

NEW

ODYSSEY

TEACHER'S GUIDE

2

SCOPE AND SEQUENCE

BOOK 2

• Grammar Review & Word List p. 76

	UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 1 P. 04-27	UNIT 1 WHAT TIME IS IT? p. 04-15	Reading	Read about modes of transportation	Transportation	Create a daily planner
		Speaking	Talk about your routine	Routines	
		Listening	Understand a schedule	Schedules	
		Writing	Write a daily schedule	Days, months, time	
		Project	Compare people's routines	Time expressions	
	UNIT 2 BUSY ON THE WEEKEND p. 16-27	Listening	Identify the chores people are doing	Chores	Create a plan to help others
		Speaking	Talk about outdoor chores and activities	Outdoor chores	
		Writing	Describe what people are doing	Actions	
		Reading	Read about people in different time zones	Things to do	
		Project	Create a plan to help others	Words related to possibility	

	UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 2 P. 28-51	UNIT 3 I LOVE NATURE! p. 28-39	Listening	Understand talks about animals	Animals & insects	Raise awareness for an endangered species
		Speaking	Talk about nature	Nature	
		Reading	Read about amazing things in nature	Volcanoes	
		Writing	Write about things in nature	Words related to the environment	
		Project	Design a poster to raise awareness	Words related to endangered species	
	UNIT 4 LET'S GO OUT p. 40-51	Listening	Listen to people inviting others out for fun	Words related to entertainment	Talk about your ideal place for fun
		Reading	Read about an interesting place to have fun	Amusement parks and future plans with <i>will</i> and <i>going to</i>	
		Speaking	Take turns inviting a partner to do something	Words related to events	
		Writing	Write about your plans for your next vacation	accommodations: <i>can</i> and <i>could</i> for possibility	
		Project	Design your own entertainment complex	Words related to fun activities	

	UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 3 P. 52-75	UNIT 5 WHAT DID YOU DO? p. 52-63	Listening	Describe past events	Locations	Write a story
		Speaking	Talk about weekend activities	Common actions	
		Reading	Read about a fantastic weekend trip	Past tense actions	
		Writing	Write about how a past experience made you feel	Feelings & experiences	
		Project	Work with a group to write a story	Feelings	
	UNIT 6 I DON'T FEEL SO WELL p. 64-75	Listening	Listen to people talk about being sick	Words related to health	Identify how people are feeling
		Speaking	Talk about being sick and give advice	Words related to injuries	
		Reading	Read about childhood illnesses	Words related to illnesses	
		Writing	Write about being sick or hurt	Words related to body parts; quantifiers	
		Project	Make and give a health survey	Words related to doctor's visits	

This unit will give students the ability to talk about the transportation they use to get to different places as well as the ability to talk about time and their daily schedules.

Scan the QR code to download the Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

- Lesson A: Read about modes of transportation
- Lesson B: Talk about your routine
- Lesson C: Understand a schedule
- Lesson D: Write a daily schedule
- Lesson E: Compare people's routines

Target Skills

- Lesson A: Reading
- Lesson B: Speaking
- Lesson C: Listening
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
bicycle / bike bus car drive fly plane ride subway taxi train	brush my teeth clean my room do my homework get dressed go to practice go to sleep / bed make my bed pack my bag play a game wake up
Lesson C	Lesson D
afternoon evening morning night practice today tomorrow weekend	Sunday Monday Tuesday Wednesday Thursday Friday Saturday January February March April May June July August September October November December month week weekend workweek year



prepositions of time

Prepositions show the relationship between subjects and objects. We use prepositions of time to show when something happens, will happen, or happened.

Preposition	Definition	Example
at	precise time	I will meet you <i>at</i> 5:30 pm.
in	months and years	I will meet you <i>in</i> January. I will meet you <i>in</i> 2018.
on	days and dates	I will meet you <i>on</i> Tuesday. I will meet you <i>on</i> December 1st.

Unit 1 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 1 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about going to school and daily routines.

Ex.

- How do you get to school?
- What time do you go to school?
- What do you do before you go to school?
- What do you do at school?
- What time do you come home from school?
- What do you do after school?

Key Grammar

what time and when questions

Use the phrase *what time* to ask about specific times, such as 1:00 p.m. We use *when* to ask more general questions.

Questions	Usage
What time should we meet?	We should meet at 2:00 p.m.
When should we meet?	On Monday.

Aim: Read about modes of transportation

Vocabulary

1 Listen and number. 1-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the pictures in the book.

Answer Key

From left to right, top to bottom

- plane
- taxi
- car
- subway
- bus
- bicycle / bike
- train
- fly
- drive
- ride

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with drive, fly, or ride.

- Ask students to read the sentence prompts.
- Ask students to write the answers in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- drive
- ride
- rides
- flies

Teacher's Note

I go on foot

Explain to students that if they walk to go somewhere, they can use the phrase, on foot or by walking.

3 Fill in the blanks with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- bus
- bicycle / bike
- taxi
- car
- plane

A HOW WE TRAVEL

Reading
Aim: Read about modes of transportation

Vocabulary

1 Listen and number. 1-01

8
plane

2
taxi

6
car

7
subway

9
bus

5
bicycle / bike

4
train

3
fly

1
drive

10
ride

2 Fill in the blanks with drive, fly, or ride.

- I _____ my car to work.
- I _____ my bicycle to football practice.
- Dad _____ the subway to work.
- The pilot _____ an airplane.

3 Fill in the blanks with the best vocabulary words.

- A _____ has four wheels and carries lots of people.
- You use your legs to move a _____.
- That yellow car over there is a _____.
- Some families have a _____ that they use to drive places.
- A _____ can fly and can go to faraway places quickly.

Pre-reading

4 How do you get to these places? Talk with a partner.

school

supermarket

best friend's house

movie theater

How We Travel

5 Read the article. 1-02

Subways and buses are a great way to travel in cities. Many people ride the subway or a bus every day. This reduces traffic and pollution made by cars. But can people do more? People in Amsterdam think they can! Their answer is bicycles! More than forty percent of all people living in Amsterdam ride a bicycle to work every day!

High-speed trains such as the Shanghai Maglev can travel at 420 kilometers per hour. But 420 km/h is not as fast as a plane. An airplane can fly at 900 to 1,000 km/h. Scientists hope to change this. They're working on a new train called the Hyperloop. This train might be able to go 1,200 km/h!

Why drive when you don't have to? No, I'm not talking about a taxi. I'm talking about a self-driving car! There are cars that drive on their own. But they're not one hundred percent safe, so people don't trust them. But self-driving cars are helping people in many ways. They park themselves, and they help to avoid accidents!

Comprehension

6 Circle true or false.

- There are lots of trains in Amsterdam. true false
- Bicycles reduce pollution. true false
- Airplanes fly at a speed of 420 km/h. true false
- People trust self-driving cars a lot. true false

Wrap Up

7 Talk with a partner.

- Do you travel a lot? Where do you go?
- What is your favorite way to travel? Why?
- Which of these new ways to travel is most interesting to you?

Pre-reading

4 How do you get to these places? Talk with a partner.

- Ask students to look at the pictures.
- Tell students to practice asking and answering the question using the different locations.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

Extra Practice How do you get to ... ?

Explain to students that they can ask how to get to certain places with the phrases:

"How do you get to _____?" → "I get to _____ by/on _____."

Ex.

How do you get to school? → I get to school by bike.
How do you get to your best friend's house? → I get to my best friend's house on foot.

5 Read the article. 1-02

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Teacher's Note

Bicycle-Sharing

Explain to students that many large cities around the world have bicycle-sharing systems in place. These systems allow people to use bicycles provided by a city or company on a short-term basis for a small fee.

Comprehension

6 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- false
- true
- false
- false

Wrap Up

7 Talk with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Extra Practice Different Modes of Transportation

Explain to students that there are other ways to travel besides bikes, trains, planes, and cars. Other modes of transportation may include taking a tram or monorail and riding a motorcycle, scooter, or even a horse.

Now, practice asking students how people got around in the past, how people get around now, and how people will get around in the future with the phrases:

"How did people travel in the past?" → "In the past, people traveled by method of travel."

"How do people travel now?" → "Now, people travel by method of travel."

"How will people travel in the future?" → "In the future, people will travel by method of travel."

Ex.

How did people travel in the past? → In the past, people traveled by horse.
How do people travel now? → Now, people travel by car.
How will people travel in the future? → In the future, people will travel by flying car.
Etc.

Lesson B TELLING THE TIME

Aim: Talk about your routine

Vocabulary

1 Listen and number. 1-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the pictures in the book.

Answer Key

From left to right, top to bottom

- wake up
- go to sleep / bed
- get dressed
- brush my teeth
- make my bed
- pack my bag
- go to practice
- do my homework
- play a game
- clean my room

- Practice again. Point at different pictures and ask students to say the words.

2 Listen and write the vocabulary words you hear. 1-04

- Listen to the audio.
- Ask students to write the words in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- wake up
- clean my room
- do my homework
- play a game
- brush my teeth
- go to bed

Extra Practice What Do You Do Before / After School?

Practice asking students what they do before and after school with the phrases:

"What do you do before/after school?" → "I _____ before/after school."

Ex.

What do you do after school? → I clean my room after school.

Teacher's Note

What time is it?

Explain to students that they can ask and answer questions about the time with, "What time is it?" and the answer, "It is _____." Make sure to explain this before moving on to activity 3.

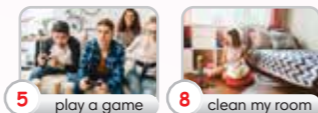
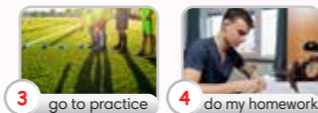
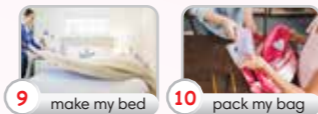
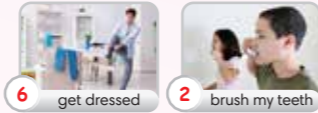
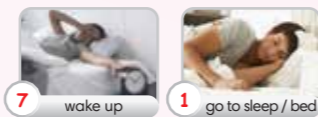
B TELLING THE TIME

Speaking

Aim: Talk about your routine

Vocabulary

1 Listen and number. 1-03



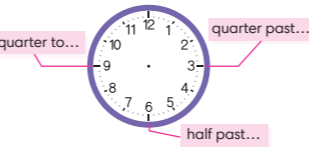
2 Listen and write the vocabulary words you hear. 1-04

- _____
- _____
- _____
- _____
- _____
- _____

Expressions

Telling the time

3 Listen and write the times. 1-05



- _____
- _____
- _____
- _____
- _____
- _____

4 Use the expressions to tell the times.



Focus

5 Talk with a partner.



Expressions Telling the time

3 Listen and write the times. 1-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the times in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- 3 o'clock, 3:00
- 5:20
- quarter past 6 / 6:15
- quarter to 9 / 8:45
- half past 4 / 4:30
- quarter to 7 / 6:45

4 Use the expressions to tell the time.

- Ask students to look at the pictures.
- Tell students to use the expressions from activity 3 to tell the times in the pictures.
- Check students to make sure they're speaking properly.
- Give feedback.

6 Listen and match the activities with the times. 1-06



Speak Up

8 Look at Sarah's and Eric's plans. Role-play with a partner. Ask about each other's schedules.

7 Listen and complete the schedules. 1-07

SARAH'S ROUTINE

6:00 wake up
6:15 1. _____
6:30 eat breakfast
7:00 2. _____
7:30 go to school
3:00 3. _____
7:00 4. _____
9:00 5. _____

ERIC'S ROUTINE

7:00 6. _____
7:30 go to school
3:00 7. _____
5:00 8. _____
7:00 9. _____
9:00 10. _____
9:15 11. _____
10:00 go to bed

Wrap Up

9 Write a schedule of your day. Talk with a partner.

Morning	
Ex. wake up	7:00
Afternoon	
Night	

Pronunciation

10 Listen and repeat. 1-08

/ə/	
pilot	banana
again	about
uncle	sister

Answer Key

- (It is) half past 8:00(.) / 8:30
- (It is a) quarter to 8:00(.) / 7:45
- (It is a) quarter past 5:00(.) / 5:15
- (It is) 2 o'clock(.) / 2:00
- (It is) half past 10:00(.) / 10:30
- (It is a) quarter to 12:00(.) / 11:45

Teacher's Note

Noon and Midnight

Explain to students that 12:00 p.m. is *noon* and 12:00 a.m. is *midnight*.

Focus

5 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again, but to use different activities and times.

6 Listen and match the activities with the times. 1-06

- Listen to the audio.
- Ask students to match the activities with the times.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- d
- c
- a
- b

7 Listen and complete the schedules. 1-07

- Listen to the audio.
- Ask students to write the activities in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- make my bed
- get dressed
- have practice
- do my homework
- go to bed
- wake up
- play games
- go home
- do my homework
- brush my teeth
- pack my bag

Speak Up

8 Look at Sarah's and Eric's plans. Role-play with a partner. Ask about each other's schedules.

- Ask students to role-play with a partner.
- Tell students to practice talking about schedules.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

Wrap Up

9 Write a schedule of your day. Talk with a partner.

- Ask students to look at the table.
- Ask students to fill in the table with the activities they do during the day.
- Ask students to talk with a partner.
- Tell students to practice talking about their schedules.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their schedules to the class.
- Give feedback.

Pronunciation

10 Listen and repeat. 1-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the correct vowels in the words if needed.

Aim: Understand a schedule

Vocabulary

1 Listen and number. 1-09

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the words in the book.

Answer Key

From left to right, top to bottom

6. morning
3. afternoon
5. today
2. tomorrow
8. evening
1. night
7. practice
4. weekend

- Practice again. Point at different pictures and ask students to say the words.

2 What is the speaker describing? Listen and write the words. 1-10

- Listen to the audio.
- Ask students to write the words that match the descriptions in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. night
2. tomorrow
3. afternoon
4. morning

Focus

3 Talk with a partner.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again, but to talk about different activities and times.

Teacher's Note

Nouns and Verbs with Same Spelling

This NOTE illustrates that some nouns and verbs have the same spelling. Explain to students that some nouns and verbs, such as *coach*, *dream*, *dance*, *fish*, *hunt*, and so on, are spelled the same but used differently.

C MY SCHEDULE

Listening
Aim: Understand a schedule

Vocabulary

1 Listen and number. 1-09

6 morning

3 afternoon

5 today

2 tomorrow

8 evening

1 night

7 practice

4 weekend

NOTE
We say *in the morning*, *in the afternoon*, *in the evening*, *at night*, and *on the weekend*.

NOTE
I have to go to practice. I practice football. What's different about the use of *practice* in these sentences?

2 What is the speaker describing? Listen and write the words. 1-10

- _____
- _____
- _____
- _____

Focus

3 Talk with a partner.

What do you do *in the morning*?

I go to school *in the morning*.

When is *football practice*?

It is *on the weekend*.

NOTE
We say, "When is...?" to ask for a general time such as *in the morning*, *on the weekend*, etc. We say, "What time is...?" to ask for a specific time such as *at 3:00 p.m.*, *at noon*, etc.

4 Listen and answer the questions. 1-11

1. Samuel

When does Samuel go to school?
He goes to school _____

2. Zoey

When does Zoey ride the bus?
She rides the bus _____ to meet her friends.

3. Devin

When does Devin's practice end?
His practice starts after lunch and ends _____

Listen Up

5 Listen and match the activities to the times of the day. 1-12

1

2

3

4

a. morning b. afternoon c. evening d. night

6 Listen again. Complete the man's schedule. 1-12

5:00 a.m.	I _____ up at 5:00 <i>in the morning</i> .
3:00 p.m.	I _____ home _____.
5:00 p.m.	I _____ dinner _____.
10:00 p.m.	I love to write _____.

7 Listen and answer the questions. 1-13

- When does Dad go to work? _____
- When does Josie go to school? _____
- When does Mom go to work? _____
- When does Bill go to practice? _____

Wrap Up

8 Listen and answer the questions. 1-14

NOTE
Tonight is another way of saying *at night*.

- Where is Amelia?
a. home b. school c. work d. practice
- What time of day is it?
a. morning b. night c. evening d. afternoon
- Circle *true* or *false*.
 a. Amelia has practice in the morning. true false
 b. Amelia has work at night. true false
 c. Todd has to work tonight. true false
 d. Todd has to finish an English paper. true false

6 Listen again. Complete the man's schedule. 1-12

- Listen to the audio.
- Ask students to write the words they hear in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. wake up
2. can come
3. in the afternoon
4. cook and eat
5. in the evening
6. at night

7 Listen and answer the questions. 1-13

- Listen to the audio.
- Ask students to write the answers in the blanks using full sentences.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. Dad goes to work in the evening.
2. Josie goes to school in the morning.
3. Mom goes to work in the afternoon.
4. Bill goes to practice in the afternoon.

Wrap Up

8 Listen and answer the questions. 1-14

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. b
2. d
3. a. false
b. true
c. false
d. true

Teacher's Note

tonight vs. at night

This NOTE illustrates that *tonight* and *at night* both mean *at night*, but *tonight* means on the night of the current day. *At night* can mean at night on the current day or at night in more general terms, such as, "I always brush my teeth at night." Make sure students understand this.

Extra Practice Two Truths and a Lie about Daily Schedules

Tell two truths and a lie about your schedule. Then, have students guess what the lie is. Repeat the process by selecting a student to do the same. Use the phrase:

"In the morning/afternoon/evening, I always/usually _____."

4 Listen and answer the questions. 1-11

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. in the morning
2. at 4 o'clock
3. at half past 2:00

Listen Up

5 Listen and match the activities with the times of the day. 1-12

- Listen to the audio.
- Ask students to match the activities with the times of the day.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. c
2. a
3. b
4. d

Aim: Write a daily schedule

Vocabulary

1 Listen and repeat. Learn the days and months of the year. Then fill in the blanks with the words in the box. 1-15

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to fill in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom
month, year, workweek, weekend

2 Listen. What are they talking about? Write the activities and the times. 1-16

- Listen to the audio.
- Ask students to write the activities and times in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- (last) soccer game (of the year), last Sunday of October at 10:00 a.m.
- flight, Friday in April at 7:00 a.m.
- take a train, March 3rd at 1:00.

3 Fill in the blanks with the correct answers.

- Ask students to read the sentences.
- Ask students to fill in the blanks with the correct words.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- Friday
- February
- Saturday
- year

Extra Practice When is your birthday?

Ask students when they were born with the pattern:

"When were you born?" → "I was born on (month/day/year)."

Ex.

When were you born? → I was born on March 24, 1991.

Writing
Aim: Write a daily schedule

Vocabulary

1 Listen and repeat. Learn the days and months of the year. Then fill in the blanks with the words in the box. 1-15

2 Listen. What are they talking about? Write the activities and the times. 1-16

- _____
- _____
- _____

3 Fill in the blanks with the correct answers.

- This is the last day of the workweek: _____
- There are twenty-eight days in this month: _____
- This is the first day of the weekend: _____
- There are twelve months in this: _____

Focus

4 Look at Jessie's schedule. Read the sentences. Circle true or false.

MON	TUE	WED	THU	FRI	SAT	SUN
1 School bus (7:30 a.m.) Soccer practice (3:00 p.m.)	2 School bus (7:30 a.m.) Visit grandma (3:00 p.m.) Train (8:00 p.m.)	3 School bus (7:30 a.m.) Soccer practice (3:00 p.m.)	4 School bus (7:30 a.m.) Cycling trip with friends (3:30 p.m.)	5 School bus (7:30 a.m.) Soccer practice (3:00 p.m.)	6 Clean in the morning Pack for trip in evening	7 Hawaii flight (7:00 a.m.)

- Jessie goes to school at 7:30 a.m. true false
- Jessie will take the train to see her grandma on Wednesday. true false
- Jessie is going on a trip to Hawaii on Saturday. true false
- Jessie's flight is early in the morning. true false
- Jessie's soccer practice is every other day of the workweek. true false

Focus

4 Look at Jessie's schedule. Read the sentences. Circle true or false.

- Ask students to look at the schedule.
- Ask students to read the sentences.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- true
- false
- false
- true
- true

Grammar

5 Look at the table. Circle the correct words.

- Ask students to look at the table.
- Ask students to read the sentences.
- Ask students to circle the correct words.
- Ask students to complete the activity.
- Check students' answers.

Grammar

5 Look at the table. Circle the correct words.

Prepositions of Time	
at	Jen has worked at 7:00 a.m. each day.
in	My family watches movies in the evening.
before	Let's get some lunch before baseball practice.
after	Howie has a doctor's appointment after school.

- Don't forget to study before / in the science test.
- My alarm goes off in / at 5:30 a.m.
- It's really hot at / in July.
- I have to study after / before Monday. There's a test next week.
- I packed my bag first thing after / in the morning.
- I take the bus in the morning. Can you pick me up before / after school?
- Noah comes home from practice in / at the evening.
- I'm always so exhausted after / in football practice.

6 Fill in the blanks with the correct prepositions.

- I wake up _____ I have breakfast.
- I go to soccer practice _____ school.
- I do chores _____ the evening.
- I take the subway _____ night.
- I need to finish my report _____ December 20th.
- I practice the piano right _____ 5:00 p.m. every day of the week.

7 Read the questions. Match with the best answers.

- | | | |
|-----------------------------------|---|---|
| 1. What time do you go to school? | • | a. I do them in the afternoon. |
| 2. When do you do chores? | • | b. I can visit them after I do my chores. |
| 3. When will the taxi arrive? | • | c. I take the school bus at 7:30. |
| 4. When can you visit friends? | • | d. It's before English class. |
| 5. When is art class? | • | e. It will arrive at 2:00 in the afternoon. |

Writing

8 Write what you do at the following times of the day. Use in, at, on, before, or after in your sentences.

in the morning	_____
at night	_____
before school	_____
after school	_____

Wrap Up

9 Talk with a group. Who do you think has the busiest schedule?

Answer Key

- before
- at
- in
- before
- in
- after
- in
- after

6 Fill in the blanks with the correct prepositions.

- Ask students to read the sentence prompts.
- Ask students to write the answers in the blanks.
- Tell students to only use prepositions from the table in activity 5.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- before
- after
- in
- at
- before
- at

7 Read the questions. Match with the best answers.

- Ask students to read the questions and answers.
- Ask students to match the questions with the correct answers.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- c
- a
- e
- b
- d

Teacher's Note

Questions and Answers

Explain to students that an answer can be formed with the last part of a question. For example, the answer to the question, "What time do you eat breakfast?" can be formed by putting the last part of the question at the beginning of the answer. In this way, the answer becomes, "I eat breakfast at 8:00 a.m."

Writing

8 Write what you do at the following times of the day. Use in, at, on, before, or after in your sentences.

- Ask students to look at the table.
- Ask students to complete the activity.
- Check students' answers.
- Ask some students to present their schedules to the class.
- Give feedback.

Answer Key

Sample answers

I wake up at 7:00 in the morning.
I play games at night.
I eat breakfast before I go to school.
I have piano practice after school.
Etc.

Wrap Up

9 Talk with a group. Who do you think has the busiest schedule?

- Ask students to get into groups.
- Tell students to ask and answer the question.
- Tell students to share their schedule with each other.
- Tell students to decide who they think has the busiest schedule.
- Check students' conversations to make sure they're speaking properly.
- Ask different groups to present their schedules to the class.
- Give feedback.

Aim: Compare people's routines

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 1 video.

2 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right
1, 2, 3

3 Watch again. Circle the speakers' line.

- Play the video again.
- Ask students to circle the letter of the correct sentences they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- a
- a
- b

4 Fill in the blanks with the words in the box.

- Ask students to read the sentence prompts.
- Ask students to write the correct words forms the box in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- in the evening
- before
- after
- morning

E DAY AND NIGHT **Project**
Aim: Compare people's routines

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.

3 Watch again. Circle the speakers' lines.

a. I don't think so...
b. We sleep in the day.

a. Good morning to you, too!
b. I saw it sitting here in the morning.

a. Wait for me after school.
b. We have to be home before Mom comes home!

4 Fill in the blanks with the words in the box.

in the evening
morning
after
before

1. Leinad has breakfast _____.
2. Tom and Jessie have to be home _____ Mom comes back.
3. Leinad wants Jessie and Tom to wait for him _____ school.
4. Evening in Leinad's world is the same as _____ in Jessie and Tom's world.

5 Circle the correct answers.

1. Tom and Jessie find a _____ in their yard. a. subway car b. train c. World Hopper
2. People in Haras' world work _____. a. in the morning b. in the evening c. at night
3. Leinad is having pancakes _____. a. in the morning b. in the evening c. at lunch
4. Haras will return in _____. a. a week b. a month c. a year
5. Leinad wants to meet _____. a. before school b. at school c. after school

5 Circle the correct answers.

- Ask students to read the sentence prompts.
- Ask students to circle the correct answers.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- c
- b
- b
- a
- c

Wrap Up

6 Look at the table. Then listen and repeat.

at (time)	
When does your bus arrive?	It arrives at 8:00 a.m.
What time does school start?	It starts at 8:45 a.m.
What time do you have lunch?	I have lunch at 12:00 p.m.
What time is math class?	Math is at 1:00 p.m.

7 Fill in the blanks to answer the questions.

- What time does practice start? → It _____ at 3:30 p.m.
- What time do you eat dinner? → I _____ dinner at 6:00 p.m.
- What time does your flight leave? → It _____ at 7:00 p.m.
- What time does the subway close? → It _____ at 11:00 p.m.

21st Century Skills

Your Daily Schedule

Communication Critical Thinking

8 Read the questions and write three more. Get in groups and find the average time for all activities. Fill out the table.

Question	Name:	Name:
What time do you wake up on the weekend?		
What time do you go to bed?		
What time do you wake up?		

Wrap Up

6 Look at the table. Then listen and repeat.

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kinds of words are being highlighted.

7 Fill in the blanks to answer the questions.

- Ask students to read the questions.
- Ask students to read the sentence prompts for the answers.
- Ask students to write the correct words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- starts
- eat
- leaves
- closes

Teacher's Note

Short Answers to Time Questions

Explain to students that they can give a short answer to a question about the time with the preposition *at*, followed by the time. For example, the answer to the question, "What time does the game start?" can be, "At 7:30 p.m."

Extra Practice Soft Introduction to Frequency Words

Introduce frequency words such as *always*, *usually*, and *sometimes* before activity 8 with the patterns:

"What time do you _____?" →

"I always/usually/sometimes _____ at _____."

Ex.

What time do you wake up on the weekend? → I usually wake up at 10:00 a.m. on the weekend.
What time do you go to school? → I always go to school at 9:00 a.m.
Etc.

21st Century Skills

8 Read the questions and write three more. Get in groups and find the average time for all activities. Fill out the table.

- Tell students to look at the table.
- Tell students to read the questions and then write three more.
- Tell students that they can use a separate piece of paper if the table in the book is not helpful.
- Ask students to get into small groups.
- Tell students to talk with others in their group and find the average time that they do the activities in their table.
- Tell students to use the patterns from activities 6 and 7 to talk about their schedules.
- Tell students to write their answers in their table.
- Check students' schedules to make sure they're working properly.
- Ask different groups to present their schedules to the class.
- Give feedback.

BUSY ON THE WEEKEND

This unit will give students the ability to talk about chores, describe what people can and can't do, and describe what people are doing using the present continuous tense. Students will also learn about time zones and how they can help out in their communities.

Scan the QR code to download the Unit 2 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 2 AIMS

- Lesson A: Identify the chores people are doing
- Lesson B: Talk about outdoor chores and activities
- Lesson C: Describe what people are doing
- Lesson D: Read about people in different time zones
- Lesson E: Create a plan to help others

Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Writing
- Lesson D: Reading
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
dust	cut
feed	grass
floor	job
mop	leaves
pet	plant
sweep	pull
take out	rake
trash	weed
Lesson C	Lesson D
catch	extra
different	indoor
horse	mountain
lose	pick up
race	sky
show	spare / free time
wear	stars
win	water park



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Identify the chores people are doing
- B Speaking** Talk about outdoor chores and activities
- C Writing** Describe what people are doing
- D Reading** Read about people in different time zones
- E Project** Create a plan to help others

ICE BREAKERS

Look at the photo and answer the questions.

1. What is happening in the picture?
2. Does your family ever do this?
3. Do you like the outdoors or indoors? Why?
4. What is your favorite thing to do outside?

can/can't

Can is a common modal verb in English. It is used to talk about ability or opportunity, to make requests, and to grant permission. You can use *can/can't* to talk about things people are able to do.

Question	Example
What <i>can</i> they do?	They <i>can</i> mop the floor.
Can he mop the floor?	No, he <i>can't</i> .

Unit 2 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 2 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about picnics and indoor and outdoor activities.

Ex.

- What kinds of food do people eat on picnics in your country?
- Where do people usually go on picnics?
- What is your favorite thing to do inside?
- Where is your favorite place to go outside?
- Who do you like to go with when you go outside?

Key Grammar

present continuous tense

Use the present continuous tense to show what people are doing to other things.

Question	Example
What are they doing?	They <i>are mopping</i> the floor.
What are you doing?	I <i>am finishing</i> my homework.
What is she/he/it doing?	She/He/It <i>is sleeping</i> on the bed.

verb + -ing

Use a verb with *-ing* to talk about things you like doing.

like / dislike	I like <i>painting</i> pictures. I dislike <i>playing</i> basketball.
favorite / least favorite	My favorite thing to do is <i>swimming</i> . My least favorite thing to do is <i>cleaning</i> my room.

Lesson A MY CHORES

Aim: Identify the chores people are doing

Vocabulary

1 Listen and number. 2-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the pictures in the book.

Answer Key

From left to right, top to bottom

3. pet
1. feed
2. floor
6. mop
5. sweep
8. take out
7. trash
4. dust

- Practice again. Point at different pictures and ask students to say the words.

2 Listen and write the vocabulary words you hear. 2-02

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. feed
2. mops
3. pet
4. sweeps
5. dusts
6. takes out, trash

Teacher's Note

Trash and Garbage

Explain to students that *trash* and *garbage* are generally used interchangeably.

Focus

3 Talk with a partner. Use the vocabulary words.

- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again, but to talk about different chores.

A MY CHORES

Listening Aim: Identify the chores people are doing

Vocabulary

1 Listen and number. 2-01

3 pet

1 feed

2 floor

6 mop

5 sweep

8 take out

7 trash

4 dust

2 Listen and write the vocabulary words you hear. 2-02

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

NOTE
To talk about things you're doing right now, use *am* + verb + *-ing*.

Focus

3 Talk with a partner. Use the vocabulary words.

What are *you / they* doing?

We / They are _____

I am _____

What is *he / she / it* doing?

He / She / It is _____

4 Listen and match the pictures with the phrases. 2-03

What are they doing?

1. They are

2. I am

3. He is

4. It is

- mopping the floor.
- finishing my homework.
- sleeping on the floor.
- playing soccer.

4 Listen and match the pictures with the phrases. 2-03

- Listen to the audio.
- Ask students to match the pictures with the correct phrases.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. playing soccer
2. finishing my homework
3. mopping the floor
4. sleeping on the floor

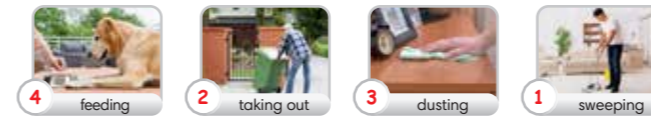
Teacher's Note

Indoor Chores

Explain different indoor house chores to students. Indoor chores can include cleaning the bedroom, vacuuming the house, doing the laundry, washing the dishes, cleaning the windows, watering the plants, making the bed, etc. Make sure students understand what the different chores entail.

Listen Up

5 What are the speakers doing? Listen and number. 2-04



6 Listen again. Circle the words you hear. 2-04

sweep	feed	pet	mop
trash	dust	floor	take out

7 Listen again. Circle and fill in the blanks. 2-04

1. Chris

I am / are _____ the floors.

2. Mary and Liz

They is / are _____ the trash.

3. Sam

He are / is _____ the furniture.

4. Beth

I am / is _____ Fido.

Wrap Up

8 Listen and answer the questions. 2-05

- Where does the boy want to go?
 - to the kitchen
 - to the party
 - to the park
 - to the bathroom
- What is Nancy doing?
 - dusting in the living room
 - washing the bathroom
 - mopping the floor
 - cleaning the kitchen
- Circle **true** or **false**.
 - The boy is washing the kitchen. true false
 - The family is cleaning their house. true false
 - Steven is working at the park. true false

Listen Up

5 What are the speakers doing? Listen and number. 2-04

- Listen to the audio.
- Ask students to write the number of the descriptions next to the correct pictures.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

4. feeding
2. taking out
3. dusting
1. sweeping

6 Listen again. Circle the words you hear. 2-04

- Listen to the audio again.
- Ask students to circle the words they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom

sweep, feed, trash, dust, floor, take out

7 Listen again. Circle and fill in the blanks. 2-04

- Listen to the audio.
- Ask students to circle the words and write the answers in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. am, sweeping
2. are, taking out
3. is, dusting
4. is, feeding

Wrap Up

8 Listen and answer the questions. 2-05

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. c
2. a
3. a. false
b. true
c. false

Extra Practice Cleaning Day

Ask students when they clean with the phrases:

"When does your family clean the house?" → "My family cleans the house time."

"When do you chore?" → "I chore + time."

Ex.

When does your family clean the house? → My family cleans the house on Saturday morning.

When do you clean your room? → I clean my room after school.

Aim: Talk about outdoor chores and activities

Vocabulary

1 Listen and number. 2-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the pictures in the book.

Answer Key

From left to right, top to bottom

7. plant
5. grass
1. cut
3. weed
4. pull
2. leaves
6. rake
8. job

- Practice again. Point at different pictures and ask students to say the words.

2 Circle the correct words and fill in the blanks with words from the box.

- Ask students to look at the words in the box.
- Ask students to read the sentence prompts.
- Ask students to circle the correct words and fill in the blanks with the words from the box.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. cuts, grass
2. plant, vegetables
3. raking, leaves
4. pulling, weeds

Focus

3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again, but to talk about different outdoor chores.

Teacher's Note

Outdoor Chores

Explain different outdoor chores to students. Outdoor chores can include cleaning the backyard, cleaning the pool, watering the lawn, mowing the lawn, trimming the hedges/bushes, etc. Make sure students understand what the different chores entail.

B WORKING OUTSIDE **Speaking**
Aim: Talk about outdoor chores and activities

Vocabulary

1 Listen and number. 2-06

7 plant

5 grass

1 cut

3 weed

4 pull

2 leaves

6 rake

8 job

2 Circle the correct words and fill in the blanks with words from the box.

weeds grass vegetables leaves

1. Bill cuts / cutting the _____.
2. I plant / planting _____.
3. Lara and Dean are raking / rake the _____.
4. We are pulling / pull _____.

Focus

3 Talk with a partner.

What are you / they doing?

I am washing my bike. She is raking the leaves.

4 Use the words in the box to ask and answer questions.

cleaning	going
cooking	pulling
using	working
playing	making
having	studying
visiting	listening
meeting	reading

4 Use the words in the box to ask and answer questions.

- Ask students to talk with a partner.
- Ask students to look at the words in the box.
- Tell students to practice by asking and answering questions with the words in the box and the patterns in activity 3.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

Expressions
Talk about things you do and do not enjoy

5 Listen and repeat. 2-07

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of words are being highlighted.

Expressions
Talk about things you do and do not enjoy

5 Listen and repeat. 2-07

like / dislike	What do you like doing?	I like playing in the leaves.
	What don't you like doing?	I don't like raking the leaves.
favorite / least favorite	What is your favorite thing to do?	My favorite thing to do is swimming.
	What is your least favorite thing to do?	My least favorite thing to do is cleaning my room.

6 Use the expressions and phrases to ask and answer questions.

raking the yard	singing songs	cutting the grass	watching my pets
mopping the floor	looking at the stars	planting flowers	finishing a job

Speak Up

7 Look at the pictures. Talk with a partner about the chores.

Wrap Up

8 Talk with a partner. Ask which chores they like to do. Decide who will do each chore.

Chore	Name
1. Cut the grass.	
2. Pull the weeds.	
3. Rake the leaves.	
4. Plant the flowers.	
5. Clean the yard.	

Pronunciation

9 Listen and repeat. 2-08

/ə/
girl
turn

10 Listen and put check marks (✓) on the sounds. 2-09

	/ə/
1. circle	
2. cart	
3. start	
4. bird	
5. grass	
6. work	

Extra Practice What Do You Like Doing?

Practice asking students what chores they like and dislike doing with the phrases in activity 5. Ask follow-up questions.

Ex.

What chores do you like doing? → I like doing homework and cleaning my room.

What chores don't you like doing? → I don't like washing my dog or taking out the trash.

When do you usually wash your dog? → I usually wash him on the weekend.

6 Use the expressions and phrases to ask and answer questions.

- Ask students to work as a class or talk with a partner.
- Tell students to practice asking and answering questions with the expressions and phrases in the box and the patterns in activity 5.
- Check students' questions and answers to make sure they're speaking properly.
- Give feedback.

Speak Up

- 7 Look at the pictures. Talk with a partner about the chores.**
- Tell students to find a partner.
 - Tell students to discuss the chores in the pictures.
 - Check students' conversations to make sure they're speaking properly.
 - Ask students if they would like to share their discussions with the class.
 - Ask follow-up questions.

Wrap Up

- 8 Talk with a partner. Ask which chores they like to do. Decide who will do each chore.**
- Ask students to work with a partner.
 - Ask students to look at the table.
 - Tell students to practice asking which chores they like and dislike with the patterns in activities 5 and 6.
 - Tell students to write down the name of who will do each chore in the table.
 - Check students' conversations to make sure they're speaking properly.
 - Ask some students to present their conversations to the class.
 - Give feedback.

Pronunciation

- 9 Listen and repeat.** 2-08
- Listen to the audio.
 - Ask students to repeat aloud after the audio.
 - Check students' understanding.
 - Ask students to circle the correct vowel in each word if needed.

- 10 Listen and put check marks (✓) on the sounds.** 2-09
- Listen to the audio.
 - Ask students to repeat aloud after the audio.
 - Tell students to put check marks on the correct sounds.
 - Replay the audio if needed.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

1. ✓
- 2.
- 3.
4. ✓
- 5.
6. ✓

Lesson C WHAT ARE YOU DOING?

Aim: Describe what people are doing

Vocabulary

1 Listen and number. 2-10

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the pictures in the book.

Answer Key

From left to right, top to bottom

- win
- lose
- race
- wear
- different
- catch
- show
- horse

- Practice again. Point at words in the book and ask students to say the words aloud.

2 Complete the sentences with *can* or *can't*. Compare with a partner.

- Ask students to read the sentence prompts.
- Ask students to fill in the blanks with *can* or *can't*.
- Ask students to complete the activity.
- Ask students to find a partner.
- Ask students to compare their work with their partner's.
- Check students' answers.
- Ask some students to present their findings to the class.
- Give feedback.

Answer Key

Sample Answers

- I can catch a ball.
- I can ride a horse.
- I can't skateboard well.
- I can win a race.
- I can't cut someone's hair.
- I can't surf.

3 Fill in the blanks with the best vocabulary words. Put the words in the correct forms. Answers will vary.

- Ask students to read the sentence prompts.
- Ask students to fill in the blanks with the best vocabulary words.
- Tell students to put the words in the correct forms as needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- showing
- to wear / wearing
- wearing
- win / lose
- is catching / catches / can catch / can't catch

Teacher's Note

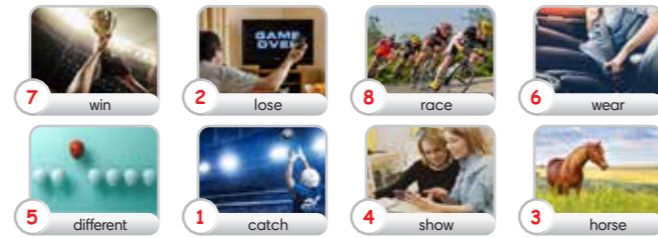
Explain to students why it is incorrect to use the present continuous to talk about habits or repeated actions.

C WHAT ARE YOU DOING?

Writing
Aim: Describe what people are doing

Vocabulary

1 Listen and number. 2-10



2 Complete the sentences with *can* or *can't*. Compare with a partner.

- I _____ catch a ball.
- I _____ ride a horse.
- I _____ skateboard well.
- I _____ win a race.
- I _____ cut someone's hair.
- I _____ surf.

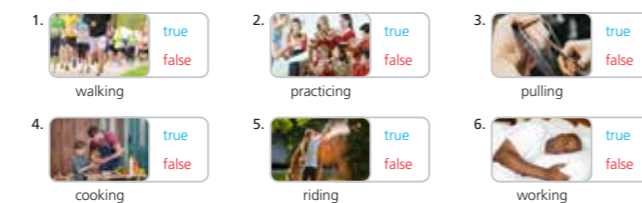
3 Fill in the blanks with the best vocabulary words. Put the words in the correct forms. Answers will vary.

- She is _____ her friend her new book.
- I don't like _____ the shirt because it's small.
- They are _____ new clothes today.
- He can _____ at almost any video game.
- Their dog _____ the stick with its teeth.

NOTE
Something that is possible for you is something you *can* do. Things that are not possible, you *can't* do.
I can draw!
I can't swim.

Focus

4 Look at the pictures. What are they doing? Circle *true* or *false*.



Focus

4 Look at the pictures. What are they doing? Circle *true* or *false*.

- Ask students to look at the pictures.
- Ask students to read the words.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- false
- true
- false
- true
- false
- false

Extra Practice

Practice having students ask questions pointing at the pictures and using the present continuous with the phrases:

"Is/Are you/he/she/we/they _____ now?" → "Yes/No, I/he/she/we/they am/is/are (not) _____ now."

Ex.

Are they running now? → Yes, they are running now.
Is she riding a horse now? → No, she is not riding a horse now.

Grammar

5 Read and listen. 2-11

Present Continuous Tense: <i>be + verb + -ing</i>	
Questions	Answers
What are (you / we / they) doing?	I am singing. (We / They) are singing.
What is (he / she / it) doing?	(He / She / It) is singing.

6 Fill in the blanks with the given words in the present continuous tense.

- She _____ a movie. (watch)
- _____ are _____ their bikes. (race)
- _____ is _____ English. (practice)
- I _____ breakfast. (cook)
- We are _____ the bus. (catch)
- It is _____ on the floor. (sleep)

Writing

7 Look at the pictures. Complete the sentences. At least one sentence should be in present continuous.



Wrap Up

8 Look at the pictures. What is happening? Talk with a partner.



9 Write complete sentences describing what is happening in the pictures above. Share your sentences with the class.

- _____
- _____
- _____

Grammar

5 Read and listen. 2-11

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of grammar point is being highlighted.

6 Fill in the blanks with the given words and the present continuous tense.

- Ask students to read the sentence prompts and look at the words in parentheses.
- Ask students to change the words in parentheses into the present continuous tense and write them in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- is, watching
- They, racing
- He/She, practicing
- am, cooking
- catching
- sleeping

Writing

7 Look at the pictures. Complete the sentences. At least one sentence should be in present continuous.

- Ask students to look at the pictures and read the sentence prompts.
- Ask students to complete the sentences.
- Tell students that at least one sentence should be in present continuous tense.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- They are playing catch. / Dad is catching the ball.
- He is riding a horse. / The horse is running.
- We are working in the garden. / I am watering the plants.

Wrap Up

8 Look at the pictures. What is happening? Talk with a partner.

- Ask students to talk with a partner.
- Ask students to look at the pictures.
- Tell students to talk about what is happening in the pictures with the patterns in activities 5, 6, and 7.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

9 Write complete sentences describing what is happening in the pictures above. Share your sentences with the class.

- Ask students to work with a partner.
- Ask students to write sentences about what is happening in the pictures.
- Ask students to complete the activity.
- Ask some students to present their conversations to the class.
- Give feedback.

Answer Key

Sample Answers

- The girl is blowing bubbles in the meeting.
- The children are writing on each other with markers.
- The girl is running in a race.

Aim: Read about people in different time zones

Vocabulary

1 Listen and repeat. 2-12

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. Point at words in the book and ask students to say the words aloud.

2 Listen and match to complete the sentences. 2-13

- Listen to the audio.
- Ask students to draw lines to match the sentence parts.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. Ben is picking up his kids.
2. He is playing at a water park.
3. They are watching the stars.
4. She is studying in her spare time.

Extra Practice

Practice asking students what they like doing indoors / at a water park / in the mountains with the present continuous tense.

Ex.

What do you like doing in the mountains?
→ I like mountain biking in the mountains.

Pre-reading

3 What are the people doing in this park?

- Ask students to look at the pictures.
- Tell students to fill in the blanks with the activities that the people are doing.
- Tell students to practice by asking and answering questions using the present continuous tense.

Answer Key

From left to right, top to bottom

1. The man is practicing Thai Chi.
2. The woman is sleeping on the grass.
3. The woman is playing on the swings.
4. The woman is reading next to a lake.
5. The girl is feeding a squirrel by a tree.
6. The man and woman are running on a path.

D AROUND THE WORLD

Reading
Aim: Read about people in different time zones

Vocabulary

1 Listen and repeat. 2-12

water park
 indoor
 mountain
 sky
 stars
 pick up
 spare / free time
 extra

2 Listen and match to complete the sentences. 2-13

1. Ben is • • picking up • • at a water park.
2. He is • • studying • • the stars.
3. They are • • playing • • in her spare time.
4. She is • • watching • • his kids.

Pre-reading

3 What are the people doing in this park?

4 Read the article. 2-14

magazine

Around the World Right Now

If you could fly around the world right now, what would you see? In some places, it's daytime. In other places, it's the middle of the night. In some places, it's hot, and in others, it's cold. Let's see what some kids are doing right now!

Dubai, UAE

It's morning right now. I am going to a water park! I like the parks here. There is so much to do! There is even a way to surf indoors!

-Kareem

Seoul, Korea

School is over. But my day has just started. I don't have much spare time. My mom is coming to pick me up. I have to meet my teacher for extra lessons. I'm having trouble with math class.

-So-Young

Pennsylvania, USA

Right now, it is late at night. I'm with my mom and dad in the mountains. I love it here. I like looking at the night sky. I can see a lot of stars.

-Miles

Comprehension

5 Circle true or false.

1. Kareem loves surfing. true false
2. So-Young is having trouble with English. true false
3. Miles is in the mountains. true false
4. It is late at night in Pennsylvania. true false

Wrap Up

6 Talk with a partner.

1. Have you been to any of these places? Have you been to places like them?
2. Which place do you want to visit? Why?
3. What time is it where you are? Name a place where it is nighttime during your daytime.
4. What is a usual day for you like? Do you think it's like other kids' days around the world?

Teacher's Note

Present Continuous Tense Follow-Up Questions
When students give answers in the present continuous tense, ask follow-up questions with the present continuous tense.

Ex.

What is the man doing? → He is practicing Thai Chi.
Where is he practicing Thai Chi? → He is practicing it in the park.
What is he practicing next to? → He is practicing next to some trees.
What is he wearing? → He is wearing shorts and a T-shirt.
Etc.

Teacher's Note

Time Zones

Explain to students that time zones were first conceptualized in England in the fifteenth century. The first time zone, Greenwich Mean Time, was centered on Royal Observatory in Greenwich, London. By 1900, most of the world was split up into standard time zones. Most time zones are offset from each other by full hours. A few, though, are offset by 30 or 45 minutes. Each time zone has a unique name, such as the North American Eastern Time Zone. Also, large countries like Russia and the US have several time zones. Ask students what time zone they live in, or how many time zones their country has.

Wrap Up

- 6 Talk with a partner.
- Tell students to find a partner.
 - Tell students to discuss the questions.
 - Ask students if they would like to share their discussions with the class.
 - Ask follow-up questions.

4 Read the article. 2-14

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Comprehension

5 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. false
2. false
3. true
4. true

Aim: Create a plan to help others

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 2 video.

2 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right
1, 2, 3

3 Watch again. Put check marks (✓) on the words you hear.

- Ask students to look at the pictures and read the words.
- Play the video again.
- Ask students to put check marks next to the words they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right
ride, sweep

4 Watch again. Circle the words you hear.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the words they hear.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. can
2. sweeping
3. can't
4. throw

E HELPING OUT Project
Aim: Create a plan to help others

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.



3 Watch again. Put check marks (✓) on the words you hear.



4 Watch again. Circle the words you hear.

1. Don't worry, I can / can't talk to him. We're just visiting...

2. You can start by sweeps / sweeping and taking out the trash.

3. We can / can't pay!

4. Let's throw / throwing them into space!

5 Circle the correct answers.

1. The boy _____ the view. a. likes b. sweeps c. rides

2. The boy is _____ to the guards. a. helping b. sweeping c. talking

3. Their job is to _____ and take out the trash. a. cut b. sweep c. pull

4. They have to _____ out weeds from the ship. a. build b. pull c. mop

5 Circle the correct answers.



- Ask students to read the sentence prompts.
- Ask students to circle the correct answers.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. a
2. c
3. b
4. b

Wrap Up

6 Look at the table. Then talk with a partner.

Question	Answer
 What can he do?	He can walk the dogs in the park.
 Can I help you?	No, you can't. Yes, you can.

7 Look at the activities. What can you do and what can't you do? Talk with a partner.

ride a horse	camp in the woods	sail in a boat
sing in a band	wear a costume outside	build a tent

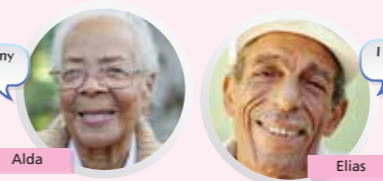
Can ride a horse?

I can / can't ride a horse. Can you?

21st Century Skills

Helping Others

Communication Collaboration



I need help in my garden. Alda

I need help in my house. Elias

8 Answer the questions.

- How can you help inside your home? _____
- How can you help outside your home? _____

9 Help either Alda or Elias for one afternoon. Use your group ideas to write two sentences. Then share your sentences with your friends.

I will help Alda / Elias.

Wrap Up

6 Look at the table. Then talk with a partner.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the questions and answers.
- Ask students if they would like to share their discussions with the class.

7 Look at the activities. What can you do and what can't you do? Talk with a partner.

- Tell students to find a partner.
- Ask students to read the contents of the table.
- Tell students to use the patterns in activity 6 to talk about what they can and can't do.
- Check students' conversations to make sure they're speaking properly.
- Ask students if they would like to share their conversations with the class.
- Give feedback.

Extra Practice No, I can't ... , but I can ... !

Explain to students that if they can't do something, then they can say they can't do it and then say something they can do. Allow students to practice saying what they can't do and then what they can do with the pattern:

"No, I can't _____, but I can _____!"

Ex.

No, I can't slam dunk, but I can shoot three pointers!

21st Century Skills

8 Answer the questions.

- Ask students to get into groups.
- Tell students to read and answer the questions in their groups.
- Check students' conversations to make sure they're speaking properly.
- Ask different groups to present their ideas to the class.
- Give feedback.

9 Help either Alda or Elias for one afternoon. Use your group ideas to write two sentences. Then share your sentences with your friends.

- Ask students to work in their groups.
- Tell students to choose whom to help.
- Tell students to use the patterns from activities 6 and 7 to talk about their questions.
- Tell students to write their answers on the lines.
- Check students' conversations to make sure they're speaking properly.
- Ask different groups to present their ideas to the class.
- Give feedback.

Teacher's Note

Community Service

Explain to students that community service involves helping out in one's neighborhood. This can include volunteering for things like keeping elderly people company at a retirement home, helping to clean up a park, planting trees in a park, helping out at an animal shelter, etc.

Ask students about the kinds of community service available to them in their neighborhoods. Then ask them about the community service they would like to do and how they can help out.

This unit will give students the ability to talk about nature and wildlife as well as the ability to make comparisons and talk about superlatives.

Scan the QR code to download Unit 3 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 3 AIMS

- Lesson A: Understand talks about animals
- Lesson B: Talk about nature
- Lesson C: Read about amazing things in nature
- Lesson D: Write about things in nature
- Lesson E: Design a poster to raise awareness

Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Reading
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
bird camel cow fangs feathers octopus spider tail	damage flower ground hill nature precipitation sand woods
Lesson C	Lesson D
ash below erupt island lava rock scientist volcano	cave climate coast environment rainforest town waterfall world
Lesson E	
creature critical enclosure endangered spit	



superlatives

Use superlatives to make comparisons at the highest degree. Superlatives are most often made by adding *-est* or *-iest* to the end of the adjective. We also use *most* and *least* to express superlatives, as in *the most famous* and *the least delicious*. However, do not use *most* and *least* with a superlative ending in *-est / -iest*.
ex. *The most tallest mountain.* (X)

Superlative form	Example
tall → tallest	Janice is <i>the tallest</i> girl in class.
beautiful → most beautiful	That flower is <i>the most beautiful</i> one in the garden.
lazy → laziest	That boy is <i>the laziest</i> in his family.
big → biggest	Her pie is <i>the biggest</i> one in the room.

Unit 3 Discussion

- Look at the photo and answer the questions.
- Ask students to look at the Unit 3 cover page.
 - Then ask the class each question.
 - Give corrections and ask follow-up questions.
 - Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about deserts.

Ex.

Have you ever been to a desert? When?
What can you do in a desert?
Are there deserts in your country?
How do you think people find water in a desert?
Can you name a desert? Which one?

Key Grammar

adjective comparatives

Use adjective comparatives to compare the degree of characteristics. An adjective is a word that describes a noun. A comparative adjective describes the noun by comparing it to something else.

Comparative form	Example
tall → taller	Janice is <i>taller</i> than Joey.
beautiful → more beautiful	That flower is <i>more beautiful</i> than the photo.
lazy → lazier	That boy is <i>lazier</i> than a sloth.
big → bigger	Her pie is <i>bigger</i> than my cake.

Aim: Understand talks about animals

Vocabulary

- 1 Listen and number. **3-01**
- Listen to the audio.
 - Ask students to repeat aloud after the audio.
 - Ask students to write the correct number of the vocabulary words next to the pictures in the book.
 - Check students' answers.

Answer Key

From left to right, top to bottom

6. camel, 5. octopus, 8. feathers, 1. spider, 2. tail, 3. cow, 7. bird, 4. fangs

- Practice again. Point at different pictures and ask students to say the words

2 Listen and circle the words you hear. **3-02**

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. feathers
2. tail
3. octopuses
4. cows

Focus

- 3 Talk with a partner.
- Read the short conversations aloud or ask two students to read the short conversations aloud.
 - Ask students to practice the conversations with a partner.
 - Tell students to practice the conversations again, but to talk about different animals.
- 4 Look at the animals. Find interesting facts about them online and share with a partner.
- Ask students to look at the animals.
 - Ask students to use the internet to find facts about the animals.
 - Tell students to find a partner.
 - Ask students to talk about the animals.
 - Tell students to use the patterns in activity 3.
 - Check students' conversations to make sure they're speaking properly.
 - Ask some students to present their conversations to the class.
 - Give feedback.

A TALK ABOUT WILDLIFE **Listening**
Aim: Understand talks about animals

Vocabulary

1 Listen and number. **3-01**

2 Listen and circle the words you hear. **3-02**

1. fangs legs feathers
2. fangs feathers tail
3. camels octopuses spiders
4. cows octopuses camels

Focus

3 Talk with a partner.

NOTE
We can use *neat* to say that something is cool or interesting!

Look at the snake. Did you know that a snake has no eyelids?
Did you know that a cow has four parts to its stomach?
Wow! That's amazing!
That's so cool!
Wow! That's really neat!

4 Look at the animals. Find interesting facts about them online and share with a partner.

Teacher's Note

Animal Facts

Explain some facts about the animals in activity 4 if students are having trouble finding information about them. Below are some basic facts about each animal.

Bengal Tiger: Bengal tigers live primarily in India with smaller populations in Bangladesh, Nepal, Bhutan, China and Myanmar. They are the most numerous of all tiger subspecies. Bengal tigers like swimming, and no two tigers have the same stripe patterns.

Humpback Whale: Humpback whales can be found in oceans from Antarctica to the Pacific. They can grow from 40 to 48 feet in length. They belong to the same family of whales as blue whales. They can eat up to 1.5 tons of krill and small fish per day.

Kangaroos: Kangaroos are from Australia. There are four species of kangaroo: the red, antilopine, eastern gray and the western gray kangaroo. The largest is the red kangaroo. They can get up to 2 meters tall and hop along at over 65kph. Kangaroos belong to the marsupial family, and mothers carry their babies in a pouch until they are ready to survive on their own.

Listen Up

5 Listen and look. Put check marks (✓) on the right animals. **3-03**

6 Listen again and answer the questions. **3-03**

1. You can tell a monkey from an ape by ____.

a. its size
b. its tails
c. its intelligence

2. What is NOT true about kiwis?

a. They are flightless.
b. They are similar to ostriches.
c. They can lay eggs half their size.

3. What is true about payaras?

a. They are silver colored.
b. They have two fangs on top of their mouths.
c. They are found in the deepest part of the ocean.

4. Circle true or false.

a. Gorillas are apes. true false
b. Kiwis don't have feathers. true false
c. Vampire fish are bigger than payara. true false

Wrap Up

7 Listen and answer the questions. **3-04**

1. Match the animal's name to the correct picture.

dromedary
Bactrian

2. Which statement is NOT true?

a. There are two types of camels.
b. A dromedary has one hump.
c. A camel can drink over forty gallons of water.
d. A camel's hump is full of water.

3. Which statement is true?

a. Camels don't have eyelids.
b. A Bactrian has one hump.
c. Camels store fat in their humps.
d. A camel's hump gets bigger with water.

8 Research your favorite animal. Then fill in the profile. Write extra facts on a separate piece of paper.

Animal	Bald eagle	Animal	
Fangs	Yes No	Fangs	Yes No
Tail	Yes No	Tail	Yes No
Feathers	Yes No	Feathers	Yes No
Extra facts	Not bald	Extra facts	

Listen Up

5 Listen. Put check marks (✓) on the right animals. **3-03**

- Listen to the audio.
- Tell students to put check marks next to the correct animals.
- Replay the audio if needed.
- Ask students to complete the activity.

Answer Key

1. a
2. a
3. a

6 Listen again and answer the questions. **3-03**

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. b
2. c
3. a
4. a. true
b. false
c. false

Wrap Up

7 Listen and answer the questions. **3-04**

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. dromedary - b, Bactrian - a
2. d
3. c

8 Research your favorite animal. Then fill in the profile. Write extra facts on a separate piece of paper.

- Ask students to think of their favorite animals.
- Ask students to research their animals.
- Ask students to write the facts about their animals in the table.
- Tell students to use a separate sheet of paper to write down additional facts.
- Tell students to use the patterns in activities 3 and 4.
- Ask some students to share their work with the class.
- Give feedback.

Extra Practice

Animal Race

Before class, prepare flash cards with the different animal body parts from the unit on them. Make some flashcards with other body parts too, such as a pouch, scales, wings, etc. During the lesson, split the class into two groups. Tell each group to line up in front of the classroom. Stand at the front and show the first students in the lines a flashcard. The student who names an animal with that body part first gets a point for their team. Tell those students to go to the back of the line. Then repeat the procedure until all the students have had a turn. The team with the most points at the end wins.

Lesson B TALK ABOUT NATURE

Aim: Talk about nature

Vocabulary

1 Listen and number. 3-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the pictures in the book.
- Check students' answers.

Answer Key

From left to right, top to bottom

8. nature
3. woods
4. ground
7. precipitation
6. hill
2. flower
1. sand
5. damage

- Practice again. Point at different pictures and ask students to say the words.

2 Look at the pictures. Label the pictures with the best vocabulary words.

- Ask students to look at the pictures.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Answers will vary.

1. woods
2. ground
3. damage
4. hill
5. sand
6. precipitation

3 Listen and circle the words you hear in the conversations. 3-06

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. hill, precipitation, sand
2. damage, sand
3. flower, woods, nature

Focus

4 Talk with a partner.

- Read the sentences aloud or ask two students to read the sentences aloud.
- Ask students to practice the sentences with a partner.
- Tell students to practice the sentences again but to talk about different ideas.

B TALK ABOUT NATURE

Speaking
Aim: Talk about nature

Vocabulary

1 Listen and number. 3-05

8 nature

3 woods

4 ground

7 precipitation

6 hill

2 flower

1 sand

5 damage

NOTE Precipitation is the scientific word used to describe rain or snow that falls to the ground.

2 Look at the pictures. Label the pictures with the best vocabulary words.

1. woods

2. ground

3. damage

4. hill

5. sand

6. precipitation

Ex. flower

3 Listen and circle the words you hear in the conversations. 3-06

1. hill	woods	precipitation	sand
2. nature	damage	ground	sand
3. flower	woods	nature	desert

Focus

4 Talk with a partner.

The tree is **as tall as** my house!

The sand is **as hot as** the sun!

The flower is **as big as** a basketball.

She is **as smart as** me.

NOTE We can make comparisons of similar things using the form *as + adj + as*. These kinds of statements can be used to say how two things are the same or to exaggerate.

5 Look around the classroom and take turns making comparisons with *as + adj + as*. Write three comparisons.

Ex. Joseph is as tall as Sandra.

1. _____
2. _____
3. _____

5 Look around the classroom and take turns making comparisons with *as + adj + as*. Write three comparisons.

- Ask students to look around the classroom.
- Ask students to choose six objects they can compare.
- Ask students to write their comparisons on the lines.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

1. The board eraser isn't as small as my pencil eraser.
2. Marcos is as short as Janice.
3. My shoes are as dirty as Vince's.

Extra Practice

Comparisons

Have students practice making comparisons as in activities 4 and 5. Randomly choose things in the classroom that students can compare, or prepare pictures of different things for students to compare. Tell or show students what the items are, and then tell them to say or write down their comparisons.

B TALK ABOUT NATURE

Speaking
Aim: Talk about nature

Grammar

6 Look at the table. Then listen and repeat. 3-07

For adjectives with one syllable, add: -er or -r + than	sharp → sharper	A shark's teeth are <i>sharper</i> than yours.
For adjectives with two or more syllables, add: more + than	beau-ti-ful → more beautiful	The forest is <i>more beautiful</i> than the desert.
For adjectives with two syllables that end in -y, change -y to i and add: -er + than	hap-py → happier	My sister is usually <i>happier</i> than my brother in the morning.
For adjectives that end in a single vowel and a consonant: double the final letter before adding -er	big → bigger	Argentina is <i>bigger</i> than Colombia.

Speak Up

7 Use the phrases to make sentences. Talk with a partner.

bigger than	prettier than	colder than	scariest than	more colorful than
cheaper than	longer than	heavier than	more amazing than	

Ex. The movie was scariest than I thought it would be.

8 Fill in the blanks with comparatives of the correct given words.

1. A snake is _____ (long / short) than a bird.
2. The desert is _____ (cold / hot) than the forest.
3. A camel is _____ (short / tall) than a fish.
4. The forest is _____ (hot / cold) than the desert.
5. An octopus is _____ (heavy / colorful) than a shark.
6. A spider is _____ (scary / amazing) than a snake.

Wrap Up

9 Look at the pictures. Talk with a partner. Use comparatives to compare the pictures.

Chocolate Hills, Philippines

Andes, Peru

Antarctica

Sahara

giant water lily

dahlia

Pronunciation

10 Listen and repeat. 3-08

/au/	
house	A spider can make its own house.
cow	A cow eats grass in a field.

11 Listen and circle the /au/ sounds in the words. 3-09

1. mouth
2. down
3. outside
4. around
5. town

Grammar

6 Look at the table. Then listen and repeat. 3-07

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of grammar point is being highlighted.

Speak Up

7 Use the phrases to make sentences. Talk with a partner.

- Tell students to work with a partner.
- Ask students to make sentences using the words in the blue box and the patterns in activity 6.
- Check students' sentences to make sure they're speaking properly.
- Ask some students to present their sentences to the class.
- Give feedback.

Teacher's Note

The Most Extreme

Introduce and ask students about some of the most extreme places on Earth. For example, Mt. Everest is the world's tallest mountain. The Nile is the world's longest river. The largest nonpolar desert in the world is the Sahara. Prepare additional places to talk about.

8 Fill in the blanks with comparatives of the correct given words.

- Ask students to read the sentence prompts.
- Ask students to write the comparative form of the correct words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

1. longer, 2. hotter, 3. taller, 4. colder, 5. more colorful, 6. scarier

Wrap Up

9 Look at the pictures. Talk with a partner. Use comparatives to compare the pictures.

- Tell students to work with a partner.
- Ask students to look at the pictures.
- Ask students to talk about and compare the places in the pictures using comparatives.
- Tell students to use the patterns in activities 4, 5, 6, 7, and 8.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Pronunciation

10 Listen and repeat. 3-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' pronunciation.
- Ask students to circle the correct vowels in each word if needed.

11 Listen and circle the /au/ sounds in the words. 3-09

- Listen to the audio.
- Tell students to circle the correct /au/ sound in the word.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. mouth
2. down
3. outside
4. around
5. town

Aim: Read about amazing things in nature

Vocabulary

1 Listen and write the words. 3-10

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to look at the pictures.
- Ask students to write the words under the correct pictures.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. volcano
2. erupt
3. island
4. below
5. ash
6. lava
7. rock
8. scientist

- Practice again. Point at different pictures and ask students to say the words.

2 Listen. Then fill in the blanks with the best vocabulary words. Change the tenses as needed. 3-11

- Listen to the audio.
- Ask students to write the correct words they hear in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- (1) 1. volcano 2. erupted 3. rock 4. ash 5. scientists
 (2) 1. islands 2. below 8. lava

Pre-reading

3 Look at the picture. Label the picture with the words *erupt*, *lava*, and *ash*. Where do you think this volcano is?

- Ask students to look at the picture.
- Ask students to write the words in the correct blanks.
- Ask students to complete the activity.
- Check students' answers.
- Ask students where they think the volcano is located.
- Give feedback.

Answer Key

1. ash
2. erupt
3. lava

C AMAZING EARTH Reading
Aim: Read about amazing things in nature

Vocabulary

1 Listen and write the words. 3-10

erupt ash	island rock	below lava	volcano scientist
--------------	----------------	---------------	----------------------

- volcano
- erupt
- island
- below
- ash
- lava
- rock
- scientist

2 Listen. Then fill in the blanks with the best vocabulary words. Change the tenses as needed. 3-11

1. Galeras is a 1. _____ in Colombia that has 2. _____ frequently since the Spanish came. The volcano is dangerous because it throws 3. _____ and 4. _____ in the air. In 1993, one eruption killed nine people. This included six 5. _____ who were working at the volcano.

2. Mauna Loa is a giant volcano that many people live on. It is one of the Hawaiian 1. _____. The top of Mauna Loa is only four kilometers above the sea. But the volcano continues 2. _____ the water for another eight kilometers! The volcano is very active, but the eruptions are not very explosive. So, the 3. _____ moves down the sides of the volcano, making shallow slopes.

Pre-reading

3 Look at the picture. Label the picture with the words *erupt*, *lava*, and *ash*. Where do you think this volcano is?

Teacher's Note

Volcano Facts

Explain some of the volcano facts, below, to the students.

- Lava below the surface of Earth is called magma.
- The word volcano originally comes from the name Vulcan, the Roman god of fire.
- Volcanoes that have erupted in modern times include Mt. Krakatoa in 1883, Novarupta in 1912, Mt. St. Helens in 1980, and Mt. Pinatubo in 1991.
- The biggest known volcano is on Mars. Its name is Olympus Mons, and it is 600km (373 miles) wide and 21km (13 miles) high.
- Volcanic eruptions can send ash high into the air, over 30km (17 miles) above the earth's surface.
- One in 20 people in the world live within danger range of an active volcano.
- Volcanoes are classified as active, dormant or extinct. There are 1,900 active volcanoes on Earth.
- The Ring of Fire is a 40,000 km horseshoe-shaped area of the Pacific Ocean that is home to 90% of Earth's volcanoes.
- There are three main types of volcano: composite, shield, and dome. Composite volcanoes, such as Mt. St. Helens, are the most destructive.

4 Read the article. 3-12

SHARKCANO!

More than eighty percent of all volcanoes are under the sea. One famous underwater volcano is Kavachi (ka-VA-chee). Kavachi is a large volcano by the Solomon Islands. It's not famous for being big. It's not famous for having scary eruptions. It's famous for the things that live in the volcano.

In 2015, scientists went to study Kavachi. They used small robots to take pictures and video of the volcano. They thought they would see nothing but ash, lava, and rock below. Instead, they found a surprise. Kavachi is home to sharks! These sharks live in the hot and ash-filled water without problem.

Kavachi erupts often. It is a danger to all living things around it. So, finding sharks by the volcano made many scientists wonder: Why would the sharks live there? How do the sharks know when the volcano is about to erupt? What do you think?

Comprehension

5 Circle true or false.

1. Kavachi volcano is under the sea. true false
2. Volcanoes are not dangerous. true false
3. Eighty percent of Earth's volcanoes are on dry land. true false
4. Octopuses have been found near Kavachi. true false
5. Robots take pictures of the volcano. true false
6. The water around the volcano is cold. true false

6 Discuss with a partner.

1. Name some dangerous places where animals live. What kinds of animals live there?
2. Where would you like to visit the most: the oceans, the desert, or the rainforest? Why?
3. Do you think we've found all life on Earth? What else do you think we can find?

Wrap Up

7 Read and complete the activity.

Extremophiles are living things that can survive in places where most animals cannot. Some extremophiles live in very hot places, and others live in very cold places. Here are three extremophiles. Get in groups and pick an extremophile to research. Find information about the animal online and share it with the class.

4 Read the article. 3-12

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Comprehension

- 5 Circle true or false.
- Ask students to answer the questions.
 - Replay the audio if needed.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

1. true
2. false
3. false
4. false
5. true
6. false

- 6 Discuss with a partner.
- Tell students to find a partner.
 - Tell students to discuss the questions.
 - Ask students if they would like to share their discussions with the class.
 - Ask follow-up questions.

Wrap Up

- 7 Read and complete the activity.
- Ask students to read the reading.
 - Tell students to get into groups.
 - Ask each group to choose one extremophile.
 - Ask each group to use the internet to find information about their extremophile.
 - Check students' work to make sure they're doing it properly.
 - Ask some students to present their work to the class.
 - Give feedback.

Extra Practice

Homegrown Extremophiles

Have students stay in the same groups from activity 7. Tell each group to come up with their own extremophile. Make sure to tell each group to come up with a name, explain where it lives, what it looks like, why it is able to live in its environment, what it eats, and any other information they feel is important. Then have each group draw a picture of their extremophile. When all the groups are done with their work, have each group present their extremophile to the class. Remember to give feedback and ask follow-up questions. Tell students they can create serious or funny extremophiles.

Ex.

This is a giant ice cow. It looks like a normal cow, except it is blue and huge. It is four meters long and five meters high at the shoulders. It lives inside large glaciers in Antarctica. It can live in cold places where other cows can't. It eats penguins and seals, not grass or hay.

Aim: Write about things in nature

Vocabulary

1 Listen and number. 3-13

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the pictures in the book.
- Check students' answers.

Answer Key

From left to right, top to bottom

- | | |
|---------------|----------------|
| 8. town | 5. environment |
| 1. world | 6. waterfall |
| 4. coast | 7. cave |
| 3. rainforest | 2. climate |

- Practice again. Point at different pictures and ask students to say the words.

2 Listen and write the vocabulary words you hear. One word is used three times. 3-14

- Listen to the audio.
- Ask students to write the words they hear on the line.
- Tell students one word is used three times.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. rainforests, climate
2. cave, world
3. coast, environment, world, towns
4. waterfall, world

3 Listen again. Match the locations with the listening. 3-14

- Listen to the audio.
- Ask students to write the numbers of the listening next to the correct pictures.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- From left to right
4-Angel Falls, 1-rainforests, 3-coasts, 2-Son Doong Cave

Grammar

4 Look at the table. Then listen and repeat. 3-15

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of grammar point is being highlighted.

D THE NATURAL WORLD Writing
Aim: Write about things in nature

Vocabulary

1 Listen and number. 3-13

8 town

5 environment

1 world

6 waterfall

4 coast

7 cave

3 rainforest

2 climate

2 Listen and write the vocabulary words you hear. One word is used three times. 3-14

- _____
- _____
- _____
- _____

NOTE Climate is used to describe the weather an area usually has.

3 Listen again. Match the locations with the listening. 3-14

4

1

3

2

NOTE When we compare three or more things, we use the word *most*, or we use *-est* on the end of a word.

Grammar

4 Look at the table. Then listen and repeat. 3-15

For adjectives with one syllable, add: <i>the</i> and <i>-est</i> .	sharp → the sharpest	Of a dog, a snake, and a shark, the shark's teeth are <i>the sharpest</i> .
For adjectives with two or more syllables, add: <i>the</i> + <i>most</i> .	beau-ti-ful → the most beautiful	Among the forest, desert, and the mountains, I think the desert is <i>the most beautiful</i> .
For adjectives with two syllables that end in <i>-y</i> , change <i>-y</i> to <i>i</i> and add: <i>the</i> + <i>-est</i> .	hap-py → the happiest	My sister is <i>the happiest</i> person in my family.
For adjectives that end in a single vowel and a consonant: double the final letter before adding <i>the</i> + <i>-est</i> .	big → the biggest	Brazil is <i>the biggest</i> country in South America.

Teacher's Note

Superlatives in Nature

Explain some of nature's superlatives to students. Below is a list of some common ones.

largest bird	ostrich
smallest bird	bee hummingbird
largest land animal	elephant
largest sea animal	blue whale
fastest bird	peregrine falcon
fastest land animal	cheetah
slowest land animal	three-toed sloth
largest ocean	Pacific Ocean
largest island	Greenland
largest river	Amazon River
longest river	Nile River
highest mountain	Mt. Everest
driest place	Atacama Desert, Chile

5 Circle the correct answers. Then write the answers in complete sentences.

- Which animal is the longest? snake / dog / cat
- Which animal is the scariest? shark / camel / octopus
- Who is the tallest person in your class?

Writing

6 Go online and find the answers to the following questions. Write down your findings and report them to the class.

- What is the longest river in the world?
- What is the biggest rainforest in the world?
- What is the most dangerous snake in the world?
- Which animal has the longest tail?
- Which bird has the longest feathers?
- What is the smallest mammal in the world?
- What is the strongest insect in the world?
- What animal can live in the coldest environments?



Wrap Up

7 What do you know about your country's wildlife and environment? Answer the questions. Go online and do research if you need. Include interesting facts and information to share with your classmates and present your findings.

NOTE National means that it involves or is connected to a whole country.

Question	Answer
What's your country's national animal?	Ex. The national animal of America is the bald eagle.
What's your country's national flower?	
What's your country's national tree?	
How would you describe your country's climate?	
What's the biggest mountain in your country?	
What's the longest river in your country?	
What's the biggest lake in your country?	

5 Circle the correct answers. Then write the answers in complete sentences.

- Ask students to read the questions.
- Ask students to circle the correct answers.
- Ask students to write the answers on the lines.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- Among a snake, a dog, and a cat, a snake is the longest.
- Of a shark, a camel, and an octopus, a shark is the scariest.
- Mario is the tallest person in my class.

Writing

6 Go online and find the answers to the following questions. Write down your findings and report them to the class.

- Ask students to read the questions.
- Ask students to use the internet to find the answers.
- Ask students to write the answers to the questions on a separate sheet of paper.
- Ask students to present their answers to the class.
- See if all the students agree or if some students have different answers.
- Give feedback.

Wrap Up

7 What do you know about your country's wildlife and environment? Answer the questions. Go online and do research if you need. Include interesting facts and information to share with your classmates and present your findings.

- Ask students to look at the table.
- Ask students write the answers to the questions in the table or on a separate sheet of paper.
- Tell students to use the patterns in activities 4 and 5.
- Tell students to use the internet if they need.
- Check students' answers to make sure they're writing properly.
- Ask some students to present their answers to the class.
- Give feedback.

Extra Practice

Superlative Jeopardy

Put the class into two groups. Then have each group form a line at the front of the class. Have the first students in each line play *Rock, Paper, Scissors*. Tell the winner of the game to ask a superlative question in the form of an answer. Tell the other student to answer the question in the form of a question. If the student answers the question correctly, that student's team gets a point. If he or she can't answer the question, then the other team gets the point. The student who asked the question then goes to the end of his or her team's line, while the student who was asked the question now gets to ask a question to the next student in line on the other team. Repeat this process until all students have had a chance to ask/answer a question.

Ex.

Student 1: This is the tallest mountain in the world.
Student 2: What is Mt. Everest?
Student 2's team gets the point, and Student 2 gets to ask a question to the next person in line on the other team. Repeat.

Aim: Design a poster to raise awareness

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 3 video.

2 Watch the video. Number the pictures in order.

- Play the video for the students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right
1, 2, 3

3 Match the words with the definitions.

- Ask students to read the words.
- Ask students to read the definitions.
- Ask students to draw a line from the words to the correct definitions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- c
- b
- d
- e
- a

4 Watch again. Circle true or false.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the correct answers.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- true
- false
- false
- false
- false

E ENDANGERED ANIMALS **Project**
Aim: Design a poster to raise awareness

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.

3 Match the words with the definitions.

1. enclosure	•	a. serious; in extreme danger; important
2. endangered	•	b. an animal or plant that may die and go away forever
3. spit	•	c. an area that has a wall or fence around it
4. creature	•	d. to force out the liquid inside of one's mouth
5. critical	•	e. a living thing that is not a plant

4 Watch again. Circle true or false.

1. Sumatran tigers are critically endangered.	true	false
2. Kiwis are from Australia.	true	false
3. Emus are smaller than kiwis.	true	false
4. Passion flowers are from the African Rainforest.	true	false
5. Boy eagles are bigger than girl eagles.	true	false

5 Watch again. Circle the words you hear.

1. The Sumatran tiger is actually the smallest / largest tiger remaining in the subspecies.	2. Her fangs / teeth / stripe are so cool!
3. They're about as big / large as a chicken.	4. Is it from a desert / rainforest / woods?
5. They build the widest / biggest nest on record.	6. Look at its feathers / tail / lava and claws.

NOTE
A species is a group of plants or animals that have similar characteristics.

NOTE
A subspecies is a group within a species that is even more alike. For example, dogs belong to a subspecies of wolves or *Canis lupus*.

5 Watch again. Circle the words you hear.

- Ask students to read the sentences.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- | | |
|-------------|---------------|
| 1. smallest | 2. fangs |
| 3. big | 4. rainforest |
| 5. biggest | 6. feathers |

Teacher's Note

Endangered Animals

Explain to students that many animals are endangered or extinct because of problems such as *loss of habitat* and *overhunting*. Then tell them about some animals that are endangered and extinct. Some endangered animals include *tigers, blue whales, sea otters, and snow leopards*. Some extinct animals include *dodo birds, Tasmanian tigers, West African black rhinos, and passenger pigeons*.

Expressions

Talk about endangered animals

6 Look at the table.

Threatened	extinct	Risk ↑
	critically endangered	
	endangered	
	vulnerable	

The International Union for the Conservation of Nature (IUCN) makes a list of all the animals that are in danger of becoming extinct. An extinct species is a living thing that no longer exists. They classify animals at different levels of risk. Do you know any animals that are threatened?

The Sumatran tiger is critically endangered.

The dodo bird is extinct.

Whale sharks are endangered.

Giant pandas are no longer endangered. They are vulnerable.

Wrap Up

7 Look up the status of the following animals. Are they endangered? Extinct? Talk with a partner.

Name	Status	Name	Status
leatherback turtle		narwhal	
polar bear		red panda	
black rhino		sea lion	

21st Century Skills

Posters for Endangered Animals

Creativity Communication

8 Create a poster about an endangered animal. Get into groups of 2-4.

1. Research threatened animals or choose one from 7.
2. Research your chosen animal. Find the following information.
 - How threatened is the animal?
 - Where does it live?
 - Why is it in danger? What is most harmful to the animal?
 - How can we help the animal?
3. Make an action plan to help the animal. Discuss and debate the best plans to help save your chosen animal.
4. Draw your poster.

9 Present your poster to the class. Explain why people should care about saving your chosen animal. Then discuss with your class the following:

- What are some common problems for threatened animals?
- Why should we save threatened animals from extinction?
- What's the best way to save animals?

Expressions

Talk about endangered animals

6 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Ask students if they know what kind of information is being highlighted.
- Read the sentences aloud or ask two students to read the sentences aloud.
- Ask students to practice the sentences with a partner.
- Tell students to practice the sentences again but to talk about different animals.

Wrap Up

7 Look up the status of the following animals. Are they endangered? Extinct? Talk with a partner.

- Tell students to work with a partner.
- Ask students to look at the table.
- Ask students to look up the status of the animals in the table.
- Tell students to use the internet if they need.
- Ask students to write the status of the animal in the table.
- Ask students to discuss the animals and their status.
- Tell students to use the patterns in activity 6.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

21st Century Skills

8 Create a poster about an endangered animal. Get into groups of 2-4.

- Tell students to work with a group of 2-4 students.
- Ask students to choose an endangered animal.
- Tell students to use an animal from activity 7 or to find one on the internet.
- Ask students to find information about their animals.
- Tell students to use the internet if they need.
- Ask students to answer the questions.
- Ask students to make a plan and discuss how their animal can be protected.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.
- Ask students to make a poster about their animal and their plan.

9 Present your poster to the class. Explain why people should care about saving your chosen animal. Then discuss with your class the following:

- Ask all the groups to present their posters to the class.
- Discuss the questions as a class.
- Give feedback.

Extra Practice

Why are...endangered?

Have students practice talking about why animals are extinct or endangered. Use the phrases:

"Why are ____ endangered/extinct?" → "____ are endangered/extinct because ____."

Ex.

Why are orangutans endangered? → Orangutans are endangered because people cut down forests where they live.

Why are Tasmanian tigers extinct? → Tasmanian tigers are extinct because people killed them all.
Etc.

This unit will give students the ability to talk about future plans using *will* and *be going to*. Students will also be able to talk about popular weekend and vacation activities, and making plans for the weekend and vacations.

Scan the QR code to download Unit 4 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 4 AIMS

- Lesson A: Listen to people inviting others out for fun
- Lesson B: Read about an interesting place to have fun
- Lesson C: Take turns inviting a partner to do something
- Lesson D: Write about your plans for your next vacation
- Lesson E: Design your own entertainment complex

Target Skills

- Lesson A: Listening
- Lesson B: Reading
- Lesson C: Speaking
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
arcade food court fountain ice rink mall milkshake popcorn sleepover snack soda	amusement park caramel fast huge merry-go-round prize roller coaster teenager
Lesson C	Lesson D
aquarium carnival circus close crowd cruise exhibition international	come back downtown find sleep in stadium together tour window-shop
Lesson E	
arcade fix fountain natural upgrade	



MODULE 2

UNIT 4

LET'S GO OUT!



WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people inviting others out for fun
- B Reading** Read about an interesting place to have fun
- C Speaking** Take turns inviting a partner to do something
- D Writing** Write about your plans for your next vacation
- E Project** Design your own entertainment complex

ICE BREAKERS

- Look at the photo and answer the questions.
- Where are the people?
 - How do you think the people feel?
 - What are some fun activities you can do around your city?
 - Do you enjoy amusement parks? Why or why not?

will vs going to

	will	going to	
Use <i>will</i> to talk about future plans.	I <i>will</i> go to Canada to visit my sister.	Use <i>going to</i> when you have already planned something in advance.	I'm <i>going to</i> watch a musical with my family.
Use <i>will</i> when you offer to do something for someone else.	These books are heavy. <i>I'll</i> help you carry them.	Use <i>going to</i> when you think something is likely to happen.	I think it's <i>going to</i> snow.

because and because of

Use *because* and *because of* to introduce reasons. *Because of* is a preposition and is usually followed by a verb + *-ing* or a noun. *Because* is a conjunction and it is followed by a subject and a verb.

because	because of
<i>Because</i> Tim was sick, he didn't go to school.	<i>Because of</i> Tim's sickness, he didn't go to school.
He sat down <i>because</i> he felt sick.	We canceled the trip <i>because of</i> the rain.

Unit 4 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 4 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about amusement parks.

Ex.

- What is your favorite amusement park?
- When was the last time you went to an amusement park?
- Who did you go with?
- What is your favorite amusement park ride?
- Besides amusement parks, what are some other fun places to go? Why are they fun?

Key Grammar

making suggestions with *let's*

Make future plans using *let's* + verb.

Example	
Do you want to get some popcorn?	Yeah! <i>Let's go</i> to the mall together.
I'm going to the library. Do you want to come with me?	Sure! <i>Let's study</i> together.

Aim: Listen to people inviting others out for fun

Vocabulary

1 Listen and number. 4-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the pictures in the book.
- Check students' answers.

Answer Key

From left to right, top to bottom

- snack
- popcorn
- milkshake
- ice rink
- mall
- soda
- sleepover
- food court
- arcade
- fountain

- Practice again. Point at different pictures and ask students to say the words.

2 Listen and circle the words you hear. 4-02

- Listen to the audio.
- Ask students to circle the words they hear.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- a
- b
- c
- d
- d

3 Listen and circle the correct words to fill in the blanks. 4-03

- Ask students to read the sentence prompts.
- Listen to the audio.
- Ask students to circle the correct words.
- Ask students to write the words in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- a
- b
- b
- b
- a

A LET'S GO TO THE MALL **Listening**
Aim: Listen to people inviting others out for fun

Vocabulary

1 Listen and number. 4-01

2 Listen and circle the words you hear. 4-02

- a. mall b. fountain c. arcade d. food court
- a. snack b. popcorn c. fountain d. sleepover
- a. soda b. ice rink c. milkshake d. snack
- a. fountain b. milkshake c. ice rink d. arcade
- a. soda b. food court c. mall d. milkshake

3 Listen and circle the correct words to fill in the blanks. 4-03

- Dani and Louis are inside the _____. a. mall b. arcade
- Dani and Louis will go to the _____ first. a. food court b. ice rink
- Louis wants to get a _____ at the food court. a. soda b. milkshake
- The _____ will close in an hour. a. food court b. ice rink
- Dani and Louis will go _____ after eating. a. bowling b. shopping

Focus

4 Talk with a partner.

Focus

4 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again but to talk about different activities and ideas.

Extra Practice Do you want to go to... ?

Have students practice asking and answering questions about where they want to go and what they want to do there, with the phrases:

"Do you want to go to _____ today?" → "Yeah/Sure! We can _____ and _____." → "No, not today. How about _____ instead?"

Ex.

Do you want to go to an amusement park today? → Yeah! We can ride all the roller coasters and then get some hot dogs.

Do you want to go to the beach today? → No, not today. How about going hiking instead?

5 Listen and match the statements to the suggestions. 4-04

- I'm bored. • a. Let's go to the arcade! They have fun games there.
- I'm hungry. • b. Let's go to the hospital.
- I feel sick. • c. Let's get some food at the food court.
- I want to try ice skating. • d. How about we go to the ice rink?

Listen Up

6 Where are the speakers? Listen and number. 4-05

7 Listen again. Answer the questions. 4-05

- What is Lucy buying for her mom?
a. a cake b. a book c. a video game
- What kind of music is the band playing at the concert?
a. opera b. pop c. rock 'n' roll
- What does Joanna think about the movie?
a. It's boring. b. It's funny. c. It's sad.
- How many games does Jim want to buy?
a. one b. two c. three

Wrap Up

8 Listen and answer the questions. 4-06

- What are Olivia and John going to do tomorrow?
a. watch a movie b. go ice skating c. watch a concert d. eat ice cream
- Why can't Olivia and John watch a movie?
a. There are no malls. b. John hates movies. c. There are no tickets. d. There are no theaters.
- Circle **true** or **false**.
a. Olivia wants to see a comedy movie. true false
b. John gets a stomachache when he eats ice cream. true false
c. Oliva doesn't want to skate. true false
d. The ice rink is not open tomorrow. true false

5 Listen and match the statements to the suggestions. 4-04

- Listen to the audio.
- Ask students to match the statements with the correct suggestions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- a
- c
- b
- d

Listen Up

6 Where are the speakers? Listen and number. 4-05

- Listen to the audio.
- Ask students to write the numbers next to the correct pictures.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom

- rock concert
- movie theater
- bookstore
- game store

7 Listen again. Answer the questions. 4-05

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- b
- c
- a
- b

Wrap Up

8 Listen and answer the questions. 4-06

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- b
- c
- a. true
b. true
c. false
d. false

Teacher's Note

Hanging Out

Explain the term *hang out* to students. Tell them that it is a general term to talk about meeting up and doing something, or nothing in particular. Introduce other terms that go together with *hang out*, such as *hang out spot*, *chill with*, *shoot the breeze*, *crash at a friend's place*, *BFFs* (best friends forever), *to be buddy buddy*, *crew*, etc. Finally, explain some common phrases used when talking about hanging out. Below are some examples.

Ex.

"Do you want to hang out?"
 "Where do you want to hang out?"
 "I/He/She/You/We/They am/is/are/was/were hanging out at _____."
 "What do you like to do when you hang out?"
 Etc.

Aim: Read about an interesting place to have fun

Vocabulary

1 Listen and number. 4-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

From left to right, top to bottom

1. teenager, 7. fast, 4. amusement park, 5. caramel,
3. huge, 6. merry-go-round, 8. roller coaster, 2. prize

- Practice again. Point at different pictures and ask students to say the words.

2 Fill in the blanks with the best vocabulary words.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. teenager 2. merry-go-round
3. roller coaster 4. prize
5. amusement park 6. huge
7. caramel 8. fast

Grammar

3 Read the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

Pre-reading


4 What's your favorite thing to do at an amusement park? Talk with a partner.


- Read the conversations aloud or ask students to read the conversations aloud.
- Ask students to practice the conversations with a partner.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

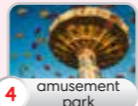
B WILL YOU COME WITH ME? **Reading**
Aim: Read about an interesting place to have fun


Vocabulary


1 Listen and number. 4-07



1 teenager



7 fast



4 amusement park


5 caramel


3 huge


6 merry-go-round


8 roller coaster


2 prize

2 Fill in the blanks with the best vocabulary words.

- Shelly is a sixteen-year-old _____.
- A(n) _____ goes around in a circle.
- Ollie doesn't want to ride the _____ because he is scared of heights.
- I won a(n) _____ at the festival!
- It's fun to go to the _____.
- The elephant was so _____ that the horse looked small.
- I want _____ on my popcorn because I love sweets.
- I felt sick on the ride because it was going too _____!

Grammar NOTE: Don't forget that will can be combined with other words to make contractions like I'll, you'll, he'll, she'll, we'll, and they'll.

3 Read the table.

	<i>will</i>	<i>going to</i>	
We use <i>will</i> when we talk about future plans.	I <i>will</i> go to Canada to visit my mom.	We use <i>going to</i> when we have already planned something in advance.	I'm <i>going to</i> watch a movie with my friends.
We use <i>will</i> when we offer to do something for someone.	Oh no! That TV is too heavy! I'll help you carry it!	We use <i>going to</i> when we think something is likely to happen.	I think it's <i>going to</i> rain.

Pre-reading



4 What's your favorite thing to do at an amusement park? Talk with a partner.

Will you come with me to get some caramel popcorn?

Sure! Let's go together.

I'm going to ride the merry-go-round! Do you want to join me?

Of course! It's going to be great!

5 Read the poster. 4-08 **NOTE**
Darts have a sharp end. You can throw them at balloons to pop them.

SUPER SPEEDY LAND

Come to Super Speedy Land this summer! You'll find the best amusement parks in the whole world! Have a splash at our water park! Go on safari at our zoo! Enjoy live concerts and shows! Or ride our world-famous roller coasters and merry-go-rounds! Enjoy the 3-D movie theater and arcade! There is something for everybody at Super Speedy Land!

"I loved Super Speedy Land! I went with my brothers last summer. We rode a huge roller coaster! It was very fast. We had so much fun! We're going to come back soon!"
- Ben

"Super Speedy Land is a great place to have fun with friends. I love the caramel popcorn and soda at the food courts. Also, if you like music, their concerts are the best! There are bands playing there every night!"
- Jin-Hee

"My whole family visited Super Speedy Land on my birthday this year. I played a game where I popped balloons with darts. I popped nine balloons and won a prize!"
- Ling




Wrap Up

6 Circle true or false.

- Super Speedy Land is a group of amusement parks. true false
- Super Speedy Land only has one roller coaster. true false
- The roller coaster is very big and fast. true false
- Jin-Hee ate caramel popcorn. true false
- Ling played a game and won a prize. true false

7 Discuss with a partner.

- Who would you invite to Super Speedy Land?
- What would you like to do first at Super Speedy Land?
- What are some fun amusement parks you've been to? Describe them.

Teacher's Note

Amusement Park Rides

Ask students what kinds of amusement park rides they know. Then explain some different amusement park rides to them. Make sure students understand what each ride entails. Below is a list of some common amusement park rides.

alpine slide
bumper boats
bumper cars
Ferris wheel
free fall ride/drop tower
haunted house
log ride/water ride
merry-go-round
pendulum ride
reverse bungee
simulator ride
swing ride
water rapid ride

5 Read the poster. 4-08

- Listen to the audio.
- OR
- Read the poster aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Wrap Up

6 Circle true or false.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. true
2. false
3. true
4. true
5. true

7 Discuss with a partner.

- Tell students to find a partner.
- Tell students to discuss the questions.
- Ask students if they would like to share their discussions with the class.
- Ask follow-up questions.

Extra Practice The Best Amusement Park

Have students get into groups of 2-4. Tell students to think of the best amusement park, zoo, or other famous attraction from their country. Then have each group make a poster, similar to the one in activity 5, about their attraction. Make sure to tell students to include information such as the name of the place and what people can do and see there. Then tell them to also write one or two personal reviews of the place. Finally, tell students to draw some pictures on their poster that help give some extra detail about the place. When students are done working, ask each group to present their poster to the class. Remember to give feedback and ask follow-up questions.

Aim: Take turns inviting a partner to do something

Vocabulary

1 Listen and number. 4-09

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

From left to right, top to bottom

6. aquarium
8. cruise
1. carnival
5. exhibition
3. circus
7. crowd
4. international
2. close

- Practice again. Point at different pictures and ask students to say the words.

2 Look at the advertisements. Read and fill in the blanks.

- Ask students to read the advertisements.
- Ask students to fill in the blanks with the correct words.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. Carnival
2. international
3. Aquarium
4. exhibition
5. crowd
6. Circus
7. close

Expressions

Talk about things you want to do

3 Talk with a partner.

- Read the contents of the table aloud or ask two students to read the contents of the table aloud.
- Ask students to practice the questions and answers with a partner.
- Tell students to practice the questions and answers again but to talk about different activities.

C LET'S GO TO THE AQUARIUM! **Speaking**
Aim: Take turns inviting a partner to do something

Vocabulary

1 Listen and number. 4-09

2 Look at the advertisements. Read and fill in the blanks.

The Middlebury
1. _____ is back in town!
Come and visit. Ride our exciting roller coasters and giant Ferris wheel! Also, come and enjoy 2. _____ cuisine at our giant food court!

The Norfolk
3. _____ has a new 4. _____!
Come see our new shark tank! You can reserve tickets for an early showing.
Get here before the 5. _____ does!

Want to see amazing feats and exotic animals? Come to Antonio's Amazing 6. _____ this weekend! See our trained lions, tigers, and bears. Oh my!
Antonio's Circus will be at Fairfax Park, 7. _____ to the Fairfax Mall on Sheridan Road.

Expressions
Talk about things you want to do

3 Talk with a partner. 4-12

NOTE: Wanna is a shorter way of saying want to.

Phrase	Question	Answer
Let's...	Where should we go?	Let's go <u>to the aquarium!</u>
How about...	Where should we meet?	How about <u>in front of the fountain?</u>
Why don't we...	What should we do first?	Why don't we <u>try bungee jumping?</u>
Wanna...	What should we buy?	Wanna get <u>a souvenir?</u>

Extra Practice Making Plans

Have students practice making plans to hang out using the patterns in activity 3 and the phrases:

"Do you wanna hang out _____?" → "Sure. What do you feel like doing?"

"Wanna _____?" → "OK. When and where were you thinking of meeting up?"

"Let's meet _____ at _____ o'clock." → "Cool, see you then."

Ex.

Do you wanna hang out after school? → Sure. What do you feel like doing?
Wanna go play video games at the arcade? → OK.
When and where were you thinking of meeting up?
→ Let's meet at the big tree in front of the school at 3 o'clock. → Cool, see you then.

4 Listen to the conversations. Match the speakers to their next lines. 4-10

- | | | |
|--------------|---|---|
| 1. Jerry | • | a. Why don't we go shopping and get her something? |
| 2. Tobias | • | b. Let's go on the cruise together! |
| 3. Min-Jae | • | c. Wanna go to the aquarium with me? |
| 4. Christina | • | d. How about we go swimming this weekend and go to the carnival next? |

Speak Up

5 Get in groups. Role-play that you're at the locations given in the table. Ask and answer invitations to do things at the locations. Fill out the table.

Location	Question	Answer
arcade	Ex. What should we do?	Ex. Let's play Monster Mashers!
cruise ship		
food court		
mall		
library		
amusement park		

Pronunciation

6 Listen and repeat. 4-11

/kɹ/	/kɪ/
cruise	clown
crowd	cloud



7 Listen and put check marks (✓) on the sounds. 4-12

	/kɹ/	/kɪ/
1.		
2.		
3.		
4.		
5.		

4 Listen to the conversations. Match the speakers to their next lines. 4-10

- Listen to the audio.
- Ask students to match the speakers with the correct lines.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. c
2. b
3. a
4. d

Speak Up

5 Get in groups. Role-play that you're at the locations given in the table. Ask and answer invitations to do things at the locations. Fill out the table.

- Tell students to get into groups.
- Ask students to look at the table.
- Ask students to write a question and answer about each place in the table.
- Tell students to use the patterns in activity 3.
- Tell students to write their questions and answers in the book or on a separate sheet of paper.
- Check students' conversations to make sure they're speaking properly.
- Ask some groups to present their conversations to the class.
- Give feedback.

Pronunciation

6 Listen and repeat. 4-11

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' pronunciation.
- Ask students to circle the correct consonants in each word if needed.

7 Listen and put check marks (✓) on the sounds. 4-12

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to put check marks on the correct sounds.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. /kɹ/
2. /kɪ/
3. /kɹ/
4. /kɹ/
5. /kɹ/

Teacher's Note

Aquarium Animals

Ask students what kinds of aquarium animals they know. Then explain some different aquarium animals to students. Make sure students understand which ones are fish, mammals, and birds. Below are some common aquarium animals.

Fish	Mammals	Birds
clownfish	beluga whale	albatross
giant grouper	dolphin	pelican
lionfish	harbor seal	penguin
manta ray	killer whale	puffin
pufferfish	manatee	seagull
shark	sea lion	
sting ray	sea otter	

Aim: Write about your plans for your next vacation

Vocabulary

1 Listen and number. 4-13

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

From left to right, top to bottom

5. find
4. stadium
1. tour
7. window-shop
8. together
3. sleep in
6. come back
2. downtown

- Practice again. Point at different pictures and ask students to say the words.

2 Listen and answer the questions. 4-14

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

Focus

3 Talk with a partner. Ask about their plans this week. Make suggestions for things to do together.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again but to talk about different activities and ideas.

D CAN YOU COME OUT? **Writing**
Aim: Write about your plans for your next vacation

Vocabulary

1 Listen and number. 4-13

2 Listen and answer the questions. 4-14

1. What is Jamie doing on Saturday?
a. sleeping in
b. going downtown
2. What is Peter doing with his cousin?
a. bowling
b. shopping
3. Why is Peter window-shopping?
a. He wants to buy tickets to a game.
b. He spent all his money buying tickets to a game.
4. What is Peter worried about?
a. finding the stadium
b. coming back after midnight

Focus

3 Talk with a partner. Ask about their plans this week. Make suggestions for things to do together.

NOTE
We use *can* and *could* to say something is possible. *Could* is the past tense of *can*. *Could* can also be used to talk about something being possible in the future. We use *can't* and *cannot* to say something is not possible.

What do you want to do today?
Let's go shopping downtown!
Sure, we **can** do that. But I don't have a lot of money.
I **could** let you borrow some.
Thanks. But I **can** just do some window-shopping.

Teacher's Note

Plan to, Want to, Intend to...

Explain to students that along with *will* and *be going to*, people also use the phrases *plan to*, *have plans to*, *want to*, *intend to*, *need to*, *have to*, etc. to talk about plans. Tell students to try some of the above phrases to mix up their responses.

Ex.
I plan to go shopping this weekend.
I have plans to go to a basketball game downtown.
We want to catch the new Arnold movie this weekend.
I intend to clean my room this weekend.
We have to go to my grandmother's house for vacation.

4 Use the prompts to write questions. Then practice asking and answering with a partner.

1. [can] [go to the bathroom?]
Ex. Can I go to the bathroom?
2. [could] [help with my homework]
3. [could] [come back home]
4. [can] [go downtown]
5. [can] [eat together]

Writing

5 Read Rachel and Jose's plans. Then complete the sentences.

Rachel
I'm excited for the weekend. I will sleep in on Saturday. In the afternoon, I am going to watch a concert at the stadium. My favorite K-pop group is playing. I was going to go to the show alone. But I found some people online who like K-pop as much as me! We're all going together. I won't come back home until late. After the concert, we are going to have dinner at a Korean BBQ place. So, I need to get lots of rest on Friday night!

Jose
This summer is going to be great! I am going to Rome! I will tour around Rome for a week. My hotel is right in the middle of the downtown area. It's near the Pantheon. I'm looking forward to the food and shopping the most. I will go to Via Del Corso and do some window-shopping. I want to buy nice shoes. I hear leather goods are very cheap in Italy. I hope I find a good pair!

1. Rachel is going to _____ in the afternoon.
2. Rachel found some people online who _____.
3. After the concert, Rachel and her friends will _____.
4. Jose is going to _____ this summer.
5. Jose will _____ for a week.
6. Jose is staying at a _____.

Wrap Up

6 What are your plans? Pick a time of the year and write a dream holiday plan. Use the table to take notes.

Time of the Year	Activities You Want to Do	Where	With Whom
Winter vacation			
Summer vacation			
Spring break			
Birthday week			

4 Use the prompts to write questions. Then practice asking and answering with a partner.

- Ask students to read the sentence parts.
- Ask students to use the sentence parts to write questions.
- Ask students to complete the activity.
- Check students' answers.
- Ask students to find a partner.
- Ask students to practice asking and answering the questions.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

Answer Key

1. Can I go to the bathroom?
2. Could you help me with my homework?
3. Could you come back home?
4. Can I go downtown?
5. Can we eat together?

Writing

5 Read Rachel and Jose's plans. Then complete the sentences.

- Ask students to read the readings.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

1. Rachel is going to watch a concert in the afternoon.
2. Rachel found some people online who like K-pop as much as her.
3. After the concert, Rachel and her friends will have dinner.
4. Jose is going to Rome this summer.
5. Jose will tour around Rome for a week.
6. Jose is staying at a hotel in the middle of downtown.

Wrap Up

6 What are your plans? Pick a time of the year and write a dream holiday plan. Use the table to take notes.

- Ask students to look at the table.
- Ask students to choose a time of the year.
- Ask students to fill in the table with information about their dream trip.
- Ask students to write the information in the table or on a separate sheet of paper.
- Tell students to use the patterns in activities 4 and 5.
- Check students' work to make sure they're writing properly.
- Ask some students to present their work to the class.
- Give feedback.

Extra Practice More Dream Trips

Have students practice writing about vacation plans by writing dream vacation plans for the times of the year in activity 6 that they didn't write about. Tell students to work by themselves or with a partner. Ask students to include all of the information listed in the table. When students are done, ask some students to present their dream vacation plans to the rest of the class. Remember to give feedback and ask follow-up questions.

Aim: Design your own entertainment complex

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

- Ask students to look at the pictures.
- Ask students to make predictions about the video they're about to watch.
- Tell students to talk with a partner.
- Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 4 video.

2 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right
1, 2, 3

3 Watch again. Put check marks (✓) on the words you hear.

- Play the video again.
- Ask students to put check marks on the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right
upgrade, fix, natural, arcade

4 Watch again. Circle the word you hear.

- Ask students to read the sentence prompts.
- Play the video again.
- Ask students to circle the words they hear.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- wanna go
- because
- together
- fun
- How about we
- wasn't

E WHAT SHOULD WE DO FIRST? **Project**
Aim: Design your own entertainment complex

Video

1 Look at the pictures. What do you think the video will be about? Talk with a partner.

2 Watch the video. Number the pictures in order.



3 Watch again. Put check marks (✓) on the words you hear.



4 Watch again. Circle the words you hear.

1. Do you want to / wanna go out with us today?
3. I mean go out together / outside.
5. Do you want to try / How about we watch a movie?

2. I have to upgrade him because / because of he thinks the house is the only place he can go.
4. It'll be fun / natural.
6. Well, that was / wasn't a great idea.

5 Circle the correct answers.

- Ella asks Collector to go to _____.
a. the amusement park b. the mall c. the carnival
- Ella suggests they first go to a(n) _____.
a. bookstore b. movie c. ice rink
- Ella's second suggestion is they go to a(n) _____.
a. bookstore b. movie c. ice rink
- Mario says, "Let's go _____" to Collector.
a. shopping b. to the stadium c. home

5 Circle the correct answers.

- Ask students to read the sentence prompts.
- Ask students to circle the correct answers.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- b
- c
- b
- c

Teacher's Note

Since and Due to

Explain to students that in many cases *since* can be substituted for *because*, and *due to* can be substituted for *because of*. Make sure students understand how to use the two expressions and that *because of* is used to modify verbs while *due to* modifies nouns.

Grammar

6 Read the table. Complete the sentences with *because* or *because of*.

We use *because* as a subordinating conjunction.
Ex. Frank is tired **because** he did not sleep last night.
We use *because of* as a preposition. It is often used to mean "as a result of someone or something."
Ex. The flight was delayed **because of** the snow.

- I was late _____ the train was delayed.
- I was late _____ heavy traffic.
- Mark couldn't play in the game _____ his knee injury.
- The cookies didn't sell well _____ their high price.
- Mark went to Spain _____ he wanted to study Spanish.
- Class started late _____ the bad weather.

21st Century Skills

Theme Park Tycoon

Collaboration Communication

7 Get in groups. Each group will design a theme park. Every member will have different responsibilities. Decide on the attractions, the rides, the theme of the park, and the food. Draw your plans to share with your class.



Grammar

6 Read the table. Complete the sentences with *because* or *because of*.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of words are being highlighted.
- Ask students to read the sentence prompts.
- Ask students to write the correct words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- because
- because of
- because of
- because of
- because
- because of

21st Century Skills

7 Get in groups. Each group will design a theme park. Every member will have different responsibilities. Decide on the attractions, the rides, the theme of the park, and the food. Draw your plans to share with your class.

- Tell students to work in groups.
- Ask students to look at the example theme park.
- Ask students to design their own theme park.
- Tell students to include and talk about attractions, rides, the park's theme, and the food.
- Tell students to draw and plan their theme parks on a separate sheet of paper.
- Check students' work to make sure they're doing it properly.
- Ask all the groups to present their theme parks to the class.
- Discuss the theme parks as a class.
- Give feedback.

Extra Practice Which Theme Park Is the Best?

After students have presented the theme parks they designed in activity 7, rank the theme parks as a class. Then have each group come up with reasons they would or wouldn't want to go to the different theme parks. Write some of the reasons on the board and discuss them as a class. Remember to give feedback and ask follow-up questions. After that, ask or poll students to see which parts of the different theme parks are the best. Then combine the best parts to create a super theme park.

This unit will give students the ability to talk about past events using the simple past tense. Students will also learn to describe how past events made them feel.

Scan the QR code to download the Unit 5 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 5 AIMS

- Lesson A: Describe past events
- Lesson B: Talk about weekend activities
- Lesson C: Read about a fantastic weekend trip
- Lesson D: Write about how a past experience made you feel
- Lesson E: Work with a group to write a story

Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Reading
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
airport bank café concert game library museum store supermarket zoo	call enjoy look start stop text visit wait
Lesson C	Lesson D
come / came do / did feel / felt give / gave go / went have / had make / made say / said see / saw take / took	afraid angry excited glad shy surprised unhappy worried
Lesson E	
sad	



MODULE 3

UNIT 5

WHAT DID YOU DO?



WHAT YOU WILL DO IN THIS UNIT

- A Listening** Describe past events
- B Speaking** Talk about weekend activities
- C Reading** Read about a fantastic weekend trip
- D Writing** Write about how a past experience made you feel
- E Project** Work with a group to write a story

ICE BREAKERS

Look at the photo and answer the questions.

1. What is happening in the picture?
2. How do you take and share photographs?
3. When do you take photographs?
4. What photographs are your favorites? Why?

Key Grammar

simple past tense

Use simple past tense to talk about events that already happened. Add *-ed* or *-d* to the end of a verb to make a past tense verb.

Present Tense	Past Tense
walk	walked
talk	talked
live	lived
die	died

was/were

The past tense of the be verb is *was* and *were*.

Singular Pronoun	be verb	Plural Pronoun	be verb	Example
I	was	We	were	I was at the zoo. We were at the zoo.
You	were	You	were	You were at the zoo.
He/She/It	was	They	were	They were at the zoo.

some common irregular verbs

Some verbs cannot be put into the past tense by adding *-ed* and *-d*. These verbs are called irregular verbs.

Present Tense	Past Tense	Present Tense	Past Tense
be	was/were	got	got
become	became	give	gave
begin	began	go	went
come	came	have	had
drink	drank	hear	heard
buy	bought	keep	kept
bring	brought	let	let
eat	ate	make	made
feed	fed	say	said
forget	forgot	speak	spoke

Unit 5 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 5 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about taking photographs.

- Ex.**
- Where do you usually take photographs?
 - Do you take photographs with a camera or a smartphone?
 - Do you like taking pictures of people or places?
 - Do you post your photographs online?
 - Where do you post your photographs?

Lesson A WHERE WERE YOU?

Aim: Describe past events

Vocabulary

1 Listen and number. 5-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the pictures in the book.

Answer Key

From left to right, top to bottom

4. airport
9. bank
1. café
8. concert
3. game
5. library
2. museum
10. store
7. supermarket
6. zoo

- Practice again. Point at different pictures and ask students to say the words.

2 What are they talking about? Listen and fill in the blanks. 5-02

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. store
2. zoo
3. bank
4. airport
5. concert
6. café

Focus

3 Talk with a partner. Use the adverbs of time.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again, but to use the different time adverbs from the box and to talk about different places.

Teacher's Note

Other Places

Ask students to name some other places people go to. Then introduce some other places, such as *an amusement park, a shopping mall, a market, a flea market, a festival, a play, etc.*

A WHERE WERE YOU?

Listening
Aim: Describe past events

Vocabulary

1 Listen and number. 5-01



2 What are they talking about? Listen and fill in the blanks. 5-02

1. Jin is buying shoes at the _____.

2. The Warrens were at the _____ visiting the animals.

3. Will was taking out some money from the _____.

4. Grace and Norm were at the _____ at 4:00.

5. Jen and Troy were watching their favorite band at the _____.

6. Rose was at the _____ getting a coffee and a muffin.

Focus

3 Talk with a partner. Use the adverbs of time.

NOTE When using the be verb in the past tense with the pronoun you, you should conjugate it as were.

NOTE When responding, use was when talking about one person and were when talking about more than one person.

Where **were** you yesterday?

I **was**... / We **were**...

TIME ADVERBS

yesterday / the day before yesterday
last (night / week / month / year)
a year ago / two years ago

NOTE An adverb of time is used to tell a person when an action took place.

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Extra Practice Where Were They?

Point to some of the vocabulary words and practice asking students where people were.

Ex.

Where was the woman? → She was at the supermarket.

Where was the girl last weekend? → She was at the zoo last weekend.
Etc.

Grammar

4 Look at the table.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what kind of grammar point is being highlighted.

Teacher's Note

Was Not / Wasn't

This NOTE illustrates that the contractions *wasn't* and *weren't* can be used in place of *was not* and *were not*. Make sure students understand this.

Grammar

4 Look at the table.

Singular Pronoun	be verb	Plural Pronoun	be verb
I	was	We	were
You	were	You	were
He / She / It	was	They	were

5 Circle the correct words.

1. We was / were not at the zoo yesterday.
2. They was / were at the airport last week.
3. You was / were not at the museum last Saturday.
4. I was / were at the library last night.
5. Ken was / were not at the game yesterday.
6. Kimmy and Gina was / were at the store last week.

NOTE To make a sentence negative, add not.

6 Listen and rewrite the sentences in past tense. 5-03

Change: *am / is* → *was* and *are* → *were*

Ex. *Jeremy is looking at the elephant in the zoo.* → *Jeremy was looking at the elephant in the zoo.*

1. I am looking for a book in the library. → I _____ looking for a book in the library.
2. Mike and Hana are at the museum. → Mike and Hana _____ at the museum.
3. They are buying tea at the café. → They _____ buying tea at the café.
4. Jan is at the game, watching the team. → Jan _____ at the game, watching the team.

Listen Up

7 Listen and match the pictures with the talks. Then fill in the blanks. 5-04

1. a. Where _____ last night?

2. b. Where _____ yesterday?

3. c. Where _____ last night?

4. d. Where _____ yesterday?

_____ at the game with my friends.

_____ at the Monet exhibit at the museum.

_____ at the library with her classmates.

_____ at the supermarket buying fruit.

_____ studying for a test

Wrap Up

8 Listen and answer the questions. 5-05

1. Where did the family go? Circle all the answers.
 - a. café
 - b. bank
 - c. video game store
 - d. museum
2. Mom bought tickets to go to the _____.
 - a. museum
 - b. airport
 - c. concert
 - d. zoo

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6 Listen and rewrite the sentences in past tense. 5-03

- Listen to the audio.
- Ask students to write the correct words in the blanks to change the sentences to past tense.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. was
2. were
3. were
4. was

Listen Up

7 Listen and match the pictures with the talks. Then fill in the blanks. 5-04

- Listen to the audio.
- Ask students to match the pictures with the correct talks.
- Ask students to fill in the blanks with the correct words.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. d, were they, They were
2. c, was Beth, She was, They were
3. a, were you, I was
4. b, were you, I was

Wrap Up

8 Listen and answer the questions. 5-05

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. a, b, c
2. d

Aim: Talk about weekend activities

Vocabulary

1 Listen and write the words. 5-06

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the words they hear under the correct pictures.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. start
2. call
3. stop
4. wait
5. look
6. enjoy
7. visit
8. text

2 Match the verbs with their past tense forms.

- Ask students to look at the words.
- Ask students to match the words with their correct past tense forms.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. c
2. e
3. b
4. a
5. d

3 Work with a partner. Say the vocabulary words in the present tense and have your partner say the words in the past tense.

- Ask students to work with a partner.
- Ask one student to say a vocabulary word in the present tense and then have the other student say the word in the past tense.
- Ask students to complete the activity.
- Check students to make sure they're speaking properly.

Focus

4 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again, but to talk about different activities.

B OVER THE WEEKEND **Speaking**
Aim: Talk about weekend activities

Vocabulary

1 Listen and write the words. 5-06

look start	visit enjoy	wait call	text stop
---------------	----------------	--------------	--------------

1. start
2. call
3. stop
4. wait
5. look
6. enjoy
7. visit
8. text

NOTE
Add -ed to a word to make it past tense. When your word ends in a consonant, you usually double the letter. stop → stopped

2 Match the verbs with their past tense forms.

1. text	a. called
2. enjoy	b. waited
3. wait	c. texted
4. call	d. started
5. start	e. enjoyed

3 Work with a partner. Say the vocabulary words in the present tense and have your partner say the words in the past tense.

NOTE
There was and there were follow the same rules as there is and there are in present tense. Use was with singular objects in past tense, and use were for plural objects in past tense.
 There was a concert. There were lots of people.

Focus

4 Talk with a partner.

What did you do last weekend?

I started a project for the science fair.

5 Talk with a partner. Complete the sentences with information that is true for you.

What did you do _____?

1. I went _____
2. I played _____
3. I saw _____
4. There was _____
5. There were _____

NOTE
There was and there were follow the same rules as there is and there are in present tense. Use was with singular objects in past tense, and use were for plural objects in past tense.
 There was a concert. There were lots of people.

5 Talk with a partner. Complete the sentences with information that is true for you.

- Ask students to work with a partner.
- Ask students to read the prompts.
- Ask students to fill in the blanks with information that is true for them.
- Ask students to complete the activity.
- Check students' conversations to make sure they're speaking properly.
- Check students' answers.

Answer Key

Sample Answers
- What did you do last weekend?
1. I went to the mall with my friends.
2. I played soccer at the park.
3. I saw a movie at the movie theater.
4. There was a lot of rain on Saturday.
5. There were a lot of people at the mall.

Teacher's Note

Irregular Verbs
Explain to students that some verbs are irregular. They don't follow the same rules when changing from present to past tense. Common irregular verbs include *begin, break, bring, buy, build, choose, cost, draw, fall, grow, hide, hurt, keep, know, lead, put, read, sell, shake, sing, sleep, speak, teach, etc.*

Speak Up

6 Talk with a partner. Tell your partner what you did at the Freeport Festival.

Freeport Festival
You are invited! It's the annual Freeport Festival. Saturday and Sunday, 11:00 - 6:00
Freeport Community Center
Come celebrate the founding of Freeport!

Great food and drinks! Free balloons! Face painting! Games! Bounce houses! Horse rides!

Wrap Up

7 Listen and circle the correct answers. 5-07

Q What did Camila do at the Freeport Festival?
A She ate 1. great food / cold food. She listened to 2. a speech / music. She rode a 3. horse / car.

Q What did Amir do at the Freeport Festival?
A He played 4. games / in the bounce house. He ate 5. hamburgers / hot dogs. He didn't 6. have fun / ride horses.

Pronunciation

8 Listen and repeat. 5-08

9 Listen and repeat. Circle the sounds you hear: /dʒ/ or /g/. 5-09

1. /dʒ/ giraffe
2. /g/ guitar
3. /dʒ/ /g/
4. /dʒ/ /g/
5. /dʒ/ /g/
6. /dʒ/ /g/

Extra Practice What did ... do last weekend?

Have students practice asking and answering about what they did over the weekend by asking one student what he or she did, and then asking another students to repeat what the first student did. Then ask the second student what he or she did over the weekend. Repeat this process several times.

Ex.
What did you do last weekend?
→ I went to the park with my friends.
(Choose another student)
What did Maria do last weekend?
→ She went to the park with her friends.
What did you do last weekend?
→ I played video games at home.
(Choose another student)
Etc.

Speak Up

6 Talk with a partner. Tell your partner what you did at the Freeport Festival.

- Ask students to work with a partner.
- Ask students to look at the flyer for the festival.
- Ask students to talk about what they did at the festival.
- Tell students to use the past tense.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Wrap Up

7 Listen and circle the correct answers. 5-07

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. great food
2. music
3. horse
4. games
5. hotdogs
6. ride horses

Extra Practice Festivals and Holidays

Ask students to name one famous festival or holiday in their country. Then practice asking students what they did at the festival or on the holiday with the past tense. Tell the students to use the structures in exercises 6 and 7 in their answers.

Pronunciation

8 Listen and repeat. 5-08

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the correct consonants in each word if needed.

9 Listen and repeat. Circle the sounds you hear: /dʒ/ or /g/. 5-09

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to circle the correct sounds.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. /g/
2. /dʒ/
3. /g/
4. /g/
5. /dʒ/
6. /dʒ/

Aim: Read about a fantastic weekend trip

Vocabulary

1 Listen and number. 5-10

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the pictures in the book.

Answer Key

From left to right, top to bottom

- | | |
|----------------|----------------|
| 7. have / had | 9. come / came |
| 10. see / saw | 5. go / went |
| 4. say / said | 2. do / did |
| 8. make / made | 1. feel / felt |
| 3. take / took | 6. give / gave |

- Practice again. Point at different pictures and ask students to say the words.

2 Match the verbs with its past tense forms.

- Ask students to look at the words.
- Ask students to match the words with its correct past tense forms.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- | | |
|------|------|
| 1. c | 4. a |
| 2. f | 5. d |
| 3. e | 6. b |

3 Circle the past tense verbs. Then write the present tense forms in the blanks.

- Ask students to read the sentences and circle the past tense verbs.
- Ask students to rewrite the sentences in the present tense on the lines.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- said, didn't, He says a lot, but I don't understand him.
- came, called, His dog comes to him when he calls.
- made, My little brother makes a picture with leaves.
- gave, The girl gives her mother a card.

Expressions

4 Look at the table.

- Ask students to look at the table.
- Ask students to follow along with the example sentences.
- Ask students to practice making their own sentences with the sequence words.
- Check students' sentences and give feedback.

C WEEKEND TRIP

Reading
Aim: Read about a fantastic weekend trip

Vocabulary

1 Listen and number. 5-10

7 
have / had

10 
see / saw

4 
say / said

8 
make / made

3 
take / took

9 
come / came

5 
go / went

2 
do / did

1 
feel / felt

6 
give / gave

NOTE: Past tense verbs that are not formed by adding -ed are called irregular verbs.

2 Match the verbs with its past tense forms.

1. go	•	a. took
2. see	•	b. had
3. feel	•	c. went
4. take	•	d. did
5. do	•	e. felt
6. have	•	f. saw

3 Circle the past tense verbs. Then write the present tense forms in the blanks.

- He said a lot, but I didn't understand him.
- His dog came to him when he called.
- My little brother made a picture with leaves.
- The girl gave her mother a card.

Expressions
Sequence signal words

4 Look at the table.

Sequence Word	Example Sentence
first, second, third	First, I made breakfast.
then	Then, I had a shower.
next	Next, I went to school.
before	I studied before the test.
after that	After that test, I had lunch.
later	I have practice later today.
finally	Finally, I went home.
lastly	Lastly, I played videogames.

Pre-reading

5 Read and underline the who, what, where, when, and why in the blog.

ANTON'S BLOG

Anton's Blog
Aug 9, 1:20 PM
I was hungry.
So I ate a burger at the park.

5 Read the diary. 5-11

Devi's Diary

Saturday

Today, I went hiking with my dad. He loves the mountains. It was easy when we started. After an hour, my feet hurt. I said, "Dad, I want to drink something." He gave me a bottle of water. I took the top off and drank half the bottle. Then, we went up, up, up the mountain for one more hour! I felt really tired. Every time I stopped, my dad said, "Don't stop now. We are almost at the top!" Finally, we reached the top. I saw everything below us. It was great! I hugged my dad and said, "We did it! I'm so glad we came!" Then we went home, and my dad made me a big dinner! I had a great day!

Comprehension

6 Answer the questions below.

- What did Devi do on Saturday?
 - He went hiking.
 - He had a birthday party.
 - He saw a movie.
- What did Devi's dad do when Devi said, "Dad, I want to drink something"?
 - He did nothing.
 - He gave Devi a bottle of water.
 - He said, "We are almost at the top!"
- What did Devi's dad do at home?
 - He bought tickets to go to the zoo.
 - He drank water.
 - He cooked food for Devi.

Wrap Up

7 Fill in the table below.

Who	Devi, Devi's dad
What	1. _____
When	2. _____
Where	3. _____
Why	4. _____

Wrap Up

8 Fill in the table below.

- Ask students to look at the table.
- Ask students to fill in the blanks with the information from the diary.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

- They went hiking.
- They went hiking on Saturday.
- They went hiking on a mountain.
- They went hiking because Devi's dad loves the mountains.

Extra Practice The Best Day

Ask students to think about their best day. Tell them to get out a sheet of paper and write what they did on that day. Remind them to include details about what they did, when they did it, who they did it with, where they did it, why they did it, and how they did it. Ask some of the students to present their work. Make sure to give feedback.

Ex.

I went to the beach last weekend. My friends and I wanted to go surfing. My mom drove us to the beach in her car. We surfed all day. It was the best day ever.

Pre-reading

5 Read and underline the who, what, where, when, and why in the blog.

- Ask students to look at the graphic.
- Ask students to read the blog.
- Ask students to underline the who, what, where, when, and why in the blog.
- Go over the questions as a class and check students' answers.

Answer Key

- Who is the post about? Anton
- What is this post? A blog
- Where is Anton? At the park
- When did Anton go? Aug 9, 1:20 PM
- Why was he at the park? To eat his burger

Teacher's Note

The 5 W's and H

Explain to students that when giving an explanation about something, it is a good idea to include details. Let students know that they can do this by answering the 5 W's and H (who, what, when, where, why, and how) when giving a description.

Ex.

I was bored yesterday, so I walked to the mall to meet my friend.

6 Read the diary. 5-11

- Listen to the audio.
- OR
- Read the diary aloud.
- OR
- Ask students to read parts of the reading aloud.
- Replay the audio if needed.

Comprehension

7 Answer the questions below.

- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- a
- b
- c

Aim: Write about how a past experience made you feel

Vocabulary

1 Listen and write. 5-12

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the words they hear under the correct pictures.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- | | |
|--------------|------------|
| 1. excited | 2. unhappy |
| 3. surprised | 4. glad |
| 5. worried | 6. afraid |
| 7. shy | 8. angry |

2 How does the speaker feel? Listen and write the best vocabulary words. 5-13

- Listen to the audio.
- Ask students to write the best words in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. surprised
2. worried
3. angry
4. unhappy
5. glad
6. excited

Extra Practice When do you feel ... ?

Practice asking students when they experience different feelings with the phrases:

"When do you feel ____?" → "I feel ____ when ____."

Ex.

When do you feel excited? → I feel excited when I go on vacation.

When do you feel afraid? → I feel afraid when I go to the dentist.

Etc.

Writing Aim: Write about how a past experience made you feel

Vocabulary

1 Listen and write. 5-12

glad worried angry shy excited surprised unhappy afraid

1. excited	2. unhappy	3. surprised	4. glad
5. worried	6. afraid	7. shy	8. angry

2 How do the speakers feel? Listen and write the best vocabulary words. 5-13

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

Expressions

Talking about past feelings

3 Talk with a partner. Fill in the blanks to talk about times when you had the feelings in the vocabulary words.

The other day, I / my friend _____
I felt very _____.

Really? You must have felt so _____!

When I was _____ years old,
I went to _____.

Wow. You must have felt so _____!

Teacher's Note

Feeling Adjectives

Introduce other adjectives that describe feeling, such as *annoyed, amazed, brave, comfortable, uncomfortable, disgusted, disappointed, exhausted, frustrated, nervous, panicked, pleased, relaxed, relieved, etc.* Make sure students understand when to use the different adjectives.

Expressions

Talking about past feelings

3 Talk with a partner. Fill in the blanks to talk about times when you had the feelings in the vocabulary words.

- Read the sentence prompts aloud or ask two students to read the sentence prompts aloud.
- Ask students to work with a partner.
- Ask students to practice saying the sentences with a partner.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

Writing

4 Fill in the table with information about your partner's story. Ask your partner more questions if you need to and complete the table.

Who	Who was there?	
What	What happened?	
When	When did it happen?	
Where	Where did it happen?	
Why	Why did your partner feel _____?	

5 Match the words with the pictures.

worried afraid surprised excited unhappy sad happy shy

1. excited	2. sad	3. afraid	4. shy
5. surprised	6. unhappy	7. happy	8. worried

6 Write the emotions described in the sentences. Answers will vary.

1. _____ My dog ran away last night. I can't stop crying!
2. _____ I'm not very good at saying hello to new people.
3. _____ My friends threw a birthday party for me. I had no idea they were going to do this!
4. _____ It's very late at night. I hope the bus comes soon.
5. _____ I saw my friend for the first time in two years. It was great to see her again.

Wrap Up

7 Talk with a partner. Answer the questions and include how the event made you feel.

What happened on your last birthday?	Ex. On my last birthday, I had a party at my house. I was so excited!
What was the last movie you saw?	
What did you do with your best friend last?	
What was the last scary thing you saw?	

5 Match the words with the pictures.

- Ask students to read the words.
- Ask students to look at the pictures.
- Ask students to write the words under the correct pictures.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- | | | | |
|--------------|------------|-----------|------------|
| 1. excited | 2. sad | 3. afraid | 4. shy |
| 5. surprised | 6. unhappy | 7. happy | 8. worried |

6 Write the emotions described in the sentences. Answers will vary.

- Ask students to read the sentences.
- Ask students to write the best emotions in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

1. sad
2. shy
3. surprised
4. worried
5. excited

Wrap Up

7 Talk with a partner. Answer the questions and include how the event made you feel.

- Ask students to talk with a partner.
- Ask students to look at the table.
- Tell students to talk about the questions in the table.
- Ask students to write their answers in the table or on a separate sheet of paper.
- Ask students to complete the activity.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Answer Key

Sample Answers

1. At my last birthday party, I had a party at my house. I was so excited.
2. The last movie I saw was *Super Timmy*. It was not a good movie. I was so unhappy.
3. Math homework was the last thing I did with my friend. I was happy because we finished it fast.
4. The last scary thing I saw was a horror movie about a big dog. I was really afraid because I don't like dogs.

Aim: Work with a group to write a story

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
 - Ask students to look at the pictures.
 - Ask students to make predictions about the video they're about to watch.
 - Tell students to talk with a partner.
 - Tell students to share their predictions with their partner.

Scan the QR code to link to the Unit 5 video.

- 2 Watch the video. Number the pictures in order.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to number the pictures in order.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right
2, 3, 1

- 3 Watch again. How did Gimmie and Mine feel in each of the pictures?

- Ask students to look at the pictures and read the words.
- Play the video again.
- Ask students to write the correct words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. surprised
2. afraid
3. angry

- 4 Circle the correct answers.

- Ask students to read the sentence prompts.
- Ask students to circle the correct answers.
- Ask students to complete the activity.
- Check students' answers.

E STORYTELLING Project
Aim: Work with a group to write a story

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- 2 Watch the video. Number the pictures in order.



- 3 Watch again. How did Gimmie and Mine feel in each of the pictures?


shy


surprised


afraid


sad


excited


angry

1. The reporter was _____

2. Gimmie was _____

3. Mine was _____
- 4 Circle the correct answers.

1. Gimmie is talking to _____.

2. Gimmie used _____ of magic bubble bath.

3. Gimmie was _____ by a loud noise.

4. _____ is coming towards Gimmie.

a. his sister b. a reporter c. a friend

a. a spoonful b. a cup c. a bottle

a. afraid b. excited c. surprised

a. a reporter b. a magician c. Mine

Answer Key

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

Wrap Up

- 5 Watch again. Look at the example and fill in the remaining blanks.

- Ask students to look at the table.
- Play the video again.
- Ask students to fill in the table with the correct answers.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

1. What: Bubbles covered the house.
2. When: It happened about an hour ago.
3. Where: It was at Gimmie and Mine's house.
4. Why: Gimmie used magic bubbles to make a bubble bath.

Wrap Up

- 5 Watch again. Look at the example and fill in the remaining blanks.

Who	Ex. Gimmie, Mine, Reporter
What	
When	
Where	
Why	

21st Century Skills Critical Thinking Collaboration

- 6 Talk with a group. Look at the comic and fill out the table. Then write a new dialogue.

Title of the Story	
Who	
What	
When	
Where	
Why	


- 7 Share the story with your class.

Teacher's Note

Story Elements

Explain to students that the structure of a story is made up of its elements. Story elements typically include the characters, setting, problem, solution, and sometimes a moral or a theme. For brainstorming a story, students can usually get the information for the different story elements by asking themselves the 5 W's and H questions. Make sure students understand which question to ask for each story element.

21st Century Skills

- 6 Talk with a group. Look at the comic and fill out the table. Then write a new dialogue.
 - Ask students to get into groups.
 - Tell students to look at the table and the comic.
 - Tell students to discuss the questions.
 - Tell students to write their answers using the past tense.
 - Tell students that they can use a separate piece of paper if the table in the book is not helpful.
 - Check students' conversations to make sure they're speaking properly.
 - Give feedback.

- 7 Share the story with your class.
 - When students are finished writing their stories, ask some groups to share their stories with the class.
 - Ask the other students to ask follow-up questions about the stories they hear.
 - Give feedback.

Extra Practice Writing a New Story

Ask students to work in the same groups to write and draw pictures for a new story. Tell students to figure out the elements of their stories by answering the 5 W's and H questions. Tell students to use a separate sheet of paper to write their stories. Remind them to use the past tense when writing their stories. Ask students to draw pictures for their stories, too. Make sure to check students' stories. When everyone is done, ask some groups to present their stories to the class. Don't forget to give feedback.

This unit will give students the ability to talk about body parts, describe illnesses and how their bodies feel, and give advice. Students will also gain the ability to give excuses for missing an event due to illness or injury.

Scan the QR code to download Unit 6 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 6 AIMS

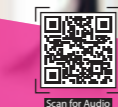
- Lesson A: Listen to people talk about being sick
- Lesson B: Talk about being sick and give advice
- Lesson C: Read about childhood illnesses
- Lesson D: Write about being sick or hurt
- Lesson E: Make and give a health survey

Target Skills

- Lesson A: Listening
- Lesson B: Speaking
- Lesson C: Reading
- Lesson D: Writing
- Lesson E: Project

Target Vocabulary

Lesson A	Lesson B
a cold	advice
arm	ankle
back	cough
earache	hospital
fever	itchy
headache	knee
hurt	medicine
illness	pain
leg	shoulder
stomachache	X-ray
Lesson C	Lesson D
air	appointment
feet	body
forehead	checkup
neck	elbow
runny nose	finger
sneeze	hand
spots	muscle
virus	wrist
Lesson E	
cake	
honest	
shot	
temperature	



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Listen to people talk about being sick
- B Speaking** Talk about being sick and give advice
- C Reading** Read about childhood illnesses
- D Writing** Write about being sick or hurt
- E Project** Make and give a health survey

ICE BREAKERS

Look at the photo and answer the questions.

1. What is happening in the picture?
2. How does the boy in the picture feel?
3. When was the last time you were sick?
4. When you are sick, what do you do to feel better?

Key Grammar

modal verb *should (not)* for suggestions

Use modal verbs *should* and *should not (shouldn't)* to make suggestions.

<i>should</i>	<i>shouldn't</i>
You <i>should</i> take some medicine.	You <i>shouldn't</i> take that medicine.
You <i>should</i> see a doctor.	You <i>shouldn't</i> see that doctor.
You <i>should</i> go to bed.	You <i>shouldn't</i> go to bed yet.

modal verbs *might / may* for possibility

Use modal verbs *may* or *might* to say that something is possibly true. In informal situations, *might* is more commonly used than *may*.

<i>may</i>	<i>might</i>
You <i>may</i> need to see the doctor.	You <i>might</i> get a fever.
You <i>may</i> have the flu.	You <i>might</i> get spots all over your body.
You <i>may</i> leave early today.	You <i>might</i> need to go home early.

quantifiers

Use quantifiers to express amounts or degree of things.

Quantifier	Meaning	Example
<i>a little</i>	a very small amount	I am <i>a little</i> hungry.
<i>several</i>	many	She has <i>several</i> trophies.
<i>any</i>	one or more	You shouldn't drink <i>any</i> soda.
<i>some</i>	a few / a small amount	He should take <i>some</i> medicine.

Unit 6 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 6 cover page.
- Then ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking the questions on the page to their partner.

Extra Practice More Discussion

Ask more questions about being sick.

Ex.

- How often do you get sick in a year?
- What kinds of illnesses do you usually get?
- What do you do at school when you are sick?
- How can you stay healthy?
- How often should a person see a doctor?
- How often should a person see a dentist?

Lesson A MY HEAD HURTS

Aim: Listen to people talk about being sick

Vocabulary

1 Listen and number. 6-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

From left to right, top to bottom

2. stomachache
8. earache
3. headache
9. hurt
10. illness
6. leg
5. arm
7. back
4. fever
1. a cold

- Practice again. Point at different pictures and ask students to say the words.

2 What are they talking about? Listen and write the vocabulary words you hear. 6-02

- Listen to the audio.
- Ask students to write the words they hear on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. headache
2. a cold
3. hurt, arm
4. earache
5. fever
6. back, hurt

Focus

3 Talk with a partner.


- Read the short conversations aloud or ask two students to read the short conversations aloud.
- Ask students to practice the conversations with a partner.
- Tell students to practice the conversations again but to talk about different problems.

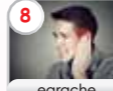
A MY HEAD HURTS

Listening
Aim: Listen to people talk about being sick

Vocabulary

1 Listen and number.  6-01

2

stomachache

8

earache

3

headache

9

hurt

10

illness

6

leg

5

arm

7

back

4

fever

1

a cold

2 What are they talking about? Listen and write the vocabulary words you hear.  6-02

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

Focus

3 Talk with a partner.  6-03

NOTE Use the past tense to talk about things that happened already.

What's wrong?
I don't feel so well.


What's wrong?
I have a headache.

What happened?
I ate too much, so I have a stomachache.

4 Listen and circle the body parts they talk about.  6-03

1. 

2. 

3. 

4. 

5 Look at the picture. Listen, number, and write the body parts.  6-04



Listen Up

6 Listen and fill in the blanks.  6-05

- I have a bad cold, so my _____ hurts.
- I ate too much for lunch, so my _____ hurts.
- I fell off my bike and hurt my _____.
- I have a sore _____.
- I fell and hurt my _____.
- She has a(n) _____ ache.

NOTE There are many ways to describe pain or discomfort in your body. Can you name others?

Wrap Up

7 Write three kinds of 'aches' we learned about and match them to the body parts.

- s. _____ ache
- h. _____ ache
- e. _____ ache



8 Listen and circle true or false.  6-06

1. Laura has a stomachache.	true	false
2. Laura has a headache.	true	false
3. Laura feels hot.	true	false
4. Laura has a fever.	true	false
5. Laura is getting medicine for an earache.	true	false

4 Listen and circle the body parts they talk about. 6-03

- Listen to the audio.
- Ask students to circle the correct answers.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. back
2. stomachache
3. headache
4. earache

Extra Practice What do you do when...?

Practice asking students what they do when their bodies hurt, with the phrases:

"What do you do when _____?" → "I _____ when _____."

Ex.

What do you do when you have a cold? → I take medicine when I have a cold.

What do you do when your back hurts? → I lay down when my back hurts.

Etc.

5 Look at the picture. Listen, number, and write the body parts. 6-04

- Listen to the audio.
- Ask students to write the words in the correct boxes.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From top to bottom
stomach, head, eyes, ear, arm, leg, foot

Listen Up

6 Listen and fill in the blanks. 6-05

- Listen to the audio.
- Ask students to write the correct answers in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. head
2. stomach
3. leg
4. foot
5. foot
6. ear

Wrap Up

7 Write three kinds of 'aches' we learned about and match them to the body parts.

- Ask students to write the kind of 'ache' in the blanks.
- Ask students to draw a line from the words to the correct pictures.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. stomachache-a
2. headache-c
3. earache-b

8 Listen and circle true or false. 6-06

- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. false
2. true
3. false
4. true
5. true

Teacher's Note

Cold Remedies

Many countries have their own unique cold remedies. Explain some cold remedies from other countries to students. Then ask students about some remedies from their country. Below is a list of some cold remedies from other countries.

Hong Kong: lizard soup, helps sinuses

England: dirty socks and lard scarf, rub lard on neck and wrap dirty sock around it

Germany: snail syrup, helps sore throats

Spain: garlic tea, acts as decongestant

Japan: smelling onions, clears sinuses

Russia: gogol-mogol, like eggnog, helps sore throat

66

67

Aim: Read about childhood illnesses

Vocabulary

1 Listen and number. 6-10

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

From left to right, top to bottom

1. virus, 6. runny nose, 5. feet, 7. air,
3. forehead, 2. spots, 8. sneeze, 4. neck

- Practice again. Point at different pictures and ask students to say the words.

2 Match the words with the definitions.

- Ask students to read the words.
- Ask students to read the definitions.
- Ask students to match the words with the correct definitions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. f 2. d
3. h 4. g
5. a 6. e
7. b 8. c

Focus

3 Use the conjunction *and* to combine two sentences into one.

- Ask students to read the sentences.
- Ask students to combine them using *and*.
- Ask students to write the answers on the lines.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. You should get lots of rest and take some medicine.
2. He should go to the hospital and get an X-ray.

Pre-reading

4 Listen and look at the pictures. Fill in the blanks. 6-11

- Listen to the audio.
- Ask students to look at the pictures.
- Ask students to write the correct words in the blanks.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. earache
2. broken leg

C I'M SICK Reading
Aim: Read about childhood illnesses

Vocabulary

1 Listen and number. 6-10

1 virus

6 runny nose

5 feet

7 air

3 forehead

2 spots

8 sneeze

4 neck

2 Match the words with the definitions.

1. feet	•	a. when air comes out of your nose and mouth suddenly
2. forehead	•	b. the mix of gases that we breathe to live
3. spots	•	c. when liquid is flowing from your nose
4. virus	•	d. the space between your eyes and hair
5. sneeze	•	e. the part of the body between your head and body
6. neck	•	f. the two body parts at the bottom of your legs that you stand on
7. air	•	g. something that causes disease and illness
8. runny nose	•	h. small red marks on your skin

3 Use the conjunction *and* to combine two sentences into one.

Ex. You might get spots on your feet. You might get spots on your arms.
You might get spots on your feet and arms.

1. You should get lots of rest. You should take some medicine.

2. He should go to the hospital. He should get an x-ray.

Pre-reading

4 Listen and look at the pictures. Fill in the blanks. 6-11

NOTE We use the word *might* or *may* when we are not one hundred percent sure.

1. She might have a(n) _____.

2. She might have a(n) _____.

5 Read the article. 6-12

NOTE A rash is a group of small red spots on the skin that are slightly raised. Avoid means to stay away from or stop from happening.

What's Wrong?

There are many childhood illnesses. Look at these kids. They are both sick. They both have red spots all over their body. Let's look closer to see what's wrong.

- Chickenpox
This girl might have chickenpox! Chickenpox is a nasty virus that makes you feel very itchy. It causes large pink or red bumps to appear all over your body. These bumps get big and pop. The chickenpox can also give you a fever and a headache. It's a very painful illness.

- Measles
This boy has measles! Measles might look like chickenpox, but it is different. Measles starts as spots that appear on your forehead and travel down your body to your neck, arms, legs, and feet. The spots don't turn into bumps that pop. The spots are more like a rash. After three to five days, the spots will go away. Measles can also give you a fever and also earaches and eye problems! Be careful around measles.

- How to Stop the Spread of Diseases
There are many ways diseases and viruses can spread. The best way to avoid them is to be clean. Cover your mouth when you cough and sneeze. Wash your hands often. You can pick up germs from many places. So be careful and avoid touching your face with dirty hands.

Wrap Up

6 Circle true or false.

1. The girl has measles.	true	false
2. Chickenpox can give you a fever and headache.	true	false
3. Measles usually starts on your arms and feet.	true	false
4. Measles look like small bumps.	true	false
5. The best way to avoid a virus is to be clean.	true	false

7 Discuss with a partner.

- Describe a time you were very sick.
- What are some other scary sicknesses? How can you avoid them?
- How often do you see a doctor? Do you think it's important to see a doctor often? Why?

Extra Practice Symptoms and Diagnosis

Tell students to find a partner. Then tell one student to describe some symptoms. Tell the other student to say what might be wrong and give advice with the phrases:

"I (symptom) and (symptom)." → / "You might/may _____." / "You should _____." / "If I were you, I would _____."

Ex. I have a fever and a cough. → You might have a cold. / You should take some medicine. / If I were you, I would take some medicine.

- 5 Read the article. 6-12
- Listen to the audio.
 - OR
 - Read the article aloud.
 - OR
 - Ask students to read parts of the reading aloud.
 - Replay the audio if needed.

Wrap Up

- 6 Circle true or false.
- Ask students to answer the questions.
 - Replay the audio if needed.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

1. false
2. true
3. false
4. false
5. true

- 7 Discuss with a partner.
- Tell students to find a partner.
 - Tell students to discuss the questions.
 - Ask students if they would like to share their discussions with the class.
 - Ask follow-up questions.

Teacher's Note

Different Kinds of Illnesses

Ask students what other kinds of illnesses and viruses they know. Tell them to describe the symptoms, too. Then introduce some other illnesses and symptoms. Below is a list of common illnesses.

acne	diarrhea	mumps
allergies	flu	nosebleed
anxiety/stress	food poisoning	pneumonia
arthritis	gum disease	shortness of breath
bronchitis	head lice	sore throat
bunions	indigestion	sunburn
coma	insomnia	tonsillitis
constipation	laryngitis	toothache
cough	malaria	vertigo
cramp	migraine	
depression		
diabetes		

Aim: Write about being sick or hurt

Vocabulary

1 Listen and number. 6-13

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the correct number of the vocabulary words next to the words in the book.
- Check students' answers.

Answer Key

From left to right, top to bottom

5. body
6. hand
2. finger
1. elbow
3. appointment
8. muscle
7. wrist
4. checkup

- Practice again. Point at different pictures and ask students to say the words.

2 Listen and write the vocabulary words you hear. 6-14

- Listen to the audio.
- Ask students to write the words they hear on the lines.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. finger, hand
2. wrist, elbow
3. muscle
4. body
5. appointment, checkup

3 Fill in the blanks with the best vocabulary words. Answers may vary.

- Ask students to read the sentence prompts.
- Ask students to write the best vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

1. hand
2. muscle
3. checkup, appointment
4. finger
5. elbow
6. wrist

D SICK DAY

Writing
Aim: Write about being sick or hurt

Vocabulary

1 Listen and number. 6-13



2 Listen and write the vocabulary words you hear. 6-14

1. _____
2. _____
3. _____
4. _____
5. _____

3 Fill in the blanks with the best vocabulary words. Answers may vary.

1. Be careful when you close the car door. You might hit your _____.
2. When you exercise a lot, you get more _____.
3. To get a _____, you need to call the doctor to make a(n) _____.
4. Watch your _____ when you are using a knife.
5. I can't move my arm well because I fell and hit my _____.
6. My _____ starts to hurt when I play computer games for too long.

Grammar

4 Look at the table. Listen and talk with a partner. 6-15

Word	Meaning	Example Sentence
a little	a very small amount	I am a little tired.
several	many	I have several spots.
any	one or more; some	She shouldn't take any medicine.
some	a few / a small amount	They have measles, so they should take some medicine.

Grammar

4 Look at the table. Listen and talk with a partner. 6-15

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students if they know what kind of words are being highlighted.
- Tell students to find a partner.
- Ask students to discuss the contents of the table.

Teacher's Note

Quantifiers and Countable and Non-countable Nouns

Explain to students that some quantifiers are only used with non-countable nouns. For example, *a little*, *not much*, *little*, and *too much*. Meanwhile, some quantifiers are used only with countable nouns. For example, *few*, *many*, *several*, and *a couple of*. Finally, some quantifiers are used with both non-countable and countable nouns. For example, *some*, *a lot of*, *plenty of*, or *enough*.

5 Circle the correct words.

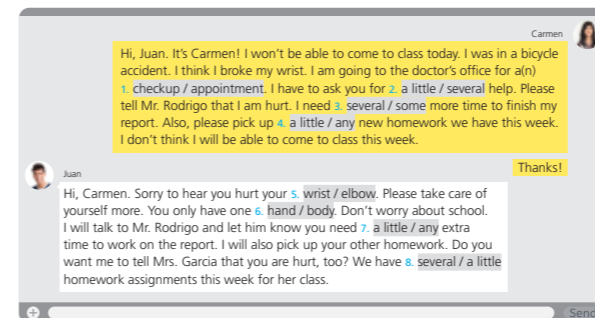
1. You should take *several* / *some* medicine.
2. The boys played hockey for *any* / *several* hours.
3. Her mother feels *several* / *a little* sick today.
4. Mary drank *some* / *several* milk to make her bones strong.
5. The girl broke her ankle *any* / *several* times.
6. I feel *any* / *a little* tired after running.

Writing

6 Fill in the blanks with the best quantifiers. Answers may vary.

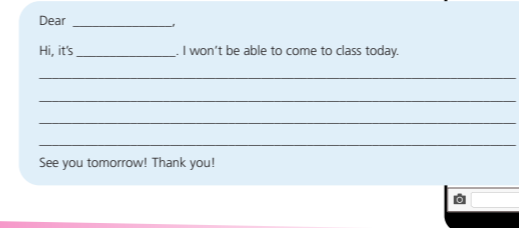
1. A snake does not have _____ hands.
2. I can make an appointment _____ time next week.
3. She was feeling _____ under the weather yesterday.
4. You should drink _____ water if you are thirsty.
5. There are _____ muscles in your arms and legs.

7 Read the message. Circle the correct words.



Wrap Up

8 Write a message to your teacher explaining why you can't go to school. Use the expressions *a little* and *some* in your writing.



5 Circle the correct words.

- Ask students to read the sentences.
- Ask students to circle the correct words.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. some
2. several
3. a little
4. some
5. several
6. a little

Writing

6 Fill in the blanks with the best quantifiers. Answers may vary.

- Ask students to read the sentence prompts.
- Ask students to write the best quantifiers in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample Answers

1. any
2. any
3. a little
4. some
5. several

7 Read the message. Circle the correct words.

- Ask students to read the messages.
- Ask students to circle the correct words.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. checkup
2. a little
3. some
4. any
5. wrist
6. body
7. a little
8. several

Wrap Up

8 Write a message to your teacher explaining why you can't go to school. Use the expressions *a little* and *some* in your writing.

- Ask students to look at the sentences and prompts.
- Ask students to write a message explaining why they can't go to school.
- Tell students to write their message in the book or on a separate sheet of paper.
- Tell students to use the patterns in activities 4, 5, 6, and 7.
- Check students' messages to make sure they're writing properly.
- Ask some students to present their messages to the class.
- Give feedback.

Extra Practice Teacher's Reply

Tell students to write a reply from the teacher regarding the messages they wrote in activity 8. Make sure to tell students to use the patterns in activities 4, 5, 6, and 7. When they are all done, ask some students to present their messages to the class. Remember to give feedback.

Aim: Make and give a health survey

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
 - Ask students to look at the pictures.
 - Ask students to make predictions about the video they're about to watch.
 - Tell students to talk with a partner.
 - Tell students to share their predictions with their partner.

Scan the QR code to link to Unit 6 video.

- 2 Watch the video. Number the pictures in order.
 - Play the video for students.
 - Ask students if their predictions were correct.
 - Ask students to number the pictures in order.
 - Play the video again if needed.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

From left to right

1, 2, 3

- 3 Watch the video again. Put check marks (✓) on the words you hear.
 - Play the video again.
 - Ask students to put check marks on the words they hear.
 - Play the video again if needed.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

From left to right

temperature, shot, honest

- 4 Watch the video. Circle the correct answers.
 - Ask students to read the sentence prompts.
 - Play the video again.
 - Ask students to circle the words they hear.
 - Play the video again if needed.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

1. stomachache
2. ears
3. totally
4. some, medicine

E DOCTOR'S APPOINTMENT Project
Aim: Make and give a health survey

Video

- 1 Look at the pictures. What do you think the video will be about? Talk with a partner.
- 2 Watch the video. Number the pictures in order.
- 3 Watch the video again. Put check marks (✓) on the words you hear.
- 4 Watch the video. Circle the correct answers.
- 5 Circle the correct answers.

1. I have a stomachache / headache.

2. Let me check your forehead / ears. Do you have an earache?

3. I wasn't a little / totally honest.

4. I'm going to give you some / several medicine / shots.

1. Max is feeling _____.

2. Max has a(n) _____.

3. The doctor checks his _____.

4. Max might have a _____.

a. pain b. hurt c. under the weather

a. stomachache b. headache c. earache

a. forehead b. stomach c. wrists

a. measles b. stomach flu c. chickenpox

- 5 Circle the correct answers.
 - Ask students to read the sentence prompts.
 - Ask students to circle the correct answers.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

1. c 2. a 3. a 4. b

Teacher's Note

Present Perfect Tense
 Explain to students that in the case of activities 6, 7, 8, and 9, present perfect tense is used to indicate that an action happened, but the time of the action is unimportant.

Focus

- 6 Look at the table. Listen and repeat.

Question	Answer
Have you ever been to the doctor ?	Yes, I have. / No, I haven't.
Have you ever been sick before ?	Yes, I have been sick before .
Have you ever broken a bone ?	I have broken several bones .

- 7 Use the phrases from the box to make questions. Talk with a partner.

had a stomachache	gone to the hospital	in an accident	sick for a week
had a cold	had a headache	to the dentist	gotten a shot

NOTE
When asking about people's experiences, we use present perfect tense.

21st Century Skills

Survey about Experiences

Communication Collaboration

- 8 Read the questions. Interview your classmates.

	Partner 1	Partner 2
1. Have you ever gotten an x-ray?		
2. Have you ever had an earache?		
3. Have you ever had a headache?		
4. Have you ever been to the doctor's?		
5. Have you ever had a cold?		
6. Have you ever taken medicine?		
7. Have you ever broken a bone?		
8. Have you ever had the measles or chickenpox?		
9. Have you ever lied about being sick?		
10. Have you ever been hurt playing sports?		

- 9 Get in groups. Talk about your results. Combine your results and share with the class. Who has the healthiest group?

Focus

- 6 Look at the table. Listen and repeat.

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students if they know what kind of grammar point is being highlighted.

- 7 Use the phrases from the box to make questions. Talk with a partner.

- Tell students to find a partner.
- Ask students to use the patterns in activity 6 and the phrases in the box to ask questions and make answers.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

21st Century Skills

- 8 Read the questions. Interview your classmates.
 - Tell students to get into groups of three.
 - Ask students to read the questions.
 - Ask students to ask the questions to each partner.
 - Ask students to write *yes* or *no* depending on how their partners answer the questions.
 - Tell students to write their answers in the book.
 - Check students' work to make sure they're doing it properly.
 - Give feedback.

- 9 Get in groups. Talk about your results. Combine your results and share with the class. Who has the healthiest group?
 - Tell students to stay in their groups.
 - Ask students to talk about the questions and their results.
 - Ask students to put all their answers together.
 - Check students' conversations to make sure they're speaking properly.
 - Ask all the groups to present their survey results to the class.
 - At the end, find the group that was the healthiest.
 - Give feedback.

Extra Practice Have You Ever...?

Expand on the questions from the survey in activity 8 by asking, or having students ask one another, follow-up questions. Tell students to use the patterns in activity 6 wherever possible. Mix things up by asking questions that aren't on the survey.

Ex.

Have you ever gotten an X-ray? → Yes, I have.
 Why did you get an X-ray? → I broke my arm.
 Have you ever had to wear a cast? → Yes, I wore one when I broke my arm.
 Etc.

GRAMMAR REVIEW

UNIT 1

what time and when questions

Use the phrase *what time* to ask specific times, such as 1:00 p.m. We use *when* to ask more general questions.

Question	Usage
What time should we meet?	We should meet at 2:00 p.m.
When should we meet?	On Monday.

prepositions of time

Prepositions show the relationship between subjects and objects. We use prepositions of time to show when something happens, will happen, or happened.

Preposition	Definition	Example
at	precise time	I will meet you at 5:30 pm.
in	months and years	I will meet you in January. I will meet you in 2018.
on	days and dates	I will meet you on Tuesday. I will meet you on December 1st.

UNIT 2

present continuous tense

Use the present continuous tense to show what people are doing to other things.

Question	Example
What are they doing?	They <i>are mopping</i> the floor.
What are you doing?	I <i>am finishing</i> my homework.
What is she / he / it doing?	She / he / it <i>is sleeping</i> on the bed.

verb + -ing

Use a verb with *-ing* to talk about things you like doing.

like / dislike	I like <i>painting</i> pictures. I dislike <i>playing</i> basketball.
favorite / least favorite	My favorite thing to do is <i>swimming</i> . My least favorite thing to do is <i>cleaning</i> my room.

can/can't

Can is a common modal verb in English. It is used to talk about ability or opportunity, to make requests, and to grant permission. You can use *can / can't* to talk about things people are able to do.

Question	Example
What <i>can</i> they do?	They <i>can</i> mop the floor.
<i>Can</i> he mop the floor?	No, he <i>can't</i> .

UNIT 3

adjective comparatives

Use adjective comparatives to compare the degree of characteristics. An adjective is a word that describes a noun. A comparative adjective describes the noun by comparing it to something else.

Comparative form	Example
tall → taller	Janice is <i>taller</i> than Joey.
beautiful → more beautiful	That flower is <i>more beautiful</i> than the photo.
lazy → lazier	That boy is <i>lazier</i> than a sloth.
big → bigger	Her pie is <i>bigger</i> than my cake.

superlatives

Use superlatives to make comparisons at the highest degree. Superlatives are most often made by adding *-est* or *-iest* to the end of the adjective. We also use *most* and *least* to express superlatives, as in *the most famous* and *the least delicious*. However, do not use *most* and *least* with a superlative ending in *-est / -iest*.
ex. *The most tallest mountain.* (X)

Superlative form	Example
tall → tallest	Janice is <i>the tallest</i> girl in class.
beautiful → most beautiful	That flower is <i>the most beautiful</i> one in the garden.
lazy → laziest	That boy is <i>the laziest</i> in his family.
big → biggest	Her pie is <i>the biggest</i> one in the room.

UNIT 4

making suggestions with let's

Make future plans using *let's + verb*.

Example	
Do you want to get some popcorn?	Yeah! <i>Let's go</i> to the mall together.
I'm going to the library. Do you want to come with me?	Sure! <i>Let's study</i> together.

will vs going to

<i>will</i>		<i>going to</i>	
Use <i>will</i> to talk about future plans.	I <i>will</i> go to Canada to visit my sister.	Use <i>going to</i> when you have already planned something in advance.	I'm <i>going to</i> watch a musical with my family.
Use <i>will</i> when you offer to do something for someone else.	These books are heavy. <i>I'll</i> help you carry them.	Use <i>going to</i> when you think something is likely to happen.	I think it's <i>going to</i> snow.

because and because of

Use *because* and *because of* to introduce reasons. *Because of* is a preposition and is usually followed by a verb + *-ing* or a noun. *Because* is a conjunction, and it is followed by a subject and a verb.

<i>because</i>	<i>because of</i>
<i>Because</i> Tim was sick, he didn't go to school.	<i>Because of</i> Tim's sickness, he didn't go to school.
He sat down <i>because</i> he felt sick.	We canceled the trip <i>because of</i> the rain.

UNIT 5

was/were

The past tense of the *be* verb is *was* and *were*.

Singular Pronoun	<i>be</i> verb	Plural Pronoun	<i>be</i> verb	Example
I	<i>was</i>	We	<i>were</i>	I <i>was</i> at the zoo. We <i>were</i> at the zoo.
You	<i>were</i>	You	<i>were</i>	You <i>were</i> at the zoo.
He/She/It	<i>was</i>	They	<i>were</i>	They <i>were</i> at the zoo.

simple past

Use simple past tense to talk about events that already happened. Add *-ed* or *-d* to the end of a verb to make a past tense verb.

Present Tense	Past Tense
walk	<i>walked</i>
talk	<i>talked</i>
live	<i>lived</i>
die	<i>died</i>

some common irregular verbs

Some verbs cannot be put into the past tense by adding *-ed* and *-d*. These verbs are called irregular verbs.

Present Tense	Past Tense	Present Tense	Past Tense
be	was/were	got	got
become	became	give	gave
begin	began	go	went
come	came	have	had
drink	drank	hear	heard
buy	bought	keep	kept
bring	brought	let	let
eat	ate	make	made
feed	fed	say	said
forget	forgot	speak	spoke

GRAMMAR REVIEW

UNIT 6

modal verbs *should* (not) for suggestions

Use modal verbs *should* and *should not* (*shouldn't*) to make suggestions.

<i>should</i>	<i>shouldn't</i>
You <i>should</i> take some medicine.	You <i>shouldn't</i> take that medicine.
You <i>should</i> see a doctor.	You <i>shouldn't</i> see that doctor.
You <i>should</i> go to bed.	You <i>shouldn't</i> go to bed yet.

modal verbs *might* / *may* for possibility

Use modal verbs *may* or *might* to say that something is possibly true. In informal situations, *might* is more commonly used than *may*.

<i>may</i>	<i>might</i>
You <i>may</i> need to see the doctor.	You <i>might</i> get a fever.
You <i>may</i> have the flu.	You <i>might</i> get spots all over your body.
You <i>may</i> leave early today.	You <i>might</i> need to go home early.

quantifiers

Use quantifiers to express amounts or degree of things.

Quantifier	Meaning	Example
<i>a little</i>	a very small amount	I am <i>a little</i> hungry.
<i>several</i>	many	She has <i>several</i> trophies.
<i>any</i>	one or more	You shouldn't drink <i>any</i> soda.
<i>some</i>	a few / a small amount	He should take <i>some</i> medicine.

WORD LIST

MODULE 1

UNIT 1

Lesson A

bicycle / bike
bus
car
drive
fly
plane
ride
subway
taxi
train

Lesson B

brush my teeth
clean my room
do my homework
get dressed
go to practice
go to sleep / bed
make my bed
pack my bag
play a game
wake up

Lesson C

afternoon
evening
morning
night
practice
today
tomorrow
weekend

Lesson D

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
January
February
March

April
May
June
July
August
September
October
November
December
month
week
weekend
workweek
year

UNIT 2

Lesson A

dust
feed
floor
mop
pet
sweep
take out
trash

Lesson B

cut
grass
job
leaves
plant
pull
rake
weed

Lesson C

catch
different
horse
lose
race
show
wear
win

Lesson D

extra
indoor
mountain
pick up
sky
spare / free time
stars
water park

MODULE 2

UNIT 3

Lesson A

bird
camel
cow
fangs
feathers
octopus
spider
tail

Lesson B

damage
flower
ground
hill
nature
precipitation
sand
woods

Lesson C

ash
below
erupt
island
lava
rock
scientist
volcano

Lesson D

cave
climate
coast

environment
rainforest
town
waterfall
world

Lesson E

creature
critical
enclosure
endangered
spit

UNIT 4

Lesson A

arcade
food court
fountain
ice rink
mall
milkshake
popcorn
sleepover
snack
soda

Lesson B

amusement park
caramel
fast
huge
merry-go-round
prize
roller coaster
teenager

Lesson C

aquarium
carnival
circus
close
crowd
cruise
exhibition
international

Lesson D

come back
downtown
find
sleep in
stadium
together

tour
window-shop

Lesson E

arcade
fix
fountain
natural
upgrade

MODULE 3

UNIT 5

Lesson A

airport
bank
café
concert
game
library
museum
store
supermarket
zoo

Lesson B

call
enjoy
look
start
stop
text
visit
wait

Lesson C

come / came
do / did
feel / felt
give / gave
go / went
have / had
make / made
say / said
see / saw
take / took

Lesson D

WORD LIST

afraid
angry
excited
glad
shy
surprised
unhappy
worried

Lesson E

sad

UNIT 6

Lesson A

a cold
arm
back
earache
fever
headache
hurt
illness
leg
stomachache

Lesson B

advice
ankle
cough
hospital
itchy
knee
medicine
pain
shoulder
x-ray

Lesson C

air
feet
forehead
neck
runny nose
sneeze
spots
virus

Lesson D

appointment

body
checkup
elbow
finger
hand
muscle
wrist

Lesson E

cake
honest
shot
temperature