

Scale-Up 1

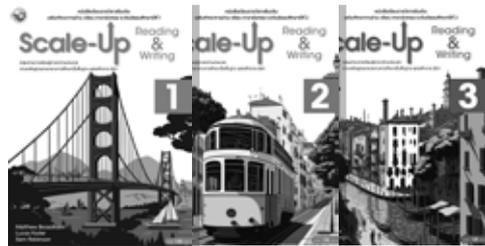
Reading & Writing

**TEACHER'S GUIDE WITH
ANSWER KEY**

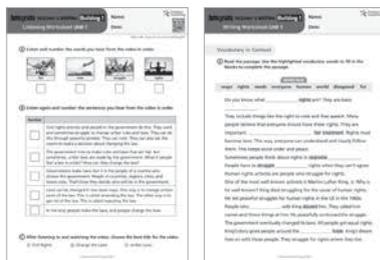
TABLE OF CONTENTS

SECTION	PAGE NUMBER
Components	3
Teacher Development	4-5
Scope and Sequence	6-7
How to Use	8-11
Grading Rubric	12-13
Unit 1 Teacher's Guide	14-25
Unit 2 Teacher's Guide	26-37
Unit 3 Teacher's Guide	38-49
Unit 4 Teacher's Guide	50-61
Unit 5 Teacher's Guide	62-73
Unit 6 Teacher's Guide	74-85
Unit 7 Teacher's Guide	86-97
Unit 8 Teacher's Guide	98-109

COMPONENTS



Student Book



Free downloadable worksheets



Free downloadable tests



Teacher's Guide and Answer Key

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



Mobile version

Integrate Viewer App



Class Booster

▪ Visit our homepage for additional information: www.compasspub.com/ScaleUpRWBasic

TEACHER DEVELOPMENT

Pedagogical Notes for Reference and Teacher's Development

Four-strand theory

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

Five-step SQ3R theory

- Survey, Question, Read, Recite, and Review
- Improved vocabulary retention, reading comprehension, and fluency

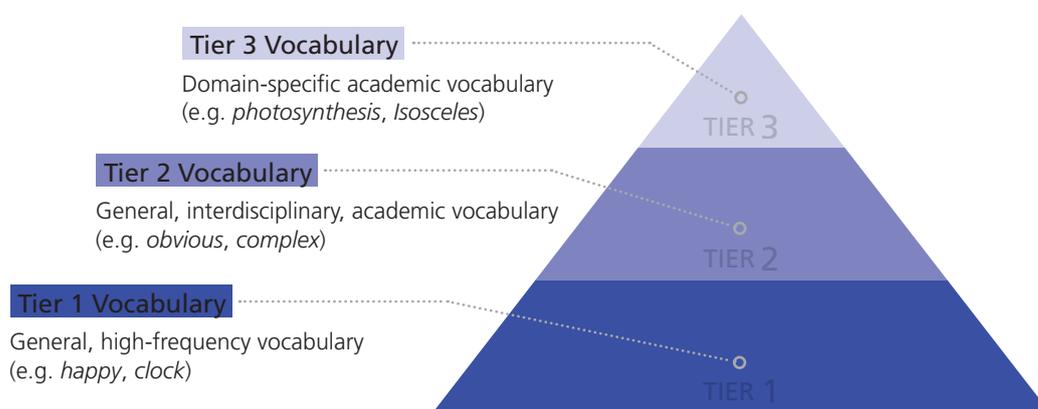
21st Century Skills

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

Contextual learning (as opposed to rote learning)

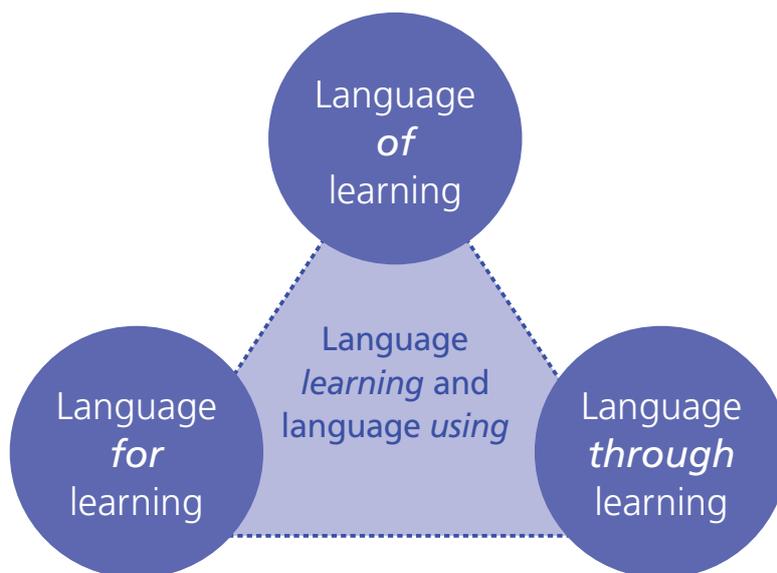
- Scaffolding, Preview, and Review

Vocabulary Tiers



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

Language Through Learning Pedagogy



Language for learning

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

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

Language of learning

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

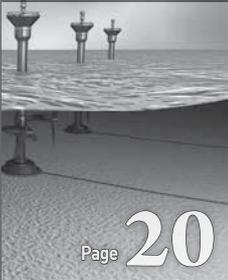
- Content-specific language, new words e.g. *carnivore*, *herbivore*, *omnivore*

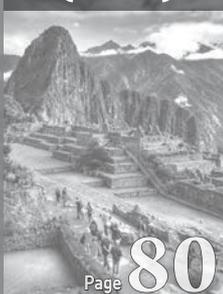
Language through learning

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

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

SCOPE AND SEQUENCE

TOPIC AREA	UNIT/PAGE	DETAILS	
SOCIAL STUDIES	 (UNIT 01) Page 8	Title / Word Count	Human Rights Hero Lesson A [175W] Lesson B [160W]
		Topic	It's important to understand how we got human rights and the laws that protect them. Learn about struggles for human rights.
		Academic Objective	Be aware of the importance of human rights and understand how people have fought for human rights.
		Reading Format	Traditional Passage
		Structure	Adverbs: clearly, peacefully
		Vocabulary	rights, basic, fair, treatment, opposite, struggle, abuse, hope Bonus: include, continue
		Reading Skill	Identifying Topic Sentences Writing Skill Writing Cause and Effect
		Integrate IT	QR Code Video
OCEANOGRAPHY	 (UNIT 02) Page 20	Title / Word Count	Tidal Turbines Lesson A [185W] Lesson B [177W]
		Topic	Learn about tides and clean tidal energy.
		Academic Objective	Discuss and analyze data and information regarding tidal phenomena.
		Reading Format	Traditional Passage
		Structure	Superlative Adjectives: earliest, biggest
		Vocabulary	tide, turbine, generate, electricity, gravity, station, source, create Bonus: orbit, axis
		Reading Skill	Scanning Writing Skill Adding Details
		Integrate IT	QR Code Video
NATURE	 (UNIT 03) Page 32	Title / Word Count	1997 LEGO® Spill Lesson A [188W] Lesson B [166W]
		Topic	In 1997, millions of LEGO® bricks spilled into the ocean as a cargo ship was traveling near Southern England.
		Academic Objective	Understand ocean currents and what causes them.
		Reading Format	Blog
		Structure	Modal of Possibility: could / couldn't
		Vocabulary	accident, wave, drift, sink, ashore, rush, current, direction Bonus: container, flow
		Reading Skill	Identifying Cause and Effect Writing Skill Sequencing
		Integrate IT	QR Code Video
FESTIVALS	 (UNIT 04) Page 44	Title / Word Count	The Venice Carnival Lesson A [226W] Lesson B [172W]
		Topic	A student is writing to a friend to describe their experience at the Venice Carnival.
		Academic Objective	Understand the traditions of cultural festivals.
		Reading Format	E-mail
		Structure	Phrasal Verbs
		Vocabulary	decoration, traditional, carnival, disguise, elegant, parade, spectacular, contest Bonus: annually, memorable
		Reading Skill	Sequencing Writing Skill Organizing Topics and Details
		Integrate IT	QR Code Video

TOPIC AREA	UNIT/PAGE	DETAILS		
MATH	 UNIT 05 Page 56	Title / Word Count	Baking Cakes Lesson A [164W] Lesson B [161W]	
		Topic	Learn how to follow a recipe, including measuring the ingredients, to make a cake.	
		Academic Objective	Understand units of measurement and expressions using real-life examples.	
		Reading Format	Recipe	
		Structure	Adverbial Clauses: before / after	
		Vocabulary	wash, baking powder, sauce, smooth, pour, batter, decorate, cut Bonus: enjoy, cool	
		Reading Skill	Sequencing	Writing Skill
Integrate IT	QR Code Video			
SPORTS	 UNIT 06 Page 68	Title / Word Count	The Soccer Tournament Lesson A [256W] Lesson B [190W]	
		Topic	Read about the winner of a soccer tournament.	
		Academic Objective	Understand the moral of the story as the soccer tournament progresses.	
		Reading Format	Traditional Passage	
		Structure	Infinitives	
		Vocabulary	cheer, coach, injury, tournament, crowd, nervous, trophy, champion Bonus: record, rules	
		Reading Skill	Organizing Details	Writing Skill
Integrate IT	QR Code Video			
GEOGRAPHY	 UNIT 07 Page 80	Title / Word Count	Welcome to South America Lesson A [178W] Lesson B [159W]	
		Topic	Read a profile of South America with a focus on its geography.	
		Academic Objective	Learn geographical features of South America.	
		Reading Format	Magazine Article	
		Structure	Definite Article: the	
		Vocabulary	continent, hemisphere, landscape, diverse, grassland, wetland, desert, mountain range Bonus: flat, point	
		Reading Skill	Interpreting Visual Information	Writing Skill
Integrate IT	AR Images			
ART	 UNIT 08 Page 92	Title / Word Count	Art in the City Lesson A [262W] Lesson B [220W]	
		Topic	Understand the job of a public art curator.	
		Academic Objective	Learn how art can change cities.	
		Reading Format	Interview	
		Structure	Modal of Ability: be able to	
		Vocabulary	curator, decide, stressful, satisfied, construction, steel, sculpture, take part Bonus: material, texture	
		Reading Skill	Making Inferences	Writing Skill
Integrate IT	QR Code Video			

HOW TO USE

UNIT STRUCTURE

Units are divided into two lessons (A and B) so that students have more time to learn, practice, and demonstrate competency.

UNIT INTRO PAGES

Clear academic objectives give purpose to each unit.

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



A big, captivating, impactful image helps stimulate the students to think about the topic of the unit.

Preview questions help guide the students' focus.

LESSON A INTRO

Students cognize the academic objective with warm-up questions.

Learn the meanings of new vocabulary.

Teacher's notes describe the purpose of each activity.



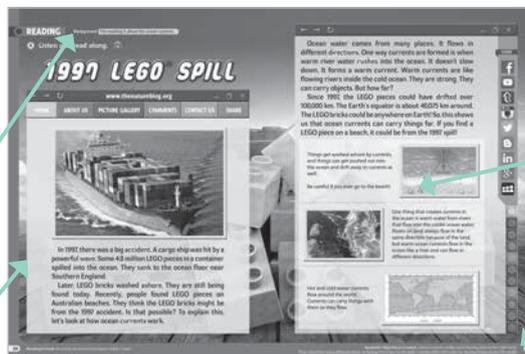
Key grammatical structures from the reading passage highlight authentic, practical use.

The academic objective question in each unit helps students to approach the reading passage in a more purposeful way.

LESSON A PASSAGE

Background knowledge is provided to help activate the students' schemas.

Reading passages are formatted in authentic ways to provide context and meaning.



Infographics with captions provide visual support, additional information, and context.

The academic objective in context is reviewed after the reading.

LESSON A POST-READING

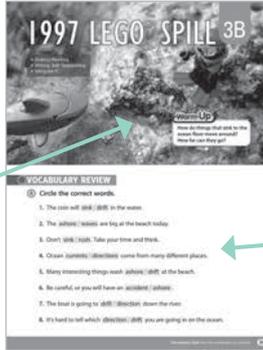
Comprehension questions ensure understanding.



Students use a graphic organizer to practice a reading skill and summarize information from the passage.

LESSON B INTRO

Warm-up questions help students recall information from Lesson A and activate prior knowledge.

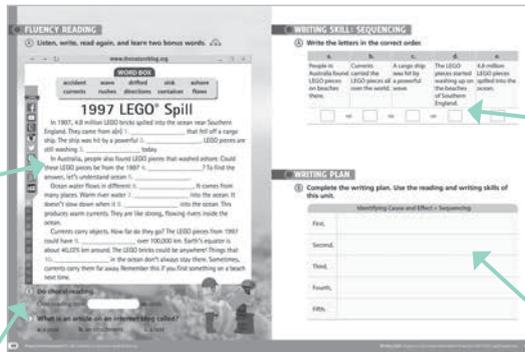


Through vocabulary review, students demonstrate their knowledge of the meaning and use of each word.

LESSON B PASSAGE

LESSON B SKILL TRANSFERENCE

Activities get students to recall the background of the reading and learn two bonus words from the context.



A graphic organizer gives students practice with a writing skill.

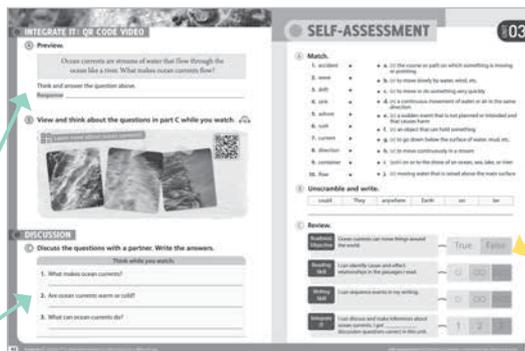
Lesson B passages develop reading fluency through a variety of activities.

The reading and writing skills are practiced to develop a writing plan.

INTEGRATE IT

SELF-ASSESSMENT

Engaging IT content teaches students modern literacy. Questions ask students to make inferences before viewing the IT content.

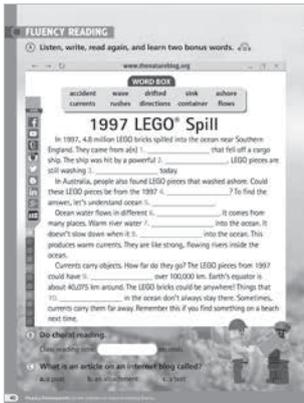


After viewing the IT content, students discuss the questions with a partner and write their answers on the page.

A self-assessment checklist helps students and teachers track learning.

READING ACTIVITIES

Use one of the following reading activities suggested on the Lesson B passage page to reread the passage, practice reading speed, and develop fluency in a fun way.



1 Sustained silent reading: The teacher tells the students when to begin reading. Students read silently and individually until they have finished the passage.

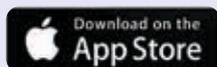
2 Popcorn reading: The teacher or a student starts by reading between one and three sentences and then says “Popcorn to...” and calls a student’s name. That student then reads between one and three sentences and then says “Popcorn to...” and calls another student’s name. The process continues until each student has had a chance to read.

3 Choral reading: The teacher starts the activity at the same time with all the students. Students read aloud and in unison.

APP

Scale-Up Reading & Writing offers a free mobile app that is intended for use with the IT pages in the student book.

Use the different functions and features. Allow the students to enjoy viewing while thinking about the questions and the discussion from the student book. Talk about those questions before viewing the IT content to enhance the educational experience.



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



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



For units with QR codes, simply open the app, select the QR code scanner, and point your mobile device's camera at the target QR code.

GRADING RUBRIC

Area	Grading Area	Location in SB
Academic Objective	<ul style="list-style-type: none"> The academic objective in each unit is based on actual learning standards and is related to the academic subject area. Students should complete each unit with a significant level of understanding of the academic concept in each unit and in English. In addition, comprehension questions may also frequently ask students questions related to the academic concepts and objectives in each unit. Use the proper locations in the student book in the right column along with the grading rubric criteria on the next page to help you accurately assess each student. 	<ul style="list-style-type: none"> Sections related to the academic objective are in the following places in every unit: the unit introduction page, the 2nd page of Lesson A, the 4th page of Lesson A, and Part C of the self-assessment page.
Language Learning	<ul style="list-style-type: none"> The language learning objectives in each unit are based on content-specific language determined by the topic of each unit. In lesson A, the activities are intended to help students become familiar with the meaning of new words. In lesson B, the activities are intended to help students with using new words in context. Use the proper locations in the student book in the right column along with the grading rubric criteria on the next page to help you accurately assess each student. 	<ul style="list-style-type: none"> Sections related to language learning are in the following places in every unit: the 1st and 2nd pages of Lesson A, the reading passages in Lesson A and B, the 1st page of Lesson B, and Parts A and B of the self-assessment page.
Reading & Writing Skills Fluency Development	<ul style="list-style-type: none"> The reading and writing skill objectives and reading fluency development objectives in each unit are strategically chosen and placed within each unit. In lesson A, the reading skill activity helps students develop cognitive skills to use while reading about certain topics and with certain reading formats. In lesson B, the writing skill activity helps students develop cognitive skills to use while writing about information from the reading passage. Reading and writing skills are combined and used in the writing plan in each unit so that students can transfer the cognitive skills they have developed and use them to independently complete a summarizing task. Reading fluency skills are developed with the lesson B passage. 	<ul style="list-style-type: none"> Reading and writing skills and fluency development are in the following places in every unit: the 5th page of Lesson A, the reading passages in Lesson B, the third page of Lesson B, and Part C of the self-assessment page.
IT Skills & Literacy	<ul style="list-style-type: none"> IT skills and literacy are increasingly important for teaching modern students. The level of emphasis a teacher wants to place on this area of assessment depends on the access to IT in the classroom, the ability of the students to use it, and the teacher's preference. Use the Integrate app, Class Booster, and others either with mobile devices or desktop computers at your own discretion. 	<ul style="list-style-type: none"> IT skills and literacy are in the following places in every unit: the 4th page of Lesson B and Part C of the self-assessment page.

GRADING RUBRIC

Area	Below Standard	Approaching Standard	At Standard
Academic Objective	<ul style="list-style-type: none"> • Student often struggles to understand both the academic concepts and the target English. • Student still needs to ask questions about the concepts and language to understand. 	<ul style="list-style-type: none"> • Student often struggles to understand either the academic concepts or the target English. • Student needs to ask questions about concepts or language to understand. 	<ul style="list-style-type: none"> • Student often understands both the academic concepts and the target English. • Student asks questions about concepts or language to clarify understanding.
Language Learning	Student often struggles with and needs help to understand: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.	Student sometimes struggles with and needs help to understand: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.	Student doesn't usually struggle with understanding: problems-solutions, main idea & supporting details, decoding multisyllabic words, distinguishing genres, identifying literary elements, and using graphic organizers to sort information.
Reading & Writing Skills Fluency Development	<ul style="list-style-type: none"> • Student often struggles to answer comprehension questions. • Student needs to asks questions to recall general information. • Student reading fluency is improving slowly and sporadically. 	<ul style="list-style-type: none"> • Student sometimes struggles to answer comprehension questions. • Student needs to asks questions to recall detailed information. • Student reading fluency is improving moderately. 	<ul style="list-style-type: none"> • Student rarely struggles to answer comprehension questions. • Student usually asks questions about questions for clarification. • Student reading fluency is improving rapidly and steadily.
IT Skills & Literacy	<ul style="list-style-type: none"> • Student often struggles to connect the passage format to the context of the reading passage and needs to ask questions about formats to understand context. • Student doesn't understand that IT is used to access additional information. 	<ul style="list-style-type: none"> • Student sometimes struggles to understand the passage format or the context of the reading passage and needs to ask questions to understand. • Student sometimes understands that IT is used to access additional information. 	<ul style="list-style-type: none"> • Student understands the passage format and the context of the reading passage and asks clarification questions . • Student understands that IT is used to access additional information.

UNIT SUMMARY

Unit 1: Social Studies

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

Academic Objective in Context: People have fought for, struggled, and even died trying to get the important rights we have today made into laws by the government.

UNIT INTRODUCTION

(UNIT 01) Social Studies

HUMAN RIGHTS HERO

ACADEMIC OBJECTIVE

- Be aware of the importance of human rights and understand how people have fought for human rights.

LESSON A

- Reading Format: Traditional Passage
- Comprehension
- Reading Skill: Identifying Topic Sentences

LESSON B

- Fluency Reading
- Writing Skill: Writing Cause and Effect
- Integrate IT: QR Code Video

8

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

Review the academic objective on the page.

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

UNIT SUMMARY

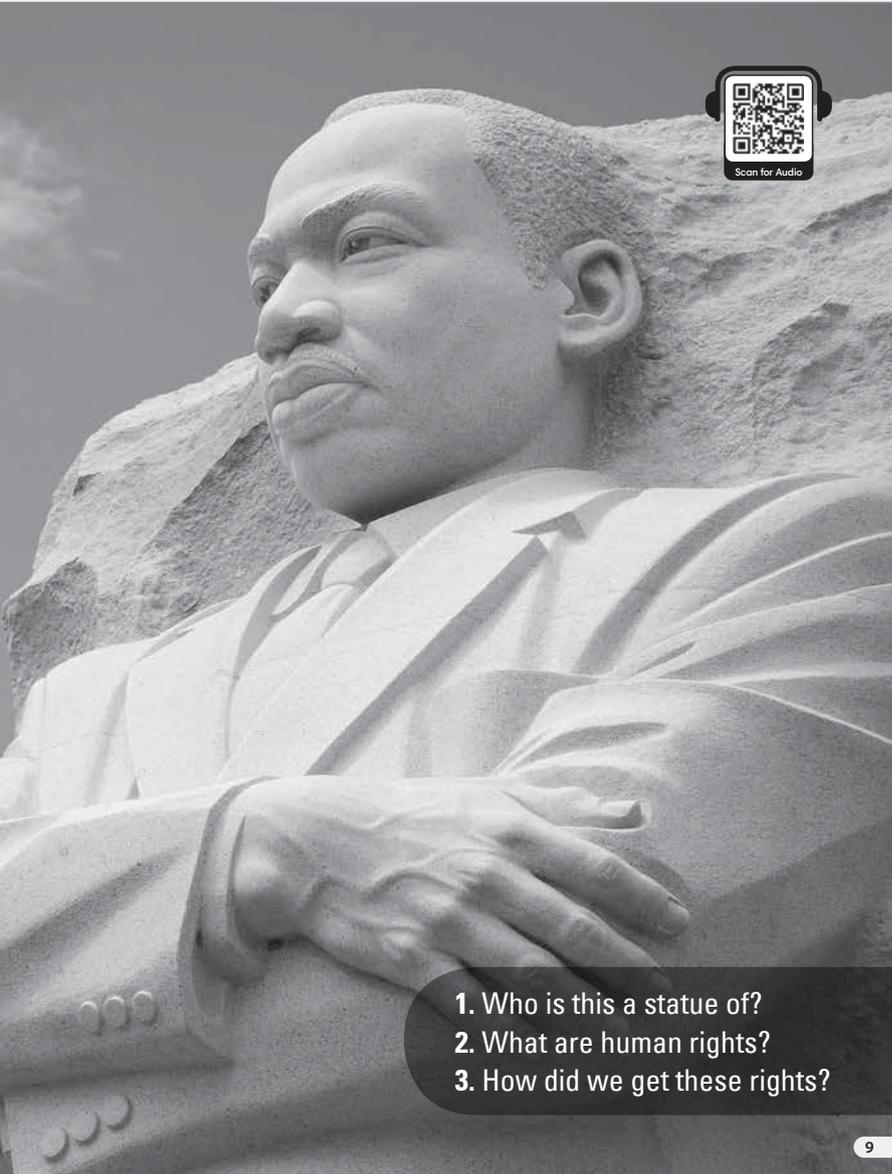
Language Learning Objectives

New Words: rights, basic, fair, treatment, opposite, struggle, abuse, hope

Bonus Words: include, continue

Structure Focus: Adverbs

Reading Format: Traditional passage



1. Who is this a statue of?
2. What are human rights?
3. How did we get these rights?

9

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

1. Who is this a statue of?

Sample answer: *This statue is of Martin Luther King, Jr.*

2. What are human rights?

Sample answer: *Human rights mean that people are all born free and equal. We have the right to live, to be free, and to be safe.*

3. How did we get these rights?

Sample answer: *People fought for these rights.*

Level Tips

Low-Level Students: After completing the new words activity on page 10, check the answers by asking students to read the words and spell them.

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

HUMAN RIGHTS HERO

- Social Studies
- Comprehension
- Reading Skill: Identifying Topic Sentences

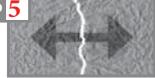
Warm-Up

Why is there a large statue of Martin Luther King Jr.?
 What did he do that was good?
 Who are there statues of where you live?

NEW WORDS

A Listen. Match the numbers and letters, then write. 02

- | | | | |
|--|---|--|---|
| 1 rights
<i>(n)</i> a list of the laws about what a citizen is allowed to do and will be protected from | 2 basic
<i>(adj)</i> relating to the most important part of something | 3 fair
<i>(adj)</i> what is thought to be the right or acceptable way to do something | 4 treatment
<i>(n)</i> the way that a person thinks about and acts toward someone or something |
| 5 opposite
<i>(adj)</i> completely different | 6 struggle
<i>(v)</i> to try very hard to do, get, or deal with something that is very difficult | 7 abuse
<i>(v)</i> to treat someone or something in a bad or harmful way | 8 hope
<i>(n)</i> the feeling of wanting something to happen and thinking that it could happen |

a 8  hope	b 5  opposite	c 7  abuse	d 1  rights
e 3  fair	f 4  treatment	g 2  basic	h 6  struggle

10 Vocabulary: Learn the meanings of the new words.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students what are the basic human rights. Focus the attention of the students on these rights and ask them the warm-up questions:

1. Why is there a large statue of Martin Luther King, Jr.?

Sample answer: *He is a hero and people want to remember him.*

For the second question, ask students to make an inference or guess.

2. What did he do that was good?

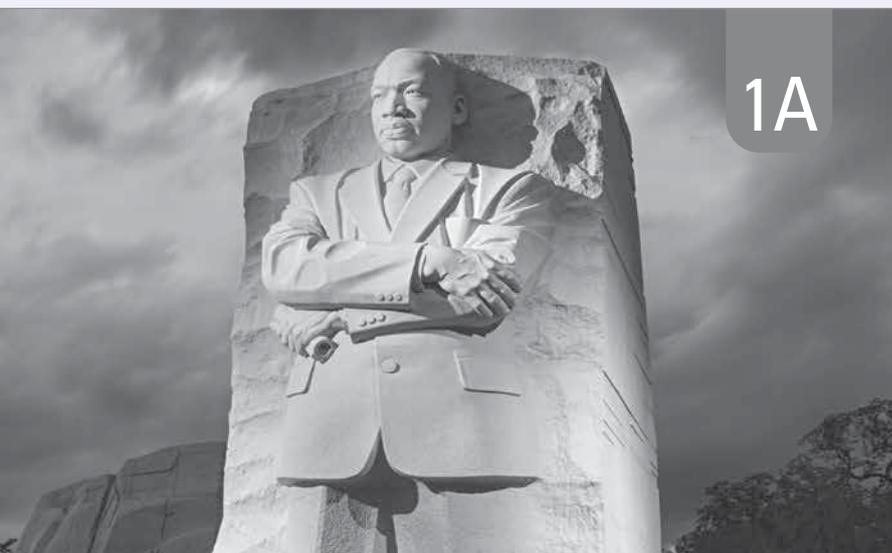
Sample answer: *He fought for human rights.*

3. Who are there statues of where you live?

Sample answer: *There is a statue of King Sejong in Seoul.*

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

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



1A

STRUCTURE: ADVERBS

B Read.

1. They can *clearly* understand the law.
2. He fights *peacefully* for free speech.

C Unscramble and write.

1. the law eventually changed The government
2. easily lesson understood the She
3. people together live peacefully The

1. **The government eventually changed the law.**
2. **She easily understood the lesson.**
3. **The people live peacefully together. / The people live together peacefully.**

BEFORE YOU READ Academic Objective Question: How have people in the past helped give us the freedoms and human rights we have today?

11

Level Tips 

Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class. Adverbs modify verbs, adjectives, adverbs, or sentences. It shows how something is in degree. Usually, the word ends in *-ly*. Adverbs are placed as close to the word being modified. The placing before or after can also change the meaning of the sentence.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the unscramble activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and human rights activists in their country. Ask them what the human rights activists fought for. Ask them if they know any countries that don't allow their citizens to have human rights. Ask them what they can do to help.

READING

Background This reading is about human rights.

A Listen and read along.



Human Rights Hero

Do you know what human rights are? They are basic rights. They include things like the right to vote and free speech. Many

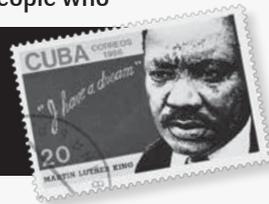


people believe that everyone should have these rights. They are important. Everyone needs fair treatment. Rights must become laws. This way, everyone can understand and clearly follow them. This keeps social order and peace.

Sometimes people think about rights in opposite ways. People have to struggle for rights when they can't agree. Human rights activists are people who struggle for rights.

One of the most well-known activists is

Martin Luther King Jr. is known around the world as one of the greatest human rights activists who ever lived. His famous speech, "I Have A Dream," helped give people hope for a better future.



Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a traditional passage. Tell the students that traditional passages can typically be found in school textbooks.

Review the title of the reading: Human Rights Hero. Ask the students why they think this is the title. Explain this is because Martin Luther King, Jr. was a human rights hero.

READING PASSAGE

Martin Luther King Jr. Why is he well-known? King died struggling for the cause of human rights. He led peaceful struggles for human rights in the US in the 1960s. People who disagreed with King abused him. They called him names and threw things at him. He peacefully continued the struggle. The government eventually changed its laws. All people got equal rights.

King's story gives people around the world hope. King's dream lives on with those people. They struggle for rights where they live.

The US government is broken up into three different groups called branches. When a law needs to be made, followed, and understood, three branches work together. The branches are the legislative, executive, and judicial branches.



LEGISLATIVE

Politicians in the legislative branch make the laws. They let citizens know what they can and cannot do.



EXECUTIVE

Police officers in the executive branch enforce the law. They represent the government and try to make sure everyone is following the law.



JUDICIAL

Judges in the judicial branch understand the laws and decide what should be done if there's a problem.



Academic Objective in Context: People have fought for, struggled, and even died trying to get the important rights we have today made into laws by the government.

13

PASSAGE DETAILS

Reading Format: Traditional passage

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

Academic Objective in Context: People have fought for, struggled, and even died trying to get the important rights we have today made into laws by the government.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 03**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to read the captions with each picture. Ask the class what the three different branches of the US government are: legislative, executive, and judicial. Ask them to explain what each branch does by looking at the pictures.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which paragraph students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. What is NOT a reason why human rights must become laws? Correct answer: d. so people can disagree. Ask the students who makes the laws.

READING COMPREHENSION

A Choose the best answers.

1. What is the reading about?
a. free speech **b. human rights** c. governments d. voting
2. What are people who struggle for human rights called?
a. actors b. strugglers c. righters **d. activists**
3. What is NOT a reason why human rights must become laws?
a. so society will be peaceful **b. so people can follow them**
c. so people can understand them **d. so people can disagree**
4. How does King's dream live on?
a. People continue to fight for rights.
b. People have a holiday for rights.
c. People don't have to struggle for equal rights anymore.
d. People have free speech.

READING SKILL : IDENTIFYING TOPIC SENTENCES

B Write the letters in order in the spaces below that match the topic of each paragraph.

Topic Sentences	
a. All people deserve fair treatment.	
b. Martin Luther King Jr.'s story gives people hope.	
c. People have different views about human rights.	
d. Martin Luther King Jr. fought for equal rights for all people.	
The first paragraph's topic sentence	1. a
The second paragraph's topic sentence	2. c
The third paragraph's topic sentence	3. d
The fourth paragraph's topic sentence	4. b

SUMMARY : IDENTIFYING TOPIC SENTENCES

C Use the reading skill activity. Write the sentences in the correct order.

1. **All people deserve fair treatment.**
2. **People have different views about human rights.**
3. **Martin Luther King, Jr. fought for equal rights for all people.**
4. **Martin Luther King Jr.'s story gives people hope.**

Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that a *topic sentence* is a sentence that summarizes the main idea of a paragraph. Usually the topic sentences are at the beginning of the paragraphs.

Tell the students to match topic sentences to each paragraph.

Ask students to write the sentences in correct order. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

HUMAN RIGHTS HERO

- Fluency Reading
- Writing Skill: Writing Cause and Effect
- Integrate IT

Warm-Up

Every year in the US, the third Monday in January is a holiday called Martin Luther King Jr. Day. Are there any holidays to remember human rights activists in your country?

VOCABULARY REVIEW

A Fill in the blanks with the correct words.

rights abuse basic treatment fair struggle hope opposite

1. Food, water, and shelter are the **basic** things we need to live.
2. The team still has **hope** that they can win the game.
3. It's not **fair** if you go in front of everyone waiting in line.
4. Please don't **abuse** the puppy; be gentle and nice.
5. Sometimes, we need to **struggle** when things aren't easy.
6. The teacher's **treatment** of the students was very good.
7. Everyone should have equal **rights**.
8. We can't agree because we think in **opposite** ways.

Vocabulary Skill: Use the vocabulary in context.

15

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up question on the first page of Lesson B.

1. Are there any holidays to remember human rights activists in your country?

Sample answer: *On May 18th in Korea, we remember the people who fought for democracy.*

Complete the vocabulary review as a class or individually and then check the answers together as a class.

Level Tips

Low-Level Students: Teach the students how to do the reading speed calculation. Record the class reading time together.

High-Level Students: Teach the students how to do the reading speed calculation. Record their individual reading time after doing the activity together.

FLUENCY READING

A Listen, circle, read again, and learn two bonus words. 

Human Rights Hero

Human (rights) treatment are (fair) (basic) rights. An example is the right to have (fair) basic (hope) (treatment). Another example is free speech. Many people think everyone should have human rights. Everyone needs fair treatment. So human rights are important. They must become laws. All people can understand and follow laws. Laws help keep society orderly and peaceful.

Sometimes people think in (opposite) fair ways about rights. People (hope) (struggle) for rights when they can't agree. Human rights activists struggle for rights.

Martin Luther King Jr. is one of the most well-known activists. He lived in the US in the 1960s. He died fighting peacefully for human rights. He led important struggles for human rights. King was (included) (abused) by people who disagreed with him. Yet he (continued) (struggled) to struggle for human rights peacefully. The government changed its laws to (include) (abuse) everyone because of King. All people got equal rights.

King's story gives people everywhere (treatment) (hope). His dream lives on. People struggle for rights where they live.



B Do sustained silent reading.

Class reading time: seconds

C Where are traditional passages often found?

- a. school textbooks
- b. magazines
- c. newspapers

Find the two bonus words in the table of contents. Teach the students what these words mean. Ask the students to listen and underline the vocabulary words and bonus words in the passage. Underline the first instance of each word and underline each word only once. Tell the students to listen and read along with the audio. Play audio **track 04**.

After listening to the audio, tell the students to do the reading activity in activity B. Explain to the students that they can measure the reading speed by dividing the number of words read by the number of seconds taken to read those words. However, remind the students that speed isn't everything unless the reading has been comprehended.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

WRITING SKILL: WRITING CAUSE AND EFFECT

A Write the letters in the correct places to complete the table below.

- a. Laws are needed to protect human rights.
- b. People want to fight for human rights.
- c. People have different views about human rights.
- d. The government changed the laws to give all people equal rights.
- e. Martin Luther King Jr. fought for equal rights for all people.
- f. Martin Luther King Jr.'s story gives people hope.
- g. People have to fight for equal rights.
- h. All people deserve fair treatment.

Cause	→	Effect
h	→	a
c	→	b
e	→	d
f	→	g

WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit.

Identifying Topic Sentences + Writing Cause and Effect

Cause (Topic 1):	All people deserve fair treatment.
Effect:	Laws are needed to protect human rights.
Cause (Topic 2):	People have different views about human rights.
Effect:	People want to fight for human rights.
Cause (Topic 3):	Martin Luther King, Jr. fought for equal rights for all people.
Effect:	The government changed the laws to give all people equal rights.
Cause (Topic 4):	Martin Luther King Jr.'s story gives people hope.
Effect:	People have to fight for equal rights.

Writing Skill: Write the cause-and-effect relationships in Martin Luther King Jr.'s story.

Level Tips

Low-Level Students: Complete the writing plan together as a class.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Encourage students to write an additional sentence for each cause.

Writing Skill:

Introduce the writing skill to the students. Tell the students that *cause* is the reason why something happens and *effect* is the result of what happens because of the cause. Tell them that they need to match each cause with its effect and sometimes it helps to ask why the effect happened to figure out which cause matches with it. Explain that organizing information in this way will make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *identifying topic sentences*. Tell the students that they will use that reading skill again to put the information from the writing skill activity in the correct category. Complete the writing and review as a class.

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

INTEGRATE IT: QR CODE VIDEO

A Preview.

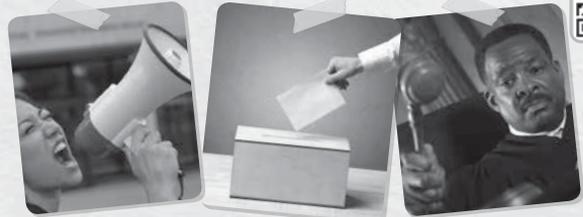
What if people feel a law is unfair? How can they change the law?

Think and answer the question above.

Response **People can struggle to get their rights back.**

B View and think about the questions in part C while you watch.

Learn more about human rights!



DISCUSSION

C Discuss the questions with a partner. Write the answers.

Think while you watch:

1. What do we call the people who struggle for rights?

Civil rights activists

2. Who makes laws?

Government

3. Who changes laws or removes them?

Civil rights activists and people in the government

Explain to the students that they will now watch a video about who makes the laws and how laws can be changed. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the answer that you will write down as a class.

Sample answer: *People can struggle to get their rights back.*

Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 01

A Match.

- | | | |
|--------------|-----|--|
| 1. rights | • f | • a. (adj) what is thought to be the right or acceptable way to do something |
| 2. basic | • j | • b. (v) to keep doing something; not stop |
| 3. fair | • a | • c. (adj) completely different |
| 4. treatment | • h | • d. (v) to treat someone or something in a bad or harmful way |
| 5. opposite | • c | • e. (n) the feeling of wanting something to happen and thinking that it could happen |
| 6. struggle | • i | • f. (n) a list of the laws about what a citizen is allowed to do and will be protected from |
| 7. abuse | • d | • g. (v) to be a part of a group or a whole |
| 8. hope | • e | • h. (n) the way that a person thinks about and acts toward someone or something |
| 9. include | • g | • i. (v) to try very hard to do, get, or deal with something that is very difficult |
| 10. continue | • b | • j. (adj) relating to the most important part of something |

B Unscramble and write.

fairly	should	be	treated	All	people
--------	--------	----	---------	-----	--------

All people should be treated fairly.

C Review.

Academic Objective	People in the past struggled to give us the human rights we have today.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can identify topic sentences in the passages I read.	<input type="radio"/> ☺ <input type="radio"/> ☺☺ <input type="radio"/> ☺☺☺
Writing Skill	I can write about cause-and-effect relationships.	<input type="radio"/> ☺ <input type="radio"/> ☺☺ <input type="radio"/> ☺☺☺
Integrate IT	I can discuss and make inferences about human rights. I got _____ discussion questions correct in this unit.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

Self-Assessment: Demonstrate competency and knowledge that was learned. 19

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubrics to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, the two smiley faces; and if they only made a couple of small mistakes, or none at all, they can fill in the three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 2: Oceanography

Academic Objective: Discuss and analyze data and information regarding tidal phenomena.

Academic Objective in Context: Ocean tides are the movement of water levels caused by the effects of the Sun's and Moon's gravity on the Earth. We can generate a lot of power from tides with power stations that have turbines.

UNIT INTRODUCTION

(UNIT 02) Oceanography

TIDAL TURBINES

ACADEMIC OBJECTIVE

- Discuss and analyze data and information regarding tidal phenomena.

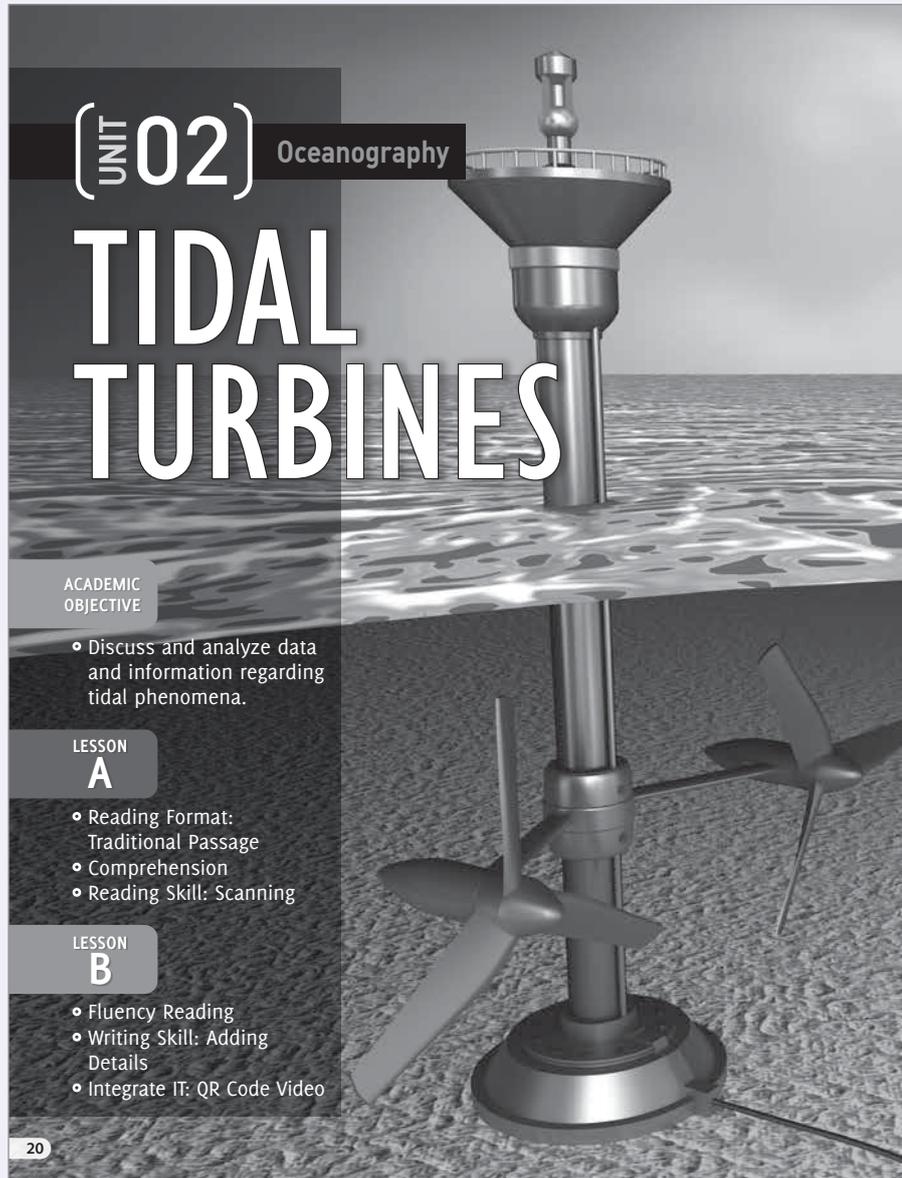
LESSON A

- Reading Format: Traditional Passage
- Comprehension
- Reading Skill: Scanning

LESSON B

- Fluency Reading
- Writing Skill: Adding Details
- Integrate IT: QR Code Video

20



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

Review the academic objective on the page.

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

UNIT SUMMARY

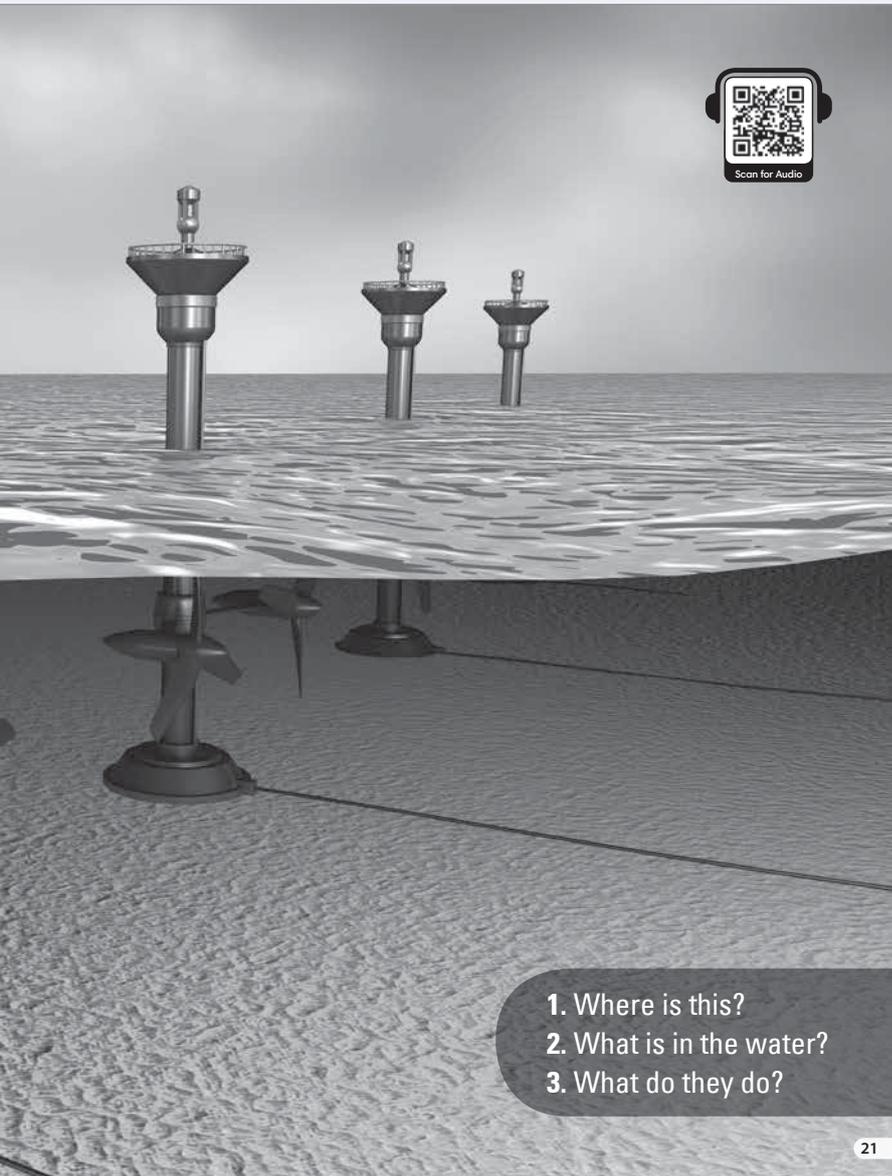
Language Learning Objectives

New Words: tide, turbine, generate, electricity, gravity, station, source, create

Bonus Words: orbit, axis

Structure Focus: Superlative Adjectives

Reading Format: Traditional Passage



1. Where is this?
2. What is in the water?
3. What do they do?

21

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

1. Where is this?

Sample answer: *This looks like somewhere in the ocean.*

2. What is in the water?

Sample answer: *Turbines are in the water.*

3. What do they do?

Sample answer: *The fans spin to make power.*

Level Tips

Low-Level Students: After completing the new words activity on page 22, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 22, check the answers by giving students 1-2 minutes to memorize the new words on page 22, and then ask them to close the book and recall each word from memory.

TIDAL TURBINES

- Oceanography
- Comprehension
- Reading Skill: Scanning

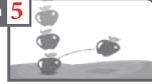
Warm-Up

What are these things called?
 What do they do?
 Is this good or bad for the environment?

NEW WORDS

A Listen. Match the numbers and letters, then write.

<p>1 tide (n) the rise and fall of the ocean's water levels caused by the pull of the Sun and Moon</p>	<p>2 turbine (n) an engine with a part similar to a fan that spins when pressure from water, steam, or air pushes it</p>	<p>3 generate (v) to make something happen</p>	<p>4 electricity (n) a form of energy that is carried through wires and is used to operate machines, lights, etc.</p>
<p>5 gravity (n) the natural force that causes things to move toward each other</p>	<p>6 station (n) a place where a special kind of work is done</p>	<p>7 source (n) someone or something that provides what is wanted or needed</p>	<p>8 create (v) to make or cause something to exist</p>

<p>a 5  gravity</p>	<p>b 4  electricity</p>	<p>c 8  create</p>	<p>d 3  generate</p>
<p>e 7  source</p>	<p>f 1  tide</p>	<p>g 6  station</p>	<p>h 2  turbine</p>

22 Vocabulary: Learn the meanings of the new words.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students about the location of where this picture was taken. Focus the attention of the students on the natural resources and ask them the warm-up questions:

1. What are these things called?

Sample answer: *These are called tidal turbines.*

2. What do they do?

Sample answer: *They make power from the water.*

3. Is it good or bad for the environment?

Sample answer: *I think these are good for the environment because it's natural energy.*

Explain to the students that tidal turbines use tidal flow to make electricity. The water turns the fan and the generator creates electricity. Tell the students that there are only a few sites where this type of energy can be produced.

Play audio **track 06** and ask students to say and write each word as they hear them.



2A

STRUCTURE: SUPERLATIVE ADJECTIVES

B Read.

1. It's the world's earliest tidal power station.
2. It's the biggest in the world.

C Correct the underlined words and write.

1. It makes the more power in the world.
 2. It's one of the most cleanest sources of energy.
 3. This is the stronger one of all.
1. It makes the most power in the world.
 2. It's one of the cleanest sources of energy.
 3. This is the strongest one of all.

BEFORE YOU READ Academic Objective Question: What are the ocean's tides?

23

Level Tips

Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class. Superlative adjectives are used when three or more things are compared and you want to know which is in the top or the bottom of its category depending on the adjective used. Most of the superlative adjectives are made with adding *-est* to the end of the original adjective form. Also, "the" is added before the adjective.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the correction activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

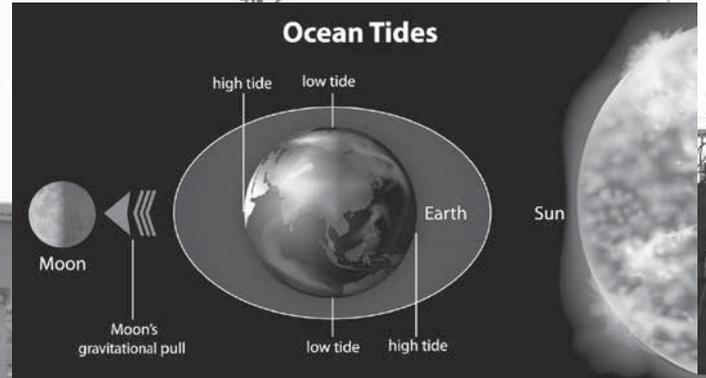
High-Level Students: Ask the students to make connections between the contents of the passage and other ways electricity is made.

READING

Background This reading is about the tidal energy.

A Listen and read along.

Tidal Turbines



Tides are the rise and fall of ocean water levels. The Sun and the Moon cause tides. The Earth spins on an axis. The Earth orbits the Sun. The Moon orbits the Earth. They both pull on the Earth. Gravity pulls everything on the Earth. This includes ocean water.

The Moon is closer to the Earth than the Sun. Since the Moon is closer, its pull is stronger. It has a stronger effect on the Earth's tides. Tides move a few times each day.

24 Reading Format: Traditional passages can be used for a school paper or project.

Introduce the background of the reading using the background information at the top of the page.

Explain to the students that they will read a traditional passage. Ask students what kind of passage is used for a school paper or project. Brainstorm reasons why a traditional passage is used for school papers and projects. Tell the students that they will learn how to scan for specific information about tidal turbines.

Review the title of the reading: Tidal Turbines. Ask the students why they think this is the title. Explain this is because the tides turn the turbines to create electricity.

READING PASSAGE

PASSAGE DETAILS



A turbine is being put in the ocean near a tidal power plant. The water pushes the turbines, and it spins. This is how the energy is moved from the ocean to the power station.



Several smaller turbines could be used as a cheaper, easier way to collect tidal energy and turn it into electricity. Big power stations cost a lot of money to build.



A French postal stamp shows the Rance Tidal Power Station in the English Channel. It was built in 1966 and is the world's first tidal power station.

Tidal movement generates energy. This is a power source that people can use. Tidal power stations make electricity from tidal energy. The world's first tidal power station is in France. It's the Rance Tidal Power Station. It was built in 1966. The biggest tidal power station in the world is in South Korea. It's the Sihwa Lake Tidal Power Station. It was built in 2011. It has ten turbines to create power. That's enough power for 500,000 people.

Tidal power is clean. It limits global warming. The power source will last almost forever. Our country should build a tidal power station.

Academic Objective in Context: Ocean tides are the movement of water levels caused by the effects of the Sun's and Moon's gravity on the Earth. We can generate a lot of power from tides with power stations that have turbines.

25

Reading Format: Traditional Passage

Academic Objective: Discuss and analyze data and information regarding tidal phenomena.

Academic Objective in Context: Ocean tides are the movement of water levels caused by the effects of the Sun's and Moon's gravity on the Earth. We can generate a lot of power from tides with power stations that have turbines.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 07**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to discuss the ways in which tides can generate electricity. Ask students to explain what turbines are.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. The biggest tidal power station in the world is _____. Correct answer: b. in South Korea. Ask the students which year it was built in.

READING COMPREHENSION

A Choose the best answers.

- This reading is about ocean _____.
a. waves b. gravity c. currents d. tides
- The Moon's gravity has a stronger effect on Earth because _____.
a. it is bigger than the Sun b. it orbits around the Sun
c. it is closer to the Earth d. it moves faster than the Earth
- The biggest tidal power station in the world is _____.
a. in France b. in South Korea c. on the Moon d. on the Sun
- Power stations turn energy from tides into _____.
a. electricity b. gravity c. turbines d. sources

READING SKILL: SCANNING

B Scan the paragraph. Underline the sentences that explain tides and tidal energy.

The Earth orbits the Sun while spinning on its axis. Tides are caused by the pull of the Sun's and Moon's gravity. The Sun is farther away from the Earth than the Moon. Therefore, the side of the Earth closest to the Moon has a high tide. As this side moves away from the Moon, the tides go out. The movement of tides creates energy. This energy can be captured and used. France built the first tidal power station in the world. South Korea has the largest station. The advantages of this energy include it being clean and renewable.

SUMMARY: SCANNING

C Use the reading skill activity. Write the underlined sentences.

- Tides are caused by the pull of the Sun's and Moon's gravity. _____
- The side of the Earth closest to the Moon has a high tide. _____
- As this side moves away from the Moon, the tides go out. _____
- The movement of tides creates energy. _____
- This energy can be captured and used. _____
- The advantages of this energy include it being clean and renewable. _____

Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *scanning* means reading a text quickly in order to find specific information. They can find these information by asking themselves the five W questions, who, what, when, where, and why. Tell the students to scan the text for information about tides and tidal energy. Complete the activity together as a class.

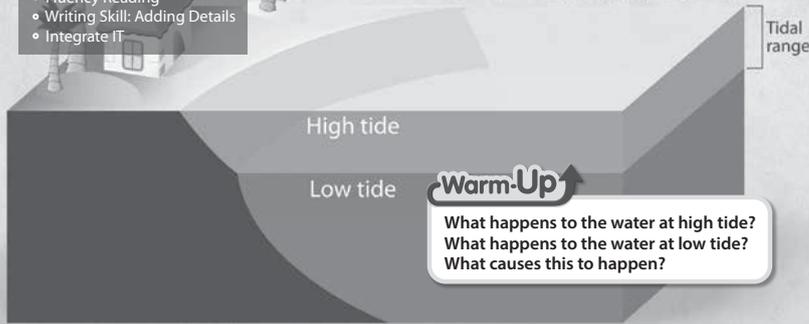
Ask students to combine this information and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

TIDAL TURBINES

2B

- Fluency Reading
- Writing Skill: Adding Details
- Integrate IT

OCEAN TIDES



VOCABULARY REVIEW

A Circle the correct words.

1. The jet has four gravity turbine engines.
2. The Earth's gravity tide is the reason why things fall to the ground.
3. The light won't turn on without tides electricity.
4. We need to create electricity new energy sources.
5. The power tides station gives many homes power.
6. The water is getting higher because the turbine tide is coming in.
7. The broken fan is the source generate of the noise.
8. The Sun sources generates a lot of energy.

Vocabulary Skill: Use the vocabulary in context.

27

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture.

1. What happens to the water at high tide?

Sample answer: *The water level goes up.*

2. What happens to water at low tide?

Sample answer: *The water level goes down.*

3. What causes this to happen?

Sample answer: *The moon's gravity causes tides.*

Complete the vocabulary review as a class or individually and then check the answers together as a class.

Level Tips 

Low-Level Students: Teach the students how to do the reading speed calculation. Record the class reading time together.

High-Level Students: Teach the students how to do the reading speed calculation. Record their individual reading time after doing the activity together.

FLUENCY READING

A Listen, write, read again, and learn two bonus words. 

WORD BOX

generate	stations	tides	gravity	orbits
axis	turbines	electricity	source	creates

Tidal Turbines

I believe we can get cheap energy from the Earth's 1. tides. This is because tides occur when ocean water moves closer to or farther from the shore. Tides are the rise and fall of the ocean's water levels. Tides happen because the Sun and the Moon both pull on the Earth. The Earth 2. orbits the Sun. The Moon orbits the Earth. The Earth spins on a(n) 3. axis. 4. Gravity pulls on everything. These forces together make tides move in and out a few times daily. All these movements 5. create energy. In some places, it's used as a clean energy 6. source. Tidal power reduces pollution. It helps limit global warming. Tidal power 7. stations turn energy from tides into 8. electricity. The Rance Tidal Power Station in France is the world's first tidal power station. The Sihwa Lake Tidal Power Station in South Korea is the world's biggest. It has ten 9. turbines. They can 10. generate 553 gigawatts of electricity each year. That's enough power for 500,000 people. Tidal energy is cheap and clean. We should build a tidal power station, too.

B Do sustained silent reading.

Class reading time: seconds

C What can traditional passages be used for?

- a. school books
- b. school projects
- c. school newspapers

Find the two bonus words in the table of contents. Teach the students what these words mean. Ask the students to listen and underline the vocabulary words and bonus words in the passage. Underline the first instance of each word and underline each word only once. Play audio **track 08**.

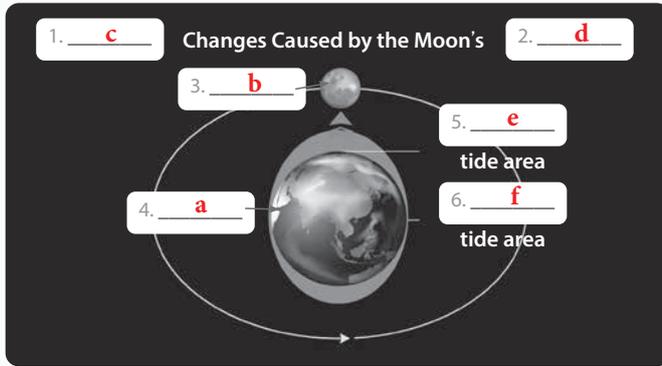
After listening to the audio, tell the students to do the reading activity in activity B. Explain to the students that they can measure the reading speed by dividing the number of words read by the number of seconds taken to read those words. However, remind the students that speed isn't everything unless the reading has been comprehended.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

WRITING SKILL: ADDING DETAILS

(A) Write the correct letters in the diagram.

- a. the Earth b. the Moon c. tide d. gravity e. high f. low



WRITING PLAN

(B) Complete the writing plan. Use the reading and writing skills of this unit.

Scanning + Adding Details

1. **Tide** changes are caused by the Moon's 2. **gravity**.
 The 3. **Moon** orbits the 4. **Earth**.
 The 5. **high** tide areas are the parts of the ocean that are closest to and farthest from the Moon. The 6. **low** tide areas are the parts of the ocean that are in between the closest and farthest parts of the Earth to the Moon.

Level Tips

Low-Level Students: Complete the writing plan together as a class.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Encourage students to write an additional sentence of their opinion.

Writing Skill:

Introduce the writing skill to the students. Tell them that *adding details* means writing the correct information in the sentence. Tell them that they need to organize the information from the reading and organize them in the infographics. Using visual infographics can help them understand the reading easier. Explain that adding details in this way will make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *scanning*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. Look at the blanks in the Writing Plan and scan the paragraph to input the correct vocabulary from Writing Skill. Complete the table and review as a class.

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

INTEGRATE IT: QR CODE VIDEO

A Preview.

We can use the strong natural forces of the tides to generate electricity. What is the natural force that is the source of our energy?

Think and answer the question above.

Response Wind (tides, sunlight) can be the source of our energy.

B View and think about the questions in part C while you watch.

Learn more about tidal energy!

DISCUSSION

C Discuss the questions with a partner. Write the answers.

Think while you watch:

- How do we get electricity from the ocean?
Machines like these turbines catch the power of the tides and use it to generate electricity.
- When do the turbines spin the most?
When they catch the power of the tides.
- How can we collect more energy from the ocean?
We can get more energy by installing more turbines.

Explain to the students that they will now watch a video about tides and using the power of tides to generate electricity. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the answer that you will write down as a class.

Sample answer: *Wind (tides, sunlight) can be the source of our energy.*

Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 02

A Match.

- | | | |
|----------------|-----|--|
| 1. tide | • i | • a. (n) a form of energy that is carried through wires and is used to operate machines, lights, etc. |
| 2. turbine | • d | • b. (n) a place where a special kind of work is done |
| 3. generate | • e | • c. (v) to make or cause something to exist |
| 4. electricity | • a | • d. (n) an engine with a part similar to a fan that spins when pressure from water, steam, or air pushes it |
| 5. gravity | • h | • e. (v) to make something happen |
| 6. station | • b | • f. (n) the imaginary straight line that something (such as the Earth) turns around |
| 7. source | • j | • g. (v) to move around something in a continuous, curving path |
| 8. create | • c | • h. (n) the natural force that causes things to move towards each other |
| 9. orbit | • g | • i. (n) the rise and fall of the ocean's water levels caused by the pull of the Sun and Moon |
| 10. axis | • f | • j. (n) someone or something that provides what is wanted or needed |

B Unscramble and write.

is That in the world power station the biggest

That power station is the biggest in the world.

C Review.

Academic Objective	Ocean tides are the movement of water levels caused by the effects of the Sun's and Moon's gravity.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can scan for important information in the passage I read.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Writing Skill	I can add details to my writing.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Integrate IT	I can discuss and make inferences about ocean tides. I got _____ discussion questions correct in this unit.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubrics to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, the two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in the three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 3: Nature

Academic Objective: Understand ocean currents and what causes them.

Academic Objective in Context: Ocean currents are like warm flowing rivers in the cold ocean. They come from many different places, including from rivers on the land. Currents affect the ocean by carrying things around the world.

UNIT INTRODUCTION

(UNIT 03) Nature

1997 LEGO® SPILL

ACADEMIC OBJECTIVE

- Understand ocean currents and what causes them.

LESSON A

- Reading Format: Blog
- Comprehension
- Reading Skill: Identifying Cause and Effect

LESSON B

- Fluency Reading
- Writing Skill: Sequencing
- Integrate IT: QR Code Video

32

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

Review the academic objective on the page.

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

UNIT SUMMARY

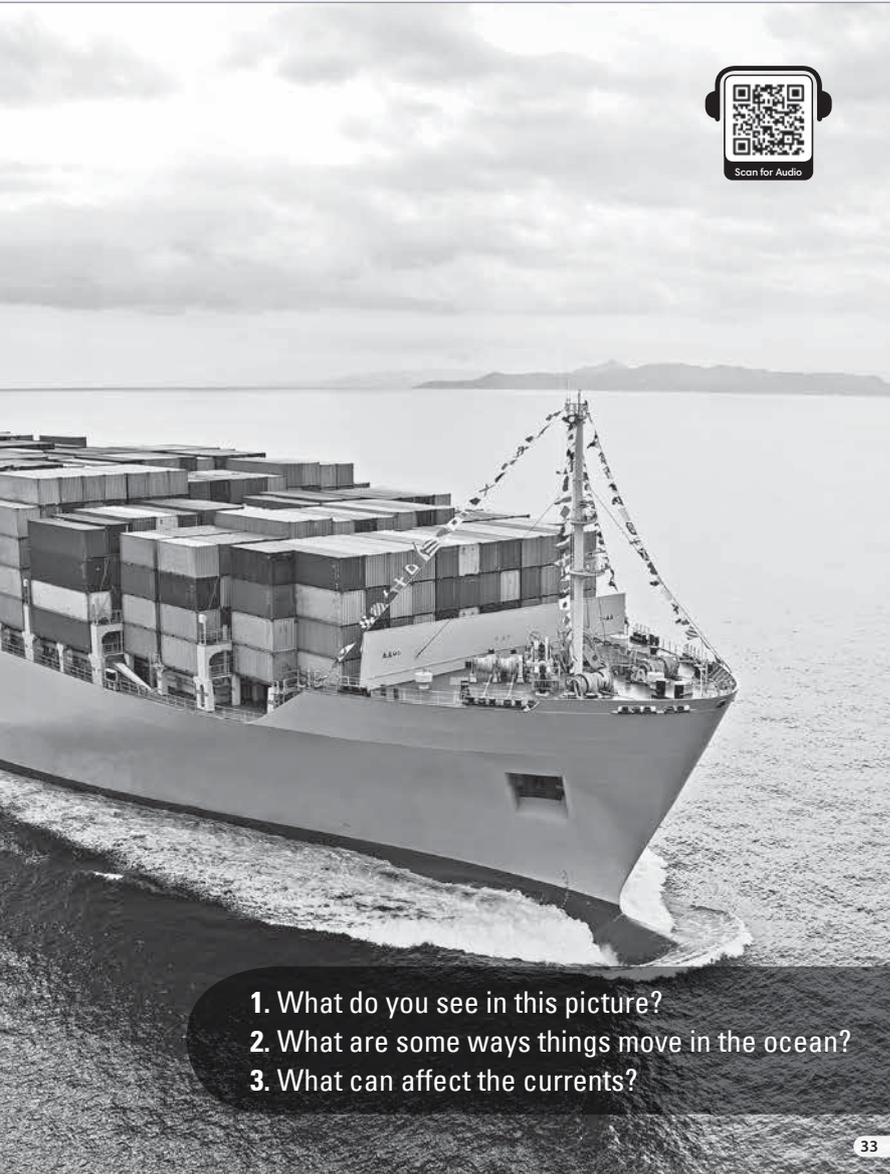
Language Learning Objectives

New Words: accident, wave, drift, sink, ashore, rush, current, direction

Bonus Words: container, flow

Structure Focus: Modal Verbs of Possibility

Reading Format: Blog



1. What do you see in this picture?
2. What are some ways things move in the ocean?
3. What can affect the currents?

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

1. What do you see in this picture?

Sample answer: *I see a big ship in the ocean.*

2. What are some ways things move in the ocean?

Sample answer: *Ocean waves move things under water.*

3. What can affect the currents?

Sample answer: *Wind can affect the currents.*

Level Tips

Low-Level Students: After completing the new words activity on page 34, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 34, check the answers by giving students 1-2 minutes to memorize the new words on page 34, and then ask them to close the book and recall each word from memory.



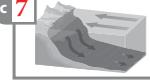
Warm-Up

Where is this place?
 What do you see in the picture?
 How do you think things like this end up here?

NEW WORDS

A Listen. Match the numbers and letters, then write. 

- | | | | |
|--|---|---|---|
| <p>1 accident
 <i>(n)</i> a sudden event that is not planned or intended and that causes harm</p> | <p>2 wave
 <i>(n)</i> moving water that is raised above the main surface</p> | <p>3 drift
 <i>(v)</i> to move slowly by water, wind, etc.</p> | <p>4 sink
 <i>(v)</i> to go down below the surface of water, mud, etc.</p> |
| <p>5 ashore
 <i>(adv)</i> on or to the shore of an ocean, sea, lake, or river</p> | <p>6 rush
 <i>(v)</i> to move or do something very quickly</p> | <p>7 current
 <i>(n)</i> a continuous movement of water or air in the same direction</p> | <p>8 direction
 <i>(n)</i> the course or path on which something is moving or pointing</p> |

<p>a 4  <u> sink </u></p>	<p>b 2  <u> wave </u></p>	<p>c 7  <u> current </u></p>	<p>d 1  <u> accident </u></p>
<p>e 5  <u> ashore </u></p>	<p>f 8  <u> direction </u></p>	<p>g 3  <u> drift </u></p>	<p>h 6  <u> rush </u></p>

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

1. Where is this place?

Sample answer: *It looks like a beach.*

2. What do you see in the picture?

Sample answer: *I see a LEGO toy.*

3. How do you think things like this end up here?

Sample answer: *Ocean waves bring things to shore.*

Explain to the students that a cargo ship is a big ship with containers used to transport things from one country to another. Ask students what kinds of things can go in these containers. Ask them why cargo ships are used.

Play audio **track 10** and ask students to say and write each word as they hear them.



3A

STRUCTURE: MODAL OF POSSIBILITY

B Read.

1. They could be anywhere.
2. It couldn't have gone far.

C Correct the underlined words and write.

1. She could have find it on the beach.
 2. It could not had been on the ship.
 3. The treasure could been on the ocean floor.
1. She could have found it on the beach. _____
 2. It could not have been on the ship. _____
 3. The treasure could be on the ocean floor. _____

BEFORE YOU READ Academic Objective Question: What causes ocean currents?

35

Level Tips

Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class. Modal of possibility, *could*, is used when we think something in the present or future is possible, but we aren't entirely sure.

Write a few more examples on the board to help familiarize the structure in the students' minds.

Complete the correction activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and other things that have traveled long distances in the ocean that they have heard about.

READING Background This reading is about the ocean currents.

A Listen and read along. 11

1997 LEGO® SPILL

www.thenatureblog.org

HOME ABOUT US PICTURE GALLERY COMMENTS CONTACT US SHARE



In 1997, there was a big accident. A cargo ship was hit by a powerful wave. Some 4.8 million LEGO pieces in a container spilled into the ocean. They sank to the ocean floor near Southern England.

Later, LEGO bricks washed ashore. They are still being found today. Recently, people found LEGO pieces on Australian beaches. They think the LEGO bricks might be from the 1997 accident. Is that possible? To explain this, let's look at how ocean currents work.

36 Reading Format: An article on an internet blog is called a "post."

Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a blog. Tell the students that a blog is a place on the Internet where people can write about things they are interested in. Tell them that an article on an Internet blog is called a post. Explain that the top bar under the blog address is the menu. Ask the students what they see in the menu.

Review the title of the reading: 1997 LEGO Spill. Ask the students why they think this is the title. Explain this is because the article is about a big accident in 1997. Millions of LEGO pieces spilled into the ocean from a cargo ship.

← → ↻ — □ ×

Ocean water comes from many places. It flows in different directions. One way currents are formed is when warm river water rushes into the ocean. It doesn't slow down. It forms a warm current. Warm currents are like flowing rivers inside the cold ocean. They are strong. They can carry objects. But how far?

Since 1997, the LEGO pieces could have drifted over 100,000 km. The Earth's equator is about 40,075 km around. The LEGO bricks could be anywhere on Earth! So, this shows us that ocean currents can carry things far. If you find a LEGO piece on a beach, it could be from the 1997 spill!

Things get washed ashore by currents, and things can get pushed out into the ocean and drift away in currents as well.

Be careful if you ever go to the beach!

One thing that creates currents in the ocean is warm water from rivers that flow into the colder ocean water. Rivers on land always flow in the same direction because of the land, but warm ocean currents flow in the ocean like a river and can flow in different directions.

Hot and cold water currents flow around the world. Currents can carry things with them as they flow.

SHARE

f

▶

📍

📷

🐦

e

in

g+

👥

37

Reading Format: Blog

Academic Objective: Understand ocean currents and what causes them.

Academic Objective in Context: Ocean currents are like warm flowing rivers in the cold ocean. They come from many different places, including from rivers on the land. Currents affect the ocean by carrying things around the world.

Academic Objective in Context: Ocean currents are like warm flowing rivers in the cold ocean. They come from many different places, including from rivers on the land. Currents affect the ocean by carrying things around the world.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 11**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to discuss how ocean currents work. Discuss what happened to the LEGO pieces. Ask students to explain how things get washed ashore.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 4. The cargo ship was hit by a powerful _____. Correct answer: a. wave. Ask students to explain what happened next.

READING COMPREHENSION

A Choose the best answers.

- This reading is about ocean _____.
a. waves b. objects **c. currents** d. rivers
- One place currents come from is _____.
a. cargo ships **b. rivers** c. LEGO bricks d. beaches
- The Earth's equator is about _____ km around.
a. 1997 b. 4.8 million **c. 40,075** d. 100,000
- The cargo ship was hit by a powerful _____.
a. wave b. current c. container d. accident

READING SKILL: IDENTIFYING CAUSE AND EFFECT

B Write the letters in the correct places to complete the table.

- A cargo ship was hit by a powerful wave.
- A current forms, which is like a flowing river inside the cold ocean.
- Warm river water rushes into the ocean.
- The LEGO pieces from the cargo ship could be anywhere in the world.
- Some 4.8 million LEGO pieces in a container spilled into the ocean.
- Currents can carry things around the world.

Cause	→	Effect
a	→	e
f	→	d
c	→	b

SUMMARY: IDENTIFYING CAUSE AND EFFECT

C Use the reading skill activity. Write the effects first and the causes second.

- Some 4.8 million LEGO pieces in a container spilled into the ocean** because **a cargo ship was hit by a powerful wave**.
- The LEGO pieces from the cargo ship could be anywhere in the world** because **currents can carry things around the world**.
- A current forms, which is like a flowing river inside the cold ocean,** because **warm river water rushes into the ocean**.

Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *cause* is the reason why something happens and *effect* is the result of what happens because of the cause. Tell them that they need to match each cause with its effect. Tell the students to write the correct letters in the diagram. Tell the students that sometimes it helps to ask why the effect happened to figure out which cause matches with it. Complete the activity together as a class.

Ask students to write sentences connecting the effect to the cause and then randomly call students to read their answers.

1997 LEGO® SPILL 3B

- Fluency Reading
- Writing Skill: Sequencing
- Integrate IT

Warm-Up

How do things that sink to the ocean floor move around?
How far can they go?

VOCABULARY REVIEW

A Circle the correct words.

1. The coin will sink drift in the water.
2. The ashore waves are big at the beach today.
3. Don't sink rush. Take your time and think.
4. Ocean currents directions come from many different places.
5. Many interesting things wash ashore drift at the beach.
6. Be careful, or you will have an accident ashore.
7. The boat is going to drift direction down the river.
8. It's hard to tell which direction drift you are going in on the ocean.

Vocabulary Skill: Use the vocabulary in context.

39

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture.

1. How do things that sink to the ocean floor move around?

Sample answer: *Currents can carry objects around.*

2. How far can they go?

Sample answer: *They can go all around the world.*

Complete the vocabulary review as a class or individually and then check the answers together as a class.

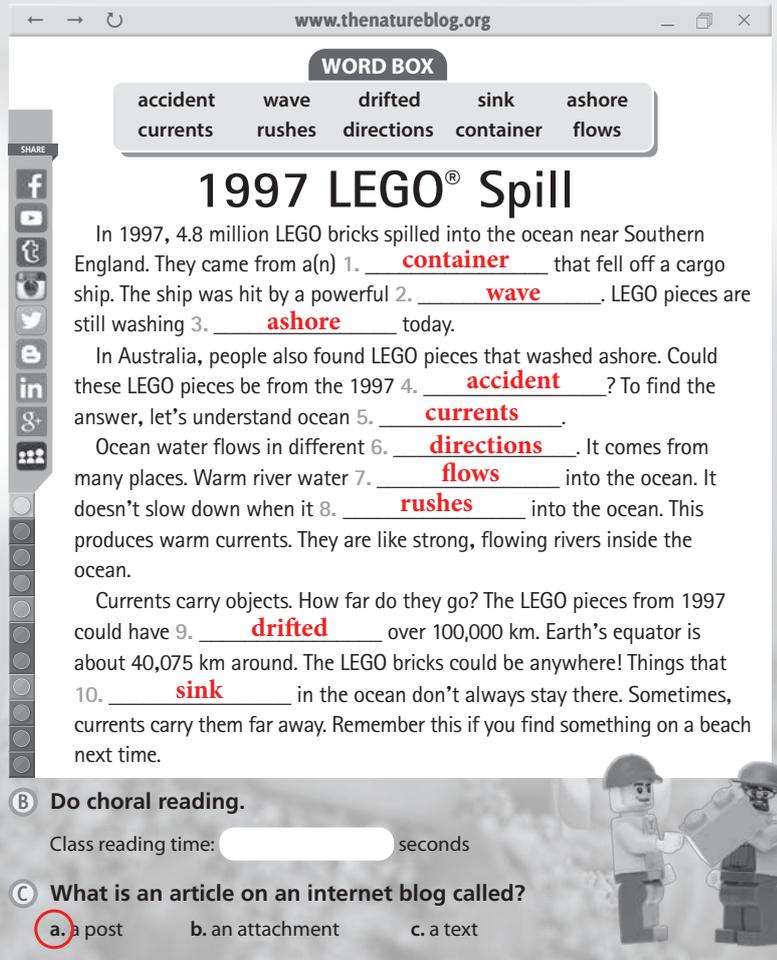
Level Tips 

Low-Level Students: Teach the students how to do the reading speed calculation. Record the class reading time together.

High-Level Students: Teach the students how to do the reading speed calculation. Record their individual reading time after doing the activity together.

FLUENCY READING

A Listen, write, read again, and learn two bonus words.  12



www.thenatureblog.org

WORD BOX

accident	wave	drifted	sink	ashore
currents	rushes	directions	container	flows

1997 LEGO® Spill

In 1997, 4.8 million LEGO bricks spilled into the ocean near Southern England. They came from a(n) 1. **container** that fell off a cargo ship. The ship was hit by a powerful 2. **wave**. LEGO pieces are still washing 3. **ashore** today.

In Australia, people also found LEGO pieces that washed ashore. Could these LEGO pieces be from the 1997 4. **accident**? To find the answer, let's understand ocean 5. **currents**.

Ocean water flows in different 6. **directions**. It comes from many places. Warm river water 7. **flows** into the ocean. It doesn't slow down when it 8. **rushes** into the ocean. This produces warm currents. They are like strong, flowing rivers inside the ocean.

Currents carry objects. How far do they go? The LEGO pieces from 1997 could have 9. **drifted** over 100,000 km. Earth's equator is about 40,075 km around. The LEGO bricks could be anywhere! Things that 10. **sink** in the ocean don't always stay there. Sometimes, currents carry them far away. Remember this if you find something on a beach next time.

B Do choral reading.
Class reading time: _____ seconds

C What is an article on an internet blog called?
a. a post b. an attachment c. a text

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 12**.

After listening to the audio, tell the students to do the reading activity in activity B. Explain to the students that they can measure the reading speed by dividing the number of words read by the number of seconds taken to read those words. However, remind the students that speed isn't everything unless the reading has been comprehended.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

WRITING SKILL: SEQUENCING

A Write the letters in the correct order.

a.	b.	c.	d.	e.
People in Australia found LEGO pieces on beaches there.	Currents carried the LEGO pieces all over the world.	A cargo ship was hit by a powerful wave.	The LEGO pieces started washing up on the beaches of Southern England.	4.8 million LEGO pieces spilled into the ocean.

c → e → b → d → a

WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit.

Identifying Cause and Effect + Sequencing	
First,	A cargo ship was hit by a powerful wave.
Second,	4.8 million LEGO pieces spilled into the ocean.
Third,	Currents carried the LEGO pieces all over the world.
Fourth,	The LEGO pieces started washing up on the beaches of Southern England.
Fifth,	People in Australia found LEGO pieces on beaches there.

Writing Skill: Sequence the events that explain how the 1997 LEGO spill happened.

Level Tips

Low-Level Students: Complete the writing plan together as a class.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Encourage students to write an additional sentence of their opinion.

Writing Skill:

Introduce the writing skill to the students. Tell them that *sequencing* or putting events in chronological order is an arrangement of events in the order of their happening or based on the time they have occurred. Tell them that they need to organize the information from the chart in this way. Explain that organizing information in this way will help them to explain things better and make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *identifying cause and effect*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. Complete the table using cause and effect skill and review as a class.

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

INTEGRATE IT: QR CODE VIDEO

A Preview.

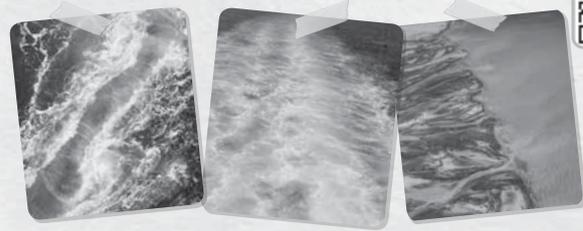
Ocean currents are streams of water that flow through the ocean like a river. What makes ocean currents flow?

Think and answer the question above.

Response Warm river water rushes into the ocean. This forms a current.

B View and think about the questions in part C while you watch.

 Learn more about ocean currents! 



DISCUSSION

C Discuss the questions with a partner. Write the answers.

Think while you watch:

- What makes ocean currents?
Strong winds, hot and cold temperatures, rivers that flow into the ocean, and how salty the water is, all make ocean currents flow.
- Are ocean currents warm or cold?
Some currents are warm and others are cold.
- What can ocean currents do?
They can pick up sand, dirt, rocks, and other things and move them around.

Explain to the students that they will now watch a video about ocean currents, what makes them flow, and the two different kinds. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the answer that you will write down as a class.

Sample answer: *Warm river water rushes into the ocean. This forms a current.*

Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 03

A Match.

- | | | |
|--------------|-----|--|
| 1. accident | • e | • a. (n) the course or path on which something is moving or pointing |
| 2. wave | • j | • b. (v) to move slowly by water, wind, etc. |
| 3. drift | • b | • c. (v) to move or do something very quickly |
| 4. sink | • g | • d. (n) a continuous movement of water or air in the same direction |
| 5. ashore | • i | • e. (n) a sudden event that is not planned or intended and that causes harm |
| 6. rush | • c | • f. (n) an object that can hold something |
| 7. current | • d | • g. (v) to go down below the surface of water, mud, etc. |
| 8. direction | • a | • h. (v) to move continuously in a stream |
| 9. container | • f | • i. (adv) on or to the shore of an ocean, sea, lake, or river |
| 10. flow | • h | • j. (n) moving water that is raised above the main surface |

B Unscramble and write.

could	They	anywhere	Earth	on	be
-------	------	----------	-------	----	----

They could be anywhere on Earth.

C Review.

Academic Objective	Ocean currents can move things around the world.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can identify cause-and-effect relationships in the passages I read.	<input type="radio"/> ☺ <input type="radio"/> ☺☺ <input type="radio"/> ☺☺☺
Writing Skill	I can sequence events in my writing.	<input type="radio"/> ☺ <input type="radio"/> ☺☺ <input type="radio"/> ☺☺☺
Integrate IT	I can discuss and make inferences about ocean currents. I got _____ discussion questions correct in this unit.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

Self-Assessment: Demonstrate competency and knowledge that was learned. 43

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubrics to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, the two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in the three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

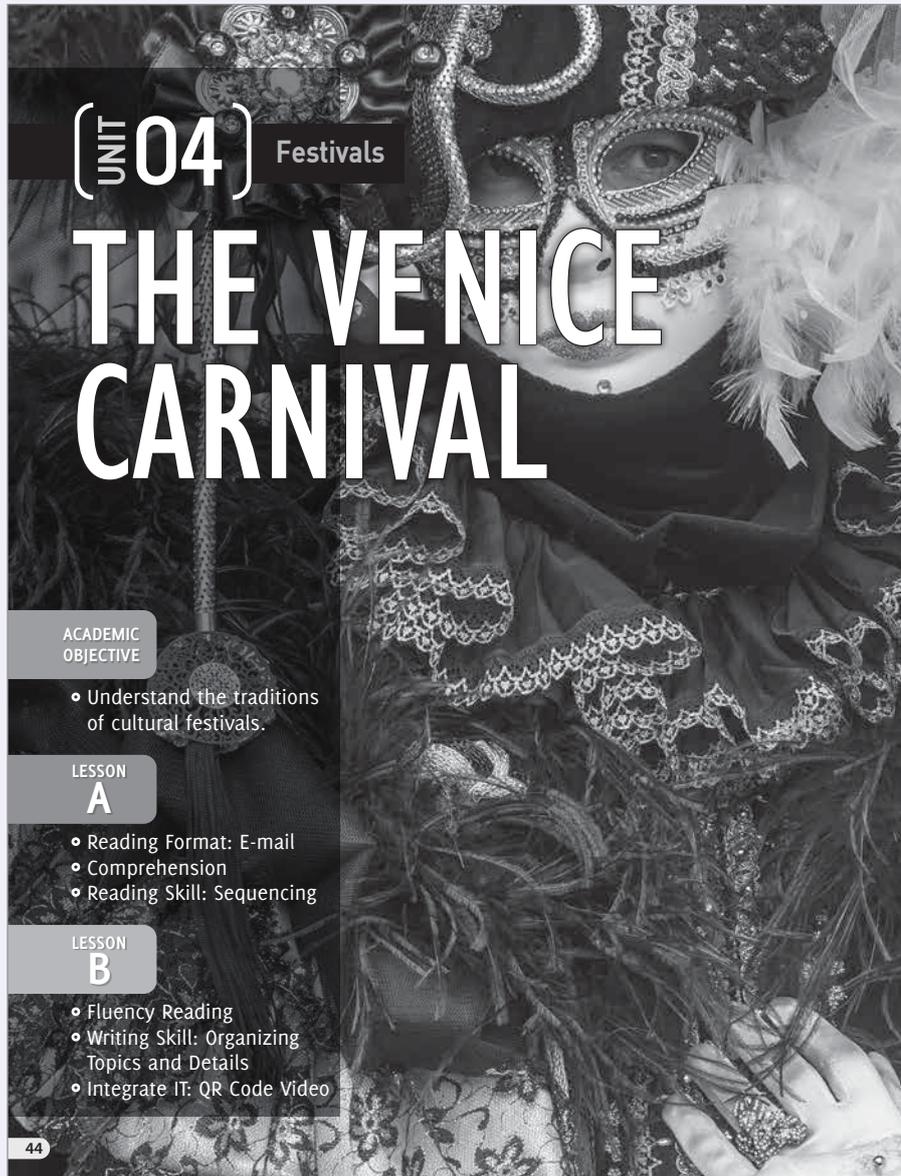
UNIT SUMMARY

Unit 4: Festivals

Academic Objective: Understand the traditions of cultural festivals.

Academic Objective in Context: At the Venice Carnival, people wear beautiful costumes and disguise themselves with masks.

UNIT INTRODUCTION



(UNIT 04) Festivals

THE VENICE CARNIVAL

ACADEMIC OBJECTIVE

- Understand the traditions of cultural festivals.

LESSON A

- Reading Format: E-mail
- Comprehension
- Reading Skill: Sequencing

LESSON B

- Fluency Reading
- Writing Skill: Organizing Topics and Details
- Integrate IT: QR Code Video

44

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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: decoration, traditional, carnival, disguise, elegant, parade, spectacular, contest

Bonus Words: annually, memorable

Structure Focus: Phrasal Verbs

Reading Format: E-mail



1. What are these people wearing?
2. Why might they be dressed like this?
3. Have you ever worn a costume?

45

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

1. What are these people wearing?

Sample answer: *The people are wearing masks.*

2. Why might they be dressed like this?

Sample answer: *Maybe they are going to a party.*

3. Have you ever worn a costume?

Sample answer: *I've worn costumes for Halloween parties.*

Level Tips

Low-Level Students: After completing the new words activity on page 46, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 46, check the answers by giving students 1-2 minutes to memorize the new words on page 46, and then ask them to close the book and recall each word from memory.



- Festivals
- Comprehension
- Reading Skill: Sequencing

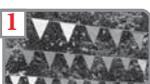
Warm-Up

What is a carnival?
Why do people have them?
How often do they happen?

NEW WORDS

A Listen. Match the numbers and letters, then write. 14

- | | | | |
|--|---|---|---|
| 1 decoration
(n) something that makes things look more attractive | 2 traditional
(adj) a part of people's way of life that hasn't changed for a long time | 3 carnival
(n) a public festival with dancing and colorful clothes | 4 disguise
(n) something you wear so people cannot recognize you |
| 5 elegant
(adj) attractive and designed well | 6 parade
(n) a public celebration with people moving down the street | 7 spectacular
(adj) very impressive | 8 contest
(n) a competition in which people try to win a prize |

a 5  elegant	b 7  spectacular	c 4  disguise	d 2  traditional
e 1  decoration	f 8  contest	g 6  parade	h 3  carnival

46 Vocabulary: Learn the meanings of the new words.

Use the picture to activate students' prior knowledge about the topic of the unit. Ask the students about the location of where this picture was taken. Focus the attention of the students on the natural resources and ask them the warm-up questions:

1. What is a carnival?

Sample answer: Carnivals are festivals with shows and dancing.

2. Why do people have them?

Sample answer: It's to celebrate with music and dancing.

3. How often do they happen?

Sample answer: They happen annually.

Explain to the students that during Venice Carnivals, people wear masks. The masks help people be free from their social class and who they usually are so that they can celebrate and have fun without their identity revealed. There are about nine traditional designs of masks that are made for Venice Carnival. Play audio **track 14** and ask students to say and write each word as they hear them,



4A

STRUCTURE: PHRASAL VERBS

B Read.

1. He's *looking forward to* his birthday.
2. The concert is *called off* due to the weather.

C Unscramble and write.

1. to celebration I'm looking forward the
2. Saturday The is called off this party
3. after will get together They work

1. **I'm looking forward to the celebration.** _____
2. **The party is called off this Saturday.** _____
3. **They will get together after work.** _____

BEFORE YOU READ Academic Objective Question: What is a famous festival in your country?

47

Level Tips 

Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class. Phrasal verbs are phrases made up of verb and either an adverb, a preposition, or both to make particle verbs. The words put together usually take on a different meaning than what they usually are.

Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the unscramble activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and festivals they have went to.

READING Background This reading is about the Venice Carnival.

A Listen and read along.

THE VENICE CARNIVAL

To DaisyJones22@bestmail.com

From Kerri

Subject The Venice Carnival

Dear Daisy,

How is school? I'm having so much fun in Venice! I just have to tell you about my trip so far.

First, we arrived in Venice. Because the city is on the water, we arrived by boat. People call it the "floating city," but it doesn't actually float. We could see lots of decorations hanging around the city. They are for the famous Venice Carnival, which takes place every year.

Then, I saw people dressed up in beautiful costumes. During the Venice Carnival, people wear traditional masks made of different materials. People used to wear them as a disguise. Now, they wear them just for fun! The costumes are very elegant. They have lots of feathers and small details.

In the evening, we watched the parade of boats along the canal. There, I saw the most spectacular costume. It was painted all in gold. We ate pasta and sat by the water while we watched the boats. It was a wonderful evening.

Tomorrow is the last day of the carnival. There will be a contest to see who has the best costume. I can't wait to see who wins! After that, we will fly back home. I'm already looking forward to coming back next year. Would you like to come with us? Mom says you can! Maybe we should wear costumes, too.

- Kerri

Send |  |  |  |  | 

48 Reading Format: The subject of an e-mail lets the reader know what an e-mail is about before they open it.

Introduce the background of the reading using the background information at the top of the page.

Explain to the students that they will read an e-mail. Tell them the subject of the e-mail shows the receiver what the e-mail will be about before they open it. The subject of the e-mail is the main idea of the e-mail written and it should be short and simple. Ask them to think about what the e-mail will say after seeing the subject.

Review the title of the reading: The Venice Carnival. Ask the students why they think this is the title. Explain this e-mail is telling the girl's trip to Venice.

READING PASSAGE

PASSAGE DETAILS

Reading Format: E-mail

Academic Objective: Understand the traditions of cultural festivals.

Academic Objective in Context: At the Venice Carnival, people wear beautiful costumes and disguise themselves with masks.



Academic Objective in Context: At the Venice Carnival, people wear beautiful costumes and disguise themselves with masks.

49

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 15**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss what the main character saw and felt during the Venice Carnival. Ask students to tell about their experience to a festival.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. Why did people use to wear masks? Correct answer: a. to hide their faces. Ask the students why people would have wanted to hide their faces.

READING COMPREHENSION

A Choose the best answers.

- What is the reading about?
 - a. a carnival
 - b. a decoration
 - c. a costume contest
 - d. a big meal
- How did Kerri arrive in Venice?
 - a. by bike
 - b. by car
 - c. by airplane
 - d. by boat
- Why did people use to wear masks?
 - a. to hide their face
 - b. to make people laugh
 - c. to feel special
 - d. to be more comfortable
- Where did Kerri eat pasta?
 - a. on a boat
 - b. in her hotel room
 - c. by the water
 - d. at a restaurant

READING SKILL: SEQUENCING

B Write the letters in the correct order.

a.	b.	c.	d.	e.
She saw people dressed in wonderful costumes.	She will fly home.	She will see a contest for the best costume.	Kerri arrived in Venice by boat. She saw decorations for the carnival.	Kerri sat by the water and saw a procession of boats. She saw a costume all in gold.
d	a	e	c	b

SUMMARY: SEQUENCING

C Use the reading skill activity. Write the events in order.

- Kerri arrived in Venice by boat. She saw decorations for the carnival.
- She saw people dressed in wonderful costumes.
- Kerri sat by the water and saw a procession of boats. She saw a costume all in gold.
- She will see a contest for the best costume.
- She will fly home.

Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *sequencing* means to arrange the events in the order of their happening. Tell the students to put the first and the last event first. Tell students to put the Venice trip in order. Complete the activity together as a class.

Ask students to combine this information and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

THE VENICE CARNIVAL

4B

- Fluency Reading
- Writing Skill: Organizing Topics and Details
- Integrate IT

Warm-Up

How long would it take to make costumes like these?
What would your costume at the Venice Carnival look like?

VOCABULARY REVIEW

A Fill in the blanks with the correct words.

spectacular disguise parade elegant carnival contest traditional decorations

- Dave won the spelling **contest** at school.
- We saw a(n) **parade** of dancers at the carnival.
- We ate **traditional** food when we visited the village.
- Can you help me put up **decorations** for Rob's birthday, please?
- My sister wore a(n) **elegant** dress on her wedding day.
- The spy wears a(n) **disguise** so that no one recognizes him.
- The huge painting in the gallery was really **spectacular**.
- We spent all day at the **carnival**. Now we're exhausted!

Vocabulary Skill: Use the vocabulary in context.

51

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up question on the first page of Lesson B. Make a connection to the real world using the picture.

1. How long would it take to make costumes like these?

Sample answer: *It might take months to make one costume.*

2. What would your costume at the Venice Carnival look like?

Sample answer: *I would like a costume that is the fanciest with gold and silver clothes and decorations.*

Complete the vocabulary review as a class or individually and then check the answers together as a class.

Level Tips

Low-Level Students: Teach the students how to do the reading speed calculation. Record the class reading time together.

High-Level Students: Teach the students how to do the reading speed calculation. Record their individual reading time after doing the activity together.

FLUENCY READING

A Listen, circle, read again, and learn two bonus words.

THE VENICE CARNIVAL

To: DaisyJones22@bestmail.com
 From: Kerri
 Subject: The Venice Carnival

Dear Daisy,

I'm having a great trip to Venice. Let me tell you about it.

We arrived in Venice, the "floating city," by boat. The first thing we saw were decorations / carnival hanging all around the city. I knew they were for the famous Venice Carnival. It takes place annually / memorable.

Then, I noticed people dressed up in amazing costumes. As part of the (disguise / carnival), people wear (annually / traditional) masks. They used to wear them as a (decoration / disguise), but now they wear them just for fun! They wear elegant / decoration costumes with lots of beautiful details.

Later, we checked out a (parade / decoration) of boats along the Venice Canal. I saw a (contest / spectacular) costume that was painted all in gold. We ate pasta while we watched the boats sail past us. It was a (memorable / annually) evening.

Tomorrow, the carnival will end with a (carnival / contest) for the best costume. I can't wait to see the winner. Then we will go home. Would you like to come with us next year? I'm already looking forward to it.

- Kerri

Send

B Do popcorn reading.

Class reading time: _____ seconds

C What is the subject of this e-mail?

- a. The Venice Carnival b. Pasta by the water c. DaisyJones22

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 16**.

After listening to the audio, tell the students to do the reading activity in activity B. Explain to the students that they can measure the reading speed by dividing the number of words read by the number of seconds taken to read those words. However, remind the students that speed isn't everything unless the reading has been comprehended.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

WRITING SKILL: ORGANIZING TOPICS AND DETAILS

A Write the letters in the correct places to complete the table below.

- a. Kerri watched a parade of boats in the evening.
- b. Tomorrow, she will watch a contest for the best costume.
- c. The first thing she noticed in Venice was the decorations.
- d. She will fly home.
- e. She saw people wearing elegant costumes and masks.

Topics	⇒	Details
1. Decorations	⇒	The first thing she noticed in Venice was the decorations.
2. Costumes and Masks	⇒	She saw people wearing elegant costumes and masks.
3. Parade	⇒	Kerri watched a parade of boats in the evening.
4. Best Costume Contest	⇒	Tomorrow, she will watch a contest for the best costume.
5. Going Home	⇒	She will fly home.

WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit.

Sequencing + Organizing Topics and Details	
1.	First, Kerri arrived in Venice <u>by boat</u> . She noticed <u>the decorations for the Venice Carnival</u> .
2.	<u>Then, she noticed people wearing elegant costumes and masks.</u>
3.	<u>In the evening, she sat by the canal and saw a parade of boats.</u>
4.	<u>Tomorrow, she will watch a contest for the best costume.</u>
5.	<u>Finally, she will fly back home.</u>

Level Tips

Low-Level Students: Complete the writing plan together as a class.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Encourage students to write an additional sentence onto the e-mail.

Writing Skill:

Introduce the writing skill to the students. Tell them that *organizing topics and details* means writing the information that has a logical flow. Tell them to match the details according to the topics they see on the chart. Explain that organizing topics and details in this way will make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *sequencing*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. Complete the table and review as a class.

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

INTEGRATE IT: QR CODE VIDEO

A Preview.

Carnivals around the world are a time for people to get together and celebrate with both friends and strangers. What makes a carnival special?

Think and answer the question above.

Response **Dancing and traditional clothes can make carnivals special.**

B View and think about the questions in part C while you watch.

Learn more about carnivals around the world!

DISCUSSION

C Discuss the questions with a partner. Write the answers.

Think while you watch:

- When did the Venice festival start?
The Venice festival started in the 12th Century.
- What does Mardi Gras mean in French?
Mardi Gras means "fat Tuesday."
- Which of these carnivals would you most like to go to?
Answers may vary.

Explain to the students that they will now watch a video about different festivals around the world. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the answer that you will write down as a class.

Sample answer: *Dancing and traditional clothes can make carnivals special.*

Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 04

A Match.

- | | | |
|----------------|-----|---|
| 1. decoration | • f | • a. (adj) attractive and designed well |
| 2. traditional | • j | • b. (n) a competition in which people try to win a prize |
| 3. carnival | • c | • c. (n) a public festival with dancing and colorful clothes |
| 4. disguise | • h | • d. (adj) very impressive |
| 5. elegant | • a | • e. (adj) worth remembering, especially because of being special or unusual |
| 6. parade | • g | • f. (n) something that makes things look more attractive |
| 7. spectacular | • d | • g. (n) a public celebration with people moving down the street |
| 8. contest | • b | • h. (n) something you wear so people cannot recognize you |
| 9. annually | • i | • i. (adv) happening once a year |
| 10. memorable | • e | • j. (adj) a part of people's way of life that hasn't changed for a long time |

B Unscramble and write.

vacation	I'm	my	to	looking forward	summer
----------	-----	----	----	-----------------	--------

I'm looking forward to my summer vacation.

C Review.

Academic Objective	People don't dress up as a tradition of the Venice Carnival.	True	False
Reading Skill	I can sequence events I read about.	☺	☺☺
Writing Skill	I can organize topics and details in my writing.	☺	☺☺
Integrate IT	I can discuss and make inferences about carnivals around the world. I got _____ discussion questions correct in this unit.	1	2

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubrics to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, in the smiley faces; and if they only made a couple of small mistakes, or none, they can fill in the three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 5: Math

Academic Objective: Understand units for measurement and expression using real-life examples.

Academic Objective in Context: Some common units of measurement used in cooking are milliliters, grams, and liters.

UNIT INTRODUCTION

(UNIT 05) Math

BAKING CAKES

ACADEMIC OBJECTIVE

- Understand units of measurement and expressions using real-life examples.

LESSON A

- Reading Format: Recipe
- Comprehension
- Reading Skill: Sequencing

LESSON B

- Fluency Reading
- Writing Skill: Using Imperatives
- Integrate IT: QR Code Video

56



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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: wash, baking powder, sauce, batter, smooth, pour, decorate, cut

Bonus Words: cool, enjoy

Structure Focus: Adverbial Clauses

Reading Format: Recipe



1. What do you see in this picture?
2. Why do chefs need to measure things?
3. Have you ever cooked anything?

57

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

1. What do you see in the picture?

Sample answer: *I see a person sprinkling flour on some dough.*

2. Why do chefs need to measure things?

Sample answer: *Chefs need to measure things when they follow a recipe.*

3. Have you ever cooked anything?

Sample answer: *Yes, I like to cook pasta.*

Level Tips

Low-Level Students: After completing the new words activity on page 58, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 58, check the answers by giving students 1-2 minutes to memorize the new words on page 58, and then ask them to close the book and recall each word from memory.

BAKING CAKES

- Math
- Comprehension
- Reading Skill: Sequencing

Warm-Up

What do you see in the picture?
 What special days do we eat this on?
 What do you need to make this?



NEW WORDS

A Listen. Match the numbers and letters, then write. 

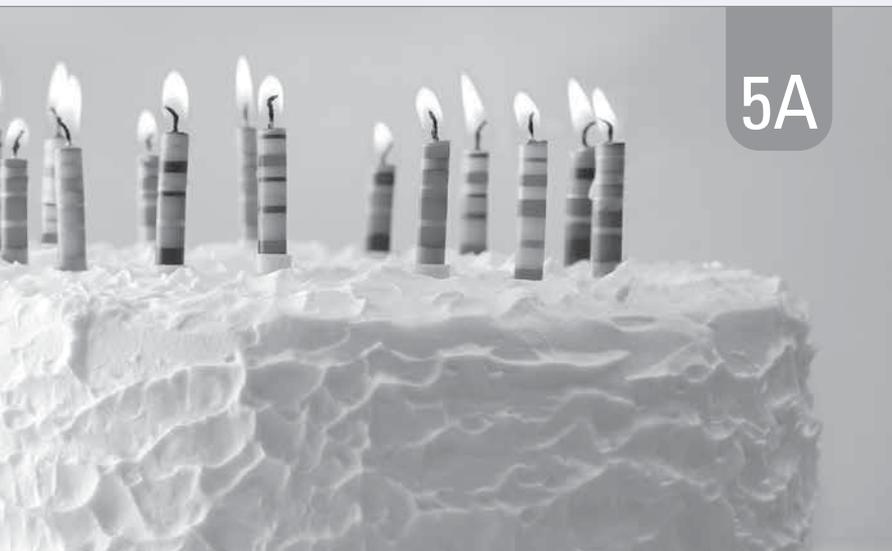
- | | | | |
|--|--|---|---|
| <p>1 wash
 (v) to clean with water and usually soap</p> | <p>2 baking powder
 (n) a white powder used to make baked food light and fluffy</p> | <p>3 sauce
 (n) a thick liquid that is eaten with food to add flavor to it</p> | <p>4 batter
 (n) a mixture of flour and liquid before it is cooked and eaten</p> |
| <p>5 smooth
 (adj) not having any lumps</p> | <p>6 pour
 (v) to fill a container with a liquid</p> | <p>7 decorate
 (v) to make something look nice by putting other things on it</p> | <p>8 cut
 (v) to open or divide something with a sharp tool</p> |

<p>a 4  <u> batter </u></p>	<p>b 6  <u> pour </u></p>	<p>c 2  <u> baking powder </u></p>	<p>d 7  <u> decorate </u></p>
<p>e 5  <u> smooth </u></p>	<p>f 1  <u> wash </u></p>	<p>g 8  <u> cut </u></p>	<p>h 3  <u> sauce </u></p>

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

- 1. What do you see in this picture?**
 Sample answer: *I see a white cake with colorful candles.*
- 2. What special days do we eat this on?**
 Sample answer: *We eat cake on birthdays.*
- 3. What do you need to make this?**
 Sample answer: *You need flour, sugar, milk, eggs, and butter.*

Explain to the students that they will read a recipe for baking a cake. Ask the students what other recipes they have read or used. Ask them what information is needed in a recipe. Play audio **track 18** and ask students to say and write each word as they hear them.



5A

STRUCTURE: ADVERBIAL CLAUSES

B Read.

1. Eat dinner *before* you have the cake.
2. Have the cake *after* you eat dinner.

C Unscramble and write.

1. your hands before Wash you start
2. after you take Dry a shower your hair
3. before Brush going your teeth to bed

1. Wash your hands before you start.
2. Dry your hair after you take a shower.
3. Brush your teeth before going to bed.

BEFORE YOU READ Academic Objective Question: Why do we need to measure ingredients when following a recipe?

59

Level Tips

Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class. Adverbial clauses are dependent clauses that adds context to the statements put together with. It can be put at any place in the sentence.

Write a few more examples on the board to help familiarize the structure in the students' minds.

Complete the unscramble activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

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

READING

Background This reading is about a recipe for baking a cake.

A Listen and read along.

Baking Cakes

This is a recipe for a cake. Wash your hands before you start. Get the ingredients ready.



Use fresh ingredients to make the best cake.

You will need:

- 240 g of sugar
- 120 g of butter
- 2 eggs
- 360 g of flour
- 8 g of baking powder
- 120 ml of milk
- 450 ml of chocolate sauce
- a little salt

Set the oven to 175°C.

Ask a parent to help you.



Ovens in the United States use Fahrenheit, but ovens in other countries usually use Celsius.

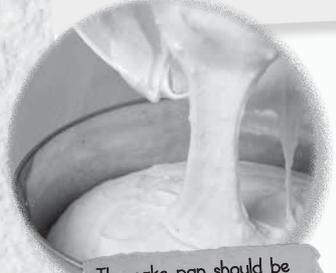
Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a recipe. Bring some actual recipes with you or print a few examples from the Internet to show to the students. Tell the students that recipes show you how to make food. Explain that they are a list of ingredients and directions on how to make something. Ask the students if they have ever cooked something using a recipe. Remind the students that they should get their parents' permission before cooking anything in the kitchen.

Review the title of the reading: Baking Cakes. Ask the students why they think this is the title. Explain this is because it is a recipe for baking a cake.

READING PASSAGE

PASSAGE DETAILS



Get a bowl. Use a spoon to mix the sugar and butter together. Add the eggs to the bowl and mix. Then slowly add the flour. Add the baking powder after the flour. Mix in the salt. Add in the milk. Mix the batter until it is smooth.



You can use a whisk or a spoon to mix the ingredients together.

Pour the batter into a cake pan. Put the cake pan into the oven. Ask a parent before you open the oven. Bake the cake for 40 minutes.

The cake pan should be half to three-quarters full.

Add candles to make a birthday cake.

Cool the cake, and then decorate it after. The chocolate sauce will make the cake look nice. It will also taste good. Cut the cake and enjoy.



Academic Objective in Context: Some common units of measurement used in cooking are milliliters, grams, and liters.

61

Reading Format: Recipe

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

Academic Objective in Context: Some common units of measurement used in cooking are milliliters, grams, and liters.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 19**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss the ingredients needed to bake a cake. Ask the students to explain the steps for baking a cake.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. You need to _____ before you start. Correct answer: b. wash your hands. Ask the students what the next step is.

READING COMPREHENSION

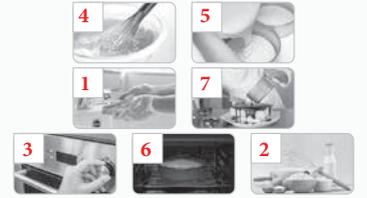
A Choose the best answers.

1. This reading is about how to _____.
 - a. celebrate a birthday
 - b. use an oven
 - c. make a cake
 - d. make an oven
2. You need to _____ before you start.
 - a. cool the cake
 - b. wash your hands
 - c. buy a birthday present
 - d. mix the sugar and butter
3. _____ after it is smooth.
 - a. Pour the batter in the cake pan
 - b. Turn the oven on
 - c. Wash your hands
 - d. Decorate the cake
4. Decorate the cake with _____ to make it look and taste nice.
 - a. baking powder
 - b. butter
 - c. chocolate sauce
 - d. salt

READING SKILL: SEQUENCING

B Number the instructions in order (1-7). Then match each instruction to its picture.

- 6 Bake the cake.
- 4 Mix the batter.
- 1 Wash your hands.
- 7 Decorate the cake.
- 3 Set the oven.
- 5 Pour the batter into a cake pan.
- 2 Get the ingredients ready.



SUMMARY: SEQUENCING

C Use the reading skill activity. Write the instructions in order.

1. Wash your hands.
2. Get the ingredients ready.
3. Set the oven.
4. Mix the batter.
5. Pour the batter into a cake pan.
6. Bake the cake.
7. Decorate the cake.

Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *sequencing* means also telling another how to do a set of action in a specific order. Tell students that they can use sequence adverbs to order the events. Tell students to put the directions on how to bake a cake in order. Complete the activity together as a class.

Ask students to combine this information and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

BAKING CAKES

5B

- Fluency Reading
- Writing Skill: Using Imperatives
- Integrate IT

Warm-Up

What is the man looking at?
What do you think the man is baking?
Why do people follow recipes?

VOCABULARY REVIEW

A Fill in the blanks with the correct words.

wash baking powder sauce batter smooth pour decorate cut

- After the cake has cooled, I will **decorate** it with fruit.
- Add 10 g of **baking powder** to make the bread light and fluffy.
- You need eggs, flour, and milk to make the **batter**.
- Helen made tomato **sauce** to put on top of the pasta.
- Please **cut** the cake into six pieces.
- The chocolate milkshake was thick and **smooth**.
- My brother's job is to **wash** the dishes after dinner.
- Pour** the milk into the bowl slowly.

Vocabulary Skill: Use the vocabulary in context. **63**

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture.

1. What is the man looking at?

Sample answer: *The man is looking at a recipe on his tablet.*

2. What do you think the man is baking?

Sample answer: *I think he is baking a cake.*

3. Why do people follow recipes?

Sample answer: *People follow recipes when they don't know how to cook or bake something.*

Ask students to provide additional information by giving examples.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

Level Tips

Low-Level Students: Teach the students how to do the reading speed calculation. Record the class reading time together.

High-Level Students: Teach the students how to do the reading speed calculation. Record their individual reading time after doing the activity together.

FLUENCY READING

A Listen, write, read again, and learn two bonus words.  20

WORD BOX

- | | | | | |
|------|----------|------|--------|---------------|
| pour | enjoy | cut | sauce | batter |
| cool | decorate | wash | smooth | baking powder |

Baking Cakes

This is a recipe for a berry cake. Get the ingredients ready. You will need: 220 g of sugar, 120 g of butter, 2 eggs, 360 g of flour, 8 g of baking powder, 120 ml of milk, 450 ml of strawberry sauce, 1 cup of blueberries, and a little salt. Set the oven to 180°C. Ask a parent to help you.

1. **Wash** the blueberries in cold water. Dry the blueberries. Get a bowl and a big spoon. Mix the sugar and butter together. Add the eggs to the bowl and mix. Mix in the salt and 2. **baking powder**. Add the flour and the milk. Mix the 3. **batter** until it is
4. **smooth**. Add the blueberries. Mix gently.
5. **Pour** the batter into a cake pan. Put the cake pan into the oven. Bake the cake for 45 minutes. Take the cake out and
6. **cool** it. Pour the strawberry 7. **sauce** on top of the cake. 8. **Decorate** the cake with blueberries.
9. **Cut** the cake and 10. **enjoy**.

B Do popcorn reading.

Class reading time: _____ seconds

C What are recipes used for?

- a. to make friends b. to learn a language **c. to cook food**



Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 20**.

After listening to the audio, tell the students to do the reading activity in activity B. Explain to the students that they can measure the reading speed by dividing the number of words read by the number of seconds taken to read those words. However, remind the students that speed isn't everything unless the reading has been comprehended.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

WRITING SKILL: USING IMPERATIVES

A Look back at the story. Write instructions using the pictures.

1.  <u>Get the ingredients ready.</u>	5.  <u>Mix the batter until it is smooth.</u>
2.  <u>Set the oven to 180°C.</u>	6.  <u>Pour the batter into a cake pan.</u>
3.  <u>Wash the blueberries in cold water.</u>	7.  <u>Bake the cake for 45 minutes.</u>
4.  <u>Dry the blueberries.</u>	8.  <u>Decorate the cake with blueberries.</u>

WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit.

Sequencing + Using Imperatives

Match the pictures to the words and number in order (1-7).

						
c	g	e	f	b	a	d
a. bake	b. wash	c. mix	d. decorate	e. cut	f. pour	g. ask

Use the words to write instructions for a recipe.

1. Ask a parent to set the oven.
2. Wash the blueberries.
3. Mix the ingredients.
4. Pour the batter into a cake pan.
5. Bake the cake.
6. Decorate with blueberries.
7. Cut the cake and enjoy.

Level Tips

Low-Level Students: Complete the writing plan together as a class.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Encourage students to write an additional sentence in the recipe.

Writing Skill:

Introduce the writing skill to the students. Tell them that *using imperatives* means writing instructions. Imperatives are used to tell someone what to do. Tell the students that imperative sentences use the base form of the verb and doesn't have a subject in the sentence as the subject usually refers to "you". Tell them that they need to complete the chart in this way. Explain that organizing information in this way will help them to explain things better and make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *sequencing*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. Complete the table and review as a class.

TEACHING TIPS

Level Tips 

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

INTEGRATE IT SKILLS & DIGITAL LITERACY

INTEGRATE IT: QR CODE VIDEO

A Preview.

We can use measurements of volume for cooking. What are some other situations in which we need to measure volume?

Think and answer the question above.

Response When we fill up a swimming pool, we need to measure volume.

B View and think about the questions in part C while you watch. 

DISCUSSION

C Discuss the questions with a partner. Write the answers.

Think while you watch:

- Why do we need to measure things when baking?
If we don't measure the ingredients properly, the food might taste bad or not bake properly.
- What are some other things we can use to measure volume?
We can use a cup or bowl.
- What are some units for measuring volume?
We have milliliters and liters.

Explain to the students that they will now watch a video about when and why we use volume to measure something. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the answer that you will write down as a class. Sample answer:

Sample answer: *When we fill up a swimming pool, we need to measure volume.*

Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 05

A Match.

- | | | |
|------------------|-----|--|
| 1. wash | • f | • a. (v) to have a good time |
| 2. baking powder | • g | • b. (v) to make something look nice by putting other things on it |
| 3. sauce | • i | • c. (v) to make something a little cold, not hot |
| 4. batter | • d | • d. (n) a mixture of flour and liquid before it is cooked and eaten |
| 5. smooth | • h | • e. (v) to open or divide something with a sharp tool |
| 6. pour | • j | • f. (v) to clean with water and usually soap |
| 7. decorate | • b | • g. (n) a white powder used to make baked food light and fluffy |
| 8. cut | • e | • h. (adj) not having any lumps |
| 9. cool | • c | • i. (n) a thick liquid that is eaten with food to add flavor to it |
| 10. enjoy | • a | • j. (v) to fill a container with a liquid |

B Unscramble and write.

it cake the cool Decorate after is

Decorate the cake after it is cool.

C Review.

Academic Objective	Measurements of volume show how heavy something is.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can sequence events I read about.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Writing Skill	I can use imperatives appropriately in my writing.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Integrate IT	I can discuss and make inferences about volume. I got _____ discussion questions correct in this unit.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubrics to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, the two smiley faces, and if they only made a couple of small mistakes, or none, they can fill in the three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 6: Sports

Academic Objective: Understand the moral of the story as the soccer tournament progresses.

Academic Objective in Context: In a sports tournament, the crowd can be just as important as the players.

UNIT INTRODUCTION

(UNIT 06) Sports

THE SOCCER TOURNAMENT

ACADEMIC OBJECTIVE

- Understand the moral of the story as the soccer tournament progresses.

LESSON A

- Reading Format: Traditional Passage
- Comprehension
- Reading Skill: Organizing Details

LESSON B

- Fluency Reading
- Writing Skill: Synthesizing
- Integrate IT: QR Code Video

68

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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: cheer, coach, injury, tournament, crowd, nervous, trophy, champion

Bonus Words: record, rules

Structure Focus: Infinitives

Reading Format: Traditional Passage



1. What sport are the boys playing?
2. Can you explain the rules for this sport?
3. What sports are you good at?

69

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

1. What sport are the boys playing?

Sample answer: *The boys are playing soccer.*

2. Can you explain the rules for this sport?

Sample answer: *People have to use their feet to put the ball into the goal.*

3. What sports are you good at?

Sample answer: *I am good at tennis.*

Level Tips 

Low-Level Students: After completing the new words activity on page 70, check the answers by asking students to read the words and spell them.

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

THE SOCCER TOURNAMENT

- Sports
- Comprehension
- Reading Skill: Organizing Details

Warm-Up 

What do you see in the picture?
 What will happen next?
 How do you feel when you win a contest?

NEW WORDS

A Listen. Match the numbers and letters, then write.  22

<p>1 cheer (v) to shout loudly to show support</p>	<p>2 coach (n) a person who trains a person/team in a sport</p>	<p>3 injury (n) harm done to a person's body</p>	<p>4 tournament (n) a sports competition with only one winner</p>
<p>5 crowd (n) a large number of people together in a place</p>	<p>6 nervous (adj) worried or afraid about something</p>	<p>7 trophy (n) an object similar to a cup that is given as a prize</p>	<p>8 champion (n) a person or team that has won a competition</p>

a 4 

tournament

b 6 

nervous

c 2 

coach

d 7 

trophy

e 3 

injury

f 8 

champion

g 5 

crowd

h 1 

cheer

70 Vocabulary: Learn the meanings of the new words.

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

1. What do you see in this picture?

Sample answer: *I see people playing soccer.*

2. What will happen next?

Sample answer: *The ball will go in and the players will celebrate.*

3. How do you feel when you win a contest?

Sample answer: *I feel like I am in the clouds.*

Explain to the students that they will learn about when a boy couldn't participate in a sport because of an injury. Ask them how they felt when they couldn't do something they really wanted to do. Ask them what they do when they play in a team and how they cheer for each other.

Play audio **track 22** and ask students to say and write each word as they hear them.



6A

STRUCTURE: INFINITIVES

B Read.

1. I'd like to *win* first prize.
2. I'd like to *buy* a new watch.

C Unscramble and write.

1. watch like I'd to a movie
2. like I'd go home to
3. try to again like I'd

1. I'd like to watch a movie.
2. I'd like to go home.
3. I'd like to try again.

BEFORE YOU READ Academic Objective Question: What are some different sports tournaments?

71

Level Tips

Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class. Infinitives are used with the base form of the verb and *to* added in front of it. Infinitives are used when you want to say the action in general. They can show a purpose, modify nouns, be the subject, put after adjectives and be used with relative pronouns for most cases. Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the unscramble activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and how they felt when they couldn't play in a team.

READING

Background This reading is about the winner of a soccer tournament.

A Listen and read along.  23

THE SOCCER TOURNAMENT

Last week, Eric's school had a big soccer tournament. He had never felt more nervous and more excited.

Eric was a good soccer player and couldn't wait to play in front of a big crowd. The night before the competition, he dreamed of scoring the winning goal and lifting up the trophy in front of everyone.

Eric woke up the next day full of excitement. He ate his breakfast quickly and ran for the bus. That's when it happened. He tripped over and twisted his ankle. It hurt a lot, but that's not why he started crying. He knew that he couldn't play in the tournament with an injury.

"That's terribly unlucky," said the coach when Eric arrived at school. "But you can still be part of the team. Would you like to wear a uniform and cheer the team from the sidelines?" Eric said yes, even though he didn't really want to. He wanted to play, not watch.

Eric's school started the tournament very well, winning their first game 4-0. But Eric didn't smile once. He still wished it was him on the soccer field.

72 Reading Format: Traditional passages can be used to write fiction or nonfiction.

Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is traditional passage. Tell the students that traditional passage is one of general formats of writing. It can be used to write fiction or nonfiction. Ask them what else can be written in a traditional passage format.

Review the title of the reading: The Soccer Tournament. Ask the students why they think this is the title. Explain this is a story about a soccer tournament.

But as the tournament progressed, Eric started to feel better. He stopped feeling sorry for himself and started cheering for his team. Eric's voice was the loudest in the crowd. "Come on, Bluejays!" he cheered. "You can do it!"

His school played very well. They won every game and became champions! Everyone cheered, but Eric cheered the loudest.

Next time, he'd like to play in the tournament, not just shout.

In a soccer team, there are usually eleven players. There are four main types of players.



Goalkeeper

Also called goalies, goalkeepers are the only players allowed to touch the ball with their hands.



Defender

The defender's main role is to stop the other team from scoring.



Midfielder

Midfielders play in the middle of the field. They are good at kicking the ball to their teammates.



Forward

Also called a striker, the forward's job is to score goals!

Academic Objective in Context: In a sports tournament, the crowd can be just as important as the players.

Reading Format: Traditional Passage

Academic Objective: Understand the the moral of the story as the soccer tournament progresses.

Academic Objective in Context: In a sports tournament, the crowd can be just as important as the players.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 23**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to discuss the things about a sports game. Ask them how the crowd can be part of the game.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 3. Why didn't Eric want to cheer the team? Correct answer: c. He wanted to play instead. Ask how the students would have felt in Eric's situation.

READING COMPREHENSION

A Choose the best answers.

- What did Eric want to play in?
 - a. a golf tournament
 - c. a soccer tournament**
 - b. a championship game
 - d. a soccer game at the park
- What part of Eric's body got injured?
 - a. his neck
 - c. his finger
 - b. his ankle**
 - d. his nose
- Why didn't Eric want to cheer the team?
 - a. He didn't like soccer.
 - c. He wanted to play instead.**
 - b. He didn't like the players.
 - d. He had a sore throat.
- What was the score of the first game?
 - a. 2-2
 - b. 4-0**
 - c. 0-1
 - d. 2-1

READING SKILL: ORGANIZING DETAILS

B Scan the reading. Fill in the blanks with the correct details.

What happened at Eric's soccer tournament	
How Eric felt	<u>nervous</u> and excited
What he dreamed of	Scoring the winning goal and <u>lifting the trophy</u>
What happened to him	<u>tripped</u> over and twisted his <u>ankle</u>
What he did next	<u>cheered</u> the team
How it ended	His school <u>won</u> , and he cheered the loudest

SUMMARY: ORGANIZING DETAILS

C Use the reading skill activity. Complete the sentences.

- Eric felt nervous and excited about the soccer tournament.
- He dreamed of scoring the winning goal and lifting the trophy.
- But, he tripped over and twisted his ankle.
- At the tournament, Eric cheered the team.
- His school won, and Eric cheered the loudest.

Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *organizing details* means putting details into categories to better understand everything. This can clarify the details of the reading and help students to summarize the passage. Tell the students to complete the chart by organizing the information from the passage. Complete the activity together as a class.

Ask students to combine this information and complete the sentences. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

THE SOCCER TOURNAMENT

6B

- Fluency Reading
- Writing Skill: Synthesizing
- Integrate IT

Warm-Up

What is happening in the picture?
Does everyone in the picture feel good?

VOCABULARY REVIEW

A Fill in the blanks with the correct words.

coach injury cheer trophy champion nervous crowd tournament

1. My brother came in third place in a chess **tournament**.
2. He was happy as he lifted the **trophy**.
3. Due to his **injury**, he had to watch the game on TV.
4. We all listened to the **coach** before the big game.
5. I felt so **nervous** before the test.
6. Hold my hand so you don't get lost in the **crowd**.
7. We **cheer** for our favorite baseball player.
8. He was the **champion** of the spelling bee for three years in a row.

Vocabulary Skill: Use the vocabulary in context.

75

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up questions on the first page of Lesson B. Make a connection to the real world using the picture. Ask students to describe a birthday party they have been to.

1. What is happening in the picture?

Sample answer: A team is holding up a trophy and the other group is looking at them.

2. Does everyone in the picture feel good?

Sample answer: No, the other team in the background seems to look sad.

Ask students to provide additional information by giving examples.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

Level Tips

Low-Level Students: Teach the students how to do the reading speed calculation. Record the class reading time together.

High-Level Students: Teach the students how to do the reading speed calculation. Record their individual reading time after doing the activity together.

FLUENCY READING

A Listen, circle, read again, and learn two bonus words.  24

THE SOCCER TOURNAMENT

The soccer (crowd / **tournament**) was held again the next year. Eric was careful not to get a(n) (coach / **injury**) before the big day. This time, he wanted to be the one to lift up the (champion / **trophy**).

"I'd like to go over the (**rules** / crowd) of this tournament," said Coach Johnson before they started.

"There are eight teams in this tournament. Each team has eleven players. That's eighty-eight players in total! But only one team can be the (**champion** / trophy)."

"We will play every other team once," the (**coach** / trophy) continued. "Not counting us, there are seven teams. That's seven games for us in total. Each game is just twenty minutes long, so we will play for a total of 140 minutes! Drink lots of water and take plenty of rest between games."

"The (**record** / rules) number of goals by one team is thirty-six. I'd like to beat that! Now, let's get out there and make the (record / **crowd**) (**rules** / **cheer**) for us!"

Eric felt (**nervous** / crowd) after the coach's speech. But he was excited to get started.

He put on his uniform and got ready for the first match. "Here we go," he thought as the first game started.

B Do choral reading.

Class reading time: seconds

C What can a traditional passage be about?

- a. fiction b. nonfiction **c. fiction or nonfiction**

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 24**.

After listening to the audio, tell the students to do the reading activity in activity B. Explain to the students that they can measure the reading speed by dividing the number of words read by the number of seconds taken to read those words. However, remind the students that speed isn't everything unless the reading has been comprehended.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

WRITING SKILL: SYNTHESIZING

A Fill in the details from the story.

Tournament Structure		Total
Number of teams in the tournament	8 teams	
Number of players in a team	<u>11</u> players	
Total number of players	<u>11</u> players x <u>8</u> teams	<u>88</u> total players
How many winning teams	<u>1</u>	
Number of times Eric's team plays	1 match x <u>7</u> other teams	<u>7</u> games
Number of minutes to play	<u>20</u> minutes x <u>7</u> games	<u>140</u> total minutes
Record number of goals	<u>36</u> goals	

WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit.

Organizing Details + Synthesizing		
How it works	How many	Who / What
There are	<u>8</u>	teams in the tournament.
There are	11	players in a team.
There is a total number of	<u>88</u>	players in the tournament.
Only	<u>1</u>	team(s) can win the tournament.
Eric's team will play	<u>7</u>	matches.
They will play for	<u>140</u>	minutes in total.
They hope to score over	<u>36</u>	goals.

Level Tips

Low-Level Students: Complete the writing plan together as a class.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class.

Writing Skill:

Introduce the writing skill to the students. Explain to the students that *synthesizing* means pulling together the most important parts of the passage to present new information. Tell students that when you synthesize in writing, you usually gather information from various sources that you need for your writing. Here the students are practicing what the important information would be and how to pull out those information. Tell the students complete the chart with numbers from the passage. Complete the activity together as a class.

Writing Plan:

Ask the students to recall the reading skill from this unit: *organizing details*. Tell the students that they will use that reading skill again to put the information from the writing skill activity into organized information about the story. Complete the chart and review as a class.

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

INTEGRATE IT: QR CODE VIDEO

A Preview.

There are many different tournaments, all with different rules. What type of tournament do you think is the best?

Think and answer the question above.

Response **I prefer the elimination tournament.**

B View and think about the questions in part C while you watch.

Learn more about different tournaments!

DISCUSSION

C Discuss the questions with a partner. Write the answers.

Think while you watch:

- How does a round-robin tournament work?
Each team or player plays the other once.
- What is an open tournament?
In an open tournament, anyone can enter.
- What tournament do you think you would do best in?
Students' own answers

Explain to the students that they will now watch a video about how we use multiplication and division in our daily lives. Come to an agreement about the inference answer that you will write down as a class.

Sample answer: *I prefer the elimination tournament.*

Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 06

A Match.

- | | | |
|---------------|-----|---|
| 1. cheer | • c | • a. (adj) the best result that has ever been achieved, especially in a sport |
| 2. coach | • i | • b. (n) a person or team that has won a competition |
| 3. injury | • d | • c. (v) to shout loudly to show support |
| 4. tournament | • h | • d. (n) harm done to a person's body |
| 5. crowd | • j | • e. (adj) worried or afraid about something |
| 6. nervous | • e | • f. (n) what must and must not be done when playing a game |
| 7. trophy | • g | • g. (n) an object similar to a cup that is given as a prize |
| 8. champion | • b | • h. (n) a sports competition with only one winner |
| 9. record | • a | • i. (n) a person who trains a person/team in a sport |
| 10. rules | • f | • j. (n) a large number of people together in a place |

B Unscramble and write.

visit	like	France	I'd	year	next	to
-------	------	--------	-----	------	------	----

I'd like to visit France next year.

C Review.

Academic Objective	Only one team can win a tournament.	<input checked="" type="radio"/> True <input type="radio"/> False
Reading Skill	I can organize the supporting details from the passages I read.	<input type="radio"/> ☺ <input type="radio"/> ☺☺ <input type="radio"/> ☺☺☺
Writing Skill	I can synthesize different kinds of information in my writing.	<input type="radio"/> ☺ <input type="radio"/> ☺☺ <input type="radio"/> ☺☺☺
Integrate IT	I can discuss and make inferences about different types of tournaments. I got _____ discussion questions correct in this unit.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

Self-Assessment: Demonstrate competency and knowledge that was learned. 79

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubrics to match the level of your students as necessary.

Level Tips 

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, the two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in the three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 7: Geography

Academic Objective: Learn geographical features of South America.

Academic Objective in Context: South America has many different geographical features across the continent.

UNIT INTRODUCTION

(UNIT 07) Geography

WELCOME TO SOUTH AMERICA

ACADEMIC OBJECTIVE

- Learn geographical features of South America.

LESSON A

- Reading Format: Magazine Article
- Comprehension
- Reading Skill: Interpreting Visual Information

LESSON B

- Fluency Reading
- Writing Skill: Identifying Details
- Integrate IT: AR Images

80

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

Review the academic objective on the page.

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

UNIT SUMMARY

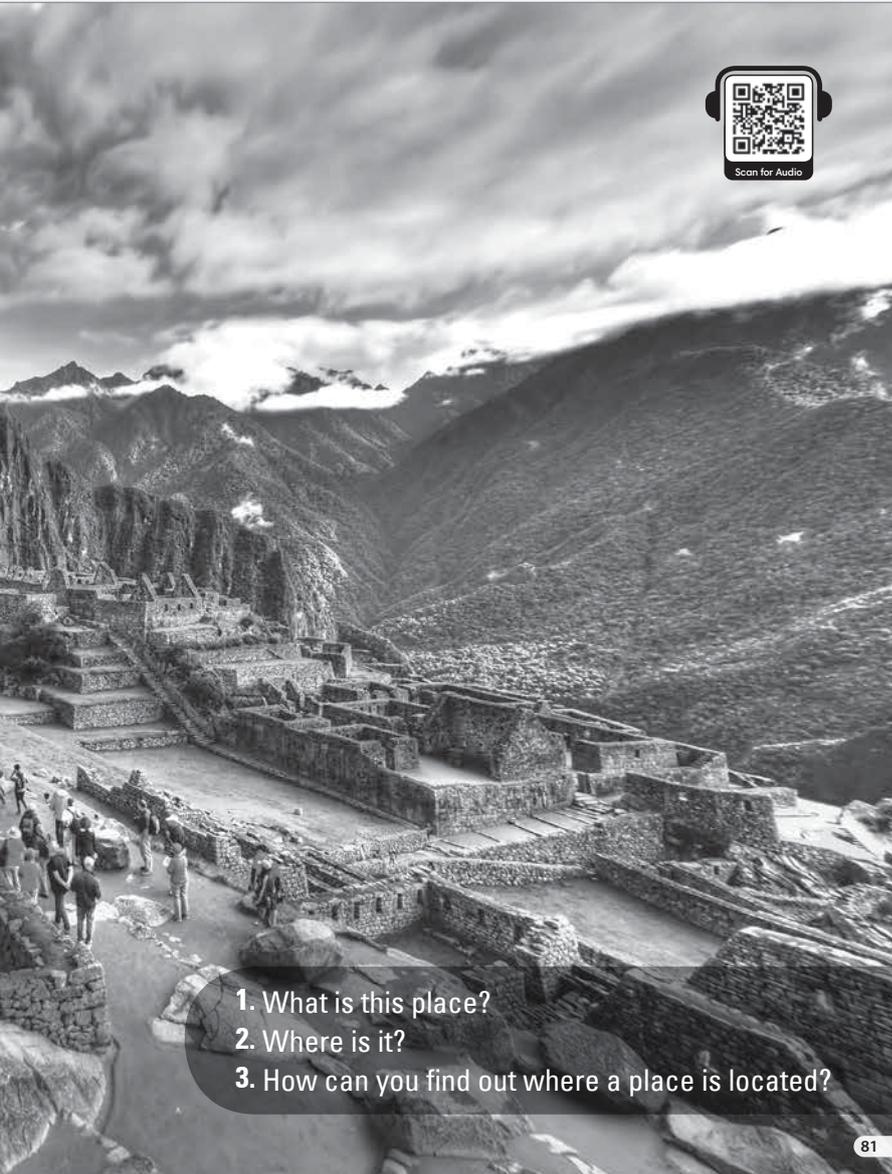
Language Learning Objectives

New Words: continent, hemisphere, landscape, diverse, grassland, wetland, desert, mountain range

Bonus Words: flat, point

Structure Focus: Definite Article

Reading Format: Magazine article



1. What is this place?
2. Where is it?
3. How can you find out where a place is located?

81

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

1. What is this place?

Sample answer: *It looks like an ancient place.*

2. Where is it?

Sample answer: *I think it's in Peru, a country in South America.*

3. How can you find out where a place is located?

Sample answer: *I can look at a map to find where a place is located.*

Level Tips

Low-Level Students: After completing the new words activity on page 82, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 82, check the answers by giving students 1-2 minutes to memorize the new words on page 82, and then ask them to close the book and recall each word from memory.

WELCOME TO SOUTH AMERICA

- Geography
- Comprehension
- Reading Skill: Interpreting Visual Information

Warm-Up

Where is South America?
 What geographical features do you think you can find in South America?
 What geographical feature can you see mostly in your country?

NEW WORDS

A Listen. Match the numbers and letters, then write. 

- | | | | |
|--|---|---|--|
| 1 continent
<i>(n)</i> one of the large areas of land on Earth | 2 hemisphere
<i>(n)</i> a half of the Earth | 3 landscape
<i>(n)</i> all the features of an area of land | 4 diverse
<i>(adj)</i> made up of things or people different from each other |
| 5 grassland
<i>(n)</i> land covered with grass and plants but not with bushes or trees | 6 wetland
<i>(n)</i> an area of land that is covered with low water | 7 desert
<i>(n)</i> an area of very dry and very hot land covered with sand | 8 mountain range
<i>(n)</i> a group of mountains in the same area |

a 2  <u>hemisphere</u>	b 7  <u>desert</u>	c 5  <u>grassland</u>	d 4  <u>diverse</u>
e 8  <u>mountain range</u>	f 1  <u>continent</u>	g 3  <u>landscape</u>	h 6  <u>wetland</u>

82 Vocabulary: Learn the meanings of the new words.

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

1. Where is South America?

Sample answer: *It is on the southern part of the American continent.*

2. What geographical features do you think you can find in South America?

Sample answer: *I can find mountains and wetlands.*

3. What geographical feature can you see mostly in your country?

Sample answer: *I can see a lot of mountains in my country.*

Explain to the students that they will read about the landscape of South America. Show the students where South America is on a map or globe. Tell them that because South America is a big continent, there are different landscapes and temperatures.

Play audio **track 26** and ask students to say and write each word as they hear them.



7A

STRUCTURE: DEFINITE ARTICLE

B Read.

1. *The Pacific Ocean is on the westside of South America.*
2. *The Amazon is a rainforest.*

C Correct the underlined words and write.

1. An Amazon River is the world's second-longest river.
2. That is a Atacama Desert.
3. Most of South America is in some Southern Hemisphere.
1. **The Amazon River is the world's second-longest river.**
2. **That is the Atacama Desert.**
3. **Most of South America is in the Southern Hemisphere.**

BEFORE YOU READ Academic Objective Question: What geographical features are in South America?

83

Level Tips 

Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class. Definite article *the* is used with some geographical names. For all the names of any country that includes a noun in its name, any country that has its name in plural form, specific geographic points and regions, mountain ranges, rivers, seas, oceans, deserts, peninsulas, and hemispheres, you use *the* before the names. For all the continents, country names other than mentioned above, individual mountains, any streets, cities, towns, states, provinces, and lakes, you don't need to put the definite article. Write a few more examples on the board to help familiarize the structure in the students' minds. Complete the correction activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class.

High-Level Students: Ask the students to make connections between the contents of the passage and the landscape of their country.

READING

Background This reading is about South America.

A Listen and read along. 27

WELCOME TO SOUTH AMERICA

South America is one of the seven continents on our planet. It is the fourth-largest continent. The Atlantic Ocean is to the east of South America. And the Pacific Ocean is to the west.

Most of South America is in the Southern Hemisphere. Spring and summer are from September to February.

Fall and winter are from March to August.

The landscape of South America is diverse. Most people know about the Amazon rainforest. But there are also flat grasslands and soft wetlands. There are also many mountains and deserts.



84 Reading Format: A magazine is published regularly and contains different types of articles.

Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is a magazine article. Tell the students that there are many types of magazines for different purposes and different audiences. Explain that magazines are published regularly on a weekly, biweekly, monthly, quarterly, and even yearly basis. Tell them that there are many different types of articles in a magazine.

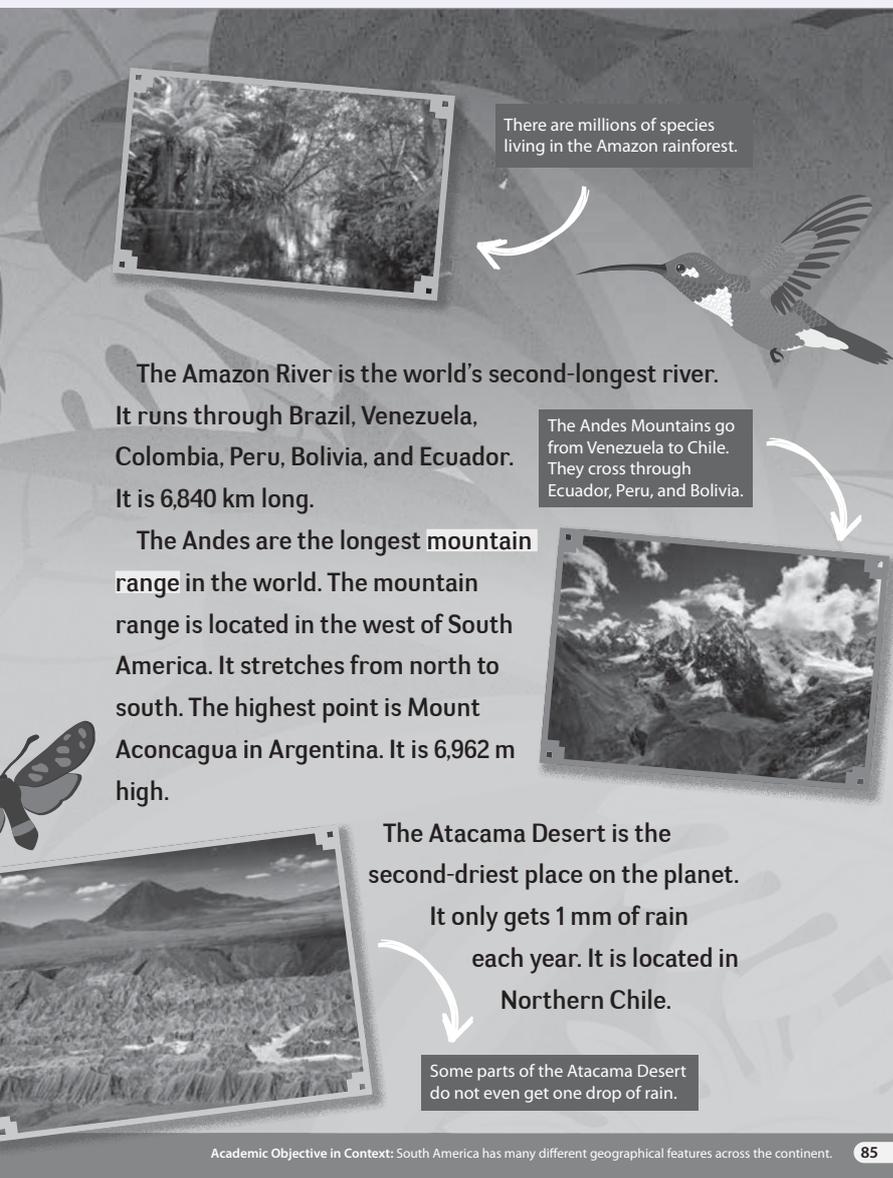
READING PASSAGE

PASSAGE DETAILS

Reading Format: Magazine Article

Academic Objective: Learn geographical features of South America.

Academic Objective in Context: South America has many different geographical features across the continent.



There are millions of species living in the Amazon rainforest.

The Amazon River is the world's second-longest river. It runs through Brazil, Venezuela, Colombia, Peru, Bolivia, and Ecuador. It is 6,840 km long.

The Andes are the longest mountain range in the world. The mountain range is located in the west of South America. It stretches from north to south. The highest point is Mount Aconcagua in Argentina. It is 6,962 m high.

The Andes Mountains go from Venezuela to Chile. They cross through Ecuador, Peru, and Bolivia.

The Atacama Desert is the second-driest place on the planet. It only gets 1 mm of rain each year. It is located in Northern Chile.

Some parts of the Atacama Desert do not even get one drop of rain.

Academic Objective in Context: South America has many different geographical features across the continent.

85

Review the title of the reading: Welcome to South America. Ask the students why they think this is the title. Explain this is because the passage introduces South America.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 27**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary.

Call students to discuss the different landscapes of South America. Ask the students where they would like to travel to or learn more about. Ask them to explain their reasons.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehensions questions, i.e. 2. Which country does the Amazon River run through? Correct answer: c. Brazil. Ask the students what other countries the Amazon River runs through.

READING COMPREHENSION

A Choose the best answers.

1. What is this reading about?
 a. South America b. the Amazon River c. landscapes d. culture
2. Which country does the Amazon River run through?
 a. Chile b. Argentina c. Brazil d. Paraguay
3. What is special about the Andes mountain range?
 a. It has the highest mountain. b. It's the longest mountain range.
 c. It goes from west to east. d. It's 6,840 km long.
4. Where is the Atacama Desert located?
 a. Peru b. Argentina c. Bolivia d. Chile

READING SKILL: INTERPRETING VISUAL INFORMATION

B Find the names of the places on the map and fill in the blanks.



1. The Amazon River is the world's second-longest river.
2. The Pacific Ocean is to the west of South America.
3. The Atlantic Ocean is to the east of South America.
4. The Atacama Desert is the second-driest place on Earth.
5. The Andes (Andes Mountains) are the longest mountain range in the world.

SUMMARY: INTERPRETING VISUAL INFORMATION

C Use the reading skill activity. Write the correct sentences.

1. The Amazon River is the world's second-longest river.
2. The Pacific Ocean is to the west of South America.
3. The Atlantic Ocean is to the east of South America.
4. The Atacama Desert is the second-driest place on Earth.
5. The Andes (Mountains) are the longest mountain range in the world.

Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *interpreting visual information* means using pictures, diagrams, graphs, and maps to get more information. Ask the students to complete the sentences using the map. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.

WELCOME TO SOUTH AMERICA

7B

- Fluency Reading
- Writing Skill: Identifying Details
- Integrate IT

Warm-Up

What do you see in this picture?
What kind of landscape is this?
Where in South America do you think this place is?

VOCABULARY REVIEW

A Choose the correct words to complete the sentences.

- The Himalayas are a _____ that has more than 100 mountains.
a. grassland **b. mountain range** c. desert
- Turtles, fish, and ducks are some animals that live in _____.
a. wetlands b. landscapes c. continents
- North America is in the Northern _____.
a. Continent **b. Hemisphere** c. Desert
- Antarctica is the coldest _____ in the world.
a. hemisphere b. grassland **c. continent**
- The animal life in the Amazon rainforest is _____.
a. diverse b. wetland c. landscape
- It does not rain much in the _____.
a. wetland b. grassland **c. desert**
- I like to paint pictures of _____ with mountains, trees, and lakes.
a. hemispheres **b. landscapes** c. deserts
- You can see zebras, lions, and elephants in the _____ of Africa.
a. grasslands b. mountain ranges c. wetlands

Vocabulary Skill: Use the vocabulary in context.

87

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocab review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up question on the first page of Lesson B. Make a connection to the real world using the picture.

1. What do you see in this picture?

Sample answer: *I see grass, a tree, the sky, and clouds.*

2. What kind of landscape is this?

Sample answer: *It looks like a grassland.*

3. Where in South America do you think this place is?

Sample answer: *I think it's in Paraguay.*

Complete the vocabulary review as a class or individually and then check the answers together as a class.

Level Tips

Low-Level Students: Teach the students how to do the reading speed calculation. Record the class reading time together.

High-Level Students: Teach the students how to do the reading speed calculation. Record their individual reading time after doing the activity together.

FLUENCY READING

A Listen, write, read again, and learn two bonus words.

WORD BOX

diverse	Hemisphere	desert	flat	mountain range
point	continent	landscape	grassland	wetland

Welcome to South America

South America is the fourth-largest 1. continent. The Atlantic Ocean is on the east. And the Pacific Ocean is on the west. Most of South America is in the Southern 2. Hemisphere. Spring and summer are from September to February. Fall and winter are from March to August. The 3. landscape of South America is 4. diverse. It is not just the Amazon rainforest. The Pantanal is the world's largest 5. wetland. It rains a lot every year. It covers Brazil, Bolivia, and Paraguay. The Pampas is a 6. grassland. It is mostly 7. flat with no mountains. Cows and horses eat plants here. The Andes Mountains are the longest 8. mountain range in the world. The mountain range is located in the west. It stretches from north to south. The highest 9. point is Mount Aconcagua in Argentina. It is 6,962 m high. The Atacama 10. Desert is the second-driest place on the planet. It only gets 1 mm of rain each year. It is located in Northern Chile.

B Do sustained silent reading.

Class reading time: seconds

C How often are magazines published?

- a. sometimes
- b. always
- c. regularly



Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 28**.

After listening to the audio, tell the students to do the reading activity in activity B. Explain to the students that they can measure the reading speed by dividing the number of words read by the number of seconds taken to read those words. However, remind the students that speed isn't everything unless the reading has been comprehended.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

WRITING SKILL: IDENTIFYING DETAILS

A Look back at the story. Add each detail into its topic box.

<p>1. The Pantanal i, g</p>	<p>2. The Pampas a, c</p>	<p>3. The Andes b, d, h</p>	<p>4. The Atacama Desert e, f</p>
--	--------------------------------------	--	--

a. It is mostly flat.
 b. Mount Aconcagua is its highest point.
 c. Cows and horses eat plants here.
 d. It is 6,962 m high.
 e. It is found in Northern Chile.

f. There is hardly any rain here.
 g. It stretches across Brazil, Bolivia, and Paraguay.
 h. It stretches from the north to the south of the continent.
 i. It receives a lot of rain.

WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit.

Interpreting Visual Information + Identifying Details

Look at the map. Write sentences about what you see on the map. Give details.



1. The Pantanal **receives a lot of rain. It stretches across Brazil, Bolivia, and Paraguay**
2. The Pampas **is mostly flat. Cows and horses eat plants here**
3. The Andes **stretches from the north to the south of the continent. Mount Aconcagua is its highest point. It is 6,962 m high**
4. The Atacama Desert **is found in Northern Chile. There is hardly any rain here**

Writing Skill: Identify details from the visual information of the map of South America.

Level Tips

Low-Level Students: Complete the writing plan together as a class.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class.

Writing Skill:

Introduce the writing skill to the students. Tell them that *identifying details* means writing details and information to support the main idea and topic sentences. Tell the students that writing the stories in detail makes the story stronger. Tell them to look back at the story and complete the chart. Explain that using sequencing in this way will make them good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *interpreting visual information*. Tell them that they will use that reading skill again to put the information from the writing skill activity into organized information about the reading. Complete the writing and review as a class.

Level Tips

Low-Level Students: Ask the students if there were any parts of the AR or audio that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the audio and review the meaning of those words together as a class to support vocabulary expansion.

INTEGRATE IT: AR IMAGES

A Preview.

These days, people usually use digital GPS maps in their cars to help them get where they need to go. What are some other reasons people use maps?

Think and answer the question above.

Response They use maps to see continents or countries they are interested in.

B View and think about the questions in part C while you watch.

Learn more about maps!



DISCUSSION

C Discuss the questions with a partner. Write the answers.

Think while you watch:

- What is the difference between a map and a GPS?
A map shows areas like cities and countries, showing their main features. GPS shows the current position and the destination on the map.
- Why do we need different kinds of maps?
Each map has a special function. We can find the information we want from each of them.
- Who uses these different kinds of maps?
Explorers and adventurers use these maps.

Explain to the students that they will see the maps learned through AR. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the answer that you will write down as a class.

Sample answer: *They use maps to see continents or countries they are interested in.*

Before looking at the images in detail, read each question in part C together as a class. Tell the students these questions will be answered as they view the AR pictures. Show the AR images through the device provided and play the audio. You can have students play with the AR images. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 07

A Match.

- | | | |
|-------------------|-----|--|
| 1. continent | • h | • a. (n) a group of mountains in the same area |
| 2. hemisphere | • j | • b. (n) a specific position, location, or place |
| 3. landscape | • c | • c. (n) all the features of an area of land |
| 4. diverse | • i | • d. (adj) having a smooth, even surface |
| 5. grassland | • e | • e. (n) land covered with grass and plants but not with bushes or trees |
| 6. wetland | • f | • f. (n) an area of land that is covered with low water |
| 7. desert | • g | • g. (n) an area of very dry and very hot land covered with sand |
| 8. mountain range | • a | • h. (n) one of the large areas of land on Earth |
| 9. flat | • d | • i. (adj) made up of things or people different from each other |
| 10. point | • b | • j. (n) a half of the Earth |

B Unscramble and write.

the rainforest know people about Most Amazon

Most people know about the Amazon rainforest.

C Review.

Academic Objective	South America is in the Northern Hemisphere.	True	False
Reading Skill	I can understand visual information and how it is related to a reading.	☺	☺☺
Writing Skill	I can identify supporting details and use them in my writing.	☺	☺☺
Integrate IT	I can discuss and make observations about maps. I got _____ discussion questions correct in this unit.	1	2 3

Self-Assessment: Demonstrate competency and knowledge that was learned. 91

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubric to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, the two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in the three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

UNIT SUMMARY

Unit 8: Art

Academic Objective: Learn how art can change cities.

Academic Objective in Context: Public art takes a lot of work to create and build. Cities pay people to decide what will look interesting and make the city an exciting place.

UNIT INTRODUCTION

(UNIT 08) Art

ART IN THE CITY

ACADEMIC OBJECTIVE

- Learn how art can change cities.

LESSON A

- Reading Format: Interview
- Comprehension
- Reading Skill: Making Inferences

LESSON B

- Fluency Reading
- Writing Skill: Giving Reasons
- Integrate IT: QR Code Video

92

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

Review the academic objective on the page.

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

UNIT SUMMARY

Language Learning Objectives

New Words: curator, decide, stressful, satisfied, construction, steel, sculpture, take part

Bonus Words: material, texture

Structure Focus: Modal verbs of ability

Reading Format: Interview



1. What can you see in this picture?
2. What does it make you think about?
3. Why is art put in cities?

93

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

1. What can you see in this picture?

Sample answer: *I can see pieces of mirrors hanging.*

2. What does it make you think about?

Sample answer: *It makes me think about mosaic art work.*

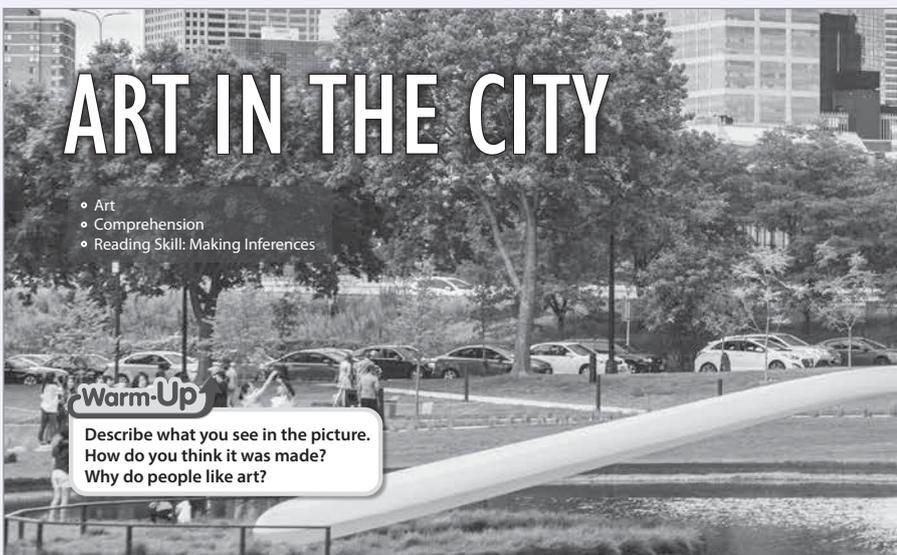
3. Why is art put in cities?

Sample answer: *It is put around to make the city look beautiful.*

Level Tips

Low-Level Students: After completing the new words activity on page 94, check the answers by asking students to read the words and spell them.

High-Level Students: After completing the new words activity on page 94, check the answers by giving students 1-2 minutes to memorize the new words on page 94, and then ask them to close the book and recall each word from memory.



ART IN THE CITY

- Art
- Comprehension
- Reading Skill: Making Inferences

Warm-Up

Describe what you see in the picture.
How do you think it was made?
Why do people like art?

NEW WORDS

A Listen. Match the numbers and letters, then write.  30

- | | | | |
|--|---|--|--|
| 1 curator
(n) a person who is in charge of a museum or a collection | 2 decide
(v) to choose something after thinking about several possibilities | 3 stressful
(adj) making you stressed | 4 satisfied
(adj) pleased because something happened in the way you wanted |
| 5 construction
(noun adjunct) related to the work of building houses, offices, bridges, etc. | 6 steel
(n) a very strong metal made from iron | 7 sculpture
(n) a piece of art made from stone, wood, clay, etc. | 8 take part
(phr) to be involved in an activity |

a  7 sculpture	b  4 satisfied	c  8 take part	d  2 decide
e  5 construction	f  1 curator	g  3 stressful	h  6 steel

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

1. Describe what you see in the picture.

Sample answer: I can see a big sculpture of a spoon in a park.

2. How do you think it was made?

Sample answer: It was made with metal.

3. Why do people like art?

Sample answer: It can be refreshing to see art.

Explain to the students that they will read an interview with someone who is an art curator for the city. They will learn about what she does.

Play audio **track 30** and ask students to say and write each word as they hear them.



8A

STRUCTURE: MODAL OF ABILITY

B Read.

1. I am able to help at the festival.
2. They are able to build a large tower.

C Correct the underlined words and write.

1. He is abled to design the art.
2. We be able to help with the project.
3. I am able for help you with that.

1. He is able to design the art.

2. We are able to help with the project.

3. I am able to help you with that.

BEFORE YOU READ Academic Objective Question: How is the art in our cities chosen?

95

Level Tips

Low-Level Students: Use the free downloadable worksheet for additional practice with the structure before reading.

High-Level Students: Write a few more examples on the board with intentional mistakes. Call on individual students to correct the mistakes.

The structure in each unit is meant to highlight a key grammatical structure that is covered in the reading passages of the units.

The intended purpose of highlighting the structure is to review and demonstrate how the structure is used in an authentic way.

Read the structure together as a class. Modals of ability show the capability to act or to do something in a certain situation. The phrase *be able to* is used when the ability to do something in present or future.

Write a few more examples on the board to help familiarize the structure in the students' minds.

Complete the correction activity as a class and review the correct answers with the students.

Before turning the page, ask the students the academic objective question. This question focuses on the academic content learning goals of the unit. Focus more on that than on the language learning goals when you discuss answers with students. Use your native language if necessary. Teach students unknown words that may arise as they try to answer the academic objective question. Probe the class to see if there are differing opinions or if everyone agrees on a consensus answer. Ask the students to keep this question in mind as they read the passage on the next page.

Level Tips

Low-Level Students: After listening to the audio, reading, and clarifying any additional unknown words, read the passage together again as a class. Allow students to role-play different characters.

High-Level Students: Ask the students to make connections between the contents of the passage and the art they can see around their city.

READING

Background This reading is about a public art curator's job.

A Listen and read along.

ART IN THE CITY

Could you tell us about yourself?

Hi, I'm Eleanor. Thank you for having me, Tim. I am the city's public art curator. I'm the one who decides which art pieces are put around the city. It's a great job, but it can be a little stressful.

In your opinion, what makes a good piece of public art?

Every art piece should be different, fresh, and entertaining. Some might be surprising, beautiful, or even scary. That's what makes art exciting. If art changes how people see the city, then I'm satisfied.

The public sees your work all over the city. You must be so busy!

I'm not the only one working on this. It's a team effort. The ideas come from the artists. I work with the city government, which tells me what we are able to do, what we can afford, and what is safe for the public. I also work with construction crews who build, install, and look after the art.



In 2023, these colorful bubbles attracted many viewers in Singapore.

Introduce the background of the reading using the background information at the top of the page.

Explain to the students that the reading format of this passage is an interview. An interview is when someone asks a question and another person answers. Tell the students that an interview is a good way to learn about someone and their experiences.

READING PASSAGE

PASSAGE DETAILS

Wow, that doesn't sound very easy.

Yes. Take Dongho Kim's huge, shiny steel box outside City Hall for example. That sculpture weighs as much as a jumbo jet. We had to use a helicopter to put all seventy-five sections in place!

I had no idea. Can you tell us about any future projects you have in the works?

This summer, the city will have an international art festival. Artists from over thirty countries will take part, so you will be able to see free art from many different cultures all over the city.

That sounds fantastic. I'll see you there!



In 2022, this bench sculpture in Vienna, Austria, gave people a place to rest or talk.



Cloud Gate, by the British sculptor Anish Kapoor, can be found in the center of Chicago.

Academic Objective in Context: Public art takes a lot of work to create and build. Cities pay people to decide what will look interesting and make the city an exciting place.

97

Review the title of the reading: Art in the City. Ask the students why they think this is the title. Explain this is an interview about an art curator who works for the city.

Tell students to read along quietly while they listen to the audio track. Tell them to circle any unknown words while they listen. Play audio **track 31**.

After the track is finished, ask the students if there are any unknown words that they circled. Review the meaning of those words and how they are used in the passage. Use your native language to do this if necessary. Call students to discuss what Eleanor does. Ask the students to discuss who she works with and how she works. Ask them why they think art is important in the city.

Ask the students to recall the academic objective question from the second page of lesson A. Now ask them to read the academic objective in context at the bottom of this page. This should help the students with the academic content learning goal of this unit. Discuss and explain further if necessary.

Level Tips

Low-Level Students: While completing both the comprehension questions and the reading skill activity, allow the students to turn back to the passage to locate the correct answers in the passage. Offer guidance and assistance as needed, such as pointing out which parts of the reading students should look in to find each correct answer.

High-Level Students: Ask students follow-up questions to the comprehension questions, i.e. 2. Her job is to decide what art to put in the _____. Correct answer. d. city. Ask the students what they kind of art they would like to put in the city.

READING COMPREHENSION

A Choose the best answers.

- The person being interviewed is _____.
a. Tim b. Kim c. Eleanor d. Dongho
- Her job is to decide what art to put in the _____.
a. park b. square c. museum d. city
- Dongho's work is as heavy as a _____.
a. tower b. helicopter c. jumbo jet d. city hall
- Artists will come from all over the _____ to take part in the festival.
a. city b. world c. country d. nation

READING SKILL: MAKING INFERENCES

B Read the sentences and match them to an inference you can make.

1. If art changes how people see the city, then I'm satisfied.	• b	• a. I think Eleanor has to consider many things to do her job.
2. I work with the city government, which tells me what we are able to do, what we can afford, and what is safe for the public.	• a	• b. I think Eleanor cares a lot about the city.
3. It's a team effort.	• c	• c. I think many people work with Eleanor.
4. I also work with construction crews who build, install, and look after the art.	• d	• d. I think Eleanor does not install the artwork herself.

SUMMARY: MAKING INFERENCES

C Use the reading skill activity. Write sentences about Eleanor and her job.

- Eleanor is satisfied if art changes how people see the city. I think Eleanor cares a lot about the city.
- Eleanor works with the city government, which tells her what she and the artist are able to do, what they can afford, and what is safe for the public. I think Eleanor has to consider many things to do her job.
- Eleanor thinks her job is a team effort. I think many people work with Eleanor.
- Eleanor works with construction crews who build, install, and look after the art. I think Eleanor does not install the artwork herself.

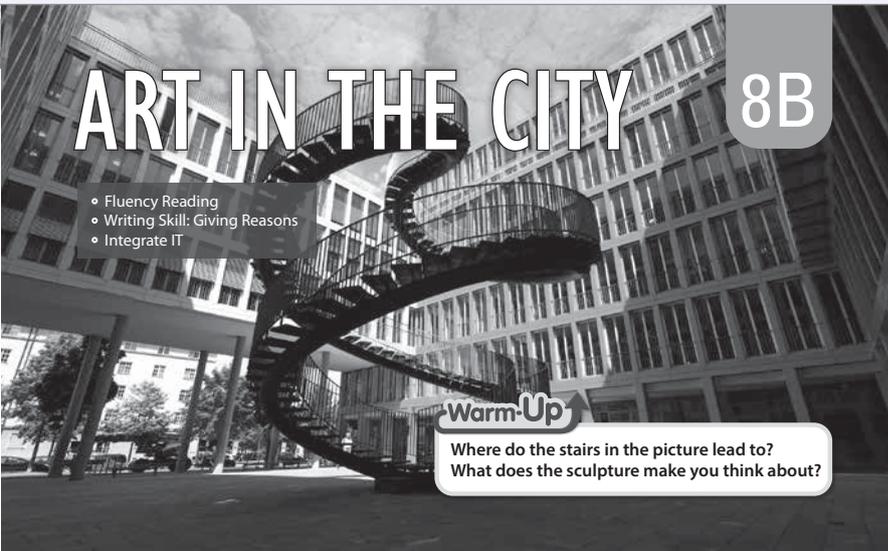
Reading Comprehension:

Ask the students to recall the correct information from the passage. Go through each question and correct answer together as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number.

Reading Skill:

Explain to the students that *making inferences* means making educated guesses based on what we already know. When choosing the correct answer, you have to think carefully about why the person might have said certain things or felt certain way or might do based on the facts of the story. Tell the students to make inferences for each sentence. Complete the activity together as a class.

Ask students to complete the summary. After allowing students enough time to write all the answers in the summary section, randomly call students to read their answers.



- Fluency Reading
- Writing Skill: Giving Reasons
- Integrate IT

Warm-Up

Where do the stairs in the picture lead to?
What does the sculpture make you think about?

VOCABULARY REVIEW

A Fill in the blanks with the correct words.

curator	decide	stressful	satisfied
construction	steel	sculpture	take part

- We are trying to decide where to put this sculpture.
- It needs to be strong and shiny, so we will use steel to make it.
- It will take the construction workers three weeks to build it.
- Great! We are really satisfied with how the sculpture looks.
- It was very stressful when the sculpture fell and broke.
- We hope that local artists will take part in the festival.
- The curator has chosen five new sculptures for the city.
- The artist used wood and clay to make the sculpture.

Vocabulary Skill: Use the vocabulary in context.

99

Level Tips

Low-Level Students: Tell the students to turn back to the new words page in Lesson A and review the meaning of each word. Then use the free downloadable worksheet for additional vocabulary practice before completing the vocabulary review on this page.

High-Level Students: Ask students to write one additional sentence for each vocabulary word in a notebook or beneath each sentence on this page in the student book. Randomly call students to share the sentences they wrote.

Quickly review the learning objectives of Lesson B.

Look at the picture. Discuss the picture and the warm-up question on the first page of Lesson B. Make a connection to the real world using the picture.

1. What do the stair in the picture lead to?

Sample answer: *The staircase doesn't lead to anything.*

2. What does the sculpture make you think about?

Sample answer: *It makes me think about something repeated over and over and never end.*

Ask students to provide additional information about their country's flag.

Complete the vocabulary review as a class or individually and then check the answers together as a class.

Level Tips

Low-Level Students: Teach the students how to do the reading speed calculation. Record the class reading time together.

High-Level Students: Teach the students how to do the reading speed calculation. Record their individual reading time after doing the activity together.

FLUENCY READING

A Listen, circle, read again, and learn two bonus words.  32

Art in the City

Hello again, Eleanor. I know the weather wasn't great, but how was the art festival?

As far as I could tell, Tim, everybody enjoyed it. So, I was (stressful / **satisfied**). More importantly, I think people were left with a positive image of our city.

Which piece of art was the most popular?

Open House was probably the most popular piece. It was near the river. It was a large, exciting, colorful (steel / **sculpture**) that brightened up the area.

I loved that piece! It made me want to spend more time by the river. How did you choose the location?

Well, the artist could not (**decide** / take part) on a location. But, as the (sculpture / **curator**) it was my job to ensure the festival opened on time! I suggested putting it by the river because the sculpture could play wonderfully with the light and water in the area.

How long did the (**construction** / material) crews take?

They took two weeks. It was a (**stressful** / satisfied) process because of the (**material** / curator) used. The piece is made of large, thick, heavy pieces of (sculpture / **steel**).

I noticed it had a smooth (sculpture / **texture**). How did the artist achieve this?

Interestingly, it was painted with the same paint used on cars.

Amazing. Well, congratulations on an exciting and colorful new event, Eleanor. Hopefully, I can (**take part** / decide) in the festival myself next year.

B Do popcorn reading.

Class reading time: _____ seconds

C What language does the English word "interview" originally come from?

a. Spanish b. German **c. French**

Find the two bonus words in the table of contents. Teach the students what these words mean. Tell the students to listen, read along, and write the words from the word box into the blanks of the passage as they listen to the audio. Play audio **track 32**.

After listening to the audio, tell the students to do the reading activity in activity B. Explain to the students that they can measure the reading speed by dividing the number of words read by the number of seconds taken to read those words. However, remind the students that speed isn't everything unless the reading has been comprehended.

Ask the students if they remember what the reading format of this passage is. Briefly discuss it and circle the correct answer.

WRITING SKILL: GIVING REASONS

A Look back at the story. Give reasons for each inference.

1. I think it rained at the festival because Tim said the weather wasn't great.
2. I think people came to the festival from far away because Eleanor said people left with a positive image of the city.
3. I think Tim touched the statue because he said it felt smooth.
4. I think Tim is an artist because he said he wants to take part in the festival next year.

WRITING PLAN

B Complete the writing plan. Use the reading and writing skills of this unit.

Making Inferences + Giving Reasons

1. Did Eleanor think the art festival was successful?
2. Had Tim been to the river before?
3. Why was the sculpture near the river?
4. Was this a new art festival for the city?

1. I think Eleanor thought the festival was successful because she says everyone enjoyed it and left with a positive image of the city.
2. I think Tim had been to the river before because said the sculpture made him want to spend more time by the river.
3. I think Eleanor sculpture was near the river because the artist wasn't able to decide on the location and Eleanor thought the sculpture would go well with the light and the water in the area.
4. I think this was a new art festival for the city because Tim called it a new event.

Level Tips

Low-Level Students: Complete the writing plan together as a class.

High-Level Students: Have students complete the writing plan individually. Check the answers together as a class. Encourage students to write an additional sentence about the event.

Writing Skill:

Introduce the writing skill to the students. Tell them that *giving reasons* means explaining and supporting your topic sentences and main idea. Tell students that giving reasons in the writing can strengthen the facts of the story. Students should look back at the story to give reasons for their inferences. Explain that giving reasons will help them become good writers.

Writing Plan:

Ask the students to recall the reading skill from this unit: *making inferences*. Tell them that they will use that reading skill again to put the information from the writing skill activity into organized information about the reading.

Level Tips

Low-Level Students: Ask the students if there were any parts of the video that they didn't understand. Replay those sections and explain in your native language to promote and support deeper understanding.

High-Level Students: Ask the students to record any unfamiliar words from the video and review the meaning of those words together as a class to support vocabulary expansion.

INTEGRATE IT: QR CODE VIDEO

A Preview.

All cities need public art. Do you agree with this? Why or why not?

Think and answer the question above.

Response **I agree because public art can give us relaxation and joy.**

B View and think about the questions in part C while you watch.



DISCUSSION

C Discuss the questions with a partner. Write the answers.

Think while you watch:

1. What do people feel about *The Angel of the North* today?
People like The Angel of the North today because they feel it represents where they live.
2. What do the three sculptures have in common?
All three sculptures are large and are made of steel.
3. If you were an artist, what would you design for your city?
If I was an artist, I would make a tiger sculpture as it is a symbol of my country.

Explain to the students that they will now watch a video about the culture of Brazil. Read the quote from the preview and brainstorm answers as a class. Come to an agreement about the answer that you will write down as a class.

Sample answer: *I agree because public art can give us relaxation and joy.*

Before watching the video, read each question in part C together as a class. Tell the students these questions will be answered as they watch the contents of the video. Show the video. Give the students some time to discuss the questions. This can be done in pairs, in small groups, or together as a class. Go over the answers as a class.

SELF-ASSESSMENT

UNIT 08

A Match.

- | | | |
|-----------------|-----|--|
| 1. curator | • d | • a. (n) a solid substance from which things can be made |
| 2. decide | • c | • b. (n) the way that something feels when you touch it |
| 3. stressful | • f | • c. (v) to choose something after thinking about several possibilities |
| 4. satisfied | • i | • d. (n) a person who is in charge of a museum or a collection |
| 5. construction | • h | • e. (n) a piece of art that is made from stone, wood, clay, etc. |
| 6. steel | • j | • f. (adj) making you stressed |
| 7. sculpture | • e | • g. (phr) to be involved in an activity |
| 8. take part | • g | • h. (noun adjunct) related to the work of building houses, offices, bridges, etc. |
| 9. material | • a | • i. (adj) pleased because something happened in the way you wanted |
| 10. texture | • b | • j. (n) a very strong metal made from iron |

B Unscramble and write.

were to the see We sculptures at art festival able

We were able to see sculptures at the art festival.

C Review.

Academic Objective	Public art is found only in galleries and museums.	True	False
Reading Skill	I can make reasonable inferences related to the passages I read.	☺	☺☺
Writing Skill	I can give reasons to support my inferences.	☺	☺☺
Integrate IT	I can discuss and make inferences about public art. I got _____ discussion questions correct in this unit.	1	2

Use the grading rubric to perform your own assessment of each student's progress for this unit. Adjust the rubrics to match the level of your students as necessary.

Level Tips

Low-Level Students: Allow students to turn back to the pages of the unit to find the answers. Check the answers together as a class.

High-Level Students: Treat the page as a sort of quiz.

Complete the vocabulary check. Review the correct answers as a class. Ask students to record how many answers they get correct or incorrect with circles and slashes over each question number. Ask students to unscramble the sentence individually. Check the answers together as a class. Review the academic objective statement. Ask the students who think the answer is true to raise their hands. Do the same for students who think the statement is false. Tell students the correct answer and talk about why that answer is correct. Ask students to evaluate their own work on the reading skill section in Lesson A, the writing skill section in Lesson B, and the questions on the Integrate IT page. Tell them to use the number of mistakes they made to guide their self-assessment. If they couldn't get anything correct they should fill in the single smiley face; if they made a few mistakes, the two smiley faces; and if they only made a couple of small mistakes, or none, they can fill in the three smiley faces. This allows the students to assess where they need to improve and you to align your assessment as the teacher with the students' understanding of their own performance.

