

TEACHER'S GUIDE WITH ANSWER KEY

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COMPONENTS



Student Book



Free downloadable worksheets

Free downloadable tests

Teacher's Guide and Answer Key

• Word lists and more supplementary materials are available on the homepage.

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" Visit our homepage for additional information: www.compasspub.com/IRWBuilding

TEACHER DEVELOPMENT

Pedagogical Notes for Reference and Teacher's Development

Four-strand theory

- Intensive listening + Listening fluency development
- Input → Output
- Linked skills: Reading → Listening → Writing → Speaking

Top-Down Listening Approach

• Predict, Contextualize, Listen, and Review

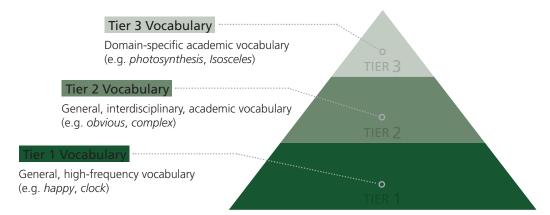
21st Century Skills

- The four Cs (Critical thinking, Communication, Collaboration, Creativity)
- Real-world passage formats
- Media literacy
- Visual literacy
- IT skills

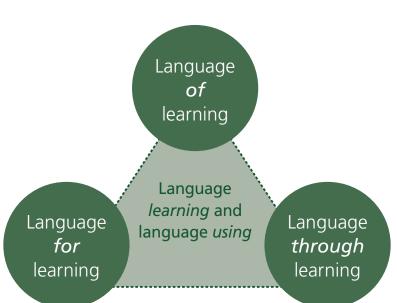
Contextual learning (as opposed to rote learning)

• Scaffolding, Preview, and Review

Vocabulary Tiers



Scale-Up Basic Listening and Speaking covers a range of different types of vocabulary. The new words in each unit can be classified into one of the three vocabulary tiers from the chart above. Oftentimes, the higher the vocabulary tier a word is in, the more attention must be given to the word based on its frequency and the cognitive ability and language of the learners. Be mindful of the school subject in each unit and which words you may need additional preparation for before instruction.



Language Through Learning Pedagogy

Language for learning

Social language needed for routine tasks in an English-language learning environment

- For understanding instructions
- For asking questions
- For working in groups
- For having discussions

Language of learning

New, key vocabulary and language related to the subject, theme, or topic

• Content-specific language, new words e.g. carnivore, herbivore, omnivore

Language through learning

New, unanticipated language that comes up in the process of learning

- Needs to be captured and recycled to become part of learner's lexicon
- Encourage students to ask about unknown words or language and things they are curious about

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TOPIC AREA	UNIT / PAGE			DETAILS	
		Title	Rosa Parks Lesson A 139WP	M Lesson B 135WPM	
	⊾ ≝VI 」	Торіс	A historical TV show discus	ses human rights activi	sts from the past.
The second second	AND A	Academic Objective	Be aware of the important fought for them.	ce of human rights and	understand how people have
	The AL	Listening Type	TV Show	Listening Skill	Listening for Information
i)	2015	Speaking Type	TV Show	Speaking Skill	Giving Facts and Information
AL			discrimination, freedom, b bravery, figure	oycott, guarantee, activ	vist, equal, countless, award,
SOCI		Fluency Listening Practice	Hearing Final s Sounds		
		Fluency Speaking Practice	Linked Sounds (Consonant + Vowel)		
	page 08	Integrate IT	QR Code Video		
1. 20		Title	Fishing Adventures Lesson	A 128WPM Lesson B 14	11WPM
H	∟ ≝UZ 」	Торіс	A fishing guide teaches pe them catch fish.	ople about tides and h	ow to use that information to help
	AN.	Academic Objective	Learn about ocean tides.		
2		Listening Type	Announcement	Listening Skill	Listening for Information
5		Speaking Type	Announcement	Speaking Skill	Giving Information
Ž	2	Vocabulary	tide, cycle, rise, fall, gravity	y, orbit, delta, spin, forc	e, opposite
OCEANOGRA		Fluency Listening Practice	Hearing Syllabic Stress in Two-Syllable Words		
		Fluency Speaking Practice	Different <i>th</i> Sounds		
	page 18	Integrate IT	AR Images		
		Title	Surf's Up Lesson A 141WPM	Lesson B 135WPM	
		Торіс	A surf instructor teaches people about safety in the water and about currents.		
	1000000000	Academic Objective	Understand ocean currents and what causes them.		
		Listening Type	Lesson	Listening Skill	Listening to How to Do Something
Ð	-	Speaking Type	Lesson	Speaking Skill	Giving a Lesson
A	R	Vocabulary	wave, surface, current, life	guard, impossible, surf,	identify, indicate, check, present
2		Fluency Listening Practice	Hearing Different y Sound	S	
	a mile	Fluency Speaking Practice	Linked Sounds (Vowel + Vo	owel)	
and the second se	page 28	Integrate IT	QR Code Video		
Anton		Title	Food Festivals Lesson A 15	4WPM Lesson B 118WPM	D
	∖∟ ≝∪4 」	Торіс	Two classmates are preparing for an upcoming food festival.		
	State and St	Academic Objective	Learn about food festivals		
the last the second		Listening Type	Conversation	Listening Skill	Listening for Details
		Speaking Type	Conversation	Speaking Skill	Giving Details
dmade 13		Vocabulary	dish, available, ingredient,	prepare, festival, barb	ecue, chef, stall, event, spice
uturation of the state of the s	- Julle A	Fluency Listening Practice	Hearing Different Uses of s	50	
	SAIL	Fluency Speaking Practice	Much and Many (Countab	le and Uncountable No	uns)
	page 38	Integrate IT	QR Code Video		

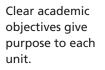
	UNIT / PAGE			DETAILS			
		Title	The Perfect Recipe Lesson	A 144WPM Lesson B 14	OWPM		
	נ≣05 _ב	Торіс	A TV chef shares his recipe	for a delicious, health	y, and perfect pizza dough.		
	AIQUEST A	Academic Objective	Understand units of measu	rement using real-life	examples.		
05		Listening Type	TV Show	Listening Skill	Listening to How to Do Something		
A A A A A A A A A A A A A A A A A A A		Speaking Type	TV Show	Speaking Skill	Giving Instructions		
Σ		Vocabulary	dough, honey, yeast, flour,	dissolve, towel, sugar,	well, mixture, knead		
2 NACL	The standard	Fluency Listening Practice	Hearing Reduction of and				
4. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1		Fluency Speaking Practice	Stressing Content Words in	Sentences			
	page 48	Integrate IT	QR Code Video				
		Title	Esports Club Lesson A 147V	WPM Lesson B 128WPM)		
		Торіс	Listen to an advertisement about an esports club.				
	A Carlo	Academic Objective	Learn about the benefits o	of playing video games	as esports.		
SL	6 1	Listening Type	Advertisement	Listening Skill	Listening for Information		
POR	T	Speaking Type	Conversation	Speaking Skill	Giving Information		
Ē		Vocabulary	social, benefit, concentrate	e, train, welcoming, sor	t, study, health, fan, player		
	VE	Fluency Listening Practice	Hearing Phrasal Verbs				
1		Fluency Speaking Practice	Final s Sounds				
page 58		Integrate IT	QR Code Video				
	「 ≣07 [¬]		Marvelous Maps Lesson A	138WPM Lesson B 146V	VPM		
		Торіс	Listen to a geography lesson at school.				
≥		Academic Objective	Understand how to use maps to get information about continents, oceans, and countries.				
ā.		Listening Type	Lesson	Listening Skill	Listening for Information		
	- TORE	Speaking Type	Lesson	Speaking Skill	Giving Facts and Information		
2	20-	5 5 5 5			economic, data, theme, category, organized, visual, feature, precipitation, symbol, population		
OGR	VIE	Vocabulary		tegory, organized, visu	al, feature, precipitation, symbol,		
GEOGR	J.L.	Vocabulary Fluency Listening Practice					
GEOGRI		Vocabulary Fluency Listening	population				
GEOGRI	page 68	Vocabulary Fluency Listening Practice Fluency Speaking	population Hearing Syllabic Stress in T				
GEOGRI		Vocabulary Fluency Listening Practice Fluency Speaking Practice	population Hearing Syllabic Stress in T Silent Syllables	hree-or-More Syllable			
GEOGRI	page 68	Vocabulary Fluency Listening Practice Fluency Speaking Practice Integrate IT	population Hearing Syllabic Stress in T Silent Syllables QR Code Video	hree-or-More Syllable	Words		
GEOGRI		Vocabulary Fluency Listening Practice Fluency Speaking Practice Integrate IT Title	population Hearing Syllabic Stress in T Silent Syllables QR Code Video Murals Lesson A 165WPM	hree-or-More Syllable V Lesson B 120WPM	Words		
GEOGRI		Vocabulary Fluency Listening Practice Fluency Speaking Practice Integrate IT Title Topic	population Hearing Syllabic Stress in T Silent Syllables QR Code Video Murals Lesson A 165WPM Listen to a presentation of	hree-or-More Syllable V Lesson B 120WPM	Words		
ART		Vocabulary Fluency Listening Practice Fluency Speaking Practice Integrate IT Title Topic Academic Objective	population Hearing Syllabic Stress in T Silent Syllables QR Code Video Murals Lesson A 165WPM Listen to a presentation of Understand meanings beh	hree-or-More Syllable V Lesson B 120WPM What murals are and v ind murals.	Words		
ART		Vocabulary Fluency Listening Practice Fluency Speaking Practice Integrate IT Title Topic Academic Objective Listening Type	population Hearing Syllabic Stress in T Silent Syllables QR Code Video Murals Lesson A 165WPM Listen to a presentation of Understand meanings beh Presentation Presentation	hree-or-More Syllable Lesson B 120WPM what murals are and w ind murals. Listening Skill Speaking Skill	Words vhat they represent. Listening for Information		
ART		Vocabulary Fluency Listening Practice Fluency Speaking Practice Integrate IT Title Topic Academic Objective Listening Type Speaking Type Vocabulary Fluency Listening Practice	population Hearing Syllabic Stress in T Silent Syllables QR Code Video Murals Lesson A 165WPM Listen to a presentation of Understand meanings beh Presentation Presentation	hree-or-More Syllable Lesson B 120WPM what murals are and w ind murals. Listening Skill Speaking Skill	Words what they represent. Listening for Information Giving Facts and Information		
ART	[808]	Vocabulary Fluency Listening Practice Fluency Speaking Practice Integrate IT Title Topic Academic Objective Listening Type Speaking Type Vocabulary Fluency Listening	population Hearing Syllabic Stress in T Silent Syllables QR Code Video Murals Lesson A 165WPM Listen to a presentation of Understand meanings beh Presentation Presentation paint, cave, ancestor, allow	hree-or-More Syllable V Lesson B 120WPM what murals are and v ind murals. Listening Skill Speaking Skill v, complete, abstract, a	Words what they represent. Listening for Information Giving Facts and Information		

HOW TO USE

UNIT STRUCTURE

Units are divided into two lessons so that students have more time to learn, practice, use, and demonstrate skills. Lesson A is input-based and focuses more on listening. Lesson B is output-based and focuses more on speaking.

UNIT INTRO PAGES



A clear overview summarizes what students will do throughout the unit.



A big, impactful image helps stimulate background knowledge about the topic.

Preview questions help students focus on the topic, environment, participants, and purpose of communication.

<text><text>

Students learn the context of the listening. Then, before listening, students review note-taking questions. While they listen, they take notes.

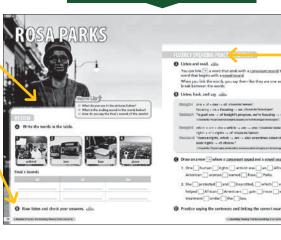
After listening, students are given multiple-choice comprehension questions, and they use the notes they took to help inform their answers.

Students then learn a second set of important vocabulary. They try to use the listening and the example sentences as context clues to infer the meaning of these words.

	4. What did Rose Parks help African Americana gain)	Interview Proc. (Constraints)	helps students naturally and gradually acquire
Students use their notes to answer detailed comprehension questions.	 Clother, was year Acties, and choose the best search. What is not an assemption of a sight that is particularly thread? What was the cost of any field have a search? What was that four is a field have and in the layerst term and term and the layerst term and term and the layerst term and t	O that the used with the scaling speeds in the table. O the used with the scaling speeds in the table. O the used with the scaling speeds in the scaling speed speeds in the scaling spee	these skills in the same way native speakers learn them.

Students start Lesson B by reviewing the fluency listening practice section from the previous unit.

> Students can check their competency by comparing their answers to the audio.



LESSON B PAGES

Students practice fluency in speaking, then are given an example and asked to use the lesson to ensure understanding.

1B

Repetition of these practices helps students to improve their fluency and pronunciation.

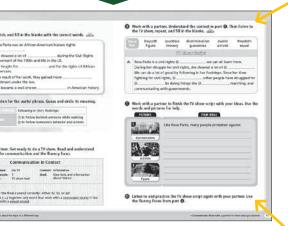
Engaging IT content teaches students modern communicative skills. Students complete a dictation activity. They also learn meaning-based, not rule-based, language that is frequently used by native speakers.

100

2.2

Students are provided with the context to review the listening and speaking skills.





Students either complete a dictation activity or work with a partner to create a new monolog or conversation.

Students take turns practicing what they have learned to improve fluency. APP

Scale-Up Listening and Speaking offers a free mobile app that is intended for use with the IT pages in the student book. This app can also be used to access the audio.

Use the different functions and features. Allow the students to enjoy viewing while thinking about the answers to the activities in the student book. Discuss the questions from the student book before viewing the IT content to enhance the educational experience.



View the multimedia content on the IT pages of the unit on a mobile device by downloading our free app. Search for "Integrate Viewer" in the App Store or the Google Play Store.



For units with AR images, simply open the app, select the AR viewer, and point your mobile device's camera at the target image.



To access the audio and the video on the IT pages, simply open the app, select the QR code scanner, and point your mobile device's camera at the target QR code. Audio and video are also accessible through our homepage.

GRADING RUBRIC

Area	Grading Area	Location in SB
Academic Objective	 The academic objective in each unit is based on actual learning standards and is related to the academic subject area. Students should complete each unit with a significant level of understanding of the academic concept in each unit and in English. In addition, comprehension questions may also frequently ask students questions related to the academic concepts and objectives in each unit. 	• Sections related to the academic objective are in the following places in every unit: the unit introduction page, the 2nd page of Lesson A, the 3rd page of Lesson A, and the last page of the unit.
Language Learning	 The language learning objectives in each unit are based on content-specific language determined by the topic of each unit. In lesson A, the activities are intended to help students become familiar with the meaning of new words. 	• Sections related to language learning are in the following places in every unit: the 1st page of Lesson A, the listening passage, the Integrate IT section, and dictation activity in the last page of the unit
Listening & Speaking Fluency Development	 The fluency listening practice section and fluency speaking practice section in each unit are strategically chosen and placed within each unit. In lesson A, the fluency listening practice activity helps students develop listening skills to use while listening anything in general. In lesson B, the fluency speaking practice activity helps students develop speaking skills to use in an authentic way. Reading and writing skills are combined and used in the writing plan in each unit so that students can transfer the cognitive skills they have developed and use them to independently complete a summarizing task. 	• Fluency speaking and listening practices are in the following places in every unit: the 4th page of Lesson A, the 2nd page of Lesson B, and Part A of the last activity of the unit.
IT Skills & Literacy	 IT skills and dictation are increasingly important for teaching modern students. The level of emphasis a teacher wants to place on this area of assessment depends on the access to IT in the classroom, the ability of the students to use it, and the teacher's preference. Use the Integrate app, Class Booster, the premium CD, and others either with mobile devices or desktop computers at your own discretion. 	• IT skills and dictation are in the following places in every unit: the 3rd page of Lesson B.

GRADING RUBRIC

Area	Below Standard	Approaching Standard	At Standard
Academic Objective	 Student often struggles to understand both the academic concepts and the target English. Student still needs to ask questions about the concepts and language to understand. Student often struggles to answer comprehension questions. Student's listening is improving slowly and sporadically. 	 Student often struggles to understand either the academic concepts or the target English. Student needs to ask questions about concepts or language to understand. Student sometimes struggles to answer comprehension questions. Student's listening is improving moderately. 	 Student often understands both the academic concepts and the target English. Student asks questions about concepts or language to clarify understanding. Student rarely struggles to answer comprehension questions. Student's listening is improving steadily.
Language Learning	Student often struggles with and needs help to understand: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.	Student sometimes struggles with and needs help to understand: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.	Student doesn't usually struggle with understanding: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.
Listening & Speaking Fluency Development	 Student often struggles to understand the fluency practice exercises. Student often needs to look at the table above to answer the practices. 	 Student sometimes struggles to understand the fluency practice exercises. Student sometimes needs to look at the table above to an- swer the practices. Student's listening and speaking are improving moderately. 	 Student rarely struggles to understand the fluency practice exercises. Student rarely needs to look at the table above to answer the practices. Student's listening and speaking are improving steadily.
IT Skills & Dictation	 Student often struggles to connect the passage format to the context of the listening and needs to ask questions about formats to understand context. Student doesn't understand that IT is used to access additional information. 	 Student sometimes struggles to understand the listening format or the context and needs to ask questions to understand. Student sometimes understands that IT is used to access additional information. 	 Student understands the passage format and the context of the listening and asks clarification questions . Student understands that IT is used to access additional information.

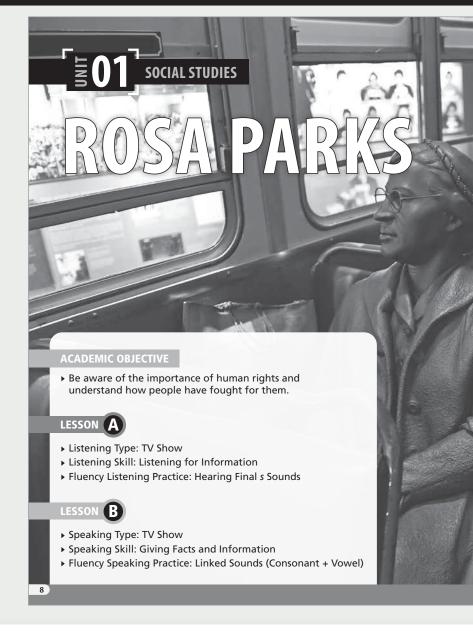
SOLUTION ROSA PARKS

UNIT SUMMARY

Unit 1: Social Studies

Academic Objective: Be aware of the importance of human rights, and understand how people have fought for them.

UNIT INTRODUCTION



Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A

UNIT SUMMARY

Language Learning Objectives

New Words: discrimination, freedom, boycott, guarantee, activist, equal

Bonus Words: countless, award, bravery, figure

Listening Type: TV Show

Speaking Type: TV Show

- **1.** What do you see in the picture?
- **2.** Why do we make statues of certain people?
- 3. Why do you think there is a statue on the bus?

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

1. What do you see in the picture?

Sample answer: I see a statue on a bus.

- 2. Why do we make statues of certain people? Sample answer: We make statues to remember a certain person.
- 3. Why do you think there is a statue on the bus? Sample answer: Maybe this person did something important on the bus.

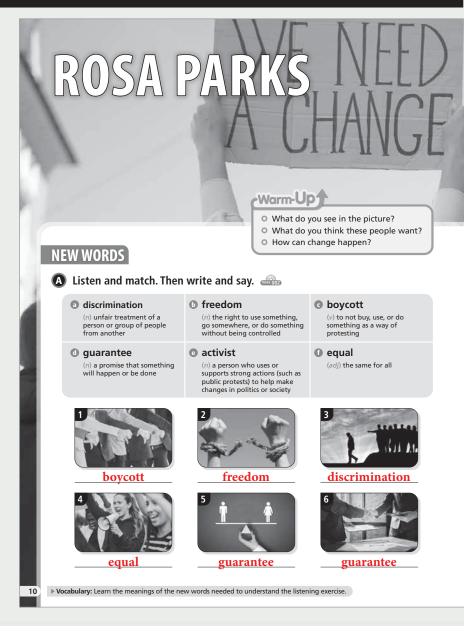


Low-Level Students: After

completing the new words activity on page 10, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 10, check the answers by giving students 1-2 minutes to memorize the new words on page 10, and then ask them to close the book and recall each word from memory.

LESSON A INTRO & NEW WORDS



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what it means for everyone to be equal. Focus the attention of the students on these rights and ask them the warm-up questions:

1. What do you see in the picture?

Sample answer: *I see a person holding up a sign.* For the second question, ask students to make an inference or guess.

2. What do you think these people want?

Sample answer: They want to change something.

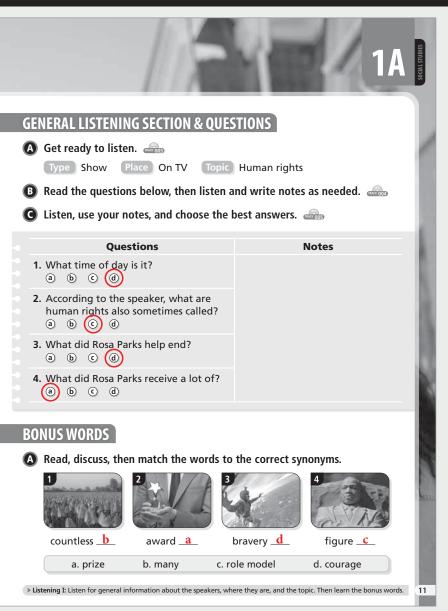
3. How can change happen?

Sample answer: Change can happen when people work together.

Explain to the students that they will learn about civil rights and civil rights activists. Tell them that they will learn about a hero whose story gives people around the world hope. Explain that students will learn new words related to civil rights and the people who are helping make the world a better place.

Play audio **track 02** and ask students to say and write each word as they hear them.

GENERAL LISTENING, COMPREHENSION, & BONUS WORDS



TEACHING TIPS

Level Tipダ

Low-Level Students: Read the questions together as a class and talk about what answer they should be listening for. Tell them how to write notes when listening. Play the audio twice if necessary. Talk about the notes before answering the questions.

High-Level Students: Have them do the exercise by themselves and call on an individual student to check the answers.

Review the title of the listening: Rosa Parks. Ask the students who they think she is. Explain she was a civil rights activist fighting for unfair discrimination.

Part A of the general listening section is to give students the context of the listening. Play audio **track 03**.

Read the questions together and tell students to listen carefully while taking notes. Explain to the students how to take notes while listening. Notes should be short, and sometimes you can use symbols.

Listen to the audio together. Play audio track 04.

Then have them listen to the questions while using their notes to answer the general questions. Play audio **track 05**.

Review the correct answers with the students.

Teach students the bonus words that were heard in the audio. Have them match the pictures with the synonyms.

Level Tip **DETAILED LISTENING SECTION & QUESTIONS** Low-Level Students: After 🚯 Read the questions below, then listen again and write short notes. 🖾 listening to the audio, talk about the listening again in detail. Questions Notes High-Level Students: Ask the 1. What is not an example of a right that is protected by laws? students to make connections between the contents of the 2. When are activists most likely to do passage and civil rights activists things like boycott or march? in their country. Ask them what they feel needs to change in their 3. When was the Civil Rights country. Ask them what they can do Movement in the US? to help. 4. What did Rosa Parks help African Americans gain? B Listen, use your notes, and choose the best answers. 1. What is not an example of a right that is protected by laws? **(b)** © (a) 2. When are activists most likely to do things like boycott or march? a **(b) (©)** 3. When was the Civil Rights Movement in the US? Ь **(©)** (a) 4. What did Rosa Parks help African Americans gain? (a) **(b)** ¢ (d) 12 • Listening II: Listen again for specific information and take notes to help you answer the questions.

DETAILED LISTENING & COMPREHENSION

Read the questions together and explain the words students do not understand.

Listen to the audio again and listen to the detailed parts of the listening. Play audio **track 06**. Tell the students to take notes regarding the questions. If necessary, talk about the notes that some of the students have taken before answering the questions.

Have the students listen to the questions and answer. Play audio **track 07**. Review the correct answers with the students.

FLUENCY LISTENING PRACTICE

FLUENCY LISTENING PRACTICE SECTION

A Listen and understand.

Hearing Final s Sounds

The letter *s* at the end of plural nouns, verbs in third person, and as a part of the possessive case can have three distinct sounds. The sound is determined by the ending sound of the base word.

	/z/	
p: cups → cups	b: crabs → crabz	s: buses → busiz
k : books \rightarrow books	d : wor <u>d</u> s \rightarrow wor <u>d</u> z	ra <u>ce</u> s → ra <u>c</u> iz
f: $cli\underline{ff}s \rightarrow cli\underline{ff}s$	g: bags → bagz	ki <u>ss</u> es → ki <u>ss</u> iz
laughs → laughs	I: walls \rightarrow wallz	x: fixes → fixiz
$graphs \rightarrow graphs$	m: plu <u>m</u> s → plu <u>m</u> z	z: prizes → priziz
(the letters gh and ph make	n: ru <u>n</u> s → ru <u>n</u> z	ch: sandwiches →
the /f/ sound)	ng: kings → kingz	sandwhi <u>ch</u> iz
t: hats → hats	r: wears → wearz	sh: wishes → wishiz
th: mon <u>th</u> s \rightarrow mon <u>th</u> s	v: gloves → glovz	ge: changes → changiz
(unvoiced th)	the: breathes \rightarrow breathz (voiced th)	
	w: $elbows \rightarrow elbowz$	
	y: $Ways \rightarrow Wayz$ (words ending with <i>w</i> or <i>y</i> are often pronounced with a	
	vowel sound)	
	VOWEL SOUNDS:	
	$S\underline{ee}S \rightarrow S\underline{ee}Z$	

B Write the words with the *s* ending sounds in the table.

/s/ rights	/z/ citizens	/1z/ places
	CITIZCIIS	places
boycotts	laws	
	opinions	
	things	
	awards	

Listening Fluency: Listen, read, and use the listening practice to develop fluency.

Fluency listening practice section is a section to practice listening to authentic English language to apprehend in real-life situation. First, listen to the audio before talking about the table. Play audio **track 08**.

Tell the students to do part B on their own by looking at the table.

Play the audio track 09 to review the correct answers with the students.

TEACHING TIPS

Low-Level Students: Read the given words together and have students practice the pronunciation.

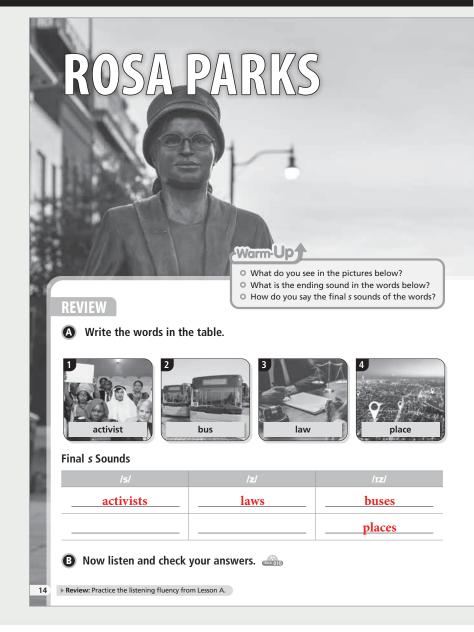
High-Level Students: Ask students to think of other words that have different *s* sounds.



Low-Level Students: While completing the review, allow the students to turn back to the fluency listening practice section to write the correct answers in the table.

High-Level Students: Ask students to try on their own to fill in the table without looking back at the page by just pronouncing the words on their own.

LESSON B INTRO & FLUENCY LISTENING REVIEW



Use the picture to activate student's prior knowledge about the topic of the unit. The beginning of the unit will start with reviewing the fluency listening practice section. Quickly review by asking the students the warm-up questions:

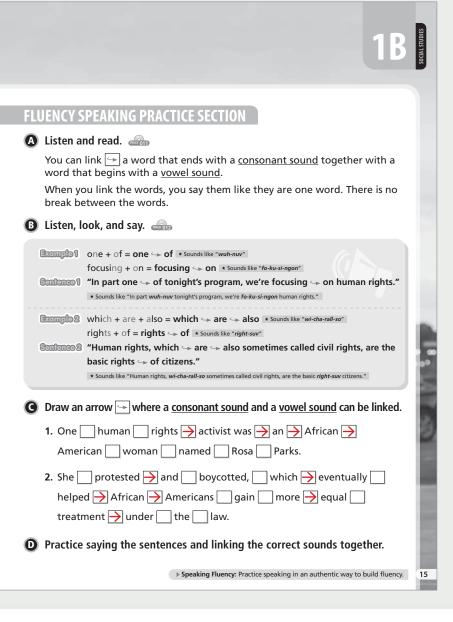
1. What do you see in the pictures below?

Sample answer: I can see people, bus, a person writing on the paper, and a city with points.

- What is the ending sound in the words below?
 Sample answer: activist ends with t, bus ends with s, law ends with w, and place ends with ce (an s sound).
- **3.** How do you say the final *s* sounds of the words? Sample answer: *activists (/s/), buses (/lz/), laws (/z), places (/lz/)*

Have the students fill in the table by themselves and review the correct answers by listening to the audio track. Play audio **track 010**.

FLUENCY SPEAKING PRACTICE



TEACHING TIPS

Level Tip🏹

Low-Level Students: Try practicing with the students by speaking the sentences many times so that they understand the linked sounds.

High-Level Students: Ask the students if they can make a sentence on their own using the practice.

Fluency speaking practice section is to practice speaking in an authentic way. In the section, we will see an explanation of the practice, then examples of how it is used in a sentence, and a few exercises for the students to practice.

In this unit, the students will learn about linking words in a sentence to speak with fluency.

Listen to the explanation of the practice. Play audio **track 011**.

Then listen to some examples. Play audio **track 012**. After listening to the track, have students read on their own to practice the skill.

Tell students to do part C on their own and review correct answers with the students. After, ask the students to practice saying the sentences again on their own.

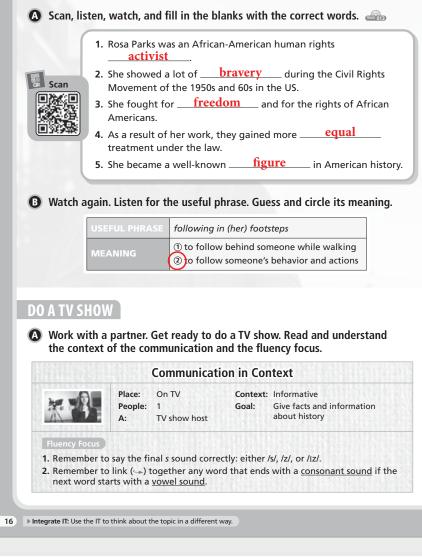


Low-Level Students: Go over the vocabulary once more before playing the video. If needed, play the subtitle version of video to help students fill in the blanks.

High-Level Students: Ask students to think about ways to use the useful phrase and have them present their own sentences.



INTEGRATE IT



Play the video with the QR code and have the students listen and fill in the dictation activity. Play the QR video. If the QR video doesn't play or can't play, play the audio **track 013**. Review the correct answers with students.

Read the useful phrase together and watch the video again. Ask the students to listen for the useful phrase and circle the correct meaning. Play the subtitle version of the video, if necessary. Review the correct answer with the students.

At the end of the unit, students will work on either making a script on their own or with a partner. The script format will be based on the listening format heard in the lesson. The context is given for the script needed to write. Read the context together and review the fluency practices learned. Be sure to tell the students to try to use the listening and speaking fluency practice learned in the unit.

SPEAKING SCRIPT

(B) Work with a partner. Understand the context in part **(D)**. Then listen to the TV show, repeat, and fill in the blanks.

Word Box		countless bravery	discrimination guarantee	award activist	freedom equal			
	TV Show Script							
TV Show Script A: Rosa Parks is a civil rights ① we can all learn from. During her struggle for civil rights, she showed a lot of ② We can do a lot of good by following in her footsteps. Since her time fighting for civil rights, ③ We can do a lot of good by following in her footsteps. Since her time fighting for civil rights, ④ other people have struggled for @ freedom by doing things like ⑤ by cotting								

• Work with a partner to finish the TV show script with your ideas. Use the words and pictures for help.

PICTURES	YOUR IDEAS
Image: discrimination Image: discrin Image:	Like Rosa Parks, many people protested against
D Listen to and pra the fluency focus	ctice the TV show script again with your partner. Use from part 🙆.
	Communicate: Work with a partner to show what you learned.

In part B, listen to the audio and fill in the blanks to review the lesson and to write the beginning of the script. Play audio **track 014**.

In part C, continue from part B, tell students to finish the script. Look at the pictures and the words that needs to be incorporated into the writing. Give students time to write a script with those words. Tell them they have to use the context from the page before and to write an appropriate conclusion for the script given.

Tell them to practice the script and choose a few students to present.

Level Tip

Low-Level Students: Tell students that they can summarize the listening for the writing their own ideas section.

TEACHING TIPS

High-Level Students: Ask students to write the script so that it fits the context and use much fluency focus as possible.

EVALUATE: FISHING ADVENTURES

UNIT SUMMARY

Unit 2: Oceanography

Academic Objective: Understand ocean tides.

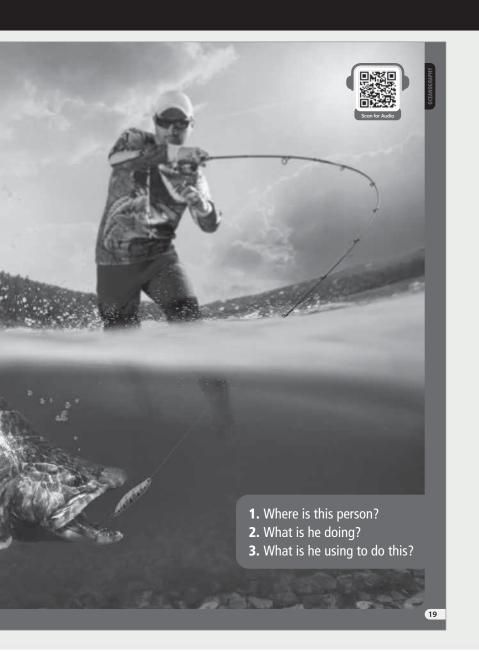


Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A



UNIT SUMMARY

Language Learning Objectives

New Words: tide, cycle, rise, fall, gravity, orbit

Bonus Words: delta, spin, force, opposite

Listening Type: Announcement

Speaking Type: Announcement

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they know about fishing and places you can fish to activate prior knowledge.

1. Where is this person?

Sample answer: He is at the river.

- 2. What is he doing? Sample answer: *He is fishing.*
- 3. What is he using to do this? Sample answer: He is using a fishing rod and bait.

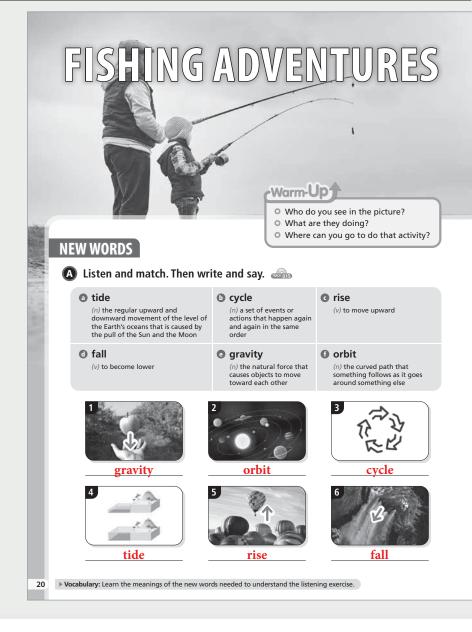


Low-Level Students: After

completing the new words activity on page 20, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 20, check the answers by giving students 1-2 minutes to memorize the new words on page 20, and then ask them to close the book and recall each word from memory.

LESSON A INTRO & NEW WORDS



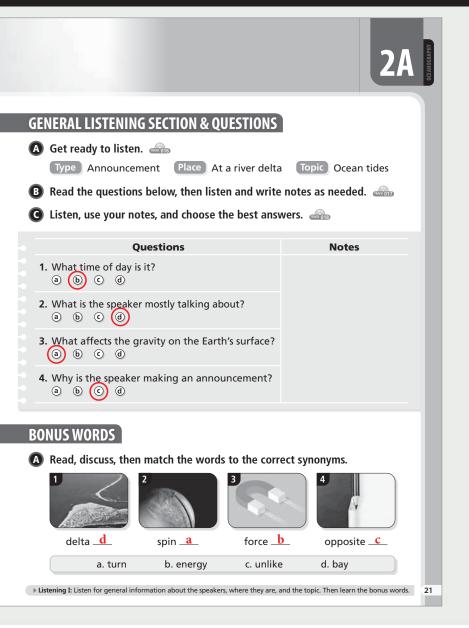
Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students where they can fish and what is needed to the activity. Focus the attention of the students on the activity and ask them the warm-up questions:

- 1. Who do you see in the picture? Sample answer: I see two people at the water.
- 2. What are they doing? Sample answer: They are fishing.
- 3. Where can you go to do that activity?

Sample answer: You can fish at a river, an ocean, or a lake.

Explain to the students that they will learn about the cautions and the best time when fishing. Tell them that the Sun, the Moon, and the Earth's locations all affect the water and, in return, fishing as well. Play audio **track 015** and ask students to say and write each word as they hear them.

GENERAL LISTENING, COMPREHENSION, & BONUS WORDS



TEACHING TIPS

Level Tip🏹

Low-Level Students: Read the questions together as a class and talk about what answer they should be listening for. Tell them how to write notes when listening. Play the audio twice if necessary. Talk about the notes before answering the questions.

High-Level Students: Have them do the exercise by themselves and call on an individual student to check the answers.

Review the title of the listening: Fishing Adventures. Ask the students what they think this title means.

Part A of the general listening section is to give students the context of the listening. Play audio track 016.

Read the questions together and tell students to listen carefully while taking notes. Explain to the students how to take notes while listening. Notes should be short, and sometimes you can use symbols.

Listen to the audio together. Play audio track 017.

Then have them listen to the questions while using their notes to answer the general questions. Play audio **track 018**.

Review the correct answers with the students.

Teach students the bonus words that were heard in the audio. Have them match the pictures with the synonyms.



Low-Level Students: After listening to the audio, talk about the listening again in detail.

High-Level Students: Ask the students to make connections between the contents of the passage and what else tides can affect.

DETAILED LISTENING & COMPREHENSION

	-	,	again and write sh	ort notes.
	Questions		Not	es
1. What ha	as a yearly orbi	t?		
2. What ha	as a monthly or	bit?		
	appens at the p h and the Moc other?			
	any high tides a any given time			
Listen, us	e your notes, a	nd choose the	best answers. 🚕	D
1. What h @	as a yearly orb b	it?	d	
2. What h ⓐ	as a monthly o	orbit?	(d)	
3. What h		0	e Earth and the Mo	on are closest t
each of	ther? (b)	C	d	
4 . How m	any high tides	are there on Ea	rth at any given tin (d)	ne?

Read the questions together and explain the words students do not understand.

Listen to the audio again and listen to the detailed parts of the listening. Play audio **track 019**. Tell the students to take notes regarding the questions. If necessary, talk about the notes that some of the students have taken before answering the questions.

Have the students listen to the questions and answer. Play audio **track 020**. Review the correct answers with the students.

FLUENCY LISTENING PRACTICE

FLUENCY LISTENING PRACTICE SECTION

\Lambda Listen and understand. 🖾

Hearing Syllabic Stress in Two-Syllable Words In English, some syllables are emphasized and stressed. Stressed syllables are made by talking louder or a little bit slower on that syllable. Word stress is important for pronunciation and understanding. For example, words like bow and desert can mean very different things depending on where the stress is placed. There are different rules to decide which syllable should be stressed. For two-syllable nouns and adjectives, you usually stress the first syllable.

Example 2 happy (HAP-ee) For two-syllable verbs and prepositions, you usually stress the second syllable.

Example 1 forgot (fer-GOT) Example 2 between (bih-TWEEN)

B Write the words in the table correctly.

cycle affect	away control	orbit delta
First		Second
cycle		away
orbit		affect
delta		control
G Listen, check your answers, and	d say. 🛲	

Listening Fluency: Listen, read, and use the listening practice to develop fluency. 23

Fluency listening practice section is a section to practice listening to authentic English language to apprehend in real-life situation. First, listen to the audio before talking about the table. Play audio **track 021**.

Tell the students to do part B on their own by looking at the table.

Play the audio track 022 to review the correct answers with the students.

TEACHING TIPS

Low-Level Students: Read the given words together and have students practice the pronunciation.

High-Level Students: Have

students think of few other words on their own and practice the syllabic stress on those words together.



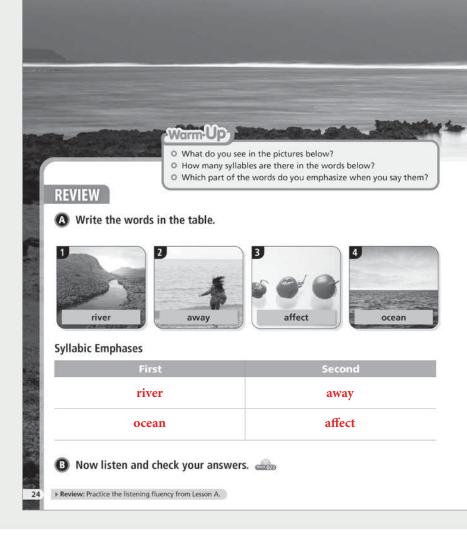
Low-Level Students: While

completing the review, allow the students to turn back to the fluency listening practice section to write the correct answers in the table.

High-Level Students: Ask students to try on their own to fill in the table without looking back at the page by just pronouncing the words on their own.

LESSON B INTRO & FLUENCY LISTENING REVIEW

FISHING ADVENTURES



Use the picture to activate student's prior knowledge about the topic of the unit. The beginning of the unit will start with reviewing the fluency listening practice section. Quickly review by asking the students the warm-up questions:

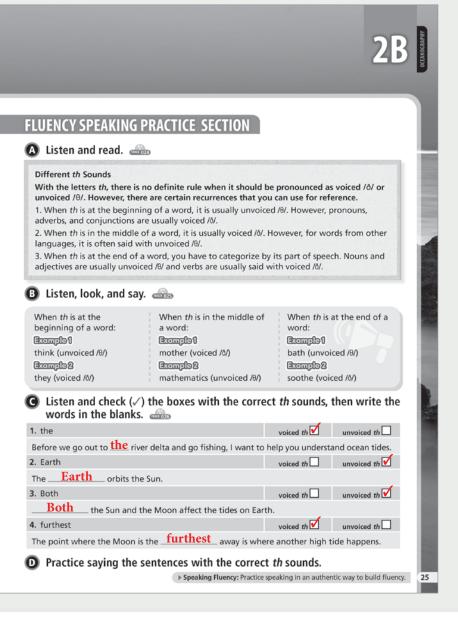
1. What do you see in the pictures below?

Sample answer: I can see river, a person, something shriveling, and an ocean.

- 2. How many syllables are there in the words below? Sample answer: There are two syllables.
- 3. Which part of the words do you emphasize when you say them? Sample answer: For words river and ocean, you emphasize the first syllable. For words away and affect, you emphasize the second syllable.

Have the students fill in the table by themselves and review the correct answers by listening to the audio track. Play audio **track 023**.

FLUENCY SPEAKING PRACTICE



LESSON B

Level Tip🏹

Low-Level Students: Try practicing with the students by speaking the sentences many times so that they understand the different *th* sounds.

High-Level Students: Ask the students if they can think of other words that use voiced *th* and unvoiced *th*.

Fluency speaking practice section is to practice speaking in an authentic way. In the section, we will see an explanation of the practice, then examples of how it is used in a sentence, and a few exercises for the students to practice.

In this unit, the students will learn about linking words in a sentence to speak with fluency.

Listen to the explanation of the practice. Play audio track 024.

Then listen to some examples. Play audio **track 025**. After listening to the track, have students read on their own to practice the skill.

Tell students to listen and do part C on their own. Play audio **track 026**. Review correct answers with the students.

After, ask the students to practice saying the sentences again.



Low-Level Students: Go over the vocabulary once more before having students do the AR activity.

High-Level Students: Ask students to explain the logic of the Moon and Sun gravities affect on Earth using their own words.

INTEGRATE IT A View, listen, and fill in the blanks with the correct words. Learn more about the tides tides 1. Now, let's talk about which _ ___ are the best for catching fish. 2. A spring tide is when high tides <u>rise</u> ____ higher than usual and low tides ______ fall ____ lower than usual. 3. In both cases, the <u>forces</u> of <u>gravity</u> from the Sun and the Moon are pulling in a straight line, which causes higher high tides and lower low tides than usual. tides also happen when there's a quarter or half Moon. 4. Neap _____ low 5. So, the best time to go fishing is during a(n) _____ _ tide. MAKE AN ANNOUNCEMENT Work with a partner. Get ready to make an announcement. Read and understand the context of the communication and the fluency focus. **Communication in Context** Place: At a river Context: Informative People: 1 Goal: Give information about tides that is helpful for fishing Fishing guide A: 1. Remember to emphasize the correct syllable of a word. 2. Remember to say the th sounds correctly: either voiced th or unvoiced th. 26 ▶ Integrate IT: Use the IT to think about the topic in a different way.

Have the students use the Integrate Viewer application for AR activity. Students can try the AR activity on their own and learn the topic in an interactive way. Have students listen to the audio and fill in the dictation activity. If the AR audio doesn't play or can't play, play the audio **track 027**. Review the correct answers with students.

At the end of the unit, students will work on either making a script on their own or with a partner. The script format will be based on the listening format heard in the lesson. The context is given for the script needed to write. Read the context together and review the fluency practices learned. Be sure to tell the students to try to use the listening and speaking fluency practice learned in the unit.

SPEAKING SCRIPT

de	cycle	rise	fall	orbit	gravity	delta	spin	force	opposite
			l	Anno	uncem	ent			
a	Good, everyone. My name is, and I'll be your guide for the fishing trip today.								
		0	0		ver				
	a little bit about the of the ocean. Learning about them can help you catch more fish.								
t	nem can	help y	ou cat	ch more	e fish.				
-									
-									
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Т	he best o	of the	best ti	me to g	o fishing i	s when _			
-									
						200			
						TIPI	the Intec	grate IT tra	nscript on
									nnouncement.
Tal									1
	ce turns ency foo				ouncemei	nt with y	our pa	artner. U	lse the
nu	ency 100	.us 1r0	in par	ι 🐨.					
						_		_	ow what you learne

TEACHING TIPS

Level Tip

Low-Level Students: Tell students that they can summarize the listening for the writing their own ideas section.

High-Level Students: Ask students to write the script so that it fits the context and use much fluency focus as possible.

In part B, have students look at the word box and try to make an announcement on their own or with a partner about the topic learned.

Tell them to practice the announcement script and choose a few students to present the script.

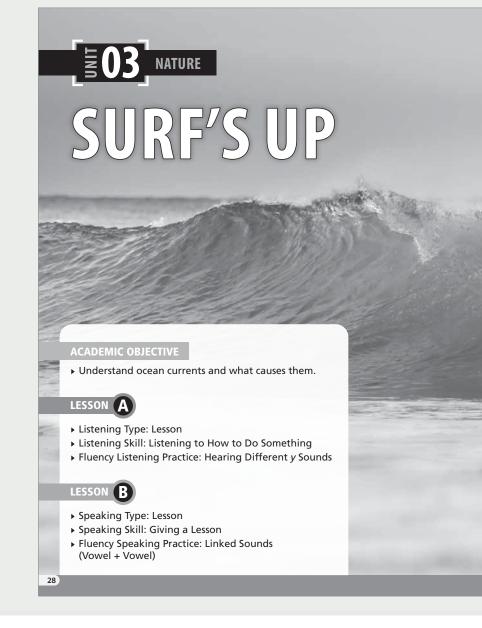
SURF'S UP

UNIT SUMMARY

UNIT INTRODUCTION

Unit 3: Nature

Academic Objective: Understand ocean currents and what causes them.



Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A



Language Learning Objectives

New Words: wave, surface, current, lifeguard, impossible, surf

Bonus Words: identify, indicate, check, present

Listening Type: Lesson

Speaking Type: Lesson

- **1.** What do you see in the picture?
- **2.** Where can you do this activity?
- 3. What do you need to know before trying this?

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they know about currents to activate prior knowledge.

29

1. What do you see in this picture?

Sample answer: I see a person surfing.

- 2. Where can you do this activity? Sample answer: The wind moves things on the ocean.
- **3. What do you need to know before trying to do this?** Sample answer: *You need to know the current.*



Low-Level Students: After

completing the new words activity on page 30, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 30, check the answers by giving students 1-2 minutes to memorize the new words on page 30, and then ask them to close the book and recall each word from memory.

LESSON A INTRO & NEW WORDS



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what sport they see in the picture. Focus the attention of the students on surfing and ask them the warm-up questions:

1. Where is this person?

Sample answer: He is at the ocean.

2. What are some important factors to do this sport?

Sample answer: The weather, waves, and the knowledge of the ocean are some important factors of surfing.

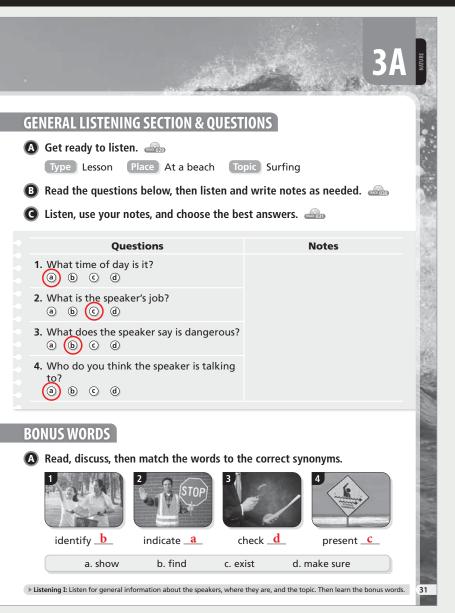
3. What other sports can you do at the ocean?

Sample answer: Scuba diving and sailing are some other sports that we can do at the ocean.

Explain to the students surfing is a sports that can be done at the ocean. However, there are more things to consider other than balancing on the board. Ask students currents and waves, and what they know about them. Ask them why currents can be dangerous.

Play audio track 028 and ask students to say and write each word as they hear them.

GENERAL LISTENING, COMPREHENSION, & BONUS WORDS



TEACHING TIPS

Level Tip🏹

Low-Level Students: Read the questions together as a class and talk about what answer they should be listening for. Tell them how to write notes when listening. Play the audio twice if necessary. Talk about the notes before answering the questions.

High-Level Students: Have them do the exercise by themselves and call on an individual student to check the answers.

Review the title of the listening: Surf's Up. Ask the students what they think this title means.

Part A of the general listening section is to give students the context of the listening. Play audio track 029.

Read the questions together and tell students to listen carefully while taking notes. Explain to the students how to take notes while listening. Notes should be shorts, and sometimes you can use symbols.

Listen to the audio together. Play audio **track 030**.

Then have them listen to the questions while using their notes to answer the general questions. Play audio **track 031**.

Review the correct answers with the students.

Teach students the bonus words that were heard in the audio. Have them match the pictures with the synonyms

Level Tip🏹

Low-Level Students: After listening to the audio, talk about the listening again in detail.

High-Level Students: Ask the students to make connections between the contents of the passage and other aspects we have to be in caution of when at the beach.

DETAILED LISTENING & COMPREHENSION

ETAILED LIS	TENING SEC	TION & QU	ESTIONS	
Read the q	uestions belo	w, then listen	again and write short n	otes.
	Questions		Notes	
	the speaker s to understan an?			
	to the speak ts happen?	er, where do		
3. What doe impossible	s the speaker e to do?	say is nearly		
remembe	s the speaker r if you're not he ocean?			
Liston uso	vour notes a	nd choose the	best answers.	
			ant to understand the w	aves in the
a	Ь	C	Ø	
2. Accordin	g to the speak	ker, where do	rip currents happen?	
a	Ь	C		
	es the speake	r say is nearly	impossible to do?	
a	b	\odot	Ø	
 What do in the oc 	•	r say to remer	nber if you're not sure ab	out going
a	Ь	©	Ø	
istening II: Listen agai	n for specific informa	tion and take notes t	b help you answer the questions.	

Read the questions together and explain the words students do not understand.

Listen to the audio again and listen to the detailed parts of the listening. Play audio **track 032**. Tell the students to take notes regarding the questions. If necessary, talk about the notes that some of the students have taken before answering the questions.

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Have the students listen to the questions and answer. Play audio **track 033**. Review the correct answers with the students.

FLUENCY LISTENING PRACTICE

FLUENCY LISTENING PRACTICE SECTION

🖪 Listen and understand. 🛲

Hearing Different y Sounds

There are five ways the letter y can sound in a word. Here are four of the five ways.

- 1. /j/ like in yellow (yellow), yes (yes), and young (young)
- 2. /aɪ/ like in sky (skai), supply (supplai), and buy (bai)
- Jei/ like in may (may), say (say), and play (play)
 Ji/ like in money (monee), anytime (aneetime), and softly (softlee)

The letter y usually comes at the beginning of the word.	The letter y often comes at the end of the word.	The letter <i>y</i> often comes at the end of the word.	The letter <i>y</i> often comes at the end of the word.
word.	The letter before y is	The letter before y is	The letter before y is
The letter after <i>y</i> is usually a vowel.	often a consonant or a silent vowel.	often a vowel. The vowel that	often a consonant of a silent vowel.
	Sometimes y is the only vowel in the word.	comes before <i>y</i> is usually an <i>a</i> or an <i>e</i> .	Many adjectives and adverbs end with -ly

B Write the words in the table correctly.

eyes	near	y very	you	any	identify	way	safety
/j/		/aɪ/	1		/eɪ/		/i/
you		eye	S		way		nearly
		ident	tify				very
							any
							safety
G Listen, che	eck yo	ur answer	s, and sa	ay. 🕳			

Listening Fluency: Listen, read, and use the listening practice to develop fluency. 33

Fluency listening practice section is a section to practice listening to authentic English language to apprehend in real-life situation. First, listen to the audio before talking about the table. Play audio **track 034**.

Tell the students to do part B on their own by looking at the table.

Play the audio track 035 to review the correct answers with the students.

TEACHING TIPS

Low-Level Students: Read the given words together and have students practice the pronunciation.

High-Level Students: Ask students to write one or two words for each different *y* sound.

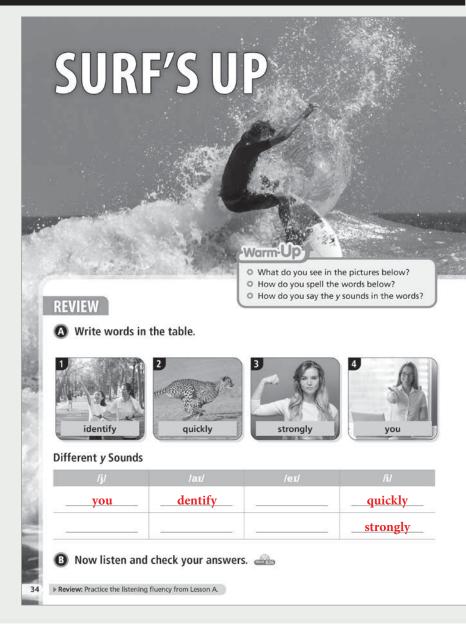


Low-Level Students: While

completing the review, allow the students to turn back to the fluency listening practice section to write the correct answers in the table.

High-Level Students: Ask students to try on their own to fill in the table without looking back at the page by just pronouncing the words on their own.

LESSON B INTRO & FLUENCY LISTENING REVIEW



Use the picture to activate student's prior knowledge about the topic of the unit. The beginning of the unit will start with reviewing the fluency listening practice section. Quickly review by asking the students the warm-up questions:

1. What do you see in the pictures below?

Sample answer: I can see people, cheetah, a strong woman, and a person pointing.

- 2. How do you spell the words below? Sample answer: For example, identify is spelled as i-d-e-n-t-i-f-y.
- **3.** How do you say the final *s* sounds of the words? Sample answer: For number one, identify has /aɪ/ sounds.

Have the students fill in the table by themselves and review the correct answers by listening to the audio track. Play audio **track 036**.

FLUENCY SPEAKING PRACTICE

3B

FLUENCY SPEAKING PRACTICE SECTION

🚯 Listen and read. 🖾

You can link [-] a word that ends with a <u>vowel sound</u> together with a word that begins with a <u>vowel sound</u>.

When you link the words, add either the /j/ or /w/ <u>consonant sound</u> between the words, and say them like they are one word. The sound between the words flows together.

	l ji	/W//
	When the 1st word ends with an /au/, /eu/, or /i/ vowel sound, add a /j/ sound to the beginning of the 2nd word:	When the 1st word ends with an /ou/ or /u/ vowel sound, add a /w/ sound to the beginning of the 2nd word:
	/aɪ/: my → old ★ Sounds like "mai-yold"	$ou': s_0 \rightarrow old * Sounds like "soh-wold"$
	/eɪ/: say → old * Sounds like "say-yold"	/u/: $t_{00} \rightarrow old * Sounds like "too-wold"$
	/i/: very → old * Sounds like "ve-ree-yold"	
9	Listen, look, and say. 🚕	
	Exemple1 the + ocean = the -> ocean -	Sounds like "thee-yo-shin"
	Sentence 1 "After a wave breaks and the	e water flows onto the
	beach, it then flows back out	into the 🖙 ocean."
	* Sounds like "After a wave breaks and the w	rater flows onto the beach, it then flows back out into thee-yo-shin."
	Exemplo2 you + about = you → about	* Sounds like "yoo-wa-bout"
	Sentence "I'm going to talk to you - a	bout rip currents."
	* Sounds like "I'm going to talk to yoo-wa-bo	out rip currents."
	Write a y or a w where <u>vowel so</u>	unds can be linked.
	1. A rip current is whe	en water flows back out
	into the y ocean very	quickly and strongly.
	2. The y easiest way y is f	or surfers to check for
	any Strong Current fla	igs put up by local lifeguards.
)	Practice saying the sentences and li	nking the correct sounds together.
	► Speaking Fl	uency: Practice speaking in an authentic way to build fluency.

TEACHING TIPS

Level Tip🏹

Low-Level Students: Try practicing with the students by speaking the words many times so that they understand the linked sounds.

High-Level Students: Ask the students if they can make a sentence on their own using the practice.

Fluency speaking practice section is to practice speaking in an authentic way. In the section, we will see an explanation of the practice, then examples of how it is used in a sentence, and a few exercises for the students to practice.

In this unit, the students will learn about linking words in a sentence to speak with fluency.

Listen to the explanation of the practice. Play audio track 037.

Then listen to some examples. Play audio **track 038**. After listening to the track, have students read on their own to practice the skill.

Tell students to do part C on their own and review correct answers with the students. After, ask the students to practice saying the sentences again on their own.

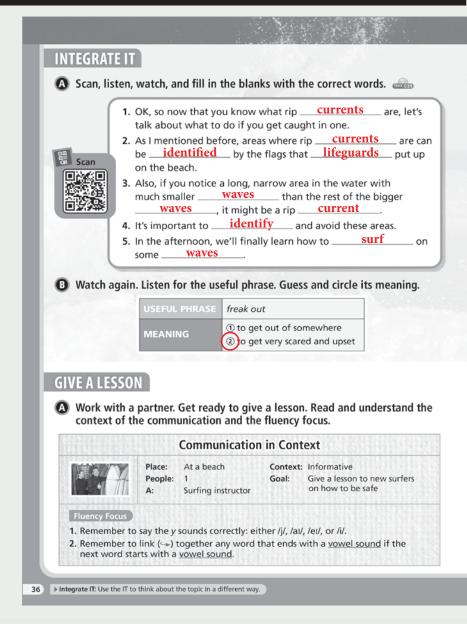


Low-Level Students: Go over

the vocabulary once more before playing the video. If needed, play the subtitle version of video to help students fill in the blanks.

High-Level Students: Ask students to think about ways to use the useful phrase and have them present their own sentences.

INTEGRATE IT & SPEAKING SCRIPT CONTEXT

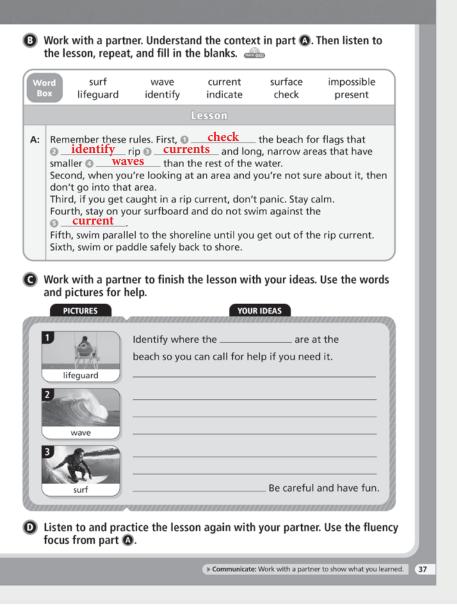


Play the video with the QR code and have the students listen and fill in the dictation activity. Play the QR video. If the QR video doesn't play or can't play, play the audio **track 039**. Review the correct answers with students.

Read the useful phrase together and watch the video again. Ask the students to listen for the useful phrase and circle the correct meaning. Play the subtitle version of the video, if necessary. Review the correct answer with the students.

At the end of the unit, students will work on either making a lesson on their own or with a partner. The lesson format will be based on the listening format heard in the lesson. The context is given for the lesson needed to write. Read the context together and review the fluency practices learned. Be sure to tell the students to try to use the listening and speaking fluency practice learned in the unit.

SPEAKING SCRIPT



TEACHING TIPS

Level Tips

Low-Level Students: Tell students that they can summarize the listening for the writing their own ideas section.

High-Level Students: Ask students to write the script so that it fits the context and use much fluency focus as possible.

In part B, listen to the audio and fill in the blanks to review the lesson and to write the beginning of the lesson. Play audio **track 040**.

In part C, continue from part B, tell students to finish the lesson. Look at the pictures and the words that needs to be incorporated into the writing. Give students time to write a lesson with those words. Tell them they have to use the context from the page before and to write an appropriate conclusion for the lesson given.

Tell them to practice the script and choose a few students to present the script.

504 FOOD FESTIVALS

UNIT SUMMARY

Unit 4: Festivals

Academic Objective: Learn about food festivals.

UNIT INTRODUCTION



Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

lesson A



Language Learning Objectives

New Words: dish, available, ingredient, prepare, festival, barbeque

Bonus Words: chef, stall, event, spice

Listening Type: Conversation

Speaking Type: Conversation

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they know about festivals and what is needed to activate prior knowledge.

1. What do you see in the picture?

Sample answer: I see two people at a food truck.

- 2. Where are these people? Sample answer: They are at a food truck.
- **3. What do you think they are doing? Sample answer:** *They are ordering and enjoying time together.*



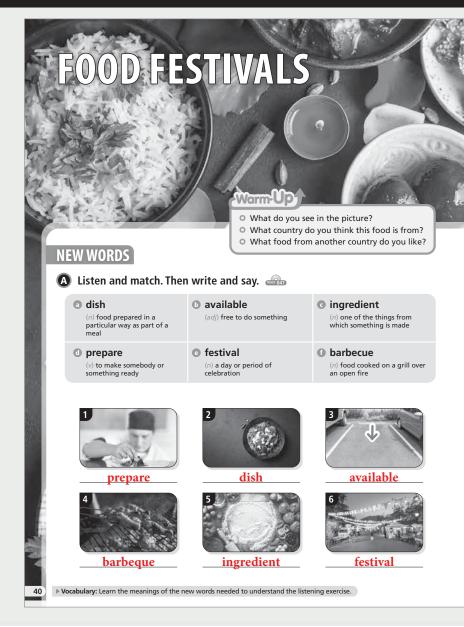


Low-Level Students: After

completing the new words activity on page 40, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 40, check the answers by giving students 1-2 minutes to memorize the new words on page 40, and then ask them to close the book and recall each word from memory.

LESSON A INTRO & NEW WORDS



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students about the picture taken. Focus the attention of the students on the food and festivals and ask them the warm-up questions:

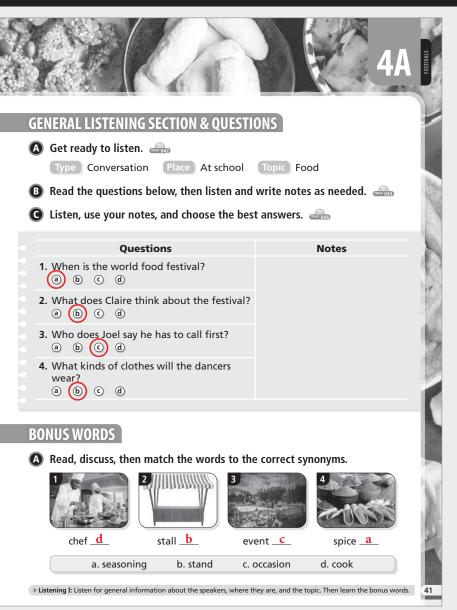
1. What do you see in the picture?

Sample answer: I see many different types of dishes.

- 2. What country do you think this food is from? Sample answer: Maybe the food is from an Asian country.
- **3. What food from another country do you like?** Sample answer: *I like food from Africa.*

Explain to the students that food festivals are a good way to introduce and also experience different food from different cultures. Ask students what food they would like to try at a food festival. Play audio **track 041** and ask students to say and write each word as they hear them,

GENERAL LISTENING, COMPREHENSION, & BONUS WORDS



TEACHING TIPS

Level Tipダ

Low-Level Students: Read the questions together as a class and talk about what answer they should be listening for. Tell them how to write notes when listening. Play the audio twice if necessary. Talk about the notes before answering the questions.

High-Level Students: Have them do the exercise by themselves and call on an individual student to check the answers.

Review the title of the listening: Food Festivals. Ask the students what they think this title means.

Part A of the general listening section is to give students the context of the listening. Play audio track 042.

Read the questions together and tell students to listen carefully while taking notes. Explain to the students how to take notes while listening. Notes should be short, and sometimes you can use symbols.

Listen to the audio together. Play audio track 043.

Then have them listen to the questions while using their notes to answer the general questions. Play audio **track 044**.

Review the correct answers with the students.

Teach students the bonus words that were heard in the audio. Have them match the pictures with the synonyms.

4 LESSON A

TEACHING TIPS

Mar Inter Level Tip C. Tales 10 DETAILED LISTENING SECTION & QUESTIONS Low-Level Students: After 🚯 Read the questions below, then listen again and write short notes. 🖾 listening to the audio, talk about the listening again in detail. Questions Notes High-Level Students: Ask the 1. What is the first dish that is mentioned? students to make connections between the contents of the 2. Which food does Claire say is her passage and what food the favorite? students would like to make at a food festival. 3. How can Joel help the chefs prepare? 4. How does Claire say she will help? B Listen, use your notes, and choose the best answers. 1. What is the first dish that is mentioned? **(b)** © d (a) 2. Which food does Claire say is her favorite? **(**a**) (b) (c) (d**) 3. What is one way Joel helps the chefs prepare? b **(©)** d (a) 4. How does Claire say she will help? **(**) b ¢ d 42 > Listening II: Listen again for specific information and take notes to help you answer the questions.

DETAILED LISTENING & COMPREHENSION

Read the questions together and explain the words students do not understand.

Listen to the audio again and listen to the detailed parts of the listening. Play audio **track 045**. Tell the students to take notes regarding the questions. If necessary, talk about the notes that some of the students have taken before answering the questions.

Have the students listen to the questions and answer. Play audio **track 046**. Review the correct answers with the students.

FLUENCY LISTENING PRACTICE



TEACHING TIPS

Low-Level Students: Read the sentences in part B together before letting the students do on their own.

High-Level Students: Ask students to make an example of their own for each situation.

Fluency listening practice section is a section to practice listening to authentic English language to apprehend in real-life situation. First, listen to the audio before talking about the table. Play audio **track 047**.

Tell the students to do part B on their own by looking at the table.

Play the audio track 048 to review the correct answers with the students.

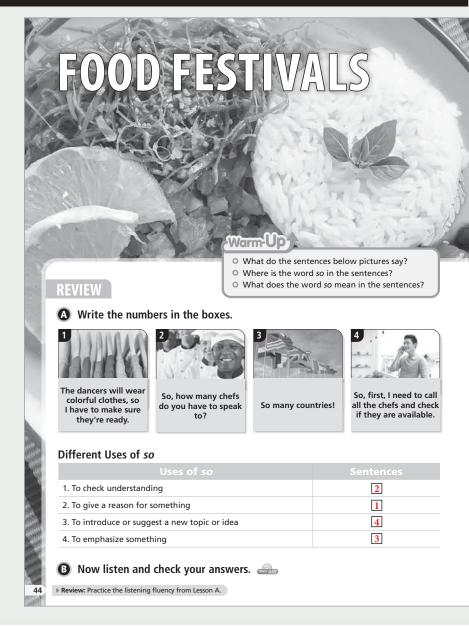


Low-Level Students: While

completing the review, allow the students to turn back to the fluency listening practice section to write the correct answers in the table.

High-Level Students: Ask students to try on their own to fill in the table without looking back at the page by just pronouncing the words on their own..

LESSON B INTRO & FLUENCY LISTENING REVIEW



Use the picture to activate student's prior knowledge about the topic of the unit. The beginning of the unit will start with reviewing the fluency listening practice section. Quickly review by asking the students the warm-up questions:

1. What do the sentences below pictures say?

Sample answer: The first sentence says, "The dancers will wear colorful clothes, so I have to make sure they're ready."

- 2. Where is the word so in the sentences? Sample answer: For the first sentence, so is between two full sentences.
- **3. What does the word so mean in the sentences? Sample answer:** The space between so and here to give a reason for something.

Have the students fill in the table by themselves and review the correct answers by listening to the audio track. Play audio **track 049**.

LESSON TEACHING TIPS

FLUENCY SPEAKING PRACTICE



FLUENCY SPEAKING PRACTICE SECTION

🛕 Listen and read. 🔬

We say *much* or *many* when we want to know the amount or number of something.

much	many
Uncountable nouns	Countable nouns
Difficult to count Example air, water, rice, time, fruit, money, etc.	Easy to count Example balloons, people, books, cookies, plates, pencils, etc.
When we want to know the <u>price</u> of something Example How much are these bananas?	Can be used with uncountable nouns when we add a specific unit of measurement Example bottles of water, kilograms of rice, minutes, pieces of fruit, dollars, etc.

B Listen, look, and say.

 Example1
 We use much with uncountable nouns. The word water is an uncountable noun.

 Sentence1
 How much water do you need?

 Example2
 We use many with countable nouns. The word chips is a countable noun.

 Sentence2
 How many chips did you eat?

Check (/) the boxes and write how much or how many in the blanks.

1. How much	time do we have?	uncountable	countable
• How many	chefs do you have to call?	uncountable	countable
2. <u>1100 many</u>			\checkmark
3. How much	is left to do?	uncountable	countable
3. <u>How much</u>	IS IETT TO DO?		
4. How many		uncountable	countable
4. <u>110w many</u>	spices do we need?		
D Listen, check your a	nswers, and say. 🚕		
	Speaking Fluency: Practice	speaking in an authent	tic way to build fluency.

Fluency speaking practice section is to practice speaking in an authentic way. In the section, we will see an explanation of the practice, then examples of how it is used in a sentence, and a few exercises for the students to practice.

In this unit, the students will learn about how to show quantity for countable and uncountable nouns in sentences.

Listen to the explanation of the practice. Play audio track 050.

Then listen to some examples. Play audio **track 051**. After listening to the track, have students read on their own to practice the skill.

Tell students to do part C on their own. Review correct answers with the students. Play audio **track 052**. After, ask the students to practice saying the sentences again on their own.

Level Tip

Low-Level Students: Write few nouns and have students put either *much* or *many* in front.

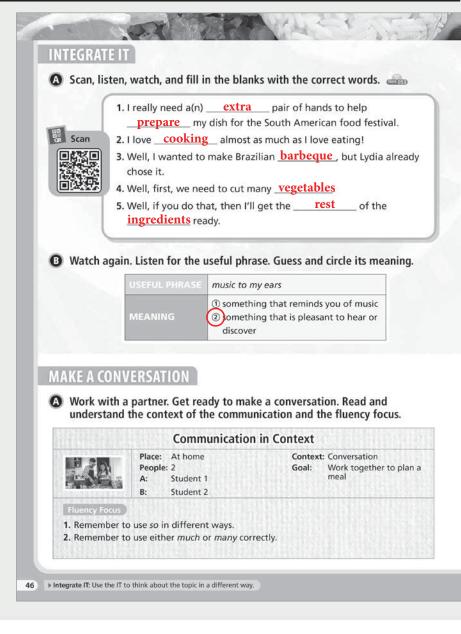
High-Level Students: Have students practice making different sentences using *much* and *many*.



Low-Level Students: Go over the vocabulary once more before playing the video. If needed, play the subtitle version of video to help students fill in the blanks.

High-Level Students: Ask students to think about ways to use the useful phrase and have them present their own sentences.

INTEGRATE IT & SPEAKING SCRIPT CONTEXT



Play the video with the QR code and have the students listen and fill in the dictation activity. Play the QR video. If the QR video doesn't play or can't play, play the audio **track 053**. Review the correct answers with students.

Read the useful phrase together and watch the video again. Ask the students to listen for the useful phrase and circle the correct meaning. Play the subtitle version of the video, if necessary. Review the correct answer with the students.

At the end of the unit, students will work on either making a conversation on their own or with a partner. The script format will be based on the listening format heard in the lesson. The context is given for the script needed to write. Read the context together and review the fluency practices learned. Be sure to tell the students to try to use the listening and speaking fluency practice learned in the unit.

UNIT 4 LESSON B

SPEAKING SCRIPT

	Work with a partner. Use the context in part and the word	l box below
	to make a new conversation.	
		serve
	Conversation	
A:	Hi, What are you doing?	
B:	Hi, I'm preparing a dish for the food festival.	
A:		
B:		
A:		
B:		
A:		
в:	Thank you for helping me make this dish,!	
	FIPI See the Integrate IT trans page 93 for a sample con	
) 1	Take turns practicing the conversation with your partner. Use focus from part (A).	the fluency
	Communicate: Work with a partner to sho	ow what you learned

TEACHING TIPS

Level Tip

Low-Level Students: Tell students that they can summarize the listening for the writing their own ideas section.

High-Level Students: Ask students to write the script so that it fits the context and use much fluency focus as possible.

In part B, have students look at the word box and try to make a conversation on their own or with a partner about the topic learned.

Tell them to practice the conversation script and choose a few students to present the script.

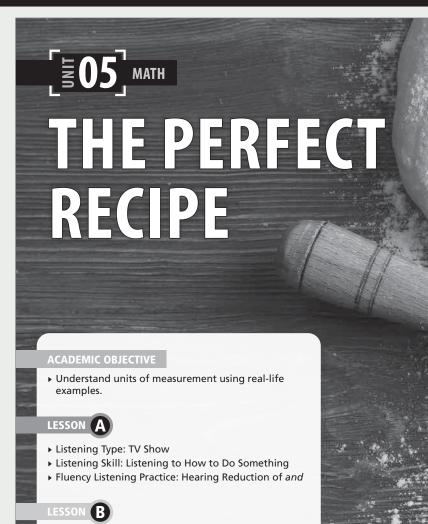
105 THE PERFECT RECIPE

UNIT SUMMARY

UNIT INTRODUCTION



Academic Objective: Understand units of measurement using real-life examples.



Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

48

Speaking Type: TV Show
Speaking Skill: Giving Instructions

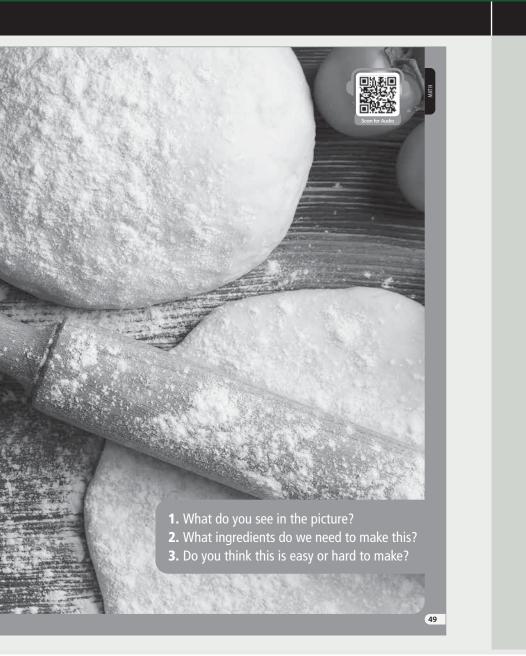
in Sentences

Fluency Speaking Practice: Stressing Content Words

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A



UNIT SUMMARY

Language Learning Objectives

New Words: dough, honey, yeast, flour, dissolve, towel

Bonus Words: sugar, well, mixture, knead

Listening Type: TV Show

Speaking Type: TV Show

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students if they have baked anything before.

- 1. What do you see in the picture? Sample answer: *I see balls of dough.*
- 2. Why do chefs need to measure things?
 - Sample answer: You need flour, water, yeast as basic ingredients.
- **3. Do you think this is easy or hard to make?** Sample answer: *I think it is easy to make.*

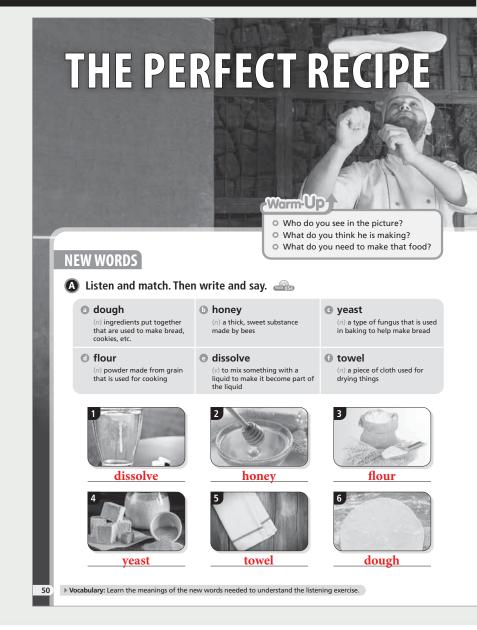


Low-Level Students: After

completing the new words activity on page 50, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 50, check the answers by giving students 1-2 minutes to memorize the new words on page 50, and then ask them to close the book and recall each word from memory.

LESSON A INTRO & NEW WORDS



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what they see in the picture. Focus the attention of the students on cooking and ask them the warm-up questions:

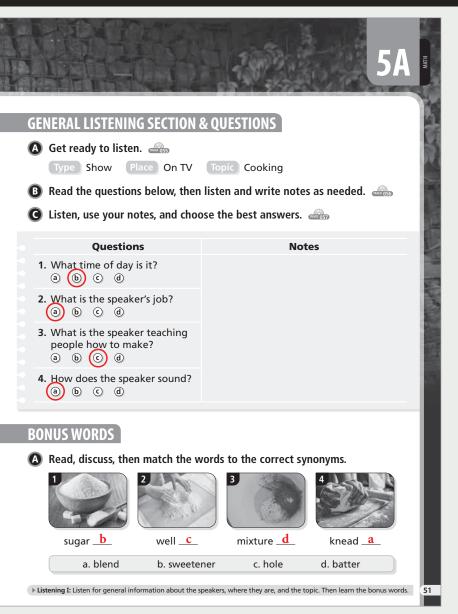
1. Who do you see in this picture?

Sample answer: I see a chef making pizza dough.

- 2. What do you think he is making? Sample answer: *He is making pizza.*
- 3. What do you need to make this food? Sample answer: You need flour, sugar, milk, eggs, and butter.

Explain to the students that they will listen to a recipe for making a pizza dough. Ask the students what other recipes they have read or used. Ask them what information is needed in a recipe. Play audio **track 054** and ask students to say and write each word as they hear them.

GENERAL LISTENING, COMPREHENSION, & BONUS WORDS



TEACHING TIPS

Level Tipダ

Low-Level Students: Read the questions together as a class and talk about what answer they should be listening for. Tell them how to write notes when listening. Play the audio twice if necessary. Talk about the notes before answering the questions.

High-Level Students: Have them do the exercise by themselves and call on an individual student to check the answers.

Review the title of the listening: The Perfect Recipe. Ask the students what they think this title means.

Part A of the general listening section is to give students the context of the listening. Play audio track 055.

Read the questions together and tell students to listen carefully while taking notes. Explain to the students how to take notes while listening. Notes should be short, and sometimes you can use symbols.

Listen to the audio together. Play audio track 056.

Then have them listen to the questions while using their notes to answer the general questions. Play audio **track 057**.

Review the correct answers with the students.

Teach students the bonus words that were heard in the audio. Have them match the pictures with the synonyms.



Low-Level Students: After listening to the audio, talk about the listening again in detail.

High-Level Students: Ask the students to make connections between the contents of the passage and a recipe they have used or read before.

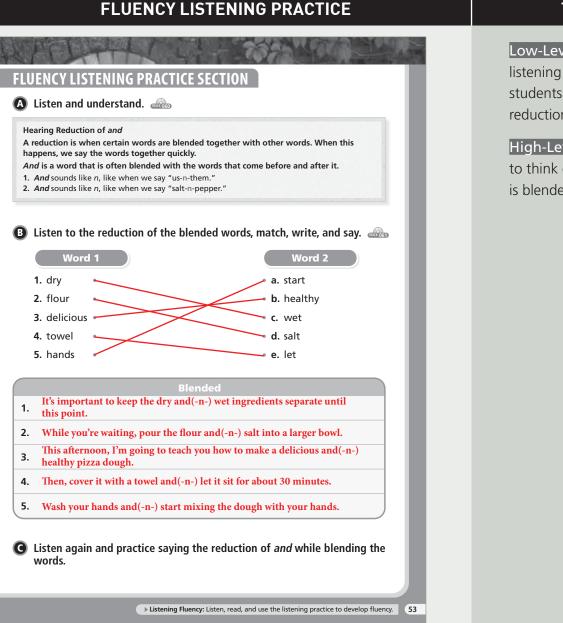
DETAILED LISTENING & COMPREHENSION

	Questions		Notes	;
1 . How m	uch yeast is need	ed?		
	ngredient is not i speaker?	mentioned		
	pes the speaker sa the honey?	ay to		
	oes the speaker s efore kneading th			
Listen, us	se your notes, an	d choose the b	est answers. 🚕	
	nuch yeast is need			
a	Ь	0	ď	
	ingredient is not			
a	(b)	©	d	
3. How d	oes the speaker s	ay to dissolve th ©	ne honey?	
		U		
a	0	مطبعات والمرما والمراجع	before kneading th	a al a comba D

Read the questions together and explain the words students do not understand.

Listen to the audio again and listen to the detailed parts of the listening. Play audio **track 058**. Tell the students to take notes regarding the questions. If necessary, talk about the notes that some of the students have taken before answering the questions.

Have the students listen to the questions and answer. Play audio **track 059**. Review the correct answers with the students.



Low-Level Students: When listening to the main passage, ask students to find other examples of reduction of *and*.

High-Level Students: Ask students to think of other phrases where *and* is blended and share with the class.

Fluency listening practice section is a section to practice listening to authentic English language to apprehend in real-life situation. First listen to the audio before talking about the table. Play audio **track 060**.

Tell the students to do the part B on their own by listening to the audio. Play audio track 061.

Play the audio again to review the correct answers with the students.



Low-Level Students: While

completing the review, allow the students to turn back to the fluency listening practice section to write the correct answers in the table.

High-Level Students: Ask students to try on their own to fill in the table without looking back at the page by just pronouncing the words on their own.

LESSON B INTRO & FLUENCY LISTENING REVIEW



Use the picture to activate student's prior knowledge about the topic of the unit. The beginning of the unit will start with reviewing the fluency listening practice section. Quickly review by asking the students the warm-up questions:

1. What do you see in the pictures below?

Sample answer: I can see flour and oil, person making a dough, batter, and food.

- 2. How do you say the words separately? Sample answer: For the first picture, you say "dry-and-wet".
- **3.** How do you say the words together in a blended sound? Sample answer: For the first picture, you say "dry-n-wet".

Have the students fill in the table by themselves and review the correct answers by listening to the audio track. Play audio **track 062**.

FLUENCY SPEAKING PRACTICE



FLUENCY SPEAKING PRACTICE SECTION

A	Listen and ı	read.			
	Content wor	ds are n	ords in Sentences ouns, verbs, adjectives, r words in the sentenc		ay them a little louder and
	Nouns:	boy, p	bark	Verbs:	ran, play
	Adjectives:	happ	/, big	Adverb:	quickly
			re the other words that tion words. Do not stre		erbs, adjectives, and adverbs. rds.
	Function Wor	ds:	the, to, with, his		
		BOY QUI	CKLY RAN to the BIG PAR a HOSPITAL because SHE		FRIENDS.
	Listen, look	, and s	ay. 🛲		
	I	Functior	Words: WHOLE, WH Words: is, than WHEAT FLOUR is HI	, , , ,	
	1	Functior	Words: AFTERNOOP PIZZA, DOU Words: this, going to a sound like "going to" = "gunna	GH o, how to, a, a	
			TERNOON, I'm going US and HEALTHY PIZ		how to MAKE a
	1. This is ca	lledma			l. Duntil yougeta(ball)
D	Practice say	ing th/	e sentences and st	ressing the o	correct content words.
			► Speaking Fl	uency: Practice spea	king in an authentic way to build fluency.

TEACHING TIPS

Level Tip

Low-Level Students: Tell students to practice stressing content words with the example sentences.

High-Level Students: Write few sentences on the board and have students try stressing content words to practice.

Fluency speaking practice section is to practice speaking in an authentic way. In the section, we will see an explanation of the practice, then examples of how it is used in a sentence, and a few exercises for the students to practice.

In this unit, the students will learn about stressing content words in a sentence to speak with fluency.

Listen to the explanation of the practice. Play audio track 063.

Then listen to some examples. Play audio **track 064**. After listening to the track, have students read on their own to practice the skill.

Tell students to do part C on their own and review correct answers with the students. After, ask the students to practice saying the sentences again on their own.



Low-Level Students: Go over the vocabulary once more before playing the video. If needed, play the subtitle version of video to help

students fill in the blanks.

High-Level Students: Ask students to think about ways to use the useful phrase and have them present their own sentences.

INTEGRATE IT & SPEAKING SCRIPT CONTEXT

INTEGRATE IT

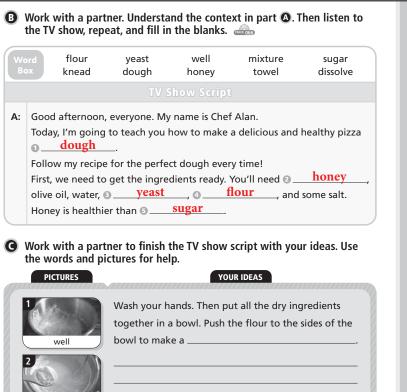
Scan	 That's right, 354 one-third of a(n) After I add the same same same same same same same sam	neter pizzas, I re of sauce per pizza <u>milliliters</u> auce, I put about 10 in a(n)	commend exactly a. of sauce! That's jus) or 20 <u>millilite</u> y <u>l</u> .	t over e <u>rs</u> of
B Watch ag	at gain. Listen for the u	degrees Celsiu: useful phrase. Gue	The Class	neaning.
	USEFUL PHRASE	finger lickin' good		
	MEANING	① to be good at lic ② o be very delicio		
	th a partner. Get rea ext of the communio		ency focus.	erstand
	Place: On TV People: 1 A: TV show	Context: Goal:	Informative Give instructions on P make a pizza dough	now to
Fluency For	er to reduce and correc	ctly to blend words t rds and reduce funct		

Play the video with the QR code and have the students listen and fill in the dictation activity. Play the QR video. If the QR video doesn't play or can't play, play the audio **track 065**. Review the correct answers with students.

Read the useful phrase together and watch the video again. Ask the students to listen for the useful phrase and circle the correct meaning. Play the subtitle version of the video, if necessary. Review the correct answer with the students.

At the end of the unit, students will work on either making a script on their own or with a partner. The script format will be based on the listening format heard in the lesson. The context is given for the script needed to write. Read the context together and review the fluency practices learned. Be sure to tell the students to try to use the listening and speaking fluency practice learned in the unit.

SPEAKING SCRIPT



PICTURES	YOUR IDEAS
1 well	Wash your hands. Then put all the dry ingredients together in a bowl. Push the flour to the sides of the bowl to make a
2 mixture	
3 knead	
Listen to and pra the fluency focus	ctice the TV show script again with your partner. Use from part ().
	Communicate: Work with a partner to show what you learned

TEACHING TIPS



Low-Level Students: Tell students that they can summarize the listening for the writing their own ideas section.

High-Level Students: Ask students to write the script so that it fits the context and use much fluency focus as possible.

In part B, listen to the audio and fill in the blanks to review the lesson and to write the beginning of the script. Play audio **track 066**.

In part C, continue from part B, tell students to finish the script. Look at the pictures and the words that needs to be incorporated into the writing. Give students time to write a script with those words. Tell them they have to use the context from the page before and to write an appropriate conclusion for the script given.

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Tell them to practice the script and choose a few students to present.

ESPORTS CLUB

UNIT SUMMARY

UNIT INTRODUCTION

Unit 6: Sports

Academic Objective: Learn about the benefits of playing video games as esports.

ESPORTS ESPORTS CLUB

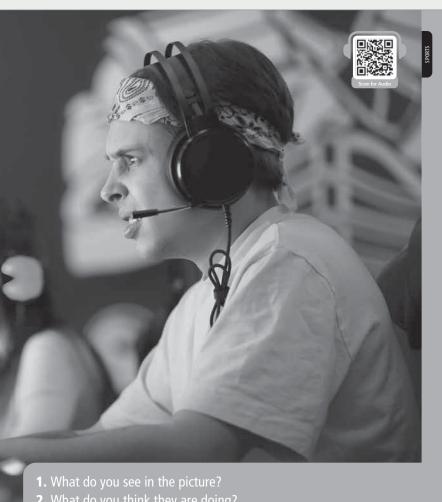
<section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header><section-header>

Introduce the topic with the picture on the unit introduction page. get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A



UNIT SUMMARY

Language Learning Objectives

New Words: social, benefit, concentrate, train, welcoming, sort

Bonus Words: study, health, fan, player

Listening Type: Advertisement

Speaking Type: Conversation

- 3. What kind of skills do you think you need to play computer games?

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they think about video games and why to activate prior knowledge.

59

1. What do you see in the picture?

Sample answer: I see people on computers.

- 2. What do you think they are doing? Sample answer: I think they are playing games.
- 3. What kind of skills do you think you need to play computer games? Sample answer: You need fast reaction.

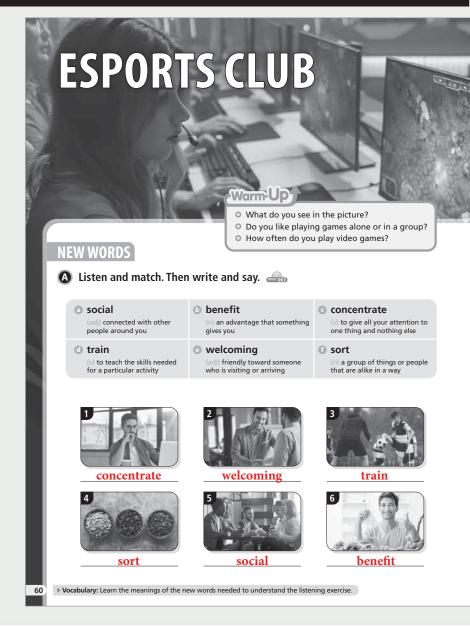


Low-Level Students: After

completing the new words activity on page 60, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 60, check the answers by giving students 1-2 minutes to memorize the new words on page 60, and then ask them to close the book and recall each word from memory.

LESSON A INTRO & NEW WORDS

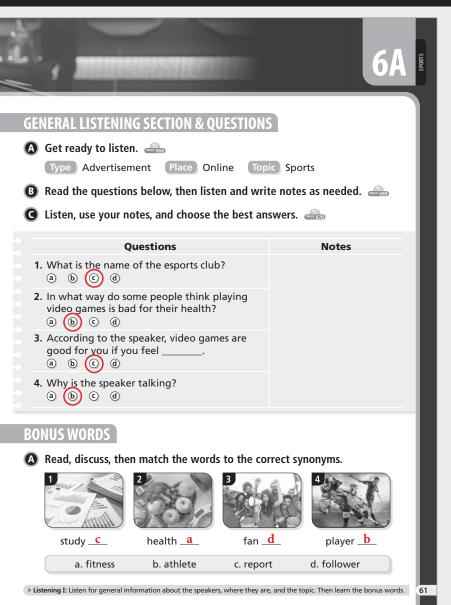


Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what they see in the picture. Focus the attention of the students on the picture and ask them the warm-up questions:

- 1. What do you see in the picture? Sample answer: I see people playing a game.
- 2. Do you like playing games alone or in a group? Sample answer: *I like playing games together.*
- 3. How often do you play video games? Sample answer: *I play 2 days a week.*

Explain to the students that they will learn about esports and how it can help people. Ask students if they think computer games or video games can help people. Ask them if they enjoy playing and the reason. Play audio **track 067** and ask students to say and write each word as they hear them.

GENERAL LISTENING, COMPREHENSION, & BONUS WORDS



TEACHING TIPS

Level Tipダ

Low-Level Students: Read the questions together as a class and talk about what answer they should be listening for. Tell them how to write notes when listening. Play the audio twice if necessary. Talk about the notes before answering the questions.

High-Level Students: Have them do the exercise by themselves and call on an individual student to check the answers.

Review the title of the listening: Esports Club. Ask the students what they think this title means.

Part A of the general listening section is to give students the context of the listening. Play audio track 068.

Read the questions together and tell students to listen carefully while taking notes. Explain to the students how to take notes while listening. Notes should be short, and sometimes you can use symbols.

Listen to the audio together. Play audio track 069.

Then have them listen to the questions while using their notes to answer the general questions. Play audio **track 070**.

Review the correct answers with the students.

Teach students the bonus words that were heard in the audio. Have them match the pictures with the synonyms.



Low-Level Students: After listening to the audio, talk about the listening again in detail.

High-Level Students: Ask the students to make connections between the contents of the passage and the health effect of video games.

DETAILED LISTENING & COMPREHENSION

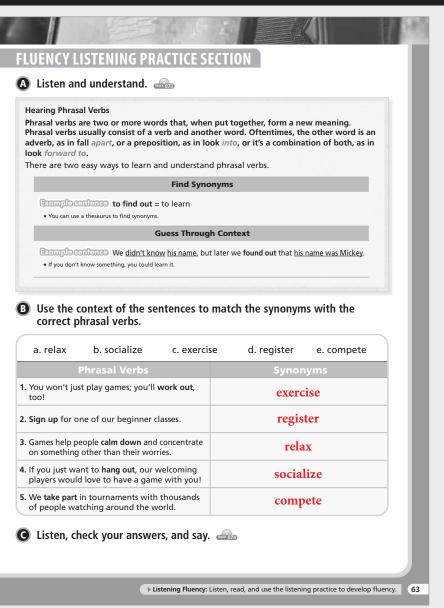
	Questions			Notes
	not mentioned ing you can do i			
	oes the speaker rain your eyes t			
3. What dahave?	o the club's best	: players		
4. What ca you bec	an the club's coa come?	iches help		
			h	
Liston us	a vour nator a		pest answers	TRACK 072
	e your notes, and s not mentioned		vou can do in	a video game?
	e your notes, an s not mentioned b		you can do in	a video game?
1. What i a	s not mentioned	d as something ©	(d)	-
 What i a What a a 	s not mentioned b does the speake	d as something © r say video gan ©	(d) nes train your (d)	-
 What i a What a a What a 	s not mentioned b does the speake b do the club's bes	d as something © r say video gan © st players have?	(d) nes train your (d)	-
 What i a What c a What c a 	s not mentioned b does the speake	d as something © r say video gan © st players have? ©	() mes train your () () () ()	-
 What i What i What i What i What i 	s not mentioned b does the speake b do the club's bes	d as something © r say video gan © st players have?	(d) nes train your (d)	-

Read the questions together and explain the words students do not understand.

Listen to the audio again and listen to the detailed parts of the listening. Play audio **track 071**. Tell the students to take notes regarding the questions. If necessary, talk about the notes that some of the students have taken before answering the questions.

Have the students listen to the questions and answer. Play audio **track 072**. Review the correct answers with the students.

FLUENCY LISTENING PRACTICE



TEACHING TIPS

Low-Level Students: Ask the students to read the sentences again in part B and underline the parts that helped to figure out the meanings.

High-Level Students: Ask students to write new sentences with the phrases and the context like learned.

Fluency listening practice section is a section to practice listening to authentic English language to apprehend in real-life situation. First, listen to the audio before talking about the table. Play audio **track 073**.

Tell the students to do part B on their own by looking at the table.

Play the audio track 074 to review the correct answers with the students.



Low-Level Students: While

completing the review, allow the students to turn back to the fluency listening practice section to write the correct answers in the table.

High-Level Students: Ask students to try on their own to fill in the table without looking back at the page.

LESSON B INTRO & FLUENCY LISTENING REVIEW



Use the picture to activate student's prior knowledge about the topic of the unit. The beginning of the unit will start with reviewing the fluency listening practice section. Quickly review by asking the students the warm-up questions:

1. What do you see in the pictures below?

Sample answer: I can see a paper, a person with closed eyes, a person exercising, and people together.

- 2. What do you think the phrasal verbs mean? Sample answer: The first phrasal verb "sign up" looks like enrolling into something.
- **3. About how many people will come to this party?** Sample answer: The first word is sign up.

Have the students fill in the table by themselves and review the correct answers by listening to the audio track. Play audio **track 075**.

FLUENCY SPEAKING PRACTICE FLUENCY SPEAKING PRACTICE SECTION 🚯 Listen and read. 🔬 When making plurals, the letter s can have three distinct sounds. Words that end with the letter s can be pronounced /s/, /z/, or /Iz/. B Listen, look, and say. Example1 Sometimes s can make the /s/ sound, like in chips (chips). Example 2 Sometimes s can make the /z/ sound, like in wings (wingz). Example 8 Sometimes s can make the /Iz/ sound, like in houses (housiz). **G** Check (</) the boxes with the correct final s sounds, and write the words in the blanks. /17/ /s/ 171 1. team \checkmark Our players wear uniforms and play in <u>teams</u> just like those in soccer, baseball, and hockey. /s/ /z/ 2. tournament We take part in tournaments with people watching around the world. /z/ /s/ /1z/ 3. eve Did you know that playing video games is good for your /s/ /z/ /1z/ 4. coach \checkmark We have <u>coaches</u> for all sorts of games. D Listen, check your answers, and say. Speaking Fluency: Practice speaking in an authentic way to build fluency. 65

LESSON B TEACHING TIPS

Level Tipダ

Low-Level Students: Have students place the example words and focus on the pronunciation.

High-Level Students: Ask students to think of different words that have different final *s* sounds.

Fluency speaking practice section is to practice speaking in an authentic way. In the section, we will see an explanation of the practice, then examples of how it is used in a sentence, and a few exercises for the students to practice.

In this unit, the students will learn about linking words in a sentence to speak with fluency.

Listen to the explanation of the practice. Play audio track 076.

Then listen to some examples. Play audio **track 077**. After listening to the track, have students read on their own to practice the skill.

Tell students to do part C on their own and review correct answers with the students. Play audio **track 078**. After, ask the students to practice saying the sentences again on their own.

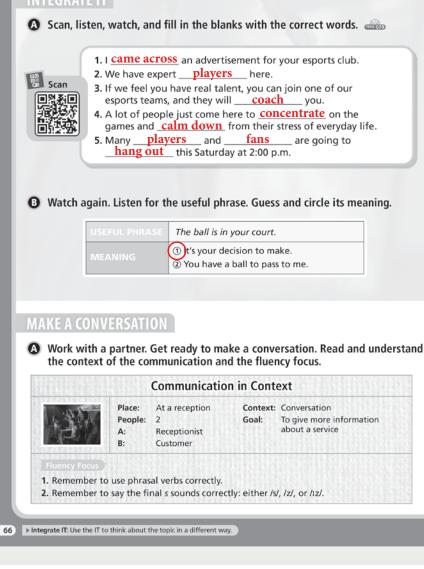


Low-Level Students: Go over the vocabulary once more before playing the video. If needed, play the subtitle version of video to help students fill in the blanks.

High-Level Students: Ask students to think about ways to use the useful phrase and have them present their own sentences.

INTEGRATE IT & SPEAKING SCRIPT CONTEXT

INTEGRATE IT

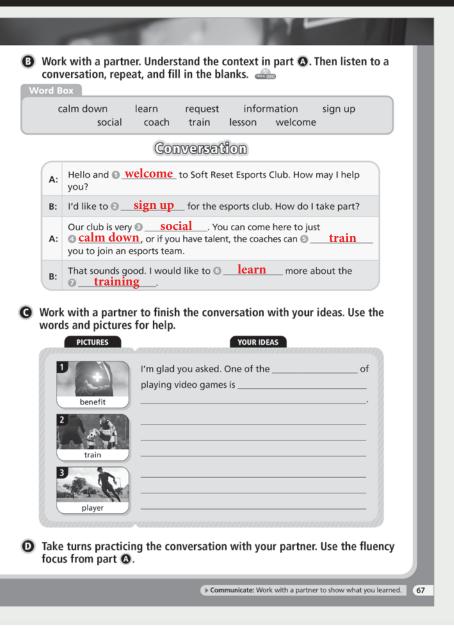


Play the video with the QR code and have the students listen and fill in the dictation activity. Play the QR video. If the QR video doesn't play or can't play, play the audio **track 079**. Review the correct answers with students.

Read the useful phrase together and watch the video again. Ask the students to listen for the useful phrase and circle the correct meaning. Play the subtitle version of the video, if necessary. Review the correct answer with the students.

At the end of the unit, students will work on either making a conversation on their own or with a partner. The context is given for the conversation needed to write. Read the context together and review the fluency practices learned. Be sure to tell the students to try to use the listening and speaking fluency practice learned in the unit.

SPEAKING SCRIPT



TEACHING TIPS



Low-Level Students: Tell students that they can summarize the listening for the writing their own ideas section.

High-Level Students: Ask students to write the script so that it fits the context and use much fluency focus as possible.

In part B, listen to the audio and fill in the blanks to review the lesson and to write the beginning of the conversation. Play audio **track 080**.

In part C, continue from part B, tell students to finish the script. Look at the pictures and the words that needs to be incorporated into the writing. Give students time to write a script with those words. Tell them they have to use the context from the page before and to write an appropriate conclusion for the script given.

Tell them to practice the conversation and choose a few students to present.

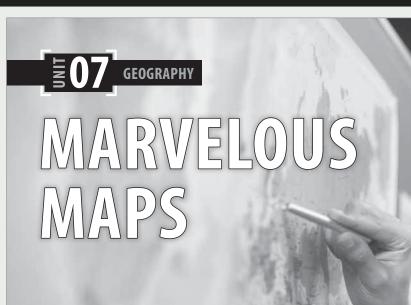
SO7 MARVELOUS MAPS

UNIT SUMMARY

UNIT INTRODUCTION

Unit 7: Geography

Academic Objective: Understand how to use maps to get information about continents, oceans, and countries.



ACADEMIC OBJECTIVE

 Understand how to use maps to get information about continents, oceans, and countries.

Listening Type: Lesson

LESSON

- Listening Skill: Listening for Information
- Fluency Listening Practice: Hearing Stress in
- Three-or-More Syllable Words

LESSON B • Speaking Type: Lesson

- Speaking Skill: Giving Facts and Information
- Fluency Speaking Practice: Silent Syllables
- Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

68

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A

INTRODUCTION



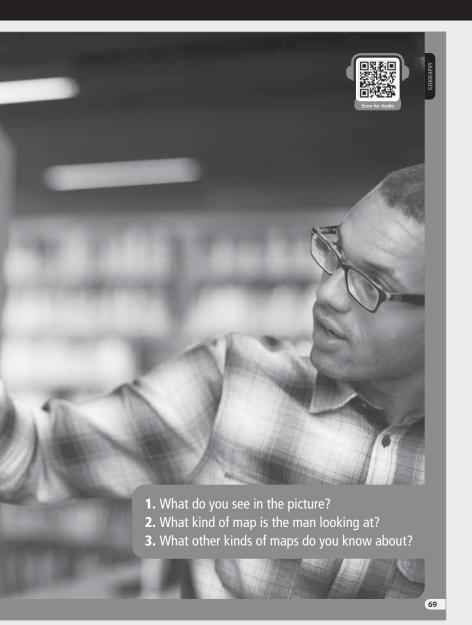
Language Learning Objectives

New Words: economic, data, theme, category, organized, visual

Listening Type: feature, precipitation, symbol, population

Listening Type: Lesson

Speaking Type: Lesson



Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points. Ask students what they know about maps to activate prior knowledge. Ask them to think about different types of maps.

1. What do you see in the picture?

Sample answer: A person is looking at a map.

- 2. What kind of map is the man looking at? Sample answer: He is looking at a political map.
- 3. What other kinds of maps do you know about? Sample answer: There are geographic map and climate map.

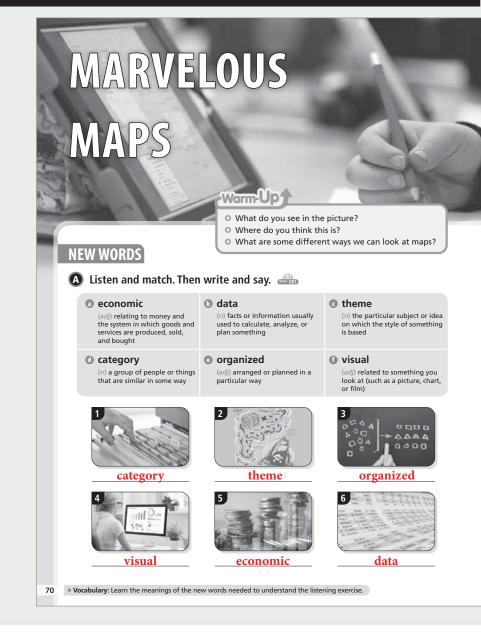


Low-Level Students: After

completing the new words activity on page 70, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 70, check the answers by giving students 1-2 minutes to memorize the new words on page 70, and then ask them to close the book and recall each word from memory.

LESSON A INTRO & NEW WORDS



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students to describe the picture. Focus the attention of the students on maps and ask them the warm-up questions:

1. What do you see in the picture?

Sample answer: I see a person looking at a map.

2. Where do you think this is?

Sample answer: It seems like it's inside somewhere.

3. What are some different ways we can look at maps?

Sample answer: We can see maps in a book.

Explain to the students that they will listen about the different types of maps and how we can use maps to explain facts and not just directions.

Play audio track 081 and ask students to say and write each word as they hear them.

GENERAL LISTENING, COMPREHENSION, & BONUS WORDS

	7A REPORTED
GENERAL LISTENING SECTION & QUES	STIONS
🔕 Get ready to listen. 🚕	opic Maps
B Read the questions below, then listen a	nd write notes as needed.
G Listen, use your notes, and choose the b	best answers.
Questions	Notes
1. What time of day is it? a b c d	
2. What is the speaker's job? a b c d	
 3. What kind of maps is the speaker mostly talking about? (a) (b) (c) (d) 	
4. When will students learn about maps? (a) (b) (c) (d)	
BONUS WORDS	
Read, discuss, then match the words to	the correct synonyms.
feature <u>c</u> precipitation <u>b</u>	symbol <u>d</u> population <u>a</u>
a. people b. rain	c. detail d. sign
▶ Listening I: Listen for general information about the speakers, whe	ere they are, and the topic. Then learn the bonus words. 71

TEACHING TIPS

Level Tipダ

Low-Level Students: Read the questions together as a class and talk about what answer they should be listening for. Tell them how to write notes when listening. Play the audio twice if necessary. Talk about the notes before answering the questions.

High-Level Students: Have them do the exercise by themselves and call on an individual student to check the answers.

Review the title of the listening: Marvelous Maps. Ask the students what they think this title means.

Part A of the general listening section is to give students the context of the listening. Play audio track 082.

Read the questions together and tell students to listen carefully while taking notes. Explain to the students how to take notes while listening. Notes should be short, and sometimes you can use symbols.

Listen to the audio together. Play audio track 083.

Then have them listen to the questions while using their notes to answer the general questions. Play audio **track 084**.

Review the correct answers with the students.

Teach students the bonus words that were heard in the audio. Have them match the pictures with the synonyms.



Low-Level Students: After listening to the audio, talk about the listening again in detail.

High-Level Students: Ask the students to make connections between the contents of the passage and maps they would like to make.

DETAILED LISTENING & COMPREHENSION

	Questions			Notes
kinds of	ng to the speak maps do most hen they hear t	people think		
	the first examp c maps given by ?			
	not given as an matic map?	n example		
	ng to the speak c maps help us?			
Listen, use	e your notes, a	nd choose the	best answers	S
	ng to the speal vhen they hear	the word map		most people think
a	b	C		
2. What is a	the first examp b	ple of thematio	maps given @	by the speaker?
_	s not given as a		a thematic m	ap?
a	р	C		
4. Accordi	ng to the speal	ker, how can tł ت	nematic maps @	help us?

Read the questions together and explain the words students do not understand.

Listen to the audio again and listen to the detailed parts of the listening. Play audio **track 085**. Tell the students to take notes regarding the questions. If necessary, talk about the notes that some of the students have taken before answering the questions.

Have the students listen to the questions and answer. Play audio **track 086**. Review the correct answers with the students.

FLUENCY LISTENING PRACTICE

FLUENCY LISTENING PRACTICE SECTION

🖪 Listen and understand. 🖾

Hearing Syllabic Stress in Three-or-More Syllable Words Words with more than two syllables have more rules regarding where to place the word stress. For three-or-more syllable words, look at the suffix of the word to stress correctly.

Words ending in consonants, *er, ly*, or *y*, you usually stress the first syllable.

Words ending in *cy*, *ty*, *phy*, *gy*, or *al*, you stress the syllable third from the end. Example clarity (KLAR-i-tee)

Words ending in *ic*, *sion*, *tion*, *able*, *ial*, *ican*, *ery*, *ian*, *ible*, *ic*, *ics*, *ion*, *ia*, *ient*, *ious*, *ish*, or *osis*, you stress the syllable right before the suffix. Example characteristic (kar-ik-ter-IS-tik)

Words ending in *ade*, *ee*, *ese*, *eer*, *que*, *ette*, or *oon*, you stress the syllable with the suffix.

B Write the words in the table correctly.

First category	Second political	Third economic	Fourth precipitation
	thematic	population	
isten, check v	our answers, and sa	V	

Listening Fluency: Listen, read, and use the listening practice to develop fluency.

Fluency listening practice section is a section to practice listening to authentic English language to apprehend in real-life situation. First, listen to the audio before talking about the table. Play audio **track 087**.

Tell the students to do part B on their own by looking at the table.

Play the audio track 088 to review the correct answers with the students.

TEACHING TIPS

Low-Level Students: Ask students to practice the given words.

High-Level Students: Ask students to think and practice with other words and see which syllable is stressed.

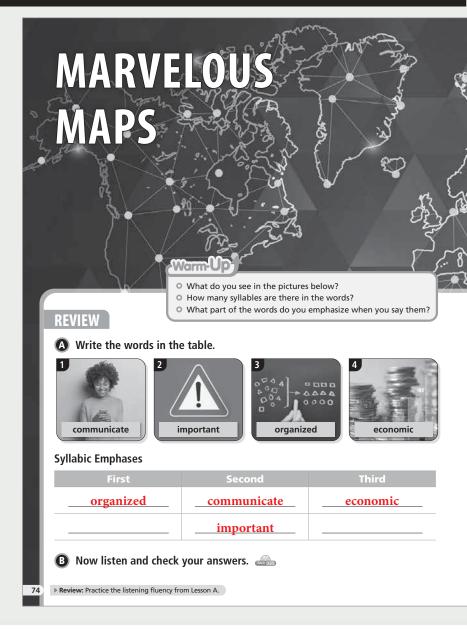


Low-Level Students: While

completing the review, allow the students to turn back to the fluency listening practice section to write the correct answers in the table.

High-Level Students: Ask students to try on their own to fill in the table without looking back at the page by just pronouncing the words on their own.

LESSON B INTRO & FLUENCY LISTENING REVIEW



Use the picture to activate student's prior knowledge about the topic of the unit. The beginning of the unit will start with reviewing the fluency listening practice section. Quickly review by asking the students the warm-up questions:

1. What do you see in the pictures below?

Sample answer: I can see a person on the phone, a exclamation mark, shapes, and money.

- 2. How many syllables are there in the words? Sample answer: The first word "communicate" has four syllables.
- 3. What part of the words do you emphasize when you say them? Sample answer: The first word "communicate" emphasizes the second syllable.

Have the students fill in the table by themselves and review the correct answers by listening to the audio track. Play audio **track 089**.

FLUENCY SPEAKING PRACTICE FLUENCY SPEAKING PRACTICE SECTION A Listen and read. Each syllable usually has at least one vowel. Sometimes, there is a silent (X) syllable in the middle of a word. You do not say this vowel sound. When you say these words, don't say the e sound before the r sound in the middle of the word. B Listen, look, and say. Example1 Say all of the syllables. How many syllables are there? "dif-fer-ent" There are three syllables. Now, don't say the e sound before the r sound in the middle of the word. How many syllables are there now? "diff-rent" * Sounds like "diff-rent" There are now two syllables. Sentence 1 "Maps can teach us a lot more than just where diffXrent countries and cities are." * Sounds like "Maps can teach us a lot more than just where diff-rent countries and cities are." Example 2 Say all of the syllables. How many syllables are there? "tem-pe-ra-ture" There are four syllables. Now, don't say the *e* sound before the *r* sound in the middle of the word. How many syllables are there now? "tem-pra-ture" * Sounds like "tem-pruh-chur" There are now three syllables. Sentence 2 "Another common type of thematic map is a tempXrature map." * Sounds like "Another common type of thematic map is a tem-pruh-chur map." G Write an (X) where there are silent syllables in the middle of the words. **1.** You can see how much it rains on average every year in a particular place. 2. Thematic maps often use different colors to show information. D Practice saying the sentences with the silent syllables. ▶ Speaking Fluency: Practice speaking in an authentic way to build fluency. 75

TEACHING TIPS

Level Tips



Low-Level Students: Have students practice the example words and focus on the pronunciation.

High-Level Students: Tell students to think of other words that has silent syllables.

Fluency speaking practice section is to practice speaking in an authentic way. In the section, we will see an explanation of the practice, then examples of how it is used in a sentence, and a few exercises for the students to practice.

In this unit, the students will learn about silent syllables in a sentence to speak with fluency.

Listen to the explanation of the practice. Play audio **track 090**.

Then listen to some examples. Play audio track 091. After listening to the track, have students read on their own to practice the skill.

Tell students to do part C on their own and review correct answers with the students. After, ask the students to practice saying the sentences again on their own.

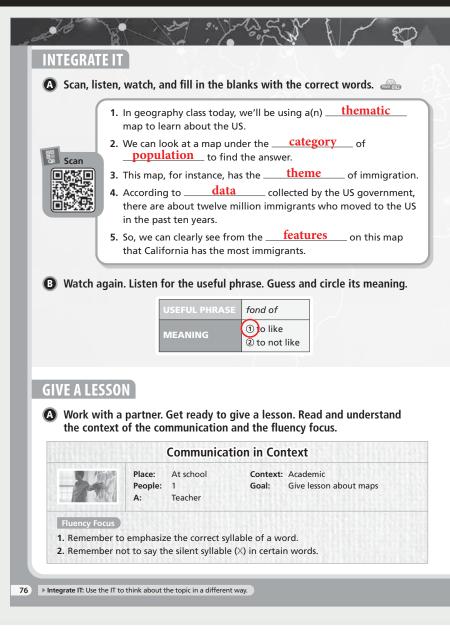


Low-Level Students: Go over the vocabulary once more before

playing the video. If needed, play the subtitle version of video to help students fill in the blanks.

High-Level Students: Ask students to think about ways to use the useful phrase and have them present their own sentences.

INTEGRATE IT & SPEAKING SCRIPT CONTEXT

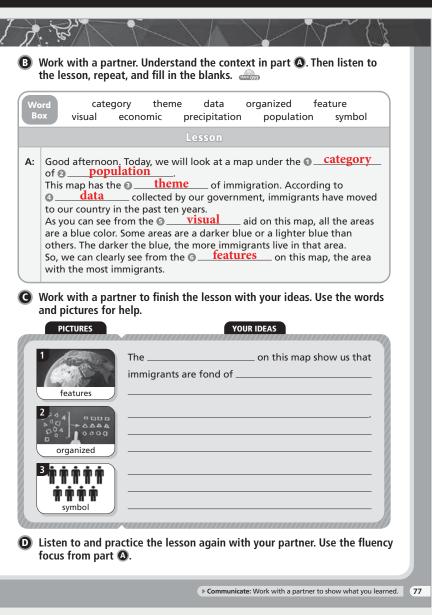


Play the video with the QR code and have the students listen and fill in the dictation activity. Play the QR video. If the QR video doesn't play or can't play, play the audio **track 092**. Review the correct answers with students.

Read the useful phrase together and watch the video again. Ask the students to listen for the useful phrase and circle the correct meaning. Play the subtitle version of the video, if necessary. Review the correct answer with the students.

At the end of the unit, students will work on either making a lesson on their own or with a partner. The lesson format will be based on the listening format heard in the lesson. The context is given for the lesson needed to write. Read the context together and review the fluency practices learned. Be sure to tell the students to try to use the listening and speaking fluency practice learned in the unit.

SPEAKING SCRIPT



TEACHING TIPS

Level Tips

Low-Level Students: Tell students that they can summarize the listening for the writing their own ideas section.

High-Level Students: Ask students to write the script so that it fits the context and use much fluency focus as possible.

In part B, listen to the audio and fill in the blanks to review the lesson and to write the beginning of the lesson. Play audio **track 093**.

In part C, continue from part B, tell students to finish the lesson. Look at the pictures and the words that needs to be incorporated into the writing. Give students time to write a lesson with those words. Tell them they have to use the context from the page before and to write an appropriate conclusion for the script given.

Tell them to practice the script and choose a few students to present.

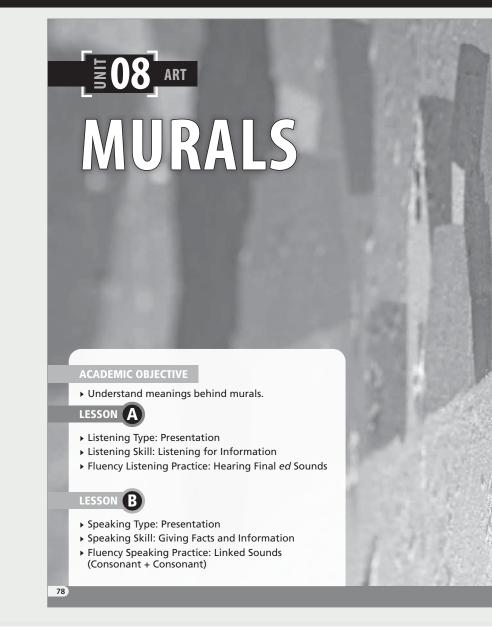
108 MURALS

UNIT SUMMARY

UNIT INTRODUCTION

Unit 8: Art

Academic Objective: Understand meanings behind murals.



Introduce the topic with the picture on the unit introduction page. Get students thinking and talking about the topic.

Review the academic objective on the page.

Preview the learning objectives in Lesson A. Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics, and language learning points.

LESSON A



UNIT SUMMARY

Language Learning Objectives

New Words: paint, cave, ancestor, allow, complete, abstract

Bonus Words: ancient, discover, title, image

Listening Type: Presentation

Speaking Type: Presentation

Discuss the three warm-up questions to see how much background information students possess about the subject, objectives, topics and language learning points. Ask students what they know about murals. Ask them what kind of murals they can find around their cities. Ask them how they felt when they saw the murals.

- 1. What do you see in the picture? Sample answer: I see people painting.
- 2. What are these people doing? Sample answer: They are painting on a wall.
- **3. Why do you think they are doing it? Sample answer:** *They are trying to make the city beautiful.*

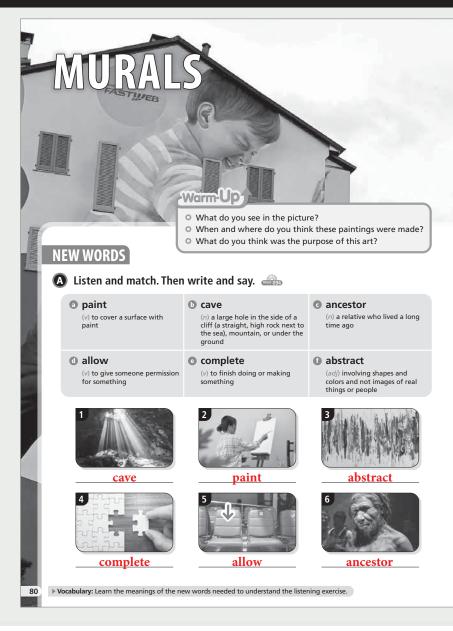


Low-Level Students: After

completing the new words activity on page 80, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 80, check the answers by giving students 1-2 minutes to memorize the new words on page 80, and then ask them to close the book and recall each word from memory.

LESSON A INTRO & NEW WORDS



Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what is in the picture. Focus the attention of the students on the cityscape and murals and ask them the warm-up questions:

1. What do you see in the picture?

Sample answer: I see a painting on a building.

- 2. When and where do you think these paintings were made? Sample answer: It was painted and on a house.
- **3. What do you think was the purpose of this art? Sample answer:** *It is to make the house beautiful and original.*

Explain to the students that they will listen a presentation on murals. Play audio **track 094** and ask students to say and write each word as they hear them.

GENERAL LISTENING, COMPREHENSION, & BONUS WORDS

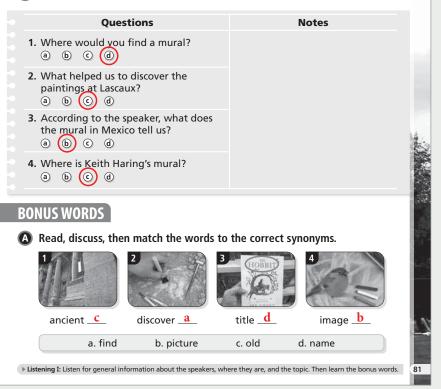


GENERAL LISTENING SECTION & QUESTIONS

Get ready to listen.
 Type Presentation Place At school Topic Art

B Read the questions below, then listen and write notes as needed.

C Listen, use your notes, and choose the best answers.



TEACHING TIPS

Level Tip🏹

Low-Level Students: Read the questions together as a class and talk about what answer they should be listening for. Tell them how to write notes when listening. Play the audio twice if necessary. Talk about the notes before answering the questions.

High-Level Students: Have them do the exercise by themselves and call on an individual student to check the answers.

Review the title of the listening: Murals. Ask the students what they think this title means.

Part A of the general listening section is to give students the context of the listening. Play audio track 095.

Read the questions together and tell students to listen carefully while taking notes. Explain to the students how to take notes while listening. Notes should be short, and sometimes you can use symbols.

Listen to the audio together. Play audio track 096.

Then have them listen to the questions while using their notes to answer the general questions. Play audio **track 097**.

Review the correct answers with the students.

Teach students the bonus words that were heard in the audio. Have them match the pictures with the synonyms.



Low-Level Students: After listening to the audio, talk about the listening again in detail.

High-Level Students: Ask the students to make connections between the contents of the passage and murals in their cities and what they represent.

DETAILED LISTENING & COMPREHENSION

	Ouestions			Notes
-	es the speaker is painted anim	55		
2. When w Lascaux	ere the paintir made?	ngs at		
3. What is	the fresco tech	nique?		
4. Why did	Haring paint 1	he mural?		
	-	nd choose the suggest our an		
2. When w	vere the painti	ngs at Lascaux I	made?	
0	the fresco tec b	0	۳ ۵	
1 Why di	d Haring paint	the mural?	-	

Read the questions together and explain the words students do not understand.

Listen to the audio again and listen to the detailed parts of the listening. Play audio **track 098**. Tell the students to take notes regarding the questions. If necessary, talk about the notes that some of the students have taken before answering the questions.

Have the students listen to the questions and answer. Play audio **track 099**. Review the correct answers with the students.

FLUENCY LISTENING PRACTICE

FLUENCY LISTENING PRACTICE SECTION

A Listen and understand.

Hearing Final ed Sounds

The letters *ed* at the end of a word can have three distinct sounds. The sound is determined by the ending sound of the base word.

/t/	/ d /	/ Id /
<i>ht</i> :: yumped → jumpt :: walked → walkt : sniffed → snifft laughed → laught graphed → grapht (the letters <i>gh</i> and <i>ph</i> make the <i>lfl</i> sound) :: missed → misst :: fixed → fixt th: pitched → pitcht th: wished → wisht th: unearthed → uneartht	fd/ b: grabbed → grabbd g: dragged → dragd i: called → calld m: farmed → farmd n: owned → ownd ng: banged → bangd r: watered → waterd v: cayed → cayd z: prized → prizd ge: changed → changd the: clothed → clothd (voiced th) VOWEL SOUNDS: played → playd	//.C/ d: en <u>d</u> ed → en <u>d</u> id t: star <u>t</u> ed → start <u>i</u> d

B Write the words with the ed ending sounds in the table correctly.

discovered followed	tested helped	picked completed	painted allowed		
/t/		/d/	/Id/		
picked	dis	covered	tested		
helped	fo	llowed	painted		
	al	lowed	completed		
Listen, check your answers, and say.					

Fluency listening practice section is a section to practice listening to authentic English language to apprehend in real-life situation. First, listen to the audio before talking about the table. Play audio **track 100**.

Tell the students to do part B on their own by looking at the table.

Play the audio **track 101** to review the correct answers with the students.

TEACHING TIPS

Low-Level Students: Read the examples together and have students practice the pronunciations.

High-Level Students: Ask students to think of other words to practice the different *ed* sounds.

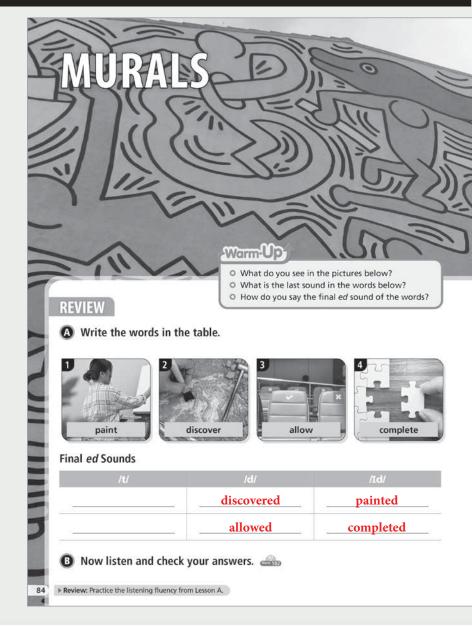


Low-Level Students: While

completing the review, allow the students to turn back to the fluency listening practice section to write the correct answers in the table.

High-Level Students: Ask students to try on their own to fill in the table without looking back at the page by just pronouncing the words on their own.

LESSON B INTRO & FLUENCY LISTENING REVIEW



Use the picture to activate student's prior knowledge about the topic of the unit. The beginning of the unit will start with reviewing the fluency listening practice section. Quickly review by asking the students the warm-up questions:

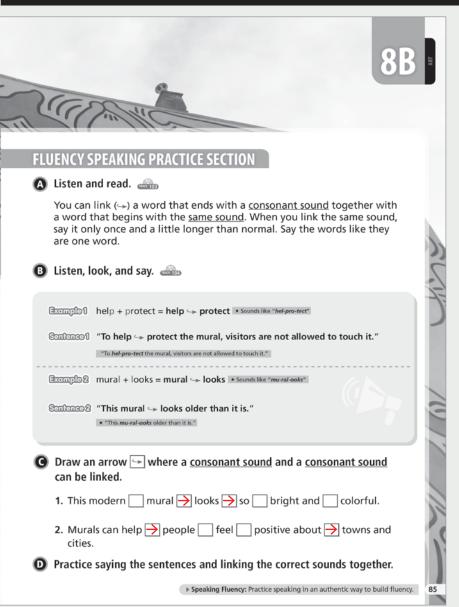
1. What do you see in the pictures below?

Sample answer: I can see a person, paintbrush, seats, and puzzles.

- 2. What is the last sound in the words below? Sample answer: The first word ends with t sound.
- **3.** How do you say the final ed(italics) sounds of the words? Sample answer: The first word painted has /aɪ/ sound at the end.

Have the students fill in the table by themselves and review the correct answers by listening to the audio track. Play audio **track 102**.

FLUENCY SPEAKING PRACTICE



LESSON B

Level Tip🏹

Low-Level Students: Try practicing with the students by speaking the sentences many times so that they understand the linked sounds.

High-Level Students: Ask students to write a sentence that links the words with same consonant sounds. Have few students share the sentence they wrote.

Fluency speaking practice section is to practice speaking in an authentic way. In the section, we will see an explanation of the practice, then examples of how it is used in a sentence, and a few exercises for the students to practice.

In this unit, the students will learn about linking words in a sentence to speak with fluency.

Listen to the explanation of the practice. Play audio track 103.

Then listen to some examples. Play audio **track 104**. After listening to the track, have students read on their own to practice the skill.

Tell students to do part C on their own and review correct answers with the students.

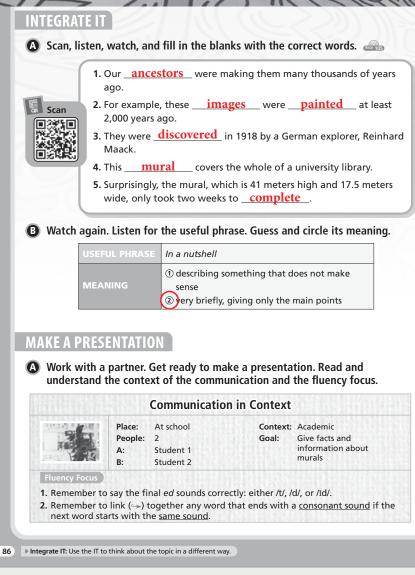
After, ask the students to practice saying the sentences again on their own.



Low-Level Students: Go over the vocabulary once more before playing the video. If needed, play the subtitle version of video to help students fill in the blanks.

High-Level Students: Ask students to think about ways to use the useful phrase and have them present their own sentences.



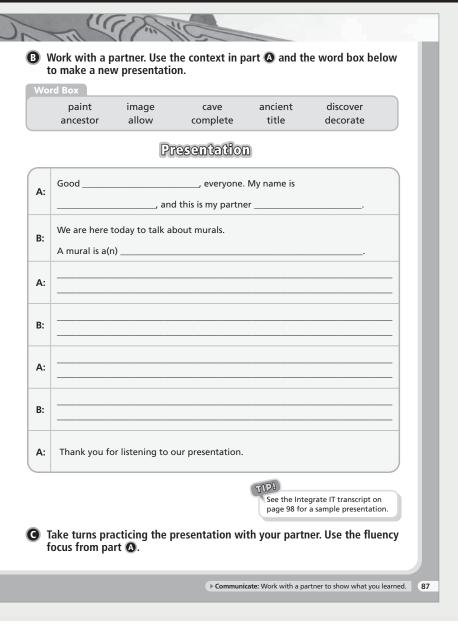


Play the video with the QR code and have the students listen and fill in the dictation activity. Play the QR video. If the QR video doesn't play or can't play, play the audio **track 105**. Review the correct answers with students.

Read the useful phrase together and watch the video again. Ask the students to listen for the useful phrase and circle the correct meaning. Play the subtitle version of the video, if necessary. Review the correct answer with the students.

At the end of the unit, students will work on either making a presentation on their own or with a partner. The presentation format will be based on the listening format heard in the lesson. The context is given for the presentation needed to write. Read the context together and review the fluency practices learned. Be sure to tell the students to try to use the listening and speaking fluency practice learned in the unit.

SPEAKING SCRIPT



TEACHING TIPS

Level Tips

Low-Level Students: Tell students that they can summarize the listening for the writing their own ideas section.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Then have students transfer the information in the writing plan from their student book to the practice book. Encourage students to write an additional sentence in their homework.

In part B, have students look at the word box and try to make a presentation on their own or with a partner about the topic learned.

Tell them to practice the presentation script and choose a few students to present.