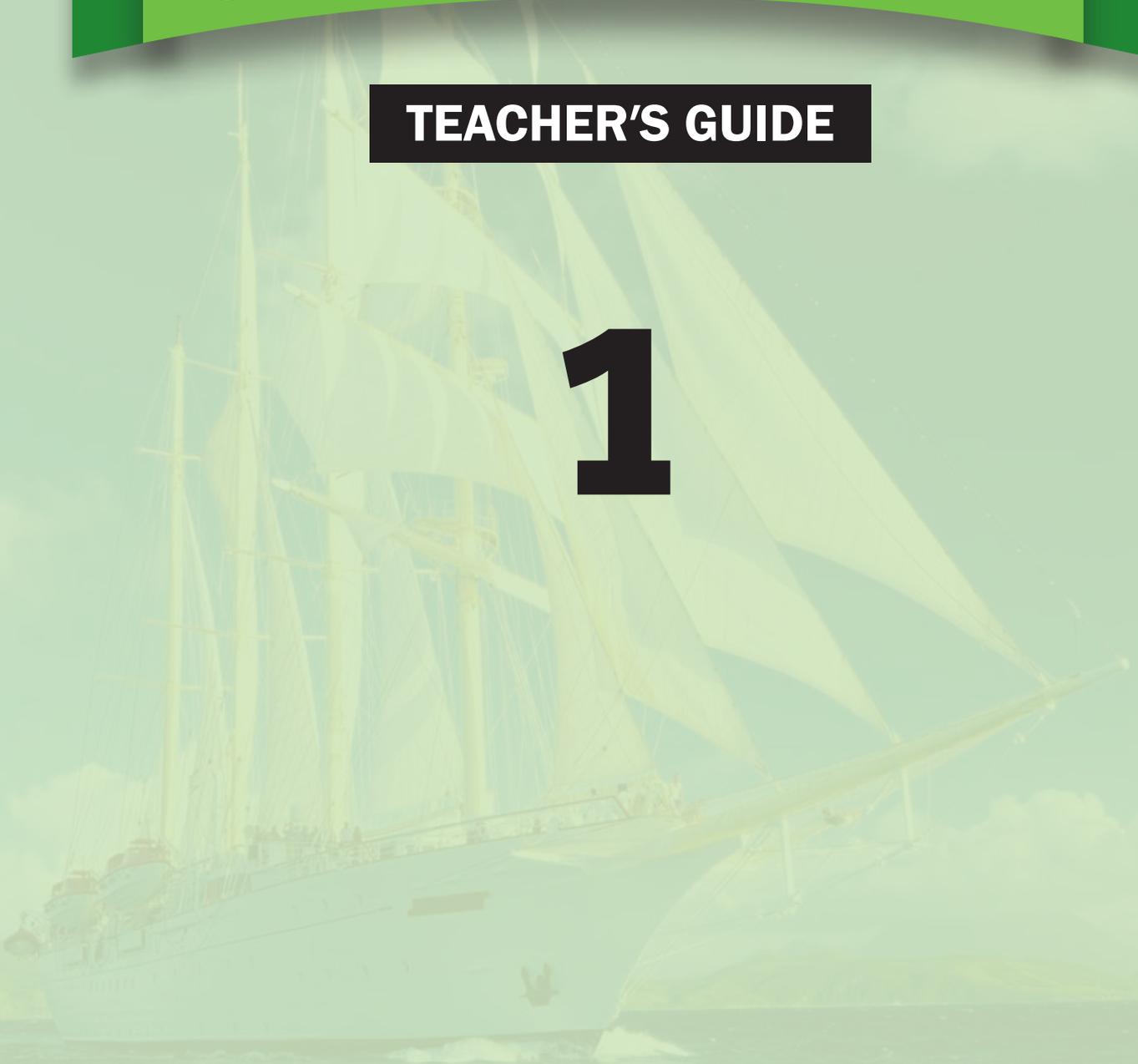


NEW

ODYSSEY

TEACHER'S GUIDE

1



•Grammar Review & Word List p. 78

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

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

		UNIT / PAGE	SKILL	LESSON PRODUCTION	LANGUAGE	OUTCOME
MODULE 3	P. 54-77	UNIT 5 TIME TO PLAY! p. 54-65	Reading	Read about hobbies	Free-time activities & adverbs of frequency	Share and teach others your hobby
			Listening	Listen to people talk about their free-time activities	Hobbies, activities, and interests I	
			Speaking	Talk about your routine	Hobbies, activities, and interests II	
			Writing	Write an email about your routine	Hobbies, activities, and interests III	
			Project	Teach others your hobby	Hobbies, activities, and interests IV	
	P. 66-77	UNIT 6 WHAT'S FOR LUNCH? p. 66-77	Listening	Understand likes and dislikes	Foods	Create a food diary and self-reflect
			Reading	Read about interesting street food	Ingredients	
			Speaking	Order food in a restaurant	Containers	
			Writing	Write about the food you eat	Foods & ingredients	
			Project	Find ways to improve people's diets	Countable & uncountable nouns	

Alphabet

- 1 Listen and repeat. Then write the letters.  00-01
- Read the alphabet aloud.
 - Ask students to repeat what you say aloud.
 - Tell students to trace the letters.

Extra Practice Writing in Cursive

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

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

Numbers

- 2 Listen and repeat.  00-02
- Listen to the audio.
 - Ask students to repeat aloud after the audio.
 - Practice again. This time, practice by saying numbers between 30 and 100 and asking students to write down the numbers you say.
 - Practice again with larger numbers.

Teacher's Note

Different Ways to Read Numbers

Explain that there are many ways to say different numbers.

Ex.

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

- 3 Listen and repeat. Use the numbers to talk with a partner.  00-03
- Listen to the audio.
 - Ask students to repeat aloud after the audio.
 - Practice again. This time, ask students to use one of the given numbers.
 - Practice again. This time, ask students to use their own phone numbers.

Before We Start

Alphabet

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



Write your name: _____

Numbers

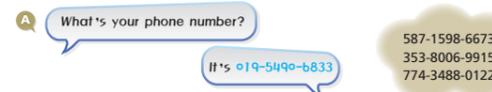
- 2 Listen and repeat.  00-02



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

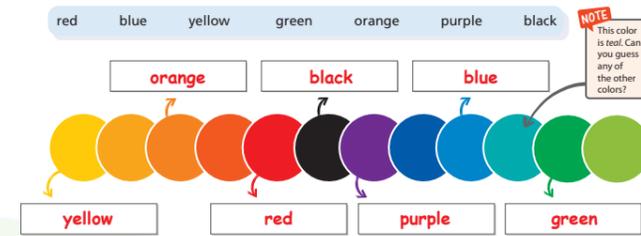
Write your phone number: _____

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



Colors

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



- 5 Listen and number.  00-05



- 6 Read the questions.

How do you spell "board"?
Can you repeat that?
Can you say that again more slowly?
How do you say " _____ " in English?
What does "board" mean?
How do you pronounce this word?
I have a question.
What's the answer to number four?

NOTE
There are four English sentence types.
Declarative sentences - Used for statements
Ex My name is Jack.
Interrogative sentences - Used for questions
Ex What is your name?
Imperative sentences - Used for commands
Ex Read aloud.
Exclamative sentences - Used to express strong emotions or surprise
Ex Stop!

- 5 Listen and number.  00-05

- Listen to the audio.
- Ask students to repeat aloud after the audio.
- Ask students to write the number next to the correct picture.
- Practice again. Give the classroom commands. Ask them to follow along.
- Ask students if they have any questions.

Teacher's Note

Classroom Language

Explain to students that this page is there to help them when they need to understand a direction line or need help asking questions.

Answer Key

1. watch
2. write
3. talk with a partner
4. speak
5. open your books
6. answer
7. listen
8. look at the board
9. read
10. close your books

Extra Practice What Color is It?

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

Ex.

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

Colors

- 4 Listen and repeat. Then write the colors in the correct boxes.  00-04
- Listen to the audio.
 - Ask students to repeat aloud after the audio.
 - Practice again. This time, ask students to guess the names of other colors on the wheel.

Answer Key

From left to right
yellow, orange, red, black, purple, blue, green

Teacher's Note

Other Colors

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

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

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

- 6 Read the questions.

- Read the questions to the students.
- Ask students if they understand the questions.
- Practice again. Ask students if they can ask you some questions.

Teacher's Note

Sentence Types

There are four types of English sentences: declarative, interrogative, imperative, and exclamative. Explain that every sentence starts with a capital letter and ends with a punctuation. Also, explain how punctuation can signal what kind of sentence is being used.

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

Scan the QR code to download the Unit 1 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 1 AIMS

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

Target Skills

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

Target Vocabulary

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



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

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

ICE BREAKERS

Look at the photo and answer the questions.

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

Key Grammar

personal pronouns

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

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

be-verbs (affirmative)

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

Personal Pronoun	Verb	Example
<i>I</i>	<i>am</i>	<i>I am</i> a teacher.
<i>He/She/It</i>	<i>is</i>	<i>He is</i> a teacher.
<i>You/We/They</i>	<i>are</i>	<i>We are</i> teachers.

Affirmative	Negative	Interrogative
<i>I am</i> (I'm)	<i>I am not</i> (I'm not)	Am I...?
<i>You are</i> (You're)	<i>You are not</i> (You're not)	Are you...?
<i>He/She is</i> (He's/She's)	<i>He/She is not</i> (He's/She's not)	Is he/she...?
<i>It is</i> (It's)	<i>It is not</i> (It's not)	Is it...?
<i>We are</i> (We're)	<i>We are not</i> (We're not)	Are we...?
<i>You are</i> (You're)	<i>You are not</i> (You're not)	Are they...?
<i>They are</i> (They're)	<i>They are not</i> (They're not)	Are they...?

Unit 1 Discussion

Look at the photo and answer the questions.

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

Extra Practice More Discussion

Ask more questions about family and friends.

Ex.

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

Aim: Introduce yourself

Vocabulary

1 Read. Then fill in the blanks.

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

Answer Key

1. Good
2. are
3. bad

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

Speak Up

2 Listen and repeat. 1-01

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

Focus

3 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again, but with their own names.

A ABOUT ME! Speaking Aim: Introduce yourself

Vocabulary

1 Read. Then fill in the blanks.

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

1. _____ morning, Cynthia.
Hey, Frank. How 2. _____ you?
Not 3. _____, thanks. And you?
I'm all right.

Speak Up

2 Listen and repeat. 1-01

Hi. I'm Sarah.
My name is Jon. What's your name?
Hi. My name's Tom.
Nice to meet you, too.
My name's Ellie.
Nice to meet you, too.
Hello, Tom. I'm Jessie. Nice to meet you.

Focus

3 Talk with a partner.

Hi! I'm Jack. What's your name?
Hello! My name is Susan. Nice to meet you.
Nice to meet you, too.

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

How old are you? I'm 16.
What grade are you in? I'm in the tenth grade.

12	14
16	18
34	46

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

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

Wrap Up

5 Fill in the blanks to make your own introductions.

Hi! My name is _____. But, you can call me _____.
I am _____ years old. I am in high school!
I am in the _____ grade this year!
It's nice to meet you.

Grammar

6 Look at the table. Practice making sentences with the given forms.

Affirmative	Negative	Interrogative
I am (I'm)	I am not (I'm not)	Am I...?
You are (You're)	You are not (You're not)	Are you...?
He/She is (He's/She's)	He/She is not (He's/She's not)	Is he/she...?
It is (It's)	It is not (It's not)	Is it...?
We are (We're)	We are not (We're not)	Are we...?
You are (You're)	You are not (You're not)	Are you...?
They are (They're)	They are not (They're not)	Are they...?

Farewells

7 Talk with a partner.

See you later / tomorrow / soon!
Take care!
Goodbye!
Bye!

Grammar

6 Look at the table. Practice making sentences with the given forms.

Affirmative	Negative	Interrogative
I am (I'm)	I am not (I'm not)	Am I...?
You are (You're)	You are not (You're not)	Are you...?
He/She is (He's/She's)	He/She is not (He's/She's not)	Is he/she...?
It is (It's)	It is not (It's not)	Is it...?
We are (We're)	We are not (We're not)	Are we...?
You are (You're)	You are not (You're not)	Are you...?
They are (They're)	They are not (They're not)	Are they...?

- Explain the affirmative form of *be* to students using subject pronouns.
- Explain how you can make negative forms by adding *is not* or *are not*.
- Explain the interrogative form of *be* to students.
- For practice, ask students to follow along and repeat sentences in the forms.
- Teach students the short forms of the *be* verb and explain how it eases speech.

Example sentences	
<i>I am Jack.</i>	<i>I'm Jack.</i>
<i>I am not Jason.</i>	<i>I'm not Jack.</i>
<i>Am I Jack? Yes, I am.</i>	
<i>You are Lisa.</i>	<i>You're Lisa.</i>
<i>You are not Lisa.</i>	<i>You're not Lisa.</i>
<i>Are you Lisa? Yes, you are.</i>	

Farewells

7 Talk with a partner.

- Read the short conversation aloud or ask two students to read the short conversation aloud.
- Ask students to practice the conversation with a partner.
- Tell students to practice the conversation again but to use different farewells.

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

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

Wrap Up

5 Fill in the blanks to make your own introduction.

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

Answer Key

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

Aim: Talk about countries and nationalities

Vocabulary

1 Listen and repeat. 1-03

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

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

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

Answer Key

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

Extra Practice Flags

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

B WHERE ARE YOU FROM?

Writing
Aim: Talk about countries and nationalities

Vocabulary

1 Listen and repeat. 1-03

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

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

Hint: They are countries from the table above.



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



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

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

Writing

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



Wrap Up

5 Fill out the visa application form.

NOTE Remember to capitalize the first letter of every sentence.

VISA APPLICATION

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

Part I Personal Information

Title Mr. Mrs. Miss Ms.

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

Date of Birth (mm/dd/yy) Nationality

Place of Birth Nationality at Birth

Writing

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

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

Answer Key

Sample answers
M: Where are you from?
W: I'm from Mexico.
M: Where in Mexico are you from?
W: Mexico City! What nationality are you?
M: I'm Peruvian.

Wrap Up

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

Answer Key

Answers will vary.

Teacher's Note

Capitalization

The NOTE in this lesson illustrates the importance of capitalization.

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

Lesson C MY FAMILY AND I

Aim: Identify family members

Vocabulary

1 Listen and number. 1-04

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

Answer Key

1. grandmother
2. father
3. aunt
4. brother
5. grandfather
6. mother
7. cousin
8. sister
9. uncle
10. me

- Practice again. Point at different people on the family tree and ask, "Who is _____?"

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

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

Answer Key

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

Focus

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

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

Teacher's Note

After students have had a chance to practice the short conversations, facilitate by explaining the rules on personal pronouns and possessive adjectives. Use other examples to demonstrate how we use possessive adjectives for belongings, relationships, and parts of the body.

C MY FAMILY AND I

Listening
Aim: Identify family members

Vocabulary

1 Listen and number. 1-04

NOTE
Personal pronouns: replace nouns for specific people or things. They change based on who is speaking, who or what is being spoken to, how many people or things are being spoken about, and the subject's gender identification. For more information, check the Grammar Review on page 78.

Focus

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

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

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

Who is he? He's my brother.

Who is she? She's my mother.

NOTE
We use possessive adjectives to show that something belongs to somebody, for relationships, and for parts of the body.

Subject	Object	Possessive Adjective
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

Extra Practice How many family members?

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

"How many _____ do you have?"

Ex.

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

4 Listen and circle. 1-06

1. Mary 2. Jack

3. Kevin 4. Janet

Listen Up

5 Listen and answer. 1-07

My New School

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

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

My school is fun!

Wrap Up

6 Listen and answer the questions. 1-08

- Who are these people?
1. She's my _____.
 2. He's my _____.
 3. They're my _____.
1. Where are Becky and Steven?
a. at school b. at the bookstore c. in the cafeteria
 2. Who is tall?
a. Becky's father b. Becky's mother c. Becky's cousin
 3. Circle **true** or **false**.
a. Steven sees a photo of Becky's cousin. **true** **false**
b. Steven sees a photo of Becky's mother. **true** **false**
c. Becky sees a photo of Steven's dog. **true** **false**

NOTE
Another way to show a possessive relationship between people or things is to use an apostrophe and s ('s).
 She is Becky's mom. This is Steven's dog.

4 Listen and circle. 1-06

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

Answer Key

1. mother
2. grandfather
3. brother
4. sister

Listen Up

5 Listen and answer. 1-07

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

Answer Key

1. sister
2. friend
3. parents

Wrap Up

6 Listen and answer the questions. 1-08

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

Answer Key

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

Lesson D WHO ARE YOU?

Aim: Describe someone's personality

Vocabulary

1 Listen and number. 1-09

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

Answer Key

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

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

2 Circle the answers.

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

Answer Key

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

D WHO ARE YOU?

Reading
Aim: Describe someone's personality

Vocabulary

1 Listen and number. 1-09



2 Circle the answers.

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

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

Pre-reading

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



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Pre-reading

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

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

Answer Key

Sample answers (from left to right)
kind, friendly, chatty, cheerful, lazy, smart

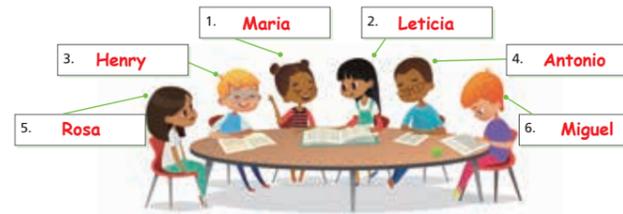
4 Read. Then circle the vocabulary words in the diary.

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

Best,
Miguel

5 Read 4 again. Then fill in the blanks with the students' names.

Maria Henry Leticia Rosa Antonio Miguel



6 Circle true or false.

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

Wrap Up

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

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

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

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

Answer Key

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

Best,
Miguel

5 Read 4 again. Then fill in the blanks with the students' names.

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

Answer Key

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

6 Circle true or false.

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

Answer Key

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

Wrap Up

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

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

Answer Key

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

Aim: Make a profile card

Preview

1 Answer the questions.

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

Answer Key

Sample answers

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

Expressions Introductions

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

1-10

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

Answer Key

1. M: Hello. Nice to meet you. I'm Peter.
W: Hello, Peter. I don't think we've met. I'm Wendy.
2. W: May I introduce myself? My name is Sarah.
M: It's a pleasure to meet you.

E A LITTLE ABOUT ME Project
Aim: Make a profile card

Preview

1 Answer the questions.

1. What's your name?
2. What grade are you in?
3. How old are you?
4. Where are you from?
What part of (country) are you from?
5. How many people are in your family?
Do you have any brothers / sisters?
Do you have aunts / uncles? How many?
6. Describe yourself with three words.

Expressions Introductions

2 Read the table. Then listen and fill in the blanks. 1-10

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

1. Hello. Nice to _____ you. I'm _____.

2. May I _____ myself? My name is _____.

Hello, _____, I don't _____ we've met. I'm _____.

It's a _____ to meet you.

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21st Century Skills Creativity Communication

Class ID Card

3 Read the profile card.

Hi! My name is...

Alicia

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

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

4 Make your own profile card.

Hi! My name is...

[your picture here]

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

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

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4 Make your own profile card.

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

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

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

Teacher's Note

I'm not comfortable giving that information.

Some students might not be comfortable talking about their personal information openly. In this case, they can make up details for their ID card. Also, they can always use the phrase:

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

21st Century Skills

3 Read the profile card.

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

Extra Practice Words You've Learned

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

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

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

Scan the QR code to download the Unit 2 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 2 AIMS

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

Target Skills

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

Target Vocabulary

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

MODULE 1

UNIT 2

THE ONES AROUND ME

WHAT YOU WILL DO IN THIS UNIT

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

ICE BREAKERS

Look at the photo and answer the questions.

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

Unit 2 Discussion

Look at the photo and answer the questions.

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

Extra Practice More Discussion

Ask more questions about school, family, and jobs/careers.

Ex.

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

Key Grammar

be verbs (negative and questions)

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

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

Lesson A SHE'S MY ENGLISH TEACHER

Aim: Identify the people at school

Vocabulary

1 Listen and number. 2-01

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

Answer Key

- teacher
- homework
- class
- student
- grade
- study
- principal
- classmate

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

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

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

Answer Key

- teacher
- class
- study
- principal

Focus

3 Talk with a partner.

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

Teacher's Note

People at School

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

A SHE'S MY ENGLISH TEACHER! Listening

Aim: Identify the people at school

Vocabulary

1 Listen and number. 2-01

Focus

3 Talk with a partner.

Who is *he / she*?

He / She is my *classmate*.

Is *he / she* a teacher?

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

4 Listen and circle. 2-03

1. David

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

2. Jade

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

3. Mark

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

4. Alice

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

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

- _____
- _____
- _____
- _____

4 Listen and circle. 2-03

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

Answer Key

- teacher , principal
- study , homework
- classmate , grade
- student , class

Listen Up

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

2 the principal 3 a boy student 1 the teacher 4 a girl student

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

student	homework	teacher	class
principal	classmate	study	grade

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

1. Jim: I am a _____.

2. Renee: I am the _____.

3. Adam: I am a _____.

4. Callie: I am a _____.

Wrap Up

8 Listen and answer the questions. 2-05

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

Listen Up

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

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

Answer Key

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

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

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

Answer Key

From left to right, top to bottom
student, homework, class, classmate, study, grade

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

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

Answer Key

- teacher
- principal
- (a boy) student
- (a girl) student

Extra Practice Who is _____?

Point to different people in the classroom and ask, "Who is _____?" You can also use pictures of famous people from magazines, books, and the internet to ask, "Who is _____?" Facilitate a discussion about the people by asking follow-up questions, such as "Is he a singer? Is he famous? Is he on television?"

Wrap Up

8 Listen and answer the questions. 2-05

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

Answer Key

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

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Lesson B THAT'S HIS ROLE!

Aim: Talk about people's jobs

Vocabulary

1 Listen and repeat. 2-06

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

2 Listen and match the people with the jobs. 2-07

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

Answer Key

- d
- a
- c
- b

Extra Practice What does your dad do?

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

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

Write your students' answers on the board.

B THAT'S HIS ROLE!

Reading
Aim: Talk about people's jobs

Vocabulary

1 Listen and repeat. 2-06

2 Listen and match the people with the jobs. 2-07

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

Pre-reading

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

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

A Big Family!

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

Dear Sophie,

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

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

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

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

We are a big family!

How about you? Do you have a big family?

Write back soon,
Maria

Wrap Up

5 Circle true or false.

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

6 Talk with a partner.

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

Pre-reading

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

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

Answer Key

From left to right, top to bottom
doctor, chef, pilot, farmer, police officer

4 Read the letter. 2-08

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

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

Teacher's Note

Pronouns

This NOTE reinforces the study on subject pronouns such as *I, you, he, she, it, we, and they*.

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

Answer Key

Dear Sophie,

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

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

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

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

We are a big family!

How about you? Do you have a big family?

Write back soon,
Maria

Wrap Up

5 Circle true or false.

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

Answer Key

- false
- true
- false
- false

6 Talk with a partner.

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

Lesson C INTRODUCING MY FAMILY TO MY FRIENDS

Aim: Ask and answer personal questions

Vocabulary

1 Listen and number. 2-09

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

Answer Key

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

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

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

- Listen to the audio.
- Ask students to write the correct numbers of the vocabulary words next to the words in the book.

Answer Key

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

Focus

3 Circle the correct words.

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

Answer Key

1. I
2. She
3. He

C INTRODUCING MY FAMILY TO MY FRIENDS

Speaking
Aim: Ask and answer personal questions

Vocabulary

1 Listen and number.  2-09


2 name


3 age


5 birthday


6 address


7 email


1 phone number


8 eye

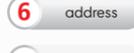

4 hair

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


5 name


4 age


3 birthday


6 address


7 email


1 phone number


8 eye


2 hair

Focus

3 Circle the correct words.

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

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

4 Talk with a partner. Ask about personal information.

What's **your** name?
My name is **David**.

What color is **your** hair?
My hair is **black**.

Expressions Asking personal questions

5 Listen and repeat.  2-11

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

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

4 Talk with a partner. Ask about personal information.

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

Expressions Asking personal questions

5 Listen and repeat. 2-11

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

Speak Up

6 Ask and answer the questions with a partner.

- What's your **name** / address / email address?
- What color are your **eyes** / is your **hair**?
- When is your **birthday**?
- What's your **phone number**?

Wrap Up

7 Talk with classmates and fill in the form.

NAME	AGE	BIRTHDAY	ADDRESS	EMAIL	PHONE NUMBER	EYE COLOR	HAIR COLOR

Pronunciation

8 Listen and repeat. 2-12

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

9 Listen and put check marks (✓) on the sounds. 2-13

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

Teacher's Note

Gender Pronouns

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

Speak Up

6 Ask and answer the questions with a partner.

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

Wrap Up

7 Talk with classmates and fill in the form.

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

Teacher's Note

I'm not comfortable giving that information.

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

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

Pronunciation

8 Listen and repeat. 2-12

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

9 Listen and put check marks (✓) on the sounds. 2-13

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

Answer Key

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

Lesson D THIS IS MY FAMILY!

Aim: Write about your family

Vocabulary

1 Listen and repeat. 2-14

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

2 Listen and match the people with the descriptions. 2-15

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

Answer Key

- c
- b
- d
- a

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

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

Answer Key

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

Extra Practice My friend is...

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

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

Focus

4 Listen and circle the mistakes. Then write the sentences correctly. 2-16

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

D
THIS IS MY FAMILY!
Writing
Aim: Write about your family

Vocabulary

1 Listen and repeat. 2-14

smart

funny

kind

shy

big

small

tall

short

young

old

2 Listen and match the people with the descriptions. 2-15

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

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

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

Focus

4 Listen and circle the mistakes. Then write the sentences correctly. 2-16

1. My uncle <u>am</u> a firefighter.	2. My sister's eyes <u>is</u> blue.
3. My father <u>are</u> tall.	4. My brother <u>is</u> phone number is 656-2332.
5. <u>They're</u> address is 3242 Elm Street.	6. Her name <u>are</u> Julie.

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Answer Key

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

D
THIS IS MY FAMILY!
Writing
Aim: Write about your family

Grammar

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

be-verb	Example
I am	I am smart.
He is	He is funny.
She is	She is tall.
They are	They are short.
We are	We are a family.

6 Fill in the blanks.

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

Writing

7 Write two sentences for each picture.

Ex. My grandfather is funny.

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

Wrap Up

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

Name	Name
Description	Description

9 Talk about your family with the class.

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

27

Grammar

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

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

6 Fill in the blanks.

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

Answer Key

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

Writing

7 Write two sentences for each picture.

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

Answer Key

Sample answers

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

Wrap Up

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

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

Answer Key

Sample answers

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

9 Talk about your family with the class.

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

Lesson E BEN'S BIG FAMILY

Aim: Make a family tree

Video

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

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

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

Teacher's Note

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

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

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

Answer Key

From left to right, top to bottom

sister, father, mother, brother, uncle, grandfather

3 Watch again. Circle the words you hear.

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

Answer Key

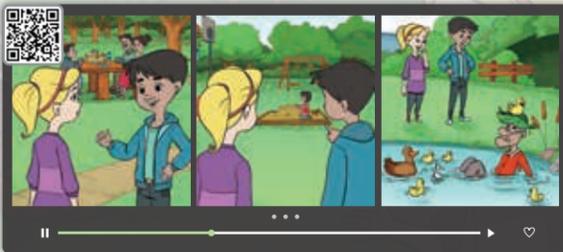
- going
- park
- family
- him

E BEN'S BIG FAMILY

Project
Aim: Make a family tree

Video

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



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

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

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

3 Watch again. Circle the words you hear.

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

4 Circle the correct answers.

1. Alice's mother has _____ hair.	a. black	b. brown	c. silver
2. Ben's brother is very _____.	a. short	b. kind	c. tall
3. Ben's sister is _____.	a. shy	b. old	c. short
4. Ben's uncle is _____.	a. old	b. tall	c. short

4 Circle the correct answers.

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

Answer Key

- b
- c
- a
- c

Grammar

5 Look at the table. Then listen and repeat.

Question	Answer
Is <u>he</u> tall?	Yes, <u>he</u> is. / No, <u>he</u> isn't.
Are <u>her</u> eyes blue?	Yes, <u>they</u> are. / No, <u>they</u> aren't.

6 Fill in the blanks.

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

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

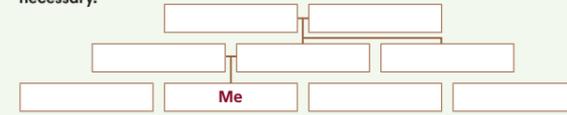


21st Century Skills

Your Family Tree

Communication

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



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

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

Grammar

5 Look at the table. Then listen and repeat.

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

6 Fill in the blanks.

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

Answer Key

- she
- they
- Yes
- are

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

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

Extra Practice Be Specific

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

What is the person's job?

Do you think the person is kind?

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

21st Century Skills

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

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

Teacher's Note

I'm not comfortable giving that information.

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

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

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

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

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

Scan the QR code to download the Unit 3 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 3 AIMS

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

Target Skills

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

Target Vocabulary

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

Key Grammar

a and an

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

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



MODULE 2

UNIT 3

ROBOTICS IS MY FAVORITE CLASS



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

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

ICE BREAKERS

Look at the photo and answer the questions.

- Who are the people in the picture?
- Where are they?
- What are they doing?
- What is your favorite class?

possessive pronouns and possessive adjectives

Possessive pronouns are words that show ownership of something to someone or some other thing. They take the place of a noun and help you avoid repetition. Possessive pronouns are always the same for singular or plural nouns. For example, "Is this your pencil?" "Yes, it's mine." and "Are these your crayons?" "Yes, they're mine." Possessive adjectives also help to show ownership, but they come before the noun.

	Personal Pronoun	Possessive Adjective	Possessive Pronoun
first person singular	I	My	Mine
first person plural	We	Our	Ours
second person singular	You	Your	Yours
second person plural	You	Your	Yours
third person singular	He / She / It	His / Her / Its	His / Hers / Its
third person plural	They	Their	Theirs

demonstrative adjectives

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

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

need and don't / doesn't need

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

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

what time and when questions

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

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

prepositions of time

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

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

linking words and, but, and then

Linking or connecting words bring concepts, phrases, and sentences together. Each linking word has a different purpose. Linkers are also important elements for cohesion. Without them, text and speech can sound repetitive or long-winded.

Word	Purpose	Example
<i>and</i>	Use <i>and</i> to add information, concepts, ideas, or to link two complete sentences.	I like pizza <i>and</i> burgers. I ate pizza for lunch, <i>and</i> I ate burgers for dinner.
<i>but</i>	Use <i>but</i> to show contrasting or contradictory concepts, ideas, phrases, and sentences.	I like all foods <i>but</i> junk food. I like that restaurant, <i>but</i> it is expensive.
<i>then</i>	Use <i>then</i> to show a process or sequence of events.	I ate lunch. <i>Then</i> , I studied for my history test.

Unit 3 Discussion

Look at the photo and answer the questions.

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

Extra Practice More Discussion

Ask more questions about school.

Ex.

- What classes are you taking?
- What is your favorite class? Why?
- What class do you like the least? Why?
- Are you in any school clubs?
- What do you do in your free time while at school?

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

Vocabulary

1 Match the words with the pictures.

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

Answer Key

From left to right, top to bottom

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

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

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

Answer Key

Answers will vary.

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

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

Answer Key

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

Pre-reading

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

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

A A SUPPLY LIST Reading Aim: Make a list of the things you need for school

Vocabulary

1 Match the words with the pictures.

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

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

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

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

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

Pre-reading

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

a ruler

an eraser

a pen

a pencil

scissors

5 Read the email. 3-01

SUPPLY LIST

Attention Parents - School Supplies

To: Student List

From: bsmith@rres.edu

Dear Students,

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

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

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

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

Thank you,

Barbara Smith

Wrap Up

6 Circle true or false.

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

7 Talk with a partner.

1. What school supplies do you need for class?
2. Where do you get your school supplies?
3. What supplies do you use most?

8 In small groups, students should each put three school supplies on a desk. Then, they should take turns asking and answering the question.

Whose pencil is this?

That pencil is mine.

That pencil is hers.

Answer Key

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

7 Talk with a partner.

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

Extra Practice Talk About School Supplies

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

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

Ex.

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

8 In small groups, students should each put three school supplies on a desk. Then, they should take turns asking and answering the questions.

- Tell students to get in small groups.
- Tell students to gather 3 personal belongings.
- Ask students to put them on a desk and mix their order.
- Ask students to practice the dialogue with items the students have shared.
- Ask students to use possessive pronouns.
- Check for understanding and facilitate when needed.

Answer Key

From left to right, top to bottom

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

Extra Practice What else do you bring to school?

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

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

Ex.

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

Teacher's Note

Plurals

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

5 Read the email.

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

Wrap Up

6 Circle true or false.

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

Answer Key

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

Aim: Talk about the things in your class

Vocabulary

1 Listen and number. 3-02

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

Answer Key

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

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

Teacher's Note

Classroom Equipment

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

2 Fill in the blanks with the words.

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

Answer Key

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

Extra Practice Where is...?

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

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

Ex.

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

Speaking

Aim: Talk about the things in your class

Vocabulary

1 Listen and number. 3-02



2 Fill in the blanks with the words.

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

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

Focus

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

What is *this* / *that*?

This / *That* is a computer.

What are *these* / *those*?

These / *Those* are desks.



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

Focus

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

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

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

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

Answer Key

- notebooks
- map
- wastebasket
- chairs
- bookcase

Expressions

Asking about items in the classroom

5 Listen and repeat. 3-04

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

NOTE: There are four demonstrative adjectives. They are *this*, *that*, *these*, and *those*. They are used to explain the distance between the speaker and the object.

Speak Up

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

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

Wrap Up

7 Look at the picture. Talk with a partner. Ask and answer questions about the classroom. 3-05

NOTE: What's means what is. We don't say what're.



Pronunciation

8 Listen and repeat. 3-05

/ʊ/	/u:/	/i:/	/eə/
book	school	teacher	chair

9 Listen and put check marks (✓) on the sounds. 3-05

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

Expressions

Asking about items in the classroom

5 Listen and repeat. 3-04

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

Teacher's Note

Demonstrative Adjectives

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

Demonstrative Pronoun: I brought *this* from home.
Demonstrative Adjective: *This* book is mine.

Speak Up

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

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

Wrap Up

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

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

Pronunciation

8 Listen and repeat. 3-05

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

9 Listen and put check marks (✓) on the sounds. 3-05

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

Answer Key

- /i:/
- /eə/
- /ʊ/
- /u:/
- /eə/
- /i:/
- /ʊ/
- /u:/

Aim: Write about the things you need in each class

Vocabulary

1 Listen and repeat. 3-07

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

2 What are they talking about? Listen and write the words. 3-08

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

Answer Key

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

3 Match the classes with the things students learn.

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

Answer Key

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

Extra Practice Talk About Classes and Supplies

Ask students questions about their favorite classes.

Ex.

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

C I NEED A NOTEBOOK! **Writing**
Aim: Write about the things you need in each class

Vocabulary

1 Listen and repeat. 3-07

2 What are they talking about? Listen and write the words. 3-08

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

3 Match the classes with the things students learn.

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

Focus

4 Look at the pictures and read the sentences. Circle true or false. 3-08

1. true false
I need a notebook for English class.
2. true false
She doesn't need pencils for math class.
3. true false
You don't need a pen for phys. ed. class.
4. true false
We need these for language arts class.

Focus

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

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

Answer Key

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

Grammar

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

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

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

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

1. We _____ pencils and paper for art class.
2. He _____ need a folder for P. E. class.
3. You _____ need a ruler for music class.
4. She _____ erasers for social studies class.
5. They _____ notebooks.
6. I _____ need a pen for P. E. class.

Writing

7 Read and complete the sentences.

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



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

1. For music class, Paul needs _____.
2. He needs pencils and paper for _____.
3. Lauren has homework in _____.
4. For the homework, she needs _____.
5. Lauren _____ for P. E. class tomorrow.

Wrap Up

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

Class	Need	Don't Need

Grammar

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

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

Teacher's Note

do as an Auxiliary Verb

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

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

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

Answer Key

1. need
2. doesn't
3. don't
4. needs
5. need
6. don't

Writing

7 Read and complete the sentences.

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

Answer Key

1. folders
2. art (class)
3. social studies (class)
4. (red and black) pens and (some big) paper
5. doesn't need her notebook

Wrap Up

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

- Ask students to look at the table.
- Ask students to write the things they *need* and *don't need* for their classes on the table.
- Ask students to talk with a partner.
- Tell students to talk about what they need for their classes using the patterns in activities 5, 6, and 7.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Answer Key

Sample answers

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

Teacher's Note

What do you need for class?

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

Lesson D LET'S HAVE A FIELD TRIP

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

Vocabulary

1 Listen and number. 3-10

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

Answer Key

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

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

2 Fill in the blanks with the best vocabulary words.

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

Answer Key

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

Focus

3 Talk with a partner.

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

Teacher's Note

Present Continuous Tense

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

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

D LET'S HAVE A FIELD TRIP!

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

Vocabulary

1 Listen and number. 3-10



2 Fill in the blanks with the best vocabulary words.

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

Focus

3 Talk with a partner.

What are you doing tomorrow?

Cool! What time are you going?

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

We are leaving at 8:00 a.m. We're going there by bus.

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

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

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

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

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

Answer Key

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

Listen Up

5 Listen and match the names to the pictures. 3-11

Tim Ariana Demi

6 Listen again and circle the answers. 3-11

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

Wrap Up

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

concert sports day graduation trip dance festival

8 Listen again and answer the questions. 3-12

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

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

Event	Date / Time	Activity
1.		
2.		
3.		

Listen Up

5 Listen and match the names to the pictures. 3-11

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

Answer Key

Tim: c
Ariana: a
Demi: b

6 Listen again and circle the answers. 3-11

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

Answer Key

1. books
2. today
3. not
4. beach
5. this Friday
6. going to the beach

Wrap Up

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

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

Answer Key

From left to right
concert, festival

8 Listen again and answer the questions. 3-12

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

Answer Key

1. c
2. a
3. b

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

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

Answer Key

1. festival; Thursday, May 7th, 2:00 p.m.; singing competition, barbecue party, tents with food and drinks
2. concert; Friday, May 8th, 8:00 p.m.; playing classical music by Mozart and Brahms
3. open house; Monday, May 11th, 10:00 a.m.; visit school, see speech by Mr. Huxley

Aim: Create a club notice

Video

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

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

Scan the QR code to link to the Unit 3 video.

Teacher's Note

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

2 Watch the video. Number the pictures in order.

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

Answer Key

From left to right
3, 1, 2

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

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

Answer Key

From left to right
robot, music

Extra Practice More Clubs

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

E CLUB NOTICE **Project**
Aim: Create a club notice

Video

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

2 Watch the video. Number the pictures in order. **NOTE** Collect means to bring things together.

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

4 Watch again. Circle the words you hear.

5 Circle the correct answers.

40

4 Watch again. Circle the words you hear.

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

Answer Key

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

5 Circle the correct answers.

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

Answer Key

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

Grammar

6 Look at the table. Then listen and repeat.

Question	Answer
What is the name of the club?	The name is "The Great Running Club."
When is it?	It is at three o'clock. It is on Wednesday.
Where is it?	It is in Room twelve.

7 Write the questions for the answers.

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

8 Circle the mistakes. Write the corrections.

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

21st Century Skills

Club Notice

9 Write three of your interests.

--	--	--

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

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

Name	
What we do	
When?	
Where?	
What you need	

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

Grammar

6 Look at the table. Then listen and repeat.

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

Teacher's Note

Preposition of Place (at)

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

7 Write the questions for the answers.

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

Answer Key

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

8 Circle the mistake. Write the corrections.

- Ask students to read the sentences.
- Ask students to circle the mistakes.
- Ask students to write the correct words in the blanks.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

21st Century Skills

9 Write three of your interests.

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

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

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

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

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

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

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

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

Scan the QR code to download the Unit 4 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 4 AIMS

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

Target Skills

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

Target Vocabulary

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

MODULE 2

UNIT 4

MY HOUSE, MY HOME

WHAT YOU WILL DO IN THIS UNIT

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

ICE BREAKERS
Look at the photo and answer the questions.

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

there is / are

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

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

Unit 4 Discussion

Look at the photo and answer the questions.

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

Extra Practice More Discussion

Ask more questions about students' homes.

Ex.

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

Key Grammar

basic prepositions of place

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

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

Lesson A WHAT'S IN THE LIVING ROOM?

Aim: Talk about things in the house

Vocabulary

1 Listen and number. 4-01

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

Answer Key

- couch
- bedroom
- refrigerator
- kitchen
- table
- dresser
- bathtub
- living room
- dining room
- bathroom

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

Speak Up

2 Fill in the blanks with the words.

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

Answer Key

Sample answers

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

Focus

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

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

Teacher's Note

there is/are

This NOTE illustrates that *there is* must be used when only one thing follows the verb *is*, and *there are* must be used when more than one thing follows the verb. You can also use this as an opportunity to refresh students on singular and plural nouns.

A WHAT'S IN THE LIVING ROOM?

Speaking
Aim: Talk about things in the house

Vocabulary

1 Listen and number. 4-01

10 bathroom

2 bedroom

9 dining room

4 kitchen

8 living room

7 bathtub

6 dresser

5 table

3 refrigerator

1 couch

Focus

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

What is in the kitchen?

There are chairs.

There is a refrigerator.

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

4 Listen and fill in the blanks. 4-02

- There is a big _____ in the bathroom.
- There is a dresser and a TV in the _____.
- There is a _____ in the kitchen.

5 Listen again. Answer the questions. 4-02

- What does Kim not like about her kitchen? _____
- What can Kim do in her bedroom? Why? _____

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

4 Listen and fill in the blanks. 4-02

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

Answer Key

- bathtub
- bedroom
- refrigerator

5 Listen again. Answer the questions. 4-02

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

Answer Key

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

Extra Practice

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

Expressions Asking what is there

6 Listen and repeat. 4-03

Question	Answer
What is in the kitchen?	There is a table. There are chairs.

Wrap Up

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

Pronunciation

8 Listen and repeat. 4-04

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

9 Listen and put check marks (✓) on the sounds. 4-05

Teacher's Note

and Conjunction

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

Expressions Asking what is there

6 Listen and repeat. 4-03

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

Wrap Up

- 7 Label the rooms. Then talk with a partner. Ask and answer questions about the picture.**
- Tell students to write the correct room words in the blanks.
 - Tell students to find a partner.
 - Tell students to ask their partner questions about what's in each room using the pattern in activity 6.
 - Ask a student about the contents of a room as an example.
 - Once students understand. Ask them to complete the activity.
 - Check students' answers.

Answer Key

From left to right, top to bottom
bedroom, bathroom, living room, kitchen, dining room

Teacher's Note

Objects in a House

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

Pronunciation

- 8 Listen and repeat.** 4-04
- Listen to the audio.
 - Ask students to repeat aloud after the audio.
 - Check students' understanding.
 - Ask students to circle the *sh* or *ch* in each word if needed.
- 9 Listen and put check marks (✓) on the sounds.** 4-05
- Listen to the audio.
 - Ask students to repeat aloud after the audio.
 - Tell students to put check marks on the correct sounds.
 - Replay the audio if needed.
 - Ask students to complete the activity.
 - Check students' answers.

Answer Key

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

Lesson B WHAT'S IN HERE?

Aim: Locate where things are in a room

Vocabulary

1 Listen and number. 4-06

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

Answer Key

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

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

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

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

Answer Key

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

Focus

3 Talk with a partner.

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

Teacher's Note

Prepositions of Place

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

B WHAT'S IN HERE?

Listening

Aim: Locate where things are in a room

Vocabulary

1 Listen and number. 4-06



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

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

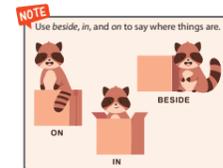
Focus

3 Talk with a partner.

What is **in** your bedroom?

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

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



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

1. Serena
There is a big mirror _____.
in the bathroom in the bedroom beside the shower
2. Bimal
There are two lamps _____.
on the table beside the bed in the living room
3. Dian
There are clothes _____.
in the closet on the bed on the floor
4. Jack
The sink is _____.
in the bathroom beside the stove in the kitchen

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

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

Answer Key

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

Listen Up

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



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



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



Wrap Up

8 Listen and answer the questions. 4-10

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

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Listen Up

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

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

Answer Key

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

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

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

Answer Key

From left to right, top to bottom

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

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

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

Answer Key

1. beside, shower
2. a lamp, beside
3. on, chair and bed
4. sinks, in

Wrap Up

8 Listen and answer the questions. 4-10

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

Answer Key

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

Extra Practice More Discussion

Ask students about their bedrooms with the phrases:

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

Ex.

Q: What is there in your bedroom?
A: There is a bed and a lamp in my bedroom.

Aim: Read about homes around the world

Vocabulary

1 Write the words under the correct pictures.

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

Answer Key

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

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

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

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

Answer Key

From top to bottom

apartment, boat, farm, countryside (country), city

Teacher's Note

Different Things in Different Places

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

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

Ex.

Q: What is there on a farm?

A: There are animals and plants on a farm.

3 Fill in the blanks with the best vocabulary words.

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

Answer Key

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

C A HOME IS A CASTLE!

Reading
Aim: Read about homes around the world

Vocabulary

1 Write the words under the correct pictures.

apartment

boat

farm

ice

inside

outside

countryside (country)

city

1. **boat**

2. **inside**

3. **ice**

4. **city**

5. **countryside**

6. **apartment**

7. **outside**

8. **farm**

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

3 Fill in the blanks with the best vocabulary words.

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

Pre-reading

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

a. Ice House

b. A House on the Water

c. In the Big City

d. Our Apartment

e. A House in a House

f. Living in the Trees

Really Different Houses

5 Read the article. 4-11

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

1 **Ice House**

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

2 **A House on the Water**

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

3 **Living in the Trees**

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

Wrap Up

6 Circle true or false.

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

7 Talk with a partner.

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

Pre-reading

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

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

Answer Key

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

5 Read the article. 4-11

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

Wrap Up

6 Circle true or false.

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

Answer Key

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

7 Talk with a partner.

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

Extra Practice More Discussion

Ask more questions about the houses in the pictures.

Ex.

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

Teacher's Note

People Live in Different Kinds of Houses

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

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

Vocabulary

1 Listen and repeat. 4-12

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

2 Fill in the blanks with the best vocabulary words.

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

Answer Key

Sample answers

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

3 Fill in the blanks with the best vocabulary words.

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

Answer Key

Sample answers

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

D MY HOUSE, MY WORLD! Writing Aim: Describe rooms using *there is* and *there are*

Vocabulary

1 Listen and repeat. 4-12

2 Fill in the blanks with the best vocabulary words.

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

3 Fill in the blanks with the best vocabulary words.

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

Grammar

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

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. window
2. There's
3. bathroom
4. television

Teacher's Note

Front Yards and Backyards

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

Grammar

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

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

1. There's a big _____ beside the couch.
2. _____ a garden in the yard.
3. There are two mirrors in the _____.
4. There is a(n) _____ beside the lamp.

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

5 Circle the correct words. Then rewrite using *there* (be).

1. The clothes are on / in the closet. → There _____
2. The dresser is on / beside the lamp. → There _____
3. The tree is beside / on the house. → There _____
4. The books are on / in the table. → There _____
5. The garden is in / on the yard. → There _____
6. The door is in / beside the window. → There _____

Writing

6 Read and answer the questions.

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



1. Where's Amy's kitchen? _____
2. Where are Amy's clothes? _____
3. What is in Amy's bathroom? _____

Wrap Up

7 Describe your house. Fill in the table.

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

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

5 Circle the correct words. Then rewrite using *there* (be).

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

Answer Key

1. There are clothes in the closet.
2. There is a dresser beside the lamp.
3. There is a tree beside the house.
4. There are books on the table.
5. There is a garden in the yard.
6. There is a door beside the window.

Writing

6 Read and answer the questions.

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

Answer Key

Sample answers

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

Extra Practice More Discussion

Ask more questions about things in students' houses.

Ex.

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

Wrap Up

7 Describe your house. Fill in the table.

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

Answer Key

Sample answers

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

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

Aim: Design a sustainable house

Video

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

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

Scan the QR code to link to the Unit 4 video.

2 Watch the video. Number the pictures in order.

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

Answer Key

From left to right
3, 2, 1

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

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

Answer Key

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

E MAX'S HOUSE Project
Aim: Design a sustainable house

Video

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

2 Watch the video. Number the pictures in order.



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

bathroom

yard

kitchen

living room

bedroom

roof

4 Watch again. Then circle the correct answers.

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

4 Watch again. Then circle the best answers.

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

Answer Key

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

Grammar

5 Look at the table. Talk with a partner.

Question	Answer	Question	Answer
What's in the living room?	There's a lamp.	Where's the lamp?	It's in the living room.
	There are armchairs.	Where are the armchairs?	They're next to the couch.
			They're under the window.

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

21st Century Skills

Houses of the Future Creativity Collaboration Critical Thinking

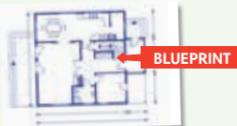
6 Write the things you need to have in your dream house.

Living Room	Bathroom	Kitchen	Bedroom	Yard

7 In small groups, research and talk about how you can make your dream house more sustainable.

NOTE: The word sustainable is often used to describe methods that are used to reduce harm to the environment so that natural resources like oil and gas are still available in the future. Some examples include solar-powered items or recyclable materials.

8 Draw blueprints or build a model of your dream house. Include separate rooms and furniture. Then answer the questions and present your house to the class.



BLUEPRINT



MODEL

- How many rooms are in your dream house?
- What is in your living room?
- What is in your bathroom?
- What is in your kitchen?
- What is in your bedroom?
- What is in your yard?
- How did you make your house more sustainable?

Grammar

5 Look at the table. Talk with a partner.

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

Teacher's Note

Prepositions of Place

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

Extra Practice Where is the ... ?

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

Q: Where is the book? → A: It's on the desk.
 Q: Where is the clock? → A: It's on the wall.
 Q: Where is your homework? → A: It's in my backpack.
 Etc.

21st Century Skills

6 Write the things you need to have in your dream house.

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

7 In small groups, research and talk about how you can make your dream house more sustainable.

- Ask students to get into small groups.
- Tell students to talk with others in their group and share their dream house ideas.
- Tell students to use the patterns from activity 5 to talk about their dream houses.
- Give students time to research sustainable homes.
- Have students update their plans to incorporate sustainable home devices or ideas.

8 Draw blueprints or build a model of your dream house. Include separate rooms and furniture. Then answer the questions and present your house to the class.

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

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

Scan the QR code to download the Unit 5 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 5 AIMS

- Lesson A: Read about hobbies
- Lesson B: Listen to people talk about their free-time activities
- Lesson C: Talk about your routine
- Lesson D: Write an email about your routine
- Lesson E: Teach others your hobby

Target Skills

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

Target Vocabulary

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



MODULE 3

UNIT 5

TIME TO PLAY!



WHAT YOU WILL DO IN THIS UNIT

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

ICE BREAKERS

Look at the photo and answer the questions.

- Where are they?
- What are they doing?
- What do you like to do in your free time?
- Do you like outdoor activities or indoor activities? Why?

Key Grammar

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

Adverb of Frequency	Adverb Level	Example
<i>always</i>	high	I <i>always</i> brush my teeth.
<i>usually</i>		I <i>usually</i> go to sleep at 9:00 p.m.
<i>sometimes</i>		I <i>sometimes</i> eat cake.
<i>never</i>	low	I <i>never</i> yell at my dog.

present simple tense

The present simple tense is used when talking about things that usually happen. Present simple tense also has other uses:

Usage	Example
habit	I <i>sing</i> in the shower.
unchanging situation	I <i>work</i> in Shanghai.
general truth	South Korea <i>has</i> a president.
to give directions	<i>Walk</i> straight for two hundred meters, then turn left.
to express fixed arrangements	Your appointment <i>starts</i> at 9:00 a.m.

Notes on the present simple, third-person singular

- If the verb ends in **-ss, -ch, -sh, -o, -x**, add **-es**.
Examples: *miss* > *misses*, *wash* > *washes*, *pass* > *passes*
- If the verb ends in a **consonant + -y**, drop the **-y** and add **-ies**. If there is a vowel before the **-y**, add **-s**.
Examples: *study* > *studies*, *fly* > *flies*, *cry* > *cries*
- Other verbs take **-s**.
Examples: *take* > *takes*, *want* > *wants*, *think* > *thinks*
- Have** changes to **has**.
Examples: I **have** > She **has** / You **have** > Eric **has**

• Negative and question forms use **does + the infinitive of the verb**.

Examples: He *wants* pizza. **Does** he *want* pizza?
He **does not want** pizza.

play vs do

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

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

can / can't

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

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

Unit 5 Discussion

Look at the photo and answer the questions.

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

Extra Practice More Discussion

Ask more questions about free-time activities.

Ex.

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

Lesson A I SOMETIMES PLAY VIDEO GAMES!

Aim: Read about hobbies

Vocabulary

1 Listen and number. 5-01

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

Answer Key

- swim
- exercise
- draw
- collect
- sing
- play soccer
- buy toys
- watch a movie

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

2 What are they talking about? Listen and write the words. 5-02

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

Answer Key

- swim
- exercise
- watch a movie
- play soccer

Grammar

3 Look at the chart and read the text.

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

Teacher's Note

Frequency Adverbs and Sentence Structure

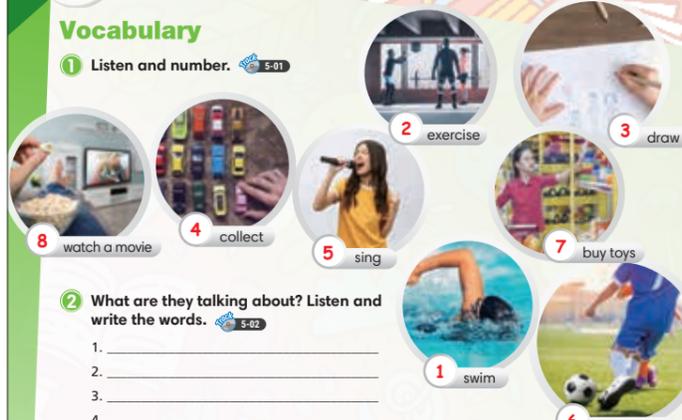
Explain to students that the correct sentence structure when using frequency adverbs is **subject + frequency word + verb (phrase) + time**. Make sure to also explain that when asking questions, the structure **What do/does + subject + frequency word + do/does + time?** is used.

A I SOMETIMES PLAY VIDEO GAMES!

Aim: Read about hobbies

Vocabulary

1 Listen and number.  5-01



2 What are they talking about? Listen and write the words.  5-02

- _____
- _____
- _____
- _____

Grammar

3 Look at the chart and read the text.

↑	always (100%)
↕	usually (75%)
↕	sometimes (20-50%)
↓	never (0%)

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

4 Unscramble.

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

5 Talk with a partner.

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

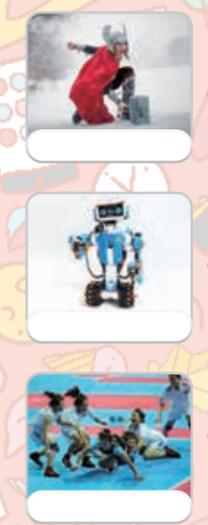
What do you **never** do in the evening?

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

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

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

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



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

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

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

Wrap Up

8 Circle true or false.

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

9 Talk with a partner.

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

4 Unscramble.

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

Answer Key

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

5 Talk with a partner.

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

Extra Practice The Riddle Game

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

Ex.

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

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

- Ask students to look at the pictures in activity 7.
- Ask students to write the names of the hobbies under the pictures.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From top to bottom
cosplay, collecting robots (robotics, etc.), play *kabaddi* (play sports)

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

- Listen to the audio.
- OR
- Read the article aloud.
- OR
- Ask students to read parts of the reading aloud.
- Ask students to match the texts with the correct pictures.
- Replay the audio if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From top to bottom

Picture 1, B
Picture 2, C
Picture 3, A

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

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

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

Wrap Up

8 Circle true or false.

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

Answer Key

- false
- true
- true
- false
- false

9 Talk with a partner.

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

Teacher's Note

Hobbies

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

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

Vocabulary

1 Listen and number. 5-04

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

Answer Key

- a newspaper
- guitar
- comics
- books
- table tennis
- videos
- piano
- video games
- cartoons
- basketball

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

Teacher's Note

Ping Pong

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

2 Put the vocabulary words in the right lists.

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

Answer Key

I play: video games, piano, guitar, basketball, table tennis
I watch: cartoons, videos
I read: a newspaper, books, comics

Grammar

3 Look at the table. Then practice with a partner.

- Read the table as a class.
- Explain how the present simple tense can have different usages.
- Give examples of each usage.
- Ask students to try making their own present simple tense sentences.

4 Answer the questions in complete sentences in the present simple tense.

- Ask students to read the questions and think of their answers.
- Ask students to write a response to each question.
- Ask students to share their responses with the class.
- Facilitate and give corrections. Reference 5 to help explain the construction of present simple tense sentences.

B I PLAY THE PIANO! **Listening**
Aim: Listen to people talk about their free-time activities

Vocabulary

1 Listen and number. 5-04

2 Put the vocabulary words in the right lists.

I play...
Ex. video games

I watch...

I read...

Grammar

3 Look at the table. Then practice with a partner.

Present Simple Tense	
Usage	Example
Truths in the present	I'm in class.
Habits and routines	I always play soccer after school.
General facts and permanent states	School starts at 8:00 a.m.
Future plans/schedules	The game starts at 3:00 p.m. tomorrow.

4 Answer the questions in complete sentences in the present simple tense.

- What do you do for fun?
- Who is your favorite musician?
- What do you read for fun?

5 Look at the table. Then practice completing the statements with a partner.

Present Simple Tense		
Affirmative	Negative	Interrogative
I play...	I do not watch...	Do you play...?
He reads...	She does not play...	Does he read...?
They study...	We don't listen to...	Do they watch...?

NOTE
When using the third person (he, she, it), you need to add -s, -es, or -ies with the verb. For more information, check page 80.
Ex. He plays baseball. She studies math. It washes the car.

5 Look at the table. Then practice completing the statements with a partner.

- Ask students to read the table and practice making their own sentences.
- Give students examples of the different present simple tense sentences.
- Teach students how the point of view can affect the present simple tense.

Teacher's Note

I Play Soccer, You Do Taekwondo, He Boxes

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

6 Listen, circle, and write the hobbies. Answers will vary. 5-05

- Listen to the audio.
- Ask students to circle the correct words and write the hobbies in the blanks.
- Replay the audio if needed.
- Ask students to complete the activities.
- Check students' answers.

6 Listen, circle, and write the hobbies. Answers will vary. 5-05

- He plays / does _____.
- They do / play _____.
- She plays / reads _____.
- I do / watch _____.
- He reads / watches _____.

Listen Up

7 Listen and match the adverb of frequency to the activities. 5-06

- always
- never
- sometimes
- usually
- a. reads comics
- b. watches a movie
- c. plays tennis
- d. reads a book

8 Listen and match the pictures with the names. 5-07

Megan Ruby Theo

9 Listen again. Fill in the blanks. 5-07

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

Wrap Up

10 Talk with a partner.

What do you do in the afternoons?
Tell me something you never do on Sundays.

What do you do in the evenings?

Answer Key

- plays, basketball
- play, table tennis
- reads, comics
- watch, videos/cartoons
- reads, books

Listen Up

7 Listen and match the adverb of frequency to the activities. 5-06

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

Answer Key

- d
- a
- b
- c

8 Listen and match the pictures with the names. 5-07

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

Answer Key

From left to right

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

9 Listen again. Fill in the blanks. 5-07

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

Answer Key

- always
- always
- usually

Wrap Up

10 Talk with a partner.

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

Extra Practice More Conversation

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

Ex.

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

Lesson C INTERVIEW THE STAR!

Aim: Talk about your routine

Vocabulary

1 Listen and number. 5-08

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

Answer Key

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

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

Teacher's Note

I ski and snowboard, too.

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

Grammar

2 Look at the table. Talk with a partner.

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

3 Unscramble and answer the questions.

- Ask students to look at the words.
- Ask students to unscramble the words to make questions.
- Ask students to write the questions on the lines.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

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

C **INTERVIEW THE STAR!** Speaking
Aim: Talk about your routine

Vocabulary

1 Listen and number. 5-08

7 skateboard

2 paint

3 dance

4 listen to music

5 rollerblade

6 run

8 go shopping

1 chat

Grammar

2 Look at the table. Talk with a partner.

Question	Answer
What do (you / they) do?	(I / They) play soccer.
What does (he / she) do?	(He / She) plays soccer.
Do (you / they) play tennis?	Yes, (I / they) play tennis.
Does (he / she) play tennis?	No, (he / she) doesn't play tennis.

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

NOTE: Yes/No questions are made by using the auxiliary do. The auxiliary is placed before the subject. You can respond to yes/no questions in the negative form by adding don't or doesn't before the simple form of the verb.

Auxiliary	Subject	Example
Do	I / you / we / they	Do you sing? / Yes, I do sing. / Yes, I do.
Does	he / she / it	Does he sing? / No, he doesn't sing. / No, he doesn't.

3 Unscramble and answer the questions.

1. Do you / comic / read / books?

2. do you do / What / free time? / in your

3. play / Do / basketball? / you

4. What does / do / on the weekend? / best friend / your

C **INTERVIEW THE STAR!**

Extra Practice More Conversation

Ask students to answer the questions from activity 3. Ask them directly or tell them to work with a partner. Make sure to give feedback.

Ex.
Yes, I read comic books.
My best friend skateboards on the weekend.
Etc.

C **INTERVIEW THE STAR!**

Teacher's Note

Present Simple Tense

Besides being used to talk about habitual actions, the present simple tense is also used to talk about unchanging situations, general truths, giving directions, and expressing fixed arrangements. They are also used to express actions that we do regularly.

Also, explain how Yes/No questions are made using the auxiliary verb *do*.

C **INTERVIEW THE STAR!**

Expressions Asking about hobbies

4 Talk with a partner.

-What do you do in your free time?
 -What is your hobby?
 -What do you like to do?

Follow-up Questions
 -Why do you like it?
 -How often do you do that?

Speak Up

5 Talk with a partner. Ask them questions using "Do you...?" Write their answers.

Ex. Do you play video games? Yes, I usually play video games. / Yes, I do.

When do you play video games? I usually play them after school.

Why do you play video games? Because it's fun.

Wrap Up

6 Talk with different partners. Fill in the table.

Do you (usually)...

	Name	Yes	No	Extra Information (Where? When? Why?)
play video games?	Ex. Jonathan	✓		At home. After school. It's fun!
play table tennis?				
skateboard?				
dance?				
watch movies?				
go shopping?				
run?				
play piano?				
chat online?				

Pronunciation

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

	three /θ/	the /ð/
1. brother		Ex. ✓
2. Thursday		
3. math		
4. mother		
5. together		

C **INTERVIEW THE STAR!**

Teacher's Note

Fun, Exciting, Amazing!

Explain to students that they can use other adjectives to describe why they do certain activities. Tell them that they can use both positive and negative adjectives, such as exciting, amazing, fantastic, interesting, boring, terrible, etc.

C **INTERVIEW THE STAR!**

Extra Practice Why don't you...?

Explain to students that if their partner doesn't do one of the activities in activity 5, then they can ask why not, using the phrase:

"Why don't you _____?"

Ex.
I don't skateboard. / Why don't you skateboard?
Explain to students that the answer to this question will be the same as in the example conversation from activity 5, but will use a negative adjective.

Ex.
Because it's boring.

C **INTERVIEW THE STAR!**

Wrap Up

6 Talk with different partners. Fill in the table.

- Tell students to find a partner.
- Ask students to conduct interviews where they ask the following questions about student's hobbies and routines.
- Check students' conversations to make sure they're speaking properly.
- Give feedback.

C **INTERVIEW THE STAR!**

Pronunciation

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

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

C **INTERVIEW THE STAR!**

Answer Key

1. /ð/
2. /θ/
3. /θ/
4. /ð/
5. /ð/

Aim: Write an email about your routine

Vocabulary

1 Listen and number. 5-10

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

Answer Key

1. go hiking
2. the park
3. play tennis
4. take a photo
5. play baseball
6. snowboard
7. surf
8. the ocean

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

2 Listen and write the activities from the vocabulary words that you hear. 5-11

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

Answer Key

1. play baseball
2. surf
3. take photos
4. play tennis
5. snowboard
6. go hiking

3 Read the email.

- Read the email aloud.
- OR
- Ask students to read parts of the reading aloud.
- OR
- Ask students to read the passage quietly by themselves.

D GETTING TO KNOW YOU BETTER Writing
Aim: Write an email about your routine

Vocabulary

1 Listen and number. 5-10

6 snowboard

7 surf

1 go hiking

5 play baseball

3 play tennis

2 the park

8 the ocean

4 take a photo

2 Listen and write the activities from the vocabulary words that you hear. 5-11

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

3 Read the email.

From: anja06@online.com

Hi,
I'm Anya. How are you? I'm a little tired because it's 11:00 p.m. here!
I'm doing a project about everyday life in your country. Can I ask you a few questions?

- When do you eat breakfast? Can you cook?
- What is your hobby? Can you play any sports?
- What does your brother/sister do in his/her free time?
- Where is your favorite place to play with friends?

Thanks,
Anya

NOTE
Questions with *can* are often used to ask for ability, permission, or to request something.
 Can you play piano? Yes, I can. / No, I can't.
 Can I go home? Yes, you can. / No, you can't.
 Can I have some more food? Yes, you can. / No, you can't.

Teacher's Note

Informal Greetings and Closings

Explain to students that every letter, whether an email or a handwritten letter, needs a greeting and a closing. Common informal greetings include:

- Dear (name),
- Hello,
- Hi,
- Hey,

Common informal closings include:

- Sincerely,
- Sincerely yours,
- Thank you,
- Thanks,
- Bye,
- Best,
- Yours truly,

Make sure to explain to students that the writer's name goes on the next line after the closing.

Teacher's Note

Explain to students that we can use the modal *can* to ask and answer questions. Explain the usages of *can* and give examples. Teach students how to create questions using *can* and how to respond.

Writing

4 Write a reply to Anya. Answer all of her questions.

From: _____

Send

NOTE
Use *can* to talk about things we can or are allowed to do, and *can't* to talk about things we can't or are not allowed to do.
 I can cook. I can't cook. You can stay up. You can't stay up late.

Wrap Up

5 Use the sentence parts to make yes / no questions. Then talk with a partner.

	yes	no
1. in the park / after school / play soccer <i>Ex. Do you play soccer in the park after school?</i>		
2. usually / on the weekend / ride your bike _____		
3. play tennis / on weekdays _____		
4. take photos / sometimes _____		
5. the park / go to _____		
6. have / on the weekend / free time _____		
7. free time / have / on weekdays _____		

Writing

4 Write a reply to Anya. Answer all of her questions.

- Ask students to write a reply to the email in activity 3.
- Ask students to answer all of the questions.
- Tell students to use the patterns and adverbs of frequency from the previous lessons.
- Ask students to complete the activity.
- Check students' answers.
- Ask some students to present their emails to the class.
- Give feedback.

Answer Key

Sample answer

Hi, Anya.
I'm happy to answer your questions. I always eat breakfast at 8:00 a.m. I can't cook. My mom cooks. My hobby is playing video games. I can't play any sports. My brother reads comics and skateboards in his free time. My favorite place to play with my friends is at the park. Please tell me about your everyday life, too!
Sincerely,
Sunny

Wrap Up

- 5 Use the sentence parts to make yes / no questions. Then talk with a partner.
- Ask students to look at the table.
 - Ask students to unscramble the sentence parts to make yes / no questions.
 - Ask students to complete the activity.
 - Check students' answers.
 - Ask students to talk with a partner.
 - Tell students to discuss the contents of the table and check yes or no after the question.
 - Ask students to complete the activity.
 - Check students' conversations to make sure they're speaking properly.
 - Ask students if they would like to share their discussions with the class.
 - Give feedback.

Answer Key

1. Do you play soccer in the park after school?
2. Do you usually ride your bike on the weekend?
3. Do you play tennis on weekdays?
4. Do you sometimes take photos?
5. Do you go to the park?
6. Do you have free time on the weekend?
7. Do you have free time on weekdays?

Teacher's Note

Details, Details, and More Details

Explain to students that questions and answers should include details. Refer to the questions in activity 5. Details, such as *what*, *where*, *when*, *with whom*, and *how*, will help students answer more clearly. Tell students that they can search for details by asking follow-up questions using the 5 W's and H.

Extra Practice Guess the Celebrity

Think of a celebrity and describe him or her using adverbs of frequency. Then, ask students to guess the celebrity. Ask a student to do the same. Then, have the other students guess who it is.

Ex.

This person always wore the number 23. / He usually played basketball very well. / His shoes are sometimes very expensive. / Who is he? → He's Michael Jordan.

Aim: Teach others your hobby

Video

1 Match the words with the pictures.

- Read the words to students.
- Ask students to repeat aloud after each word.
- Ask students to look at the pictures.
- Ask students to match the words with the correct pictures.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right

busy-picture 2, passport-picture 4, sad-picture 1, fun-picture 3

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

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

Scan the QR code to link to the Unit 5 video.

3 Watch the video. Answer the questions.

- Play the video for students.
- Ask students if their predictions were correct.
- Ask students to answer the questions.
- Play the video again if needed.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

1. fun
2. At night, Pierre goes to bed on a bench.
3. He takes a shower where people wash the airplanes.

4 Watch again. Fill in the blanks.

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

Answer Key

1. goes to a café to read a book
2. writes emails
3. watches a movie
4. usually eats dinner at a great place/restaurant

E LEARN ABOUT MY HOBBIES!

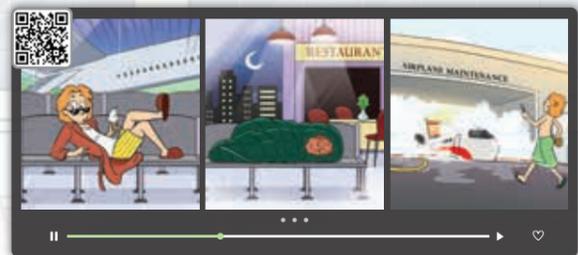
Project
Aim: Teach others your hobby

Video

1 Match the words with the pictures.



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



3 Watch the video. Answer the questions.

1. For Pierre, living in an airport is sad / fun / busy / bad.
2. At night, where does Pierre go to bed? _____
3. Where does he take a shower? _____

4 Watch again. Fill in the blanks.

1. At 9:00 a.m., Pierre _____.
2. In the afternoon, Pierre _____.
3. In the afternoon, Pierre sometimes _____.
4. In the evening, he _____.

5 Talk with a partner. Do you think living in an airport would be fun?

5 Talk with a partner. Do you think living in an airport is fun?

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

Teacher's Note

Follow-Up Questions

Explain to students that they can ask follow-up questions to keep the discussion going. Tell students to use some of the following questions and patterns:

Why is living in an airport fun / not fun?

What can you do in an airport?

Who can you meet at the airport?

Where can you _____ in an airport?

How can you _____ in an airport?

Where else would be a fun place to live? Why?

Grammar

6 Look at the table. Listen and repeat.

After school, I play tennis.	I play tennis after school.
Before school, I have breakfast.	I have breakfast before school.

7 Listen and circle what happened first.

1. a. play basketball b. do homework 2. a. play video games b. eat dinner
3. a. skateboard b. school 4. a. listen to music b. school
5. a. do homework b. eat dinner 6. a. take photos b. eat lunch

8 Complete the sentences with information about you.

1. Before school, I always _____.
2. After school, I sometimes _____.

21st Century Skills

Sharing Your Hobbies

Communication Collaboration

9 Fill in the table below with information about your favorite hobby.

My Hobby	
Hobby	Ex. Snowboarding
What do you need?	snowboard, goggles, waterproof clothing, gloves, snowboard lift ticket
How do you do it?	You can practice on a small hill. You should learn how to slow down and stop. Then learn how to turn. When you are comfortable, you can learn tricks.
Where can you do it?	There are good places to snowboard in New Mexico and Colorado.
Who can become good at it?	Anyone can become good at snowboarding with enough practice!
What can you do to become better at it?	You can watch videos. You can practice regularly. You can go to special training places to practice tricks.

10 Share your hobby with your classmates. Then teach a partner how to do it.

You can mix colors to make new ones. You can use water to make lighter colors.

Grammar

6 Look at the table. Listen and repeat.

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

7 Listen and circle what happened first.

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

Answer Key

1. b
2. a
3. b
4. a
5. b
6. a

8 Complete the sentences with information about you.

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

Answer Key

Sample answers

1. eat breakfast at home with my family
2. go shopping with my friends at the mall

21st Century Skills

9 Fill in the table below with information about your favorite hobby.

- Tell students to think about their favorite hobbies.
- Tell them to answer the questions in the table.
- Tell them to write their answers using the expressions, grammar, and patterns they learned in this unit.
- Check students' answers and facilitate.
- Ask students to prepare to share their answers with the class.

10 Share your hobby with your classmates. Then teach a partner how to do it.

- Tell students to share their hobbies with the class.
- Ask students to find a partner.
- Ask students to discuss their hobby with their partner and teach them how to do it.
- Ask students to share their advice and tips for being good at their hobby.
- Check students' conversations and facilitate.

This unit will give students the ability to talk about the kinds of food they like and dislike. Students will also learn how to order food in a restaurant and talk about the quantity of food they eat.

Scan the QR code to download the Unit 6 audio.

WHAT YOU WILL DO IN THIS UNIT

Unit 6 AIMS

- Lesson A: Understand likes and dislikes
- Lesson B: Read about interesting street food
- Lesson C: Order food in a restaurant
- Lesson D: Write about the food you eat
- Lesson E: Find ways to improve people's diets

Target Skills

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

Target Vocabulary

Lesson A	Lesson B
bananas bread cheese eggs fish juice meat oranges potatoes tomatoes	beans fruits ice cream lemons pepper sandwiches soup vegetables
Lesson C	Lesson D
apple bowl cake chicken cup glass mushrooms pizza salad slice	butter chocolate milk oil rice salt sugar water



Scan for Audio

WHAT YOU WILL DO IN THIS UNIT

- A Listening** Understand likes and dislikes
- B Reading** Read about interesting street food
- C Speaking** Order food in a restaurant
- D Writing** Write about the food you eat
- E Project** Find ways to improve people's diets

ICE BREAKERS

Look at the photo and answer the questions.

1. What is happening in the picture?
2. What do you think the girl is making?
3. How often do you cook at home? What can you make?
4. Do you eat mostly healthy food or unhealthy food? Give some examples.

Key Grammar

countable and uncountable nouns

Some nouns are countable, while others are uncountable. Countable nouns are individual people, animals, places, things, or ideas. When a noun is not an individual object, it is uncountable.

Countable Nouns (single objects)	Uncountable Nouns (grains, liquid, lard)
a banana	butter
a sandwich	some sugar
a few bananas	a little butter
two bananas	some butter
a lot of bananas	a lot of butter
many bananas	much butter

I would like

Use *would* to make requests, extend invitations, give advice, and show willingness. You can use the phrase "I would like / I'd like..." to order the food you want. This phrase can be used to ask or answer questions.

Question	Response
What would you like?	I would like (I'd like) a slice of pizza.
Would you like a glass of juice?	Yes, please. / No, thank you.

food quantifiers – quantity nouns

Use quantity nouns such as *a pair of*, *a tube of*, *a slice of*, *a cup of*, etc., to tell the quantity of certain things. When using quantity nouns, use the plural form of the noun.

Quantity	Example
a bottle of	Buy a bottle of milk, please.
a glass of	I drink a glass of milk every day.
a cup of	I want a cup of tea.
a pair of	Do you have a pair of socks I can borrow?
a piece of	Do you want a piece of cake?
a packet of	Would you like a packet of ketchup?

How much / many..

Use the phrase *how much / many* to ask about the quantity of things. Use *how many* to ask about countable things and *how much* to ask about uncountable things.

Question	Countable (single objects)	Question	Uncountable (grains, liquid, lard)
How many bananas are there?	There are a few bananas.	How much butter is there?	There is a little butter.
	There are many bananas.		There is a lot of butter.

Unit 6 Discussion

Look at the photo and answer the questions.

- Ask students to look at the Unit 6 cover page.
- Then, ask the class each question.
- Give corrections and ask follow-up questions.
- Ask students to talk with a partner. Have students take turns asking their partner the questions.

Extra Practice More Discussion

Ask more questions about food.

Ex.

- How often do you eat out?
- What is your favorite restaurant?
- What is your favorite kind of food?
- What are some dishes from your country?
- What is your favorite meal of the day? Why?
- Describe a typical breakfast/lunch/dinner from your country.

Lesson A WHAT FOOD DO YOU LIKE?

Aim: Understand likes and dislikes

Vocabulary

1 Listen and number. 6-01

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

Answer Key

- cheese
- tomatoes
- fish
- bread
- meat
- potatoes
- juice
- eggs
- bananas
- oranges

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

2 What are they talking about? Listen and write the words. 6-02

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

Answer Key

- fish
- eggs
- bananas
- potatoes
- cheese
- oranges

Focus

3 Talk with a partner.

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

Teacher's Note

Countable and Uncountable nouns

This NOTE illustrates that countable nouns are individual people, animals, places, things, or ideas. When a noun is not an individual object, it is uncountable. Make sure students understand this.

A WHAT FOOD DO YOU LIKE?

Listening
Aim: Understand likes and dislikes

Vocabulary

1 Listen and number. 6-01



NOTE
Some of these nouns end in an s, and some don't. Why?

2 What are they talking about? Listen and write the words. 6-02

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

Focus

3 Talk with a partner.

What food do you like?
I (really) like **cheese**.

What food do you not like?
I (really) don't like **fish**.

NOTE
Use really to show a stronger feeling.

4 Listen and circle. 6-03

1. Rodrigo
cheese eggs

2. Emily
juice bread

3. Steven
meat fish

4. Amara
tomatoes potatoes

Listen Up

5 Where are the speakers? Listen and number. 6-04



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

oranges	bananas	tomatoes	eggs	potatoes
bread	cheese	juice	fish	meat

7 Listen again. Fill in the blanks and circle. 6-04

1. Brandon
I like / don't like _____

2. Samantha
I really like / don't like _____

3. Serena
I really like / don't like _____

4. Lee
I like / don't like _____

Wrap Up

8 Listen and answer the questions. 6-05

- Where is Angela?
a. at Valerie's house b. at a restaurant c. in the garden d. at a picnic
- What does Angela choose to eat?
a. tomatoes only b. cheese only c. potatoes d. nothing
- Circle **true** or **false**.
a. Angela doesn't like tomatoes at all. **true** **false**
b. Angela doesn't like cheese. **true** **false**
c. Valerie really likes tomatoes. **true** **false**

4 Listen and circle. 6-03

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

Answer Key

- cheese-like, eggs-dislike
- juice-like, bread-like
- meat-like, fish-dislike
- tomatoes-dislike, potatoes-like

Extra Practice I Love / Like / Don't Like / Hate ...

Explain to students that love is used when one really likes something, and hate is used when one really doesn't like something. Ask students questions about things they like and dislike with the phrase:

"What _____ do you love / like / not like / hate?"

Ex.

What food do you love? → I love cake.
What sport do you hate? → I really hate baseball.

Listen Up

5 Where are the speakers? Listen and number. 6-04

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

Answer Key

- in the kitchen
- at a restaurant
- in the garden
- on a picnic

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

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

Answer Key

From left to right, top to bottom
bananas, tomatoes, eggs, potatoes, juice

7 Listen again. Fill in the blanks and circle. 6-04

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

Answer Key

- like, juice
- like, potato dishes
- don't like, tomatoes
- like, eggs

Wrap Up

8 Listen and answer the questions. 6-05

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

Answer Key

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

Teacher's Note

There Are Restaurants and Then There Are Restaurants

Explain the different kinds of restaurants to students. Make sure they understand the difference between the following kinds of restaurants:

- fast food
- fast casual
- family restaurant
- fine dining
- café or bistro
- food truck
- buffet restaurant
- cafeteria restaurant

Aim: Read about interesting street food

Vocabulary

1 Listen and repeat. 6-06

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

2 Look at the words again. Circle the words that end in an s.

- Ask students to look at the words.
- Ask students to circle the words that end in an s.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom
peppers, vegetables, fruits, lemons, sandwiches, beans

3 Fill in the blanks.

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

Answer Key

1. sandwich
2. vegetables
3. fruit
4. ice cream
5. soup

Teacher's Note

Fruits and Fruit

This NOTE illustrates that some nouns are both countable and uncountable, such as *fruit*. When referring to a collective group, *fruit* is used. For example, "I eat five servings of fruit every day." When emphasizing different varieties, then *fruits* can be used. For example, "I like oranges and other citrus fruits." Make sure students understand this and explain some other nouns that are both countable and uncountable, such as *food/foods*, *cheese/cheeses*, and so on.

B STREET FOODS

Reading
Aim: Read about interesting street food

Vocabulary

1 Listen and repeat. 6-06

NOTE: Countable nouns (e.g. beans) can be plural and take an s. Uncountable nouns (e.g. ice cream) cannot.

peppers, soup, vegetables, fruits, lemons, sandwiches, ice cream, beans

2 Look at the words again. Circle the words that end in an s.

3 Fill in the blanks.

1. A(n) _____ is meat and cheese between two slices of bread.
2. Peppers and potatoes are kinds of _____.
3. Bananas and oranges are kinds of _____.
4. Cheese and _____ are made from milk.
5. A(n) _____ is vegetables and meat cooked in water.

4 Fill in the blanks. Talk with a partner.

pepper, bread, meat, tomato, cheese

What do you like on your sandwiches and pizzas? Where can you get these foods?

Pre-reading

4 Fill in the blanks. Talk with a partner.

- Ask students to look at the picture.
- Tell students to fill in the blanks with the different foods.
- Then, tell students to read the questions at the bottom of the pictures aloud.
- Tell students to practice by asking and answering the questions with a partner.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

From left to right, top to bottom
pepper, bread, meat, cheese, tomato

5 Read the article. 6-07

Ceviche Peru
Ceviche [say-VEE-chay] is Peru's favorite food. It's a kind of fish soup, but it's cold! The fish is not cooked. You make it with lemon or lime juice, vegetables, and hot peppers. It's great!

STREET FOOD

"Street foods" are foods you buy and enjoy outside. They're cheap and fun to eat. And they're really good! Here are some great street foods from different countries. Do you have a favorite street food?

Halo-halo The Philippines
On hot days, people in the Philippines eat *halo-halo*. This is a sweet, cold food. You make it with red beans, fruit, and ice cream. Yum!

Gua bao China
Gua bao [goo-AH BAH-oh] are sandwiches. People enjoy them in China. They're hot and soft. Inside, there are different things, like meat or vegetables. You can buy one and take it with you.

Comprehension

- 6 Circle true or false.
1. You eat street foods in a restaurant. true false
 2. *Gua bao* sometimes have meat. true false
 3. *Ceviche* is a hot food. true false
 4. There are vegetables in *halo-halo*. true false

NOTE: When asking for more information, we use wh-questions. These questions start with what, when, who, whom, which, whose, why, and how.
Q: What is your favorite food? Why do you like it?
A: I like pizza because it has a lot of cheese.

Wrap Up

- 7 Talk with a partner.
1. Which of these foods would you like to try? Why?
 2. What street foods do people in your country eat? How do you make them?
 3. What are your favorite street foods?

5 Read the article. 6-07

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

Comprehension

6 Circle true or false.

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

Answer Key

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

Wrap Up

7 Talk with a partner.

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

Teacher's Note

Street Food from Around the World

Explain to students that every country has its own street food. Below is a list of different kinds of street food from different countries:

- Czech Republic: chimney cake
- India: masala dosa
- Canada: poutine
- Germany: currywurst
- Portugal: egg tarts
- Jamaica: jerk chicken
- Thailand: pad thai
- Spain: churros
- Vietnam: banh mi
- Japan: dango
- Sri Lanka: kottu roti
- Israel: falafel
- Netherlands: stroopwafel
- Turkey: baklava
- Colombia: arepas
- South Korea: tteok-bokki
- Italy: arancini
- Mexico: tacos
- UK: fish and chips
- USA: corn dogs

Extra Practice The 5 Food Groups

Explain the five different food groups (dairy, fruit, grains, meat, vegetables) to students. Then, ask students which food groups the vocabulary words from lessons A and B fall into with the phrases:

"What kind of food is _____?" → "_____ is (a) _____."
"How many _____ did you eat today?" → "I ate the number of food from the food group today." → "I ate the foods from that food group."

Ex.

What kind of food is an orange? → An orange is a fruit.
How many fruits did you eat today? → I ate three fruits today. → I ate an apple and two oranges.

Lesson C WHAT WOULD YOU LIKE?

Aim: Order food in a restaurant

Vocabulary

1 Listen and number. 6-08

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

Answer Key

- cup
- cake
- pizza
- salad
- apple
- slice
- mushrooms
- chicken
- glass
- bowl

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

2 Fill in the blanks with words from the box. Answers will vary.

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

Answer Key

Sample answers

- cheese
- soup
- egg
- pizza
- bowl of
- coffee
- glass of
- juice

Focus

3 Talk with a partner. Which food or drink do you want right now?

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

4 Listen and fill in the blanks. 6-09

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

C **WHAT WOULD YOU LIKE?** Speaking
Aim: Order food in a restaurant

Vocabulary

1 Listen and number. 6-08

4 salad

2 cake

3 pizza

1 cup

9 glass

5 apple

7 mushrooms

8 chicken

6 slice

10 bowl

2 Fill in the blanks with words from the box. Answers will vary.

chicken	tomato	bread	cake	egg	soup	mushroom
apple	fruit	pizza	coffee	cheese	juice	orange

1. a(n) _____ sandwich

3. a(n) _____ salad

5. _____ soup

7. _____ juice

2. bowl of _____

4. slice of _____

6. cup of _____

8. glass of _____

Focus

3 Talk with a partner. Which food or drink do you want right now? 6-09

What would you like?

I would like a slice of cheese pizza.

NOTE You can also ask, "What would you like to eat?" or "What would you like to drink?"

4 Listen and fill in the blanks.

 6-09

- 1 bowl of mushroom
- 1. _____
- 1 salad
- 1 slice of 2. _____
- 1 glass of 3. _____
- 1 bowl of 4. _____
- 1 glass of 5. _____

Answer Key

- soup
- pizza
- water
- chicken soup
- apple juice

Teacher's Note

Common Food Quantifiers

There are many food quantifiers. Make sure students know some of the more common food partitives below:

a carton of milk/ice cream	a loaf of bread
a box of cereal	a can of soda
a head of lettuce/cabbage	a bag of flour/rice
a pot of coffee/tea	a slice of cake/bread
a jar of jam/pickles	a piece of candy/cake

Expressions

Ordering in a restaurant

5 Listen and repeat. 6-10

What would you like?	I would like (I'd like) a slice of pizza.
	I'll have a slice of pizza.
	Could I get a slice of pizza?
Would you like a glass of water?	Yes, please. / No, thank you.



Speak Up

6 Use the expressions and phrases to make sentences.

a slice of pizza	a glass of apple juice	a cup of coffee	a bowl of ice cream
a chicken sandwich	a bowl of soup	a tomato salad	an egg sandwich

Wrap Up

7 Look at the menu. Choose the food you want. Then role-play with a partner.

MENU

Egg sandwich..... \$6.25
Chicken sandwich... \$8.50
Oven-baked pizza
slice \$3.00 / small \$8.95 / large \$10.75
Your choice of: meat, chicken, mushrooms, tomatoes, potatoes, hot peppers, extra cheese

Coffee..... \$4.50
Tea..... \$3.75
Milk..... \$3.50

Fresh juice.....
small \$4.95 / large \$5.75
(apple, orange, tomato)

Ice cream (cone or bowl)... \$4.25
Your choice of: lemon, chocolate, vanilla, strawberry, orange, banana

Fresh fruit..... \$2.15 each
Your choice of: apple, banana, orange

Pronunciation

8 Listen and repeat. 6-11

/s/	/z/	/ɪz/
cups	eggs	slices

9 Listen and put check marks (✓) on the sounds. 6-12

	/s/	/z/	/ɪz/
1. sandwiches			
2. tomatoes			
3. bananas			
4. cooks			
5. vegetables			
6. glasses			
7. apples			
8. oranges			

Expressions

Ordering in a restaurant

5 Listen and repeat. 6-10

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

Speak Up

6 Use the expressions and phrases to make sentences.

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

Wrap Up

7 Look at the menu. Choose the food you want. Then role-play with a partner.

- Ask students to work with a partner.
- Ask students to look at the menu and choose what they want to eat and drink.
- Tell students to practice ordering food with their partner.
- Tell students to use the expressions, phrases, and patterns from activities 5 and 6.
- Check students' conversations to make sure they're speaking properly.
- Ask some students to present their conversations to the class.
- Give feedback.

Pronunciation

8 Listen and repeat. 6-11

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

9 Listen and put check marks (✓) on the sounds. 6-12

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

Answer Key

- | | |
|---------|---------|
| 1. /ɪz/ | 2. /z/ |
| 3. /z/ | 4. /s/ |
| 5. /z/ | 6. /ɪz/ |
| 7. /z/ | 8. /ɪz/ |

Extra Practice What's with All the Forks?

Explain to students that there is a variety of cutlery and plates when going out to a fancy restaurant. Prepare printed cutouts of a *salad fork*, *dinner fork*, *dessert fork*, *soup spoon*, *teaspoon*, *dinner knife*, *steak knife*, *butter knife*, *bread plate*, and *main course plate*. Ask students to put them in the correct places. Then, see if they are correct. If not, then help them put the silverware/cutlery and plates in the correct places. Don't forget to tell students that the proper etiquette to follow with silverware/cutlery is to start with the outside forks and spoons first and then work their way in as the different courses are served.

Lesson D WHAT DO YOU EAT?

Aim: Write about the food you eat

Vocabulary

1 Listen and repeat. 6-13

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

2 What are they talking about? Listen and write the words. 6-14

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

Answer Key

- | | |
|-----------|--------------------|
| 1. sugar | 2. water |
| 3. butter | 4. rice |
| 5. oil | 6. chocolate, milk |

3 Fill in the blanks with best vocabulary words.

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

Answer Key

- | | |
|---------------------|-----------------|
| 1. butter, oil | 2. milk, water |
| 3. sugar, chocolate | 4. milk, butter |
| 5. rice | |

Focus

4 Read the sentences. Circle true or false. Answers will vary.

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

Answer Key

Sample answers

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

Teacher's Note

Quantifiers

Explain basic food quantifiers to students, such as *a bar of chocolate, a cup of sugar, a pinch of salt, etc.*

D WHAT DO YOU EAT?

Writing
Aim: Write about the food you eat

Vocabulary

1 Listen and repeat. 6-13



2 What are they talking about? Listen and write the words. 6-14

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

3 Fill in the blanks with best vocabulary words.

1. Two things for frying food: _____
2. Two things to drink: _____
3. Two sweet things: _____
4. Two things from a cow: _____
5. One food cooked in water: _____

Focus

4 Read the sentences. Circle true or false. Answers will vary.

- | | | |
|---|---|--|
| 1. true
false
Potato chips have a lot of salt. | 2. true
false
Chocolate doesn't have much sugar. | 3. true
false
Cookies have a little egg in them. |
| 4. true
false
Fried chicken has a little oil. | 5. true
false
Ice cream has some milk. | 6. true
false
Pizza doesn't have many vegetables. |

NOTE
Egg can be both a countable and an uncountable noun.

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Extra Practice how much/many

Practice asking students how much of something they usually eat per day with the phrases:

"How much/many _____ do you usually eat/drink per day?" → "I usually eat _____ per day."

Ex.

How many vegetables do you usually eat per day? → I usually eat three vegetables per day.
How much soda do you usually drink per day? → I usually drink three cans of soda per day.
How much candy do you usually eat per day? → I usually eat seven pieces of candy per day.

Grammar

5 Look at the table. Then listen and fill in the blanks. 6-15

Countable	Uncountable
a banana	butter (≠butter)
an apple	sugar (≠sugar)
a few vegetables	a little sugar (sugars)
two oranges	some oil (oils)
some mushrooms	some oil (oils)
a lot of eggs	a lot of milk (milks)
many glasses*	much salt* (salts)

NOTE
Many and much are usually used with negative sentences.
*I don't eat much cheese.

1. I eat _____ for breakfast.
2. I put _____ butter on my bread.
3. There are _____ vegetables in the soup.
4. She puts _____ cheese on his spaghetti.
5. I eat _____ eggs.
6. He doesn't drink _____ glasses of water.
7. I don't drink _____ fruit juice.

6 Circle the correct words.

1. There's a lot of oil / oils on my chicken.
2. My dad doesn't drink many / much coffee.
3. She only eats a few / a little vegetables.
4. Some soups have a lot of bean / beans.
5. My mother uses a lot of / many butter.
6. I don't eat many / much apples or bananas.

Writing

7 Read and complete the sentences.

Well, I eat a lot of fruit and vegetables. We eat a lot of salad at our house. We have fruit for breakfast. So, I eat a lot of bananas and oranges. Also, I don't eat much sugar. I don't like chocolate or candy, so I don't eat much of it. I don't drink soda. And I drink a lot of water. So, yes, I think I eat well.



Hmm, I don't know... I really don't like vegetables. So, I don't eat many of them. My mom and dad are busy. So, we eat a lot of pizza and chicken. It's not very healthy. Also, I really like chocolate and cake. I guess I eat a lot of sugar. I do eat meat and a little fish, though. That's healthy, right?

1. Patrick eats a lot of _____.
2. He doesn't like _____.
3. Candice really doesn't like _____.
4. Candice's family eats a lot of _____.
5. She really likes _____.

Wrap Up

8 Think about the foods you eat. Fill in the table. Then answer the questions.

I eat/drink some...		I don't eat/drink many...
I eat/drink a lot of...		I don't eat/drink much...

What do you think? Do you eat well or not? On a separate paper, write an answer.

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Grammar

5 Look at the table. Then listen and fill in the blanks. 6-15

- Read the contents of the table.
- OR
- Ask students to read the table.
- OR
- Listen to the audio.
- Ask students to answer the questions.
- Replay the audio if needed.
- Ask students to complete the activity.

Answer Key

1. a lot
2. a little
3. a few
4. a little
5. a lot
6. many
7. much

6 Circle the correct words.

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

Answer Key

1. oil
2. much
3. a few
4. beans
5. a lot of
6. many

Writing

7 Read and complete the sentences.

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

Answer Key

1. fruit and vegetables
2. chocolate or candy
3. vegetables
4. pizza and chicken
5. chocolate and cake

Wrap Up

8 Think about the food you eat. Fill in the table. Then answer the questions.

- Ask students to look at the table.
- Ask students to fill in the table with what they eat and drink.
- Ask students to answer the questions at the bottom on a separate sheet of paper.
- Ask students to complete the activity.
- Check students' answers.
- Ask some students to present their work to the class.
- Give feedback.

Answer Key

Sample answers

I eat some vegetables.
I don't eat many fruits.
I drink a lot of water.
I don't drink much milk.
I think I eat well. I don't eat much sugar or chocolate.

Aim: Find ways to improve people's diets

Video

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

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

Scan the QR code to link to the Unit 6 video.

2 Watch the video. Number the pictures in order.

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

Answer Key

From left to right
3, 1, 2

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

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

Answer Key

From left to right
banana, chicken, cheese, cake, lemon

4 Watch again. Circle the words you hear.

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

Answer Key

1. banana
2. fish
3. with peppers
4. chicken

E WHAT ARE YOU HAVING? **Project**
Aim: Find ways to improve people's diets

Video

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

2 Watch the video. Number the pictures in order. **NOTE** A snack is a little food between breakfast, lunch, and dinner.

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

4 Watch again. Circle the words you hear.

1. On the outside, it looks like a banana / tomato.
2. You wish it was fish / chicken.
3. Leppers. Lemons mixed with peppers / with oranges.
4. Can I have some tonanas and chicken / fish cake?

5 Circle the correct answers.

1. A "tonana" is a mix of tomato and _____.
2. A "lepper" is a mix of lemons and _____.
3. Eric orders oregos, _____ juice, and a bowl of leppers.
4. Jessie orders tonanas and _____ cake.

a. banana b. orange c. fish
a. ice cream b. eggs c. peppers
a. orange b. apple c. cheese
a. orange b. chicken c. banana

5 Circle the correct answers.

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

Answer Key

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

Teacher's Note

These Peppers Are Spicy
Explain to students that they can use the adjectives *bitter, spicy, sweet, savory, bland, dry, and moist* to describe the taste of food.

Wrap Up

6 Look at the table. Then listen and repeat.

Countable Nouns	Uncountable Nouns
How many apples do you buy?	How much candy do you buy?
How many vegetables do you eat?	How much water do you drink?
How many eggs are there?	How much butter is there?

7 Fill in the blanks with *much* or *many*.

1. How _____ hamburgers do you eat? → Not _____. I only eat a few.
2. How _____ fried food do you eat? → Quite a lot. I really like it.
3. How _____ fruit juice do you drink? → Not _____. I only drink a little.
4. How _____ glasses of water do you drink? → Quite a few. I drink about six every day.

8 Complete the questions and then write your own response.

1. How much chicken _____ every week? → _____
2. How many eggs _____ → _____
3. How much milk _____ → _____
4. How many slices of _____ → _____

21st Century Skills

Food Diary **Creativity** **Critical Thinking**

9 Think about or track all the foods you had this week.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast	Ex. pancakes, 2 sausages, eggs, 2 strips of bacon						
Lunch							
Dinner							
Snacks							

10 Get in groups and ask people about their eating habits. **Ex.** How much fast food do you eat in a week?

11 Think about your own eating habits. How can you improve your diet? Write 3 pieces of advice for yourself.

1. _____
2. _____
3. _____

Wrap Up

6 Look at the table. Then listen and repeat.

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

7 Fill in the blanks with *much* or *many*.

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

Answer Key

1. many, many
2. much
3. much, much
4. many

8 Complete the questions and then write your own response.

- Ask students to read the question prompts.
- Ask students to write the correct words in the blanks.
- Ask students to write their own answers on the line next to the questions.
- Ask students to complete the activity.
- Check students' answers.

Answer Key

Sample answers

1. do you eat, I eat a lot of chicken every week.
2. do you eat every week, I eat a few eggs every week.
3. do you drink every week, I drink nine glasses of milk every week.
4. pizza do you eat every week, I eat seven slices of pizza every week.

21st Century Skills

9 Think about and track all the foods you had this week.

- Tell students to look at the table.
- Tell students to write down all the foods they ate this week or this past week.
- If students struggle to remember, they can fill in the blanks with guesses of what they ate.
- Tell students they can use a separate piece of paper if the table in the book is not helpful.
- Ask students to complete the activity.

10 Get in groups and ask people about their eating habits.

- Tell students to get in small groups.
- Have them ask each other about their eating habits and refer to their diary to answer.
- Check students' conversations and facilitate.
- Ask students to share what they learned about their group's eating habits.

11 Think about your own eating habits. How can you improve your diet? Write 3 pieces of advice for yourself.

- Tell students to think about the eating habits of others and their own.
- Ask students to think of ways they can improve their diet.
- Tell students to write down their ideas.
- Ask students if they would like to share their advice to themselves.
- Check students' work and facilitate.

Extra Practice When do you usually eat ... ?

Ask students when they usually eat or drink certain things with the patterns:

"When do you usually eat/drink food/drink item?" → "I usually eat/drink food/drink item + time."

Ex.

When do you usually eat cake? → I usually eat cake on my birthday.
When do you usually drink water? → I usually drink water every day.
Etc.

GRAMMAR REVIEW

UNIT 1

personal pronouns

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

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

be-verbs (affirmative)

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

Personal Pronoun	Verb	Example
<i>I</i>	<i>am</i>	<i>I am a teacher.</i>
<i>He/She/It</i>	<i>is</i>	<i>He is a teacher.</i>
<i>You/We/They</i>	<i>are</i>	<i>We are teachers.</i>

Affirmative	Negative	Interrogative
<i>I am (I'm)</i>	<i>I am not (I'm not)</i>	<i>Am I...?</i>
<i>You are (You're)</i>	<i>You are not (You're not)</i>	<i>Are you...?</i>
<i>He/She is (He's/She's)</i>	<i>He/She is not (He's/She's not)</i>	<i>Is he/she...?</i>
<i>It is (It's)</i>	<i>It is not (It's not)</i>	<i>Is it...?</i>
<i>We are (We're)</i>	<i>We are not (We're not)</i>	<i>Are we...?</i>
<i>You are (You're)</i>	<i>You are not (You're not)</i>	<i>Are they...?</i>
<i>They are (They're)</i>	<i>They are not (They're not)</i>	<i>Are they...?</i>

UNIT 2

be-verbs (negative and questions)

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

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

UNIT 3

a and an

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

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

possessive pronouns and possessive adjectives

Possessive pronouns are words that show ownership of something to someone or some other thing. They take the place of a noun and help you avoid repetition. Possessive pronouns are always the same for singular or plural nouns. For example, "Is this your pencil?" "Yes, it's mine." and "Are these your crayons?" "Yes, they're mine." Possessive adjectives also help to show ownership, but they come before the noun.

	Personal Pronoun	Possessive Adjective	Possessive Pronoun
<i>first person singular</i>	<i>I</i>	<i>My</i>	<i>Mine</i>
<i>first person plural</i>	<i>We</i>	<i>Our</i>	<i>Ours</i>
<i>second person singular</i>	<i>You</i>	<i>Your</i>	<i>Yours</i>
<i>second person plural</i>	<i>You</i>	<i>Your</i>	<i>Yours</i>
<i>third person singular</i>	<i>He / She / It</i>	<i>His / Her / Its</i>	<i>His / Hers / Its</i>
<i>third person plural</i>	<i>They</i>	<i>Their</i>	<i>Theirs</i>

demonstrative adjectives

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

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

need and don't / doesn't need

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

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

what time and when questions

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

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

prepositions of time

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

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

linking words and, but, and then

Linking or connecting words bring concepts, phrases, and sentences together. Each linking word has a different purpose. Linkers are also important elements for cohesion. Without them, text and speech can sound repetitive or long-winded.

Word	Purpose	Example
<i>and</i>	Use <i>and</i> to add information, concepts, ideas, or to link two complete sentences.	<i>I like pizza and burgers. I ate pizza for lunch, and I ate burgers for dinner.</i>
<i>but</i>	Use <i>but</i> to show contrasting or contradictory concepts, ideas, phrases, and sentences.	<i>I like all foods but junk food. I like that restaurant, but it is expensive.</i>
<i>then</i>	Use <i>then</i> to show a process or sequence of events.	<i>I ate lunch. Then, I studied for my history test.</i>

UNIT 4

basic prepositions of place

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

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

there is / are

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

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

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

UNIT 5

adverbs of frequency: always, usually, sometimes, never

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

Adverb of Frequency	Adverb Level	Example
<i>always</i>	high	<i>I always brush my teeth.</i>
<i>usually</i>		<i>I usually go to sleep at 9:00 p.m.</i>
<i>sometimes</i>		<i>I sometimes eat cake.</i>
<i>never</i>	low	<i>I never yell at my dog.</i>

present simple tense

The present simple tense is used when talking about things that usually happen. Present simple tense also has other uses:

Usage	Example
habit	<i>I sing</i> in the shower.
unchanging situation	<i>I work</i> in Shanghai.
general truth	South Korea <i>has</i> a president.
to give directions	<i>Walk</i> straight for two hundred meters, then turn left.
to express fixed arrangements	Your appointment <i>starts</i> at 9:00 a.m.

GRAMMAR REVIEW

Notes on the present simple, third-person singular

- If the verb ends in **-ss, -ch, -sh, -o, -x**, add **-es**.
Examples: *miss* > *misses*, *wash* > *washes*, *pass* > *passes*
- If the verb ends in a **consonant + -y**, **drop the -y and add -ies**. If there is a vowel before the **-y**, add **-s**.
Examples: *study* > *studies*, *fly* > *flies*, *cry* > *cries*
- Other verbs take **-s**.
Examples: *take* > *takes*, *want* > *wants*, *think* > *thinks*
- **Have** changes to **has**.
Examples: *I have* > *She has* / *You have* > *Eric has*
- Negative and question forms use **does + the infinitive of the verb**.
Examples: *He wants* pizza. **Does** he **want** pizza?
He does not want pizza.

play vs do

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

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

can / can't

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

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

UNIT 6

countable and uncountable nouns

Some nouns are countable, while others are uncountable. Countable nouns are individual people, animals, places, things, or ideas. When a noun is not an individual object, it is uncountable.

Countable Nouns (single objects)	Uncountable Nouns (grains, liquid, lard)
a banana	butter
a sandwich	some sugar
a few bananas	a little butter
two bananas	some butter
a lot of bananas	a lot of butter
many bananas	much butter

I would like

Use *would* to make requests, extend invitations, give advice, and show willingness. You can use the phrase "*I would like / I'd like...*" to order the food you want. This phrase can be used to ask or answer questions.

Question	Response
What would you like?	I would like (I'd like) a slice of pizza.
Would you like a glass of juice?	Yes, please. / No, thank you.

food quantifiers – quantity nouns

Use quantity nouns such as *a pair of*, *a tube of*, *a slice of*, *a cup of*, etc., to tell the quantity of certain things. When using quantity nouns, use the plural form of the noun.

Quantity	Example
a bottle of	Buy a bottle of milk, please.
a glass of	I drink a glass of milk every day.
a cup of	I want a cup of tea.
a pair of	Do you have a pair of socks I can borrow?
a piece of	Do you want a piece of cake?
a packet of	Would you like a packet of ketchup?

How much / many...

Use the phrase *how much / many* to ask about the quantity of things. Use *how many* to ask about countable things and *how much* to ask about uncountable things.

Question	Countable (single objects)	Question	Uncountable (grains, liquid, lard)
How <i>many</i> bananas are there?	There are a few bananas. There are many bananas.	How <i>much</i> butter is there?	There is a little butter. There is a lot of butter.

WORD LIST

MODULE 1

UNIT 1

Lesson A

all right
bad
call
good
hello
OK
people

Lesson B

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

Lesson C

aunt
brother
cousin
father
grandfather
grandmother
mother
sister
uncle

Lesson D

chatty
cheerful
friendly
funny
kind

lazy
quiet
smart

UNIT 2

Lesson A

class
classmate
grade
homework
principal
student
study
teacher

Lesson B

artist
chef
doctor
farmer
pilot
police officer
singer
soccer player

Lesson C

address
age
birthday
email
eye
hair
name
phone number

Lesson D

big
funny
kind
old
short
shy
small
smart
tall
young

MODULE 2

UNIT 3

Lesson A

backpack
eraser
folder
notebook
paper
pen
pencil
pencil case
ruler
scissors

Lesson B

board
bookcase
chair
clock
computer
desk
dictionary
map
pencil sharpener
wastebasket

Lesson C

art
English
geography
history
language arts
mathematics (math)
music
physical education (P.E. / phys. ed)
science
social studies

Lesson D

band
dance
festival
field trip (school trip)
graduation ceremony

open house
sports day
talent show

Lesson E

book
chess
music
robot

UNIT 4

Lesson A

bathroom
bathtub
bedroom
bookshelf
couch
dining room
dresser
flower
kitchen
living room
nightstand
refrigerator
table
vase

Lesson B

armchair
bed
closet
clothes
lamp
mirror
shower
sink
stove
toilet

Lesson C

apartment
boat
city
countryside (country)
farm
ice
inside
outside

Lesson D

door
garden
roof
stairs
television (TV)
wall
window
yard

MODULE 3

UNIT 5

Lesson A

buy toys
collect
draw
exercise
play soccer
sing
swim
watch a movie

Lesson B

a newspaper
basketball
books
cartoons
comics
guitar
piano
table tennis
video games
videos

Lesson C

chat
dance
go shopping
listen to music
paint
rollerblade
run
skateboard

Lesson D

go hiking

WORD LIST

play baseball
play tennis
snowboard
surf
take a photo
the ocean
the park

Lesson E

busy
fun
passport
sad

UNIT 6

Lesson A

bananas
bread
cheese
eggs
fish
juice
meat
oranges
potatoes
tomatoes

Lesson B

beans
fruits
ice cream
lemons
pepper
sandwiches
soup
vegetables

Lesson C

apple
bowl
cake
chicken
cup
glass
mushrooms
pizza

salad
slice

Lesson D

butter
chocolate
milk
oil
rice
salt
sugar
water