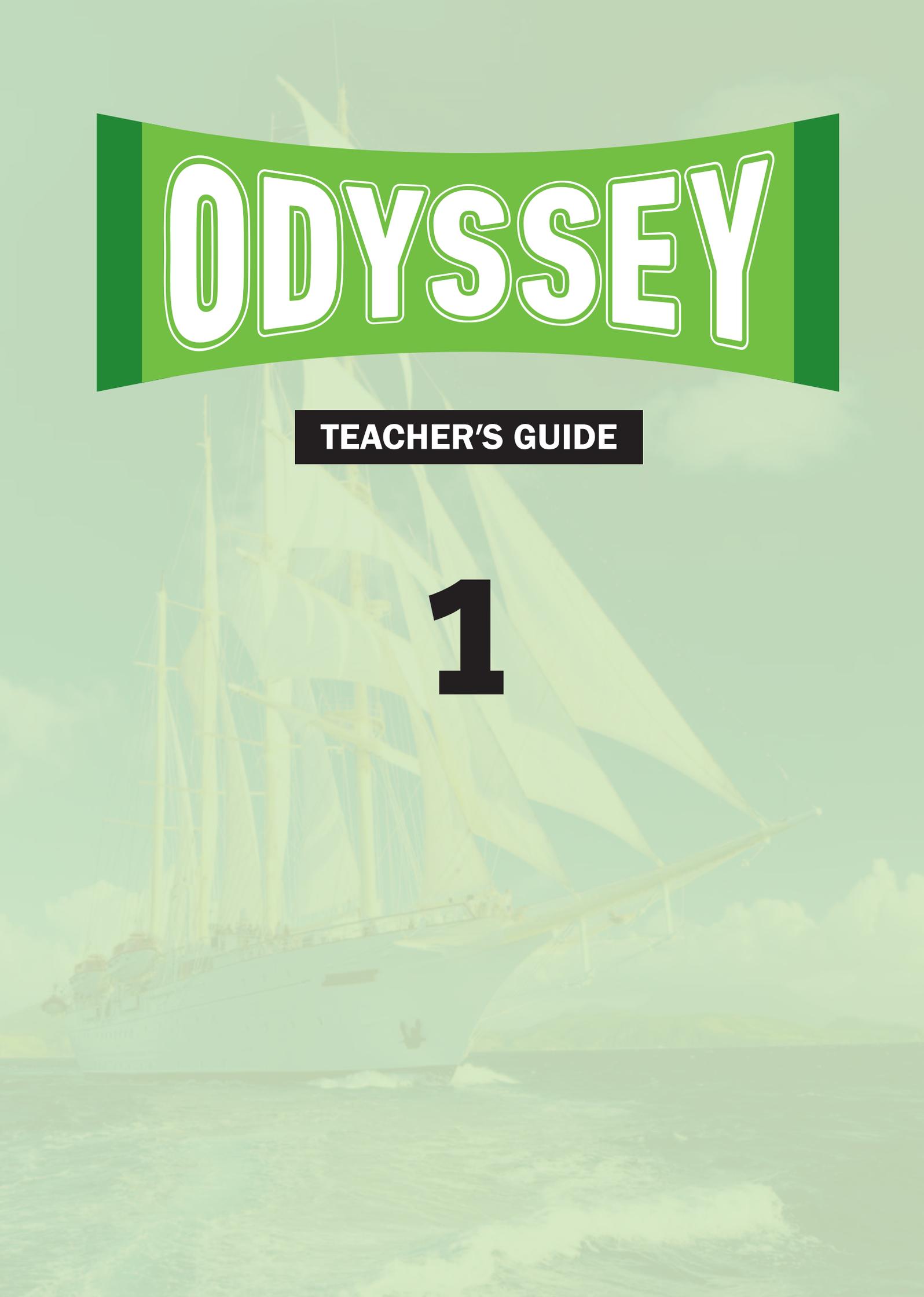


# ODYSSEY

**TEACHER'S GUIDE**

**1**



# **ODYSSEY 1 TEACHER'S GUIDE**

Thomas Hong • Gareth Powell

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# SCOPE AND SEQUENCE

## BOOK 1

•Grammar Review & Word List p. 78

		UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 1	P. 06-29	<b>UNIT 1</b> <b>HEY, IT'S ME!</b>  p. 06-17	Speaking	Introduce yourself	Letters, names, and numbers	Make your class ID card
			Writing	Talk about countries and nationalities	Countries and nationalities	
			Listening	Identify family members	Family members	
			Reading	Describe someone's personality	Adjectives for personality	
			Project	Make a profile card	Personal information	
	P. 18-29	<b>UNIT 2</b> <b>THE ONES AROUND ME</b>  p. 18-29	Listening	Identify the people at school	School faculty	Create a family tree
			Reading	Talk about people's jobs	Jobs	
			Speaking	Ask and answer personal questions	Names, ages, and occupations	
			Writing	Write about your family	Personalities	
			Project	Make a family tree	Family relationships	

		UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 2	P. 30-53	<b>UNIT 3</b> <b>ROBOTICS IS MY FAVORITE CLASS</b>  p. 30-41	Reading	Make a list of things you need for school	School supplies	Create a school club
			Speaking	Talk about the things in your class	Classroom objects	
			Writing	Write about the things you need in each class	School subjects	
			Listening	Use <i>-ing</i> for fixed plans in the future	School activities	
			Project	Create a club notice	School clubs	
	P. 42-53	<b>UNIT 4</b> <b>MY HOUSE, MY HOME</b>  p. 42-53	Speaking	Talk about things in the house	Rooms in the house	Describe your dream house
			Listening	Locate where things are in a room	Prepositions of place	
			Reading	Read about homes around the world	Different kinds of homes	
			Writing	Describe rooms using <i>there is</i> and <i>there are</i>	Things around the house	
			Project	Design a dream house	Dream houses	

		UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 3	P. 54-77	<b>UNIT 5</b> <b>TIME TO PLAY!</b>  p. 54-65	Reading	Read about hobbies	Free-time activities & adverbs of frequency	Talk about social media
			Listening	Listen to people talk about their free-time activities	Hobbies	
			Speaking	Talk about your routine	Routines	
			Writing	Write an email about your routine	Everyday activities	
			Project	Write a social media post	Personal information	
	P. 66-77	<b>UNIT 6</b> <b>WHERE TO?</b>  p. 66-77	Listening	Listen to people talk about their errands	Errands	Give instructions
			Speaking	Talk about your plans and errands	Places around the city	
			Reading	Understand directions	Directions	
			Writing	Give written directions	Points of interest	
			Project	Make detailed instructions	Give instructions	

## Alphabet

1 Listen and repeat. Then write the letters.  00-01

- Read the alphabet aloud.
- Ask students to repeat what you say aloud.
- Tell students to trace the letters.

### Extra Practice Writing in Cursive

Ask students to practice writing words in cursive. Ask them to write the following:

- Name
- Address
- Parents' names
- Friends' names
- The teacher's name

## Numbers

2 Listen and repeat.  00-02

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, practice by saying numbers between 30 and 100 and asking students to write down the numbers you say.
- Practice again with larger numbers.

### Teacher's Note

#### Different Ways to Read Numbers

Explain that there are many ways to say different numbers.

#### Ex.

- 2,500 can be read as two thousand five hundred or twenty-five hundred.
- 250,000 can be read as two hundred and fifty thousand or a quarter million.
- 1,500,000 can be read as one million five hundred thousand or 1.5 million.

3 Listen and repeat. Use the numbers to talk with a partner.  00-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, ask students to use one of the given numbers.
- Practice again. This time, ask students to use their own phone numbers.

# Before We Start

## Alphabet

1 Listen and repeat. Then write the letters.  00-01



Write your name: \_\_\_\_\_

## Numbers

2 Listen and repeat.  00-02

**NOTE**  
There are different ways to say certain numbers when giving your addresses or phone number.  
0 = zero / oh  
33 = thirty three / three-three



10	ten	30	thirty
11	eleven	40	forty
12	twelve	50	fifty
13	thirteen	60	sixty
14	fourteen	70	seventy
15	fifteen	80	eighty
16	sixteen	90	ninety
17	seventeen	100	one hundred
18	eighteen	1,000	one thousand
19	nineteen	10,000	ten thousand
20	twenty	1,000,000	one million

Write your phone number: \_\_\_\_\_

3 Listen and repeat. Use the numbers to talk with a partner.  00-03

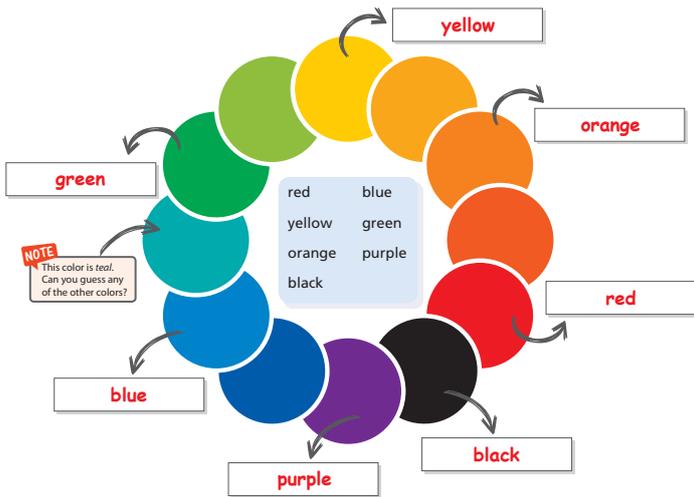
A What's your phone number?

If it's 019-5490-6833

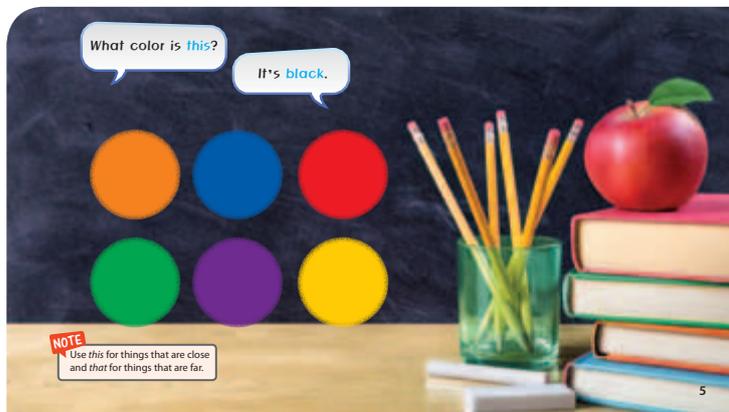
587-1598-6673  
353-8006-9915  
774-3488-0122

## Colors

4 Listen and repeat. Then write the colors in the correct box.  00-04



5 Talk with a partner. Then ask about the color of things in your classroom using *this* or *that*.



## Colors

4 Listen and repeat. Then write the colors in the correct box.  00-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, ask students to guess the names of other colors on the wheel.

### Answer Key

From left to right, top to bottom

yellow, orange, green, red, blue, purple, black

### Teacher's Note

#### Other Colors

Common colors that students might say or want to know in this activity include:

olive, ochre, amber, gold, orange-red, maroon, navy, cerulean, sky blue, turquoise, cyan, lime, silver, grey/gray, plum, etc.

Also explain that many colors are very similar and may be hard to distinguish even for native speakers, such as violet and indigo, and tan and beige.

5 Talk with a partner. Then ask about the color of things in your classroom using *this* or *that*.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Ask students to practice by pointing at different things in the classroom.

### Teacher's Note

#### Demonstratives

Explain that demonstratives show where an object, event, or person is in relation to the speaker.

	Near the speaker	Far from the speaker
adverb	<i>Here</i>	<i>There</i>
Demonstrative with singular nouns & uncountable nouns	<i>This</i>	<i>That</i>
Demonstratives with plural nouns & countable nouns	<i>These</i>	<i>Those</i>

#### Extra Practice What Color is It?

If students cannot find enough items in the classroom to ask questions about, ask students to describe the color of commonly known things.

#### Ex.

A country's flag, animals, flowers, etc.

# HEY, IT'S ME!

This unit will give students the ability to talk about themselves, their family, and their close friends. Students will learn basics such as talking about where they are from, describing their personality and identifying family members.

Scan the QR code to download the Unit 1 audio.

**WHAT YOU WILL DO IN THIS UNIT**

**Unit 1 AIMS**

- Lesson A: Introduce yourself
- Lesson B: Talk about countries and nationalities
- Lesson C: Identify family members
- Lesson D: Describe someone's personality
- Lesson E: Make a profile card

**Target Skills**

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

**Target Vocabulary**

Lesson A	Lesson B
all right bad call good hello OK people	Brazil – Brazilian Canada – Canadian Chile – Chilean Colombia – Colombian Costa Rica – Costa Rican Egypt – Egyptian Japan – Japanese Korea – Korean Mexico – Mexican Peru – Peruvian Spain – Spanish Thailand – Thai the United States – American
Lesson C	Lesson D
aunt brother cousin father grandfather grandmother mother sister uncle	chatty cheerful friendly funny kind lazy quiet smart

# HEY! IT'S ME!



Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Speaking** Introduce yourself
- B Writing** Talk about countries and nationalities
- C Listening** Identify family members
- D Reading** Describe someone's personality
- E Project** Make a profile card



**ICE BREAKERS**

Look at the photo and answer the questions.

1. What do you see in the picture?
2. Do you enjoy school?
3. How many people are in your family?
4. How would you describe yourself?

7

## Key Grammar

### personal pronouns

We use pronouns to take the place of other nouns. Personal pronouns are used to talk about specific nouns, such as the names of people, places, or things.

Personal Pronouns	Definition	Example
<b>I</b>	first person singular	<b>I</b> am Sam.
<b>He</b>	singular male	<b>He</b> is Sam.
<b>She</b>	singular female	<b>She</b> is Samantha.
<b>It</b>	third-person thing / genderless non-human animals	<b>It</b> is a chair.
<b>You</b>	second-person singular and plural	<b>You</b> are Sam.
<b>We</b>	first-person plural	<b>We</b> are a group.
<b>They</b>	third-person plural	<b>They</b> are a group.

### be verbs (affirmative)

We use the verb *be* to show what something or someone is doing. You can use *be* verbs to make an affirmative statement.

Personal Pronouns	Definition	Example
I	<b>am</b>	I <b>am</b> a teacher.
He/She/It	<b>is</b>	He <b>is</b> a teacher.
You/We/They	<b>are</b>	We <b>are</b> teachers.

### 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 their partner the questions.

#### Extra Practice More Discussion

Ask more questions about the family and friend.

**Ex.**

- How many people are in your family?
- Do you have any brothers or sisters?
- What are your favorite/least favorite things to do with your family?
- Who is your best friend?
- How did you meet your best friend?

# Lesson A ABOUT ME!

Aim: Introduce yourself

## Vocabulary

1 Read. Then fill in the blanks.

- Read the contents of the table.
- OR
- Ask students to read the table.
- Read the introduction and complete the activity as a group.

### Answer Key

From top to bottom

1. Good
2. are
3. bad

- Ask students to practice the introduction using other greetings and introductions with a partner.

## Speak Up

2 Listen and repeat.  1-01

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, ask students to use their own names.

## 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 conversations with a partner.
- Tell students to practice the conversation again, but with their own names.

# A ABOUT ME!

Speaking

Aim: Introduce yourself

## Vocabulary

1 Read. Then fill in the blanks.

Greetings		Other common expressions	
Hello. Hi. Hey.		Please... People... (But) you can...	→ call me (name).
Question: How's it going? / How are you (doing)?		Question: How/What about... Question: And...	→ you?
Answer: (I'm...)	→ (Very) Well/Good. → Not bad. → OK. → All right. (Thanks)	Answer:	→ Me too. → Not me.
Good morning/afternoon. It's good to see you.			
Introductions			
Nice to meet you.	Welcome	I'm...	
I'm new here.	I'm a new student here.	My name is...	



1. \_\_\_\_\_ morning, Cynthia.

Hey, Frank. How 2. \_\_\_\_\_ you?

Not 3. \_\_\_\_\_, thanks. And you?

I'm all right.



## Speak Up

2 Listen and repeat.  1-01



## Focus

3 Talk with a partner.

Hi! I'm Jack. What's your name?

Hello! My name is Susan.  
Nice to meet you.

Nice to meet you, too.

4 Listen and repeat. Use the numbers in the boxes to practice with a partner. 1-02

How old are you? I'm 16.

12 14  
16 18  
34 46

What grade are you in?  
I'm in the 10th grade.

1	first
2	second
3	third
4	fourth
5	fifth
6	sixth
7	seventh
8	eighth
9	ninth
10	tenth
20	twentieth

**NOTE**  
Starting at grade 9 and ending in grade 12, students are often called *freshman, sophomore, junior, and senior*.  
*I'm in ninth grade. I'm a freshman this year.*

### Wrap Up

5 Fill in the blanks to make your own introduction.



Your Photo

Hi! My name is \_\_\_\_\_. But, you can call me \_\_\_\_\_.

I am \_\_\_\_\_ years old. I am in high school!

I am in the \_\_\_\_\_ grade this year!

It's nice to meet you.

### Farewells

6 Talk with a partner.

See you later / tomorrow / soon!

Take care!

Goodbye!

Bye!

## Farewells

6 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 use different farewells.

4 Listen and repeat. Use the numbers in the boxes to practice with a partner. 1-02

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. This time, ask students to use one of the given numbers.
- Practice again. This time, ask students to use their own age and grade.

### Wrap Up

5 Fill in the blanks to make your own introduction.

- Read the contents of the table and fill in the blanks.
- OR
- Ask students to read the contents of the table and fill in the blanks.
- Read the introduction aloud with your own information.
- OR
- Ask students to read their introduction aloud.
- Ask students to practice introducing themselves with a partner.

### Answer Key

Sample answer

Hi! My name is Nathan. But, you can call me Nate.  
I am 16 years old. I am in high school!  
I am in the 10<sup>th</sup> grade this year!  
It's nice to meet you.

# Lesson B WHERE ARE YOU FROM?

Aim: Talk about countries and nationalities

## Vocabulary

### 1 Listen and repeat. 1-03

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Practice again. Ask students if they know any other countries and the nationality of people from those countries.

### 2 Talk with a partner or as a group. Look at the flags. Guess the country.

- Ask students to get in pairs or work with a group.
- Ask them to discuss what flags are from what countries.
- Give students time to make guesses. Point out the hint in the book.
- If students are still unable to answer, tell students to ask other classmates or to look up the flags online.

#### Answer Key

From left to right  
South Korea, Mexico, Thailand, Peru

#### Extra Practice Flags

If you live in an area where people are more likely to know the national flags of their neighboring countries, or the flags of well-known countries such as the United States, Canada, the United Kingdom, Japan, etc., then prepare those flags to give your students a quiz on different nationalities.

# B WHERE ARE YOU FROM?

Writing

Aim: Talk about countries and nationalities

## Vocabulary

### 1 Listen and repeat. 1-03

Country	Brazil	Canada	Chile	China	Colombia	Costa Rica	Egypt
Nationality	Brazilian	Canadian	Chilean	Chinese	Colombian	Costa Rican	Egyptian
Country	Japan	Korea	Mexico	Peru	Spain	Thailand	the United States
Nationality	Japanese	Korean	Mexican	Peruvian	Spanish	Thai	American

### 2 Talk with a partner or as a group. Look at the flags. Guess the country.

**Hint** They are countries from the table above.



### 3 Can you find the countries from the table on the map? Circle as many as you can. Then talk with a partner.



10

### 3 Can you find the countries from the table on the map? Circle as many as you can. Then talk with a partner.

- Ask students to try and draw the locations of the given countries in activity 1 on the map.
- Ask students how many they think they got right?
- If your students don't know where most of the countries are, ask them to talk with a partner and share maps.
- Talk together as a class. Point to the locations as a class. Find out who got the most right.
- 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 with their nationalities and home cities.

#### Answer Key

Please look at the map on the right.

## Writing

4 Read the conversation. Fill in the blanks to complete the statements.



## Wrap Up

5 Fill out the visa application form.

**NOTE**  
Remember to capitalize the first letter of every sentence.

**VISA APPLICATION**

Visa application time: 9:00-11:00 a.m. M-F    Visa pick-up time: 11:00 a.m.-12:00 p.m. M-F

Part I    Personal Information

Title    Mr. \_\_\_\_\_ Mrs. \_\_\_\_\_ Miss \_\_\_\_\_ Ms. \_\_\_\_\_

Name    Given Name (First Name)    Surname (Family Name)

Date of Birth (mm/dd/yy)    Nationality

Place of Birth    Nationality at Birth

11

## Wrap Up

5 Fill out the visa application form.

- Read the visa application form and fill in the blanks.
- OR
- Ask students to read the application form and fill in the blanks.
- Go over your answers as a class.
- Check students' answers.

### Answer Key

Answers will vary.

**NOTE:** Refer to the "NOTE" while explaining this activity.

### Teacher's Note

#### Capitalization

This NOTE illustrates the importance of capitalization.

Explain that all sentences should start with an uppercase letter. Also, remind students that proper nouns such as names, countries, cities, nationalities, etc., require an uppercase letter—for example, *Mexico*, *Mexican*, and *Mexico City*.

## Writing

4 Read the conversation. Fill in the blanks to complete the statements.

- Read the conversation and fill in the blanks.
- OR
- Ask students to read the conversation and fill in the blanks.
- Read the conversation aloud with your own information.
- OR
- Ask students to read the conversation aloud.
- Ask students to practice the conversation with a partner.

### Answer Key

Sample answer

M: Where are you from?

W: I'm from Mexico.

M: Where in Mexico are you from?

W: Mexico City! What nationality are you?

M: I'm Peruvian.

# Lesson C MY FAMILY AND I

Aim: Identify family members

## Vocabulary

### 1 Listen and number. 1-04

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

#### Answer Key

From left to right, top to bottom

1. grandmother
  5. grandfather
  6. mother
  2. father
  9. uncle
  3. aunt
  8. sister
  10. me
  4. brother
  7. cousin
- Practice again. Point at different people on the family tree and ask students who you are pointing at.

### 2 Which family member are they talking about? Listen and write the word. 1-05

- 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

From left to right, top to bottom

1. sister
2. brother
3. mother
4. father
5. grandmother
6. uncle

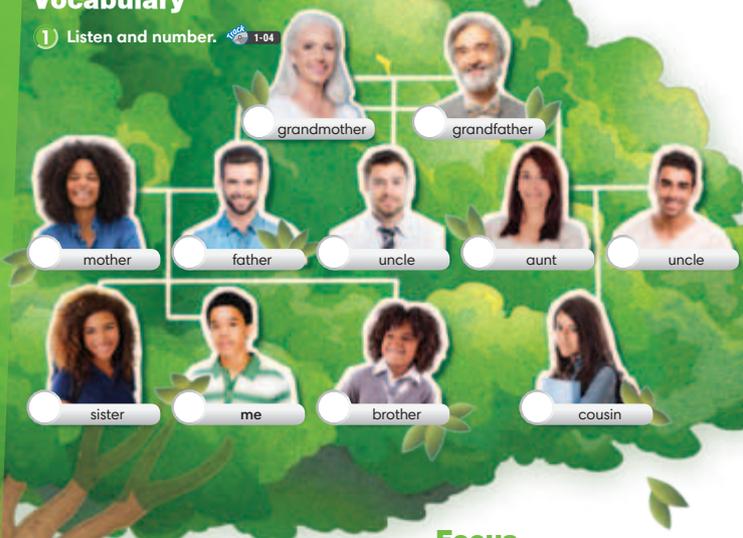


## MY FAMILY AND I

**Listening**  
Aim: Identify family members

### Vocabulary

1 Listen and number.  1-04



### Focus

2 Which family member are they talking about? Listen and write the word.  1-05

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

3 Talk with a partner. Ask about the family tree above.  1-05

Who is he?

He's my **brother**.

Who is she?

She's my **mother**.

12

## Focus

### 3 Talk with a partner. Ask about the family tree above.

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

### Extra Practice How many family members?

Ask students about their family. Ask students questions with the phrase:

"How many \_\_\_\_\_ do you have?"

#### Ex.

- How many brothers do you have?
- How many sisters do you have?
- How many cousins do you have?
- How many aunts/uncles do you have?
- Etc.

4 Listen and circle.  1-06

1. Mary   

2. Jack   

3. Kevin   

4. Janet   

Listen Up

5 Listen and answer.  1-07

**My New School**

I like Green River High School. I go to school with Emma every day. She's my 1.  .

I eat lunch with Jamal. He's my 2.  . My 3.  help me with homework.

My school is fun!



Who are these people?

1. She's my \_\_\_\_\_.

2. He's my \_\_\_\_\_.

3. They're my \_\_\_\_\_.

Wrap Up

6 Listen and answer the questions.  1-08

- Where are Becky and Steven?
  - at school
  - at the bookstore
  - in the cafeteria
- Who is tall?
  - Becky's father
  - Becky's mother
  - Becky's cousin
- Circle **true** or **false**.
  - Steven sees a photo of Becky's cousin.     **true**   **false**
  - Steven sees a photo of Becky's mother.     **true**   **false**
  - Becky sees a photo of Steven's dog.     **true**   **false**

13

Listen Up

5 Listen and answer.  1-07

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Tell students to write the missing words next to the images.
- Replay the audio if needed.
- Asks students to complete the activity.
- Check students' answers.

Answer Key

- sister
- friend
- parents

Wrap Up

6 Listen and answer the questions.  1-08

- 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

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

4 Listen and circle.  1-06

- 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

- mother
- grandfather
- brother
- sister

# Lesson D WHO ARE YOU?

Aim: Describe someone's personality

## 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 word next to the word in the book.

#### Answer Key

From left to right, top to bottom

5. smart
1. chatty
7. kind
6. funny
4. cheerful
8. lazy
2. quiet
3. friendly

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

### 2 Circle the answers.

- Ask students to read the sentences.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. smart
2. funny
3. cheerful
4. kind
5. quiet

# D WHO ARE YOU?

Speaking

Aim: Describe someone's personality

## Vocabulary

### 1 Listen and number. 1-09



### 2 Circle the answers.

1. My sister gets As in her classes. She is smart / chatty.
2. My brother makes me laugh. He is quiet / funny.
3. My teacher is happy. She is very lazy / cheerful.
4. My mom helps people. She is very cheerful / kind.
5. My dad is not loud. He is chatty / quiet.

**NOTE**  
There are many words used to describe someone's personality. What are some other ones? Do you know someone who is "cool"? Do you know someone who is "neat"? Talk about it with a partner.

## Pre-reading

### 3 Look at the picture. Make guesses and describe each kid's personality. Talk with a partner.



14

## Pre-reading

### 3 Look at the picture. Make guesses and describe each kid's personality. Talk with a partner.

- Ask students to look at the picture.
- Ask students to use one of the vocabulary words to describe each kid in the picture.
- Check students' answers.

#### Answer Key

Sample answer (from left to right)

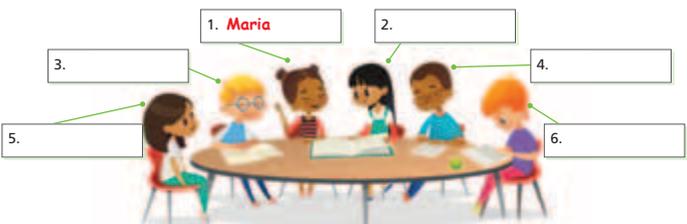
kind, friendly, chatty, cheerful, lazy, smart

**4** Read. Then circle the vocabulary words in the diary.

Hello, Diary.  
I'm in a new school. There are 20 kids in my class. My teacher put us in groups.  
There are six people in my group. There's Maria. Maria is a little chatty sometimes. But, it's OK. I like Maria. Henry is very funny. He sits next to Maria. He is always smiling. Leticia also sits next to Maria. She is very cheerful. There's another girl in my group. Her name is Rosa. She is very kind. She's also smart! She helps us with our homework. Then, there's Antonio. He's a little lazy. He sleeps in class. But Antonio is also really friendly. Then there's me. I'm a little quiet right now. But, I'm happy to make friends. I'm excited about my new school!  
Best,  
Miguel

**5** Read 4 again. Then fill in the blanks with the student's names.

- Maria    Henry    Leticia    Rosa    Antonio    Miguel



**6** Circle true or false.

- |                                |      |       |
|--------------------------------|------|-------|
| 1. Miguel likes Maria.         | true | false |
| 2. Rosa is a little lazy.      | true | false |
| 3. Antonio is really friendly. | true | false |
| 4. Henry is very kind.         | true | false |
| 5. Leticia is cheerful.        | true | false |

**Wrap Up**

**7** Get in groups. Talk about your personalities. Find three different types of people and write a sentence.

Personality	Person	Sentence
Ex. Chatty	Roberto	Roberto is chatty. He likes to talk with friends.
funny		
friendly		
lazy		

**4** Read. Then circle the vocabulary words in the diary.

- Read the diary aloud.
- OR
- Ask students to read the diary aloud.
- Ask students to circle the vocabulary words that are used in the diary.
- Check students' answers.

**Answer Key**

Hello, Diary.  
I'm in a new school. There are 20 kids in my class. My teacher put us in groups.  
There are six people in my group. There's Maria. Maria is a little chatty sometimes. But, it's OK. I like Maria. Henry is very funny. He sits next to Maria. He is always smiling. Leticia also sits next to Maria. She is very cheerful. There's another girl in my group. Her name is Rosa. She is very kind. She's also smart! She helps us with our homework. Then, there's Antonio. He's a little lazy. He sleeps in class. But Antonio is also really friendly. Then there's me. I'm a little quiet right now. But, I'm happy to make friends. I'm excited about my new school!  
Best,  
Miguel

**5** Read 4 again. Then fill in the blanks with the student's names.

- Read the diary aloud.
- OR
- Ask students to read the diary aloud.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. Maria
2. Leticia
3. Henry
4. Antonio
5. Rosa
6. Miguel

**6** Circle true or false.

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

**Answer Key**

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

**Wrap Up**

**7** Get in groups. Talk about your personalities. Find three different types of people and write a sentence.

- Ask students to look at the table.
- Ask students to get into groups of 4 or 5 and talk about their personality.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

Sample answers

funny	Nancy	Nancy is funny. She likes to tell jokes.
friendly	Michael	Michael is friendly. He is nice to everyone.
lazy	Bart	Bart is lazy. He does not do his homework.

# Lesson E A LITTLE ABOUT ME

Aim: Make a profile card

## Preview

### 1 Answer the questions.

- Read the questions aloud.
- OR
- Ask students to read the questions aloud.
- Answer the questions aloud in complete sentences.
- OR
- Ask students to answer the questions aloud in complete sentences.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

Sample answer

1. My name is Jonas.
2. I am in the 10<sup>th</sup> grade.
3. I am 16 years old.
4. I am from the United States. I am from Dallas, Texas.
5. There are four people in my family. I have one brother. I have one aunt and one uncle.
6. I am smart, funny, and friendly.

## Expressions Introductions

### 2 Read the table. Then listen and fill in the blanks.

1-10

- Read the contents of the table aloud.
- OR
- Ask students to read the contents of the table aloud.
- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Listen again and ask students to fill in the blanks as they listen.
- Complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

1.
 

M: Hello. Nice to meet you. I'm Peter.

W: Hello, Peter. I don't think we've met. I'm Wendy.
2.
 

W: May I introduce myself? My name is Sarah.

M: It's a pleasure to meet you.

# E A LITTLE ABOUT ME

Project  
Aim: Make a profile card

## Preview

### 1 Answer the questions.

1. What's your name?  
\_\_\_\_\_

2. What grade are you in?  
\_\_\_\_\_

3. How old are you?  
\_\_\_\_\_

4. Where are you from?  
What part of (country) are you from?  
\_\_\_\_\_

5. How many people are in your family?  
Do you have any brothers / sisters?  
\_\_\_\_\_  
Do you have aunts / uncles?  
How many?  
\_\_\_\_\_

6. Describe yourself with three words.  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Expressions Introductions

### 2 Read the table. Then listen and fill in the blanks.

Good morning / afternoon / evening.	Let me introduce myself. I'm...
Hey. What's going on?	Nice to meet you. I'm...
I'm happy to meet you.	I'd like to introduce myself. I'm...
It's a pleasure to meet you.	I don't think we've met. I'm...
Pleased to meet you.	Can / May I introduce myself? My name is...

1. Hello. Nice to \_\_\_\_\_ you. I'm \_\_\_\_\_.

2. May I \_\_\_\_\_ myself?  
My name is \_\_\_\_\_.

Hello, \_\_\_\_\_ . I don't \_\_\_\_\_ we've met. I'm \_\_\_\_\_.

It's a \_\_\_\_\_ to meet you.

3 Read the profile card.



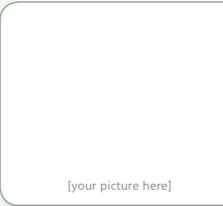
*Hi! My name is...*

**Alicia**

Nice to meet you. I'm fifteen years old. I'm in the ninth grade now! I have a big family. I live with my mom, dad, sister, and two brothers. My mom's name is Angela. My dad's name is Leonardo. My sister's name is Monica. My brothers' names are Juan and David.

My family is from Mexico City. But, I'm from Guadalajara. I describe myself as funny, kind, and cheerful.

4 Make your own profile card.



*Hi! My name is...*



---



---



---



---



---

5 Share your profile with your classmates. Fill out the chart with what you learned.

Classmate's name	From	Age	Family	About
1.				
2.				
3.				

4 Make your own profile card.

- Ask students to write their own profile cards. Ensure they include the following information: birthplace, age, family size, and a little about their personality.
  - Ask students to include a picture of themselves.
- OR
- Ask students to draw a picture of themselves.

5 Share your profile with your classmates. Fill out the chart with what you learned.

- Ask students to get into small groups.
- Ask students to take turns reading their profile cards.
- Ask students to take notes on what they learn about their classmates.
- Check students' notes.

Teacher's Note

**I'm not comfortable giving that information.**

Once again, some students might not be comfortable talking about their family openly. In this case, they can make up a fake family and family tree. Also, they can always use the phrase:

*"I'm sorry. I'm not comfortable giving out that information."*

21<sup>st</sup> Century Skills

3 Read the profile card.

- Read the profile card.
- OR
- Ask students to read the profile card.

**Extra Practice Words You've Learned**

Ask students to circle words they learned in this unit on Alicia's profile card. Then ask them questions about Alicia, like:

- What grade is Alicia in?*
- How big is her family?*
- Where is she from?*

# THE ONES AROUND ME

This unit will give students the ability to identify people at their school, talk about people's different jobs, and write about people who are close to them.

Scan the QR code to download the Unit 2 audio.

**WHAT YOU WILL DO IN THIS UNIT**

**Unit 2 AIMS**

- Lesson A: Identify the people at school
- Lesson B: Talk about people's jobs
- Lesson C: Ask and answer personal questions
- Lesson D: Write about your family
- Lesson E: Make a family tree

**Target Skills**

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

**Target Vocabulary**

Lesson A	Lesson B
class	artist
classmate	chef
grade	doctor
homework	farmer
principal	pilot
student	police officer
study	singer
teacher	soccer player
Lesson C	Lesson D
address	big
age	funny
birthday	kind
email	old
eye	short
hair	shy
name	small
phone number	smart
	tall
	young

**MODULE 1**

**UNIT 2**

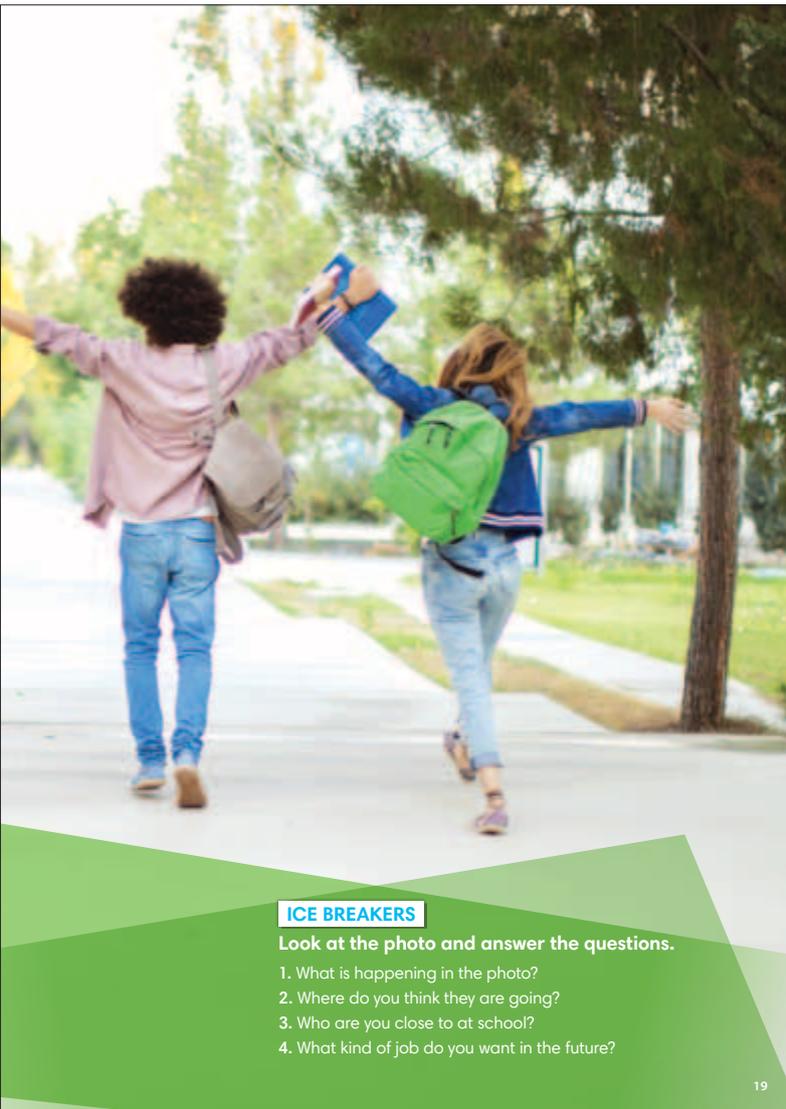
# THE ONES AROUND ME

Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Listening** Identify the people at school
- B Reading** Talk about people's jobs
- C Speaking** Ask and answer personal questions
- D Writing** Write about your family
- E Project** Make a family tree

18



**ICE BREAKERS**

Look at the photo and answer the questions.

1. What is happening in the photo?
2. Where do you think they are going?
3. Who are you close to at school?
4. What kind of job do you want in the future?

## Key Grammar

### be verbs (negative and questions)

We can use the *be* verb with *not* to make negative statements and questions.

Personal Pronouns	be verb	Question	Negative
I	am	Are you a teacher?	I am not a teacher.
He/She/It	is	Is he a teacher?	He is not a teacher.
You/We/They	are	Are you teachers?	We are not teachers.

### demonstrative adjectives

Demonstrative adjectives can be used to modify a noun so that we know which specific person, place, or thing is mentioned.

Demonstrative adjectives	Type	Example
<b>This</b>	singular	<b>This</b> pie is yummy.
<b>That</b>	singular	<b>That</b> horse is big.
<b>These</b>	plural	<b>These</b> pies are yummy.
<b>Those</b>	plural	<b>Those</b> horses are big.

### 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 school, family, and jobs/careers.

**Ex.**

- Who are your teachers?
- What kind of jobs do your family members have?
- Who has the most fun job out of your family?
- What are some other fun jobs?

Aim: Identify the people at school

**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 word next to the word in the book.

**Answer Key**

From left to right, top to bottom

6. study
2. homework
4. student
1. teacher
8. classmate
7. principal
3. class
5. grade

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

**2 What are they talking about? Listen and write the word.** 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. teacher
2. class
3. study
4. principal

**Focus**

**3 Talk with a partner.**

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

**Teacher's Note**

**People at school**

There are a lot of people who work at a school. Explain to students about other people who work at a school, such as the *school nurse*, the *cafeteria workers*, the *librarian*, and the *janitor*.

**Vocabulary**

**1 Listen and number.** 2-01

**2 What are they talking about? Listen and write the word.** 2-02

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Focus**

**3 Talk with a partner.**

Who is **he / she**?

**He / She** is my **classmate**.

Is **he / she** a **teacher**?

Yes, **he / she** is.  
No, **he / she** isn't.

**4 Listen and circle.** 2-03

1. David

teacher	principal
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

2. Jade

study	homework
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

3. Mark

classmate	grade
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

4. Alice

student	class
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

**4 Listen and circle.** 2-03

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

**Answer Key**

1. teacher ✓, principal ×
2. study ✓, homework ×
3. classmate ✓, grade ✓
4. student ✓, class ×

## Listen Up

5 Who is the speaker? Listen and number. 2-04



2 the principal



3 a boy student



1 the teacher



4 a girl student

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

student

homework

teacher

class

principal

classmate

study

grade

7 Listen again. Fill in the blanks. 2-04



1. Jim

I am a \_\_\_\_\_.



2. Renee

I am the \_\_\_\_\_.



3. Adam

I am a \_\_\_\_\_.



4. Callie

I am a \_\_\_\_\_.

## Wrap Up

8 Listen and answer the questions. 2-05

- Who is Scott?
  - a teacher
  - a principal
  - a student
  - a class
- What does he need first?
  - paper and scissors
  - rulers and pencils
  - classmates
  - a notebook and pen
- Circle **true** or **false**.
  - Scott is in the tenth grade. **true** **false**
  - Scott likes Mr. Tuck's class. **true** **false**
  - Mr. Robin's class is third. **true** **false**

21

## Listen Up

5 Who is the speaker? Listen and number. 2-04

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

### Answer Key

From left to right

- the principal
- a boy student
- the teacher
- a girl student

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

- 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

From left to right, top to bottom

student, homework, class, classmate, study, grade

7 Listen again. Fill in the blanks. 2-04

- Listen to the audio.
- Ask students to write the answer in the blank.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- teacher
- principal
- student
- student

## Extra Practice What are those?

Point to different things in the classroom and ask students to answer what they are with the phrases: "What is this?" / "What are these?" / "What is that?" / "What are those?" → "This is \_\_\_\_\_." / "These are \_\_\_\_\_." / "That is \_\_\_\_\_." / "Those are \_\_\_\_\_."

### Ex.

What is this? → This is a book.

What is that? → That is a clock.

What are those? → Those are backpacks.

Etc.

## 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

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

# Lesson B THAT'S HIS ROLE

Aim: Talk about people's jobs

## Vocabulary

### 1 Listen and repeat. 2-06

- 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 the person with the job. 2-07

- Listen to the audio.
- Ask students to match the family member with the correct job.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- d
- a
- c
- b

### Extra Practice Who is your dad and what does he do?

There are likely many students who have family members with jobs that are not on this list. Ask them to share with the class their parents' jobs by using the phrase:

*"What does your mom/dad/older brother/older sister/aunt/uncle/etc., do?"*

Write your students' answers on the board.

# B THAT'S HIS ROLE

Reading

Aim: Talk about people's jobs

## Vocabulary

### 1 Listen and repeat. 2-06

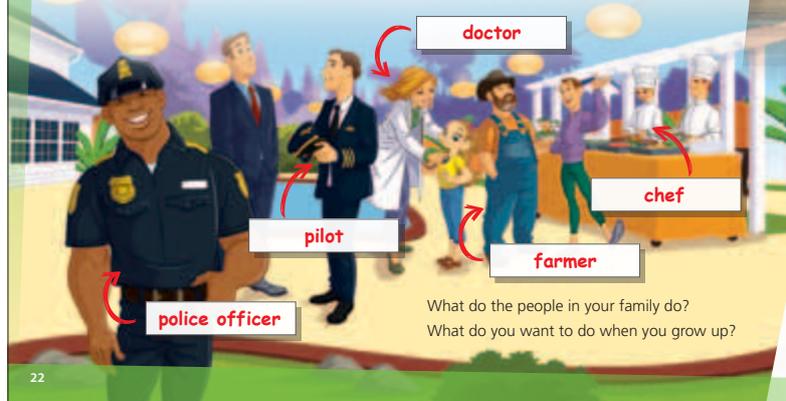


### 2 Listen and match the person with the job. 2-07

- |                |   |                   |
|----------------|---|-------------------|
| 1. aunt        | • | a. artist         |
| 2. mother      | • | b. farmer         |
| 3. uncle       | • | c. police officer |
| 4. grandfather | • | d. pilot          |

## Pre-reading

### 3 Fill in the blanks. Then talk with a partner.



What do the people in your family do?  
What do you want to do when you grow up?

## Pre-reading

### 3 Fill in the blanks. Then talk with a partner.

- Ask students to look at the picture.
- Tell students to fill in the blanks with the person's job.
- Then tell students to read the questions at the bottom of the picture aloud.
- Tell students to practice by asking and answering the questions with a partner.

### Answer Key

From left to right, top to bottom

doctor, chef, pilot, farmer, police officer

4 Read the letter. 2-08

# A Big Family!

**NOTE**  
We use I, you, he, she, we, they for people. Circle these words in the letter.

Dear Sophie,

How is France? Thanks a lot for your last letter.

You asked about my family. There are eight people in my family. First, there's my mother and father. My mother is a singer, and my father is a doctor. I also have a brother and a sister.

I also live with my grandmother and grandfather. My grandfather is a farmer. He grows vegetables. And my grandmother is a chef. She cooks well. They are really kind.

My aunt lives with us, too. She's an artist.

We are a big family!

How about you? Do you have a big family?

Write back soon,  
Maria



## Wrap Up

5 Circle true or false.

- |                                     |      |       |
|-------------------------------------|------|-------|
| 1. The letter is to Maria.          | true | false |
| 2. Maria's mother is a singer.      | true | false |
| 3. Maria lives with her uncle.      | true | false |
| 4. Maria's grandmother is a farmer. | true | false |

6 Talk with a partner.

- How big is your family?
- Do your friends have big families?
- What do your family members do?

23

4 Read the letter. 2-08

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

**NOTE:** Refer to the "NOTE" while explaining this activity.

## Teacher's Note

### Pronouns

This NOTE illustrates subject pronouns such as *I, you, he, she, it, we, and they*.

Explain that pronouns are used to replace nouns. Subject pronouns are often used to avoid repetition of the subject's name and replace the noun that is the subject of the clause.

## Answer Key

Dear Sophie,

How is France? Thanks a lot for your last letter.

**You** asked about my family. There are eight people in my family. First, there's my mother and father. My mother is a singer, and my father is a doctor. **I** also have a brother and a sister.

**I** also live with my grandmother and grandfather. My grandfather is a farmer. **He** grows vegetables. And my grandmother is a chef. **She** cooks well. **They** are really kind.

My aunt lives with us, too. **She's** an artist.

**We** are a big family!

How about you? Do you have a big family?

Write back soon,  
Maria



## Wrap Up

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

- false
- true
- false
- false

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 discussion with the class.
- Ask follow-up questions.

Aim: Ask and answer personal questions

Vocabulary

1 Listen and number. 2-09

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

Answer Key

From left to right, top to bottom

2. name
3. age
5. birthday
6. address
7. email
1. phone number
8. eye
4. hair

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

2 What is the speaker talking about? Listen and number. 2-10

- Listen to the audio.
- Ask students to write the correct number of the vocabulary word next to the word in the book.

Answer Key

From left to right, top to bottom

5. name
4. age
3. birthday
6. address
7. email
1. phone number
8. eye
2. hair

Focus

3 Circle the correct word.

- Ask students to read the sentences.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From top to bottom

1. I
2. She
3. He

Speaking

Aim: Ask and answer personal questions

Vocabulary

1 Listen and number. 2-09

2 What is the speaker talking about? Listen and number. 2-10

Focus

3 Circle the correct word.

1. Hi, My name is Thomas. I / He have blue eyes.
2. She is my mom. She / I has brown hair.
3. This is my dad. He / She has blue eyes like me!

**NOTE**  
You can say, "My eyes are blue" or "I have blue eyes."

4 Talk with a partner. Ask about personal information.

Expressions Asking personal questions

5 Listen and repeat. 2-11

What is <b>your</b> address?	My address is 123 Main Street.
What color are <b>his</b> eyes?	His eyes are brown.

**NOTE**  
His is used for boys or men. Her is used for girls or women. Their or our is used for groups.

4 Talk with a partner. Ask about personal information.

- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again but with their own names and hair colors.

Expressions Asking personal questions

5 Listen and repeat. 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 pronouns are being highlighted.

## Speak Up

6 Ask and answer the questions with a partner.

What's your name / address / email address ?

What color are your eyes / is your hair?

When is your birthday?

What's your phone number?

## Wrap Up

7 Talk with classmates and fill in the form.



NAME	AGE	BIRTHDAY	ADDRESS	EMAIL	PHONE NUMBER	EYE COLOR	HAIR COLOR

## Pronunciation

8 Listen and repeat. 2-12

	Short vowel	Long vowel
a	dad /æ/	name /eɪ/
e	address /ɛ/	email /i:/
i	sister /ɪ/	pilot /aɪ/
o	mom /ɑ:/	phone /oʊ/
u	uncle /ʌ/	blue /u:/

9 Listen and put a check mark (✓) on the sound. 2-13

	Short vowel	Long vowel
1. glue		
2. age		
3. cut		
4. green		
5. sing		
6. pen		
7. home		
8. cat		

25

## Teacher's Note

### Gender Pronouns

This NOTE illustrates that certain pronouns must be used when a gender is given. Explain that this is more complex when a gender is not specific, such as when we describe an unfamiliar animal or a mysterious subject.

## Speak Up

6 Ask and answer the questions with a partner.

- Ask students to talk with a partner.
- Tell students to practice asking and answering the given questions.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

## Wrap Up

7 Talk with classmates and fill in the form.

- Tell students to rise from their desks or chairs.
- Ask them to talk with their classmates.
- Tell students to ask their classmates questions to fill out the form in activity (7).
- Show students how to fill out the form by practicing with one of the students.
- As an example, ask a student their name, age, birthday, address, email, phone number, eye color, and hair color.
- Once students understand. Ask them to complete the activity.
- Check answers as a class.

## Teacher's Note

### I'm not comfortable giving that information.

Some students will not want to share their personal information. In that case, tell students they do not have to tell the truth. They can make something up. They can also answer people's questions with the phrase:

"I'm sorry. I'm not comfortable giving out that information."

## Pronunciation

8 Listen and repeat. 2-12

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the vowel in each word if needed.

9 Listen and put a check mark (✓) on the sound. 2-13

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

## Answer Key

1. long vowel
2. long vowel
3. short vowel
4. long vowel
5. short vowel
6. short vowel
7. long vowel
8. short vowel

# Lesson D THIS IS MY FAMILY

Aim: Write about your family

## Vocabulary

### 1 Listen and repeat. 2-14

- 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 the person with the description. 2-15

- Listen to the audio.
- Ask students to match the family member with the correct description.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- c
- b
- d
- a

### 3 Fill in the blanks with the words. Answers will vary.

- Ask students to read the sentence prompts.
- Ask students to fill in the blanks with one of the vocabulary words.
- Ask students to make sentences that make the most sense, are true for them, or are fun.
- Ask students to share their answers with the class.
- Check students' answers.

#### Answer Key

Sample answers

- old, young
- big, small
- smart
- shy

### Extra Practice My friend is...

Ask students to use the vocabulary to describe their friends and classmates. Ask them to use the phrase:

"My friend's/classmate's name is \_\_\_\_\_. He/She is very \_\_\_\_\_."

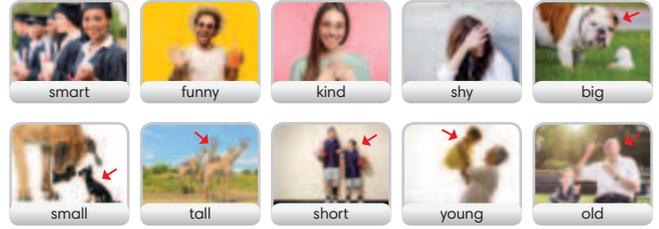
# D THIS IS MY FAMILY

Writing

Aim: Write about your family

## Vocabulary

### 1 Listen and repeat. 2-14



### 2 Listen and match the person with the description. 2-15

- |                |   |            |
|----------------|---|------------|
| 1. uncle       | • | • a. smart |
| 2. brother     | • | • b. funny |
| 3. grandmother | • | • c. tall  |
| 4. cousin      | • | • d. kind  |

### 3 Fill in the blanks with the words. Answers will vary.

- My grandfather is \_\_\_\_\_. My sister is \_\_\_\_\_.
- Our dog is \_\_\_\_\_. Our cat is \_\_\_\_\_.
- My father is a doctor. He's \_\_\_\_\_.
- My mother is a singer. She's not \_\_\_\_\_.



## Focus

### 4 Listen and circle the mistake. Then write the sentence correctly. 2-16

- My uncle am a firefighter. \_\_\_\_\_
- My sister's eyes is blue. \_\_\_\_\_
- My father are tall. \_\_\_\_\_
- My brother is phone number is 656-2332. \_\_\_\_\_
- They're address is 3242 Elm Street. \_\_\_\_\_
- Her name are Julie. \_\_\_\_\_

26

## Focus

### 4 Listen and circle the mistake. Then write the sentence correctly. 2-16

- Ask students to read the sentences.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

- am, My uncle is a firefighter.
- is, My sister's eyes are blue.
- are, My father is tall.
- is, My brother's phone number is 656-2332.
- They're, Their address is 3242 Elm Street.
- are, Her name is Julie.

## Grammar

5 Look at the table. Then listen and repeat.  2-17

be verb	Example
I <b>am</b>	I <b>am</b> smart.
He <b>is</b> She <b>is</b>	He <b>is</b> funny. She <b>is</b> tall.
They <b>are</b> We <b>are</b>	They <b>are</b> short. We <b>are</b> a family.



6 Fill in the blanks.

- I \_\_\_\_\_ young.
- My aunt \_\_\_\_\_ kind.
- My brother \_\_\_\_\_ short.
- My sister and I \_\_\_\_\_ tall.
- We \_\_\_\_\_ smart.
- My grandparents \_\_\_\_\_ old.

## Writing

7 Write two sentences for each picture.



**Ex** My grandfather is funny.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Wrap Up

8 Think about two people in your family. Write about them below.

Name	_____	Name	_____
Description	_____	Description	_____

9 Talk about your family with the class.

My father's name is David.  
He is kind.



27

## Grammar

5 Look at the table. Then listen and repeat.  2-17

- 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.

6 Fill in the blanks.

- Ask students to read the sentences.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- am
- is
- is
- are
- are
- are

## Writing

7 Write two sentences for each picture.

- Ask students to look at the picture.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

Sample answers

- My grandfather is old. I am young.
- I am young.
- My sister is tall.
- I am short.
- My dad is smart.
- My uncle is funny.

## Wrap Up

8 Think about people in your family. Write about them below.

- Ask students to look at the table.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

Sample answers

- Name: John  
Description: My brother's name is John. He is smart.
- Name: Brianne  
Description: My cousin's name is Brianne. She is funny.

9 Talk about your family with the class.

- Read the statement aloud or ask a student to read the statement aloud.
- Ask students to practice saying the statement with a partner.
- Tell students to practice saying the statement again using their own family's information.
- Tell students to continue practicing with different family members.

Aim: Make a family tree

## 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.

### Teacher's Note

Refer to the "NOTE" before activity 2. Explain that we use the phrase *over there* to describe something far away and *over here* to describe something nearby.

2 Watch the video. Put a check mark (✓) on the family members they talk about.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to put a check mark on all the words they heard in the story.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

sister, father, mother, brother, uncle, grandfather

3 Watch again. Circle the word you hear.

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

### Answer Key

1. going
2. park
3. family
4. him

## E

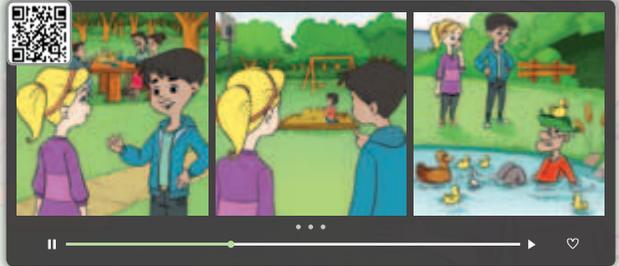
## BEN'S BIG FAMILY

Project

Aim: Make a family tree

### Video

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



**NOTE**  
We use *over there* to point to something far away.

2 Watch the video. Put a check mark (✓) on the family members they talk about.

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> sister | <input checked="" type="checkbox"/> father      | <input type="checkbox"/> grandmother      |
| <input checked="" type="checkbox"/> mother | <input checked="" type="checkbox"/> brother     | <input checked="" type="checkbox"/> uncle |
| <input type="checkbox"/> aunt              | <input checked="" type="checkbox"/> grandfather | <input type="checkbox"/> cousin           |

3 Watch again. Circle the word you hear.

1. How's it doing / going?
2. What are you doing here at the school / park?
3. I'm here with my family / friends.
4. I don't see him / her now.



4 Circle the correct answer.

1. Alice's mother has \_\_\_\_\_ hair.
 

a. black	b. brown	c. silver
----------	----------	-----------
2. Ben's brother is very \_\_\_\_\_.
 

a. short	b. kind	c. tall
----------	---------	---------
3. Ben's sister is \_\_\_\_\_.
 

a. shy	b. old	c. short
--------	--------	----------
4. Ben's uncle is \_\_\_\_\_.
 

a. old	b. tall	c. short
--------	---------	----------

28

4 Circle the correct answer.

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

### Answer Key

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

## Grammar

### 5 Look at the table. Then listen and repeat. 2-18

Questions	Answers
Is <b>he</b> tall?	Yes, <b>he</b> is. / No, <b>he</b> isn't.
Are <b>her</b> eyes blue?	Yes, <b>they</b> are. / No, <b>they</b> aren't.

### 6 Fill in the blanks.

- Is she short? → Yes, \_\_\_\_\_ is.
- Are his eyes green? → No, \_\_\_\_\_ aren't.
- Is your father a police officer? → \_\_\_\_\_, he is.
- Are your cousins here? → Yes, they \_\_\_\_\_.

### 7 Talk about the people in the photos with a partner.

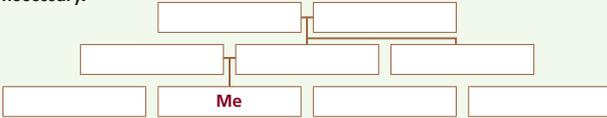


## 21<sup>st</sup> Century Skills

### Your Family Tree

Communication

### 8 Fill out the family tree with information about your family. Add lines or boxes if necessary.



### 9 Ask other students about their family tree. Fill out the table.

Partner 1	Who has black hair?	
	Who is a doctor?	
	Who has brown eyes?	
	Who is tall?	
Partner 2		

29

## Grammar

### 5 Look at the table. Then listen and repeat. 2-18

- 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.

### 6 Fill in the blanks.

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

### Answer Key

- she
- they
- Yes
- are

### 7 Talk about the people in the photos with a partner.

- Ask students to look at the pictures.
- Ask students to talk with a partner.
- Tell students to make statements about the person in the photo.
- Ask students to share their statements with the class.
- Check answers.

### Extra Practice Be Specific

Ask students to describe specific things about the people in the pictures. Ask them to answer questions like:

*What is the person's job?*

*Do you think the person is kind?*

*Do you think the person is funny/smart/tall/short/etc.?*

## 21<sup>st</sup> Century Skills

### 8 Fill out the family tree with information about your family. Add lines or boxes if necessary.

- Tell students to look at the given family tree.
- Tell students to fill out the table.
- Tell students that they can use a separate piece of paper if the table in the book is not helpful.

### Teacher's Note

#### I'm not comfortable giving that information.

Once again, some students might not be comfortable talking about their family openly. In this case, they can make up a fake family and family tree. Also, they can always use the phrase:

*"I'm sorry. I'm not comfortable giving out that information."*

### 9 Ask other students about their family tree. Fill out the table.

- Ask students to fill out the table with their own questions regarding people's family trees.
- Tell students to talk with others in the class and share their family tree.
- Tell students to take turns asking and answering the questions they wrote.
- Tell students to fill out their tables.
- Ask students to share with the class.
- Check students' answers.

# ROBOTICS IS MY FAVORITE CLASS

This unit will give students the ability to talk about their school lives, including the things they need and do at school.

Scan the QR code to download the Unit 3 audio.

**WHAT YOU WILL DO IN THIS UNIT**

**Unit 3 AIMS**

- Lesson A: Make a list of the things you need for school
- Lesson B: Talk about the things in your class
- Lesson C: Write about the things you need in each class
- Lesson D: Use *-ing* verbs for fixed plans in the future
- Lesson E: Create a club notice

**Target Skills**

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

**Target Vocabulary**

Lesson A	Lesson B
backpack eraser folder notebook paper pen pencil pencil case ruler scissors	board bookcase chair clock computer desk dictionary map pencil sharpener wastebasket
Lesson C	Lesson D
art English geography history language arts mathematics (math) music physical education (P.E. / phys. ed) science social studies	band dance festival field trip (school trip) graduation ceremony open house sports day talent show
Lesson E	
book chess music robot	

**MODULE 2**

**UNIT 3**

# ROBOTICS IS MY FAVORITE CLASS

 Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Reading** Make a list of the things you need for school
- B Speaking** Talk about the things in your class
- C Writing** Write about the things you need in each class
- D Listening** Use *-ing* verbs for fixed plans in the future
- E Project** Create a club notice

30



**ICE BREAKERS**

Look at the photo and answer the questions.

1. Who are the people in the picture?
2. Where are they?
3. What are they doing?
4. What is your favorite class?

31

## Key Grammar

### **a and an**

We use the indefinite article *a* and *an* when we are talking about an unspecified thing or quantity.

<i>a and an</i>	
Use <i>a</i> for nouns that start with a consonant.	Use <i>an</i> for nouns that sound like that start with a vowel.
<i>a pencil</i> <i>a ruler</i>	<i>an eraser</i> <i>an hour</i>

### **need and don't / doesn't need**

We use the verbs *need* and *don't / doesn't need* to show that something is necessary / unnecessary.

Positive	Negative
<i>I / You</i> <b>need</b> a notebook for math class.	<i>I / You</i> <b>don't need</b> a notebook for P. E. class.
<i>He / She</i> <b>needs</b> a notebook for math class.	<i>He / She</i> <b>doesn't need</b> a notebook for P. E. class.
<i>We / They</i> <b>need</b> a notebook for math class.	<i>We / They</i> <b>don't need</b> a notebook for P. E. class.

### **what time and when questions**

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

Questions	Usage
What time should we meet?	We should meet at 2 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
<b>at</b>	precise time	I will meet you <b>at</b> 5:30 pm.
<b>in</b>	months and years	I will meet you <b>in</b> January. I will meet you <b>in</b> 2018.
<b>on</b>	days and dates	I will meet you <b>on</b> Tuesday. I will meet you <b>on</b> December 1st.

## 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 school.

**Ex.**

- What classes are you taking?
- What is your easiest class?
- What is your hardest class?
- Are you in any school clubs?
- What do you do in your free time while at school?

# Lesson A A SUPPLY LIST

Aim: Make a list of the things you need for school

## Vocabulary

### 1 Match the word with the picture.

- Read the words to students.
- Ask students to repeat aloud after each word.
- Ask students to look at the pictures.
- Ask students to write the letter of word in the correct picture's box.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

- e. ruler
- i. scissors
- a. backpack
- f. pen
- c. paper
- g. eraser
- j. pencil case
- h. notebook
- d. folder
- b. pencils

### 2 Look at the items. Circle the ones you have.

- Ask students to look at the pictures again.
- Ask students to circle the items they have.
- Ask students to complete the activity.
- Check students' answers

### Answer Key

Answers will vary.

### 3 Look at the table. Fill in the blanks. Use a and an as needed.

- Read the contents of the table.
- OR
- Ask students to read the contents of the table.
- Read the NOTE.
- Practice using a and an aloud.
- Ask students to read the sentence prompts.
- Ask students to write the correct vocabulary word in the blank.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. a pencil case
2. A backpack
3. a ruler
4. scissors/a pair of scissors

# A A SUPPLY LIST

Reading

Aim: Make a list of the things you need for school

## Vocabulary

### 1 Match the word with the picture.

- a. backpack
- b. pencils
- c. paper
- d. folder
- e. ruler
- f. pen
- g. eraser
- h. notebook
- i. scissors
- j. pencil case



### 2 Look at the items. Circle the ones you have.

### 3 Look at the table. Fill in the blanks. Use a and an as needed.

a and an	
Use a for nouns that start with a consonant.	Use an for nouns that sound like that start with a vowel.
a pencil	an eraser
a ruler	an hour

1. Use \_\_\_\_\_ to hold small school supplies.
2. \_\_\_\_\_ is a bag for students.
3. You can see how long something is with \_\_\_\_\_.
4. You can cut things with \_\_\_\_\_.

**NOTE**  
The word scissors is always plural, even when there is only one pair of scissors.

## Pre-reading

### 4 Fill in the blanks. Use a and an as needed.



**NOTE**  
Do you have any of the other supplies that are in the picture? Which ones?

## Pre-reading

### 4 Fill in the blanks. Use a and an as needed.

- Ask students to look at the pictures.
- Tell students to fill in the blanks with the correct words.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

a ruler, an eraser, a pen, a pencil, scissors

## Extra Practice What else do you bring to school?

Ask students what other school supplies they have:  
"Do you have any of the other supplies that are in the picture? Which ones?"

Ask follow up questions with the phrases:  
"What else do you have?" → "I have \_\_\_\_\_."  
"What else do you bring to school?" → "I bring \_\_\_\_\_."

### Ex.

What else do you have? → I have a notebook.  
What else do you bring to school? → I bring pencils and erasers.

5 Read the email.  3-01

**NOTE**  
A *handout* is a piece of paper a teacher gives to students with information or assignments on it.

# SUPPLY LIST

Attention Parents - School Supplies

To Student List

From bsmith@rres.edu

Dear Students,

I'm your teacher for this year. My name is Barbara Smith.

School is about to start. You need to buy the right supplies. Please go shopping and get these things:

- Please get a pen and pencils. There is a lot of writing in class. You need one pen and three pencils.
- Please get five notebooks. You need a notebook for each subject.
- Please get four folders. You need folders to keep your handouts.
- Please get a big bag or backpack. You need a bag or backpack to carry your supplies.

Please come to class with your school supplies. The first day of school is next Tuesday.

Thank you,  
Barbara Smith

Send



## Wrap Up

6 Circle true or false.

- |   |      |       |
|---|------|-------|
| 1. Barbara Smith is a teacher.                | true | false |
| 2. All students need three pens.              | true | false |
| 3. Students need a notebook for each subject. | true | false |
| 4. The first day of school is next Tuesday.   | true | false |

7 Talk with a partner.

1. What school supplies do you need for your classes? Are they different from this list?
2. Where do you get school supplies? When do you buy them?
3. What supplies do you use every day? Make a list with your partner.

33

## Answer Key

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

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 discussion with the class.
- Ask follow-up questions.

### Extra Practice Talk About School Supplies

In some places, school supply lists are emailed to parents. In others, they have recommendations at bookstores.

Also, there are many school supplies that students don't need to bring. What are some supplies that the school gives to students?

**Ex.**

- Paints for art class
- Musical instruments
- Equipment for physical education classes

## Teacher's Note

### Plurals

Some words are always in plural form, such as *scissors*. Explain to students that other common words are always in plural form, too, such as *pants (trousers)*, *glasses*, and *clothes*.

5 Read the email.  3-01

- Listen to the audio.
- OR
- Read the audio 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.

Aim: Talk about the things in your class

Vocabulary

1 Listen and number. 3-02

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

Answer Key

From left to right, top to bottom

- wastebasket
- board
- bookcase
- desk
- chair
- dictionary
- clock
- computer
- pencil sharpener
- map

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

Teacher's Note

Classroom equipment

There are many kinds of classroom equipment. Explain to students about other classroom equipment and what they are used for, such as a *projector*, a *globe*, an *atlas*, a *bulletin board*, a *clipboard*, and a *calculator*.

2 Fill in the blanks with the words.

- Ask students to read the sentence prompts.
- Ask students to fill in the blanks with one of the vocabulary words.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- wastebasket
- desk
- dictionary
- pencil sharpener
- bookcase
- map
- computer
- chair
- clock
- board

Extra Practice

Practice asking students where things are in your classroom. Tell them to point at the item:

"Where is/are the \_\_\_\_?" → "It's/They're over there."

Ex.

Where is the board? → It's over there.

Aim: Talk about the things in your class

Vocabulary

1 Listen and number. 3-02



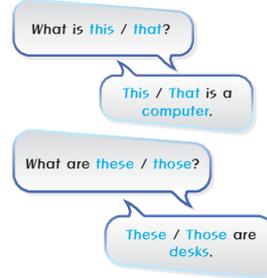
NOTE: Wastebaskets are also called trash cans. There are whiteboards and blackboards.

2 Fill in the blanks with the words.

- Put trash in the \_\_\_\_\_.
- Work at a \_\_\_\_\_.
- Find new words in a \_\_\_\_\_.
- Sharpen pencils with a \_\_\_\_\_.
- Keep books on a \_\_\_\_\_.
- Find places on a \_\_\_\_\_.
- Use the internet on a \_\_\_\_\_.
- Sit on a \_\_\_\_\_.
- See the time on a \_\_\_\_\_.
- The teacher writes on a \_\_\_\_\_.

Focus

3 Talk with a partner. What do you see in the classroom?



4 Listen and circle the things they talk about. 3-03



Focus

3 Talk with a partner. What do you see in the classroom?

- 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 items in the classroom.

4 Listen and circle the things they talk about.

3-03

- Listen to the audio.
- Ask students to circle the things that are talked about in the audio.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

- notebooks
- map
- wastebasket
- chairs
- bookcase

## Expressions

### Asking about items in the classroom

#### 6 Listen and repeat. 3-04

Near	singular	What is this?	This is your desk.
	plural	What are these?	These are our computers.
Far	singular	What is that?	That is a map.
	plural	What are those?	Those are our notebooks.



## Speak Up

#### 6 Talk with a partner. Use the expressions and the words in the box to ask and answer questions.

my backpack	your pencils	her homework	my classmates
our classroom	the computers	our teacher	his desk

## Wrap Up

#### 7 Look at the picture. Talk with a partner. Ask and answer questions about the classroom.



## Pronunciation

#### 8 Listen and repeat. 3-05

/ʊ/	/u/	/i/	/e/
book	school	teacher	chair

#### 9 Listen and put a check mark (✓) on the sound. 3-06

	/ʊ/	/u/	/i/	/e/
1. reach				
2. hair				
3. bookcase				
4. pool				
5. fair				
6. peach				
7. look				
8. fool				

35

## Speak Up

#### 6 Talk with a partner. Use the expressions and the words in the box to ask and answer questions.

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

## Wrap Up

#### 7 Look at the picture. Talk with a partner. Ask and answer questions about the classroom.

- Ask students to look at the picture.
- Ask students to talk with a partner.
- Tell students to ask their partner questions about what's in the classroom using the patterns in activities 5 and 6.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Pronunciation

#### 8 Listen and repeat. 3-05

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

#### 9 Listen and put a check mark (✓) on the sound. 3-06

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

#### Answer Key

1. /i/
2. /ε/
3. /ʊ/
4. /u/
5. /ε/
6. /i/
7. /ʊ/
8. /u/

## Expressions

### Asking about items in the classroom

#### 5 Listen and repeat. 3-04

- 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 demonstrative adjectives are being highlighted.

#### Teacher's Note

#### Demonstrative Adjectives

Demonstrative adjectives modify nouns, and are followed by nouns. Don't get them mixed up with demonstrative pronouns, which replace the noun.

Demonstrative Pronoun: I brought *this* from home.

Demonstrative Adjective: *This* book is mine.

# Lesson C I NEED A NOTEBOOK!

Aim: Write about the things you need in each class

## Vocabulary

### 1 Listen and repeat. 3-07

- 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 What are they talking about? Listen and write the word(s). 3-08

- 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. mathematics (math)
2. physical education (P.E. / phys. ed.)
3. English
4. history
5. language arts
6. geography

### 3 Match the class with the things students learn.

- Ask students to read the words and the descriptions.
- Ask students to match the word with the correct description.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

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

### Extra Practice Talk About Classes and Supplies

Ask students questions about their favorite classes.

#### Ex.

- What is your favorite class?
- Why do you like this class?
- What do you learn in this class?
- When do you have this class?
- What do you need for this class?
- How is the teacher?

# C

## I NEED A NOTEBOOK!

### Writing

Aim: Write about the things you need in each class

## Vocabulary

### 1 Listen and repeat. 3-07



### 2 What are they talking about? Listen and write the word(s). 3-08

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### 3 Match the class with the things students learn.

- |                   |   |   |
|-------------------|---|---|
| 1. music          | • | a. how people live and work together    |
| 2. social studies | • | b. how plants and animals live          |
| 3. geography      | • | c. how to play songs and listen to them |
| 4. science        | • | d. how our land and weather work        |
| 5. art            | • | e. how to make things such as paintings |

## Focus

### 4 Look at the picture and read the sentences. Circle true or false.



1. I need a notebook for English class.

2. She doesn't need pencils for math class.

3. You don't need a pen for phys. ed. class.

4. We need these for language arts class.

## Focus

### 4 Look at the picture and read the sentences. Circle true or false.

- Ask students to look at the picture.
- Ask students to read the sentence.
- Ask students to answer the question.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

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

## Grammar

5 Look at the table. Then listen and repeat. 3-09

**NOTE**  
Be careful! We don't say,  
"He doesn't needs..."

Positive	Negative
I / You <b>need</b> a notebook for math class.	I / You <b>don't need</b> a notebook for P. E. class.
He / She <b>needs</b> a notebook for math class.	He / She <b>doesn't need</b> a notebook for P. E. class.
We / They <b>need</b> a notebook for math class.	We / They <b>don't need</b> a notebook for P. E. class.

6 Fill in the blanks with *need(s)*, *don't*, or *doesn't*.

- We \_\_\_\_\_ pencils and paper for art class.
- He \_\_\_\_\_ need a folder for P. E. class.
- You \_\_\_\_\_ need a ruler for music class.
- She \_\_\_\_\_ erasers for social studies class.
- They \_\_\_\_\_ notebooks.
- I \_\_\_\_\_ need a pen for P. E. class.

## Writing

7 Read and complete the sentences.

Today, I am shopping for my school supplies. I need a few things. I need pencils and paper for art class. I need folders for music class. I need a map for geography. So, I'm going with my mom to the mall after school. Let's meet after! How about we meet at the park at 4:30? See you later!



Paul



Lauren

Oh, you're going to the store? Great! Can you get some stuff for my social studies class? I need red and black pens. And I need some big paper. Then I can do my homework. Thanks a lot! I'll give you money later. Oh, I forgot. We don't need our notebooks for P. E. class tomorrow. We're going outside. Bye!

- For music class, Paul needs \_\_\_\_\_.
- He needs pencils and paper for \_\_\_\_\_.
- Lauren has homework in \_\_\_\_\_.
- For the homework, she needs \_\_\_\_\_.
- Lauren \_\_\_\_\_ for P. E. class tomorrow.

## Wrap Up

8 Write the things you need and don't need for your classes on the table. Then talk with a partner.

Class	Need	Don't need

37

## Grammar

5 Look at the table. Then listen and repeat. 3-09

- 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.

### Teacher's Note

#### do as an auxiliary verb

This NOTE illustrates that when using *don't need* / *doesn't need*, the verb *do* is an auxiliary verb, so we don't need to conjugate *need*. Explain this to students and make sure they understand it.

6 Fill in the blanks with *need(s)*, *don't*, or *doesn't*.

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

### Answer Key

- need
- doesn't
- don't
- needs
- need
- don't

## Writing

7 Read and complete the sentences.

- Read the passage aloud.
- OR
- Ask students to read parts of the reading aloud.
- OR
- Ask students to read the passage quietly by themselves.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- folders
- art (class)
- social studies (class)
- (red and black) pens and (some big) paper
- doesn't need her notebook

## Wrap Up

8 Write the things you need and don't need for your classes on the table. Then talk with a partner.

- Ask students to look at the table.
- Ask students to write the things they *need* and *don't need* for their classes on the table.
- Ask students to talk with a partner.
- Tell students to talk about what they need for their classes using 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.

### Answer Key

#### Sample answers

Class: math / Need: notebook and pencil / Don't need: map  
I need a notebook and pencil for math class. I don't need a map for math class.  
Etc.

### Teacher's Note

#### What do you need for class?

The question, "What do you need for \_\_\_\_\_ class?" can be introduced to go along with the writing activity.

# Lesson D LET'S HAVE A FIELD TRIP

Aim: Use *-ing* verbs for fixed plans in the future

## Vocabulary

### 1 Listen and number. 3-10

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

#### Answer Key

From left to right, top to bottom

5. dance
8. sports day
1. graduation ceremony
3. field trip
4. open house
6. festival
7. talent show
2. band

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

### 2 Fill in the blanks with the best vocabulary word.

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

#### Answer Key

1. band
2. talent show
3. field trip (school trip)
4. dance
5. sports day
6. open house

## 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 conversations again, but to talk about different plans.

#### Teacher's Note

##### Present continuous tense

Tell students that present continuous tense is used to talk about things happening right now or fixed future plans. The tense is formed by using the present tense of the verb *be* and the *-ing* form of a verb. For example, I am working. You are sleeping. He is eating.

Present continuous questions are made by putting *am*, *is*, or *are* in front of the subject. For example: Are you coming? Are they listening? When are you eating?

# D LET'S HAVE A FIELD TRIP

**Listening**  
Aim: Use *-ing* verbs for fixed plans in the future

## Vocabulary

### 1 Listen and number. 3-10



### 2 Fill in the blanks with the best vocabulary word.

1. I play the trumpet in the school \_\_\_\_\_.
2. My friends and I will enter the \_\_\_\_\_ together. We are going to dance.
3. Last week, we went to an amazing art museum for our \_\_\_\_\_.
4. There is a DJ and exciting music playing in the gymnasium. It must be for the \_\_\_\_\_.
5. My favorite event on \_\_\_\_\_ is the relay race. I love running!
6. I'm nervous about the \_\_\_\_\_. My parents will see my school work.

## Focus

### 3 Talk with a partner.

What are you doing tomorrow?

Cool! What time are you going?

I'm going to the city museum. We have a school trip!

We are leaving at 8 a.m. We're going there by bus.

**NOTE**  
We usually use present continuous tense to talk about what is happening right now, but we can also use it to talk about fixed future plans.

### 4 Use the words and the present continuous to make questions about the future. Talk with a partner.

1. What / you / do / tonight? \_\_\_\_\_?
2. What / you / do / tomorrow? \_\_\_\_\_?
3. Where / you / go / next weekend? \_\_\_\_\_?

38

### 4 Use the words and the present continuous to make questions about the future. Talk with a partner.

- Ask students to read the parts of the question.
- Use the Teacher's Note to help explain how to form present continuous questions.
- Practice the first problem together.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. What are you doing tonight?
2. What are you doing tomorrow?
3. Where are you going next weekend?

## Listen Up

5 Listen and match the name to the picture. 3-11

Tim Ariana Demi

a. b. c.

6 Listen again and circle the answer. 3-11

- Tim has so many exams / books / friends.
- Tim is taking an exam today / tomorrow / next week.
- Demi is very / a little / not busy.
- Demi is going to the concert / exam / beach.
- Ariana is playing in a concert today / this Thursday / this Friday.
- Ariana is not going to the beach / playing Mozart / practicing.

## Wrap Up

7 Listen and circle the words you hear. 3-12

concert sports day graduation trip dance festival

8 Listen again and answer the questions. 3-12

- How many events are happening in May?
  - one
  - two
  - three
  - four
- What kind of music will the choir and orchestra play?
  - classical
  - rock
  - pop
  - jazz
- Who is the speaker on Monday 11th?
  - the principal
  - a teacher
  - a radio host
  - a choir

9 Listen again and fill in the chart. Which event do you want to go to? Talk with a partner. 3-12

Event	Date / Time	Activities
1.		
2.		
3.		

39

## Listen Up

5 Listen and match the name to the picture. 3-11

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

### Answer Key

Tim: c  
Ariana: a  
Demi: b

6 Listen again and circle the answer. 3-11

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

### Answer Key

- books
- today
- not
- beach
- this Friday
- going to the beach

## Wrap Up

7 Listen and circle the words you hear. 3-12

- Listen to the audio.
- Ask students to circle the words from the word box that they hear.
- Replay the audio if needed.
- Check students' answers.

### Answer Key

From left to right  
concert, festival

8 Listen again and answer the questions. 3-12

- Listen to the audio again.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- c
- a
- b

9 Listen again and fill in the chart. Which event do you want to go to? Talk with a partner. 3-12

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

### Answer Key

- festival; Thursday, May 7<sup>th</sup>, 2 p.m.; singing competition, barbecue party, tents with food and drinks
- concert; Friday, May 8<sup>th</sup>, 8 p.m.; playing classical music by Mozart and Brahms
- open house; Monday, May 11<sup>th</sup>, 10 a.m.; visit school, see speech by Mr. Huxley

# Lesson E CLUB NOTICE

Aim: Create a club notice

## 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 3 video.

### Teacher's Note

Refer to the "NOTE" before activity 2. Explain that we use the word collect to talk about bringing things together.

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

3, 1, 2

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

- Ask students to look at the pictures and read the words.
- Play the video again.
- Ask students to put a check mark (✓) on the word they hear.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

robot, music

### Extra Practice More Clubs

Ask students about the clubs at their school. Are they members of any of these clubs? What kinds of clubs would they like to see added?

# E CLUB NOTICE

Project

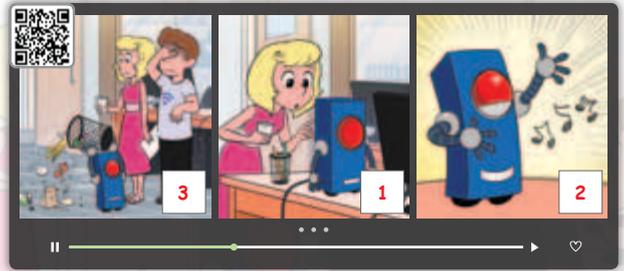
Aim: Create a club notice

## 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.

NOTE  
Collect means to bring things together.



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



4 Watch again. Circle the word you hear.



1. What's this / that?
3. Is this / that a robot?



2. What do I need / needs to do?
4. When / What do you meet?

5 Circle the correct answer.

1. Mario is in the \_\_\_\_\_ club.
2. Mario needs a \_\_\_\_\_.
3. Ella needs to \_\_\_\_\_ to be in the club.
4. Collector is asked to \_\_\_\_\_.

- |                 |                        |                    |
|-----------------|------------------------|--------------------|
| a. chess        | b. music               | c. robotics        |
| a. pencil       | b. song                | c. wastebasket     |
| a. make a robot | b. fill out a form     | c. bring a parent  |
| a. sing a song  | b. bring a wastebasket | c. fill out a form |

40

4 Watch again. Circle the word you hear.

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

### Answer Key

1. that
2. need
3. that
4. When

5 Circle the correct answer.

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

### Answer Key

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

## Grammar

### 6 Look at the table. Then listen and repeat. 3-13

Questions	Answers
What is the name of the club?	The name is "The Great Running Club."
When is it?	It is <b>at 3 o'clock</b> . It is <b>on Wednesday</b> .
Where is it?	It is <b>in Room 12</b> .

**NOTE**  
We say: **at** (a time),  
**on** (a day), **in** (a place).

### 7 Write the question for each answer.

- The club meets on Thursday. → \_\_\_\_\_
- It is in the art room. → \_\_\_\_\_
- It is at 4:00 p.m. on Friday. → \_\_\_\_\_
- The name is "Chess Masters." → \_\_\_\_\_

### 8 Circle the mistake. Write the correction.

- The name **are** "Tennis Stars." \_\_\_\_\_
- It is **at** Monday. \_\_\_\_\_
- It is **on** the English room. \_\_\_\_\_
- It is **on** 4:00 p.m. \_\_\_\_\_
- You **needs** a notebook. \_\_\_\_\_
- It is **in** Friday. \_\_\_\_\_
- It is **in** 9:00 a.m. \_\_\_\_\_
- It **are** on Sunday. \_\_\_\_\_

## 21<sup>st</sup> Century Skills

### Club Notice

Communication Collaboration

### 9 Write three of your interests.

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### 10 Work with a small group. Choose one of your interests to make into a club.

### 11 Write details for your club. Ask and answer questions to fill in the table.

Name	
What we do	
When?	
Where?	
What you need	

### 12 Make a poster for your club and present it to the class. Which club is the most interesting?

41

## Grammar

### 6 Look at the table. Then listen and repeat. 3-13

- 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.

### Teacher's Note

#### Preposition of Place (at)

*at* can also be used to talk about location, such as *at the park, at school, at the mall, etc.* Make sure students understand this.

### 7 Write the question for each answer.

- Ask students to read the sentences.
- Ask students to write the question for the sentence.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- When is it? (When does the club meet?)
- Where is it? (Where does the club meet?)
- When is it? (What time does the club meet?)
- What is the name of the club?

### 8 Circle the mistake. Write the correction.

- Ask students to read the sentences.
- Ask students to circle the mistake.
- Ask students to write the correct word in the blank.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- |                 |             |
|-----------------|-------------|
| 1. are → is     | 2. at → on  |
| 3. on → in      | 4. on → at  |
| 5. needs → need | 6. in → on  |
| 7. in → at      | 8. are → is |

## 21<sup>st</sup> Century Skills

### 9 Write three of your interests.

- Tell students to look at the table.
- Tell students to fill out the table by writing three things they are interested in.
- Tell students that they can use a separate piece of paper if the table in the book is not helpful.

### 10 Work with a small group. Choose one of your interests to make into a club.

- Ask students to get into small groups.
- Tell students to talk with others in their group and choose one interest.

### 11 Write details for your club. Ask and answer questions to fill in the table.

- Tell students to fill out the table by writing the details for their club.
- Tell students to talk with others in their group to fill in the table.
- Tell students to use the patterns from activities 6, 7, and 8 to talk about their club.

### 12 Make a poster for your club and present it to the class. Which club is the most interesting?

- Ask students to make a poster for their club.
- Tell students to include the details from the table in activity 11.
- Tell students that they can use a separate piece of paper to make their poster.
- Check students' posters to make sure they're written properly.
- Ask different groups to present their clubs to the class.
- Tell students to use the patterns from activities 6, 7, and 8 to talk about their clubs.
- After all the groups have presented, ask the students, "Which club is the most interesting? Why?"

# MY HOUSE, MY HOME

This unit will give students the ability to talk about their houses. They will learn to briefly describe the rooms in their house and the things in it.

Scan the QR code to download the Unit 4 audio.

**WHAT YOU WILL DO IN THIS UNIT**

**Unit 4 AIMS**

- Lesson A: Talk about things in the house
- Lesson B: Locate where things are in a room
- Lesson C: Read about homes around the world
- Lesson D: Describe rooms using *there is* and *there are*
- Lesson E: Design a dream house

**Target Skills**

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

**Target Vocabulary**

Lesson A	Lesson B
bathroom bathtub bedside table bedroom bookshelf couch dining room dresser flower kitchen living room nightstand refrigerator table vase	armchair bed closet clothes lamp mirror shower sink stove toilet
Lesson C	Lesson D
apartment boat city countryside (country) farm ice inside outside	door garden roof stairs television (TV) wall window yard

# MY HOUSE, MY HOME



Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Speaking** Talk about things in the house
- B Listening** Locate where things are in a room
- C Reading** Read about homes around the world
- D Writing** Describe rooms using *there is* and *there are*
- E Project** Design a dream house



**ICE BREAKERS**

Look at the photo and answer the questions.

1. What do you see in the picture?
2. What rooms are there in your house?
3. How many rooms in a house can you name?
4. Which room is your favorite? Why?

43

## Key Grammar

### basic prepositions of place

Prepositions show the relationship between subjects and objects. We use prepositions of place to show where something is.

Preposition	Example
<b>on</b>	The key is <b>on</b> the desk.
<b>above</b>	The television is <b>above</b> the fireplace.
<b>over</b>	The airplane is <b>over</b> the tree.
<b>at</b>	The man is <b>at</b> the bus stop.
<b>in</b>	The woman is <b>in</b> the car.
<b>beside</b>	The chair is <b>beside</b> the desk.

### There is / are

Use prepositions with *there is* and *there are*.

Use the phrase *there is* and *there are* to show the location of objects in a room. Be careful to keep subject-verb agreement.

Example
<i>There is</i> a key on the desk.
<i>There is</i> a television above the fireplace.
<i>There is</i> a fan over the table.
<i>There are</i> five books on the desk.
<i>There are</i> two lamps on the table.
<i>There are</i> chairs beside the table.

## 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 students' homes.

**Ex.**

- When did you move into your home?
- How long have you lived in your home?
- Where is your home?
- Do you live in a house or an apartment?
- What do you want in your home?
- How many people live in your home?
- Do you have your own room?
- What's in your room?

Aim: Talk about things in the house

## 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 word next to the word in the book.

#### Answer Key

From left to right, top to bottom

10. bathroom
2. bedroom
9. dining room
4. kitchen
8. living room
7. bathtub
6. dresser
5. table
3. refrigerator
1. couch

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

## Speak Up

### 2 Fill in the blanks with the words.

- Read the sentence pattern. Explain that a piece of furniture goes in the first blank and a room goes in the second blank.
- Make an example sentence for students.
- Have students repeat it aloud.
- Ask students to fill in the blanks to make their own sentences.
- Check students' answers.
- Ask students to read their sentences aloud.

#### Answer Key

Sample answers

- There is a bathtub in the bathroom.  
There is a dresser in the bedroom.

## Focus

### 3 Talk with a partner. Ask questions about your houses.

- 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 rooms and furniture.

## Vocabulary

### 1 Listen and number. 4-01

## Speak Up

### 2 Fill in the blanks with the words.

There is a \_\_\_\_\_ in the \_\_\_\_\_  
(furniture) (room)

## Focus

### 3 Talk with a partner. Ask questions about your houses.

What is in the kitchen?

There are chairs.

There is a refrigerator.

**NOTE**

Use *there is* when you talk about one thing. Use *there are* when you talk about two or more things.

### 4 Listen and fill in the blanks. 4-02

1. There is a big \_\_\_\_\_ in the bathroom.
2. There is a dresser and a TV in the \_\_\_\_\_.
3. There is a \_\_\_\_\_ in the kitchen.

### 5 Listen again. Answer the questions. 4-02

1. What does Kim not like about her kitchen?  
\_\_\_\_\_
2. What can Kim do in her bedroom?  
Why?  
\_\_\_\_\_

**NOTE**

You can talk about more than one thing by using *and*.  
There is a table *and* chairs.



## Teacher's Note

### There is / are

This NOTE illustrates that *there is* must be used when only one thing follows the verb *is*, and *there are* must be used when more than one thing, whether a plural noun or multiple singular nouns, follows the verb *are*.

### 4 Listen and fill in the blanks. 4-02

- 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. bathtub
2. bedroom
3. refrigerator

### 5 Listen again. Answer the questions. 4-02

- 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. The refrigerator is too small.
2. Kim can watch TV in bed. Her TV is on the dresser.

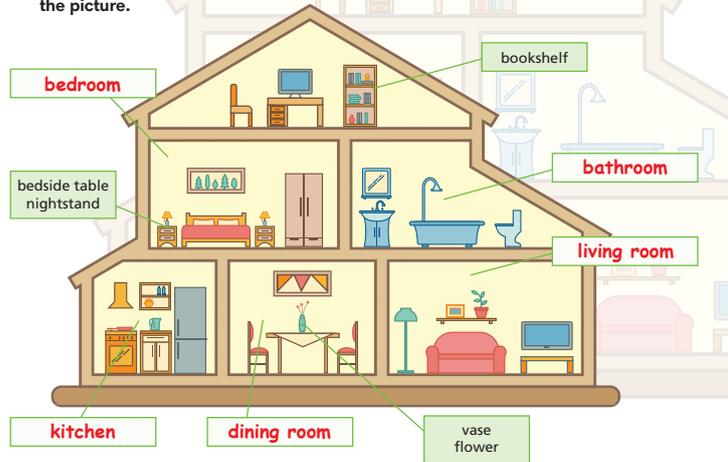
## Expressions Asking what is there

### 6 Listen and repeat. 4-03

Questions	Answers
What is <b>in the kitchen</b> ?	There <b>is a table</b> .
	There <b>are chairs</b> .

## Wrap Up

### 7 Label the rooms. Then talk with a partner. Ask and answer questions about the picture.



## Pronunciation

### 8 Listen and repeat. 4-04

/ʃ/	/tʃ/
shower	couch

### 9 Listen and put a check mark (✓) on the sound. 4-05

	/ʃ/	/tʃ/
1. chair		
2. shy		
3. shelf		
4. ship		
5. kitchen		
6. chess		
7. wash		
8. armchair		

45

## Extra Practice

Ask students about the things in their houses. Then have them draw pictures of their houses and the things in them.

## Teacher's Note

### and conjunction

This NOTE illustrates that *and* can be used as a conjunction to talk about two or more nouns. Explain that when talking about three or more nouns, each noun should be separated by a comma and the word *and* must only be placed in front of the last noun, not in front of each noun that follows the first.

## Expressions Asking what is there

### 6 Listen and repeat. 4-03

- 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 the grammar point that is being highlighted.

## Wrap Up

### 7 Label the rooms. Then talk with a partner. Ask and answer questions about the picture.

- Tell students to write the correct room words in the blanks.
- Tell students to find a partner.
- Tell students to ask their partner questions about what's in each room using the patterns in activity 6.
- Ask a student about the contents of a room as an example.
- Once students understand. Ask them to complete the activity.
- Check students' answers.

## Answer Key

From left to right, top to bottom

bedroom, bathroom, living room, kitchen, dining room

## Teacher's Note

### Objects in a House

Ask or tell students about some of the other objects in the picture of the house, such as the computer, pillows, wardrobe, oven, table cloth, plant, etc. Ask or tell them what they are and what they are used for.

## Pronunciation

### 8 Listen and repeat. 4-04

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Check students' understanding.
- Ask students to circle the *sh* or *ch* in each word if needed.

### 9 Listen and put a check mark (✓) on the sound. 4-05

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

## Answer Key

1. tʃ	2. ʃ
3. ʃ	4. ʃ
5. tʃ	6. tʃ
7. ʃ	8. tʃ

Aim: Locate where things are in a room

Vocabulary

1 Listen and number. 4-06

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

Answer Key

From left to right, top to bottom

3. armchair
8. bed
5. closet
10. clothes
2. lamp
4. mirror
9. shower
6. sink
1. stove
7. toilet

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

2 What are they talking about? Listen and write the word. 4-07

- 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. sink
2. armchair
3. lamp
4. stove
5. closet
6. bed

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 rooms and furniture.

Teacher's Note

Prepositions of Place

This NOTE illustrates that *on*, *beside*, and *in* are used to describe locations of things. Demonstrate the prepositions using classroom equipment. For example put a pen in the various positions in relation to a book.

Vocabulary

1 Listen and number. 4-06



2 What are they talking about? Listen and write the word. 4-07

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

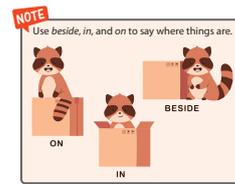
Focus

3 Talk with a partner.

What is **in** your bedroom?

There is **a desk beside** the closet.

There are **two lamps on** the desk.



4 Listen and circle all the correct answers. 4-08

1. Serena  
There is a big mirror \_\_\_\_\_.  
in the bathroom in the bedroom beside the shower

2. Bimal  
There are two lamps \_\_\_\_\_.  
on the table beside the bed in the living room

3. Dian  
There are clothes \_\_\_\_\_.  
in the closet on the bed on the floor

4. Jack  
The sink is \_\_\_\_\_.  
in the bathroom beside the stove in the kitchen

4 Listen and circle all the correct answers. 4-08

- 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 bathroom, beside the shower
2. on the table, in the living room
3. on the bed, on the floor
4. beside the stove, in the kitchen

## Listen Up

5 Which room are the speakers talking about? Listen and number. 4-09



6 Listen again. Circle the words you hear. 4-09



7 Listen again. Circle and fill in the blanks. 4-09

1. Tim: There's a bathtub beside / on the \_\_\_\_\_.

2. Carrie: There's a(n) \_\_\_\_\_ beside / on the armchair.

3. Sarah: There are clothes beside / on the \_\_\_\_\_.

4. William: There are two \_\_\_\_\_ beside / in the table.

## Wrap Up

8 Listen and answer the questions. 4-10

- What is the girl talking about?  
a. her new house   b. her new school   c. her new bedroom   d. her new bathroom
- What is beside the window?  
a. a bed   b. a desk   c. a closet   d. an armchair
- Circle **true** or **false**.  
a. There are two lamps next to the chair.   **true**   **false**  
b. There is an armchair in her room.   **true**   **false**  
c. She likes to read at her desk.   **true**   **false**



47

## Listen Up

5 Which room are the speakers talking about? Listen and number. 4-09

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

### Answer Key

From left to right

3. bedroom, 4. kitchen, 1. bathroom, 2. living room

6 Listen again. Circle the words you hear. 4-09

- 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

From left to right, top to bottom

armchair, bed, dresser, lamp, bathtub, mirror, shower, sink, stove, couch

7 Listen again. Circle and fill in the blanks. 4-09

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

### Answer Key

- beside, shower
- a lamp, beside
- on, chair and bed
- sinks, in

## Wrap Up

8 Listen and answer the questions. 4-10

- 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

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

## Extra Practice More Discussion

Ask students about their bedrooms with the phrases:

"What is there in your bedroom?" → "There is/are \_\_\_\_\_ in my bedroom."

### Ex.

Q: What is there in your bedroom?

A: There is a bed and a lamp in my bedroom.

# Lesson C A HOME IS A CASTLE!

Aim: Read about homes around the world

## Vocabulary

1 Write the word(s) under the correct picture.

- Read the words.
- Ask students to repeat aloud after the teacher.
- Ask students to write the correct word under each picture.

### Answer Key

From left to right, top to bottom

1. boat
2. inside
3. ice
4. city
5. countryside (country)
6. apartment
7. outside
8. farm

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

2 Look at the words and circle the places where people live.

- Ask students to circle the words that correspond to where people can live.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From top to bottom

apartment, farm, countryside (country), city

## Teacher's Note

### Different Things in Different Places

Ask or tell students about the kinds of things that are in a city, the countryside, on a farm, etc., with the phrases:

"What is there in/on/at a/the \_\_\_\_\_?" → "There is/are \_\_\_\_\_ in/on/at a/the \_\_\_\_\_."

**Ex.**

Q: What is there on a farm?

A: There are animals and plants on a farm.

3 Fill in the blank with the best vocabulary word.

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

### Answer Key

1. ice
2. apartment
3. outside
4. farm
5. inside

# C A HOME IS A CASTLE!

Reading

Aim: Read about homes around the world

## Vocabulary

1 Write the word(s) under the correct picture.

apartment  
boat  
farm  
ice  
inside  
outside  
countryside (country)  
city



2 Look at the words and circle the places where people live.

3 Fill in the blank with the best vocabulary word.

1. Be careful! There is \_\_\_\_\_ on the road.
2. A(n) \_\_\_\_\_ is a home in the city.
3. People plant trees \_\_\_\_\_ their homes.
4. There are lots of animals on a(n) \_\_\_\_\_.
5. Usually, people sleep \_\_\_\_\_ their homes.

## Pre-reading

4 Look at the pictures on the next page. Fill in the blanks with the best titles from the box below.

- |                  |                         |                        |
|------------------|-------------------------|------------------------|
| a. Ice House     | b. A House on the Water | c. In the Big City     |
| d. Our Apartment | e. A House in a House   | f. Living in the Trees |

## Pre-reading

4 Look at the pictures on the next page. Fill in the blanks with the best titles from the box below.

- Ask students to look at the pictures on the next page.
- Tell students to fill in the blanks with the best titles.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. a (Ice House)
2. b (A House on the Water)
3. f (Living in the Trees)

5 Read the article. 4-11

# Really Different Houses

Two billion people live in cities. Most of them live in an apartment. Another two billion people live around cities. Most of these people live in a house. All the other people live outside cities, in the countryside. Many live on farms. But some live in really different houses.

**1 Ice House**

How do people build houses in very cold places? There is only snow and ice. There are no trees. There are rocks, but they are under the ice. An igloo is an ice house. It's made with just ice! An igloo might look cold. But the inside of an igloo is nice and warm.



**2 A House on the Water**

Some people want to live on the water. They can live on a boat. Houseboats are special houses on the water. These houses move from place to place very easily. Ahoy!



**3 Living in the Trees**

Some people like to live next to nature. They can! They can build a tree house. A tree house can be small, but there are big tree houses, too. They have everything a normal house has! Now people can live comfortably next to nature.



## Wrap Up

6 Circle true or false.

- |                                 |      |       |
|---------------------------------|------|-------|
| 1. Most people live in cities.  | true | false |
| 2. There are rocks in an igloo. | true | false |
| 3. Houseboats can move around.  | true | false |
| 4. Tree houses are small.       | true | false |

7 Talk with a partner.

1. What kind of house would you like to live in? Why?
2. What kind of house do most people in your country live in?
3. Can you think of any other different houses?

49

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 discussion with the class.
- Ask follow-up questions.

### Extra Practice More Discussion

Ask more questions about the houses in the pictures.

**Ex.**

Where is each house?  
 Which house do you want to live in? Why?  
 Which house do you not want to live in? Why?  
 What is good about living in an igloo / in a houseboat / in a tree house?  
 What is bad about living in an igloo / in a houseboat / in a tree house?

### Teacher's Note

#### People Live in Different Kinds of Houses

Explain to students that people in different parts of the world live in different kinds of houses. For example, some people in Mongolia live in *gers* (a type of tent). Some people in Central Asia live in *yurts* (also a type of tent). Some people in Holland and England live in houseboats or on canal boats (along small rivers and canals). Some people who live in areas with heavy rainfall and lots of water, such as Papua New Guinea, live in stilt houses. Some people in the American Southwest live in pueblos or mud huts. Some people in Cappadocia, Turkey live in cave houses. Etc.

5 Read the article. 4-11

- Listen to the audio.
- OR
- Read the audio 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. false
3. true
4. false

# Lesson D MY HOUSE, MY WORLD!

Aim: Describe rooms using *there is* and *there are*

## Vocabulary

### 1 Listen and repeat. 4-12

- 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 Fill in the blanks with the best vocabulary words.

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

#### Answer Key

Sample answers

1. garden, yard (Yard and gardens are outside.)
2. door, window (Doors and windows open and close.)
3. door, stairs (Doors and stairs are for moving from place to place.)

### 3 Fill in the blanks with the best vocabulary words.

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

#### Answer Key

Sample answers

1. television (TV)
2. roof
3. stairs
4. garden, yard
5. door, window

# D MY HOUSE, MY WORLD!

## Writing

Aim: Describe rooms using *there is* and *there are*

## Vocabulary

### 1 Listen and repeat. 4-12



### 2 Fill in the blanks with the best vocabulary words.

1. Two things that are outside: \_\_\_\_\_, \_\_\_\_\_
2. Two things you open and close: \_\_\_\_\_, \_\_\_\_\_
3. Two things for moving from place to place: \_\_\_\_\_, \_\_\_\_\_

### 3 Fill in the blanks with the best vocabulary words.

1. I only watch \_\_\_\_\_ for one hour each day.
2. Our house has a red \_\_\_\_\_.
3. We live on the fourth floor of an apartment, so we walk up and down a lot of \_\_\_\_\_.
4. I'd like to plant a \_\_\_\_\_ in my \_\_\_\_\_.
5. Close the \_\_\_\_\_ and the \_\_\_\_\_.

50

## Grammar

### 4 Look at the table. Then listen and fill in the blanks. 4-13

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- 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. window
2. There's
3. bathroom
4. television

## Teacher's Note

### Front Yards and Backyards

Explain to students that some houses have front yards and backyards. Front yards can have trees, bushes, grass, flowers, and mailboxes in them, while backyards can have the same kinds of plants, but also swimming pools, swing sets, and dog houses.

## Grammar

4 Look at the table. Then listen and fill in the blanks.  4-13

There is a lamp <b>in</b> the living room.
There's an armchair <b>beside</b> the window.
There are clothes <b>in</b> the closet.
There are lamps <b>on</b> the table.

- There's a big \_\_\_\_\_ beside the couch.
- \_\_\_\_\_ a garden in the yard.
- There are two mirrors in the \_\_\_\_\_.
- There is a(n) \_\_\_\_\_ beside the lamp.

**NOTE**  
We say *there's* (=there is).  
We don't say *there're*.

5 Circle the correct word. Then rewrite using *there is* or *there are*.

- The clothes are on / in the closet. → There \_\_\_\_\_.
- The dresser is on / beside the lamp. → There \_\_\_\_\_.
- The tree is beside / on the house. → There \_\_\_\_\_.
- The books are on / in the table. → There \_\_\_\_\_.
- The garden is in / on the yard. → There \_\_\_\_\_.
- The door is in / beside the window. → There \_\_\_\_\_.

## Writing

6 Read and answer the questions.

I really like our house! The yard is big. There's an old tree. In the living room, there's a couch and a TV. There is an armchair, too. There are two lamps beside the armchair. The kitchen is beside the living room. There's a refrigerator. There are chairs and a big table. We always eat there. My bedroom is nice, too. There's a desk in my bedroom. There's a lamp on my desk. There isn't a dresser. There's a closet. My clothes are in there. The bathroom isn't big. There isn't a bathtub. But there's a shower. There is a sink and a big mirror, too. Come over sometime! ~ Amy



- Where's Amy's kitchen? \_\_\_\_\_
- Where are Amy's clothes? \_\_\_\_\_
- What is in Amy's bathroom? \_\_\_\_\_

## Wrap Up

7 Describe your house. Fill in the table.

in the yard		in the living room	
in the kitchen		in the dining room	
in my bedroom		in the bathroom	

Write a short paragraph about your house on a separate piece of paper.

51

5 Circle the correct word. Then rewrite using *there is* or *there are*.

- Ask students to read the sentences.
- Ask students to circle the correct word.
- Ask students to rewrite the sentences using *There is* or *There are*.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- There are clothes in the closet.
- There is a dresser beside the lamp.
- There is a tree beside the house.
- There are books on the table.
- There is a garden in the yard.
- There is a door beside the window.

## Writing

6 Read and answer the questions.

- Read the passage aloud.
- OR
- Ask students to read parts of the reading aloud.
- OR
- Ask students to read the passage quietly by themselves.
- Ask students to answer the questions.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

#### Sample answers

- Amy's kitchen is beside the living room.
- Amy's clothes are in the closet.
- There's a shower in Amy's bathroom.

### Extra Practice More Discussion

Ask more questions about things in students' houses.

#### Ex.

What is in your kitchen / living room / dining room / bedroom / garden?  
Where are your clothes / toys?

## Wrap Up

7 Describe your house. Fill in the table.

- Ask students to look at the table.
- Ask students to fill in the table by writing the things in each place.
- Ask students to write a short paragraph about their houses based on how they filled in the table.
- Check students' paragraphs to make sure they're writing properly.
- Ask some students to present their houses to the class.
- Give feedback.

### Answer Key

#### Sample answers

in the yard: trees, garden  
in the living room: couch, armchair, television  
in the kitchen: table, refrigerator, sink, stove  
in the dining room: table, chairs  
in my bedroom: bed, closet, clothes, lamp  
in the bathroom: bathtub, shower, sink, toilet

I like my house. It has a yard, a living room, a kitchen, a dining room, my bedroom, and a bathroom. There are trees and a garden in the yard. There's a television in the living room. There's a stove and a refrigerator in the kitchen. There are chairs and a table in the dining room. There's a bed and a lamp in my bedroom. My clothes are in the closet. There's a shower and a toilet in the bathroom.

Aim: Design a dream house

## 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 4 video.

2 Watch the video. Number the pictures in order.

Video 4

- 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

3, 2, 1

3 Watch again. Where does the boy look? Number them in order.

Video 4

- Ask students to read the words.
- Play the video again.
- Ask students to number the words in order.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right, top to bottom

5. bathroom
3. yard
6. kitchen
2. living room
1. bedroom
4. roof

## E

## MAX'S HOUSE

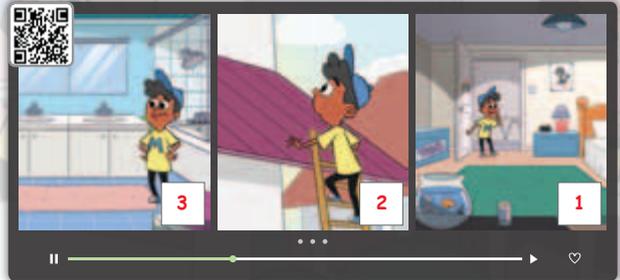
Project

Aim: Design a dream house

### 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. Where does the boy look? Number them in order.

- |                                   |                               |                               |
|-----------------------------------|-------------------------------|-------------------------------|
| <input type="radio"/> bathroom    | <input type="radio"/> yard    | <input type="radio"/> kitchen |
| <input type="radio"/> living room | <input type="radio"/> bedroom | <input type="radio"/> roof    |

4 Watch again. Then circle the best answer.

- |   |               |                 |          |
|---|---------------|-----------------|----------|
| 1. There's a _____ in the yard.         | a. garden     | b. tree         | c. chair |
| 2. There is a lamp next to the _____.   | a. armchair   | b. shower       | c. couch |
| 3. There is a big _____ in the bedroom. | a. computer   | b. closet       | c. TV    |
| 4. There's a _____ in the kitchen.      | a. television | b. refrigerator | c. table |

52

4 Watch again. Then circle the best answer.

Video 4

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

### Answer Key

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

## Grammar

5 Look at the table. Talk with a partner.

**NOTE**  
Next to means beside. On top of means on.

Question	Answer	Question	Answer
What's in the living room?	There's a lamp.	Where's the lamp?	It's <b>in</b> the living room.
	There are armchairs.		It's <b>on top of</b> the dresser.
		Where are the armchairs?	They're <b>next to</b> the couch.
			They're <b>under</b> the window.

## 21<sup>st</sup> Century Skills

### Dream House Builder

Creativity Collaboration

6 Write the things you want in your dream house.

in the living room	in the bathroom	in the kitchen	in the bedroom
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7 In small groups, talk about your dream house. Choose your best ideas.

8 Draw your group's dream house. Include the rooms and furniture.

Present your dream house to the class. Whose house looks the most fun?



53

## Grammar

5 Look at the table. 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 discussion with the class.

### Teacher's Note

#### Prepositions of Place

This NOTE illustrates that *next to* has the same meaning as *beside* and *on top of* has the same meaning as *on*. Explain to students that we cannot simply use any combination of prepositions to describe where things are.

### Extra Practice Where is the ... ?

Ask students where certain things in the classroom are. Give the answer to the first item so they know what to do:

Q: *Where is the book?* → A: *It's on the desk.*

Q: *Where is the clock?* → A: *It's on the wall.*

Q: *Where is your homework?* → A: *It's in my backpack.*  
Etc.

## 21<sup>st</sup> Century Skills

6 Write the things you want in your dream house.

- Tell students to look at the table.
- Tell students to fill out the table by writing the things they want to have in each room.
- Tell students that they can use a separate piece of paper if the table in the book is not helpful.

7 In small groups, talk about your dream house. Choose your best ideas.

- Ask students to get into small groups.
- Tell students to talk with others in their group and share their dream house ideas.
- Tell students to use the patterns from activities 5 to talk about their dream houses.
- Tell students to choose the best ideas about their dream houses.

8 Draw your group's dream house. Include the rooms and furniture. Present your dream house to the class. Whose house looks the most fun?

- Ask students to draw their group's dream house.
- Remind students to include the rooms and furniture.
- Tell students that they can use a separate piece of paper to draw their dream house.
- Ask different groups to present their dream houses to the class.
- Tell students to use the patterns from activities 5 to talk about their dream houses.
- After all the groups have presented, ask the students, "Whose house looks the most fun? Why?"

# TIME TO PLAY!

This unit will give students the ability to use the present simple tense and adverbs of frequency to talk about hobbies, free time activities, and things that they regularly do.

Scan the QR code to download the Unit 5 audio.

**WHAT YOU WILL DO IN THIS UNIT**

**Unit 5 AIMS**

- Lesson A: Read about hobbies
- Lesson B: Listen to people talk about their free-time activities
- Lesson C: Talk about your routine
- Lesson D: Write an email about your routine
- Lesson E: Write a social media post

**Target Skills**

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

**Target Vocabulary**

Lesson A	Lesson B
buy toys collect draw exercise play soccer sing swim watch a movie	a newspaper basketball books cartoons comics guitar piano table tennis video games videos
Lesson C	Lesson D
chat dance go shopping listen to music paint rollerblade run skateboard	go hiking play baseball play tennis snowboard surf take a photo the ocean the park
Lesson E	
busy fun passport sad	

# TIME TO PLAY!



Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Reading** Read about hobbies
- B Listening** Listen to people talk about their free-time activities
- C Speaking** Talk about your routine
- D Writing** Write an email about your routine
- E Project** Write a social media post



**ICE BREAKERS**

Look at the photo and answer the questions.

1. Where are they?
2. What are they doing?
3. What do you like to do in your free time?
4. Do you like outdoor activities or indoor activities? Why?

55

**Key Grammar**

**present simple**

The present simple tense is used when talking about things that usually happen.

The simple present tense also has other uses.

Usage	Example
habit	I <b>sing</b> in the shower.
unchanging situation	I <b>work</b> in Shanghai.
general truth	South Korea <b>has</b> one president.
to give directions	<b>Walk</b> straight for two hundred meters, then turn left.
to express fixed arrangements	Your appointment <b>starts</b> at 9 a.m.

**adverbs of frequency: *always, usually, sometimes, never***

Use adverbs of frequency like *always, usually, sometimes, never* to show how often you do something.

Adverbs of Frequency	Adverbs Level	Example
<b>always</b>	high ↑ ↓ low	I <b>always</b> brush my teeth.
<b>usually</b>		I <b>usually</b> go to sleep at 9 p.m.
<b>sometimes</b>		I <b>sometimes</b> eat cake.
<b>seldom</b>		I <b>seldom</b> lose my wallet.
<b>rarely</b>		I <b>rarely</b> wake up at 6 a.m.
<b>never</b>		I <b>never</b> yell at my dog.

**play vs do**

Use *do* and *play* to ask and answer questions about people's hobbies. Use *play* to answer questions about favorite activities. You can also use *go* + activity to show hobbies.

<i>do</i>	<i>play</i>	<i>go</i>
What <b>do</b> you/they <b>do</b> ?	I/They <b>play</b> soccer.	I <b>go</b> hiking.
What <b>does</b> he/she <b>do</b> ?	He/She <b>plays</b> soccer.	I <b>go</b> surfing.

**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 free time activities.

**Ex.**

- When do you have free time?
- Where do you spend your free time?
- Do you like to spend your free time alone or with a friend? Why?
- Who do you spend your free time with?
- What is your favorite thing to do when you are not at school?
- Where is a good place to hang out?

Aim: Read about hobbies

## 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 word next to the picture in the book.

#### Answer Key

From left to right, top to bottom

2. exercise
3. draw
4. collect
8. watch a movie
7. buy toys
5. sing
1. swim
6. play soccer

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

### 2 What are they talking about? Listen and write the word(s). 5-02

- Listen to the audio.
- Ask students to write the word(s) they hear in the blank.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. swim
2. exercise
3. watch a movie
4. play soccer

## Grammar

### 3 Look at the chart and read the text.

- Read the contents of the reading.
- OR
- Ask students to read the passage.
- Ask students if they know what kind of words are being highlighted.

#### Teacher's Note

#### Frequency Adverbs and Sentence Structure

Explain to students that the correct sentence structure when using frequency adverbs is subject + frequency word + verb (phrase) + time. Make sure to also explain that when asking questions, the structure *What do/does + subject + frequency word + do/does + time?* is used.

## Vocabulary

### 1 Listen and number. 5-01



### 2 What are they talking about? Listen and write the word(s). 5-02

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Grammar

### 3 Look at the chart and read the text.



"I **always** wake up at 8:00 a.m. I **usually** eat breakfast in the kitchen, but **sometimes** I eat it in the living room. I **never** eat breakfast in the bathroom!"

### 4 Unscramble.

1. always exercise / I / morning. / in the \_\_\_\_\_
2. never go to / I / weekend. / on the / school \_\_\_\_\_
3. I / at 4:00 p.m. / home / sometimes get \_\_\_\_\_
4. usually have / I / lunch / at 1 p.m. \_\_\_\_\_
5. He / sometimes watches / in the / evening. / a movie \_\_\_\_\_
6. the morning. / never feel / tired / I / in \_\_\_\_\_

### 5 Talk with a partner.

What do you **always** do in the morning?

What do you **never** do in the evening?

What do you **sometimes** do in the afternoon?

What do you **usually** do after school?

### 4 Unscramble.

- Ask students to look at the words.
- Ask students to unscramble the words to make a sentence.
- Ask students to write the sentence on the line.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. I always exercise in the morning.
2. I never go to school on the weekend.
3. I sometimes get home at 4:00 p.m.
4. I usually have lunch at 1 p.m.
5. He sometimes watches a movie in the evening.
6. I never feel tired in the morning.

### 5 Talk with a partner.

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

6 Look at the pictures below. What are their hobbies? Write them under the pictures.

7 Read the texts and match them to the correct picture. Then circle all the adverbs of frequency in the reading.  5-03



**A:** Hello! My name is Sopa, and I'm from Thailand. In my free time, I play *kabaddi*. It's a team sport from India. You try to touch members of the other team before they catch you. I always play *kabaddi* after school with my sister and friends. It's difficult but fun and good exercise!



**B:** Hi, I'm Anya. I'm a student from Russia. But in my free time, my hobby is cosplay. It's from Japan. The name is made from the words "costume" and "play." What do I do? I usually watch a movie and see a character I like, and then I draw the character's costume and make it. I love superhero characters the most.



**C:** I'm Oliver. I'm from Canada, and my hobby is collecting toy robots. On the weekend, I always go to toy stores to buy more. I sometimes make robots, too. Now I have over 200 robots! This is my favorite robot. My father and I made it two years ago. It can walk and talk!

### Wrap Up

8 Circle true or false.

- |  |      |       |
|--|------|-------|
| 1. Sopa is from India.                     | true | false |
| 2. Anya draws a costume and then makes it. | true | false |
| 3. Oliver buys and sometimes makes robots. | true | false |
| 4. Sopa plays <i>kabaddi</i> alone.        | true | false |
| 5. Anya doesn't like superheroes.          | true | false |

9 Talk with a partner.

- Whose hobby is the most fun: Sopa's, Anya's, or Oliver's? Why?
- Which hobby is not fun? Why?
- What is your hobby?

57

### Extra Practice The Riddle Game

Practice adverbs of frequency by making a short riddle explaining the things an animal does and doesn't do. Have students guess what animal it is. Then ask students to make another riddle for the others to guess.

**Ex.**

This animal always has black stripes. / It sometimes swims in the water. / It never eats vegetables. / What is it? → It's a tiger.

6 Look at the pictures below. What are their hobbies? Write them under the pictures.

- Ask students to look at the pictures in activity 7.
- Ask students to write the name of the hobby under the picture.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From top to bottom

cosplay, collecting robots (robotics, etc.), play *kabaddi* (play sports).

7 Read the texts and match them to the correct picture. Then circle all the adverbs of frequency in the reading.  5-03

- Listen to the audio.

OR

- Read the article aloud.

OR

- Ask students to read parts of the reading aloud.
- Ask students to match the text with the correct picture.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From top to bottom

Picture 1, B

Picture 2, C

Picture 3, A

**A:** Hello! My name is Sopa, and I'm from Thailand. In my free time, I play *kabaddi*. It's a team sport from India. You try to touch members of the other team before they catch you. I always play *kabaddi* after school with my sister and friends. It's difficult but fun and good exercise!

**B:** Hi, I'm Anya. I'm a student from Russia. But in my free time, my hobby is cosplay. It's from Japan. The name is made from the words "costume" and "play." What do I do? I usually watch a movie and see a character I like, and then I draw the character's costume and make it. I love superhero characters the most.

**C:** I'm Oliver. I'm from Canada, and my hobby is collecting toy robots. On the weekend, I always go to toy stores to buy more. I sometimes make robots, too. Now I have over 200 robots! This is my favorite robot. My father and I made it two years ago. It can walk and talk!

### Wrap Up

8 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. true |
| 4. false | 5. false |         |

9 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 discussion with the class.
- Ask follow-up questions.

### Teacher's Note

#### Hobbies

Explain some other hobbies to students. Common hobbies include playing sports, reading books or comic books, collecting things, playing a musical instrument, crafting, cooking, etc.

# Lesson B I PLAY THE PIANO!

Aim: Listen to people talk about their free-time activities

## Vocabulary

### 1 Listen and number. 5-04

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

### Answer Key

From left to right, top to bottom

7. piano, 9. cartoons, 8. video games, 2. guitar, 1. a newspaper, 4. books, 10. basketball, 3. comics, 5. table tennis, 6. videos

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

### Teacher's Note

#### Ping Pong

Explain to students that table tennis is also commonly referred to as ping pong.

### 2 Put the vocabulary words in the right list.

- Ask students to look at the lists.
- Ask students to write the word in the correct list.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

I play: video games, piano, guitar, basketball, table tennis

I watch: cartoons, videos

I read: a newspaper, books, comics

## 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 activities.

### Teacher's Note

#### Musical Instruments

Explain to students that people play many kinds of musical instruments, such as the violin, trumpet, tuba, drums, harmonica, bass guitar, saxophone, harp, etc.

# B I PLAY THE PIANO!

## Listening

Aim: Listen to people talk about their free-time activities

## Vocabulary

### 1 Listen and number. 5-04



### 2 Put the vocabulary words in the right list.



## Focus

### 3 Talk with a partner.

We use the verb *do* with activities and homework.

We use *play* with sports, music, and games.

We use *read* with books, newspapers, and stories.

What do you do for fun?

I play video games.

### 4 Talk with a partner. Ask the question.

What do you usually do / play / read?

	do	play	read
Partner 1			
Partner 2			

### 4 Talk with a partner. Ask the question.

- Ask students to look at the table.
- Ask students to fill in the table with the activities they usually do.
- Ask students to talk with a partner.
- Tell students to practice talking about what they usually do with the pattern from activity 3.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

### Teacher's Note

#### I Play Soccer, You Do Taekwondo, He Boxes

The verb *play* is not always used to talk about sports. For example, one would *do* taekwondo or karate, but *play* baseball or soccer. The general rule is that one *plays* a team sport or a sport that uses a ball while one *does* a non-team sport like karate. Sometimes the sport itself acts as the verb, such as box, fish, ski, etc. Make sure students understand when to use *play*, *do*, and when to use the sport as the verb.

**5 Listen, circle, and write the hobby.** 5-05

1. He plays / does \_\_\_\_\_.
2. They do / play \_\_\_\_\_.
3. She plays / reads \_\_\_\_\_.
4. I do / watch \_\_\_\_\_.
5. He reads / watches \_\_\_\_\_.

**Listen Up**

**6 Listen and match the adverb of frequency to the activity.** 5-06

- |              |   |                    |
|--------------|---|--------------------|
| 1. always    | • | a. reads comics    |
| 2. never     | • | b. watches a movie |
| 3. sometimes | • | c. plays tennis    |
| 4. usually   | • | d. reads a book    |

**7 Listen and match the picture with the name.** 5-07



Megan

Ruby

Theo

**8 Listen again. Fill in the blanks.** 5-07

1. Megan loves surfing, and she \_\_\_\_\_ goes to the beach in the morning.
2. Ruby \_\_\_\_\_ meets and plays with her band at 6:00 in the evening.
3. Theo \_\_\_\_\_ goes to bed at 11 p.m.

**Wrap Up**

**9 Talk with a partner.**

What do you do in the afternoons?

What do you do in the evenings?

Tell me something you never do on Sundays.

59

**5 Listen, circle, and write the hobby.** 5-05

- Listen to the audio.
- Ask students to circle the correct word and write the hobby in the blank.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. plays, basketball
2. play, table tennis
3. reads, comics
4. watch, videos/cartoons
5. reads, books

**Listen Up**

**6 Listen and match the adverb of frequency to the activity.** 5-06

- Listen to the audio.
- Ask students to match the adverb of frequency to the activity.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

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

**7 Listen and match the picture with the name.**

5-07

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

**Answer Key**

From left to right

Megan-surfing, Theo-make online videos, Ruby-play guitar

**8 Listen again. Fill in the blanks.** 5-07

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

**Answer Key**

1. always
2. always
3. usually

**Wrap Up**

**9 Talk with a partner.**

- Read the questions aloud, or ask two students to read the questions aloud.
- Ask students to practice asking and answering the questions 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.

**Extra Practice More Conversation**

Ask students to practice the same questions and answers from activity 9, but tell them to use the adverbs of frequency *always*, *usually*, and *sometimes*.

**Ex.**

What do you usually do in the afternoons? → I usually play the piano.  
Etc.

# Lesson C INTERVIEW THE STAR!

Aim: Talk about your routine

## Vocabulary

### 1 Listen and number. 5-08

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

#### Answer Key

From left to right, top to bottom

7. skateboard
2. paint
3. dance
4. listen to music
5. rollerblade
6. run
8. go shopping
1. chat

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

#### Teacher's Note

#### I ski and snowboard, too.

Explain some other verbs that are also activities to students, such as ski, snowboard, hike, fish, surf, box, etc.

## Grammar

### 2 Look at the table. 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 discussion with the class.

### 3 Unscramble.

- Ask students to look at the words.
- Ask students to unscramble the words to make a question.
- Ask students to write the question on the line.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. Do you read comic books?
2. What do you do in your free time?
3. Do you play basketball?
4. What does your best friend do on the weekend?

# C INTERVIEW THE STAR!

Speaking  
Aim: Talk about your routine

## Vocabulary

### 1 Listen and number. 5-08



## Grammar

### 2 Look at the table. Talk with a partner.

We use simple present tense for actions that we do regularly: every week, every day, or usually.

Questions	Answers
What <b>do</b> you / they do?	I / They <b>play</b> soccer.
What <b>does</b> he / she do?	He / She <b>plays</b> soccer.
<b>Do</b> you / they play tennis?	Yes, I / they <b>play</b> tennis.
<b>Does</b> he / she play tennis?	No, he / she <b>doesn't play</b> tennis.

### 3 Unscramble.

1. Do you / comic / read / books?  
\_\_\_\_\_
2. do you do / What / free time? / in your  
\_\_\_\_\_
3. play / Do / basketball? / you  
\_\_\_\_\_
4. What does / do / on the weekend? / best friend / your  
\_\_\_\_\_

60

### Extra Practice More Conversation

Ask students to answer the questions from activity 3. Ask them directly or tell them to work with a partner. Make sure to give feedback.

#### Ex.

Yes, I read comic books.  
My best friend skateboards on the weekend.  
Etc.

#### Teacher's Note

#### The Present Simple

Besides being used to talk about habitual actions, the present simple is also used to talk about unchanging situations, general truths, giving directions, and expressing fixed arrangements.

## Expressions

### Asking about hobbies

#### 4 Talk with a partner.

• What do you do in your free time?  
• What is your hobby?  
• What do you like to do?

Follow-up Questions  
• Why do you like it?  
• How often do you do that?

## Speak Up

#### 5 Talk with a partner. Ask them questions using "Do you...?" Write their answers.

**Ex.** Do you play video games? Yes, I usually play video games. / Yes, I do.  
When do you play video games? I usually play them after school.  
Why do you play video games? Because it's fun.

## Wrap Up

Do you (usually)...

	Name	Yes	No	Extra information (Where? When? Why?)
play video games?	Jonathan			At home. After school. It's fun!
play table tennis?				
skateboard?				
dance?				
watch movies?				
go shopping?				
run?				
play piano?				
chat online?				

## Pronunciation

#### 6 Listen and put a check mark (✓) on the sound.

5-09

	three /θ/	the /ð/
1. brother		<b>Ex.</b> ✓
2. Thursday		
3. math		
4. mother		
5. together		

61

## Expressions

### Asking about hobbies

#### 4 Talk with a partner.

- Read the questions aloud, or ask two students to read the questions aloud.
- Ask students to practice asking and answering the questions with a partner.
- Ask students if they would like to share their discussion with the class.

## Speak Up

#### 5 Talk with a partner. Ask them questions using "Do you...?" Write their answers.

- Read the conversation.

OR

- Ask students to read the conversation.
- Tell students to find a partner.
- Ask students to fill out the table.
- Ask students to discuss the contents of the table using the patterns from the conversation.
- Check students' conversations to make sure they're speaking properly.
- Ask students if they would like to share their discussion with the class.
- Give feedback.

## Teacher's Note

### Fun, Exciting, Amazing!

Explain to students that they can use other adjectives to describe why they do certain activities. Tell them that they can use both positive and negative adjectives, such as exciting, amazing, fantastic, interesting, boring, terrible, etc.

## Extra Practice Why don't you ... ?

Explain to students that if their partner doesn't do one of the activities in activity 5, then they can ask why not, using the phrase:

"Why don't you \_\_\_\_\_?"

#### Ex.

I don't skateboard. / Why don't you skateboard?

Explain to students that the answer to this question will be the same as in the example conversation from activity 5, but will use a negative adjective.

#### Ex.

Because it's boring.

## Pronunciation

#### 6 Listen and put a check mark (✓) on the sound

5-09

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

## Answer Key

1. /ð/
2. /θ/
3. /θ/
4. /ð/
5. /ð/

Aim: Write an email about your routine

## 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 word next to the word in the book.

#### Answer Key

From left to right, top to bottom

6. snowboard
7. surf
1. go hiking
5. play baseball
3. play tennis
2. the park
8. the ocean
4. take a photo

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

### 2 Listen and write the activities from the vocabulary that you hear. 5-11

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

#### Answer Key

1. play baseball
2. surf
3. take photos
4. play tennis
5. snowboarding
6. went hiking

### 3 Read the email

- Read the email aloud.
- OR
- Ask students to read parts of the reading aloud.
- OR
- Ask students to read the passage quietly by themselves.

## Vocabulary

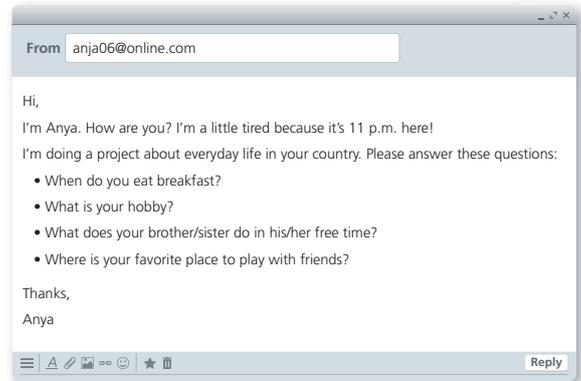
### 1 Listen and number. 5-10



### 2 Listen and write the activities from the vocabulary that you hear. 5-11

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### 3 Read the email.



62

## Teacher's Note

### Informal Greetings and Closings

Explain to students that every letter, whether an email or a hand written letter, needs a greeting and a closing. Common informal greetings include:

- Dear (name),
- Hello,
- Hi,
- Hey,

Common informal closings include:

- Sincerely,
- Sincerely yours,
- Thank you,
- Thanks,
- Bye,
- Best,
- Yours truly,

Make sure to explain to students that the writer's name goes on the next line after the closing.

## Writing

④ Write a reply to Anya. Answer all of her questions.

## Wrap Up

⑤ Use the sentence parts to make yes / no questions. Then talk with a partner.

	yes	no
1. in the park / after school / play soccer <b>Ex.</b> Do you play soccer in the park after school? _____?		
2. usually / on the weekend / ride your bike _____?		
3. play tennis / on weekdays _____?		
4. take photos / sometimes _____?		
5. the park / go to _____?		
6. have / on the weekend / free time _____?		
7. free time / have / on weekdays _____?		

63

## Writing

④ Write a reply to Anya. Answer all of her questions.

- Ask students to write a reply to the email in activity ③.
- Ask students to answer all of the questions.
- Tell students to use the patterns and adverbs of frequency from the previous lessons.
- Ask students to complete the activity.
- Check students' answers.
- Ask some students to present their emails to the class.
- Give feedback.

### Answer Key

Sample answer

Hi, Anya.

I am happy to answer your questions. I always eat breakfast at 8:00 a.m. My hobby is playing video games. I usually play video games after school. My brother sometimes reads comics in his free time. He never reads books. He sometimes skateboards in the park, too. My favorite place to play with friends is in my room. We always play video games there. Please tell me about your country, too.

Sincerely,

Sunny

## Wrap Up

⑤ Use the sentence parts to make yes / no questions. Then talk with a partner.

- Ask students to look at the table.
- Ask students to unscramble the sentence parts to make yes / no questions.
- Ask students to complete the activity.
- Check students' answers.
- Ask students to talk with a partner.
- Tell students to discuss the contents of the table and check yes or no after the question.
- Ask students to complete the activity.
- Check students' conversations to make sure they're speaking properly.
- Ask students if they would like to share their discussion with the class.
- Give feedback.

### Answer Key

1. Do you play soccer in the park after school?
2. Do you usually ride your bike on the weekend?
3. Do you play tennis on weekdays?
4. Do you sometimes take photos?
5. Do you go to the park?
6. Do you have free time on the weekend?
7. Do you have free time on weekdays?

### Teacher's Note

#### Details, Details, and More Details

Explain to students that questions and answers should include details. Refer to the questions in activity ⑤. Details, such as *what*, *where*, *when*, *with whom*, and *how*, will help students answer more clearly. Tell students that they can search for details by asking follow-up questions using the 5 W's and H.

### Extra Practice Guess the Celebrity

Think of a celebrity and describe him or her using adverbs of frequency. Then ask students to guess the celebrity. Ask a student to do the same. Then have the other students guess who it is.

#### Ex.

This person always wore the number 23. / He usually played basketball very well. / His shoes are sometimes very expensive. / Who is he? → He's Michael Jordan.

Aim: Write a social media post

## Video

### 1 Match the word with the picture.

- Read the words to students.
- Ask students to repeat aloud after each word.
- Ask students to look at the pictures.
- Ask students to match the word with the correct picture.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

From left to right

busy-picture 2, passport-picture 4, sad-picture 1, fun-picture 3

### 2 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.

### 3 Watch the video. Answer the questions.

Video 5

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to answer the questions.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

1. fun
2. At night, Pierre goes to bed on a bench.
3. He takes a shower where people wash the airplanes.

### 4 Watch again. Fill in the blanks.

Video 5

- Ask students to read the sentence prompts.
- Play the video again.
- Ask students to write the answer in the blank.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

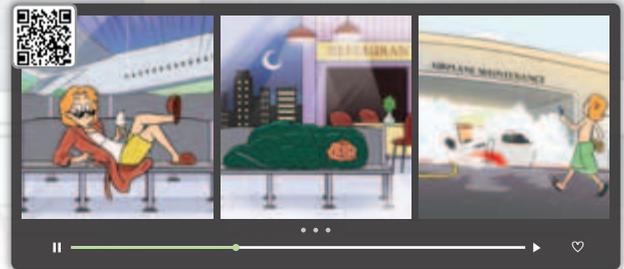
1. goes to a café to read a book
2. writes emails
3. watches a movie
4. usually eats dinner at a great place / restaurant

## Video

### 1 Match the word with the picture.

busy passport sad fun

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



### 3 Watch the video. Answer the questions.

1. For Pierre, living in an airport is sad / fun / busy / bad.
2. At night, where does Pierre go to bed? \_\_\_\_\_
3. Where does he take a shower? \_\_\_\_\_

### 4 Watch again. Fill in the blanks.

1. At 9 a.m., Pierre \_\_\_\_\_.
2. In the afternoon, Pierre \_\_\_\_\_.
3. In the afternoon, Pierre sometimes \_\_\_\_\_.
4. In the evening, he \_\_\_\_\_.

### 5 Talk with a partner. Do you think living in an airport is fun?

### 5 Talk with a partner. Do you think living in an airport is fun?

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

## Teacher's Note

### Follow-Up Questions

Explain to students that they can ask follow-up questions to keep the discussion going. Tell students to use some of the following questions and patterns:

Why is living in an airport fun / not fun?

What can you do in an airport?

Who can you play with in an airport?

Where can you \_\_\_\_\_ in an airport?

How can you \_\_\_\_\_ in an airport?

Where else would be a fun place to live? Why?

## Grammar

### 6 Look at the table. Listen and repeat. 5-12

After school, I play tennis.	I play tennis after school.
Before school, I have breakfast.	I have breakfast before school.

### 7 Listen and circle what happened first. 5-13

- a. play basketball      b. do homework
- a. play video games      b. eat dinner
- a. skateboard      b. school
- a. listen to music      b. school
- a. do homework      b. eat dinner
- a. take photos      b. eat lunch

### 8 Complete the sentences with information about you.

- Before school, I always \_\_\_\_\_.
- After school, I sometimes \_\_\_\_\_.

## 21<sup>st</sup> Century Skills

### Social Media Post

Creativity      Communication

### 9 Get into groups. Discuss the following questions.

- What makes a good social media post?
- What do you usually post about?

### 10 Plan a post about an exciting weekend activity. Talk about your post with a group. Use the prompts to ask questions.

- Where do you...?
- When do you...?
- Why do you...?
- How often do you...?

**Ex.**

Pierre Rosencrantz FOLLOW ...



I love Saturday! On Saturday afternoons, I get home from school, and then I meet with my friends in the park. We always listen to music and play games. Sometimes I take photos, play tennis, or go surfing. We have so much fun, and I feel so happy!

2,012 likes

65

## Grammar

### 6 Look at the table. Listen and repeat. 5-12

- 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 Listen and circle what happened first. 5-13

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

### Answer Key

- b
- a
- b
- a
- b
- a

### 8 Complete the sentences with information about you.

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

### Answer Key

#### Sample answers

- eat breakfast at home with my family
- go shopping with my friends at the mall

## 21<sup>st</sup> Century Skills

### 9 Get into groups. Discuss the following questions.

- Tell students to get into groups.
- Tell students to discuss the questions.
- Tell students to use adverbs of frequency and the patterns from activities 6, 7, and 8 to discuss the questions.
- Tell students that they can use a separate piece of paper to write down ideas.
- Check students' conversations to make sure they're speaking properly.
- Ask different groups to present their discussions to the class.
- Give feedback.

### 10 Plan a post about an exciting weekend activity. Talk about your post with a group. Use the prompts to ask questions.

- Tell students to think of an exciting weekend activity.
- Tell students to discuss their weekend activity with the question prompts in activity 10.
- Tell students to use adverbs of frequency and the patterns from activities 6, 7, and 8 to discuss the questions.
- Tell students that they can use a separate piece of paper to write down their social media posts.
- Check students' social media posts to make sure they're writing properly.
- Ask different groups to present their social media posts to the class.
- Give feedback.

### Extra Practice The Best Place to Live

Tell students to work in groups and think of an interesting place to live. Then write the things they do there with the patterns from the lesson. Ask some groups to present their ideas.

#### Ex.

We live on a tropical island. Before school, we always go surfing. After school, we sometimes fish in the sea. At night, we often play with monkeys on the beach. We are never bored here.

# WHERE TO?

This unit will give students the ability to talk about errands and the places they are carried out. Students will also gain the ability to give directions to people looking for certain places.

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 their errands
- Lesson B: Talk about your plans and errands
- Lesson C: Understand directions
- Lesson D: Give written directions
- Lesson E: Make detailed instructions

**Target Skills**

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

**Target Vocabulary**

Lesson A	Lesson B
buy deliver drop off fix help look after meet return send wash	department store dry cleaner hotel pet store post office repair shop square swimming pool train station university
Lesson C	Lesson D
across from beside between block go straight near on the corner street turn left turn right	bridge building clock tower crosswalk factory parking lot statue streetlight traffic light tunnel

# WHERE TO?



Scan for Audio

**WHAT YOU WILL DO IN THIS UNIT**

- A Listening** Listen to people talk about their errands
- B Speaking** Talk about your plans and errands
- C Reading** Understand directions
- D Writing** Give written directions
- E Project** Make detailed instructions



**ICE BREAKERS**

Look at the photo and answer the questions.

1. What is happening in the picture?
2. Where do you think the person is going?
3. Have you ever helped someone by giving directions?
4. When was the last time you needed help finding a place? How did you find it?

67

**prepositions of place and movement**

Prepositions can be used to describe where something is. They can also be used to talk about direction and distance. Prepositions of place give a sense of place or location.

Prepositions of place	Example
<b>over</b>	Go <b>over</b> the bridge.
<b>under</b>	Go <b>under</b> the bridge.
<b>through</b>	Go <b>through</b> the tunnel.
<b>around</b>	Go <b>around</b> the building.
<b>up</b>	Go <b>up</b> the hill.
<b>down</b>	Go <b>down</b> the road.

**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 directions.

**Ex.**

Have you or has someone you know ever been lost?  
 How did you find your direction?  
 What do people look at when they are lost?  
 Do you know how to read a map?  
 Give directions from your home to your school.

**Key Grammar**

**need to and have got to**

Use the phrases *need to* and *have got to* when you want to talk about things you must do. These verbs are called modals of necessity.

<i>need to</i>	<i>have got to</i>
What do you <i>need to</i> do before the appointment?	What <i>have you got to</i> do today?
I <i>need to</i> buy balloons and a cake.	I <i>have got to</i> get my schedule organized.
She <i>needs to</i> clean the house before the guests arrive.	He <i>has got to</i> stop chewing his nails.

Aim: Listen to people talk about their errands

## 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 word next to the word in the book.
- Check students' answers.

#### Answer Key

From left to right, top to bottom

5. buy, 1. fix, 8. return, 3. deliver, 10. help,  
2. send, 6. wash, 4. look after, 7. drop off, 9. meet

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

### 2 What are they talking about? Listen and write the word. 6-02

- Listen to the audio.
- Ask students to write the word they hear on the line.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. send
2. help
3. meet
4. return
5. fix
6. wash

## Focus

### 3 Talk with a partner about your errands.

- 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 errands.

### 4 Listen to the conversations and circle what they have to do. 6-03

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

#### Answer Key

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

## Vocabulary

### 1 Listen and number. 6-01

5 buy	1 fix
8 return	3 deliver
10 help	2 send
6 wash	4 look after
7 drop off	9 meet

### 2 What are they talking about? Listen and write the word. 6-02

- |                |                  |
|----------------|------------------|
| 1. <u>send</u> | 2. <u>help</u>   |
| 3. <u>meet</u> | 4. <u>return</u> |
| 5. <u>fix</u>  | 6. <u>wash</u>   |

## Focus

### 3 Talk with a partner about your errands.

What do you have to do today?  
I have to fix my bike.

What have you got to do today?  
I have got to wash the dog.

What do you need to do today?  
I need to send a letter.

**NOTE**  
You can use *gotta* instead of *got to*. Try it! It will increase your fluency.

### 4 Listen to the conversations and circle what they have to do. 6-03

- |            |            |             |
|------------|------------|-------------|
| 1. Kelly   | a. wash    | b. help     |
| 2. George  | a. meet    | b. return   |
| 3. Andrew  | a. deliver | b. drop off |
| 4. Rebekah | a. buy     | b. fix      |

### 5 Listen again. Answer the questions. 6-03

1. Who will Kelly plant a garden with?  
\_\_\_\_\_
2. What's wrong with George's clothes?  
\_\_\_\_\_
3. When will Andrew go to the library?  
\_\_\_\_\_
4. What does Rebekah need to get?  
\_\_\_\_\_

### 5 Listen again. Answer the questions. 6-03

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

#### Answer Key

Sample answers

1. She will make a garden with her cousin.
2. His clothes are too big.
3. He will go to the library after class.
4. She has to get eggs, milk, butter, and cereal.

## Teacher's Note

### Errands

Introduce other common errands to students, such as *dropping clothes off at/picking up clothes from the drycleaners, mailing a letter/picking up a package at the post office, taking the dog/cat to the vet, picking someone up at the airport/train station, driving someone somewhere, etc.*

## Listen Up

6 Where do the speakers have to go? Listen and number. 6-04



4 library



3 farm



1 apartment



2 school

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

buy      fix      return      deliver      help  
look after      send      wash      drop off      meet

8 Listen again. Fill in the blanks. 6-04

1. Stan: I have to \_\_\_\_\_ her cats.

2. Lisa: We have to \_\_\_\_\_ my sister in front of the school.

3. Terry: I have to \_\_\_\_\_ him do a few things.

4. Amy: I have to \_\_\_\_\_ some books.

## Wrap Up

9 Listen and answer the questions. 6-05

- Where are Tim and Nancy?
  - birthday party
  - supermarket
  - comic book store
- Which is NOT one of Nancy's errands?
  - return a comic book
  - buy food
  - deliver food
- Circle **true** or **false**.
  - Tomorrow is Nancy's aunt's birthday.      **true**      **false**
  - Nancy bought a present for her cousin.      **true**      **false**
  - Nancy will give her cousin a comic book.      **true**      **false**

69

## Listen Up

6 Where do the speakers have to go? Listen and number. 6-04

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

### Answer Key

From left to right

4, 3, 1, 2

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

- 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

fix, return, deliver, help, look after, wash, drop off, meet

8 Listen again. Fill in the blanks. 6-04

- Listen to the audio again.
- Ask students to write the correct word(s) in the blank.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- look after
- drop off
- help
- return

## Wrap Up

9 Listen and answer the questions. 6-05

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

## Extra Practice Running Errands

Practice talking about errands by asking a student what errand he or she needs to run. After the student answers, tell that student to ask another student.

Repeat. Tell students to use the phrases:

"What errand do you have/need to run?" → "I have/need to stop by/go to (place) to (errand)."

### Ex.

What errand do you have to run? → I have to stop by the post office to mail a letter.

What errand do you need to run? → I need to go to the pharmacy to pick up a prescription.

Aim: Talk about your plans and errands

## Vocabulary

### 1 Listen and repeat. 6-06

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

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

#### Answer Key

1. dry
2. repair
3. post
4. department
5. pet

## 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 places and errands.

### 4 Listen and fill in the blanks. 6-07

- 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

From left to right, top to bottom  
dry cleaner, repair shop, swimming pool, train station

## B WHERE ARE YOU GOING?

Speaking

Aim: Talk about your plans and errands

## Vocabulary

### 1 Listen and repeat. 6-06



### 2 Fill in the blanks with the words in the box.

post      repair      dry      pet      department

1. I drop off my father's suit at the \_\_\_\_\_ cleaner.
2. My uncle fixes his car at the \_\_\_\_\_ shop.
3. My mother sends a package at the \_\_\_\_\_ office.
4. I buy some socks at the \_\_\_\_\_ store.
5. I see the cats and dogs at the \_\_\_\_\_ store.

## Focus

### 3 Talk with a partner.



### 4 Listen and fill in the blanks. 6-07

#### Saturday's To-do List

- Drop off clothes at the \_\_\_\_\_.
- Pick up my sister from the \_\_\_\_\_.
- Take my bike to the \_\_\_\_\_.
- Meet my aunt at the \_\_\_\_\_.

**NOTE**  
A to-do list is a list of errands that someone needs to do.

## Extra Practice Running Errands Speed Game

Split the class up into two teams. Have each team stand in line at the front of the class so there are two lines. Make sure the students are facing forwards. Tell the students that you will say a place. The two students at the front of the line then have to quickly say an errand that is done at that place. The student that says an errand first gets a point for their team. Those two students then go to the back of the line. Repeat. If a student says a wrong errand, no point is awarded and the other student gets a chance to say an errand.

### Ex.

Teacher says: "department store"  
Student 1 says: "mail a letter" (wrong answer)  
Student 2 says: "buy socks" (correct answer and gets a point)  
Students 1 and 2 go to back of their respective lines and the next students come forward.  
Etc.

## Expressions

### Talking about where you're going

#### 6 Listen and repeat. 6-08

Where are you going?	I'm <i>going to</i> the train station. I'm <i>headed to</i> the train station. I'm <i>off to</i> the train station.
Why are you going there?	I <i>have to</i> meet my grandfather. I <i>must</i> meet my grandfather. I <i>need to</i> meet my grandfather.

## Speak Up

#### 6 Use the phrases from the box to make sentences. Talk with a partner.

at the square	buy a present	meet my cousin	at the train station
return my shoes	look after the animals	at the university	at the hotel

## Wrap Up

#### 7 Look at the map. Write some errands on the To-do List and ask a partner where you can do them.



## Wrap Up

#### 7 Look at the map. Write some errands on the To-do List and ask a partner where you can do them.

- Tell students to find a partner.
- Ask students to look at the map.
- Ask students to write some errands on the To-do List.
- Ask students to practice asking and answering where the errands can be done.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Teacher's Note

### Grouping Errands

Tell students to use the patterns in activities 5 and 6 and the sentences they made in activity 7 to group their errands together with transition words, such as *first*, *next*, *then*, and *finally*.

#### Ex.

First, I have to buy a present for my sister at the department store.  
Then, I must go to the post office to send a letter.  
Next, I'm off to the repair shop to fix my bike.  
Etc.

## Expressions

### Talking about where you're going

#### 5 Listen and repeat. 6-08

- 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 is being highlighted.

## Speak Up

#### 6 Use the phrases from the box to make sentences. Talk with a partner.

- Tell students to find a partner.
- Ask students to use the patterns in activity 5 and the words in the box to make sentences.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

## Extra Practice Things to Do

Tell students to look at the map in activity 7. List the different buildings on the board. Then take turns going around and asking students what they can do at each location. Write the answers on the board. See how many different answers you can get.

#### Ex.

department store	supermarket	dry cleaner
- buy clothes - buy pants - eat at a restaurant	- buy food - buy fruit - buy cleaning supplies	- drop off clothes - pick up clothes - pay the bill

Aim: Understand directions

## Vocabulary

### 1 Listen and repeat. 6-09

- 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 Look at the map and fill in the blanks.

- Ask students to look at the map.
- Ask students to read the sentence prompts.
- Ask students to write the correct vocabulary words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

1. Go straight
2. turn right
3. between
4. across from

## Pre-reading

### 3 Look at the map and fill in the blanks with your own locations. Talk with a partner. Give directions to locations on the map.

- Ask students to look at the map.
- Tell students to fill in the blanks with different locations.
- Tell students to find a partner.
- Tell students to practice giving directions to each other.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

#### Teacher's Note

##### Direction Words

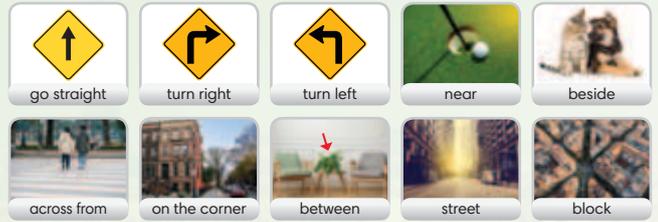
Introduce other direction words and phrases, such as *take a left/right, make a U-turn, cross the street/intersection/crosswalk, next to, behind, in front of, road, sidewalk, traffic light, stop sign, around the corner from*, etc.

## C HOW DO I GET THERE?

Reading  
Aim: Understand directions

### Vocabulary

#### 1 Listen and repeat. 6-09



#### 2 Look at the map and fill in the blanks.



1. Dave: Where's the bank?  
Susan: \_\_\_\_\_ and turn left.
2. Dave: Where's the library?  
Susan: Go straight and \_\_\_\_\_.
3. Dave: Where's the department store?  
Susan: It's \_\_\_\_\_ the school and the supermarket.
4. Dave: Where's the dry cleaner?  
Susan: It's \_\_\_\_\_ the school.

### Pre-reading

#### 3 Look at the map and fill in the blanks with your own locations. Talk with a partner. Give directions to locations on the map.



72

### Extra Practice Giving Directions

Have students practice giving directions from their school to their homes. If you have a computer with internet, use a map application to help students and to see if students' directions are correct. Tell students to use the direction words from the lesson and the phrase: "How do I get to your house?"

#### Ex.

How do I get to your house? → First, cross the street and turn left. Walk straight for three blocks and turn right. Then, go straight for one more block. My house is on the corner, next to the yellow house.

4 Read the app. 6-10

**NOTE**  
Use known facts to talk about what makes something famous. For example, Egypt is known for pyramids.

**Paris, FRANCE**

Paris is a beautiful city. It is known for its buildings, culture, and food. The Eiffel Tower is a famous landmark. Be sure to see the view from the top. Then, experience the art at the Louvre. Also, don't forget to eat at some delicious restaurants. You can find tasty food all over town. Just open the app and start traveling wise!

**The Eiffel Tower**  
This is a famous tower. Take the elevator to the top to see all of Paris. You can stop at the second floor and eat at the restaurant. It has a great view of the city.

To get to the Eiffel Tower, go straight one block and turn right. It will be on the left. You can't miss it!

**The Louvre**  
The Louvre is a large art museum. It is home to the Mona Lisa and Venus de Milo.

Go straight two blocks and turn left. It's on the right. The entrance is in a glass pyramid.

**E P I C U R E**  
This five-star restaurant offers everything you want from French cuisine. Be sure to leave room for dessert!

Go straight and turn left. Then, go straight one more block and turn left again. It's between a bookstore and a gallery.

**Wrap Up**

5 Circle the best answer.

1. The Louvre is a museum for art / history / science.
2. The restaurant at the Eiffel Tower is on the first / second / top floor.
3. Epicure is between / next to / around a bookstore and a gallery.
4. Epicure is a French / English / German restaurant.

6 Talk with a partner.

1. What do you know about Paris, France?
2. Does your area have something like the Eiffel Tower?
3. How do you get to your favorite restaurant?

73

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 discussion with the class.
- Ask follow-up questions.

**Extra Practice** Places in Your Town

Tell students to work with a partner. Then tell them to choose three famous places in their city or town. Have them write one or two sentences about why each place is famous. Then tell them to describe where each place is located. Tell students to use the patterns and vocabulary from the lesson.

**Ex.**

*Lotte World:*

This is a famous amusement park. It is a fun place to visit on the weekend. Lotte World is located at Jamsil Station. Go out of the station and you can see it.

*Banpo Han River Park:*

This is a famous park on the Han River. Banpo Bridge is also there. You can ride a bike or play with your friends at the park. It is located in the middle of Seoul next to Banpo Bridge.

*Myeong Dong:*

This is a famous place to go shopping. There are lots of good restaurants, too. Myeong Dong is located at Myeong Dong Station near City Hall.

4 Read the app. 6-10

- 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**

5 Circle the best answer.

- Ask students to read the sentences.
- Ask students to circle the best answer.
- Ask students to complete the activity.
- Check students' answers.

**Answer Key**

1. art
2. second
3. between
4. French

# Lesson D AROUND TOWN

Aim: Give written directions

## Vocabulary

### 1 Listen and number. 6-11

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

#### Answer Key

From left to right, top to bottom

- |                |                   |              |                |
|----------------|-------------------|--------------|----------------|
| 4. factory     | 7. tunnel         | 2. bridge    | 5. clock tower |
| 1. statue      | 10. traffic light | 8. crosswalk | 3. building    |
| 6. parking lot | 9. streetlight    |              |                |

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

### 2 Listen and write the vocabulary word. 6-12

- 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. statue
2. crosswalk
3. factory
4. tunnel
5. parking lot
6. bridge

## Focus

### 3 Look at the map. Match the question to the answer.

- Ask students to look at the map.
- Ask students to read the questions and the answers.
- Ask students to match the question with the correct answer.
- Ask students to complete the activity.
- Check students' answers.

#### Answer Key

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

# D AROUND TOWN

Writing  
Aim: Give written directions

## Vocabulary

### 1 Listen and number. 6-11



### 2 Listen and write the vocabulary word. 6-12

- |                            |                          |
|----------------------------|--------------------------|
| 1. It's next to the _____. | 2. Go beyond the _____.  |
| 3. It's near the _____.    | 4. Go through the _____. |
| 5. It's beside the _____.  | 6. Go over the _____.    |

## Focus

### 3 Look at the map. Match the question to the answer.

- |                                     |   |  |
|-------------------------------------|---|--|
| 1. How do I get to the bank?        | • | a. Go straight two blocks and turn right. Go past the park. It's straight in front of you.         |
| 2. How do I get to the supermarket? | • | b. Go straight one block. Turn left when you see the park on your right. Then go straight.         |
| 3. How do I get to the bridge?      | • | c. Go straight two blocks and turn left. It's across from the factory.                             |
| 4. How do I get to the museum?      | • | d. Go straight one block. Turn right when you see the park. It's on your right, before the tunnel. |



## Extra Practice More Directions

Using the map in activity 3, choose a different starting point and ending point. Then ask a student for directions to get to the ending point. Tell the student to use the phrases and vocabulary from the lesson. After the student gives directions, have that student choose another student to ask for directions. Repeat. Start with the phrase:

"How can I get to \_\_\_\_\_ from \_\_\_\_\_?"

#### Ex.

How can I get to the museum from the factory? →  
Go straight one block. Then turn left and go straight until you see the park on your left. Go straight for one more block, and turn right. The museum is on your right.

## Grammar

### 4 Look at the table. Then listen and fill in the blanks. 6-13

How do I get to *the store*?

Go **over** the bridge.  
Go **under** the bridge.  
Go **through** the tunnel.  
Go **around** the square.  
Go **up** the hill.  
Go **down** the street.

- Go \_\_\_\_\_ the block.
- Go \_\_\_\_\_ the street.
- Go \_\_\_\_\_ the hill.
- Go \_\_\_\_\_ the traffic lights.
- Go \_\_\_\_\_ the square.
- There's a taxi \_\_\_\_\_ the streetlight.

### 5 Listen and circle the correct sentence. 6-14

- a. Go over the bridge.

b. Go under the bridge.
- a. Go around the square.

b. Go through the square.
- a. Go up the hill.

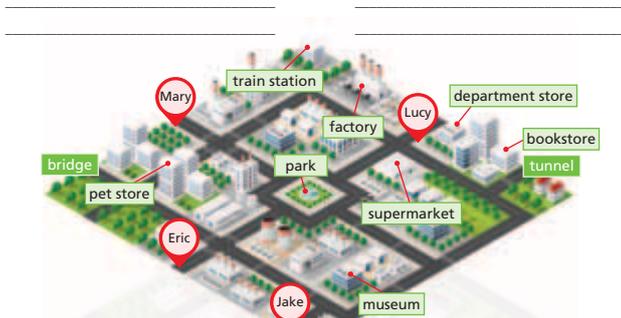
b. Go around the hill.
- a. Go down the street.

b. Go under the street.

## Wrap Up

### 6 Look at the map. Help each person reach their destination.

- Eric: How do I get to the bookstore?
- Mary: How do I get to the museum?



- Jake: How do I get to the supermarket?
- Lucy: How do I get to the bridge?

75

### 5 Listen and circle the correct sentence. 6-14

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

### Answer Key

- a
- b
- b
- a

## Wrap Up

### 6 Look at the map. Help each person reach their destination.

- Ask students to look at the map.
- Ask students to read the questions.
- Ask students to write directions for each person in the book or on a separate sheet of paper.
- Tell students to use the patterns and vocabulary from the unit.
- Check students' directions to make sure they're writing properly.
- Ask some students to present their directions to the class.
- Give feedback.

### Teacher's Note

#### Prepositions: American English and British English

Explain to students that some prepositions are used differently in American and British English. Some common differences include:

American English	British English
enroll in a course	enroll on a course
different from/than	different from/to
fill out a form	fill in a form
on/during/over the weekend	at the weekend

## Grammar

### 4 Look at the table. Then listen and fill in the blanks. 6-13

- Read the contents of the table.
- OR
- Ask students to read the table.
- Ask students if they know what is being highlighted.
- Listen to the audio.
- Ask students to write the correct answer in the blank.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

- up
- down
- over
- through
- around
- under

Aim: Make detailed instructions

## 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.

Video 6

- 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, 3, 2

3 Watch again. Put a check mark (✓) on the errands they talk about.

Video 6

- Play the video again.
- Ask students to put a check mark on the errands that are talked about.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

### Answer Key

feed the cat,  
sweep the floor

4 Watch again. Circle the words you hear.

Video 6

- 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. feed the cat  
2. make the bed  
3. send  
4. sweep the floor

## 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 a check mark (✓) on the errands they talk about.

read the book      feed the cat      make dinner  
 sweep the floor      wash the car

4 Watch again. Circle the words you hear.



1. Collector, please feed the cat / feed the dog.  
3. I should return / send you to the junkyard.



2. Just make dinner / make the bed, please.  
4. Can you pick up the floor / sweep the floor?

5 Circle the correct answers.

1. Collector \_\_\_\_\_ the cat.     a. feeds     b. reads     c. picks up  
2. Mario puts together \_\_\_\_\_.     a. a bed     b. an oven     c. a robot  
3. Collector \_\_\_\_\_ the bed.     a. makes     b. picks up     c. bakes  
4. Collector \_\_\_\_\_ the floor.     a. sleeps on     b. sweeps     c. washes

76

5 Circle the correct answers.

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

### Answer Key

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

## Teacher's Note

### Chores and Errands

There is a difference between chores and errands. Make sure students understand that chores are typically routine tasks done around the house like *washing dishes* and *doing homework*. Errands are typically things done outside the house at different places, like *going grocery shopping*, *picking up clothes from the drycleaners*, etc.

## Pronunciation

### 6 Listen and repeat. 6-15

/e/	/æ/	/I/
left	map	tunnel
restaurant	statue	up
head	France	under

### 7 Listen and put a check mark (✓) on the sound. 6-16

	/e/	/æ/	/I/
1. pants			
2. cut			
3. yellow			
4. nap			
5. apple			
6. bed			
7. dresser			
8. summer			

## 21<sup>st</sup> Century Skills

### Make Detailed Instructions

Critical Thinking Communication

### 8 Give a classmate directions to an object in your classroom. Do not directly say what you want them to get.

Object to find	
Directions	1.
	2.
	3.
	4.
	5.

### 9 Talk with a partner. Exchange directions and try to locate the items. Did you find the right item? Present the items and directions to your class.

77

## 21<sup>st</sup> Century Skills

### 8 Give a classmate directions to an object in your classroom. Do not directly say what you want them to get.

- Ask students to think of an item in the class.
- Ask students to write directions to that item from where they are in the class in the book or on a separate sheet of paper.
- Check students' directions to make sure they're writing properly.
- Give feedback.

### 9 Talk with a partner. Exchange directions and try to locate the items. Did you find the right item? Present the items and directions to your class.

- Tell students to find a partner.
- Tell students not to tell their partner what the item is.
- Ask students to use their partners' directions to find the item.
- Ask some students to present their directions and items to the class.
- Give feedback.

### Extra Practice Where's the Item

Take some of the directions that students wrote in activity 8. Then read some to the class. If students hear the directions they wrote, tell them not to call out what the item is. Continue reading the directions. Tell students to follow the directions mentally, not physically. When the directions are over, ask students what the item is. Bring the first student who guesses correctly to the front of the class. Let that student read a new set of directions for the students to follow and guess what the item is.

## Pronunciation

### 6 Listen and repeat. 6-15

- 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.

### 7 Listen and put a check mark (✓) on the sound. 6-16

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

### Answer Key

1. /æ/
2. /I/
3. /ε/
4. /æ/
5. /æ/
6. /ε/
7. /ε/
8. /I/

# GRAMMAR REVIEW

## UNIT 1

### personal pronouns

We use pronouns to take the place of other nouns. Personal pronouns are used to talk about specific nouns, such as the names of people, places, or things.

Personal Pronouns	Definition	Example
<b>I</b>	first person singular	<b>I</b> am Sam.
<b>He</b>	singular male	<b>He</b> is Sam.
<b>She</b>	singular female	<b>She</b> is Samantha.
<b>It</b>	third-person thing / genderless non-human animals	<b>It</b> is a chair.
<b>You</b>	second-person singular and plural	<b>You</b> are Sam.
<b>We</b>	first-person plural	<b>We</b> are a group.
<b>They</b>	third-person plural	<b>They</b> are a group.

### be verbs (affirmative)

We use the verb *be* to show what something or someone is doing. You can use *be* verbs to make an affirmative statement.

Personal Pronouns	Definition	Example
<b>I</b>	<b>am</b>	<b>I am</b> a teacher.
He/She/It	<b>is</b>	He <b>is</b> a teacher.
You/We/They	<b>are</b>	We <b>are</b> teachers.

## UNIT 2

### be verbs (negative and questions)

We can use the *be* verb with *not* to make negative statements and questions.

Personal Pronouns	be verb	Question	Negative
<b>I</b>	am	Are you a teacher?	I am not a teacher.
He/She/It	is	Is he a teacher?	He is not a teacher.
You/We/They	are	Are you teachers?	We are not teachers.

### demonstrative adjectives

Demonstrative adjectives can be used to modify a noun so that we know which specific person, place, or thing is mentioned.

Demonstrative adjectives	Type	Example
<b>This</b>	singular	<b>This</b> pie is yummy.
<b>That</b>	singular	<b>That</b> horse is big.
<b>These</b>	plural	<b>These</b> pies are yummy.
<b>Those</b>	plural	<b>Those</b> horses are big.

## UNIT 3

### a and an

We use the indefinite article *a* and *an* when we are talking about an unspecified thing or quantity.

a and an	
Use <i>a</i> for nouns that start with a consonant.	Use <i>an</i> for nouns that sound like that start with a vowel.
<i>a pencil</i> <i>a ruler</i>	<i>an eraser</i> <i>an hour</i>

### need and don't / doesn't need

We use the verbs *need* and *don't / doesn't need* to show that something is necessary / unnecessary.

Positive	Negative
<i>I / You need</i> a notebook for math class.	<i>I / You don't need</i> a notebook for P. E. class.
<i>He / She needs</i> a notebook for math class.	<i>He / She doesn't need</i> a notebook for P. E. class.
<i>We / They need</i> a notebook for math class.	<i>We / They don't need</i> a notebook for P. E. class.

### what time and when questions

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

Questions	Usage
What time should we meet?	We should meet at 2 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
<b>at</b>	precise time	I will meet you <b>at</b> 5:30 pm.
<b>in</b>	months and years	I will meet you <b>in</b> January.
<b>on</b>	days and dates	I will meet you <b>on</b> Tuesday.

## UNIT 4

### basic prepositions of place

Prepositions show the relationship between subjects and objects. We use prepositions of place to show where something is.

Preposition	Example
<b>on</b>	The key is <b>on</b> the desk.
<b>above</b>	The television is <b>above</b> the fireplace.
<b>over</b>	The airplane is <b>over</b> the tree.
<b>at</b>	The man is <b>at</b> the bus stop.
<b>in</b>	The woman is <b>in</b> the car.
<b>beside</b>	The chair is <b>beside</b> the desk.

### there is / are

Use prepositions with *there is* and *there are*.

Use the phrase *there is* and *there are* to show the location of objects in a room. Be careful to keep subject-verb agreement.

Example
<i>There is</i> a key on the desk.
<i>There is</i> a television above the fireplace.
<i>There is</i> a fan over the table.
<i>There are</i> five books on the desk.
<i>There are</i> two lamps on the table.
<i>There are</i> chairs beside the table.

## UNIT 5

### adverbs of frequency: *always, usually, sometimes, never*

Use adverbs of frequency like *always, usually, sometimes, never* to show how often you do something.

Adverbs of Frequency	Adverbs Level	Example
<b>always</b>	high ↑ ↓ low	I <b>always</b> brush my teeth.
<b>usually</b>		I <b>usually</b> go to sleep at 9 p.m.
<b>sometimes</b>		I <b>sometimes</b> eat cake.
<b>never</b>		I <b>never</b> yell at my dog.

### play vs do

Use *do* and *play* to ask and answer questions about people's hobbies. Use *play* to answer questions about favorite activities. You can also use *go* + activity to talk about your hobbies.

<i>do</i>	<i>play</i>	<i>go</i>
What <b>do</b> you/they <b>do</b> ?	I/They <b>play</b> soccer.	I <b>go</b> hiking.
What <b>does</b> he/she <b>do</b> ?	He/She <b>plays</b> soccer.	I <b>go</b> surfing.

### present simple

The present simple tense is used when talking about things that usually happen.

Simple present tense also has other uses.

Usage	Example
habit	I <b>sing</b> in the shower.
unchanging situation	I <b>work</b> in Shanghai.
general truth	South Korea <b>has</b> a president.
to give directions	<b>Walk</b> straight for two hundred meters, then turn left.
to express fixed arrangements	Your appointment <b>starts</b> at 9 a.m.

## UNIT 6

### need to and have got to

Use the phrases *need to* and *have got to* when you want to talk about things you must do. These verbs are called modals of necessity.

<i>need to</i>	<i>have got to</i>
What do you <i>need to</i> do before the appointment?	What <i>have you got to</i> do today?
I <i>need to</i> buy balloons and a cake.	I <i>have got to</i> get my schedule organized.
She <i>needs to</i> clean the house before the guests arrive.	He <i>has got to</i> stop chewing his nails.

### prepositions of place and movement

Prepositions can be used to describe where something is. They can also be used to talk about direction and distance. Prepositions of place give a sense of place or location.

Prepositions of place	Example
<b>over</b>	Go <b>over</b> the bridge.
<b>under</b>	Go <b>under</b> the bridge.
<b>through</b>	Go <b>through</b> the tunnel.
<b>around</b>	Go <b>around</b> the building.
<b>up</b>	Go <b>up</b> the hill.
<b>down</b>	Go <b>down</b> the road.

# WORD LIST

## MODULE 1

### UNIT 1

#### Lesson A

all right  
bad  
call  
good  
hello  
OK  
people

#### Lesson B

Brazil – Brazilian  
Canada – Canadian  
Chile – Chilean  
Colombia – Colombian  
Costa Rica – Costa Rican  
Egypt – Egyptian  
Japan – Japanese  
Korea – Korean  
Mexico – Mexican  
Peru – Peruvian  
Spain – Spanish  
Thailand – Thai  
the United States – American

#### Lesson C

aunt  
brother  
cousin  
father  
grandfather  
grandmother  
mother  
sister  
uncle

#### Lesson D

chatty  
cheerful  
friendly  
funny  
kind  
lazy  
quiet  
smart

### UNIT 2

#### Lesson A

class  
classmate  
grade  
homework  
principal  
student  
study  
teacher

#### Lesson B

artist  
chef  
doctor  
farmer  
pilot  
police officer  
singer  
soccer player

#### Lesson C

address  
age  
birthday  
email  
eye  
hair  
name  
phone number

#### Lesson D

big  
funny  
kind  
old  
short  
shy  
small  
smart  
tall  
young

## MODULE 2

### UNIT 3

#### Lesson A

backpack  
eraser  
folder  
notebook  
paper  
pen  
pencil  
pencil case  
ruler  
scissors

#### Lesson B

board  
bookcase  
chair  
clock  
computer  
desk  
dictionary  
map  
pencil sharpener  
wastebasket

#### Lesson C

art  
English  
geography  
history  
language arts  
mathematics (math)  
music  
physical education (P.E. / phys. ed)  
science  
social studies

#### Lesson D

band  
dance  
festival  
field trip (school trip)  
graduation ceremony  
open house  
sports day  
talent show

#### Lesson E

book  
chess  
music  
robot

### UNIT 4

#### Lesson A

bathroom  
bathtub  
bedside table  
bedroom  
bookshelf  
couch  
dining room  
dresser  
flower  
kitchen  
living room  
nightstand  
refrigerator  
table  
vase

#### Lesson B

armchair  
bed  
closet  
clothes  
lamp  
mirror  
shower  
sink  
stove  
toilet

#### Lesson C

apartment  
boat  
city  
countryside (country)  
farm  
ice  
inside  
outside

#### Lesson D

door  
garden  
roof  
stairs  
television (TV)  
wall  
window  
yard

## MODULE 3

### UNIT 5

#### Lesson A

buy toys  
collect  
draw  
exercise  
play soccer  
sing  
swim  
watch a movie

#### Lesson B

a newspaper  
basketball  
books  
cartoons  
comics  
guitar  
piano  
table tennis  
video games  
videos

#### Lesson C

chat  
dance  
go shopping  
listen to music  
paint  
rollerblade  
run  
skateboard

#### Lesson D

go hiking  
play baseball  
play tennis  
snowboard  
surf  
take a photo

the ocean  
the park

#### Lesson E

busy  
fun  
passport  
sad

### UNIT 6

#### Lesson A

buy  
deliver  
drop off  
fix  
help  
look after  
meet  
return  
send  
wash

#### Lesson B

department store  
dry cleaner  
hotel  
pet store  
post office  
repair shop  
square  
swimming pool  
train station  
university

#### Lesson C

across from  
beside  
between  
block  
go straight  
near  
on the corner  
street  
turn left  
turn right

#### Lesson D

bridge  
building  
clock tower  
crosswalk  
factory  
parking lot  
statue  
streetlight  
traffic light  
tunnel