then they match the words and the pictures.

Answers

1. black beans – e
2. burritos – a
3. meat pies – d
4. spaghetti – f
5. croissants – b
6. rice noodles – c

B. Answer the questions.

Students fill in the blanks to answer the questions.

Answers

1. They're eaten in Brazil.
2. It's eaten in Italy.
3. They're eaten in France.
4. They're eaten in Mexico.

C. Complete the sentences.

Students complete the sentences.

Answers

1. French is spoken in France.
Croissants are eaten in France.
2. Italian is spoken in Italy.
Spaghetti is eaten in Italy.
3. Portuguese is spoken in Brazil.
Black beans are eaten in Brazil.
4. Vietnamese is spoken in Vietnam.
Rice noodles are eaten in Vietnam.

D. Answer the questions.

Students write answers to questions about themselves.

Answers

Answers will vary.

Unit 5 Let's Read, pages 44–45.

A. Read.

Students read the text.

B. Answer the questions.

Students answer the questions using the text in exercise A.

Answers

1. Mexicans discovered cacao seeds.
2. Chocolate is eaten in almost every country in the world.
3. Doug loves to eat Italian chocolate on his bread.
4. Doug's father sometimes brings chocolates home.

C. Choose the correct answer.

Students choose the correct answer.

Answers

1. B
2. A
3. A

D. What about you? Write.

Students write answers to questions about themselves.

Answers

Answers will vary.

Unit 6 Let's Talk, pages 46–47.

A. Read and write.

Students read the conversation and fill in the blanks.

Answers

a few minutes
already
Yes, I have
thanks
I've
scary

B. Circle.

Students circle the correct answer.

Answers

1. b
2. a
3. a
4. a
5. b
6. b

C. Make sentences.

Students use the provided words to make two sentences.

Answers

1. He hasn't watched the movie yet.
She has already watched the movie.
2. He has already done his homework.
She hasn't done her homework yet.

Unit 6 Let's Learn, pages 48–49.

A. Write the words.

Students look at the pictures and fill in the blanks.

Answers

1. had a cat
2. been at the hotel
3. lived in New York
4. played soccer
5. taught French
6. studied English

B. Write for or since.

Students complete the sentences with *for* or *since*.

Answers

1. for
2. since
3. for
4. since
5. for
6. since

C. Circle the answer. Put an X on the mistake.

Students read the questions and circle the correct answers. Then they put an X on the mistake in the other answer.

Answers

1. Circle a X on b (She played)
2. Circle b X on a (for)
3. Circle a X on b (been)
4. Circle a X on b (for)
5. Circle b X on a (for)
6. Circle a X on b (since)

D. Look at C. Number.

Students look at the sentences in exercise C and number the pictures.

Answers

- 3, 6, 2
- 5, 1, 4

Unit 6 Let's Learn More, pages 50–51.

A. Look and write.

Students look at the pictures and fill in the blanks.

Answers

1. He has been cleaning his room since 4:00.
2. She has been playing baseball for three and a half hours.
3. He has been waiting for one hour.
4. She has been talking on the phone since early evening.
5. She has been riding her bicycle for 45 minutes.
6. He has been visiting Bangkok since Tuesday.

B. Answer the questions two ways.

Students write two different answers for each question.

Answers

1. She has been riding her bicycle for an hour and a half.
She has been riding her bicycle since 1:30.
2. He has been visiting Bangkok for one week.
He has been visiting Bangkok since Sunday.

3. She has been playing baseball for two and a half hours.
She has been playing baseball since 3:30.
4. He has been talking on the phone for thirty minutes.
He has been talking on the phone since 7:00.

C. What about you?

Students write answers to questions about themselves.

Answers

Answers will vary.

Unit 6 Let's Read, pages 52–53.

A. Read.

Students read the text.

B. Answer the questions.

Students read the text and answer the questions using the text in exercise A.

Answers

1. Students have been building their robots since March.
2. They write code to make the robots' arms and legs move.
3. The robots play soccer.
4. Kirk wants to be an engineer when he grows up.

C. Choose the correct answer.

Students choose the correct answer.

Answers

1. B
2. A
3. A

D. What about you? Write.

Students write answers to questions about themselves.

Answers

Answers will vary.

Units 5 and 6 Let's Review, pages 54–55.

A. Complete the sentences.

Students complete the sentences.

Answers

1. Portuguese is spoken in Brazil.
2. Rice noodles are eaten in Thailand.
3. Croissants are eaten in France.
4. Thai is spoken in Thailand.
5. Burritos are eaten in Mexico.
6. Italian is spoken in Italy.

B. Check the correct answer.

Students check the correct answer.

Answers

1. A
2. B

C. Correct the sentences. Write.

Students use the words in the box to write the correct sentences.

Answers

1. He has lived in New York for two years.
2. She has taught Spanish for six months.
3. He has been at the hotel since yesterday.
4. She has had a cat since September.
5. He has studied English for five years.
6. She has been waiting since 4:30.

D. Read and write.

Students read the text and fill in the blanks with the words in the box.

Answers

Tim got a mirror message from his sister Lisa. Mirror writing is backward. He looked at the message in a mirror to read it. It said, "Look for gold where it is hot." It was hot outside. He looked for gold under a bush, but he didn't find it. He returned to the house. He thought, "A fireplace is hot." He looked and found a bag next to the fireplace. Inside, there was gold! Lisa said, "Tim, you found Fool's Gold!" Tim asked, "What's Fool's Gold?" His sister said, "It's not real gold. Look. These are stones. They both laughed.

E. Answer the questions. Complete the maze.

Students answer the questions and complete the maze.

Answers

1. mirror
2. bush
3. house
4. fireplace
5. bag

Unit 7 Let's Talk, pages 56–57.

A. Match and number.

Students read the conversation and match it with the pictures.

Answers

1. C
2. A
3. B

B. Draw and write. What were you like?

Students draw a picture showing what they were like at a particular age. Then they complete the sentences.

Answers

Answers will vary.

C. Unscramble the words.

Students unscramble the letters to make words.

Answers

1. shy
2. cheerful
3. friendly
4. outgoing
5. studious
6. generous

D. Look at C. Write sentences. What are they like?

Students use the words from exercise C to write the sentences.

Answers

1. They are outgoing.
2. They are shy.
3. They are cheerful.
4. They are friendly.
5. They are studious.
6. They are generous.

Unit 7 Let's Learn, pages 58–59.

A. Write True or False.

Students look at the pictures, read the sentences, and write True or False.

Answers

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

B. Look at A. Answer the questions.

Students use the information in exercise A to answer the questions.

Answers

1. I learned how to walk when I was one.
2. I learned how to write my name when I was three.
3. I learned how to ride a bike when I was seven.

C. Answer the questions.

Students answer questions about how old the girl was when she learned to do things.

Answers

1. She learned how to tie her shoes when she was six.
2. She learned how to ride a bike when she was eight.
3. She learned how to write her name when she was four.
4. She learned how to walk when she was one.
5. She learned how to ice skate when she was ten.
6. She learned how to read when she was five.

D. Answer the questions.

Students write answers to the questions.

Answers

1. He learned how to do a somersault when he was six.
2. He learned how to ride a pony when he was eight.

Unit 7 Let's Learn More, pages 60–61.

A. Match.

Students match actions with things.

Answers

1. fly – a helicopter
2. drive – a car
3. speak – more languages
4. act – in a play
5. visit – London
6. run – a marathon
7. play – golf
8. conduct – an orchestra

B. Look at A. Write.

Students use the words in exercise A to write the sentences.

Answers

1. I wish I could fly a helicopter.
2. I wish I could conduct an orchestra.
3. I wish I could visit London.
4. I wish I could play golf.
5. I wish I could speak more languages.
6. I wish I could drive a car.

C. Look and write.

Students look at the pictures and write the sentences.

Answers

1. He wishes he could play golf.
2. He wishes he could drive a car.
3. He wishes he could act in a play.
1. She wishes she could fly a helicopter.
2. She wishes she could run a marathon.
3. She wishes she could conduct an orchestra.

D. What about you? Write and draw.

Students draw three pictures of what they wish they could do. Then they write sentences.

Answers

Answers will vary.

Unit 7 Let's Read, pages 62–63.

A. Read.

Students read the text.

B. Answer the questions.

Students read the text and answer the questions using the text in exercise A.

Answers

1. She lost her sight and hearing when she was two.
2. She was six when she learned how to speak with her hands.
3. She worked hard to learn braille.
4. She wished she could travel around the world.

C. Choose the correct answer.

Students choose the correct answer.

Answers

1. B
2. A
3. B

D. What about you? Write.

Students write answers to questions about themselves.

Answers

Answers will vary.

Unit 8 Let's Talk, pages 64–65.

A. Complete the conversation. Use the sentences.

Students use the sentences to complete the conversation.

Answers

I would go to Antarctica.

I'd like to see penguins.

Where would you go?

I'd like to see the pyramids.

B. Write ✓ or ✗. Get a partner. Ask and answer.

Students put a ✓ in the box next to the places they would like to go and an ✗ in the box next to the places they don't want to go. Then student partners ask and answer questions about where they would go if they could go anywhere.

Answers

Answers will vary.

C. Make sentences.

Students use the words in the box to make sentences.

Answers

1. I would go to the Amazon jungle.
2. I would go to the equator.
3. I would go to the moon.
4. I would go to the pyramids of Egypt.
5. I would go to Mt. Everest.
6. I would go to the bottom of the ocean.

Unit 8 Let's Learn, pages 66–67.

A. Complete the crossword.

Students look at the clues to complete the crossword puzzle.

Answers

- | | |
|---------------|----------------|
| Across | Down |
| 2. TV star | 1. kayaking |
| 4. pony | 3. sports star |
| 5. motorbike | |
| 6. skydiving | |
| 7. Antarctica | |
| 8. Mars | |

B. Look at the pictures. Complete the sentences.

Students use the information in the pictures to complete the sentences.

Answers

1. I'd buy a pony.
2. I'd go to Mars.
3. I'd go kayaking.
4. I'd meet a sports star.
5. I'd buy a motorbike.
6. I'd go skydiving.
7. I'd go to Antarctica.
8. I'd meet a TV star.

Unit 8 Let's Learn More, pages 68–69.

A. Follow the maze. Circle the correct word

Students follow the maze and look at the pictures to circle the correct vocabulary.

Answers

1. Mars
2. shy
3. fly a helicopter
4. amazing
5. scarf
6. kayaking
7. Mexican
8. talking on the phone
9. motorbike
10. TV star

B. Write. Use the information in A.

Students use the information in exercise A to write the sentences.

Answers

1. I'd go to Mars.
2. They are shy.
3. I wish I could fly a helicopter.
4. The penguins are amazing.
5. He should get her a scarf.
6. I'd go kayaking.
7. She's Mexican.
8. He's been talking on the phone for twenty minutes.
9. I'd buy a motorbike.
10. I'd meet a TV star.

Unit 8 Let's Read, pages 70–71.

A. Read.

Students read the text.

B. Answer the questions.

Students read the text and answer the questions using the text in exercise A.

Answers

1. He'd love to see a rainbow over a waterfall.
2. He could go swimming in the ocean.
3. She would work on Mars.
4. Lori could take her French horn.

C. Check the correct answer.

Students check the correct answer.

Answers

1. B
2. B
3. A

D. What about you? Write.

Students write answers to questions about themselves.

Answers

Answers will vary.

Units 7 and 8 Let's Review, pages 72–73.

A. Write the questions and answers.

Students write the questions. Then they write the answers.

Answers

1. When did she learn how to walk?
She learned how to walk when she was one.
2. When did he learn how to read?
He learned how to read when he was six.

B. Look and write. What do you wish you could do?

Students use the information in the pictures to answer the questions.

Answers

1. I wish I could conduct an orchestra.
2. I wish I could fly a helicopter.
3. I wish I could act in a play.
4. I wish I could play golf.

C. Answer the questions.

Students write answers to the questions.

Answers

1. I would go to Hawaii.
2. I would go skydiving.

D. Read and write.

Students read the text and fill in the blanks with words from the box.

Answers

Freddy was invited to a party for his friend Julia. The invitation said the party was at Summer Park, but Freddy didn't know where the park was. And there wasn't a phone number on the invitation. He opened a website on his computer. He typed in "Summer Park" and the name of his town. "Wow! Here's my neighborhood!" he said. He zoomed in. He zoomed in some more. He found Summer Park. "Now I know where Summer Park is!" he said. He looked at the streets and figured out how to get there. Then he took his present and card for Julia and rode his bicycle to the park.

E. Look at D. Number.

Students use the information from exercise D to number the pictures.

Answers

4, 2, 1, 3

F. Write the message.

Students decode the rebus puzzle.

Answers

Happy Birthday! I hope you have a great day!

Extra Practice A Confusing Phone Call, page 74.

A. Read. Circle the names.

Students read the text and circle the characters' names.

Answers

One warm spring afternoon, Eileen was feeding her fish when the telephone rang. "Hello," she said. "Hello?" No one answered. Later, she was reading a magazine when the telephone rang again. "Hello," she said. "Hello?" No one answered. When the telephone rang again, she was eating dinner. "Hello," she said. "Hello?" But no one answered.

She was confused. She called her friend Brandi. No one answered. Then she got a text message from Brandi. It said, "Hi, Eileen. I called you, but my phone isn't working. Do you want to go to the aquarium on Saturday?" Eileen laughed.

B. Answer the questions.

Students answer questions about the text in exercise A.

Answers

1. Brandi called her three times.
2. She was feeding her fish.
3. She was eating dinner.

C. Write another story. Use your own ideas.

Students use their ideas to write their own stories independently.

Answers

Answers will vary.

Extra Practice Making Plans, page 75.

A. Read and number.

Students read the text and then number to put it in order.

Answers

- 2
- 3
- 4
- 1

B. Circle.

Students read the questions and circle the correct answers.

Answers

1. a
2. b
3. a

C. Write about your plan.

Students use their own ideas to write their own plans independently.

Answers

Answers will vary.

Extra Practice How Do I Get to...? page 76.

A. Follow the directions. Write.

Students read and follow the directions. Then they write the locations.

Answers

1. I'm at Spring Park.
2. I'm at the City School.

B. Look at the map. Write.

Students look at the map and find where places are located.

Answers

1. State Bank (or the bank)
2. Paul's Pets (or the pet store)
3. DVD World (or the DVD store)
4. Betty's Bakery (or the bakery)

C. Choose two places on the map. Write directions.

Students choose two places on the map and then write their own directions independently.

Answers

Answers will vary.

Extra Practice Homestay, page 77.

A. Read and write.

Students read and use the words in the box to complete the sentences.

Answers

homestay
Rice
noodles
Thailand
Thai

B. You are on a homestay. Choose a country and a food.

Students choose a country and a food and write their own sentences.

Answers

Answers will vary.

C. Look at B. Write an email. Use your own ideas.

Students use personal information to complete the email.

Answers

Answers will vary.

Extra Practice Explore Food, page 78.

A. Read and write.

Students read the text and fill in the blanks with words from the box.

Answers

Gum is very popular. Where is it from? Many ancient people liked gum. In the past, gum was made from plants and trees. In Mexico, Mayans made gum from the inside of big, green trees. In the 1860s, Mexicans brought gum to the United States. Now it is popular all over the world! Do you like gum?

B. Match

Students match the words.

Answers

1. b
2. c
3. a

C. Write about a popular food.

Students write about a popular food independently.

Answers

Answers will vary.

Extra Practice What I've Been Doing, page 79.

A. Read. Write *for* or *since*.

Students read the text and then fill in the blanks.

Answers

Hi! I'm Amelia. I'm a student. I have been studying English since 2009. I've been living in Australia for three years. I love it here! I can play the piano, too. I've been taking piano classes since last June. I'm very busy today. I've been writing since 2:00. I've been putting pictures on my website for one hour. The phone has been ringing for two minutes. I should answer it! Bye!

B. Answer the questions.

Students answer the questions about the text in exercise A.

Answers

1. for three years
2. Yes, she has.
3. No, she hasn't.

C. What about you? Write.

Students write about themselves.

Answers

Answers will vary.

Extra Practice I Learned How to... page 80.

A. Look and write. Use the underlined words.

Students read the passage and write the activities that Jerry could do at the corresponding ages on the timeline.

Answers (Note: no answers for 5, 6, or 8 in exercise A)

1. walk
2. do a somersault
3. speak English
4. play the piano
7. ride a bicycle
9. ski
10. speak Spanish

B. Write about you. Fill in the timeline.

Students use personal information to fill in the timeline. Then they write three complete sentences about when they learned how to do certain activities.

Answers

Answers will vary.

Let's Talk Video Scripts

Unit 1 Let's Talk, Student Book page 4.

Jenny: Wow! This box is heavy.

Kate: Oh, look! There's my scarf! I lost it last week. But, whose scarf is that?

Jenny: I think it's Anna's scarf. She loves purple.

Kate: Whose mittens are those?

Jenny: They're hers, too. Anna, are these yours?

Anna: Yes, thanks! I lost them!

Kate: Is that her glove, too?

Jenny: No, it isn't.

Kate: Whose glove is that? Do you know?

Jenny: I think it's Jim's glove.

Kate: Which boy is Jim? I don't know.

Jenny: Oh, he's the boy over there. He's sitting by the wall. Jim, I think this is yours.

Jim: Oh! Thanks for finding it. I was looking for it.

Jenny: You're welcome.

Unit 2 Let's Talk, Student Book page 12.

Scott: There were so many interesting animals. What a great day!

Kate: It sure was! But I'm tired now.

Scott: Me, too. We really walked a lot. There was so much to see.

Kate: What did you like best?

Scott: I think I liked the penguins best. Did you see them playing on the ice? The little penguins were so funny!

Kate: Yes, they were very cute. I learned a lot, too. Different penguins have different color eyes. I didn't know that.

Scott: What about you? What did you like the best?

Kate: I liked the sharks. Do you know how sharks stay safe? The shark's colors keep them safe. Its top is dark like the water, and the bottom is white like sand.

Scott: Really? That's interesting, but they were scary!

Kate: Scott said the sharks were scary. What do you think? Are sharks scary or interesting?

Unit 3 Let's Talk, Student Book page 22.

Kate: Hi, Andy. What are you doing here? You don't like to shop.

Andy: I know, but I need a present for my mother. It's her birthday tomorrow.

Kate: What are you going to get her?

Andy: I don't know. What should I get her? Do you have any ideas?

Kate: You can make her a cake. She'll be surprised.

Andy: Oh, no! I can't cook.

Kate: Hmm. You could get her a teapot. Or you could get her a cookbook.

Andy: She doesn't like tea, and she already has a lot of cookbooks. Do you have any ideas? What should I get my mother?

Kate: Oh! How about a scarf?

Andy: That's a great idea! These scarves are beautiful!

Kate: I think you should get her this scarf.

Andy: Yes! She'll love it. Her favorite color is orange. Thanks for your help!

Unit 4 Let's Talk, Student Book page 30.

Jenny: Hi Kate. When did you get to the mall?

Kate: I've been here for about an hour.

Jenny: Really?

Kate: Yes, I was helping Andy. He wanted to buy a present for his mother. He bought her a scarf.

Jenny: Great!

Kate: I'm hungry. Where's the food court? Do you know?

Jenny: No, I don't. Let's look at the map.

Kate: Here it is. It's across from the music store.

Jenny: Where are we now?

Kate: We're here by the gift shop. We should go this way. Turn left and go around the corner.

Jenny: Where's the food court? Do you remember? Should we go this way or that way? There's the food court. Where are the boys?

Kate: They're over there, next to the ice cream shop.

Jenny: I see them!

Unit 5 Let's Talk, Student Book page 40.

Kate: *Have you met Anh?* Have you met Anh? She's the girl who is talking to Jenny.

Scott: No, I haven't. Is she here on a homestay?

Kate: Yes, she is. She's staying with Jenny's family.

Scott: Really? Where's she from?

Kate: She's from Vietnam.

Scott: Does Anh speak English?

Kate: Yes, she does. She speaks Vietnamese and English, too.

Scott: *Wow! She speaks two languages!* I'd like to meet her.

Kate: OK, let's go. Excuse me, Jenny. Scott wants to meet Anh.

Jenny: *Hi, Scott. This is my friend, Ahn. Ahn, this is my friend, Scott.*

Ahn: *Hello! It's nice to meet you.*

Scott: Hi, Anh. *Nice to meet you too!* Are you enjoying your homestay?

Ahn: Yes, I am. *Jenny and her family are very nice. I'm having a lot of fun with them.* Have you been on a homestay?

Scott: Not yet, but I would like to go on one someday.

Ahn: You should come to Vietnam and stay with my family.

Scott: That's a great idea. Thanks! *I don't know Vietnamese, but I want to learn.*

Ahn: *I can teach you! I can practice English, too!*

Unit 6 Let's Talk, Student Book page 48.

Scott: I'm sorry I'm late. *I was helping my little brother.*

Andy: *That's OK. What was he doing?*

Scott: *He was washing the car.* How long have you been waiting?

Andy: Not very long. Only a few minutes.

Scott: *Good!* Have you already bought your ticket?

Andy: Yes, I have, and I bought your ticket, too!

Scott: Wow, thanks!

Andy: *You are welcome! Now, let's go!* The movie is going to start.

Scott: I'm excited to see this movie!

Andy: Me, too. I've heard it's funny.

Scott: Really? I've heard it's scary.

Andy: Oh. Maybe it's scary and funny.

Scott: *How about you? Do you like funny movies or scary movies?*

Unit 7 Let's Talk, Student Book page 58.

Kate: Is that you *in this picture?*

Scott: Yes, it is.

Kate: *You were so young!*

Scott: *I was four. I was young.*

Kate: Why were you hiding behind your dad?

Scott: I was shy.

Kate: Really? I don't believe it! *You're so outgoing.*

Scott: It's true. *I'm OK around friends, but sometimes I'm still shy around new people.*

Kate: Me, too. I'm shy when I meet new people. *How about you? Are you usually shy or outgoing?* How old were you in this photo?

Scott: I was five.

Kate: When did you learn how to do karate?

Scott: When I was four.

Kate: You looked cute! *I tried to do karate, but I wasn't very good. I liked dancing more.*

Scott: *I want to see pictures of you, too!*

Unit 8 Let's Talk, Student Book page 66.

Jenny: If you could go anywhere, where would you go?

Andy: I would go to Egypt. *That is my dream vacation!*

Jenny: Why?

Andy: I'd like to see the pyramids. *I want to ride a camel, too!* What about you? Where would you go?

Jenny: I'd go to Antarctica.

Andy: *Really?* Why would you go there? It's cold.

Jenny: *I know, but I'd like to see penguins.*

Andy: If you want to see penguins, we can go to the zoo.

Jenny: That's true. The zoo is warmer than Antarctica. *Let's go to the zoo on Saturday! But it would be fun to see penguins in Antarctica!*

Andy: *If you could go anywhere, where would you go?*

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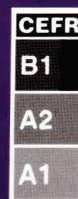
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