On the Cover

RED FOX

FAST FACTS

Type: mammal

Group name: skulk

Average lifespan in the wild: 2 to 4 years

Size: Head and body, 46 to 86 cm (18 to 33.75 in.); Tail, 30.5 to 55.5 cm (12 to 21.75 in.)

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Book + Media ISBN: 978-1-305-09350-8

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Explore Our World Online

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Password: natgeo

Printed in the United States of America
1 2 3 4 5 6 7 8 16 15 14 13

For Educators

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Password: natgeo
Introduction

Explore Our World, a six-level primary series from National Geographic Learning, uses real-world content, stunning photographs and video from National Geographic, and a variety of interactive digital resources to fully engage and motivate students as they learn about the world in English. Young learners will be captivated by the beautiful photography and high-interest content relevant to their world as they learn about people and places from across the globe. Explore Our World is unique in the way that it brings the real world, with all its beauty and diversity, into the English language classroom.

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UNIT OPENER

The Unit Opener uses high-interest photographs to engage students, present the unit theme, and provide opportunities for speaking and listening.

A goal-setting activity focuses student attention.

A teacher-led warm-up activity provides suggestions for pre-teaching of unit themes and target structures.

Image captions provide useful cultural and geographic information for instructors to discuss with learners.

RESOURCE

Lesson Planner with Audio CD and Teacher’s Resource CD-ROM

The Explore Our World Lesson Planner, with Audio CD and Teacher’s Resource CD-ROM, provides everything needed to successfully plan, teach, and supplement lessons:
- a detailed scope and sequence
- explicit instructions for teaching vocabulary, grammar, and songs
- answer keys and audio scripts for activities in the Student Book and Workbook
- support for teaching English in English
- teaching tips for using the Explore Our World Video and the Classroom Presentation Tool
- an Audio CD containing recordings of exercises, activities, and readings in the Student Book

Audio CD

The Explore Our World Audio CD provides audio content that aligns with all Student Book content:
- language presentation and review
- contextualized vocabulary
- original songs
- readings
- games and activities

VOCABULARY

Target vocabulary is presented visually, using photographs and photo-realistic art, to create interest and enhance retention.

Mascots model dialogues that help students use target language to communicate.

All target language is recorded on audio CDs to help students with pronunciation and practice.
**Grammar 1/Vocabulary 2**

Grammar lessons include natural examples of real-world language.

Sticker activities in each unit provide reward, motivation, and interactive practice.

**Grammar 2/Song/The Sounds of English**

Additional grammar is presented through photographs, illustrations, and activities. Group and pair work gives learners the chance to use structures in conversation as they collaborate with classmates.

A unit song supports the unit theme. Lyrics incorporate unit target vocabulary and grammar. Each song is easy to learn and remember, and models natural rhythm and intonation.

The Sounds of English activities found in every unit provide opportunities for students to listen to and practice English pronunciation.

**Explore Our World Picture Cards including The Sounds of English**

The Explore Our World Picture Cards including The Sounds of English provide additional support for vocabulary and English pronunciation and phonics. Picture Cards include:

- full-color, double-sided picture cards for target vocabulary.
- The Sounds of English Cards include individual and contrasted English sounds with related images and spellings.

All Explore Our World Picture Cards including The Sounds of English are also available online through myNEConnect.
Satellites are machines in space that circle Earth. They help us talk to people on the other side of the planet. They can also study the planet's weather.

This satellite is called GeoEye 1. It’s the same size as a big car. It takes photos of our planet. These photos can show continents and oceans. They can show streets and houses, too!

Eye in the Sky

Listen and read.

This is part of Asia, the biggest continent. Now we can see the countries clearly. Here we can see South Korea. Now we can see one town. This is Pohang in South Korea. Look! Can you see the river?

A satellite can see an open umbrella from space!

Work with a partner. Talk about your town. You can use a photo or map.

Explore your town.

Shanghai, China

How can you explore your town? It’s fun to find new things and places to explore.

Poster Sets
Eight full-color poster sets bring beautiful photography into the classroom, reinforce the unit theme, and feature National Geographic Explore Our World values.
The Explore Our World Assessment Book provides teachers with the tools they need to place their learners within the correct level of Explore Our World, plan their lessons based on what students already know, and assess students’ comprehension of and progress through the content of the Student Book.

Each Assessment Book includes photocopiable Quizzes, Mastery and Final Tests, as well as additional resources, including the following:

- an Explore Our World Placement Test and level Pre-Tests (Diagnostic Tests which help determine students’ language ability)
- Listening and Speaking scripts which provide guidance for the listening and speaking portions of the quizzes and tests
- Answer Keys
- an Audio CD, with recorded scripts for all of the quizzes and tests

Explore Our World Videos are available on a Video DVD and in the Classroom Presentation Tool DVD.

Professional Development Video

Using short videos of real classrooms and interviews with teachers from around the world, the Professional Development Video program, available on DVD, provides useful insights and practical advice on the following topics:

- developmentally appropriate activities
- managing classrooms for effective learning
- planning successful lessons
- 21st Century skills

Professional Development Classroom Presentation Tool

The Professional Development Classroom Presentation Tool, available on DVD, can be used to support formal training sessions and presentations on the topics in the Professional Development Video program.

EXPLORE OUR WORLD WEBSITES

Teachers and students can find student activities, Student Book and Workbook audio tracks, and other resources online at myNGconnect.

EXPLORE OUR WORLD VIDEO

Each Explore Our World Video is 20 minutes of fun-filled, fully integrated content:

- vocabulary and language presentation and review
- original songs
- games
- inspiring, real-world video
- Our World series Readers Story Time

Presented in highly manageable 3- to 5-minute clips, Explore Our World Video can be used before, during, or after instruction to preview, support, and review content. Explore Our World Videos are available on a Video DVD and in the Classroom Presentation Tool DVD.

RESOURCES

Assessment Book with Audio CD

To ensure that instructors are able to improve their classroom practice and get the most out of the Explore Our World teaching resources, Dr. Joan Kang Shin, a respected trainer of young-learner teachers in over 100 countries and series editor for Our World and Explore Our World, has developed the Our World series Professional Development Program.

Professional Development Video

Professional Development Classroom Presentation Tool
TEACHING WITH EXPLORE OUR WORLD

Our World Philosophy
The Our World series reflects key concepts and principles of English language teaching and learning.

- Students learn through a process of constructing meaning. They are active learners who try to make sense of their world through interaction in personal, social, and academic contexts. As they do, they gradually modify their understanding of how both the world and language work.
- Activities designed for young learners must provide multiple opportunities for understanding and construction of meaning at a level appropriate to the emotional and intellectual stages of the students’ development.
- Students learn effectively when they are challenged just one step beyond their current stages of cognitive and language development. They most often need support from a knowledgeable person at this time to successfully understand and incorporate new information.
- Goal-oriented learning contributes to young learners’ success. In addition to the larger goals of educating children to be responsible global citizens in the 21st century and to be knowledgeable and caring stewards of our planet, providing explicit language-learning goals helps learners understand the purpose of the activities they carry out. Young learners then have the opportunity to compare their outcomes to the original goals, important in judging their own progress.

- Learning about the world through theme-based teaching benefits young learners. Different topics provide informational structure and a meaningful basis for exploration through a variety of language learning tasks.
- Addressing the needs of the whole child in the language class includes attention to learning styles, learning strategies, critical thinking skills, 21st Century skills, and universal cultural values.
- In order to accurately evaluate progress, assessment of young learners must go beyond traditional paper-and-pencil tests. Multiple opportunities for concept checking and performance assessment provide different ways to determine students’ depth of learning. Young learners also benefit from peer- and self-assessment.

Explore Our World Content
Global Citizenship
To empower young learners for the 21st century, teachers of English as a foreign language must understand the global importance of English as well as what it means to be a global citizen. It is widely recognized that English is the world’s lingua franca. English is used internationally as the language for science, technology, business, trade, tourism, diplomacy, and global problem solving. Today’s children will grow up communicating in English with people from countries all around the world.

Real-World Content
Explore Our World uses real-world and multicultural content to help young learners grow up to become successful global citizens. Dramatic photos from around the world spark their curiosity and broaden their perspective by teaching them about the planet and different cultures. Through images and content, young learners explore other people, places, and societies and learn to care about our fascinating and ever-changing world. Their increased understanding of the world and their ability to communicate in English across cultures will prepare them to actively and successfully participate in the world of the future.

Multicultural Materials
When teaching English as a global language, it’s important to bring materials that represent different cultures into the classroom. Students are very open to learning about other cultures. It only makes sense to take advantage of their natural curiosity and openness by exposing them to different customs, traditions, and ways of life.

Explore Our World incorporates content from other cultures in every unit. For example, in the Level 6 unit called “Arts Lost and Found,” students learn about different traditions and art forms from other cultures, including storytelling through dance in Laos, cloth weaving in Ghana, and the 2000-year-old Chinese tradition of dragon-boat racing.

Cultural Connections
It’s also important to connect young learners to their home cultures in the English language classroom. Making connections to the local culture will help young learners relate to the content and build a stronger understanding of themselves and their place in the world. In addition, learning to express aspects of their own culture in English is another step toward effectively using English as a global language. Explore Our World helps young learners appreciate their own cultures and encourages them to keep their cultures strong.

Global Values
Each unit in Explore Our World has a National Geographic Values page that connects to the real-world content presented in the unit. These pages promote universally recognized values for students such as loving your family, being a good sport, and taking care of others. For example, in the Level 2 unit called “Awesome Animals,” the National Geographic Values page teaches students to respect animals.

In upper levels, the National Geographic Values page is titled “Mission,” and it highlights the work and words of a real-life National Geographic explorer. These explorers, including Aparajita Datta and Elizabeth Kapu’uwaihalani Lindsey, are from different parts of the world and contribute to the betterment of our planet.
Learning English through “Real-World” Content

The Our World series, including Explore Our World, takes into account current research and approaches in teaching language to young learners. Students learn language and content at the same time, so it’s natural and authentic to incorporate academic content into the English language classroom. Integrating content from different areas such as art, science, and social studies makes language learning more interesting and engaging. It will also help prepare young learners who may eventually study these subjects in English.

Contextualizing language instruction by integrating it with other learning provides opportunities to reinforce in English the academic skills and knowledge learned in other classes. A framework for this type of lesson should include four stages:

- **Processing text**
  This includes the use of texts that incorporate visual and text-structure markers such as headings and subheadings as well as features such as bold or italic text for emphasis.

- **Identification and organization of knowledge**
  This includes the use of graphic organizers such as tree diagrams, time lines, flowcharts, and tables.

- **Language identification**
  This includes the use of language features that help students to reproduce core content knowledge in their own words including the language of comparison and contrast, cause and effect, and speculation; it also includes features such as collocations, subject-specific vocabulary, and academic vocabulary.

- **Tasks for students**
  This includes the use of a variety of learner-appropriate tasks, both receptive and productive. Explore Our World uses subject-area content as the basis for motivating students to learn English and to support what they are learning in other areas of their curriculum. Each unit has a Reading page that integrates real-world content from various subject areas and teaches academic skills. For example, the Level 2 unit “Fun in Class” focuses on language for the classroom. The vocabulary includes various actions for classroom activities, such as reading, writing, counting, coloring, cutting, drawing, and gluing, as well as classroom objects such as scissors, markers, glue, and notebooks. The reading content, called “Paper Art,” describes the art of paper cutting in China and Mexico. This is cultural content that also integrates art and social studies.

21st Century Skills

Today’s students are growing up in an interconnected world. As English language teachers, our job is to help them become responsible global citizens and leaders of the future. The Framework for 21st-Century Learning deals with “the skills, knowledge, and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise, and literacies.” These skills can be categorized in four ways:

- **Ways of working**
  Students need to be able to communicate clearly and collaborate effectively. Explore Our World helps students use the vocabulary and language structures they are learning to both communicate about real-world content and collaborate on activities and projects that allow them to apply the English they are acquiring in meaningful ways.

- **Ways of thinking**
  Students also need to think creatively and critically. They need opportunities to learn how to make decisions and solve problems. Explore Our World challenges them to practice both these skills. For example, in Level 5 students learn about preparing for extreme weather and discuss the importance of protecting the oceans. In Level 6, students explore plant behaviors and adaptations, discuss how people in their community can reduce their human footprint, and learn about ancient civilizations.

- **Tools for working**
  English students today aren’t just learning English. They are preparing to enter a competitive global workforce. In order to be ready for the future, they need to be able to navigate technology and to extract information from many forms of media. They also need to acquire technology literacy, information literacy, and visual literacy. All of these needs are addressed in the Explore Our World Student Books, comprehensive video program, and interactive technology.

- **Skills for living in the world**
  It’s critically important for students to develop awareness of the skills and qualities that will help them achieve success in their future lives and careers. In Explore Our World, young learners are introduced in age-appropriate ways to concepts such as openness to new ideas and experiences, adaptability, and initiative. They learn about 21st-century professions, such as crisis mapper, and National Geographic Explorers are presented as potential role models.

Personal and social responsibility play a large part in students’ preparation for global citizenship as well. Students must commit to developing intercultural competence by building their knowledge of global cultures, by acquiring skills that enhance their interactions, and by refining their attitudes regarding cultural differences and customs. They must be willing to see the world from other points of view and to understand and respect cultural behaviors that are different from their own.

Throughout Explore Our World, young learners are introduced to people, places, and cultures from around the world. At the same time students are learning to recognize cultural similarities and appreciate differences, they are also encouraged to express their own culture in English as a first step to building their intercultural awareness and competence. In short, Explore Our World prepares students to be curious, engaged, and well-informed citizens of the 21st century.
**Visual Literacy**

Visual literacy is a necessary skill for the 21st century, which is increasingly image-, media-, and technology-driven. In the past, the term *literacy* referred to being able to read and write, but today it includes the interpretation of various kinds of texts in print and media. Visual literacy is the ability to construct meaning from images such as photos, illustrations, graphic organizers, signs, symbols, information graphics, and video.

Brain-based research shows that between 80 and 90 percent of the information we take in is visual. Learning a language, then, is not only reading and writing words; it is also being able to understand visual information and communicate it to others. An additional benefit of learning information simultaneously through text and visuals is that it can dramatically improve retention and recall.

Explore Our World uses a variety of images of different types to help young learners understand text and organize information; some examples are tables and charts, diagrams, mind maps, T-charts, maps, bar graphs, calendars, time lines, line graphs, Venn diagrams, cause-and-effect arrows, and pie charts.

**Video and Technology**

Video is a powerful tool that can bring the world into the classroom and the classroom to life. In learning language, video can be especially valuable because it can provide a real-world context that helps students experience the language in a natural and dynamic way. This will help them better understand how to use the language, and it makes learning more fun. The videos in Explore Our World are divided into short, manageable clips that present the following:

- **vocabulary** through amazing photos
- **grammar** in animated contexts
- **songs** performed by fun hosts
- **video** clips that give examples of real-world communication
- **stories** read by the hosts using images from the Our World series Readers

Explore Our World Video is flexible. For example, lessons can be presented from the Student Book first, and then followed by the corresponding segment in the video to review and check comprehension. Or the video can be used to present the language and then the Student Book can be used to review and practice. Either way, using the video helps contextualize language instruction and engage children in the classroom in fun and meaningful ways.

The Classroom Presentation Tool allows the introduction of many types of content, including video, audio, and interactive activities into the classroom using either an interactive whiteboard or a computer with a projector. Learning becomes more active and interactive using this digital classroom tool.

For example, young learners love games, and the Classroom Presentation Tool includes games that present and practice the Student Book lessons in new and unique ways. These activities allow for teaching and reteaching that will engage the whole class. With these games, students have opportunities to predict, to think critically, to work in teams, to sing along, and to use English in a safe and motivating environment that sets them up for success.

The computer is an excellent resource for English language learning and teaching. Explore Our World Student Activities, online and on CD-ROMs, encourage language practice through fun game environments that will entertain, inform, and motivate students. For example, they will play soccer against meerkats, puffer fish, polar bears, pigeons, mountain goats, and even alligators. They’ll clean up the ocean, feed chameleons, solve puzzles, and explore mysterious mazes, all while practicing and playing with English.

Interactive media provide a richer environment for learning and engage young learners in the ways they are used to learning, getting information, and entertaining themselves. More importantly, building students’ media and digital literacy skills helps prepare them to use English in the real world in the 21st century.
Characteristics of Young Learners

In order to teach young learners successfully, it is important to understand how students develop and how they learn. Effective materials reflect gradual growth in ability in the areas of gross and fine motor skills, language, cognition, and socialization. Students of different ages have different levels of development, and it is important that teachers use methods and activities that are appropriate for their students’ abilities.

In general, students are very energetic and spontaneous. They do not like to sit still for long periods of time and they have short attention spans. Although they can be easily distracted, they are very curious and will pay attention if the topic is interesting or if the activity is fun and engaging. Although these characteristics can make teaching young learners challenging and even difficult at times, they can also make the young learner classroom joyful and rewarding. Explore Our World keeps learners active and engaged by using developmentally appropriate activities that cater to their learning profiles.

Learning Styles

Young learners tend to process information about the world primarily through their senses. The sensory learning styles are visual, auditory, tactile, and kinesthetic.

• Visual learners
  Visual learners notice the details of their surroundings and use color, shape, and position to help them learn and remember information. They understand instructions for activities much better when they are shown what to do rather than told what to do. Visual learners respond well to board work and to activities involving photos, drawings, flash cards, posters, video, arts and crafts, murals, projects, puzzles, and board games.

• Auditory learners
  These students learn and remember information through sound and rhythm. They can memorize information easily and repeat back the text of stories, role plays, and song lyrics after one or two listenings. They understand oral directions for activities and often agree to act them out or repeat them for other students. They do well with listening and pronunciation activities, and they enjoy discussions, sound tracks, video and computer games, songs, and chants.

• Tactile learners
  As the word tactile indicates, these learners use touch and the manipulation of objects to help them process and remember information. They depend on their physical and material surroundings. For example, when they are trying to concentrate, they may flip pencils or play with their hair. To understand instructions, they need to see, hear, and physically carry them out. Tactile learners do well with arts and crafts, flash cards, puzzles, board games, and realia.

• Kinesthetic learners
  These students process and remember information through physical movement. Like tactile learners, they also touch and manipulate objects, and they are good at working with their hands. They understand directions for activities much better when they can see, hear, and physically carry them out. They need to release tension through movement and will look for ways to do so—going to the pencil sharpener or trash basket several times, for example. Kinesthetic learners do well with Total Physical Response (TPR) activities, charades, role plays, puzzles, and board games.

Skills and Strategies

Learning Strategies

Strategies are generally defined as behaviors that learners use to understand and complete a task. Learning strategies and their use and instruction can benefit young learners as well as adults. As described by Ana Chamot and Michael O’Malley, these strategies fall into three categories: metacognitive, cognitive, and social-affective.

• Metacognition is “thinking about thinking.” For young learners, this means helping them plan before doing a task. They need to think about the purpose of the task, what information is most important, how they will use the information, what the best way to do the task is, and how much they understand about the task.

• Cognitive strategies include accessing prior knowledge about a topic, seeing how new information connects to the material the student already knows, identifying where more information could be accessed, thinking of good ways to organize the material, and identifying ways to remember the new information.

• Social-affective strategies are especially useful in language classes, as language is social by nature. While using English, young learners can ask for explanations from teachers and classmates, find out how and when they can ask for help, discuss how they can work together with classmates, and how they can get and give feedback.

Critical Thinking Skills

Critical thinking is a higher order of thought that involves analyzing, evaluating, and synthesizing information. In many young learner classrooms, teachers’ questions may be limited to basic comprehension questions (What is the story about? Is it a happy or sad story?) and to display questions (How many planets are there in our solar system? Is the moon hot or cold?). Even though children’s analytical abilities are not yet fully developed, teachers can nevertheless design age-appropriate questions that go beyond the surface and require deeper processing on their students’ part. Ask questions that bring into play the following skills:

• classifying
  What are (two) ways you can group together these words?

• comparing
  How are (dogs) and (wolves) alike?

• contrasting
  How are the (cassowary) and (ostrich) different?

• getting meaning
  What clues in this sentence help with the meaning of the word (ground)?

• inferencing
  Looking at these effects, what do you think is the cause?

• predicting
  What will happen when (the volcano erupts)?

• problem solving
  What are some ways we can (conserve water at school)?

• ranking
  How would you list your (favorite sports) from one to five?

• sequencing
  When (planting vegetables), what are the steps in order?

• using graphic organizers
  How could you use a graphic organizer to map out the ideas in this reading?

• visualizing
  How do you picture (the treasure) in your mind?
Creating Successful Lessons

Effective teaching begins with a lesson plan. A lesson is like a long road trip that requires a map: the final destination or goal cannot be reached without carefully planning each step along the way. These steps help learners reach the lesson objectives successfully, which is the final destination of the trip teachers and students are taking together.

A good lesson plan has many benefits. It helps teachers prepare for class, including gathering or creating the materials needed to make the activities successful. It lays out step-by-step instructions that provide a guide for every moment in class. But most importantly, it requires teachers to define objectives for the lesson and plan activities in a sequence that will ensure student success.

**Stages of a Lesson**

Explore Our World uses five steps recognized as standard practice for effective language instruction: Warm-up, Presentation, Practice, Application, and Wrap-up.

**Warm-up**

These activities help English language learners switch from their native language to English, remember material from earlier lessons, and begin class feeling confident about what they know. Warm-ups create interest and excitement about the topic and prepare learners for the new language input. This new input can be vocabulary, grammar structures, or language functions. Warming up students can involve activating students’ prior knowledge of the topic or context as well as reviewing known language that will be used or recycled in the unit. By helping students see what they already know and connecting the new language to their previous experience, warm-ups prepare them to learn.

**Presentation**

After students are warmed up, it’s time to present the new language. This means teaching new vocabulary words or new grammatical structures through visuals, realia, examples, or the context of a song or story. Teachers should take time on this step and provide numerous activities to give lots of meaningful listening and reading input. This will help students gain comprehension of the new language. Use a number of activities that require four skills (Listening, Speaking, Reading, Writing) to check students’ comprehension. For example, use concept checking to see if students know the word bakery by asking questions such as Can I buy a bike in a bakery? What can I buy in a bakery? Give me an example of a bakery near here. Or have students draw a bakery and write a few lines about what they do and buy in a bakery. The Explore Our World Lesson Planner suggests multiple activities to present and check comprehension of language to support the activities in the Student Book.

**Practice**

As an important step in the process of learning, practice focuses on students’ first efforts to use the new language. For young learners, especially beginners, the practice is guided, meaning that the students are given the structures and vocabulary needed to produce the language. They are not expected to produce the language independently. Of course, the goal is to give learners plenty of opportunities to try out the new language in order to prepare them for real communicative contexts. The Lesson Planner provides suggestions for giving additional support or guidance for the practice stage.

**Application**

Applying the new language in a communicative context is a natural step after practice because it encourages students to act more independently with the language they have practiced previously with more guidance and support. At this stage, students should be able to use the new language in a realistic context and to personalize the language with respect to their own lives. Application further develops students’ abilities to use language communicatively. The Explore Our World Student Books have application activities for each vocabulary and grammar section that encourage students to communicate with each other and apply the language to their lives. The Lesson Planner provides suggestions to help teachers carry out the application activities successfully.

**Wrap-up**

Concluding a lesson or class with a final activity is always important, as students need to leave the class knowing that they have completed an activity and learned something. This might be a review of what was learned in class in a game to check comprehension of vocabulary words, or it might be a song or chant. The wrap-up might be a conclusion to a pair-work activity in which the teacher asks individual students what they learned from their partners. The Explore Our World Lesson Planner provides appropriate wrap-up activities for each class.

**Lesson Adjustments**

Teachers keep in mind many different elements as they plan their lessons. They identify their objectives and match appropriate activities to them. They plan how they will use their physical space and seating arrangements for individual, pair, and group work. They collect the materials and equipment they will need. They think about time management and pacing. But no matter what they plan, teachers know they should expect the unexpected as the day’s lesson unfolds.

In a classroom full of young learners, there are many factors teachers cannot control. Successful teachers learn to be creative so that they can adapt to unplanned events, whether they be a surprise fire drill, an equipment failure, or unexpected student behaviors. This includes adjusting instruction based on students’ unique personalities, their mood swings, their varied interests, and their diverse personal, cognitive, and emotional needs.

In mixed-ability classes, for example, teachers spend more time with some students than with others. When this is the case, they have ready a number of activities for the rest of the class to do. These may include starting homework in class or choosing something from an activity box that includes worksheets, puzzles, board games, vocabulary cards, comic books, and class-produced books. In the Explore Our World Lesson Planner, teachers have different activities to choose from, including extension activity suggestions that are not in the Student Book. In addition, there are many additional activities and games in the Classroom Presentation Tool, the CD-ROM, and the video.
Successful Activities

- Activities have meaning and purpose.

Activities for young learners should above all be meaningful and purposeful.

Engaging students in authentic and meaningful contexts helps them recognize and remember language patterns. As Lynn Cameron (2003) wrote, “Children see the foreign language ‘from the inside’ and try to find meaning in how the language is used in action, in interaction, and with intention, rather than ‘from the outside’ as a system and form.” So, instead of presenting language as isolated grammar structures to be analyzed, teachers do well to present language in meaningful contexts. They make sure to provide plenty of opportunities for students to practice the language through both repetition and recycling, and to give students a real purpose to communicate with each other in English.

- Activities are supported and scaffolded.

Scaffolding is used to describe the external support structure around a building under construction. When the building is finished, the scaffolding is taken away and the building stands on its own. In the same way, teachers have to provide scaffolding to students in order to help them construct knowledge and learn language effectively. Explore Our World sets students up for success by supporting and scaffolding the learning process. It is important to break tasks down into small, achievable steps and give students a model to follow. Explore Our World teaches language step-by-step, but the teacher still needs to take the time to make sure students have plenty of ways to show their comprehension of the new language.

- Activities are active and hands-on.

Explore Our World materials promote the active and hands-on classroom. Because students are kinesthetic learners and like to move their bodies and move around the room, it is important to keep instruction physically active. Students also like to learn by touching and manipulating objects. In other words, students learn by doing. They need to be active and have many hands-on activities that encourage them to interact with objects and visuals. If possible, bring in real-world objects and incorporate projects that allow students to produce their own creations that further the learning process. Doing artwork, crafts, posters, and projects are great ways for learners to be active and make things with their own two hands.

- Activities are enjoyable and interesting.

To teach young learners effectively, language classes need to be enjoyable and interesting. The photographs and artwork in Explore Our World will capture students’ attention and interest. The units are full of activities that young learners find fun and engaging such as singing songs, listening to stories, and playing games. There is a song in each unit, as well as games, pair work, and group work that will keep young learners’ interest.

In addition, the Video program and the Classroom Presentation Tool contain a wide variety of motivating and enjoyable activities.

Repitition and Recycling

Teachers should provide plenty of opportunities to practice the language. Using repetition and recycling is important when working with young learners. Luckily, if there is a fun song, students will ask to sing it again. If there is an interesting story, they will ask to hear it again. Repeating is a natural part of students’ learning process. Explore Our World provides plenty of opportunities for meaningful repetition, especially if the video program and/or Classroom Presentation Tool is used in conjunction with the Student Book. Students will get the chance to hear, repeat, and use both vocabulary and grammar multiple times.

Recycling is also important to improve young learners’ ability to understand the new language structures and use them correctly. Recycling means “to use again.” When teachers recycle language, they use it again in another context. Within a unit, the new vocabulary is constantly recycled and used in different contexts in the song, the grammar activities and games, and the Reader and storytelling activities.

Explore Our World also recycles language from unit to unit and level to level. For example, in one lesson students may learn vocabulary for different clothes. A teacher may recycle this language by teaching about the weather and asking students what to wear when it is hot and sunny or when it is cold and rainy. Recycle helps students increase their proficiency by getting them to use the language in a new context. This makes the learning process more authentic and meaningful.

Classroom Management

As teachers everywhere know, real learning requires a well-managed classroom. Teachers of young learners need to develop a plan for managing their own classrooms that will keep students engaged and on task. At the same time, teachers should avoid giving students opportunities to get distracted or out of control. Expectations of proper classroom behavior can vary from culture to culture, but in all cases, effective classroom management goes beyond dealing with misbehavior.

Many aspects of teaching can affect the behavior of students in the classroom.

- Time

Effective teachers use their class time carefully. They plan the time it takes to greet students and start the class, the duration of each activity, the time spent between activities, the time it takes for student breaks, and the time it takes to assign homework at the end of class. They also reserve five minutes or so as extra time to be used as needed during the class. In addition, they keep in mind what is known as “wait time;” the amount of time the teacher waits for a student to answer a question. Some teachers count ten slowly and silently, while others use a watch to allow from three to five seconds. This helps students formulate better quality responses.

- Activities and transitions

It is important to have ready all the materials needed for each activity before class so that young learners don’t have time to get restless. Activity directions are another area that can require advance planning. To keep students’ attention, it is a good idea to read all activity directions before class so that there is time to simplify and provide options as necessary.

Moving smoothly from one activity to another requires planning. For the youngest learners, consider clapping a chant (“We are done/That was fun/Now let’s do/Another one”), visual cues such as a teacher-held stop sign or flipping the light switch on and off three times, or auditory cues such as a whistle or bell. If the previous activity has involved movement, a useful transition to the next activity can be having students close their eyes and rest their heads on their hands for a minute. If the previous activity has been concentrated seat work, a useful transition to the next activity can be having students stand by their desks and “shake out” their hands and legs, or having them jump up and down a few times. For older learners, transitions that link two activities can be language-based. For example, if students have just read about someone’s activities last weekend, a teacher may say “We just read what [David] did last weekend; now we’re going to listen to find out what he’s doing next weekend.”

- Classroom rules

The establishment of rules in the young learner classroom is particularly important because students need rules to function successfully. Teachers need to communicate these rules clearly and simply, and make sure they consistently enforce them with age-appropriate rewards and sanctions. When possible, allow students to help create the rules and consequences. The teacher and students may come up with rules such as Be quiet when someone is talking. Raise your hand to talk. Be kind to others. Work hard, Share, and Cooperate. Display the rules on a poster on the classroom wall or provide each student with a copy to keep in their notebooks.

- Classroom routines

Equally important is the establishment of predictable routines. Young learners feel secure when they know what to expect during different stages of the lesson. Routines help them get organized and prepare to learn in English. Common routines include starting the class with a greeting, designating the day’s classroom helpers, taking attendance, naming the day and date, establishing objectives, checking homework, dividing the class into pairs or groups, cleaning up the room, assigning homework, and ending the class.

- Classroom atmosphere

Effective teachers take care to build a fair, safe, and supportive classroom climate. As supportive adults rather than friends, they aim for positive relationships with all their students and consciously avoid favoritism. They have high but reasonable expectations and model the values they hope to inspire in their students—kindness, patience, fairness, and respect.
The 4 Skills: Listening, Speaking, Reading, and Writing

Explore Our World provides multiple opportunities for young learners to develop all four skills in a balanced and age-appropriate way.

Listening

Young learners learn about other people and the world around them primarily through oral interaction. In the classroom, they benefit from multiple opportunities to listen to and practice routine language, vocabulary, basic structures, and patterns. And while practicing listening and speaking together is very important, so is a focus on listening-only activities. Some of these activities develop students’ ability to discriminate sounds, words, and sentence boundaries, while others focus on stress, rhythm, and intonation. Songs, chants, and poems are a natural and fun way to practice, too. The Workbook includes a variety of listening activities as well.

In addition, students need practice with basic listening strategies such as listening for the main idea and listening for details. Older learners can listen for sequence (first, next, then, finally), for time frames (verb forms signaling present, past, or future time), and for cause and effect (why, because), among other details.

Speaking

Listening and speaking interactions are the communicative foundation for language learning. Question-and-answer exchanges, whether between teacher and student or between student and student, play an important role in the classroom. At first, young learners will rely on modeled language in their exchanges, but it is also important to introduce opportunities for personalized, authentic language use as soon as possible. Gradually move away from display questions (to which students provide already known answers in order to show their comprehension) such as What color is your hair? and How many students are in our class? to authentic communication (questions to which the answers are not yet known) such as Do you have any pets? and Did you play soccer today?

Other speaking opportunities include games, group discussions, and project presentations. The more relevant the language is to learners’ lives, the more meaningful and memorable it becomes.

In addition to working on the pronunciation of whole words and sentences, it can be very useful to spend time practicing individual sounds, especially those sounds students find particularly difficult. The Sounds of English lessons focus on known words with a target sound in the initial position and eventually include words with the sound in the medial and final positions. Fun Sounds of English activities in every unit provide additional opportunities for students to listen to and practice individual sounds.

Explore Our World provides many different speaking models including work with Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in Student Books 4–6 on the pages titled Let’s Talk. In addition, students gain valuable practice with rhythm, stress, and intonation in songs and chants, and with pronunciation and sound discrimination using The Sounds of English cards. The Workbook includes different speaking activities as well.

Reading

A unique feature of the Explore Our World series is the use of engaging content from the world-renowned National Geographic archives. Children are naturally curious about the world around them and will enjoy reading about copycat animals, chocolate, flash-eating plants, extreme sports, and other interesting topics. Readings are age-appropriate and provide basic practice in reading strategies such as identifying the main idea, finding details and examples, figuring out meaning from context, and relating texts to graphic organizers.

Readings are found in the Workbook.

In addition, eight Our World series Readers accompany each of the six levels. These readers are age-appropriate and are designed so that they may be read independently, either in class or at home. Each Reader is thematically related to the corresponding Student Book unit and contains some of the unit target grammar and vocabulary. Texts are an entertaining and informative mix of fiction and nonfiction.

Writing

Younger learners are systematically introduced to writing beginning in Workbook 1, where they work at the word level, gradually move into sentence stems, and finally to one–three simple sentences. Students draw and then write about their drawings. In Workbook 2, young learners are guided to organize and write short paragraphs through answering specific questions. In Workbook 3, students learn about compound sentences, descriptive words, the parts of a paragraph, complex sentences with because, and sequence words. In Levels 1 through 3, a page in each Workbook unit provides additional writing practice.

In Workbook 4 through 6, older learners are introduced to the concept of paragraph unity and to different writing genres such as journal entries, blogs, reviews, and paragraphs of opinion, cause and effect, contrast, comparison, exemplification, fact and opinion, persuasion, classification, and more. Students are guided step-by-step in the Workbook for each writing assignment.

A complete model is provided for each writing task in the Workbook, so that learners have clear, meaningful examples of what they are expected to do. Additional writing worksheets are available on the Teacher’s Resource CD-ROM. In Levels 1–3, worksheets expand on Workbook writing content, while in Levels 4–6 students are introduced to Process Writing.
Vocabulary

Explore Our World helps develop vocabulary through a variety of activities that encourage communication. The target vocabulary items in each unit are presented in thematically related, meaningful contexts, and then recycled several times in different activities and in different components. Active vocabulary consists of words necessary to understand and talk about the unit theme as well as high-frequency, high-utility items used in real communication relevant to the world of the student.

For younger learners, many items are related to concepts they are exploring in their first language such as colors, shapes, and numbers. For older learners, vocabulary items are related to their own lives (habits, chores, likes, and dislikes), to their relationships (as family members, as friends, as members of the community), and to their studies at school (science, language arts, social studies, and sports).

Encourage students’ active involvement in vocabulary learning through the use of pictures, flash cards, posters, texts and crafts, kinesthetic games, projects, personal dictionaries, word mobiles, and word walls. When applicable, raise learner awareness of vocabulary strategies, such as paraphrase and circumlocution (“the thing you cut paper with,” for scissors), and familiarize students with the concept of cognates and false cognates.

To clarify meaning, encourage word associations, and teach word collocations such as a noun: have a good time, have breakfast, have a flat tire, have a headache, have a quiz. Have students keep vocabulary notebooks in which they write definitions, use words in sentences, develop word maps, note collocations, and build word groups (photo, photograph, photographer, photographic, photographically). When appropriate, raise awareness of word formation through prefixes and suffixes.

Grammar

Explore Our World presents grammar in age-appropriate, meaning-based ways. Because their analytical skills are not yet fully developed, younger learners gain little from analyzing forms and memorizing rules the way many adults do. They benefit more by seeing many repetitions of a target grammar point in different meaningful contexts and by using grammar as unanalyzed “chunks” that help them communicate. The grammar boxes in the Student Books and Workbooks, then, show target points in meaningful sentences that students can use as models for language production. As learners age and develop cognitively, they are invited to notice certain language features and think about how they function. The oldest learners can keep grammar reference notebooks in which they have a page for each grammar point with examples of form, meaning, and use. They can also record their most frequent errors and write a corrected version of each one in their notebooks.

Grammar practice in the Student Book is supported by additional activities in the Workbook, the Video program, and the Classroom Presentation Tool.

Assessment

Because of young learners’ age, level of maturity, limited range of experience, and cognitive, linguistic, and literacy development, they need appropriately designed assessment tasks, whether traditional or performance-based.

• Tests should mirror learning. The material actually taught in class is what is assessed. Tests should reflect the objectives of the curriculum and provide students with the opportunity to demonstrate what they know and what they can do with the language in tasks and formats that are similar to the ones they have experienced in class.

• Tests should contribute to learning on the teacher’s part as well as on the students’ part. Test results should provide teachers with information on which to base the language tested is that used by young learners in class. That is to say, tests should be contextualized and reflect relevant and formats that are similar to the ones they have experienced in class.

• Tests should provide information to learners on their current strengths and weaknesses and progress in learning English.

• Tests should include a variety of techniques that correspond to learners’ different intelligences and learning styles. That is to say, tests should provide opportunities for learners who are not primarily linguistically, logical-mathematically, or spatially inclined but rather demonstrate other types of intelligences or learning styles. All learners should have multiple chances to demonstrate their skills, strategies, and knowledge.

• Tests should be contextualized and reflect relevant tasks and language for young learners. Assessment items are more authentic when they reflect a previously taught theme or body of content and when the language tested is that used by young learners in class and in their real lives.

• Tests should allow all learners to experience success while providing both lower-than-average learners and advanced learners opportunities to demonstrate their knowledge. Just as teachers deal with mixed-ability learners in classes through differentiated instruction, so should they provide opportunities for mixed-ability learners on tests.

• Tests should motivate learners and build learner confidence. Teachers work hard to include a variety of motivating and fun activities in their lessons, and they are conscientious about providing praise and constructive feedback to their students in class. Students should have the same opportunities for fun, engagement, and motivating feedback in their assessments.

• Tests should take place over time in order to collect evidence of growth. Assessment should not be approached as an occasional but necessary, fear-inducing evil. Indeed, the more frequently students are assessed through a variety of ways, the less test anxiety they may have and the more practiced and confident they may feel.

The Our World series ensures that students engage in a wide variety of communicative activities in each thematic unit, and many of these themes and activity types are correspondingly reflected in the assessment process. Explore Our World provides many opportunities for both formal and informal assessment of different types.

The typical paper-and-pencil test with formats such as multiple-choice, truefalse, matching, and fill-in-the-blank is one example of formal assessment. In many language curricula around the world, these task types remain popular. The Explore Our World assessment program includes various kinds of written tests: placement tests and level pre-tests, eight unit quizzes, three mastery tests, and final tests, together with an Audio CD for the listening and speaking components. In addition, with the use of the Assessment CD-ROM with ExamView®, all of the quizzes and tests are easily generated and customizable to the needs of each teacher’s students.

Accurate assessment reflects not only what students can recognize and produce on a written test, but also what they can perform or do as they actually use the language in real or realistic contexts. Explore Our World therefore provides a wealth of opportunities for informal assessment. These include pair and group work, Review pages in the Student Book, Workbook activities, and the Classroom Presentation Tool, among others.
**Unit 0 Welcome to Our Class**

**Classroom language:**
- How do you say ... in English?
- How do you spell ...?
- Could you repeat that, please?
- I don’t understand. Can you help me, please?
- What’s the difference between ... and ...?

**Seasons and months**

**Numbers:**
- twenty (20)
- one billion (1,000,000,000)

**Math language:**
- plus, minus, equals

**Ordinal numbers:**
- first (1st)
- twenty-first (21st)

**Vocabulary 1 Grammar 1**
- bus driver
- chef
- doctor
- farmer
- firefighter
- horse
- police officer
- scientist

**Simple present to discuss occupations (What do you do? Where do you work?)**
- What does your father do?
  - He’s a chef.
- Where does your father work?
  - He works in a restaurant.

**Vocabulary 2 Grammar 2**
- artist
- inventor
- movie star
- rock star
- soccer player

**Simple present with want + infinitive (What do you want to be one day? What does your brother want to be?)**
- I want to be a movie star.
- He wants to be a doctor.

**Possessive pronouns:**
- mine
- yours
- his
- hers
- ours
- theirs

**Object pronouns:**
- me
- you
- him
- her
- it
- us
- you
- them

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**Unit 1 The World of Work**

**Theme:**
- work
- professions
- and occupations

**Goals:**
- talk about jobs
- talk about where people work
- say what I want to be

**Vocabulary I:**
- box driver
- chef
- doctor
- farmer
- firefighter
- horse
- police officer
- scientist

**Grammar I:**
- Simple present to discuss occupations (What do you do? Where do you work?)
  - What does your father do?
  - He’s a chef.
- Where does your father work?
  - He works in a restaurant.

**Vocabulary 2:**
- artist
- inventor
- movie star
- rock star
- soccer player

**Grammar 2:**
- Simple present with want + infinitive (What do you want to be one day? What does your brother want to be?)
  - I want to be a movie star.
  - He wants to be a doctor.

**Possessive pronouns:**
- mine
- yours
- his
- hers
- ours
- theirs

**Object pronouns:**
- me
- you
- him
- her
- it
- us
- you
- them

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**Unit 2 Let’s Eat!**

**Theme:**
- food

**Goals:**
- talk about foods
- say what I like to eat
- ask politely for things

**Vocabulary I:**
- beans
- bread
- corn
- ice cream
- mango
- noodles
- potato
- tomato

**Grammar I:**
- Any in questions and negative responses (Are there any tomatoes? No, there aren’t any tomatoes. Is there any bread? No, there isn’t any bread.)

**Vocabulary 2:**
- cheese
- chip
- grape
- nut
- snack
- yogurt

**Grammar 2:**
- Polite requests with may

**Questions:**
- May I have some chips, please?
  - Not right now. Dinner is at 7:00.

**Songs:**
- “Let’s Eat!”

**Reading:**
- Wonderful Work!

**Value:**
- Work hard.
- Cooperation: Work hard and enjoy your work.

**Questions:**
- Do you work hard?
- What do you do?

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**Unit 3 A Helping Hand**

**Theme:**
- helping others
- daily routines

**Goals:**
- talk about caring for others
- describe daily routines
- talk about how many times people do things

**Vocabulary I:**
- carry
- feed my pet
- get a present
- help
- hug
- protect
- take care of my pet

**Grammar I:**
- Time phrases with before and after

**Vocabulary 2:**
- come home
- do my homework
- have a snack
- make my bed
- take a shower

**Grammar 2:**
- Adverbs of frequency

**Questions:**
- Never ever eat lunch at 12:30!
- Sometimes eat lunch at 12:30.
- What do you eat?
- I eat lunch at 12:30.

**Songs:**
- “Taking Care”

**Value:**
- Take care of others.

**Questions:**
- Sometimes other people need your help. Be careful.
- How can you take care of others?

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**Unit 4 My Place in the World**

**Theme:**
- exploring a town
- giving directions

**Goals:**
- ask for help with can
- give directions
- talk about my town

**Vocabulary I:**
- a bakery
- a hospital
- a movie theater
- a museum
- a park
- a police station
- a restaurant
- a supermarket
- a toy store
- a train station

**Grammar I:**
- Ask for help with can
- Can you help me?

**Vocabulary 2:**
- a library
- a mall
- a movie theater
- a stadium
- a swimming pool
- a zoo

**Grammar 2:**
- Give directions with imperative + adverb

**Questions:**
- Sure. How can I help?

**Songs:**
- “A Great New Town”

**Value:**
- Explore your town.

**Questions:**
- It’s fun to find new things and places to explore.
- How can you explore your town?
<table>
<thead>
<tr>
<th>Unit</th>
<th>Theme</th>
<th>Goals</th>
<th>Vocabulary 1</th>
<th>Grammar 1</th>
<th>Vocabulary 2</th>
<th>Grammar 2</th>
<th>Song - The Sounds of English</th>
<th>Reading</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 On the Move</td>
<td>transportation</td>
<td>• transportation types of vehicles • identify different kinds of transportation • describe ways of traveling • compare and contrast</td>
<td>on airplane / bus / bicycle / car -- a poster and / a motorbike / a ship / the subway / a bus</td>
<td>Agree and disagree with tea and not / 3 dice / tea / I don't / 2 die, tea / I don't / 2 die, tea / I don't / 2 die, tea / I don't / 2 die, tea / I don't</td>
<td>downhill / get off / get on / park / uphill</td>
<td>Express contrast but my mother takes the bus to work, but my father takes the subway.</td>
<td>Song: &quot;How Do You Get to School?&quot; / The Sounds of English: / / as in / /</td>
<td>Hot Air Balloons</td>
<td>Value: Be safe on the street.</td>
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<td></td>
<td>Caption: Stop. Look both ways.</td>
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<td>Question: How can we be safe on the street?</td>
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<tr>
<td>6 Our Senses</td>
<td>the senses</td>
<td>• the senses appearances smells textures sounds flavors • talk about the senses • talk about how things look, feel, taste, sound, and smell • talk about the past</td>
<td>beautiful / delicious / hard / loud / quiet / soft / ... ugly</td>
<td>Linking verbs: taste, smell, look, feel, sound / The soup smells great / The music sounds terrible / The flowers look beautiful / The baby rabbit feels soft / How does the chicken taste? / It tastes delicious.</td>
<td>bitter / salty / sour / spicy / sweet</td>
<td>Simple past to of be / How was the ice cream? / It was delicious. More please! / How were the cookies? / They were great. / Can I have one more, please?</td>
<td>Song: &quot;Our Senses&quot; / The Sounds of English: / / as in / /</td>
<td>Amazing Animal Senses</td>
<td>Value: Enjoy the world through your senses.</td>
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<td></td>
<td>Caption: Take time to enjoy the world around you. Use your senses.</td>
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<td>Question: How do your senses tell you about the world around you?</td>
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<tr>
<td>7 Animal Habitats</td>
<td>animal habitats</td>
<td>• animal habitats • say what animals look like • talk about animal homes • a cave / a desert / a forest / a hive / an island / mud / a nest / a rainforest / snow</td>
<td>Cause and effect with why and because / Why does a lion have sharp claws? / Because it needs to catch its food. / fur / horns / a tongue / skinny / wings</td>
<td>Infinitives of purpose / Giraffes use their long tongues to clean their ears / Giraffes use their horns to fight.</td>
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<td>Song: &quot;Why? Because!&quot; / The Sounds of English: / / as in / /</td>
<td></td>
<td>Amazing Rain Forests</td>
<td>Value: Protect animal habitats.</td>
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<td></td>
<td>Caption: Protect animal habitats.</td>
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<td></td>
<td>Question: How can we protect animal habitats?</td>
</tr>
<tr>
<td>8 What's for Dinner?</td>
<td>foods</td>
<td>• foods • quantities • meals • talk about quantities and some • talk about favorite meals</td>
<td>a bottle of oil / a bowl of sugar / a box of cereal / an open vodka / a glass of juice / a jar of olives / a loaf of bread / a piece of cake</td>
<td>Count and noncount nouns with some and any / Are there any oranges? / Yes, there are some in the fruit bowl. / Are there any bananas? / No, there aren't any.</td>
<td>buy / compare / money / a price / put away</td>
<td>Count and noncount nouns with a few and a little / Are there any cookies? / Yes, there are a few. / Are there any orange juice? / Yes, there is a little.</td>
<td>Song: &quot;Let's Go Shopping!&quot; / The Sounds of English: / / as in / /</td>
<td>What I Eat</td>
<td>Value: Eat nutritious food.</td>
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<td></td>
<td>Caption: Eat fresh food. Eat good food.</td>
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<td></td>
<td>Question: What do you eat? Is your food good for you?</td>
</tr>
</tbody>
</table>
Classroom Language 1
• Have students open their books to p. 2. Say Welcome to our class. Gesture to the classroom. Have students repeat. Say We work in class. We work in groups. We work with partners. We help others in the class.
• Point to the first dialogue at the top left corner of the page. Say We say words in English. Point to the second dialogue. Say We spell words in English. We write letters. Point to the third. Say We read and learn. We don’t always understand everything right away. Point to the fourth dialogue. Say We help others.
• Play TR: 2. Pause the audio after the first two sentences. Call on two students to role-play the dialogue. One reads the question, and the other reads the answer. Have the class repeat each sentence. Repeat this process with the next three dialogues on the page. Call on different students.

Seasons and months 2 3 4
• Say Now look at page 3. Let’s talk about seasons and months. Have students repeat the words seasons and months. Show Picture Card 347 (spring). Say It’s spring. There are flowers on the trees. It’s sunny and cool. Show Picture Card 348 (summer). Say It’s summer. The trees are green. It’s hot! It’s sunny. Show Picture Card 349 (fall). Say It’s fall. The trees are orange, brown, and red. It’s cool. It’s windy. Show Picture Card 350 (winter). Say It’s winter. The trees have no leaves. It’s cold and snowy.
• Play TR: 3. Have students repeat the word for each season when they hear it.
• Play TR: 4. Say Listen. Point to the photo. Pause the audio after each season is named. Have students point in their books. Then have students repeat the name of the season.
• Ask Now I’ll talk about a season. You say what season is it? Ask What’s the weather like? What season is it? Students may respond: It’s (snowy). It’s (winter).
• Ask When’s your birthday? What month? Point to the calendar. List the months aloud and have students raise their hands when their birthday months are named. Say Raise your hand when I say your birthday month. Then have students stand in line in order of birthdays: students with birthdays in January line up first, etc.
Numbers 20 to 1 billion and Math language

**Ordinal numbers**

- **Say** Open your books to page 4. Let’s count. **Play TR: 6.** Pause the audio after each row of numbers. Ask one student to repeat the numbers of that row, in order. Have the class repeat.
- **Write** 20 + 1 = 21. Show Picture Card 35i. **Say** plus, minus, and equals. Circle the plus sign on the board and say **plus**. Circle the equal sign and say **equals**. Have students repeat. Point to the complete equation on the board. Say **Twenty plus one equals twenty-one.** Have students repeat.
- **Write on the board:** 23 – 3 = 20. **Say** minus. Circle the minus sign on the board. Call on a student to circle the equal sign. Then read aloud **Twenty-three minus three equals twenty.** Have students repeat.

**Numbers 20 to 1 billion and Math language**

<table>
<thead>
<tr>
<th>Ordinal numbers</th>
<th>Which month is your birthday?</th>
<th>How old are you today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st first</td>
<td>2nd second</td>
<td>3rd third</td>
</tr>
<tr>
<td>4th fourth</td>
<td>5th fifth</td>
<td></td>
</tr>
<tr>
<td>10th tenth</td>
<td>11th eleventh</td>
<td>12th twelfth</td>
</tr>
<tr>
<td>13th thirteenth</td>
<td>14th fourteenth</td>
<td>15th fifteenth</td>
</tr>
<tr>
<td>16th sixteenth</td>
<td>17th seventeenth</td>
<td>18th eighteenth</td>
</tr>
<tr>
<td>19th nineteenth</td>
<td>20th twentieth</td>
<td></td>
</tr>
<tr>
<td>21st twenty-first</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Point to** the minus, **equal, and plus signs** on the board at random. Have students name the symbols as you point.
- **Pair students.** **Play TR: 37.** Pause after each equation to give students time to solve it and write the answer. When students have solved each equation, play the second half of the audio. Pause after each fully solved equation and have a student repeat it aloud. Then have the class repeat.
- **Modify** If students have trouble solving the equations, supply the answer to each equation aloud. Have students listen to the answer and write the number. For example, for the first equation, say **The answer is twenty-six.** Students should write 26.

- **Draw students’ attention** to p. 5. **Play TR: 8.** Pause the audio after the 1st. Point to each runner in the image as you say aloud the number. Say first, second, third, fourth, fifth. Have students point in their books and repeat. Continue to play the audio. Pause after every four numbers and have students repeat them aloud.

- **Expand** Call out a number such as 17. Ask students to change the number to tell about order. (seventeenth) Repeat with more numbers.

- **Say** My birthday’s in (September). Ask a student **What month is your birthday?** Repeat the question to other students. Then point to the dialogue at the bottom of p. 5. Role-play the conversation with a student. Have the student read the question.

Teaching Tip

When you introduce an activity, read or have a student read aloud the instructions. Then call on another student to repeat the instructions. If the activity is complicated, you might call on several students to explain each one of the steps. This will help students pay attention and understand what they’re supposed to do before they begin an activity.

- **When’s your birthday?** Students should take notes in their charts. Have them write classmates’ names in the first column and their birthdays in the second. After a few minutes, have students share information about their classmates’ birthdays.
Possessive pronouns

- **Build background** Hold up a pencil. Say *I have a pencil.* Point to yourself. Say *The pencil is mine.* Ask a student to hold up her pencil. Model and say *You have a pencil. It’s your pencil. Hold up your pencil.*

- **Have a few students to hold up their pencils.** Say *You all have pencils.* Hold up your pencils. Gesture to the students. Say *The pencils are yours.* Gesture to the whole classroom. Say *We work in this classroom.* Gesture to indicate yourself and the students. Say *The classroom is ours.*

- **Point to a notebook on a student’s desk.** Ask *Whose notebook is this?* (It’s his/her.) Point to your own desk or other object. Ask *Whose (desk) is this?* (It’s mine.) Have students look at the dialogue at the bottom of p. 6. Role-play the dialogue with a student. Hold up your own pencil as you ask. Have students repeat the question and answer.

- **Write this sentence frame on the board:** *Whose is this? It’s ________.* Have students in pairs. Have them use the sentence frame to ask and answer questions about objects in the classroom.

- **Expand** Have students turn to p. 6. Point to the kite in the first picture. Ask and answer *Whose kite is this?* The kite is mine. Point to the picture of the coat. Ask a student *Whose coat is that?* (The coat is yours.) Write on the board: Whose ________ is that? In pairs, have students ask and answer questions about the pictures in Activity 9.

Object pronouns

- **Direct students’ attention to Activity II on p. 7.** Point to each picture at the top of the page. Say the word below it. Have the class repeat. For them and him, hold up Picture Cards 352 and 353. Call on a student to point to one student in the class for him. Call on another student to point to several students to show them.

- **Read item I aloud.** Say *John and Jenny. How many people? (two people)* Say *I’m talking to two people.* Point to the picture in the second row that shows this. Then ask: *Do we write you or them? (you)* Then say: *John! Jenny! I have some lunch for you.* Have students write the word you on the line.

- **Place students in pairs to complete the activity.** First, have students identify the person or persons or thing being talked to or about in each sentence. Then, have them point to the picture on the page with the right word. Have them use the picture to complete the sentence. When groups are finished, ask different students to read a sentence aloud.
Look and check.
The women are:
- in a swimming pool.
- in the ocean.
They are:
- working.
- on vacation.

Unit 1
The World of Work

Introduce
- Build background
  Say: Today, I’m a scientist. Pretend to pour a liquid into a container and act out mixing it. Then act out looking at it closely and pretend to write down what you see. Say: I look and learn. I write what I see and learn.

- Write scientists on the board and say: Scientists study nature to find out things like how stars are made, what lives in the oceans, and why there are so many different kinds of animals. They learn how nature works. Remind students what nature means. Show Picture Cards 35–36, 40–44 and say: Nature is our world outside, like the stars, weather, oceans, and animals. We all have many questions about nature. Scientists try to find answers.

- Direct students’ attention to the photo on pp. 8–9. Ask questions such as the following:
  - Who is in the photo? (two women; One is in the water.)
  - What are they? (under the water; in the ocean)
  - What are they doing? (looking; learning; working)

- Explain
  - Point to the woman in the water and read the caption aloud. Say: This is Sylvia Earle. Sylvia Earle is a famous scientist. She studies the ocean and animals in it.
  - Say: Look at page 8. Read the first sentence stem aloud. Then read aloud each choice and ask: Are the women in a swimming pool? Are they in the ocean? Let’s check in the ocean. Let’s check in the ocean. Read the second sentence stem aloud. Ask: Who can point to the woman in the water? What is she doing? (showing a plant to another woman) Then read each answer choice aloud and ask: Are they working? Are they on vacation? Say: Yes, they are working. Let’s check working.
  - Read each completed item aloud, then have students read it with you. Say: Being a scientist is a job. Would you like to be a scientist?
Warm Up

Draw a word web on the board and write I'm good at in the center circle. Read the phrase aloud.

Model completing the sentence, Say I'm good at teaching, then ask What are you good at? Ask students questions such as Are you good at drawing? Say Raise your hand if you are. Continue with other questions, such as Are you good at singing? Are you good at coloring? Write students' answers in the web.

Say I'm a teacher. That's my job. Explain A job is what a person does to earn money. Today, we'll learn words for jobs.

Present

• Have students open their books to pp. 10–11. Point to the photo of the farmer and say Here's a farmer. We get many foods from a farmer. Point to the photo of the vet and say Here's a vet. A vet helps sick animals. Point to the photo of the scientist and say Here's a scientist. A scientist learns things about our world.
• Continue pointing to each photo, reading the target words, and giving context sentences such as A bus driver takes us to school.

Practice

1. Say It's time to listen and say. Say each word and sentence you hear. Model for students. Say A farmer. He's a farmer. Have students repeat the word and sentence. Then play TR: 10.
2. Say Now it's time to listen, point, and say. Play TR: 11. As each worker is named, have students point to the photo on pp. 10–11. Play the track again and have them say the job's name as they point.

Apply

3. Model the sample dialogue on p. 11 with a student. Say Now ask and answer. Pick a photo on pages 10–11. Don't tell your partner which photo you picked. Tell your partner one thing about the photo. Your partner tries to guess. Take turns.

Present

Be the Expert

Objective

Students will:
- identify and use words that name jobs.

Vocabulary: a farmer, a vet, a scientist, a doctor, a bus driver, a police officer, a nurse, a firefighter, a chef

Academic Language: jobs, base words, word endings, suffixes

Resources: Workbook p. 4; Audio CD TR: 10–11; Video: Vocabulary 1; Classroom Presentation Tool: Vocabulary 1; Teacher's Resource CD-ROM: Activity Worksheet 1.1; Picture Cards 311–312, 314–317, 319–320, 322

Vocabulary Strategy

Base Words and Endings -er, -or

Common suffixes, or word endings, in English include -er and -or. In some cases, these word parts mean "a person who." For example, a writer is a person who writes. A runner is a person who runs. In those examples, the suffix -er is added to a base word (write, run), with minor spelling changes. There are, however, many words in English that end with -er and -or and do not refer to a person. These words fall into two broad categories: words that compare, such as wider, larger, happier, and words that name things, such as soccer, butter, computer. The suffix -or is similar to the suffix -er, though less common. Like -er, it is sometimes added to a root or to a base word, as in sailor and doctor.

Formative Assessment

For additional practice, direct students to Activity Worksheet 1.1.

Model the sample dialogue on p. 11 with a student. Say Is he a firefighter? Model No, he isn't. Point to the intended photo and say He's a doctor!

Wrap Up

Say Let's find out how many students like each job. Write the target words on the board. Say Who wants to be a farmer? Raise your hand. Write the number of raised hands on the board next to farmer. Ask Why do you want to be a farmer? Model answers such as I like animals. Repeat with each target word.

Circle the job that the greatest number of students like and say Many students want to be (a vet). They like (animals). Then call on students to say sentences about the other target words.
Objective

Students will
• use the simple present tense.

Grammar

Use the simple present tense to discuss occupations.

Resources


Materials

Index cards

Warm Up

• Write these questions on the board as you say them aloud: What do you like? What do you do? 
• Say We ask questions when we want to know something. Ask What do you like? Accept all answers, such as I like animals or I like to swim. 
• Build background Circle What do you do? on the board and say We ask this question to find out about someone’s job. It means What work do you do? What is your job? Have a student ask you What do you do? Point to yourself and answer I teach in a school. I’m a teacher.

Present

• Have students turn to p. 12. Point to the Grammar box. Read the first question aloud.
• Have students repeat the question as you point to it. Then hold up the Picture Card for a chef and say He’s a chef. Write the following on the board:

  What does your father do? He’s a ________
  What does your mother do? She’s a ________

• Point to the questions and say We ask What does your (father) do? to ask about someone’s job. Point to the sentences and say We answer He’s (a bus driver) or She’s (a firefighter).”
• Point to the Grammar box on p. 12. Read the sentences or play TR: 12.

Practice

• Have students look at p. 12. Direct their attention to Activity 4. Say Now, we’ll play a game. Show students how to use the spinner. Place a paper clip on the spinner. Hold the point of a pencil, with the eraser end up, in the end of the paper clip, in the center of the spinner. Spin the paper clip.
• Demonstrate the game with a student. Spin the spinner, look at the picture (chef), and ask the student What does your (mother) do? Prompt the student to look at the space and answer She’s a chef. Hold up the spinner and point out the labels with each picture. Then ask the student Where does she work? Prompt the student to answer She works in a restaurant. Then it’s the student’s turn to spin and ask you questions.
• Form pairs. Say Now it’s your turn to play the game! Walk around the room as students play. If students have difficulty, review the Grammar box on p. 12 with students.

Apply

• Point to Activity 5 on p. 12. Have students look at the photos. Say Let’s talk about one of the photos. Point to one and ask a student What does she do? Have the student answer She’s a vet. Say Yes. She’s a vet. What do vets do? Vets work with animals. People bring their pets to vets when they are sick.
• Form new pairs and have students take turns picking a photo and talking about what the person in the photo does.

Wrap Up

• Form small groups. Say One student asks another student “What does your father do?” The student answers, then asks the next student the same question about a different family member. Take turns until everyone asks and answers a question.
• Then have students share their dialogues with the class.

Grammar in Depth

The simple present tense is used to express general statements of fact and general truths. It is also used to express habitual or everyday activities. When someone asks about another person’s job, the simple present tense is used. The expressions What do you do? What does she do? and Where does she work? all use verbs in the simple present tense to express habitual, or everyday, activities.

Teaching Tip

It’s important to give all students an opportunity to speak in class. When you ask questions, remember to not always call on the most eager or fluent student. Call on many different students. Try to give everyone an opportunity to participate in class.

Formative Assessment

Can students
• use the simple present tense?

Hold up Picture Card 322 (a vet). Put students in pairs and have them ask and answer questions about the job, such as What does (a vet) do? Where does (a vet) work?
Listen and say. Look and write. p. 18

1. This person plays a sport. __________
2. This person draws and paints pictures. __________
3. This person sings to lots of people. __________
4. This person makes new things. __________
5. This person is in the movies. __________

Listen and stick. p. 18

1 2 3 4 5

Warm Up

• Activate prior knowledge Put students in three groups. Give each group four cards from Picture Cards 311–312, 314–317, 319–320, 322–327. Ask: Who has the (chef) card? Stand up. Continue with the other target words.

Present

Hold up the Picture Card for an artist and read the target word. Ask: Who makes beautiful pictures? Hold up the Picture Card for an inventor and say: Who makes new things? Show the Picture Card for a movie star and say: A movie star is in movies. Hold up the Picture Card for a rock star and read the target word. Ask: Who’s singing? What’s wearing a long white dress? A rock star is working on something new? An artist makes beautiful pictures.

Practice 67

• Say: Now listen and say. Play TR: 13 and have students listen and repeat each target word.

Point to items 1–5 below the photos. Say: Read each sentence. Find the photo that matches it. Write the job. Model completing item 1. Point to item 1 and read the sentence aloud. Say: A sport is an activity that’s a game. Who’s playing a game? Point to the photo of the soccer player. She’s playing soccer. I write: She’s a soccer player. Have students complete the rest of the activity independently. Then play TR: 13 for students to check their answers.

• Say: It’s time for stickers! Help students find the stickers at the back of the book. Identify the image on each sticker with students. Then play number 1 on the board. Identify the image on each sticker with students. Then play number 1 on TR: 14. Say: I listen. I hear music. I hear a rock song. People like it. What sticker is it? (a rock star) Say: Yes! I put the rock star sticker on number 1. You do the rest. Play the remainder of TR: 14.

Apply

• Put students in pairs. Write the following on the board:

Who __________? Who makes new things?


• Give pairs five minutes to ask and answer questions about the photos. Then call on students to ask the class questions. Remind the class to answer using complete sentences.

Wrap Up

• Write the following on the board:

An artist: runs fast
A movie star: is in movies
A rock star: makes new things
A soccer player: draws and paints

• Place students in small groups. Say: Match a job to an action. After group discussions, ask students from each group to come to the board and draw a line to match one job to an action. Then have them join the words in each column to form sentences. Model with A soccer player runs fast.
Objective

Students will:
• use the simple present tense with want + an infinitive.

Grammar use the simple present tense with want + an infinitive.

Academic Language usually

Resources Workbook pp. 7–8; Audio CD TR: 15; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher’s Resource CD-ROM: Activity Worksheet 1.3; Picture Cards 31–32; 34–37, 39–42, 322–327

Materials scissors; tape; glue; index cards

Warm Up

• Activate prior knowledge: Write the following two sets of sentences on the board as you say each one. Have students complete the last sentence in each set and repeat all the sentences with you.

She likes to draw. She likes to paint. She is an _______. (artist)
He likes food. He likes to cook. He’s a _______. (chef)

• Repeat the activity with other jobs students learned. If students have difficulty naming the job, hold up the target Picture Card as you say each set of sentences.

Present

• Have students open their books to p. 14. Point to the Grammar box at the top of the page and say Let’s listen. Play TR: 15.

• Write these sentence parts on the board:

What do you want to be one day?
I want to be _______.

• Say Let’s make questions. Point to each sentence part in order as you say it. Then have students say the completed questions with you.

• Model answering each completed question: (I want/She wants/He wants) to be (an inventor). If students have difficulty thinking of occupations, have them use the Unit Picture Cards.

• Form pairs. Have pairs use the sentence parts to ask and answer questions. Ask What do you want to be one day? Remind students to answer in complete sentences. If students have difficulty, play TR: 15 again.

Practice 8

• Say It’s time to read and write. Point to Activity 8. Model doing the first item. Say Look at item 1. She loves animals. What does she want to be? Let’s think. Allow time for students to answer, and then say Vet’s work with animals. I think she wants to be a vet. Show students where to write the first answer. Have them complete the remaining items on their own.

Apply 9

• Form groups of six, making sure each group has scissors, glue, and tape. Model finding and cutting out, all in one piece, the boxes with words on p. 47. Show how to fold the boxes and tape them to make a cube. Because groups need only one cube, have them cut out just one. Then have each member of the group cut out the eight photo cards.

• Read the dialogue, first to the class and then with another student. Model the game. Say I roll the cube. It says “your brother.” I look at my cards. Then I say “My brother wants to be a chef one day.” I glue the picture of the chef on number 1. Model gluing the card with the picture of the chef on the first space in the grid on p. 14. Say The next person takes a turn. Have students complete the activity.

Wrap Up

• Put students in pairs. Say Ask your partner “What do you want to be one day?” Your partner answers and says why. Model the activity. Ask What do you want to be one day? Model the answer I want to be an artist. I like to draw. Give pairs five minutes to ask and answer the question. Then have pairs tell the class what their partner wants to be one day and why.

Formative Assessment

Can students:
• use the simple present tense with want + an infinitive?

Ask What do you want to be one day? Have students answer in a completed sentence: I want to be _______.

Review For additional practice, direct students to Activity Worksheet 1.3.
Now let’s practice singing the whole song. Have students sing along with you. Then have groups take turns singing the last verse of the song, substituting the sentences they wrote.

The Sounds of English: /f/ as in farmer

Listen and say.

1. farmer
2. father
3. sofa

Listen and say. What word is this?

11. farmer
12. fire fighter
13. fish

Work

Listen. Read and sing. TR: 16

10. Listen and say.

1. farmer
2. father
3. sofa

11. Say Hold up the Picture Card for farmer. Ask What word is this? When students answer, say That’s right. It’s farmer. Say farmer again, emphasizing the sound of /f/ in the first syllable as you write the word on the board. Say Now let’s listen to other words like farmer. Play TR: 17 once while students just listen. Then say Let’s listen and say. Play TR: 17 again and have students repeat the words.

For more practice, have students look at pictures, listen, and raise their hands when they hear /f/ as in farmer. Display Picture Cards or other pictures that contain the target sound (flower, father, sofa, foot, fish, frog, farmer, fire fighter, chef) and some that don’t.

Say Look and listen. Raise your hand if you hear /f/ as in farmer. Hold up a card or picture and say the word. If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

Teaching Tip

Help students transition between lessons. When a lesson is over, have students write one thing they learned and one question they have. Tell students that these cards are their “tickets” to the next lesson or activity. When students have handed in their cards, they may move on to whatever comes next in the schedule. The cards can give you information about how well students understand the lesson they just completed.

The Sounds of English Cards

You can use The Sounds of English Card ID to teach the /f/ sound. Audio for this card is available on the Explore Our World website.

Song - The Sounds of English

Use the Song

• Build background. Say We’ll listen to a song. My job is in the song. Ask What’s my job? What do I do? (teacher) Say Yes, I’m a teacher. I teach. Have students repeat the sentences.

• Predict. Say Let’s guess what other jobs are in the song. Brainstorm a list of jobs on the board with students. Then have students open their books to p. 15. Draw students’ attention to the woman in the picture and ask What job does she do? Say That’s right. She’s a doctor, or a nurse, or maybe a vet. Let’s see if we have those jobs on our list. Check them off or add them to the list on the board if they are not already there.

• Extend. Play the whole song on TR: 16. Have students follow along in their books and sing with you. Pause for each target word (doctor, rock star, farmer, chef) and have students sing the word.

• Put students into groups of three. Write I want to be a ______ on the board. Have each group member complete a frame with a job they learned about. Then have groups take turns singing the last verse of the song, substituting the sentences they wrote.

The Sounds of English: /f/ as in farmer

11. Say Hold up the Picture Card for farmer. Ask What word is this? When students answer, say That’s right. It’s farmer. Say farmer again, emphasizing the sound of /f/ in the first syllable as you write the word on the board. Say Now let’s listen to other words like farmer. Play TR: 17 once while students just listen. Then say Let’s listen and say. Play TR: 17 again and have students repeat the words.

For more practice, have students look at pictures, listen, and raise their hands when they hear /f/ as in farmer. Display Picture Cards or other pictures that contain the target sound (flower, father, sofa, foot, fish, frog, farmer, firefighter, chef) and some that don’t.

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The Sounds of English Cards

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Objectives
Students will:
• tell about a photographer’s work.
• summarize a text.

Reading Strategy
Summarize

Academic Language
summarize, text

Content Vocabulary
adventure, life, photograph, photographer, places, scary, takes photographs (takes photos), travels

Resources
Workbook pp. 10–11; Audio CD TR: 18; Classroom Presentation Tool: Reading: Teacher’s Resource CD-ROM: Graphic Organizers (Word web); Picture Cards 40, 248, 314

Materials
phone with camera options

Related Vocabulary
waterfall

Warm Up

Preteach
Say Today we’re going to read about a job. The job is:

A photographer.

Ask What is a photographer?

Ask What does a photographer do?

Ask What tools do a photographer use?

Say A photographer takes photos of people, places, and animals. Have students repeat the last sentence.

Present

Read together
Say Now let’s read about a photographer. Her name is Annie Griffiths.

50 Unit 1

12 Listen and read. TR: 18

Wonderful Work!

Annie Griffiths is a photographer. She travels all over the world for her work. She takes photographs of people at work and people having fun. She also takes photos of cute animals and some very scary animals. Annie wants all her photos to tell a story. She wants people to think about them.

Play TR: 18 and have students listen. Play the track a second time. Have students open their books to p. 16 and read along with you.

Pause at the ends of sentences to check comprehension. Ask questions such as these:

Sentence 1: What job does Annie Griffiths have? (photographer)
Sentence 2: Where does Annie work? (all over the world)
Sentences 3 and 4: What does Annie do? (She takes photos of people and animals.)

Graphic literacy
Point out the time line on p. 16. Say This is a time line. A time line tells about the past and now. Say Look at the date 1814. What does it say next to it? Say The first photo was taken 200 years ago! Then ask What is the last date on the time line? (1999) What happened in 1999? (first camera and video phone)

Ask: When was the first digital camera made? (1999) If students have difficulty, review the time line again.

Practice

Play TR: 18 again as students follow along in their books. Then draw a simple word web on the board. Say When we summarize, we tell the important parts of a text. A word web helps us remember what we read so we can tell other people about it.

In the center circle, write Who. In the three outside circles, write What, Where, Why. Point to the center circle and ask Who is the Reading about? Write Annie Griffiths. Photographer in the circle. Point to each of the other three circles in turn and have students help you fill them in. (What: takes pictures of people and animals; Where: all over the world; Why: to tell stories)

Put students in pairs and have them copy the word web. Point to the center circle on the board and say Talk about Annie. Then point to the other circles and say Each circle tells something about Annie. Model by pointing to the circle that says What. Say One partner says what Annie does. The other partner uses another circle to tell something else about Annie. Say Take turns. Talk about all the circles.

Apply

Say Let’s read what the mascots are saying. Model the dialogue at the bottom of p. 16 with a student. Then form pairs and have students practice the dialogue.

Write the following on the board:
I want to take pictures of
I want to take a picture of

Read aloud the sentence frames. Then say You’re all photographers. Point to the sentence frames and say Tell your partner about the photos you want to take. Take turns.

Wrap Up

Put students in groups of four and give each group one index card. Say Each of you writes one thing on the card that you learned about Annie Griffiths and her job. Take turns writing.

Give students five minutes to write what they learned. After students practice reading aloud the group’s card, have someone from each group read the group’s card to the class.

About the Photo

This photograph, taken by Annie Griffiths, shows a person bathing at the top of Victoria Falls in Zambia in southern Africa. This famous waterfall is among the biggest and most beautiful on the planet. The falls produce mist that can be seen more than 20 km (12 mi) away. The name of the falls in the language native to the area is Mosi-oa-Tunya, which means "the smoke that thunders.”

Our World in Context

Not all photographers travel. Some take photos of people at local events, such as graduations, weddings, and parties. Others work with scientists and use microscopes to take photographs of minute objects. Some photographers help make movies. Commercial photographers work for advertising agencies, taking photographs of products for advertisements.

Photographers are reporters who capture current events for news media through photography.

Reading Strategy

Summarize
Summarizing is retelling the most important ideas in a passage in one’s own words. Summarizing answers the question “What are the most important ideas the author wants me to learn from this text?” A summary usually answers the questions who, what, when, where, why, and how. Simpler texts may answer only a few of these questions. Summarizing helps students check their understanding and remember a text.

Formative Assessment

Can students
• tell about a photographer’s work?
• ask What does a photographer do?
• summarize a text?
• have students use their word webs to tell you about Annie Griffiths’ job? (Annie takes photographs of people and animals.)

Be the Expert

About Annie Griffiths

Annie Griffiths is a photographer. She travels all over the world for her work. She takes photographs of people at work and people having fun. She also takes photos of cute animals and some very scary animals. Annie wants all her photos to tell a story. She wants people to think about them.
Value

• Work hard.

Objectives

Students will:
• read a sentence about work.
• talk and write about how they work hard.

Resources

Values Poster

Related Vocabulary

basket

Do you work hard? What do you do?

A woman picks tea leaves in Yunnan Province, China.

Give the Unit Quiz

• Hand out the Unit I Quiz. Have students scan the pages. Say Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.

• Give students two or three minutes to preview the test.

• Listening instructions, Section 1 Point to the pictures in Section I on page 100. Say Look at the pictures. Point to the letters. There is a letter next to each picture. Write the letter that matches the sentence you hear.

• Say Now listen to an example. Play TR:AB28. He’s a doctor. When students have written a letter, ask What letter did you write? When students respond with the letter A, begin the quiz. Say Let’s begin. Play the rest of TR:AB28.

• When students have completed Section I, have them put down their pencils. Say Now you’re going to read and write. Read the directions for Section 2 aloud. Ask What do you have to do? (Complete the questions. Use do or does.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use words from the box. 4: Read. Circle True or False.)

• Have students complete Sections 2–4 independently.

• Listening instructions, Section 5 Read the directions aloud. Ask What do you have to do? (Listen. Complete the sentences.)

• Say Now listen to an example. Write the missing words to complete the sentence you hear. Play TR:AB29. What does your aunt do? When students have completed the sentence, say What sentence did you write? Begin the quiz when students respond with What does your aunt do? Say Let’s begin. Play the rest of TR:AB29.

• Speaking instructions Point to the images at the top of p. 123. Say Look at the pictures. Answer my questions. Use complete sentences. Now listen to an example. Ask What does he do? Point to the doctor. Say He’s a doctor.

• See page 124 of the Assessment Book for questions and expected student responses.

Assess Unit Objectives

Ask questions such as the following:
• What do people in your family do?
• Where does a chef work?
• What do you want to be one day?

Project

For a theme-related closing activity, direct students to the Unit I Project Worksheet.
Before You Watch

- Say: We’ll see a video about jobs. Have students predict what they will see. What jobs do you think are in the video? Have students name the jobs they have studied in the unit. If they have difficulty, review the unit Picture Cards.

While You Watch

- Write all the unit target words on the board. Have students copy the list and make a check mark for each word they hear in the video. Pause the video as necessary to allow students to check off words they hear.

After You Watch

- Ask: What words did you check? Ask questions about what students saw. Then play several scenes with the audio off and have students use their lists to describe what they see in the video.

Before You Read

- Predict: Hold up the book so that students can see the cover. Have a student read the title. Point to the objects on the cover and ask: What do you see? (something a nurse or doctor listens with, a dog, a firefighter’s hat, food) Say: The pictures tell us about this book. What jobs do the pictures tell about? (doctor, nurse, vet, firefighter, chef)

- Introduce the strategy: Say: Let’s look at page 3. Ask: What do you see? (a dog, a cat, an X-ray) Say: The photos help us understand the words. Hand out Two-column charts to students and draw one on the board with the headings Pictures and Job. Say: As we read, we’re going to stop to list the photos and tell what job they show.

While You Read

- Read the book aloud to students. Stop after every few pages to ask questions that focus on using the photos to understand the text. Have students complete their Two-column charts as you read through the text.

Story Time

- View Story Time and say: Let’s look at the jobs in the story. Make a Two-column chart with the headings Jobs and Actions. Under Jobs, write professions: firefighter, farmer, chef, doctor. Under Actions, write feeding sheep, making cookies, kicking a ball, helping a child, putting out a fire. Have students match each worker with the action in the video and then form a sentence using this frame: The ________ is ________.

- View What Jobs Do They Do? again. Ask questions such as: Who keeps animals healthy? (vet) Who keeps people healthy? (doctor) Who works with food? (chef) Name jobs that help people. (doctor, firefighter, nurse)

After You Read

- Form pairs. Have students take turns pointing to and identifying the photos on pp. 3, 5, 7, and 9 and asking and answering What does this person do?

What Jobs Do They Do?

Every day while you’re at school, other people work. Read clues about some of the jobs people do. Can you guess each job?

Before You Read

- Predict: Hold up the book so that students can see the cover. Have a student read the title. Point to the objects on the cover and ask: What do you see? (something a nurse or doctor listens with, a dog, a firefighter’s hat, food) Say: The pictures tell us about this book. What jobs do the pictures tell about? (doctor, nurse, vet, firefighter, chef)

- Introduce the strategy: Say: Let’s look at page 3. Ask: What do you see? (a dog, a cat, an X-ray) Say: The photos help us understand the words. Hand out Two-column charts to students and draw one on the board with the headings Pictures and Job. Say: As we read, we’re going to stop to list the photos and tell what job they show.

While You Read

- Read the book aloud to students. Stop after every few pages to ask questions that focus on using the photos to understand the text. Have students complete their Two-column charts as you read through the text.

Story Time

- View Story Time and say: Let’s look at the jobs in the story. Make a Two-column chart with the headings Jobs and Actions. Under Jobs, write professions: firefighter, farmer, chef, doctor. Under Actions, write feeding sheep, making cookies, kicking a ball, helping a child, putting out a fire. Have students match each worker with the action in the video and then form a sentence using this frame: The ________ is ________.

- View What Jobs Do They Do? again. Ask questions such as: Who keeps animals healthy? (vet) Who keeps people healthy? (doctor) Who works with food? (chef) Name jobs that help people. (doctor, firefighter, nurse)

After You Read

- Form pairs. Have students take turns pointing to and identifying the photos on pp. 3, 5, 7, and 9 and asking and answering What does this person do?

What Jobs Do They Do?

Every day while you’re at school, other people work. Read clues about some of the jobs people do. Can you guess each job?
Student Book

TR: 10 Listen and say.
1. a farmer He’s a farmer.
2. a vet She’s a vet.
3. a scientist She’s a scientist.
4. a doctor He’s a doctor.
5. a bus driver He’s a bus driver.
6. a police officer He’s a police officer.
7. a nurse She’s a nurse.
8. a firefighter He’s a firefighter.
9. a chef He’s a chef.

TR: 11 Listen, point, and say.
1. a police officer; a doctor; a chef; a bus driver; a farmer; a firefighter; a scientist; a nurse

TR: 12 Grammar
What does your father do? He’s a chef.
Where does your father work? He works in a restaurant.

TR: 13 Listen and say.
1. an inventor He’s an inventor.
2. a rock star She’s a rock star.
3. a movie star She’s a movie star.
4. an artist He’s an artist.
5. a soccer player She’s a soccer player.

TR: 14 Listen and stick.
3. What a great movie!
4. I love these paintings!

TR: 15 Grammar
What do you want to be one day? I want to be a movie star.
What does your brother want to be? He wants to be a doctor.

TR: 16 Listen. Read and sing.
Note: Lyrics for the song Work are on Student Book p. 43.

TR: 17 The Sounds of English /f/
Listen and say.
1. farmer: firefighter 2. father: fish 3. sofa: chef

TR: 18 Listen and read.
Wonderful Work!
Annie Griffiths is a photographer. She travels all over the world for her work.
She takes photographs of people at work and people having fun. She also takes photos of cute animals and some very scary animals. Annie wants all her photos to tell a story. She wants people to think about them.

Workbook

TR: 4 Unit I. 5 Listen and write.
Adult: What does your brother want to be?
Boy: He wants to be an artist.
A: What do your sisters want to be?
B: They want to be inventors.
A: What do you want to be one day?
B: I want to be a rock star.

TR: 5 Listen and read. Can you say these fast?
1. My father’s a fine fast firefighter.
2. Susie Silver sings seven sad songs.
3. The bus driver drives a big brown bus.

TR: 6 Listen to the song. Write new verses.
Use words from the box.
Note: Lyrics for the song Work are on Student Book p. 43.

TR: 7 Listen. Which words have /f/ that sounds like the /f/ in farmer? Check the boxes.
1. fish 2. vet 3. chef 4. firefighter; firefighter 5. giraffe; giraffe

TR: 8 Listen and read.
The Dog Whisperer
Cesar Millan helps dogs. Some dogs have problems. They are angry or scared. Some dogs bite. People call Cesar Millan the “Dog Whisperer” because he teaches bad dogs how to be good.
Cesar knows what dogs like and need. Dogs need a leader. They need to have rules. Dogs need exercise, too. Cesar likes to run with the dogs.
The dog is Cesar’s favorite animal. Cesar loves his job!
In This Unit

Theme  This unit is about food.

Content Objective
Students will:
• learn about different kinds of foods.

Language Objectives
Students will:
• talk about foods.
• say what they like to eat.
• ask politely for things.

Vocabulary
Objectives
Grammar
Vocabulary
Language Objectives
Content Objective
Theme

In This Unit

Objectives
Students will:
• discuss a photo.
• complete sentences to describe a photo.

Resources
Video: Introduction, Classroom Presentation Tool: Unit Opener; Teacher’s Resource
CD-ROM: Home-School Connection Letter; Unit Opener Poster; Picture Cards 129–130, 132–135, 137, 139–140

Look and circle.
This animal is  small.  big.
It is  drinking.  eating.

Introduce

• Activate prior knowledge  Say Our next unit is “Let’s Eat!” I think it’s fun to eat. Do you? I like to eat. Hold up Picture Card 129 (apple). Ask What is this? (an apple) Who likes apples? Raise your hand. Repeat the question with Picture Cards 130, 132–135, 137, 139–140. If the majority of students like a food, put the Picture Card for it in a separate pile.
• After you review all the cards, show the Picture Cards for the foods that most students liked, one at a time. Say Most students like (a cookie). Then have students repeat the sentence with the foods shown in the rest of the cards in the pile.
• Say Open your books to pages 18 and 19. Ask questions to encourage discussion of the photo.
  What do you see? (an animal/lizard, a fork, some food, a plate)
  What colors? (green, red, blue, black, white, brown)
  Look for something green. What’s green? (the animal/lizard)
  Look for something blue. What’s blue? (around the eyes)
• Indicate the fork, and act out eating with a fork. Point to the fork in the photo. Say This a fork. Someone used the fork to eat. Then the person left. Now this gecko (point to the gecko) is having fun. Look at its red tongue!
• Guide students through the activity on p. 18. Read the directions in bold type. Then read the first item and each answer choice. Ask Is this animal big? Say Look at the gecko. Is it big? Have a student answer. (No, it’s not big. It’s small.) Have students circle small in their books. Continue with the next statement. Encourage students to answer the question.
• Be the Expert  The photo was taken at an outdoor restaurant in Hawaii, a U.S. state made up of a group of islands in the Pacific Ocean. The animal is a gecko, a type of lizard that usually feeds on insects. There are about 1,000 different species of gecko. They live in warm areas across most of the world. Nearly all geckos are small. A gecko’s most distinctive feature is the sticky pads on its feet. These pads help geckos climb walls and cliffs—and even scamper upside down across ceilings. Another distinctive feature is the gecko’s tail: if the tail breaks off, a new one may grow in its place.

Teaching Tip  The best way to get students to speak in class is to create a risk-free environment. Help students understand that mistakes are not only accepted, but also expected. At the start of each unit, let students know that the important thing is to start using new words and expressions, even if they don’t use them correctly at first. Explain that everyone is there to practice and learn—which always involves making errors. By reinforcing this message, you’ll see students become more willing to take chances and thus improve their ability to learn.

Be the Expert
Warm Up

• Build background. Say: We get food from many different places. Some food grows on trees. Point to a photo of a fruit tree, and hold up the card for mangoes. Some food comes from animals. Point to photos of beef and dairy cows, and hold up the cards for meat and ice cream. And some food comes from plants that grow in the ground. Point to a photo of a vegetable garden, and hold up the Picture Cards for tomato and potato.

Present

• Say: Open your books to pages 20 and 21. Point to the photo of tomatoes and say: Tomatoes. What color are tomatoes? (red) I like tomatoes. I eat tomatoes in a sandwich. Do you like tomatoes?

Practice 1 2

• Point to the photo of bread and say: Bread. I eat bread with breakfast, lunch, and dinner! Do you? Point to the photo of meat and say: Meat. Meat comes from cows. We cook meat to eat it.
• Continue pointing to the photos of foods on pp. 20–21. Describe the foods, give examples of how we eat them, and ask students questions about them.

Apply 3

• Hold up the book, showing students pp. 20–21. Say: Listen. Play TR: 19. Point to the food when you hear its name. Tell students: Now listen and say the words. Play TR: 19 again. Be sure students are saying the words correctly. Some students may have difficulty pronouncing noodles and the /kr/ sound in ice cream. Ask them to watch as you model saying the words.

• Say: Now listen. Then point and say. Play TR: 20. Help students follow the order of the words by pointing as the foods are named.

Wrap Up

• Model the dialogue at the bottom of p. 21 with the puppet. Then write on the board and say: I like apples, but I don’t like mangoes. Underline but. Explain: We use but to show differences between things. The puppet doesn’t feel the same way about the two foods.

Review

For additional practice, direct students to Activity Worksheet 2.1.

Our World in Context

Corn, or maize, is native to the Americas. It has been an important part of many cultures in North and South America for thousands of years. Tomatoes and potatoes also originated in the Americas and were introduced to Europe by early explorers. The mango is native to eastern Asia. The carrot originally grew in what is now Afghanistan. Today, these foods are available across the globe.

Formative Assessment

Can students identify and name foods?

Display a Picture Card with the word obscured and ask: What is this food?

Vocabulary 1

Objective

Students will:
• identify and name foods.

Vocabulary
tomatoes, corn, bread, potatoes, mangoes, ice cream, noodles, beans, meat

Academic Language clue

Resources
Workbook p. Q; Audio CD TR: PH–20; Videos: Vocabulary 1; Classroom Presentation Tool; Vocabulary 1; Teacher's Resource CD-ROM: Activity Worksheet 2.1; Picture Cards 328–329, 331, 333–336, 339–340

Materials
photos of a fruit tree, a beef cow and a dairy cow, and a vegetable garden (optional); sock or stick puppet

Related Vocabulary
fruit

Be the Expert

For additional practice, direct students to Activity Worksheet 2.1.

I like apples, but I don't like mangoes. Do you like apples and mangoes?

Formative Assessment

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For additional practice, direct students to Activity Worksheet 2.1.

I like apples, but I don't like mangoes. Do you like apples and mangoes?

Formative Assessment

Can students identify and name foods?

Display a Picture Card with the word obscured and ask: What is this food?

Review

For additional practice, direct students to Activity Worksheet 2.1.

I like apples, but I don't like mangoes. Do you like apples and mangoes?
**Objective**

Students will:
- use any in questions and negative responses.

**Grammar** use any in questions and negative responses

**Academic Language** answer question

**Resources** Workbook p. 13; Audio CD TR: 21; Video: Grammar 1; Classroom Presentation Tool; Grammar 1: Picture Cards 328–329, 331, 333–336, 339–340

**Materials** tray or plate with examples of real or plastic vegetables, such as tomatoes and potatoes

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**Practice**

4. Hold up your book and show students the two boxes with pictures of food. Point to and name some food items in the top box and have students repeat the names. Turn the book upside down and do the same with food items in that box.

4. Read the directions to Activity 4 aloud and model how to play the game. Have a student come to the front of the room with her book. Say to the class We’re going to see which foods are in both pictures. Tell the student to turn her book upside down so that the bottom box is now the top box.

Say There are beans in my picture. Then ask your student partner Are there any beans in your picture? She looks at her picture and answers No, there aren’t. Then it’s her turn to ask you a question about a food item in her picture.

Say to the class Now you play! Have students work in pairs, taking turns asking and answering questions using Are/Is there any____? Tell them to write on a piece of paper or circle in their books the items that are the same in both pictures. Walk around the room, checking that students use any correctly and that their answers are accurate.

Ask Is there any meat? Are there any apples? If students have difficulty, review the Grammar box with them.

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**Warm Up**

4. **Revisit** Display a tray or plate with food items. Hold up a piece of food and say This is a (tomato). Ask How many? (one) Say Yes, there is one (tomato). Have students repeat There is one (tomato).

Hold up two or more pieces of another vegetable and say There are two (potatoes). Ask How many? (two) Have students repeat There are two (potatoes).

4. **Spiral** Say We can count some foods, like tomatoes and potatoes. But some foods we don’t count, like bread and meat. Explain For these foods, we say There is. Say each sentence and have students repeat it: There is bread on the plate. There is meat on the table.

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**Present**

4. **Display Picture Card 340** (tomatoes). On the board, write the question Are there any tomatoes? and the answer Yes, there are. Read the question and answer with students. Then explain, When I want to know if there are tomatoes, I can ask, “Are there any tomatoes?” Underline any. Point to Yes, there are.

Say If the answer is “no,” then we say, “There aren’t any tomatoes.” Now you say it. Write and underline the words aren’t any.

Say Open your books to page 22. Listen to the questions and the answers. Then play TR: 21. Point to the third question and ask Why do we say “Is there any bread” and not “Are there any bread”? Remind students that we can’t count some foods. We use is to talk about them.

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**Formative Assessment**

Can students:
- use any in questions and negative responses?

Have students ask you questions about the foods pictured on p. 22. Then ask them if there are any potatoes pictured on the page.
Objective
Students will:
• identify and name foods.

Vocabulary
snacks, grapes, chips, yogurt, nuts, cheese

Resources
Workbook p. 14, Audio CD TR: 22, Video: Vocabulary 2; Classroom Presentation Tool: Vocabulary 2; Teacher's Resource CD-ROM: Graphic Organizers (Word web), Activity Worksheet 2.2; CD-ROM: Vocabulary 2; Teacher’s Resource Classroom Presentation Tool: TR: 22; Video: Vocabulary 2; CD-ROM: Vocabulary 2

Warm Up
Recycle
Put students in pairs and give one card from Picture Cards 328–329, 331, 333–336, 339–340 to each pair. Say I tell you about a food. You raise your card if I’m talking about your food. This food is red. It’s round. What is the food? (tomatoes)
Continue asking questions about each Picture Card.

Present
Give examples
Say Now we’ll learn more words for foods. Open your books to page 23. Point to the photo for snacks and say Snacks. There are four snacks on this tray. When you eat a snack, you eat a little bit of food. Use your hands to model the relative sizes of a snack and a meal.

• Point to the grapes. Say Grapes grow on plants. They can be purple, green, or red. Pretend to pick grapes from a grapevine.
• Point to the chips. Say Chips. Chips are made from potatoes or corn. They’re crunchy and salty. Mime eating crunchy, salty chips. Say Crunch! Crunch! and pretend to lick your fingers.
• Point to the photo of yogurt. Say Yogurt. Yogurt is made from milk. I eat yogurt in the morning. It’s a good snack any time of the day!
• Point to the photo of cheese. Say Cheese. Cheese is made from milk too! You can make cheese from cow’s milk, goat’s milk, or sheep’s milk.

Wrap Up
Ask students to draw themselves eating a snack they like. Say Your snack must be one of the foods we learned about in this lesson.
Have students label their pictures. Then have them show their pictures to the class and tell about them.

Practice
Say Listen, then say the words and sentences. Play TR: 22. As each food is mentioned, point to its photo.

• Point to items 1–5 under the photos. Model completing item 1. Read the sentence aloud. Say This sentence is about chips. Ask What letter stands for chips? Say The letter b is on the photo for chips, so I write b in the blank. Have students write b in the first blank. Have students name each photo and the letter on it. Tell students that not all target words will be used. Then have them complete items 2–5 on their own.

Apply Help students find the stickers for this unit at the back of the student book. Say I see some girls. I see some boys. They’re eating snacks. Say Point to a girl eating grapes. Point to a boy eating grapes.

Model the activity with a student. Say Pick a sticker. Don’t show me. Tell me “This is a boy” or “This is a girl.” Make guesses like the ones in the student book: Is he eating nuts? The student answers Yes, he is. or No, he isn’t.

Have students work in pairs, taking turns giving clues. When students identify a sticker correctly, they stick it in their books.

Be the Expert
Our World in Context
Cheese is made from the spoiled, or curdled, milk of cows, goats, yaks, or other mammals. It has been eaten since ancient times. Legend has it that the first cheese was made accidentally by an Arabian merchant crossing the desert. Milk he had stored in a bag made from a sheep’s stomach separated into curds and whey. He drank the liquid whey and ate the curdy cheese.

Vocabulary Strategy
Using a Dictionary
Teach students how to locate words using alphabetical order. Help students understand the concept of ABC order to the second letter (or the third, fourth, and so on). For instance, words beginning with ch come before words beginning with ic or an, and words beginning with ch are listed before words that begin with chi.

Formative Assessment
Can students...
Display Picture Cards 341–346 for the new vocabulary words. Ask students to name the foods as you point to them.

Review
For additional practice, direct students to Activity Worksheet 2.2.
Objectives
- Students will
  - make polite requests with may
  - respond to requests politely

Grammar
- make and respond to polite requests with may

Academic Language
- ask, answer

Content Vocabulary
- polite

Resources
- Workbook pp. 15–16
- Audio CD TR: 23; Video: Grammar 2; Classroom
- Presentation Tool: Grammar 2; Teacher’s Resource CD-ROM
- Activity Worksheet 2.2; Picture Cards 328–329, 331, 333–336, 339–346

Materials
- note cards; scissors; glue

Grammar

1. Look. Write questions.

<table>
<thead>
<tr>
<th>May I have some chips, please? May I have some chips, please?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not right now. Dinner is at 7:00. Yes, sure.</td>
</tr>
</tbody>
</table>


- B2. May I have some chips, please? Sorry, I don’t have any chips. 
- C2. May I have some lemonsade, please?

Warm Up

- Revisit Write smiling and frowning on two separate note cards. Then have two students come to the front of the class. Give one card to each student. Say Don’t say your word. Have the students act out the words one at a time. Ask the class Is (Mia) smiling or frowning? Repeat with the second student.

- Set the stage Say Imagine your friend has candy, and you want a little. What do you say? Frown and make your voice loud and angry. “Give me some candy!” Then, in your normal voice, ask Is that nice or not nice? (not nice)

- Preteach On the board write May I have some candy, please? Read it aloud and have students repeat it.

- Practice

  1. Point to the food in each picture in Activity 7 and ask students What food is this? (corn, chips, ice cream, noodles) Say Imagine that you want the food in the picture. What do you say? Write the question. Model completing the first item. Point to the bowl and ask What’s in the bowl? (corn) Then say You want some corn. You ask, “May I have some corn, please?” Write the sentence on the board. Have students complete the rest of the activity on their own. Say I have grapes. You want some. What do you say? Review the Grammar box if students have difficulty.

Apply

- Read the directions for Activity 8. Have students cut out the gameboard and the game pieces from p. 99.

  - Form pairs and say Choose nine game pieces. Glue the pieces on your board. Set aside the other pieces.

  - Read aloud the model dialogue with a student. Sketch the gameboard on the board. Draw apples on B1. Say My board has apples on B1. Say I say to my partner. “B1.” Then I say, “May I have some apples, please?”

  - Then explain that the partner says “Yes, here you are.” If the partner’s board includes apples or “Sorry, I don’t have any apples.” If his board has no apples, Say Take turns. Ask and answer.

Wrap Up

- Hold up Picture Cards 328–329, 331, 333–336, 339–346. Divide the cards between five students. Have a student without a card ask for a food shown on the cards, using the polite request May I have some (mangos), please? The student with that card takes it to her classmate and says Yes, here are some (mangos). Continue until each student without a card has asked a question.

- Call students’ attention to the answers in the Grammar box. Say The child asks politely, but the mother says no and explains why. Dinner is soon. Both mother and child are polite.

Be the Expert

Grammar in Depth
- All languages have polite and not-so-polite ways to ask for things, and English is no exception. The phrase May I have is among the most polite ways to formulate a question. It’s usually considered more polite and respectful than Could I have and Can I have, and it is far more polite than I want or Give me.

- The word please is also a word that indicates politeness. Thus, saying May I have some cookies, please? is a very courteous way of asking for something. Note that the word please can come in different places in the sentence: please may I have __________.

  - May I please have ________, and May I have ________, please?

Formative Assessment
- Can students
  - make polite requests with may?
  - Display Picture Card 346 (yogurt). Have students politely ask you for the pictured food.
  - respond to requests politely?
  - Ask May I have some chips, please? Have students answer politely with a sentence such as Yes, here you are or Sorry, I don’t have any chips.

Review
- For additional practice, direct students to Activity Worksheet 2.3.
Use the Song

• **Set the stage**  Say On weekends, my friends come to visit. I make some food. Act out stirring a pot and holding a dish. We sit at the table. Then we have dinner. Pretend to be eating. Then rub your stomach, smile, and say It is good! We eat some good food.

• **Explain**  Say Open your books to page 25. What’s the title of the song? What do you think the song is about? Hold up your book and ask What foods do you see in the pictures? Help students name the foods they see, then list them on the board.

• **Say**  Play the chorus and the first verse of the song (TR: 24). Have students read along as they listen. Play the same part a second time and have students sing along.

• Display the Picture Cards for mangoes, cheese, and yogurt. Then divide the class into four groups. Assign the first three groups one of the three target words. Assign the fourth group the line, ‘May I have some, please?’

• Play the first part of TR: 24 and have the whole class sing along to the chorus. Then have each of the four groups stand and sing along with their assigned line. Repeat several times.

Extend

• Have students write the target words on index cards. Then play all of TR: 24 and have students sing the song as they read the words in their books. Complete lyrics are on Student Book p. 93. Have them raise the correct card when they hear a target word in the song.

• Write the following on the board:

```
Let's eat!
Do you like ________?
Let's eat!
Do you like ________?
Let's eat!
Are there any ________?
Let's eat!
```

• Put students in groups and have them use the target words to complete the sentence frames. Then have groups take turns singing the new chorus aloud.

### The Sounds of English: /m/ as in mango

• Hold up Picture Card 334 (mangoes) and point to one mango. Ask, What is this? When students answer, say That’s right. It’s a mango. Say mango again, emphasizing the sound of m in the first syllable as you write the word on the board in large letters. Say Now let’s listen to words that have the same m sound you hear in mango. Play TR: 25 once while students just listen. Then say Let’s listen and say. Play TR: 25 again and have students repeat the words.

• For more practice, have students look at pictures, listen, and raise their hands when they hear /m/ as in mango. Display Picture Cards that contain the target sound (moan, mother, mouth, lemonade, climb, swim, umbrella) and some that don’t.

• Hold up a Picture Card, say the word, and have students raise their hands if they hear the target sound. Say Look and listen. Raise your hand if you hear /m/. Repeat the word with students. If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

**Teaching Tip**

When you ask students to name items or share ideas, it’s easy for them to pay more attention to what they will say than to what their fellow students are saying. One way to help change this is to have students repeat what their classmates say. Suppose the class is naming their favorite colors, and (Fernando) says My favorite color is green. If (Kim) is the next student, she should say (Fernando)’s favorite color is green. Or (Fernando) likes green. Before she names her own favorite color. That will encourage students to listen to what their classmates say.

**The Sounds of English Cards**

You can use The Sounds of English Card 19 to teach the /m/ sound. Audio for this card is available on the Explore Our World website.

**Review**

For additional practice, direct students to Activity Worksheet 2.4.
Warm Up

• Build background Display a globe or world map. Point out Mexico, Central America, and South America. Say This is called Latin America.

• Preteach Point to the photo at the top of p. 26. Say This is candy. But this candy is different. It has insects inside! Some insects look scary!

Present

• Predict Say Open your books to page 26. Look at the title of the Reading. Then look at the photos. Give students some time to study the page. Then say What do you think this Reading is about?

• Say Let’s listen and read. Play TR: 26. Have students follow along in their books.

Objectives
Students will:
• describe different snacks from around the world;
• scan text for information.

Reading Strategy Scan Text for Information

Content Vocabulary ants, termites, grasshoppers, silkworms, scorpions, insects, lollipops

Resources Workbook pp. 18–19, Audio CD TR: 26, Classroom Presentation Tool: Reading, Teacher’s Resource CD-ROM: Graphic Organizers (Word web): World Map Poster (or other world map or globe)

Materials index cards (optional)

Listen and read. TR: 26

Super Snacks!

People all over the world eat snacks such as fruit, chips, nuts, and candy. What other snacks do people enjoy?

Do you like fried butter or garlic ice cream? What about ice cream with fish? You can eat these snacks in some parts of North America.

In some countries in Latin America, you can eat insects such as ants, termites, and grasshoppers. In some parts of Asia, you can eat fried silkworms, water bugs, and scorpions on sticks.

In Australia, people like to eat honey ants. In other places, lollipops with insects are popular.

It’s snack time! How about a sweet cricket, worm, or scorpion lollipop?

Talk with a partner. Which of these snacks do you want to try?

• Review the Reading. Ask these questions:

  Paragraph 2: What do people eat for snacks in some parts of North America? (fried butter, garlic ice cream, ice cream with fish)

  Paragraph 3: What can you eat for a snack in Asia? (silkworms, water bugs, scorpions on sticks)

  Paragraph 4: What is a snack people like to eat in Australia? (honey ants)

Practice

Write the following sentences on the board:

1. Insects are popular snacks all over the world.
2. In Australia, you can eat honey ants for a snack.

• Say Let’s do a True-False activity. But first, we’ll play the Reading again. Play TR: 26 as students read along with the recording.

• Explain that True means “correct” or “right” and False means “not correct” or “wrong.” Then read sentence I on the board to students. Ask Is this true?

  • (Think Aloud) Model finding the answer. Read sentence I aloud again and say I remember reading that snacks are popular all over the world. But I’m not sure about insect snacks. I’ll look for the word insect in the Reading. That will help me find out if the sentence is true or false. I read In some countries in Latin America, you can eat insects. I also read that in some parts of Asia, you can eat insects, and people in Australia like to eat honey ants.

Latin America, Asia, and Australia are parts of the world, not the whole world. The answer is false.

• Have students work in pairs to find out if sentence 2 is true or false. When students are finished, have pairs volunteer the answer. Have them explain how they figured out whether the statement is true or false.

Apply

12 Read the directions for Activity 12 with students. Put students in pairs. Then say First, let’s list the snacks we read about in Super Snacks! Insect lollipops is one. Begin a list of the snacks on the board. Have students call out others from the Reading or have them come up and add to the list on the board.

• When the list is complete, say Now talk to your partner about which snacks you want to try.

• If students need help, say Look through the Reading. You don’t have to read every word. Look for the words you can eat or people like to eat. You’ll find some snacks there.

Wrap Up

• Have students invent and draw a picture of an unusual snack. Have them use target vocabulary words from this or other units. Then put students in small groups, and have them show their pictures and describe their snacks to their group. Remind students to name their snacks. Have groups share their pictures with the class.

• Say Let’s do a True-False activity. But first, we’ll play the Reading again. Play TR: 26 as students read along with the recording.

• Explain that True means “correct” or “right” and False means “not correct” or “wrong.” Then read sentence I on the board to students. Ask Is this true?

  • (Think Aloud) Model finding the answer. Read sentence I aloud again and say I remember reading that snacks are popular all over the world. But I’m not sure about insect snacks. I’ll look for the word insect in the Reading. That will help me find out if the sentence is true or false. I read In some countries in Latin America, you can eat insects. I also read that in some parts of Asia, you can eat insects, and people in Australia like to eat honey ants.

Latin America, Asia, and Australia are parts of the world, not the whole world. The answer is false.

• Have students work in pairs to find out if sentence 2 is true or false. When students are finished, have pairs volunteer the answer. Have them explain how they figured out whether the statement is true or false.

Our World in Context

Many people across the world consider insects to be a great delicacy. By some estimates, at least one third of the world’s population eats insects. Some experts believe that everyone, Americans in particular, should add more insects to their diets. They point out that insects can be an excellent source of protein, and that raising them doesn’t cause the environmental damage that raising larger, traditional farm animals does.

Reading Strategy Scan Text for Information

The purpose of scanning is to find information quickly. When you scan, you move your eyes quickly across a page of text in search of specific words. Scanning is different from reading, because you don’t read every word when you scan.

When scanning, readers start by thinking about an important word, name, or phrase to look for. They run their eyes rapidly back and forth to find that word or phrase in the text. When they find the word(s) they’re looking for, they read the surrounding text carefully to locate the information they need.

Teaching Tip

Students are often asked to follow along in their own books when someone else is reading. This can be difficult for some students. If they lose their place, it can be hard for them to find it again. One way to help is to give each student a note card. Have students place the card across the page so only the first line of the text is visible. As the reading continues, students can slide the card down one line at a time.

Formative Assessment

Can students:
• describe different snacks around the world?
• scan text for information?
• ask students how they can quickly find information in the reading, such as Where do people eat water bugs?
Value

• Read the title at the top of p. 27. Say Let’s find out what foods are good for you to eat.

• Read the sentences with students. Ask What kinds of foods should you eat? (fruits and vegetables) Give examples of several fruits and vegetables, including those students learned in this unit. Then ask What should you do every day? (drink water)

• On the board, write Breakfast, Lunch, Dinner, and Snacks. Read aloud the two questions at the bottom of the page with students. Say Think about what you eat and drink every day. What good things do you eat? What good things do you drink?

• Draw a three-column chart on the board. Label the columns Breakfast, Lunch, and Dinner. Have students come to the board to list healthy foods and drinks under the appropriate meals. Then have students form small groups and talk about what they like to eat and drink at each meal.

Give the Unit Quiz

• Hand out the Unit 2 Quiz. Have students scan the pages. Say Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.

• Give students two or three minutes to preview the test.

• Listening instructions, Section 1 Point to the pictures on page 102. Say Look at the pictures. Point to the letters. There is a letter next to each picture. Write the letter that matches the sentence you hear.

• Say Now listen to an example. Play TR: AB30. These are beans. When students have written a letter, ask What letter did you write? When students respond with the letter D, begin the quiz. Say Let’s begin. Play the rest of TR: AB30.

• When students have completed Section I, have them put down their pencils. Say Now you’re going to read and write. Read the directions for Section 2 aloud. Ask What do you have to do? (Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the questions. Use May 1 or May we. 4: Read. Circle True or False.)

• Have students complete Sections 2–4 independently.

• Listening instructions, Section 5 Read the directions aloud. Ask What do you have to do? (Listen. Complete the sentences.)

• Say Now listen to an example. Write the missing words to complete the sentence you hear. Play TR: AB31. Are there any beans? When students have completed the sentence, say What sentence did you write? Begin the quiz when students respond with Are there any beans? Say Let’s begin. Play the rest of TR: AB31.

• Speaking instructions Point to the image at the bottom of p. 123. Say Look at the picture. Answer my questions. Use complete sentences. Now listen to an example. Ask Are there any tomatoes? Say No, there aren’t any tomatoes.

• See page 129 of the Assessment Book for questions and expected student responses.

Assessment

Resources Assessment Book pp. 102–103, 123, 129, 132, 136; Assessment Book Audio CD TR: A830, A831; Picture Cards 331, 333–335, 339–342

Testing Tip

Review regularly Review content material regularly in class to help reinforce learning. Reviewing will also help students prepare for quizzes and tests.

Project

For a theme-related closing activity, direct students to the Unit 2 Project Worksheet.
Before You Watch

• Play the introduction. Stop the segment when Anna says “It’s a tomato, and it’s a carrot, and I have students repeat each sentence. Then say “This video is all about food.”

While You Watch

• Hand out and draw on the board a three-column chart with the headings: “Foods I Like,” “Foods I Don’t Like,” and “I Don’t Know.” Say “Listen to the names of foods in the video. Point to the first column and say Write foods you like here. Point to the second column and say Write foods you don’t like here. Point to the last column and say Write other foods here.
• Pause the video as necessary to allow students to record each food in the proper column.

After You Watch

• Ask students to look over their completed charts. Have them compare their charts with a partner.
• Ask “What foods do you and your partner both like? What foods do you both not like? Then ask: Who has the most foods in the Foods I Like column?”

Zoom In

Vocabulary

• Put students in pairs. Pause after each set of target words. Have one student choose one food and act out eating it. The partner guesses the food.

Grammar

• Play Grammar 1. Then have students retell the story, using the words in the proper context. Have them stand up when they hear the word any and touch their shoulders when they hear a question with may.
• Play Grammar 2. Then replay the segment and have students ask the questions along with the characters.

Song

• Play Let’s Eat! and have students sing along. Have them stand up when they hear the word any and touch their shoulders when they hear a question with may.

Viewing

• Pause the video as a food is shown. Have students identify what food is being cooked or eaten. Restart the video to name the food.

Story Time

• Have students view Story Time once. Pause the video from time to time to have students retell the story in their own words. Ask questions such as What do you think happens next? What do you think the farmer is going to do? Do you think the soup tastes good? Why or why not?
• Play Stone Soup again. Tell students to pay attention to and explain how the soldier tricks the people.

Before You Read

• Activate prior knowledge. Draw a word web on the board. Write soup in the center circle and read it aloud. Say This story is about soup. What is soup? What can you put in soup? Write students’ responses in the outer circles of the web. Hold up Picture Cards 328, 330, 331, and 340, if students have difficulty thinking of possibilities.
• Introduce the strategy. Point to the book cover and say This book is about a soldier. He has a problem. His problem is that he has nothing to eat! Show p. 2 and read the text on the page. Then rub your stomach and look hungry: open your hands wide to show that you have no food. Then say Let’s read to find out how the soldier solves his problem.

While You Read

• Distribute copies of the Word web Graphic Organizer. Have students write the word soup in the center. Say “I’m going to read the story out loud. Listen for the things the soldier puts into the soup. Write those things in the outside circles. Read the book aloud to students. Stop every few pages to ask questions such as the following:
  p. 3: What did the soldier put in the pot? (water and a stone)
  p. 5: What did the soldier ask for? (carrots)
  p. 10: How did the soldier make soup from a stone? (He used the vegetables from the people.)

After You Read

• Ask What foods does the soldier put into the soup? (corn, tomatoes, beans, carrots)
• Say The soldier has a problem. He’s hungry. He has no food and no money. How does he solve his problem? (He pretends to make soup from a stone, and then he says he needs other things. People give him other foods. The other foods make the soup taste good.)
TR: 19 Listen and say.

tomatoes My brother doesn’t like tomatoes.
corn I like corn.
bread I don’t like bread.
potatoes Tabor likes potatoes.
mangoes I like mangoes.
ice cream We want ice cream!
noodles I like noodles.
beans We want beans for lunch.
meat I don’t like meat.

TR: 20 Listen, point, and say.
mangoes; potatoes; beans; ice cream; corn; meat; noodles; bread; tomatoes

TR: 21 Grammar
Are there any tomatoes? No, there aren’t any tomatoes.
Are there any potatoes? Yes, there are.
Is there any bread? No, there isn’t any bread.
Is there any milk? Yes, there is.

TR: 22 Listen and say.

snacks I like snacks.
grapes I love grapes. Yum!
chips I have chips after school.
yogurt I like yogurt.
nuts Do you want some nuts?

cheese My favorite snack is cheese.

TR: 23 Grammar

May I have some chips, please? Not right now.
Dinner is at 7:00.
May we have some noodles, please? Yes, sure.

TR: 24 Listen. Read and sing.

Note: Lyrics for the song Let’s Eat! are on Student Book p. 43.

TR: 25 The Sounds of English /m/ mango

Listen and say.
1. mango; meat. 2. marker; map
3. grandmother; room

TR: 26 Listen and read. Super Snacks!

People all over the world eat snacks such as fruit, chips, nuts, and candy. What other snacks do people enjoy?
Do you like fried butter or garlic ice cream? What about ice cream with fish? You can eat these snacks in some parts of North America.

In some countries in Latin America, you can eat insects such as ants, termites, and grasshoppers. In parts of Asia, you can eat fried silkworms, water bugs, and scorpions on sticks.

In Australia, people like to eat honey ants. In other places, lollipops with insects are popular.

It’s snack time! How about a sweet cricket, worm, or scorpion lollipop?

Workbook

TR: 9 Unit 2. Listen and read.

1. Person 1: Are there any noodles? Person 2: No, there aren’t any noodles.
3. P1: Is there any ice cream? P2: Yes, there is.
4. P1: Are there any potatoes? P2: No, there aren’t any potatoes.
5. P1: Are there any tomatoes? P2: Yes, there are.

TR: 10 Listen. Read and write.

1. Ken: Let’s have a snack. Patty: Are there any nuts?
Ken: No, there aren’t. But there are some grapes. Patty: OK. Let’s eat grapes.

TR: 11 Listen and write.

I. Child: May I have some nuts, please? Adult: Yes, sure.
2. C: May we have some bread, please? A: Not right now.
3. C: May we have some cheese, please? A: Yes, here you are.
4. C: May I have a snack, please? A: Not right now. Dinner is at eight.

TR: 12 Play a game. Start at A. Listen and draw a line when the answer is yes.

Child: May I have some cheese, please? Adult: Not right now.
C: May I have some corn, please? A: Yes, sure.
C: Is there any chicken? A: Yes, there is. You may have some chicken.
C: Is there a mango? A: No, there isn’t a mango.
C: Are there any tomatoes? A: Yes, there are.
C: Are there any noodles? A: Yes, there are.
C: Are there any chips? A: No, there aren’t any chips.
C: May I have some bread, please? A: Not right now.
C: May I have some beans, please? A: Yes, sure.
C: May I have some apples, please? A: Yes, here you are.
C: I have a lot of food. We can make soup!

TR: 13 Listen and read. Can you say these fast?

1. Patty Peters likes peppers on her pizza.

Audio Script and Answer Key

Student Book

Unit Opener SB p. 18 small, eating
the same: two sandwiches, tomatoes

SB p. 23 l. b 2. e 3. c 4. d 5. a

SB p. 24 May I have some corn, please?
May I have some ice cream, please?
May I have some chips, please?
May we have some noodles, please?

Workbook

Go to pp. 207–208 for the Workbook Answer Key for this unit.
Look and check.
This is a baby. The woman is smiling.
A Helping Hand
Unit 3
Zookeeper feeds tiger cub, Gianyar, Indonesia

Be the Expert
About the Photo
This photo was taken on the Indonesian island of Bali. If possible, show students where Indonesia is on a world map. Help students trace a route from Indonesia to their home country.

Because Indonesia’s tiger population is declining, Indonesia is trying to save its remaining tigers. It has created protected parks such as Kerinci Seblat National Park, where 135 Sumatran tigers live.

Indonesia and other countries have also promised to help double the number of tigers in the wild by 2022. The year 2022 was chosen because it is the next Year of the Tiger in the traditional Chinese zodiac calendar.

Teaching Tip
When you ask students a question, allow them enough time to form an answer. Students are thinking in a new language, so they may remain silent after a question is asked. Silence doesn’t always mean students don’t know the answer. They may just need extra time to form an answer before speaking.

Introduce
• Build background Say The name of this unit is “A Helping Hand.” Hold out your hands and say These are my hands. Say Show me your hands. Have students hold out their hands. Say We can use our hands to help.

• Point to the photo and say Here are a woman and a tiger. She’s using her hands to help. She’s feeding a baby tiger. She’s giving it milk. She’s helping the tiger.

• Preteach Say There are many ways we can use our hands to help. Pick up a piece of scrap paper and put it in a wastebasket. Say I can use my hands to pick up trash. Pick up a book and ask What else can I pick up? Say I can carry things with my hands. I can put things away. Carry a book or object across the room and put it away. Ask What can you carry? What can you put away?

• Point to the photo on pp. 28–29. Ask questions such as the following to encourage discussion of the photo:
  
  - What do you see in the photo? (a woman, a tiger, a bottle)
  - What is the woman holding in her hands? (a tiger, a bottle)
  - What is the woman giving to the tiger? (a bottle of milk)
  - Is the woman happy or sad? (happy)

• Guide students through the activity on p. 28. Read each statement and option aloud. For each option, have students say Yes or No. Discuss each statement. Then confirm the correct answers.
Vocabulary 1

Objectives
Students will:
• identify and use verbs related to caring for others.
• describe who and what they care for.

Vocabulary: carry, help, hug, teach, feed my pet, a goldfish, take care of my pet, a hamster, protect


Related Vocabulary:
fishbowl

Warm Up

• Activate prior knowledge: Say Today we’re going to talk about caring for others. Ask: Who are some people who help? (teachers, doctors, police, family) Write doctors on the board. Say Doctors are people who help.

• Write a list on the board of people who help. Next, paint to each word and ask: How does this person help?

Present

• Say: Open your books to pages 30 and 31. Look at the ways to take care of people and animals. As you point to each photo, say the vocabulary word or words and have students repeat after you.

Practice

1. Say: We care for each other and we care for animals. We help in many different ways.

   • Say: We care for people, and people care for us. Point to the help photo. Ask: Who helps you? (My mother. My teacher.) How do they help you? (My mother helps me with my homework. My teacher helps me learn new things.)

   • Point to the photos of feed my pet and take care of my pet. Say: Each phrase aloud and have students repeat. Say: We take care of our pets. Ask: Do you have a pet? What pets do you have? How do you help your pets?

   • Say: We’re going to read and listen to information about caring for others. Read the words on pages 30 and 31 as you listen. Play TR: 27.

   • Review the target words and phrases. For each word or phrase, develop a hand gesture or motion to perform along with the word as you say it. For example, for carry, pretend to hold a baby in your arms. Practice the motions with students.

   • Say: Now we’re going to hear words and listen to sentences with those words. Repeat each word and sentence after you hear it. Play TR: 28. Have students repeat each word and sentence.

   • Say: I like to hug my sister. Using the vocabulary on pp. 30 and 31, create sentence frames such as the ones listed below. Have students work in groups to write sentences and say them aloud.

      I like to hug ______. I like to teach ______.
      I like to help ______. I like to feed ______.

   • Review the words and phrases. For each word or phrase, develop a hand gesture or motion to perform along with the word as you say it. For example, for carry, pretend to hold a baby in your arms. Practice the motions with students.

   • Say: Now we’re going to hear words and listen to sentences with those words. Repeat each word and sentence after you hear it. Play TR: 28. Have students repeat each word and sentence.

   • Say: I like to hug my sister. Using the vocabulary on pp. 30 and 31, create sentence frames such as the ones listed below. Have students work in groups to write sentences and say them aloud.

      I like to hug ______. I like to teach ______.
      I like to help ______. I like to feed ______.

   • Review the words and phrases. For each word or phrase, develop a hand gesture or motion to perform along with the word as you say it. For example, for carry, pretend to hold a baby in your arms. Practice the motions with students.

   • Say: Now we’re going to hear words and listen to sentences with those words. Repeat each word and sentence after you hear it. Play TR: 28. Have students repeat each word and sentence.

   • Say: I like to hug my sister. Using the vocabulary on pp. 30 and 31, create sentence frames such as the ones listed below. Have students work in groups to write sentences and say them aloud.

      I like to hug ______. I like to teach ______.
      I like to help ______. I like to feed ______.

Apply

3. Say: Let’s talk about how we like to care for others. Model the dialogue on p. 31 with a student. Pair students and ask them to alternate asking and answering the questions.

Wrap Up

• Write four problems on different slips of paper, such as something fell on the floor. Your cat is hungry. Your bed is messy. Your little sister fell and hurt her knee. Have students form groups of four. Give each group a problem. Say: Read the sentence. Talk about how you can help.

• Give students time for discussion. Then have them write a sentence to tell how they can help. Have groups read aloud their problems and solutions.

Review

For additional practice, direct students to Activity Worksheet 3.1.
**Warm Up**

- **Set the stage**  
  Say *Think about your morning.*

  What did you do at home this morning? Describe a routine. Say *Amanda cares for others in the morning before school.* She hugs her mom and dad before school. She feeds her dog before school. Then say *Amanda also cares for others after school.*

  Amanda helps her grandfather after school. She teaches her sister the ABCs after school.

- **Write the following in two columns on the board:**

<table>
<thead>
<tr>
<th>Amanda teaches her sister</th>
<th>Amanda hugs her mom and dad before school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda feeds her dog after school.</td>
<td>Amanda helps her grandfather</td>
</tr>
</tbody>
</table>

**Present**

- **Ask** How does Amanda care for others before school? (Hugs her mom and dad, feeds her dog)
- **Ask** How does Amanda care for others after school? (Helps her grandfather, teaches her sister)
- **As students respond,** draw a line from the phrase in the left-hand column to the correct ending in the right-hand column. Have students read the completed sentences aloud with you.

**Grammar**

- **Play a game.**

<table>
<thead>
<tr>
<th>blue frame = before school</th>
<th>green frame = after school</th>
</tr>
</thead>
<tbody>
<tr>
<td>She gets dressed before breakfast.</td>
<td>He feeds his dad after school.</td>
</tr>
<tr>
<td>She feeds her dog before school.</td>
<td>He brushes his teeth after school.</td>
</tr>
</tbody>
</table>

- **Contextualize**

  Draw four clocks with hands at 7:00, 8:00, 3:00, and 4:00. Say *Evan goes to school at 8:00 in the morning. He feeds his dog at 7:00 in the morning. Ask Does Evan feed his dog before school or after school? (before school)*

  Say *Evan leaves school at 3:00 in the afternoon. He takes care of his goldfish at 4:00 in the afternoon. Does Evan take care of his goldfish before school or after school? (after school)*

**Practice**

- **Write each of the following sentences in large print on individual cards:**

  *Evan feeds his dog at 7:00 in the morning. Evan goes to school at 8:00 in the morning. Evan comes home at 3:00 in the afternoon. Evan takes care of his goldfish at 4:00 in the afternoon. Select four students and give each a card. Say *Place your card under the correct clock.*

  **Have partners ask and answer questions about what Evan does before school and after school.**

**Apply**

- **Say** Look at Activity 4 on page 32. Read the directions and the key aloud. Point out that each picture has either a blue or a green frame. Hold up your book and point to the picture of the boy and his cat. Ask *What is the boy doing? (taking care of his cat)* Say *This picture has a green frame. Does the boy take care of his cat before school or after school? (after school)*

  **Model the game with a student.** Spin. Start at the top point and move the game piece clockwise around the star. If you land, for example, on the drawing of the boy getting dressed, show your partner the picture. Point out that it has a blue frame. Ask *What does he do before school? Prompt her to answer.* “He gets dressed.” Then switch roles.

  **Say** to the class *Now it’s your turn!* Form pairs and give each pair a spinner. Tell students to use the sample dialogue at the bottom of p. 32 to help them. Students can move around the star several times for additional practice.

**Wrap Up**

- **Write these questions on the board:**

  **What do you do before school? What do you do after school?**

  **Arrange students in a circle.** Point to one student and ask *What do you do before 7 in the morning? Ask the next student What do you do after 4 in the afternoon? Continue around the circle, varying the time for each student.*

**Formative Assessment**

- **Can students**

  - identify the difference between before and after? 
  - review the pictures in Activity 4 and ask *Does he brush his teeth before school or after school?*
  - describe daily routines?
  - *Ask What do you do before school? What do you do after school?*
Warm Up

- Draw three clocks with hands at 7:30, 8:15, and 3:20. Point to each clock and ask What time is it? Have students say the time. Under the corresponding clock, write 7:30 A.M., 8:15 A.M., and 3:20 P.M. Point to each clock and ask Is this before school or after school?

Present

- **Set the stage** Point to the clocks on the board, then act out and say I take a shower at 7:30 in the morning. I make my bed at 8:15. I come home at 3:20 in the afternoon. Say “What time do …?”. Is it 7:30 a.m.? or “What time does …?” are questions we ask to find out about time. We ask them to learn when someone does something. When do I come home? I come home at 3:20.

Practice

- Ask What do I do at 7:30 in the morning? (take a shower) What do I do at 8:15 in the morning? (make my bed)
- Recycle: Have students name ways they care for others. Then ask “What time?” questions such as What time do you help your mom?

Apply

- Say Let’s do a sticker activity. Say Look at Activity 6. Model the dialogue with a student. Hold up the homework sticker. On the board, write I do my homework at __________. Ask What time do you do your homework?
- Assign partners and have them complete the activity. Provide the question frame What time do your __________?
- Have students record their answers in a two-column chart labeled Activity and Time. For example, write Take a shower under Activity and 7:30 under Time.

Wrap Up

- Pair students. Say Talk about your partner. When does she come home? What time does she have a snack? When does she do her homework?

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Be the Expert

**Teaching Tip**

Try to avoid using a student’s name or saying “you” when correcting speaking errors. When correcting a speaking error, instead of saying Jean (or “You”) said “… I heard “I has a snack at 3:45.” Instead, say “I has a snack at 3:45.” Then ask students if they can correct the error.

**Vocabulary Strategy**

As students continue to learn vocabulary, have them record new language on note cards. These cards can be used as flashcards anytime during a unit for review activities, games, and comprehension tests. Have students store vocabulary flash cards in a notebook pocket, a plastic bag, or an envelope.

**Formative Assessment**

Conduct students' vocabulary knowledge and use key vocabulary phrases. Write the following words in two columns on the board. Have students draw lines to complete the phrases: do a shower take my homework come a snack make my bed have my bed

**Review** For additional practice, direct students to Activity Worksheet 3.2.
Objective
Students will
• explain how often they do certain activities using never, sometimes, usually, or always.

Grammar use adverbs of frequency

Academic Language have often

Resources Workbook pp. 23–24, Audio CD TR: 31; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher’s Resource CD-ROM: Activity Worksheet 3.3

Practice

7. Point to the chart on page 34. Have students point to each column and read aloud. Ask, How many times do you do things? Help at home at 6:30. Go to bed at 8:45. Have students repeat each phrase after you say it.

8. Have students cut out the game board and cards on p. 101. Then read the model dialogue at the bottom of p. 34 with students. Read I always do my homework in the evening. My brother always does his homework in the evening. We’re the same. Read item 2. Say I usually eat lunch at 12:00. My brother sometimes eats lunch at 12:00. We’re different, too.

Apply

8. Pair students. Have them read each item and put down a frequency card. Next, have students tell whether they are the same or different.

Warm Up

• Draw the following chart on the board:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>do my homework</td>
<td>do my homework</td>
<td>do my homework</td>
<td>do my homework</td>
<td>do my homework</td>
</tr>
<tr>
<td>have a snack</td>
<td>play basketball</td>
<td>have a snack</td>
<td>play basketball</td>
<td>play basketball</td>
</tr>
</tbody>
</table>

• Say, Let’s talk about how many times we do things. We can always do things. We can usually do things. We can sometimes do things. We can never do things.

• Draw students’ attention to the chart. Point to do my homework on each day of the week. Say, I always do my homework. Ask, When do I have a snack? (Monday, Wednesday, Thursday) I have a snack three out of five days. So, I usually have a snack. Continue drawing conclusions based on the chart with sentences such as I sometimes play basketball.

Present

• Point to the Grammar box on p. 34. Play TR: 31. Ask students to repeat the sentences as they hear them.

• Erase the writing in the lower part of the chart. Write eat lunch at 12:30 under Monday and say, I sometimes eat lunch at 12:30. Write eat lunch at 12:30 under Wednesday and Thursday. Say, I usually eat lunch at 12:30. Write eat lunch at 12:30 under all five days.

• Write I ________ eat lunch at 12:30. Have students orally fill in the blank. (always) Erase eat lunch at 12:30 completely from the chart and point to I ________ eat lunch at 12:30. Have students fill in the blank. (never)

86  Unit 3

87  Unit 3
Listen. Read and sing. TR: 32

Taking Care

I love taking care of my pets.
I love taking care of my family.
I love taking care of me.
I love taking care of all.
I’m happy that there are so many!

Extend

• Say Now we’ll listen to the whole song. Complete lyrics are on Student Book p. 94. Play TR: 32 all the way through. After students listen to the song a second time, revise the animals and people in the chart on the board to match the song. Then ask How does the boy care for his cat? (He combs his cat.) How does the boy care for his sister? (He reads to his sister.) Repeat with the remaining animals and people.

• Pair students. Assign pairs an animal or person from the song. Say Draw a picture to show how the boy in the song takes care of your animal or person. For example, students may draw a snake getting a bath.

• When students complete the drawing activity, have them display their drawings. Play the song again (TR: 32) and have students sing along. Say When you sing the name of your person or animal, hold up your drawing.

The Sounds of English: /oa/ as in home

• 10 Show Picture Cards or pictures of a goldfish, a stove, and a coat. Ask What’s this? Have students reply It’s a (goldfish). Repeat the word slowly as you write it on the board in large letters. Do the same for each word. Next, say goldfish and underline the letter o in the word. Do the same with stove. Say The letter o can stand for the /oa/ sound. Then say coat and underline the letters oo in the word. Say The letters oo also can stand for the /oa/ sound.

• Have students look at page 35 in their books. Play item 1 from TR: 33. Have students listen and repeat. Do the same for items 2 and 3. You may want to play the audio a second or third time.

• To check understanding, display Picture Cards or pictures of known items such as a phone, a globe, a nose, a boat, a goat, and a loaf of bread (in addition to a coat, a goldfish, and a stove). Say Look and listen. Stand up when you hear the /oa/ sound. Hold up a picture (a stove) and say (stove) twice. Students should quickly stand and say the word. Hold up a few pictures without the target sound. Students should stay seated if they don’t hear the sound. Gradually increase the pace.

• If students stand in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

The Sounds of English Cards

You can use The Sounds of English Card 41 to teach the /oa/ sound. Audio for this card is available on the Explore Our World website.

Use the Song

• Say Open your books to pages 30 and 31. We’ve talked about how to care for others. What are some more ways we care for others? Introduce and act out new “care for” words students will hear in the song, such as, comb, wash, brush, read.

• Say Now, turn to page 35. Ask What animals do you see? Point to the cat. Say Raise your hand if you have a pet cat. Ask How do you care for your cat?

• Say We’re going to listen to a song about caring for animals and people. Play the first verse of TR: 32 as students listen. Then play the verse again and have students read along in their books.

• Call on a student to read the last line of the first verse aloud. “I’m happy that there are so many!”
There are not many whooping cranes in the world. People have to protect these birds and help them live safely. Luckily, there are some special places in North America where people protect the whooping crane eggs. They also take care of the baby cranes. These baby cranes have no mothers to teach them, so they follow a scientist who wears a crane suit. Then they learn to follow a small airplane. They listen to the airplane, too. Soon they’re happy to fly with the airplane—they think the airplane is their mother!

My Mom, the Airplane

Listen and read. tr. 36

• Say We’re going to listen to the reading again. Pay attention to the order. What happens first? What happens next? Play TR: 34. Pause at the end of each paragraph to ask questions such as

Paragraph 1: Are there lots of whooping cranes in the world? Where are some whooping crane eggs protected?

Paragraph 2: Do the baby cranes first follow an airplane or a scientist? Who do the cranes think the airplane is?

• Graphic Literacy Point to the diagram on p. 36. Say This diagram shows the wingspans of a whooping crane and a parrot. Hold your arms open to show wingspan. Say The wingspan of a parrot is 46 cm. Ask What’s the wingspan of a whooping crane? (244 cm or 8 ft) Which has a longer wingspan? (the whooping crane) Demonstrate 244 cm and 46 cm with a measuring tape.

Practice

List the following sentences on the board: The cranes follow an airplane. People protect the whooping cranes’ eggs. The cranes follow a scientist in a crane suit. The cranes fly on their own.

• Say First, people protect the cranes’ eggs. Write the number 1 next to that sentence. Ask What happens next? Have students scan the Reading again to find the next step. Have them tell you how to number the remaining sentences in order.

• Write each sentence on a strip of paper. Have groups arrange the strips of paper and read the sentences aloud in the correct order.

Apply

• Point out the photo of the whooping crane at the top of the page and the cranes flying next to the plane. Then point to the Venn diagram on the board. Ask How are the cranes and the plane alike? (They both fly. The birds have two wings, and the plane has one big wing.) Add any additional responses to the diagram.

• Write their responses on the board.

Wrap Up

• Ask students to think of three things they did yesterday and list them in sequence. If time allows, have students draw a picture to represent each activity.

Warm Up

• Activate prior knowledge Write mom on the board. Explain that mom is another way of saying mother.

• Say Animals have moms, just like we do. Let’s talk about one kind of animal with a mom.

• Wave your arms up and down as if flapping your wings. Ask What animal am I? (a bird) Say Mom birds take care of their babies. They feed them and protect them, and they teach them to fly.
Value

- Have students look at the photo and caption on p. 37. Say This is an Emperor penguin and its baby, or chick. A penguin feeds its chick. Ask What’s another way a penguin cares for its chick? (protects it, teaches it, keeps it warm)
- Ask a student to read the question at the bottom of the page aloud. Have students brainstorm ways they have learned to care for others. Write their responses on the board.
- Group students and have them talk about how they can care for others. Then form new groups and have students share what they talked about.
- Have students complete Sections 2–4 independently.
- Listening instructions, Section 5 Read the directions aloud. Ask What do you have to do? (Listen. Complete the sentences.)
- Say Now listen to an example. Look at the picture. Write the missing words to complete the sentence you hear. Play the example from TR: AB32. This vet takes care of a tiger. When students have completed the sentence, say What sentence did you write? Begin the quiz when students respond with This vet takes care of a tiger. Say Let’s begin. Play the rest of TR: AB32.
- When students have completed Section I, have them put down their pencils. Say Now you’re going to read and write. Read the directions for Section 2 aloud. Ask What do you have to do? (Complete the sentences. Use before or after.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use words from the box. 4: Read. Circle True or False.)
- Give the Unit Quiz
  - Hand out the Unit 3 Quiz. Have students scan the pages. Say Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.
  - Give students two or three minutes to preview the test.
  - Listening instructions, Section I Point to pictures on p. 104. Say Look at these pictures. Point to letters. Say There is a letter. Next to each picture. Write the letter that matches the sentence you hear.
  - Say Now listen to an example. Play the example from TR: AB32. (She hugs her grandmother.) When students have written a letter, ask What letter did you write? When students respond with the letter B, begin the quiz. Say Let’s begin. Play the rest of TR: AB32.
  - When students have completed Section I, have them put down their pencils. Say Now you’re going to read and write. Read the directions for Section 2 aloud. Ask What do you have to do? (Complete the sentences. Use before or after.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use words from the box. 4: Read. Circle True or False.)

Assessment

- Resources Assessment Book pp. 104–105, 124, 127, 133, 136; Assessment Book Audio CD TR: AB32, AB33

Be the Expert

Testing Tip
Be prepared. Before any test, think about what will be needed for the testing situation. Bring extra pencils, scrap paper, and erasers. Plan for what students will do after the test while other students are finishing. Bring English magazines or reading materials that students can use after they finish their tests. Write all of the directions and guidelines on the board before the testing session and state them verbally so that testing procedures are clear to all students.

Assess Unit Objectives
Ask questions such as the following:
- What do you do before school?
- How do you help at home?
- When do you eat dinner? Do you always eat dinner at that time?

Project
For a theme-related closing activity, direct students to the Unit 3 Project Worksheet.
Before You Watch

• Play the introduction to the video.

• Point out the new hosts of the video, Ellen and Sofia. Say This video is about taking care of pets. Ask Do you have any pets? How do you take care of your pets?

While You Watch

• As they watch the video, have students listen for words that describe caring. Have them sort the words into a three-column chart. Label the columns Care for Other People, Care for Pets, and Care for Myself.

• Ask How can you care for your pet? (feed my pet) Have students write this phrase in the Care for Pets column. Some vocabulary items may belong in more than one column.

After You Watch

• Have students form groups of three or four. Ask Did you write the same things as your group members? Have students compare what they listed in their charts.

Vocabulary

• Fast-forward through Vocabulary I. Stop at the images in the picture frames. Say each vocabulary item and have students write it in a sentence.

Grammar

• Say Listen to the words before and after. While viewing Grammar I, pause and ask comprehension questions such as What does Jasmine do after breakfast? (go to school)

• Write always, sometimes, and usually on the board. Say Listen for these words. List what Laurie always, sometimes, and usually does.

Song

• View the Song segment. Have students form groups. Assign each group a verse. Play Taking Care (TR. 32) again. Have each group sing its assigned verse.

Viewing

• Draw a Venn diagram labeled Animals, People, and Both. Play the animal section of the viewing. Ask How do animals take care of their babies? Write responses. Watch the second portion and ask and record responses. Ask What do both humans and animals do? Write answers in the center.

Zoom In

Vocabulary

• Fast-forward through Vocabulary I. Stop at the images in the picture frames. Say each vocabulary item and have students write it in a sentence.

Grammar

• Say Listen to the words before and after. While viewing Grammar I, pause and ask comprehension questions such as What does Jasmine do after breakfast? (go to school)

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• Draw a Venn diagram labeled Animals, People, and Both. Play the animal section of the viewing. Ask How do animals take care of their babies? Write responses. Watch the second portion and ask and record responses. Ask What do both humans and animals do? Write answers in the center.

Story Time

• View Story Time. Pause the video and ask questions such as How do the babies feel when they arrive at the orphanage? (They’re scared.)

Before You Read

• Activate prior knowledge: Say How do humans take care of whooping cranes that do not have moms? (teach them to fly) Say Humans also care for elephant babies that don’t have moms.


• Say As we read, let’s use charts to organize causes and effects. Distribute copies of the Two-column chart to students. Draw a two-column chart on the board. Labeled Cause and Effect with an arrow from left to right between them. Have students copy the labels and the arrow on their charts.

• Say As we read, we can write causes and effects in the chart.

While You Read

• As students read, ask the following questions. Then ask Is this a cause? Is it an effect?

  p. 3: What’s the cause of the problem? (Some people harm elephants.) What is the effect of the problem? (Baby elephants become orphans.)

  p. 4: Why do keepers sleep next to baby elephants? (Elephants cry if they’re alone. Cause.)

  p. 11: What’s one reason elephants come back to visit keepers? (They want to say hello. Cause.)

After You Read

• Pair students. Say Reread the story and find causes and effects. Write them in your charts. Have partners share with the class.

Caring for Elephant Orphans

Elephants in Africa are in trouble. Some lose their land to people. Some lose their families to hunters. But there is a special place in Kenya where people take care of orphan elephants.

Before You Read

• Activate prior knowledge: Say How do humans take care of whooping cranes that do not have moms? (teach them to fly) Say Humans also care for animal babies that don’t have moms.


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Caring for Elephant Orphans

Elephants in Africa are in trouble. Some lose their land to people. Some lose their families to hunters. But there is a special place in Kenya where people take care of orphan elephants.
Student Book

TR: 27 Unit 3. Listen and read.
We care for each other and we care for animals. We help in many different ways.
carry; help; hug; teach; feed my pet; a goldfish; take care of my pet; a hamster; protect

TR: 28 Listen and say.
1. I have a snack at 3:45.
2. I take a shower at 7:30.
3. I have a hamster.
4. I take care of my pet after school.
5. I feed my pet a goldfish.
6. I carry my pet.
8. I hug my grandmother.
9. I teach my brother the ABCs.
10. I protect Elephants.

TR: 29 Grammar
What does she do before breakfast? She gets dressed before breakfast.
What does he do after school? He feeds his bird after school.

TR: 30 Listen and say.
take a shower I take a shower at 7:30.
make my bed I make my bed at 8:15.
come home I come home at 3:20.
have a snack I have a snack at 3:45.
do my homework I do my homework at 5:00.

TR: 31 Grammar

TR: 32 Listen. Read and sing.
Note: Lyrics for the song Taking Care are on Student Book p. 94.

TR: 33 The Sounds of English /o/ and /u/. Listen and say.
1. home; goldfish 2. cold; coat 3. stove; yellow

TR: 34 Listen and read. My Mom, the Airplane
There are not many whooping cranes in the world. People have to protect these birds and help them live safely. Luckily, there are some special places in North America where people protect the whooping crane’s eggs. They also take care of the baby cranes. These baby cranes have no mothers to teach them, so they follow a scientist who wears a crane suit. Then they learn to follow a small airplane. They listen to the airplane, too. Soon they’re happy to fly with the airplane—they think the airplane is their mother!

Workbook

TR: 17 Unit 3. Listen and write. Then listen again. Read and match.


TR: 19 Listen and write.
I make my bed before breakfast. I take a shower after breakfast. I come home before dinner.

TR: 20 Listen. Draw lines to match.
I. She sometimes helps at home at five thirty. 2. She always has a snack at three fifteen. 3. He never takes a shower at six thirty. 4. She usually does her homework at four forty-five. 5. He usually makes his bed at eight o’clock. 6. He sometimes comes home at three forty-five.

TR: 21 Listen and read. Can you say these fast?
I. I slurp soup and sodas at six sixteen. 2. Meena makes many milk shakes in the morning. 3. Before four, fix the fifteenth flower vase.

TR: 22 Listen to the song. Read and underline.
Note: Lyrics for the song Taking Care are on Student Book p. 94.
Look and check. I can see:

- North America
- South America
- Asia

My Place in the World
Unit 4

In This Unit
Theme: This unit is about exploring your town and giving directions.
Content Objective: Students will:
- Identify and discuss different places in a town.
Language Objectives:
- Ask for help.
- Give directions.
- Talk about their towns.

Vocabulary:
- Vocabulary 1: a bakery, a restaurant, a park, a hospital, a museum, a supermarket, a train station, a toy store, a movie theater, a police station
- Vocabulary 2: a library, a swimming pool, a mall, a zoo, a stadium

Grammar:
- Grammar 1: ask for help with can
- Grammar 2: give directions with an imperative + adverb

Pacing Guides: LEU4
Value: Explore your town.

Unit Opener
Objectives:
- Students will:
  - Discuss a photo.
  - Identify parts of a photo.

Resources:
- Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher’s Resource CD-ROM; Home-School Connection Letter; Unit Opener Poster; World Map Poster

Materials:
- Globe

Related Vocabulary:
- Continent

Introduce:
- Brainstorm: Ask What are some places you know? (home, school, playground) Write students’ responses on the board. Encourage them to also name places they’ve visited in different parts of the country or world.
- Say: The name of our next unit is “My Place in the World.” Say Look at the photo on pages 38 and 39. The girl is drawing the world. Say You’re going to draw pictures of the world, too. What do you need to show? Have students brainstorm what goes on a map. (land, water, countries)
- Say: Give students time to draw their own pictures of the world. Have them label what they know.
- Ask questions such as the following:
  - What do you see in the photo? (a girl, chalk, a drawing of the world, the ground)
  - What’s the girl doing? (drawing the world)
  - What’s the girl drawing on? (the ground)
  - How do you know? (I see the ground. It looks like a street.)
- Point to the blue areas of the map. Say: The color blue shows the water on Earth. Point to the green areas of the map. Say: The color green shows the land. Say: The girl’s picture shows oceans and land. Ask: Does the real world have oceans and land?
- Guide students through the activity on p. 38. Read the name of each continent aloud and have the class repeat after you. Have students point to where they think each continent is on the drawing. Guide them in pointing out Europe, Africa, and Australia. Then use a world map or globe to confirm the correct answers.

Be the Expert
Our World in Context
Long ago, most of the land masses on Earth were joined together. They were surrounded by one ocean. Over time, this land mass split up and became the seven continents we have today: Asia, Africa, North America, South America, Antarctica, Europe, and Australia.

Teaching Tip: Brainstorming is a good way to introduce content. To help students brainstorm, write a one- or two-word description of the topic on the board. A visual cue will help students stay focused.
Before beginning the brainstorming session, tell students that they should avoid saying negative things about anyone’s ideas. Be encouraging during the session and make sure all students have a chance to share their ideas.
Objective

Students will
• identify and use nouns related to places.

Vocabulary
a bakery, a restaurant, a park, a hospital, a museum, a supermarket, a train station, a toy store, a movie theater, a police station

Content Vocabulary
town, village

Resources
Workbook p. 28; Audio CD TR: 35–36; Video: Vocabulary I, Classroom Presentation Tool: Vocabulary I, Teacher’s Resource CD-ROM: Graphic Organizers (Two-column chart); Activity Worksheet 4.1

Warm Up

• Activate prior knowledge Ask What can you do in your town? What places can you go to? What can you do there? Say Today we’re going to learn words about places. Think about the places you go to.

Present

• Say Open your books to pages 40 and 41. Look at these photos of places. Point to each place and say its name. Then have students repeat after you.

• Say Look at the photos again. Ask questions: What can you do at a supermarket? (buy food) Which place helps sick people? (hospital) Which place helps keep people safe? (police station)

Practice

• Ask What places do you go to in your town? What places do you like? What places don’t you like?

• For students who need more support, ask Yes/ No questions such as Do you like the toy store? or provide sentence frames such as I like __________. I don’t like __________.

• Say We’re going to read and hear about places to go. Read the paragraph on page 40 and the words on pages 40 and 41 as you listen. Play TR: 35.

• Discuss the paragraph and photos. Ask questions: Where can you find these places? (most cities) Do small towns and villages have interesting places? (yes)

Listen and say. 1:00

You can find the places in these photos in most cities. Do you have these places where you live?

Listen and say. 1:00

Which of the places in the photos can you find in most towns and villages? (supermarket, park, movie theater, bakery, etc.) What photo shows people near a train? (train station) Where do people go to eat a meal? (restaurant)

Work with a partner. Describe and guess. Use these words.
a doctor a toy car food movies paintings bread a police officer

Which place helps keep people safe?

Which place helps sick people?

What can you do at a supermarket?

What can you do there?

Apply

Model the dialogue on p. 41 with a student. Then pair students. Say Tell about the activity. Draw a tree and a bench or swing on the board. Students should identify a park as the correct place. Repeat with other vocabulary words. Then have students come up to the board and draw a picture blue.
Grammar 1

Objectives
Students will
• ask for help with can
• answer requests for help with can.

Grammar: ask for help with can

Content Vocabulary
across, behind, next

Academic Language
request

Resources
Workbook, p. 2; Audio CD TR: 37; Video: Grammar 1; Classroom Presentation Tool: Grammar 1; Teacher’s Resource CD-ROM: Graphic Organizers (Two-column chart)

Warm Up

• Recycle Review vocabulary from Unit 3. Write a sentence that helps the student learn to request help with can.

Present

• Contextualize Tell students about a new person in the city. They need to help the new person find resources in the new city. Write responses on the board.

Practice 4

• Have students look at the map below the Grammar box on p. 42. Ask What places are on the map? (park, hospital, police station, supermarket, museum, restaurant, theater)

• Point out the picture of the boy asking the girl for help. Ask How does the boy ask for help? (He says “Can you help me?”) Ask What question does the boy ask? (Where’s the supermarket?) What does the girl tell the boy? (It’s next to the police station and across from the theater.) Tell students to use the directions to point to the supermarket in their books.

• Demonstrate next to, across from, and on the corner of. Have two students stand near each other to demonstrate next to. Then have several students form two lines. Point out students standing across from one another in line. Finally, using the map on p. 42 as a guide, draw First Street and Main Street on the board.

• Draw the hospital and the police station. Say The hospital is next to the police station. Then point to the corner where First Street and Main Street intersect. Say Another way to describe the hospital’s location is to say It’s on the corner of First Street and Main Street.

• Have partners do Activity 4 on p. 42. When students have finished, have a student from each pair read one question and answer aloud. If students are having difficulty, review the vocabulary words.

Apply

• Have students tell about places in their city or town. Model by giving examples of places found where you live. Say My town has a police station and a supermarket. It doesn’t have a museum. For students who need support, use Yes/No questions such as Does your town have a hospital? Does it have a park? Have students review the photos on pp. 40–41 for more ideas.

• Pair students and have them use the model on p. 42 to ask and answer questions about where they live. Remind them to use can.

Wrap Up

• Say Let’s play a game about things in the classroom. Ask a student about the location of a classroom item. For example, say Can you help me, (Hyo)? Where’s the chalkboard? The student answers by saying Yes, I can help you. The chalkboard is at the front of the classroom. The student who answers then asks another student about a new object.

Formative Assessment

Can students...
• ask for help with can?

Present students with the following scenario: Imagine you need bread but can’t find the bakery. What do you say to ask for help? Have students use can to form their requests.

• answer requests for help with can?

Ask questions such as What do you say to the person asking you for help?
Objective
Students will:
• identify and use more nouns related to places.

Vocabulary
a library, a swimming pool, a mall, a zoo, a stadium

Content Vocabulary
favorite

Warm Up

Recycle
Say Let’s talk about the words you learned for places. Ask What place has puzzles and games? (a toy store) What place has doctors and nurses? (a hospital) Give clues for other vocabulary words. Each clue should name a person or object in each place.

Present

Explain
Say We’re going to learn five new words about places. One place has books to read. Show students a book. Another place is for swimming. Act out swimming. Then say One place has stores. Another place has all kinds of animals. People watch sports at another place. Ask Do you know what these places are?

Practice

Say Now we’re going to hear words. Then we’ll listen to sentences with those words. Say each word and sentence out loud after you hear it. Play TR: 38. Have students repeat each word and sentence after they hear it.

Listen and say.
Read and write. TR: 38

Say Look again at the photos of places on page 43. Ask students questions such as these:
What place has a panda? (a zoo) Do you think this place has other animals? (yes) What other animals are there? (lions, giraffes, zebras, etc.)
What place has water? (a swimming pool) What do people do there? (swim)
What place has books? (a library) Can you read books at this place? (yes)
What place has people walking inside? (a mall) What do they do there? (buy things)
What place has many people sitting? (a stadium) What do you think they do there? (watch games)

Point out the new word favorite in item 2. Say Your favorite thing is the thing you like best. Your favorite food is pizza. Ask What’s your favorite food?

Read item 1 out loud. Ask What does Min love? (crocodiles and monkeys) What place has these things? (a zoo) Have students write the answer to item 1. Then have them complete items 2–5. Use this activity to see if students understand the vocabulary.

Walk around the room to check students’ work. If students are having trouble completing the sentence frames, give them more examples as clues.

Apply

Point to Monday in the first box. Say Monday is a day of the week. Have the class say Monday out loud. Then say the other four days of the week out loud. Have students repeat each one after you.

Say Let’s do a sticker activity. Assign partners. Say Listen for a day of the week. Then put a sticker in the right box. Play TR: 39. Check partners’ work. Each box should have one sticker in it.

Wrap Up

Write each vocabulary word on the board. Leave space below each word. Point to each vocabulary word and have students say it out loud. Then say Before we end class today, let’s name new things we see in each place. Encourage students to think of things other than the ones in the book. Examples might include computers at the library, towels at the swimming pool, or elephants at the zoo.

Review
For additional practice, direct students to Activity Worksheet 4.2.
Grammar in Depth
An imperative sentence can express a command (Come here!) or a request. (Please keep off the grass). It can also give instructions or directions (Take one card from the box.) The subject of an imperative sentence is the pronoun you. However, the word you does not actually appear in imperative sentences. It is implied, or understood, when you say Bring me the book, rather than You bring me the book.

Practice 7
7. Complete item 1 as a class. Say Put your finger at Begin here on the map. Follow with your finger as I talk. Go straight on Green Street to Summer Street. Point to the "straight" arrow on the board. Continue to read the directions in item 1 aloud as students trace the route, pointing to the arrows on the board as needed.

When you’ve finished reading item 1 aloud, ask What place do you see? (the museum) Say That’s right! The museum is next to the mall. Have students complete items 2–4. Walk around the room to watch students work.

Apply 8
Write the following question frame on the board:
How can I get to the ______?
8. Put students into pairs. Have partners cut out the cards on p. 103. Say One student picks a card and reads the place, for example, the mall. Ask your partner "How can I get to the mall?" Your partner will use the map to give directions. Model the activity with a student. Observe partners as they play the game. Make sure the student asking for directions uses How can I get to the (mall)? Remind students to look at the question frame on the board.

Wrap Up
Say Look at the map on page 44. Some places on the map don’t have names. What are they? (the stadium, the swimming pool, the park) Have students write directions to one or two of them. Remind them to start from Begin here on the map. Call on students to read their directions aloud.

Materials
lenses

Content Vocabulary
directions, left, right, straight

Vocabulary
• Preposition
• Adverb

Objectives
Students will
• give directions.
• give directions with an imperative + adverb.

Grammar
Give directions with an imperative + adverb

Resources
Workbook pp. 31–32; Audio CD TR. 40; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher’s Resource CD-ROM; Activity Worksheet 4.3

Warm Up
• Build background Put students into small groups. Assign each group a number. Each group a note card with directions to a location in the classroom. For example, Walk straight to the front of the room. Then turn left. Walk five steps and stop.
• Have group members work together to follow your directions. When groups are at their locations, ask Group 1, where are you? (the bookshelves) Group 2, where are you? (the chalkboard)
• Say You followed directions to get to a place in the classroom. Directions tell you where to go. Ask What directions did you follow? Have students read their directions aloud.

Present
• Explain Direct students’ attention to the Grammar box at the top of p. 44. Play TR. 40. Point out Go straight. Then point to the arrow next to Go straight. Say The arrow shows the way to go. This arrow points straight up. That means to go straight ahead.
• Repeat for Turn left and Turn right. To help students remember left and right, tell them to form an L with their index finger and thumb on their left hand. Say L stands for "left." You use your left hand to make an L.
**Use the Song**

- **Set the stage** Say Ivan is new in town. He doesn’t know where everything is. He wants to go to the library. Ask What can Ivan do? (ask for help) Say Right. He can ask for help.

- **Play** The first two verses of A Great New Town (TR: 41). When students have listened to the two verses once or twice, ask: How would you answer the person in the song? Yes, I can help you. Sure. How can I help? Put students into groups of three or four. Give each group one of these places to draw: a toy store, a supermarket, a park, a bakery, a library, a zoo, a school, a swimming pool, or a movie theater.

- **Display** Pictures of the two places that are not in the song (museum, hospital, restaurant, train station, police station, mall, stadium). Then have students identify the terms that were not in the song and have groups hold up the corresponding card when they hear one of their terms. Play the song again and have groups sing along when they hear their words.

**Extend**

- **Say** I’m going to play the song again. Listen for the words you have learned in this unit. Complete song lyrics are on Student Book p. 94. Have students raise their hands when they hear one of the unit terms in the song (toy store, supermarket, park, bakery, library, zoo, swimming pool, movie theater). Then have students identify the terms that were not in the song (museum, hospital, restaurant, train station, police station, mall, stadium).

**The Sounds of English: /ju:/ as in museum**

- **Listen and say.**
  1. museum music
  2. January community
  3. beautiful menu

- **Show** The Picture Card for museum and ask What’s this? Say That’s right. It’s a museum. We go to a museum to see beautiful paintings. Write We go to a museum to see beautiful paintings, on the board and have students read the sentence with you.

- **Underline** Museum and beautiful, say the words, and have students repeat. Then circle the first u in museum and eau in beautiful. Say the two words again, emphasizing the blended sounds the cirded letters make. Tell students that different letters can stand for the same sound.

- **Say** Now let’s listen to words like museum and beautiful. Play TR: 42 once while students just listen. Then say Let’s listen and say. Play TR: 42 again and have students repeat the words.

- **Develop** To check understanding, display the Picture Cards for museum, computer, and beautiful, as well as pictures or drawings that illustrate common words containing the target sound, for example music (sheet music), January (the first month from a calendar), menu (a baby animal), and cube (an ice cube). Also gather cards for words that do not include the target sound.

- **Hold** Up a card or picture, say the word, and have students raise their hands if they hear the target sound. Say Look and listen. Raise your hand if you hear /ju:/ as in museum. If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

**Practice** For additional practice, direct students to Activity Worksheet 4.4.
Warm Up

- **Activate prior knowledge** Ask *Where's the sky? Point and show me.* Then have a group of students come to the board. Ask the rest of the class to name things in the sky (cloud, sun, bird). Have the students at the board draw and label what the class names. Say *The sky is very big. There are many things in the sky.*

- **Write satellite on the board. Say it aloud and have students repeat. Say* Satellites are special machines that go above the sky into space.*

Present

- **Predict** Say *Open your books to page 46. Have students read the title out loud. Look at the photos and read the words. What do you think this Reading is about?* (satellites and photos) Have students write their predictions on paper.

**Practice**

- **Look at the satellite images on page 46. Remind students that satellites take photos of continents and countries. Hold up your book and indicate the large background photo. Ask* What does this photo show?* (a map of the world, continents, oceans, countries)

- **Focus students' attention on the circled images. Make sure they understand that each circled area is a different view of the same place—the country of Korea.*

- **List the seven continents on the board:**

  1. Africa
  2. Antarctica
  3. Asia
  4. Australia
  5. Europe
  6. North America
  7. South America

- **Model finding and labeling places on a map. Say I know that Antarctica is a cold place covered in ice. I see a big white space at the bottom of the map. Hold up your book and point it out to students. Say* That's Antarctica. I will write Antarctica there in my book.* Point to the word Antarctica on the board and have students write the name on the map in their books. Tell them to use a pen with dark ink.

- **Put students in small groups and have them work together to identify and label the continents in their books. When groups are finished, confirm the continents and their locations with the class.*

**Apply**

- **Say Maps help you learn about a place. Look at the words on the map on page 46. Point to the caption below the image of South Korea at the bottom left of the page. Say* This is a caption. A caption tells you about a photo.*

- **Have students read the two captions on p. 46. Talk about the places shown on the satellite photos and how they are different. Ask* Can you see fishing boats in the photo on the right?* (a town, a river, buildings)

- **Direct students' attention to Activity 12. Read the directions aloud. Then put students into pairs and have partners complete the activity. If possible, provide maps or photos of students' towns for them to use in this activity.*

**Wrap Up**

- **Say Before we finish class today, tell me three things you learned about satellites.*
**Value**

- Point to the photo on p. 47. Say *This boy is in Shanghai, China.* Ask *What’s he doing?* (looking at a tower, holding a toy) *What does the toy look like?* (the tower in the photo)
- Read the two sentences at the top of the page out loud. Tell students that explore means to look at something to learn more about it. Say *The boy is exploring his town.*
- Read the question at the bottom of the page out loud. Say *Let’s think about how we can explore our town.* Brainstorm with students a list of places to explore in their town. Tell them to think of some of the places they learned about in this unit. Write students’ ideas on the board.
- Put students in small groups and have them talk about ways to explore their town. When students have finished, have groups share their ideas with the class.

**Assessment**

**Give the Unit Quiz**

- **Listening instructions, Section 1** Point to the picture on p. 106. Say *Look at the pictures.* Point to the letters. Say *There is a letter on each picture. Write the letter that matches the sentence you hear.* Now listen to an example. Play TR: AB34. (There are toys in the toy store.) After students write a letter, ask *What letter did you write?* When students respond with the letter B, begin the quiz. Play the rest of TR: AB34.
- After students complete Section 1, read the directions for Section 2 aloud. Ask *What do you have to do?* (Read. Look at the map and write.) Repeat the process for Section 3. (Read. Circle True or False.) Have students complete Sections 2 and 3 independently.
- **Listening instructions, Section 4** Read the directions aloud. Ask *What do you have to do?* (Listen. Complete the sentences.) Say *Now listen to an example.* Write words to complete the sentence you hear. Play TR: AB35. (Can you help me?) Ask *What sentence did you write?* Begin the quiz after students respond with *Can you help me?* Play the rest of TR: AB35.
- **Speaking instructions** Point to the map at the bottom of p. 124. Say *Use the map to answer my questions. Begin here.* Point to the dot above *Begin here* on the map. Say *Now listen to an example.* Ask *How can I get to the hospital?* Point to the hospital. Say *Go straight on Green Street. Turn right on Summer Street. Turn left on Black Street.* As you give directions, show the route on the map.

**Give the Mastery Test**

- **Listening instructions, Section 1** For the example on page 116, play TR: AB44. Say *It’s ice cream.* Correct response: G.
- Confirm understanding of the directions. (2: Look. Complete the sentences. Use words from the box. 3: Complete the questions. Use do or does. 4: Read. Circle True or False.)
- **Listening instructions, Section 5** Use the Listening instructions, Section 4 in the Give the Unit Quiz section above. For the example, play TR: AB45. (Can you help me?) Continue the test when students complete the sentence correctly.
- **Speaking instructions** Point to the image at the top of p. 127, and use the following example. Ask *How can I get to the school?* Point to the school. Say *Go straight on Green Street. Turn left on Summer Street. Turn right on Second Avenue.* See page 131 of the Assessment Book for questions and expected student responses.

**Value**

Explore your town.

It’s fun to find new things and places to explore.

**Objective**

Students will:
- talk about exploring their town.

**Resources**

Values poster

**Related Vocabulary**

building, tower, vacation, visit

**Value - Assessment**

47

113

Unit 4
Before You Read

- **Activate prior knowledge** Ask: What are some places you know? What things do you see in each place? How are these places like where you live? How are they different?

- **Introduce the strategy** Show students a pencil and a pen. Say: When I compare two things, I tell how they’re alike. The pencil and the pen are both long. Both are for writing. Then say: When I contrast two things, I tell how they’re different. The pencil is yellow. The pen is blue. The pencil has an eraser. The pen doesn’t. I can sharpen the pencil. I can’t sharpen the pen.

- **Point out the title of the Reader.** Say: As we read the story, keep track of how the country and the city are alike and different. Draw a Venn diagram on the board. Label one circle Country and the other City. Write Both where the circles overlap. Say: We’ll use this graphic organizer to list ways the country and city are alike and different. We can also talk about how characters are alike and different. Look at the picture on the cover. How are the two characters alike? How are they different?

While You Read

- **Stop after every few pages to compare and contrast the country and the city with students.**

  - p. 7: How is the library like Country Mouse’s bookshelf at home? How’s it different?
  - p. 8: How’s the bread at the bakery different from the bread Country Mouse has at home?
  - p. 9: What does Country Mouse say about the park? How’s the park like Country Mouse’s home?

After You Read

- **After finishing the story, look at the completed Venn diagram with students.** Have students use the different parts of the diagram to write a short summary of how the country and city are alike and different.
TR: 35 Unit 4.  
Listen and read.
You can find the places in these photos in most cities. Do you have these places where you live?
a bakery; a restaurant; a park; a hospital; a museum;
a supermarket; a train station; a toy store; a movie theater; a police station

TR: 36 Listen and say.
a bakery  You can buy bread in a bakery.
a restaurant  You can eat food in a restaurant.
a park  You can play on the swings in the park.
a hospital  You can see doctors and nurses at the hospital.
a museum  You can see paintings in a museum.
a supermarket  You can find lots of food at the supermarket.
a train station  You can get on a train at a train station.
a toy store  You can buy toys at the toy store.
a movie theater  You can see movies at the movie theater.
a police station  You can see police officers in police cars at the police station.

TR: 37 Grammar
Can you help me? Sure. How can I help?

TR: 38 Listen and say.
a library  He wants to go to the library. I want to go to the swimming pool.
a mall  I want to go to the mall. We all want to go to the zoo.
a stadium  They want to go to the stadium.

TR: 39 Listen and stick.
When do you want to go to the mall? Let’s go on Friday.
Do you want to go to the library? I can’t today. Let’s go on Tuesday.
Do you want to go to the museum? Yes! Let’s go on Thursday.
Are you going to the game on Monday? Yes! I’ll see you at the stadium.
Do you want to go to the swimming pool today? I can’t... Let’s go on Wednesday.

TR: 40 Grammar
How can I get to the bakery? Go straight. Turn left on Third Avenue. Turn right at the supermarket.

TR: 41 Listen. Read and sing.
Note: Lyrics for the song A Great New Town are on Student Book p. 94.

TR: 42 The Sounds of English /ju:/ museum
Listen and say.

TR: 43 Listen and read. Eye in the Sky
Satellites are machines in space that circle Earth. They help us talk to people on the other side of the planet. They can also study the planet’s weather. This satellite is called GeoEye 1. It’s the same size as a big car. It takes photos of our planet. These photos can show continents and oceans. They can show streets and houses, too!
This is part of Asia, the biggest continent. Now we can see the countries clearly. Here we can see South Korea.
Now we can see one town. This is Pohang in South Korea. Look! Can you see the river?

Workbook

TR: 25 Unit 4.  Listen and match.

Student Book
Unit Opener  SB p. 38
North America, South America, Asia

Workbook
Go to pp. 211–212 for the Workbook Answer Key for this unit.

Answer Key

Wednesday: swimming pool.
Thursday: museum
Friday: mall

Student Book Answer Key
**Review: Units 1–4**

- **Vocabulary** U1–U4
- **Grammar** U1–U4
- **Content Vocabulary** heads, tails
- **Resources** Workbook pp. 36–37
- **Materials** coins, playing pieces (buttons, tokens, or other small, flat objects)

**Teaching Tip**
Playing games can be a welcome change of pace from reading and writing activities and other seated work. Incorporate movement into games. For example, have students stand when they take a turn. Encourage students to choose a movement to go with the actions in the game, such as walking or jogging in place when they move their game pieces forward. Students may also act out pictured activities, the actions in questions, or responses.

**Be the Expert**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m.</td>
<td>I play soccer with my friends.</td>
</tr>
<tr>
<td>8:15 a.m.</td>
<td>I eat dinner.</td>
</tr>
<tr>
<td>7:00 p.m.</td>
<td>I feed my cat every morning before school.</td>
</tr>
</tbody>
</table>

**Work with a partner. Use a coin. Look. Ask and answer.**

1. **Heads**=
   - 2 spaces
   - What do you do after school?
   - I play soccer.

2. **Tails**=
   - 1 space
   - What do you like to eat?
   - I like pizza.

**Modify** Pair students with limited English-language skills with peers who speak more fluently. One option for this grouping strategy is to guide more proficient students to frame questions as yes/no questions, such as Is the stadium next to the museum? Encourage their partners to respond by repeating words in the question to form complete sentences. For example: Yes, the stadium is next to the museum.

**Sentence frames** If students need help thinking of questions and answers, write examples on the board:

- Can you help me?
- Go _____.
- Where's the _____? What does she do before going to school?
- She _____ before going to school.
- What do you do after dinner?
- I usually _____ but sometimes I _____.

**Review**

1. **Materials**
   - Small, flat objects (buttons, tokens, or other small, flat objects)
   - Coins, playing pieces

2. **Point**
   - Remind students to find the two spaces on the game board they have a pet? Raise your hand. Say I have a cat.

3. **Sentence frames**
   - If students have trouble thinking of questions and answers, write examples on the board:
   - Can you help me?
   - Go _____.
   - Where's the _____? What does she do before going to school?
   - She _____ before going to school.
   - What do you do after dinner?
   - I usually _____ but sometimes I _____.

4. **Demonstrate**
   - Put the game on the board. Explain that the circle with the soccer ball is the first space. Flip the coin. Say (Tails.) Move (one space) as you count aloud. Ask a student a question about the picture you land on. For example, ask (Alejandro), do you sometimes play soccer at five o'clock? (No, I never play soccer at five o'clock.)

5. **Pair students with limited English-language skills with peers who speak more fluently.**

6. **Modify**
   - Pair students with limited English-language skills with peers who speak more fluently. One option for this grouping strategy is to guide more proficient students to frame questions as yes/no questions, such as Is the stadium next to the museum? Encourage their partners to respond by repeating words in the question to form complete sentences. For example: Yes, the stadium is next to the museum.

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Playing games can be a welcome change of pace from reading and writing activities and other seated work. Incorporate movement into games. For example, have students stand when they take a turn. Encourage students to choose a movement to go with the actions in the game, such as walking or jogging in place when they move their game pieces forward. Students may also act out pictured activities, the actions in questions, or responses.

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- Can you help me?
- Go _____.
- Where's the _____? What does she do before going to school?
- She _____ before going to school.
- What do you do after dinner?
- I usually _____ but sometimes I _____.

**Modify** Pair students with limited English-language skills with peers who speak more fluently. One option for this grouping strategy is to guide more proficient students to frame questions as yes/no questions, such as Is the stadium next to the museum? Encourage their partners to respond by repeating words in the question to form complete sentences. For example: Yes, the stadium is next to the museum.
On the Move!

Check T for True and F for False.

The city
1. is very quiet. T F
2. has a lot of cars. T F

Introduce

• **Activate prior knowledge**  Say The name of our next unit is “On the Move!” Ask How do we move? We can run! Run in place. We can walk. Walk in place. We can swim. Act out swimming. We can dance! Act out dancing. Ask How do animals move? (swim, fly, hop, run) Can things move?

• **Set the stage**  Say Sometimes we move to go from one place to another place. This morning, I rode my bike to school. Act out riding a bike. Last week, I took the train. Sometimes, I take the bus. A bike, a bus, and a train are kinds of transportation. They help us move from one place to another. Ask Do you use transportation to get to school?

• Place students in groups of three or four and have them look at the photo on pp. 50–51. Explain that the blurry shapes in the photo are people and things that move. Say Some of the people in the picture are walking. Some people are using transportation to move. They help us move from one place to another. It is important to be safe on the street.

• Have groups make a two-column chart with the headings Moving and Not Moving. Have them look at the photo to find words to write under each heading. Words under Moving might include cars, taxis, people, and train. Words under Not Moving might include trees and some cars. Students may draw and label other things that don’t move, for example, the statue, or a food cart.

• Ask questions such as the following to encourage students to discuss the photo.

  What moves in the photo? (trains, cars, people)  Can you name two kinds of transportation in the photo? (cars, trains)  Is everyone in the photo moving? (no)

• Guide students through the activity on p. 50. Read each statement out loud. Have students raise their hands to vote whether it is true or false. Have individual students share their reasons. Help students make any false statements true.
Objective
Students will
• identify types of transportation and use words to describe them.

Vocabulary
a boat, an airplane, a helicopter, a bus, the subway, a ship, a scooter, a taxi, a motorcycle

Content Vocabulary
transportation

Resources
Workbook p. 38; Audio CD TR: 44–45; Video: Vocabulary 1; Classroom Presentation Tool: Vocabulary 1; Teacher’s Resource CD-ROM: Graphic Organizers (Two-column chart, Venn diagram), Activity Worksheet 5.1; Picture Cards 388–389, 391, 393, 395–398

Related Vocabulary
travel

Warm Up
• Activate prior knowledge
  Say Transportation helps us move around. We can travel in the sky, on water, or on land. Which is your favorite?

Present
• Say Open your books to page 52. Look at the photos of different kinds of transportation. Hold up Picture Cards for each kind of transportation and say the name. Have students repeat.
• Ask questions about transportation, for example, Which kind of transportation travels in the sky? Which travels on land? Which kind is fast? Which is slow?
• Contextualize
  Say People use transportation to get from one place to another place. Ask How many people can ride on a bus? Lots of people or just one? How many people can ride on a scooter? To simplify, ask questions with yes/no responses, such as Can you cross the ocean on a scooter? Can you fly in the subway? Can you fit a lot of people on a scooter?

Practice
1. Say We’re going to hear words for types of transportation. Look at the photos on pages 52 and 53. Read and listen. Play TR: 44.
2. Discuss the words. Ask questions such as How can you travel on land? Do you like to travel in the sky? or on water? Play TR: 45. Pause so that students can repeat the words and sentences as they hear them.
3. In pairs, have students create stories about a trip. The trip can be made up, or it can be a trip they or someone they know took in real life. Students should include at least three different types of transportation in their stories. Provide sentence frames if needed: First, he took a _____ to get to the airport. Then he rode in a _____.

Apply
1. Have students read the dialogue on p. 53. Then model another dialogue: Say Is it a scooter? No. Is it a helicopter? Allow students to answer. Then say Think of a kind of transportation. Write clues about it. Guide students with questions such as Is it fast? Is it slow? Do you ride it every day? Then have pairs take turns giving clues and guessing their partner’s transportation.

Wrap Up
• Have students think about when to use types of transportation. Discuss questions such as these: I’m going to school. How should I get there? I’m going to another country/ across the ocean/ down the street. How should I get there?

Be the Expert
Teaching Tip
To simplify questions, provide options for answers. For instance, rather than just asking Where do ships move? add In the ocean? Or on land? This will give students practice using new vocabulary and also provide them with frames for answers.

Formative Assessment
Can students
• identify types of transportation and use words to describe them?
Have students draw pictures and use written words to describe the following:
airplane bus ship scooter

Review
For additional practice, direct students to Activity Worksheets 5.1.
Warm Up

• Set the stage: Say I like to fly in airplanes when I go on trips. My sister does, too. Make a gesture for “yes.”
  We fly together. Say My brother doesn’t like to fly. Make a gesture for “no.” He likes to travel on boats.

• Preteach: Say Sometimes I walk to school. Ask a student: Do you walk to school? Model connecting the two statements. Say I walk to school. (Luis) does, too. Or I walk to school. (Luis) doesn’t.

Present

• Say Now open your books to page 54. Have students look at the Grammar box as you play TR: 46.

Play a game. Play with a partner. Talk about you, your family, and your friends.

1. I ride my scooter to school. I do, too.
2. I take the bus to school. I don’t.
3. My brother rides his bike to school. My brother does, too.
4. My sister takes the bus to school. My sister doesn’t. She walks.

Practice 4

• Write this sentence on the board: They walk to school. Then write subjects and sentence endings as shown below. Say They walk to school. Model creating a response by drawing a line from Raúl to does, too. Say Raúl does, too.

• Call on students to draw a line from a subject to a sentence ending. Say the sentence out loud, and have the class repeat. Help students make any necessary corrections.

• Read the directions for Activity 4 aloud, and give students time to look at the photos. Demonstrate with a student how to play the game. Flip a coin, throw a die, choose a number card, or use a spinner to determine the number of spaces to move on the game board. Look at the photo and make a sentence. Say, for example, I walk to school. Your partner responds “I (do, too/don’t).”

• Have pairs play the game. Have them take turns moving around the game board, saying and responding to sentences. Tell them to use the Grammar box sentences and the model dialogue on p. 54 as a guide.

• When students have finished the game, say: Now, you’re going to talk about how you and your friends get to school. Write sentence frames on the board:

I ________ to school.

_______ does, too./doesn’t. She/He ________

• After partners ask each other about transportation, have them use the sentence frames to talk about their friends. Then have students present to the class. Model an example. Say I take the bus to school. Gabriela doesn’t. She walks.

Wrap Up

• Prompt individual students to use I do, too, or I don’t when talking about their likes and dislikes. For example, say I like the color blue. Students should respond with I do, too, or I don’t.

Grammar 1

Formative Assessment

Can students agree or disagree using too and not? Make simple statements about activities. For example, say I take the bus home. Do you? Students should respond with I do, too, or I don’t.

Grammar in Depth

Action verbs are used in statements that tell what a subject does. Linking verbs are used in sentences that tell what a subject is, or feels.

What a subject does:
• Sara eats lunch. Yu plays soccer.

What a subject is:
• Sara is my sister. Yu is scared.

Teaching Tip

Make sure students incorporate new vocabulary and grammar when working in pairs. Provide students with sentence frames that include new vocabulary and grammar or write phrases on the board that students can refer to, as necessary.
**Vocabulary 2**

**Objective**
Students will:
- use verbs to talk about using transportation.

**Vocabulary**
get on, uphill, downhill, get off, park

**Resources**

**Warm Up**
- Say Open your books to pages 52 and 53. Begin a word web. Write fly in a circle on the board. Say What do we use to fly? Use your arms to pretend you’re an airplane. Write in an outer circle, with a line connecting it to fly.
- Write drive in the center of another word web. Say What do people drive? Act out using a steering wheel. Complete the web as students respond. (a bus, a taxi) Have the class repeat each word after you write it.
- Ask What else do we use to fly? Accept reasonable responses, for example, hot air balloon, rocket, or spaceship. Complete the web.

**Present**
- Say Think about how you ride a bike. With prompting, have a student act out each step of riding a bike. Say What do you do first? What do you do next? How do you move the bike? What do you do when you want to stop? Students should act out each step.
- Explain As the student goes through each step, describe what she is doing. First, (Sofia) gets on the bike. When she gets to school, she gets off the bike. The last thing she does is park the bike.

**Practice**
- Say Open your books to page 55. Have students look at the pictures and repeat each phrase after you.
- Draw a diagram on the board, like the one below.

1. After school, I __________ my bike, and I ride home. I can ride home in fifteen minutes.
2. I sometimes go __________, I get tired, but at the top of the hill I can see the whole town!
3. I like to go __________, too. I go fast, but I’m careful.
4. When I get home, I __________ my bike and __________ it. I’m usually hungry, so I have a snack.

**Listen and stick.**

**Apply**
- Say Now let’s do a sticker activity. Listen carefully. When you hear an action, put the sticker down.
- Play TR: 48. Pause after each statement to give prompts. What does the boy do first? Now what did the boy do? What sounds does the boy hear?
- Have students compare the stickers they placed with a classmate.

**Wrap Up**
- Ask students questions about the words they learned in class. When do you get on your bike? When do you need to go uphill? When do you park your bike?

**Listen and write.**

1. After school, I __________________ my bike, and I ride home. I can ride home in fifteen minutes.
2. I sometimes go __________________, I get tired, but at the top of the hill I can see the whole town!
3. I like to go __________________, too. I go fast, but I’m careful.
4. When I get home, I __________________ my bike and __________________ it. I’m usually hungry, so I have a snack.

**Listen and say.**

1. After school, I __________________ my bike, and I ride home. I can ride home in fifteen minutes.
2. I sometimes go __________________, I get tired, but at the top of the hill I can see the whole town!
3. I like to go __________________, too. I go fast, but I’m careful.
4. When I get home, I __________________ my bike and __________________ it. I’m usually hungry, so I have a snack.

**Listen and stick.**

**Warm Up**
- Say Open your books to pages 52 and 53. Begin a word web. Write fly in a circle on the board. Say What do we use to fly? Use your arms to pretend you’re an airplane. Write in an outer circle, with a line connecting it to fly.
- Write drive in the center of another word web. Say What do people drive? Act out using a steering wheel. Complete the web as students respond. (a bus, a taxi) Have the class repeat each word after you write it.
- Ask What else do we use to fly? Accept reasonable responses, for example, hot air balloon, rocket, or spaceship. Complete the web.
Grammar 2

Objective

Students will:

• use but to express contrast.

Academic Language

Different, alike

Resources

Workbook pp. 41–42; Audio CD TR: 49; Video: Grammar 2; Classroom Presentation Tool: Grammar 2; Teacher’s Resource CD-ROM: Activity Worksheet 5.3

Warm Up

• Activate Prior Knowledge

Ask a student: How do you like to travel? What’s your favorite kind of transportation? Repeat the student’s statement and respond with a contrast. Sami likes to travel in a bus. I like to travel on my bike. Ask other students the same question. Respond to each student with a different form of expression.

• Preteach

Say: Draw one kind of transportation. When students finish drawing, call two students who drew a different thing to the front of the class. Ask what they each drew. Write the word and say (Maria) drew a bus. (Victor) drew a ship.

Look at the pictures and complete.

1. The boy rides his scooter to school, but the girl rides her bike to school.

2. The girl eats breakfast at eight o’clock, but the boy eats breakfast at seven o’clock.

3. He has a rabbit, but she has a cat.

4. He wants to be a singer, but she wants to be a dancer.

5. The girl has noodles for lunch, but the boy has a sandwich.

Play a game. Cut out the cards on page 105. Play with a partner. Make sentences about the cards. Find and keep pairs.

Open your books to page 56. Look at the first pair of pictures. Tell how they’re different. Make sure to use the word but. What is the boy riding? (a bike) The girl is riding a scooter.

Write sentences in columns on the board as shown below. Then model how to combine two of the sentences using but, for example: I take the bus, but you ride your bike.

I take the bus, you ride your bike.

You take the bus, I ride my bike.

She takes the bus, he rides his bike.

Pair students and have them play the game. Have students read the model dialogue on p. 56. Say: One sentence is about wanting something. The other is about liking something. They’re not about the same thing. They’re not a match. Find two cards about wanting to do something or two cards about liking something. Use but to connect the sentences. Pair students and have them play the game.

Apply

Say: Have students read the model dialogue on p. 56. Say: One sentence is about wanting something. The other is about liking something. They’re not about the same thing. They’re not a match. Find two cards about wanting to do something or two cards about liking something. Use but to connect the sentences. Pair students and have them play the game.

Wrap Up

Say: I like to ride on airplanes, but some people don’t like airplanes. Begin another sentence aloud, stopping after but: I ride my scooter every day, but… Have a student finish the sentence. Call on students to begin and end sentences.

Formative Assessment

Can students use but to express contrast?

Give sentences for students to complete using but.

I walk to school with my brother, but…

I usually take the bus home, but…

Review

For additional practice, direct students to Activity Worksheet 5.3.
• Revisit Say We’ve learned about different ways to travel. Some people travel to school by bus. Others walk to school. Some students ride a bike to school. Then have students open their books to pp. 52–53 and look at the photos.

• Put students into groups of four or five. One at a time, have students draw a picture of a type of transportation. Group members call out guesses as each student draws. When a correct answer is guessed, the next student draws a picture for others to guess.

Use the Song 9

• Play the first two verses of the song How Do You Get to School? (TR: 50) once. Have students listen for the types of transportation named. Then stop the audio and ask What transportation words did you hear? (bus, bike)

• Replay the first two verses of the song and have students sing along. Then sing or call out a line from the song and have students respond with the next line. For example, call or sing out I take the bus to school! The class responds I do, too.

• Tell students the rest of the song names other ways to get to school. Play TR: 50 all the way through as students listen. Complete song lyrics are on p. 95. Replay the song and have students sing along with the chorus.

• Put students into five groups and give each group one of the following Picture Cards: bike, bus, scooter, subway, taxi. Then, as a class, sing the chorus (the verse that repeats “How do you get to school?” four times). One group holds up its card as the group members sing out how they get to school. (“I ride my scooter to school!”) Repeat until each group takes a turn.

The Sounds of English: /u:/ as in scooter

• Show the Picture Card for scooter and ask What’s this? (a scooter). Say Yes. It’s a scooter. We can ride a scooter to school. Have students repeat We can ride a scooter to school. Write We can ride a scooter to school on the board and have students read the sentence with you.

• Underline scooter and school, say the words, and have students repeat. Then circle oo in each word. Say the two words again, emphasizing the /u:/ sound.

• Say Now let’s listen to words like scooter and school. Play TR: 51 once while students just listen. Then say Let’s listen and say. Play TR: 51 again and have students repeat the words.

• To check understanding, display Picture Cards that contain the target sound (bedroom, boots, glue, kangaroo, moon, orange juice, scooter, shoes, soup) as well as cards for words that don’t.

• Hold up a card or picture, say the word, and have students raise their hands if they hear the target sound. Say Look and listen. Raise your hand if you hear /u:/ as in scooter. If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.
Listen and read. TR: 52

Hot Air Balloons

In October every year, there is an International Balloon Fiesta in Albuquerque, USA. About 600 colorful balloons are up in the sky at the same time. What fun!

How do hot air balloons fly? When the balloon is on the ground, people light gas to make a small fire. This heats the air in the balloon. Hot air always goes up. So, the balloon goes up slowly into the air. The pilot stands in the basket and lights the gas to go higher. The wind blows the balloon along.

Practice

Say It’s important to do some things in the right order. Think about a hot air balloon. What if no one lighted the gas, and the pilot just waited for the wind to blow the balloon along. Would it go up in the air? (no)

Write the following on the board:

Step _____. The wind blows the balloon along.
Step _____. People light a fire to heat the air in the balloon.
Step _____. The balloon goes up into the air.

Pair students and have them copy and rewrite the sentences in the correct order. Say Ask yourselves. What happens first? Write a 1 by that sentence. Add a number 1 before the second sentence on the board. Then have students fill in the blanks to number the steps from 1 to 3. When students have finished, have pairs read the steps in order. If pairs disagree, play TR: 52 and review the process.

Warm Up

• Revisit Say Think about riding a bike. What do you do first? (get on) Can you go uphill before you get on? (no) You need to do things in the right order. One step happens first. Another step happens next.

• Say Let’s think about things we do in order. How else, besides bicycles, do people travel? After students have named types of transportation, say Pretend you’re going to travel by (bus). What do you do first? What do you do next? Write steps on the board as students name them.

Present

• Say Today we’re going to read about hot air balloons. Hot air balloons are one type of transportation.

What we know What we want to know What we learned

Play TR: 52 and have students read along. Then revisit the KWL chart. Read the questions one by one and ask Was this question answered? If so, write the answer in the third column. If not, say Sometimes, all your questions won’t be answered in the reading. You can look in other books to learn more.

Replay TR: 52. Pause and ask questions to check comprehension:

Paragraph 1: Where is the International Balloon Fiesta? What do the balloons look like?

Paragraph 2: What makes hot air balloons go up into the air? How do pilots make the balloons go higher? Where does the pilot stand?

Add students’ responses to the What we learned column of the KWL chart. Keep the chart on the board. Students will use it again.

Our World in Context

The first two people to fly in a hot air balloon were Jean-Pilâtre de Rozier and François Laurent. They made the flight in 1783 in France. Today, people fly hot air balloons all over the world for different reasons. Some people race hot air balloons. Some fly in other types of competitions.

Graphic Literacy

Say The diagram at the bottom of page 58 shows how a hot air balloon works. How do you know what happens first? (You look at number 1.)

Say First, the balloon is on its side, then it fills up and goes in the air. The diagram helps you see that.

Draw a KWL chart on the board. Ask students what they already know about hot air balloons. (They travel in the sky. They’re colorful.) Record the information on the chart. Say What do you want to learn about hot air balloons? Add students’ questions to the chart. Say After we read, we’ll write what we learned in the chart.

Formative Assessment

Can students:
• outline steps, in order, about how something works?
• Ask students to describe, in order, the steps of a familiar process. For example, ask How do you park a bike?
• identify what they learned from a text? Ask students What are three things you learned about hot air balloons?
• explain how something works?
• Have students reread “Hot Air Balloons” on p. 58. Have them explain to a partner how a hot air balloon works.
Value

Objectives
Students will
• identify safety issues of busy streets.
• talk about how they can be safe on the street.

Related Vocabulary
accident, busy, dangerous

Assessment

Resources
Assessment Book pp. 106–109, 125, 130, 135, 137; Assessment Book Audio CD TR: AB36–AB37; Picture Cards 388, 389, 391, 393, 395–398.

Be the Expert

Teaching Tip
When a student reads written work to a group, make sure group members are listening to the student rather than looking at what she wrote. If group members have questions about information, the speaker should answer verbally rather than showing a classmate her written work.

Testing Tip
Create a comfortable seating environment. Consider how students are placed in the classroom and determine whether a new seating arrangement is needed. It may be helpful to move students’ seats farther apart during testing so there is more space between students, and less opportunity for students to look at one another’s answers.

Give the Unit Quiz

• Hand out the Unit 5 Quiz. Have students scan the pages. Say Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.
• Give students two or three minutes to preview the test.

Listening instructions, Section 1
Point to the pictures in Section 1 on page 108. Say Look at the pictures. Point to the letters. Say There is a letter on each picture. Write the letter that matches the sentence you hear.

• Say Now listen to an example. Play TR: AB36. (It’s a boat.) When students have written a letter, ask What letter did you write? When students respond with the letter E, begin the quiz. Say Let’s begin. Play the rest of TR: AB36.

• When students have completed Section 1, have them put down their pencils. Say Now you’re going to read and write. Read the directions for Section 2 aloud. Ask What do you have to do? (Look. Complete the sentences. Use does, too; doesn’t; or but.) Repeat the process for Section 3. (Read. Circle True or False.)

• Have students complete Sections 2 and 3 independently.

Listening instructions, Section 4
Read the directions aloud. Ask What do you have to do? (Listen. Look. Complete the sentences.)

• Say Now listen to an example. Look at the pictures. Write the missing words to complete the sentence you hear. Play TR: AB37. (I take the bus to school.) When students have completed the sentence, ask What sentence did you write? Begin the quiz when students respond with I take the bus to school. Say Let’s begin. Play the rest of TR: AB37.

Speaking instructions
Point to the images at the top of p. 125. Say Look at the boy in the pictures. Point to the boy. Say His name is Aziz. He is going to school. Answer my questions. Use complete sentences. Now listen to an example. Ask Does Aziz ride a motorcycle to school? Point to picture B. Say No, he doesn’t. He rides his bike.

• See page 137 of the Assessment Book for questions and expected student responses.

Assess Unit Objectives
Ask questions such as the following:
• How do you get to school?
• How do people in your family get to work?

Project
For a theme-related closing activity, direct students to the Unit 5 Project Worksheet.

Value - Assessment

135
Getting to School Around the World

How do you get to school? Do you take a bus? A boat? Do you ride a subway? A car? Read about some of the different ways that children around the world get to school.

Before You Read

 Activate prior knowledge: Say Think about how you get to school. What kind of transportation do you take? Are there lots of other people? Do you walk?

 Introduce the strategy: Say I wanted to take the bus to the airport last week. The bus was very late. So, I took a taxi to the airport. Say I had a problem. What was the problem? (The bus was late.) A solution is the answer to a problem. My solution was to take a taxi.

 Say You’re going to read about transportation all over the world. All these students need to get to school, but in some places transportation is hard. Draw a two-column chart on the board, with the labels Problem and Solution. Say Copy this chart to help you record problems and solutions.

 Say A problem can be that people can’t use one kind of transportation. So, the solution is to travel a different way.

 While You Read

 To check students’ understanding, stop to ask questions about problems and solutions, such as the following:

 p. 5: Why don’t children in Malaysia take the bus? How do they get to school?

 p. 6: What’s one problem with the roads in Tokyo? How do children get to school?

 p. 10: Why is it difficult to travel by car or bus in some parts of Canada? How do Inuit children in Canada solve this problem?

 After You Read

 Check that students have filled out their Problem and Solution charts. Explain that there can be more than one way to solve a problem. Ask Can you think of other solutions to the problems in your chart? Write them next to the ones you wrote.
Audio Script

**Student Book**

**TR: 44 Unit 5. 1.** Listen and read.

Transportation helps us move around. We can travel in the sky, on water, or on land. Which is your favorite?

- a boat; an airplane; a helicopter; a bus; the subway; a ship; a scooter; a taxi; a motorcycle

**TR: 45 2.** Listen and say.

- a boat
- an airplane
- a helicopter
- a bus
- the subway
- a ship
- a scooter
- a taxi
- a motorcycle

**TR: 46 Grammar**

I ride my scooter to school. I do, too. I take the bus to school. My brother does, too. My sister takes the bus to school. My sister doesn’t. She walks.

**TR: 47 3.** Listen and say.

- get on
- uphill
- downhill
- get off
- park

**TR: 48 4.** Listen and stick.

OK – first I get on my bike – like this. This first part is down the hill. So I go downhill. Weee! Now I have to go uphill again. This is difficult! I’m there! Great! Now I get off the bike. I park it.

**TR: 49 Grammar**

My mother takes the bus to work, but my father takes the subway.

**TR: 50 5.** Listen. Read and sing.

Note: Lyrics for the song How Do You Get to School? are on Student Book p. 95.

**TR: 51 6.** The Sounds of English /u:/ scooter

Listen and say.

1. scooter; balloons
2. room; kangaroo
3. June; blue

**TR: 52 7.** Listen and read. Hot Air Balloons

In October every year, there is an International Balloon Fiesta in Albuquerque, USA. About 600 colorful balloons are up in the sky at the same time. What fun!

How do hot air balloons fly? When the balloon is on the ground, people light gas to make a small fire. This heats the air in the balloon. Hot air always goes up. So, the balloon goes up slowly into the air. The pilot stands in the basket and lights the gas to go higher. The wind blows the balloon along.

**Workbook**

**TR: 32 Unit 5. 8.** Listen and check. Check your answers to Activity 4.

1. Sometimes I help my mother. I get on my bike, and I go to the bakery. 2. The bakery is at the top of a hill. I go uphill to the bakery. 3. When I get to the bakery, I get off my bike. 4. I park my bike next to the bakery. 5. After I go to the bakery, I ride downhill to my home.

**TR: 33 9.** Listen and read. Can you say these fast?

1. A motorcycle moves Mary to the mall on Monday. 2. Take a taxi to the tall tower tomorrow. 3. Six scooters scoot to the subway.

**TR: 34 10.** Listen to the song. Write a new verse. Use some words from the box.

Note: Lyrics for the song How Do You Get to School? are on Student Book p. 95.

**TR: 35 11.** Listen. Draw an X over the words that don’t have the same oo sound as in scooter.

1. kangaroo, balloon, book; kangaroo, balloon, book
2. boots, foot, zoo; boots, foot, zoo
3. cookie, pool, blue; cookie, pool, blue

**TR: 36 12.** Listen and read. Going to School Is Cool

Many children take a school bus to school, but some children in India ride a special school boat! The children live on boats, but they go to school on land. They take the school boat in the morning.

Some children who live in the mountains of Colombia take a zip line to get to school. The zip line is long. The children aren’t scared to take the zip line. It’s fun!
In This Unit

Theme This unit is about using our senses.

Content Objective
Students will
• identify and describe the five senses.

Language Objectives
Students will
• talk about the senses.
• talk about how things look, feel, taste, sound, and smell.
• talk about the past.

Vocabulary
Vocabulary 1 ugly, beautiful, hard, soft, terrible, delicious, quiet, loud
Vocabulary 2 sweet, salty, bitter, sour, spicy

Grammar
Grammar 1 use linking verbs taste, smell, look, feel, sound
Grammar 2 use the simple past of to be

Pacing Guides L3U6

Value Enjoy the world through your senses.

Unit Opener

Objective
Students will
• discuss a photo.

Resources
Video: Introduction; Classroom Presentation Tool; Unit Opener; Teacher’s Resource CD-ROM: Home-School Connection Letter; Unit Opener Poster; World Map Poster

Content Vocabulary
jellyfish

Materials
a nectarine or other fruit (optional)

Related Vocabulary
diver, goggles, nectarine

Introduce

• Build background Say The name of our next unit is “Our Senses.” We use our senses to learn about our world. Hold up the nectarine. Point to your nose and smell the nectarine. Say We use our noses to smell. Smell is one sense. This nectarine smells sweet.
• Point to your eyes and look closely at the nectarine. Say We use our eyes to see. This nectarine is orange and yellow.
• Touch the nectarine. Say We use our hands to touch. This nectarine is smooth.
• Point to your ears and then put the nectarine to one ear. Say We use our ears to hear. I can’t hear the nectarine, but I can hear other things. For example, I hear (children playing outside).
• Finally, point to your mouth. Say We use our mouth to taste. This fruit tastes good!

• Give students paper. Say Draw a picture of your face. Then say Show me what you use to see. Students should point to the eyes. Say aloud and write on the board: I see with my eyes. Have students repeat the sentence and write it. Continue by asking what students use to hear, smell, and taste.
• Have students look at the photo on pp. 60–61. Say The person is swimming. Many jellyfish are in the water. Jellyfish are animals that live in water.
• Ask questions to encourage discussion of the photo.
  What do you see? (a person swimming, jellyfish, water)
  What’s the diver looking at? (jellyfish)
• Guide students through the activity on p. 60. Draw a jellyfish on the board. Look closely at the jellyfish. Is the diver looking at the jellyfish? (yes) Is the diver smelling the jellyfish? (no)
Warm Up

- **Activate prior knowledge**  Say Let’s talk about our senses. Draw a word web on the board with senses in the center circle and with five outer circles. Ask What are our senses? (see, hear, smell, taste, touch) Add the senses to the outer circles.
- Give groups of students ten note cards. Have students draw the following on five separate note cards: two eyes, a nose, a mouth, an ear, and a hand. Then have them write see, smell, taste, hear, and touch on the other five cards. Have students mix up the cards and match each picture with its sense.

Present

1. **Listen and read**  Say Look at page 62. Point to hard and soft. Hold up a textbook and a tissue. Say The book is hard. The tissue isn’t hard. It’s soft. Say Look at page 63. Point to quiet and loud. Say I’m quiet in a soft voice. In a loud voice say Now I’m loud!

2. **Listen and say**  Write out every example given in the text. Ask students to keep track of the words they hear.

Practice 1 2

1. **Point to the photos on pp. 62–63. Say**  We’re going to read and listen to words that tell how things look, feel, taste, smell, and sound. Read along as you listen to the words. Point to each photo as you hear the word. Play TR: 53.

2. **Say**  Now we’re going to hear words and listen to sentences with those words. Listen to the words and sentences, then repeat them. Play TR: 54. Have students follow along in their books.

- **Say Opposite words are words that have very different meanings.**  Act out being hot and fanning yourself. Say Hot is the opposite of cold. Act out shivering from the cold. Say Now let’s find words on pages 62 and 63 that have opposite meanings. Ugly and beautiful are two. What others pairs can you find? (hard/soft, quiet/loud, terrible/delicious)

Apply 3

- **Read the model dialogue on p. 63 with students.**  Draw a rabbit on the board. Ask questions to encourage students to use complete sentences, as shown in the model. Ask Is a rabbit big or small? (It’s small.) Is a rabbit hard or soft? (It’s soft.)

Wrap Up

- **Give each student five note cards.**  Have students cut out pictures of objects from magazines and glue one to each card. or they can draw a picture on each card. Pair students. Say Your partner is going to show you a picture. Look at the picture. Then tell about it. Use the words on pages 62 and 63. Take turns.
Objective
Students will:
• describe objects using the linking verbs taste, sound, smell, look, feel.

Grammar 1
Use linking verbs taste, sound, smell, look, feel.

Materials
several small boxes and various small objects such as a cotton ball, a bell, a piece of candy, a coin, a flower, a leaf, a rock, a tissue; spinners or other objects, such as number cards or dice, for moving around a game board

Warm Up
• Brainstorm Review the vocabulary items from pp. 62–63. Then show the class various small objects, for example, a cotton ball, a bell, a piece of candy, a coin, a flower, a leaf, a rock, a tissue.

• Pass the objects around the room so students can examine them. Say Look closely at each thing. How does it look? What color is it? How does it feel? Model the following actions. Say Shake it. Does it make a sound? Smell it. Does it have a smell?

• Give students about fifteen seconds to examine the objects. Then put the objects in a box. Have one student come to the front of the room and turn his back to the class. Have the student pick and describe one object from the box.

• Say Pick one thing. Tell about it. Use words we learned in this lesson. If the student is having difficulty describing the object, ask guiding questions such as Is it hard? Is it soft? Is it ugly? Is it beautiful?

• Have the class guess the object. Then repeat the activity with other students until all the objects in the box have been chosen.

Present
• Say Open your books to page 64. We’re going to listen to some sentences. The sentences tell how things smell, sound, look, feel, and taste. Play TR 55. Have students read along in their books.

• Have students close their books. Write the following sentence frames on the board and have students copy them on a piece of paper:

  The soup ____________ great.
  The music ____________ terrible.
  The flowers ____________ beautiful.
  The baby rabbit ____________ soft.
  How does the chicken ____________ ?
  It ____________ delicious.

• Say Listen to each sentence. Write the word that goes on the blank line. Then slowly read each sentence from the Grammar box on p. 64 from left to right. Have students fill in the missing words on their papers.

Practice
• Gather the objects used in the Warm Up activity. Write tastes, sounds, smells, looks, and feels on the board. Pick up the piece of candy. Put it under your nose. Point to the word smells and say The candy smells sweet! Point to your mouth and to the word tastes. Say The candy tastes delicious!

• Hold up the bell and ring it. Point to sounds and ask a student How does the bell sound? Does it sound loud or soft? Have the student answer in a complete sentence. Hold up the flower. Point to looks and ask How does the flower look? Does it look beautiful or ugly? Continue modeling using sense verbs with students until everyone has answered a question.

Apply
• Have students open their books to p. 64. Direct their attention to the game board for Activity 4. Call on students to tell what each picture on the game board shows.

• Read the game directions aloud. Distribute spinners or some other numbered devices to pairs. Say Take turns with your partner. Follow the arrows around the game board. Point to the sense verbs on the board. Then say Each time you land on a space, make a sentence using one of the words on the board.

Wrap Up
• Put students in small groups. Have each group choose an object in the classroom and say three sentences about how it looks, feels, tastes, smells, or sounds. Have other groups guess the object.

Grammar 1

Formative Assessment
Can students:
• describe objects using the linking verbs taste, sound, smell, look, and feel?

Provide the following sentence frames for students to complete:

The lemonade is ____________ delicious.
(taste)
The cat is ____________ soft.
(feel)
The music sounds ____________ great.
(sounds)
The cheese is ____________ bad.
(smell)
The flower is ____________ beautiful.
(look)
Objective
Students will:
• describe how things taste.

Vocabulary
sweet, salty, bitter, sour, spicy

Content Vocabulary
coffee, honey, lemon

Resources
Workbook p. 48; Audio CD TR: 56–57; Video: Vocabulary 2; Classroom Presentation Tool Vocabulary 2; Teacher’s Resource CD-ROM; Graphic organizers (two-column charts), Activity Worksheet 6.2; Picture Cards 404–405, 407–408, 411, 418–420

Warm Up
• Activate prior knowledge
  Draw a two-column chart on the board with the headings Tastes delicious and Tastes terrible. Ask students What do you like to eat? What do you like to drink? Write students’ answers in the Tastes delicious column. 
  Ask What’s one food you don’t like to eat? What’s one thing you don’t like to drink? Write students’ answers in the Tastes terrible column. Have students use the chart to discuss likes and dislikes, using tastes delicious and tastes terrible.

Present
• Hold up Picture Cards 404–405, 407–408, 411, 413–415 one at a time. Say each word and have students repeat after you. Say We’re going to learn more words to describe taste. Hold up Picture Card 416. Say bitter and have students repeat. Say Some people think coffee is bitter! Then hold up Picture Card 417, say salty and have students repeat. Say Chips are salty.
  • For Picture Cards 418–420, say aloud each word and have students repeat. Model a facial expression as you describe each taste: Lemons are sour! Some peppers are spicy! Honey is sweet!
  • Recycle: Say Fold your hands if the sentence I say is true. If it’s not true, raise your hand and correct the sentence. Say the following sentences: Bananas are salty. (False. Bananas are sweet.) Potato chips are bitter. (False. Potato chips are salty.) Some peppers are spicy. (True)

Practice
• Say Open your books to page 65. Look at each photo as you say aloud each vocabulary word. Make a face to show how each food tastes. Accept as necessary.
  • Point to each picture and say Honey is sweet. Chips are salty. Coffee is bitter. Lemons are sour. Peppers are spicy. Have students repeat after you. Ask How does honey taste? (sweet) If students have difficulty responding, ask questions such as Is honey sweet or sour? Write the following statements on the board. Have students come up and circle the correct answer.

  1. This lemon isn’t sweet. It’s ________________________.
  2. I don’t like honey. I don’t like ________________________ things.
  3. These potato chips have a lot of salt. They’re very ________________________.
  4. I don’t like the taste of coffee. It’s very ________________________.
  5. I like peppers. They’re really ________________________.

• Say Now listen carefully to the words and sentences. Say them aloud after you hear them. Then play TR: 56.
  • Read item 1. Have students orally fill in the blank. Then have them complete items 1–5 in their books. Students may look at the board if they need help.

Apply
• Pair students. Say Let’s do a sticker activity. Listen to the people talking. Put a sticker down to show the food or drink. Play TR: 57.
  After students finish, circulate among the pairs. Point to a sticker and ask What food or drink is it? Then ask or questions such as Is it sweet or spicy?

Wrap Up
• Tell students what you like to eat for breakfast. Describe each item as sweet, salty, bitter, sour, or spicy. Pair students. Say Tell your partner what you like to eat for breakfast. Say if the food is sweet, salty, bitter, sour, or spicy.

Formative Assessment
Con students
• describe how things taste?
  Write sweet, salty, bitter, sour, and spicy on the board. Have students name a food and choose a word from the board to complete the following sentence: (Food/Drink) is/are ________________________.

Review
For additional practice, direct students to Activity Worksheet 6.2.

Teaching Tip
Leveling
If students have trouble thinking of a full sentence to answer a question, accept shorter responses. A student might answer sweet to the question How does it taste? Tell students the answer is correct, and then repeat the answer using a complete sentence: A cookie is sweet.

Vocabulary 2

Listen and say. Read and write. rm 66

Listen and stick. Work with a partner. Check your answers. rm 67

Listen and read. Read the story. rm 68

Listen and speak. Practice talking. Put a sticker down to show the food or drink. rm 69

Listening Activity
Complete the sentences with the correct vocabulary words.

Honey is sweet/spicy. (sweet) Chips are spicy/salty. (spicy)
Coffee is spicy/bitter. (bitter) Lemons are sour/salty. (sour)

Listen and say.

5. I like peppers. They’re really ________________________.
6. I don’t like honey. I don’t like ________________________ things.
7. These potato chips have a lot of salt. They’re very ________________________.
8. I don’t like the taste of coffee. It’s very ________________________.
9. I like peppers. They’re really ________________________.

Listen and read.

Pair students. Say Tell your partner what you like to eat for breakfast. Say if the food is sweet, salty, bitter, sour, or spicy.

Listen and speak.

Tell students what you like to eat for breakfast. Describe each item as sweet, salty, bitter, sour, or spicy. Pair students. Say Tell your partner what you like to eat for breakfast. Say if the food is sweet, salty, bitter, sour, or spicy.
**Objective**

Students will:
- use the simple past of to be.

**Grammar** use the simple past of to be.

**Warm Up**
- **Activate prior knowledge** Walk around the room. Ask individual students, “What do you like to eat for breakfast? What do you like to drink for breakfast? Why do you answer questions such as Is it? Are they delicious? Is it? Are they sour? sweet? spicy?”
- **Set the stage** Draw a plate of eggs and a cup of coffee on the board. Point to each drawing. Say, “Eat eggs for breakfast. I drink coffee for breakfast. Act out eating eggs. Say, ‘Mmm, these eggs are delicious!’ Act out drinking coffee. Make an unhappy face. Say, ‘This coffee is bitter. I’ll put more sugar in it!” Pantomime pouring or spooning sugar into the coffee cup, and tasting the coffee. Say, ‘The coffee was bitter. Now it’s sweet!’

**Present**
- **Write Past and Now on the board.**

<table>
<thead>
<tr>
<th>Past</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>The coffee was sweet.</td>
<td>The music was loud.</td>
</tr>
<tr>
<td>The eggs were delicious.</td>
<td>The flowers were beautiful.</td>
</tr>
<tr>
<td>The food was good.</td>
<td>The music was quiet.</td>
</tr>
<tr>
<td>The weather was nice.</td>
<td>The flowers were beautiful.</td>
</tr>
</tbody>
</table>

- **Explain** Point to Now and say, “To talk about now, we use is or are. Under Now write is/are. Say, ‘The coffee is sweet. The eggs are delicious. Point to Past and say, ‘To talk about the past, or before, we use was or were.’ Under Past write was/are. Say, ‘The coffee was bitter. The eggs were delicious.’

- **Display the Grammar box on p. 66.** Have students read along as you play TR: 58. Point to Now. Write and say, ‘The ice cream was delicious. Underline it. Point to Past and write ‘The ice cream was delicious. Underline was.”

- **Repeat with the sentences about cookies.**

**Practice**

- **Read aloud the sentences in the Grammar box on p. 66.**
  - **Ask How was the ice cream? (It was delicious.)** How were the cookies? (They were great.) If students have difficulty, write on the board: ‘The ice cream was/ were delicious. The cookies were/ were great. Have students write each sentence and circle the correct form of to be.”

- **Complete item I on p. 66 with students.** Then have students complete the activity. Say, “Write was or were. Use was to tell about one thing. Use were to tell about more than one thing.

**Apply**

- **Write the following on the board:**

<table>
<thead>
<tr>
<th>One</th>
<th>More than One</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>are/ was/ were</td>
</tr>
</tbody>
</table>

- **Read the directions for Activity 8.** Pair students and have them make the wheels on p. 107. Model the activity. Say, “Spin the wheel with the pictures. Then spin the wheel with were, is, was, and are. Spin each wheel. If the wheels don’t match, say ‘No Match!’ If the wheels do match, write an example sentence.”

- **Have pairs play the game.** Observe partners as they play. If students are having difficulty, say, “Spin the picture wheel. Is there one thing, or more than one thing? Direct students’ attention to the chart on the board.”

**Wrap Up**

- **Play the unit song.** Turn the volume up or down. Ask, “Is the music quiet or loud? Say, ‘The music is (quiet/loud).’” Turn the music off. Ask, “How was the music? Say, ‘The music was (quiet/loud).’ Repeat several times, lowering or raising the volume each time.”

**Formative Assessment**

Can students:
- use the simple past of to be?

Have students complete the following sentence frames with was or were.

The food ________ delicious. The cakes ________ delicious.

The flowers ________ beautiful. The music ________ loud.

**Review** For additional practice, direct students to Activity Worksheet 6.3.

**Grammar in Depth**

- **Noncount nouns, such as water, milk, and cheese, refer to things that cannot be counted individually. Students should always use the verb was, not were, with noncount nouns. Count nouns name things that can be counted, for example, apples, balloons, or supermarkets. Students will have to identify whether the count noun is singular or plural, and then use was for one and were for more than one.”**
Our Senses

How does the cake taste? It tastes sweet.
How does a kitten feel? It feels soft.
Let’s count our senses: 1, 2, 3, 4, 5! Listen. Look. Feel. Taste. Smell. It’s great to be alive!

• Activate prior knowledge. Ask What are the five senses? (taste, smell, sound, look, feel) as students call out answers, have them point to the body part (mouth, nose, ears, eyes, fingers) related to each sense.

• Say Open your books to page 67. Look at the photo. Point to the adult polar bear. Ask What animal is this? (a polar bear) Do you think a polar bear’s fur is soft or hard? Then point to objects in the classroom. Ask Is it hard? Is it soft? Our senses tell us if things are hard or soft.

• Act it out. Say Let’s listen to a song about our senses. Play the first two verses of TR: 59. For each question in the song, model an action. For example, pretend to eat cake and pet a kitten.

• Point to each word on the board again and work with students to think of an opposite term. For example, point to sweet. Sing or play these lines from Our Senses: “How does the cake taste? It tastes sweet.” Then say Some things aren’t sweet. They’re sour. A lemon is sour. What else is sour? (some pickles, limes, lemonade without sugar) Repeat for the other three words.

• Display the Picture Cards for sweet, sour, soft, hard, loud, quiet, beautiful, ugly in random order. Write the following pairs of sentences on the board and have students copy them:

1. The fur feels ______ The table feels ______
2. The stars look ______ The bugs look ______
3. The ______ is ______ The ______ is ______

• Put students in groups and have them complete the first two sentence pairs. Then have them choose two objects in the classroom and use them to complete the last pair. Have group members take turns reading one of their sentences to the class.

The Sounds of English: /s/ as in soft

Listen and say.
1. soft salty
2. subway sister
3. eraser pants

During the chorus put your fingers up one at a time (“Let’s count our senses, 1, 2, 3, 4, 5!”) As the words “Listen, Look, Feel, Taste, Smell” are sung, point to the related body part.

• Play the two verses again. Have students model the actions with you as the song plays.

Extend

• Play TR: 59 all the way through. Complete song lyrics can be found on Student Book p. 95. Write sweet, soft, loud, and beautiful on the board. As you point to each word, say The cake is sweet. The kitten is soft. The drum is loud. The garden is beautiful.

• For more practice, have students play a game of Sound Train. Divide students into pairs or small groups. Give each pair or group a drawing of a subway or train engine and a number of blank “cars” (note cards) to attach to the engine.

• Display Picture Cards that contain the target sound (soft, salty, subway, eraser, pants, sandwich, hamster, and restaurant) and some that don’t. Hold up a Picture Card, say the word, and have students repeat the word if it contains the target sound. If students repeat an incorrect word, say a word with the target sound to demonstrate the contrast.

• Have students copy the correct words onto their note cards. Have them tape their cards to a length of string, then tape the string to the engine. Display students’ Sound Trains on a classroom wall.

About the Photo
This photo shows a mother polar bear and her two cubs. Polar bears live in the Arctic. A mother polar bear gives birth to her cubs in the winter. She usually has one to three cubs.

Polar bears’ powerful sense of smell helps them detect prey. They can smell a seal in its den below a thick layer of snow. Polar bears’ strong sense of smell also helps them find mates. A polar bear can identify by smell whether a set of footprints were made by a male or female bear.

Teaching Tip
Songs are a great way for students to practice pronouncing words. Review songs for difficult words. Give students the opportunity to hear and say challenging words. Replay song lines that have difficult words. Pause the music and have students sing the lines aloud.

The Sounds of English Cards
You can use The Sounds of English Card 7 to teach the /s/ sound. Audio for this card is available on the Explore Our World website.

Review
For additional practice, direct students to Activity Worksheet 6.4.
Objectives
Students will
• describe unusual animal senses.
• compare and contrast human and animal senses.

Reading Strategy
Compare and Contrast

Content Vocabulary
Animals: bears, chameleons, seals, spiders, walruses

Resources
Workbook pp. 52–53; Audio CD TR: 61; Classroom Presentation Tool: Reading

Related Vocabulary
environment, eyesight

Listen and read. TR: 61
Amazing Animal Senses
Many animals see, hear, smell, taste, and touch in a different way than humans. Do you walk on your dinner to taste it? Well, a butterfly does—it tastes with its feet! People use their fingers to touch. Seals use their whiskers. They can feel fish through the water 180 meters (100 feet) away.

Spiders don’t have ears. They hear using hundreds of small hairs on their legs. Bears can smell things that are 32 kilometers (20 miles) away.

Chameleons can see very well. One eye looks up and the other eye looks down. Chameleons can see all around them! Over 150 species of chameleons live in Madagascar. The red-tailed hawk is the most common hawk in North America. It uses its incredible eyesight to find its food

Our World in Context
Hawks live on every continent except Antarctica. The red-tailed hawk is the most common hawk in North America. It uses its incredible eyesight to find its food.

Paragraph 3: Do a spiders hear with ears? (no) What do they use? (hairs on legs) Do bears have a good sense of smell? (yes) How do we know? (They can smell things that are 32 kilometers away.)

Paragraph 4: What can a chameleon’s eyes do? (one looks up and one looks down.)

• Think Aloud. Model how to compare and contrast human and animal features. Say a chameleon has two eyes like me. My eyes can look up and down. A chameleon’s eyes can look up and down, too. In that way, we’re the same. But a chameleon can look up with one eye and down with the other eye at the same time! I can’t do that! In that way, we’re different.

• Graphic Literacy. Have students use the diagram on p. 68 to compare and contrast human and animal senses. Ask Who is close to the mouse? (a person) What is far way? (a hawk) Say The person and the hawk both see the mouse. The person has to be close to the mouse to see it, but the hawk can see the mouse from far away! Ask Who has better eyesight, the person or the hawk? (the hawk)

Apply
• Divide students into four or five groups. Assign each group one of the following animals from the Reading and its related paragraph: butterflies (Paragraph 1), seals (Paragraph 2), spiders (Paragraph 3), bears (Paragraph 3), and chameleons (Paragraph 4). Say Read the part about your animal. What sense does it talk about? What’s unusual about that sense in your animal? Have groups share their information.

• Ask What animals do you know? Have students call out names. Write the names on the board. Ask questions about each animal, for example, Can it hear well? Can it see well? Does it have any unusual senses? Discuss the animals as a class.

• Read the model dialogue on p. 68 aloud, or choose a student to read with you. Then review the animals on the board. Pair students and say Think of an animal. Tell your partner about the animal’s senses.

Wrap Up
• Have the class stand in a circle. Stand in the center of the circle. Point to your eyes. Say I see with my ... Have students complete and repeat the sentence. Continue with hearears, smell/nose, taste/mouth and tongue, and touch/fingers. Have students model each action as they speak.

Warm Up
• On the board, draw a pair of eyes, a pair of ears, a nose, a mouth, and a hand. Let’s talk about how we see, hear, smell, taste, and touch. Ask What do you see? (eye) Have a student write see above the picture of eyes. Ask about the other senses and have students label the pictures.

• Ask questions such as: Do you use your eyes or your ears to see? Have students answer using the sentence frame I use my _____ to _____.

Present
• Describe. Say Open your books to page 68. We’re going to read about how animals use their senses in different ways than we do. Point to the seal. Say A seal has whiskers. Point to the chameleon. Say Look at the chameleon’s eyes. One looks up and one looks down at the same time!

• Point to the title and read it aloud. Ask What does the word amazing mean to you? (great, different, unusual, awesome) What do you think this Reading is about? (unusual animals, animals that do amazing things) Say Let’s read and find out!

• Play TR: 61 and have students read along silently.


Be the Expert

About the Photo
The lizard shown in the photo is a chameleon. Chameleons have the unusual ability to change the color of their skin in response to their environment. There are over 150 species of chameleons in the world. Over half the known species of chameleons live on the African island of Madagascar.

Formative Assessment
Can students• describe unusual animal senses?
• Ask students questions such as What unusual animal sense do you think is interesting?
• compare and contrast human and animal senses?
• Have students tell how one animal’s sense is different from a person’s sense.

Reading
Value Enjoy the world through your senses.

Objectives Students will:
• read and talk about enjoying the world through their senses.
• write and listen to sentences.

Resources Values Poster

Value
• Point to the photo on p. 69. Say This is a waterfall. Ask Does it look beautiful? Imagine you’re near it. Does it sound quiet or loud? (loud)
• Have a student read aloud the sentences above the waterfall. Explain that we use enjoy to tell about what we like. Ask What do you enjoy? (music, food, animals) Say I enjoy music. I use my ears to hear music.
• Ask How do you use your senses to enjoy the world? Provide the sentence frames I enjoy _______. I use my _______ to _______.
• Read aloud the question at the bottom of p. 69. Put students in four groups. Assign each group a season. Say Talk about what you see in your season. What do you hear, smell, taste, or touch?
• Write this sentence on the board: I use my eyes to see flowers come up in spring. Have a student in the “spring” group read it aloud. Tell students to use it as a model if they need help getting started with their discussions.
• Appoint a note-taker for each group to keep track of students’ ideas. When groups are finished, have them share their notes with the class.

Give the Unit Quiz
• Hand out the Unit 6 Quiz. Have students scan the pages. Say Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.
• Give students two or three minutes to preview the test.

Listening instructions, Section 1 Point to the pictures in Section 1 on p. 110. Say Look at the pictures. Point to the letters. Say There is a letter each to each picture. Write the letter that matches the sentence you hear.

Say Now listen to an example. Play TR: AB38. (Be quiet!) When students have written a letter, ask What letter did you write? When students respond with the letter F, begin the quiz. Say Let’s begin. Play the rest of TR: AB38.
• When students have completed Section 1, have them put down their pencils. Say Now you’re going to read and write. Read the directions for Section 2 aloud. Ask What do you have to do? (Complete the sentences. Use words from the box.) Repeat the process for Sections 3 and 4. (3: Complete the sentences. Use was or were. 4: Read. Circle True or False.)
• Have students complete Sections 2–4 independently.

Listening instructions, Section 5 Read the directions aloud. Ask What do you have to do? (Listen. Complete the sentences.)
• Say Now listen to an example. Write the missing word to complete the sentence you hear: Play TR: AB39. (Your sandwich looks delicious.) When students have completed the sentence, ask What sentence did you write? Begin the quiz when students respond with Your sandwich looks delicious. Say Let’s begin. Play the rest of TR: AB39.
• Speaking instructions Point to the image at the bottom of p. 125. Say Look at the picture. Answer my questions. Use complete sentences. Now listen to an example. Ask How do the apples look? Point to the apples on the tree. Say They look delicious.
• See page 130 of the Assessment Book for questions and expected student responses.

Assess Unit Objectives
Ask questions such as the following:
• How do cookies taste?
• How was your breakfast?
• How does an angry person sound?
• How was your breakfast?

Project For a theme-related closing activity, direct students to the Unit 6 Project Worksheet.
Before You Watch

- Play the introduction. Pause after Ellen and Sofia talk about the flowers and scarf. Ask How do the flowers look? (beautiful) How do the flowers smell? (terrific) How does the scarf feel? (soft)
- Play the rest of the introduction. Ask How many senses do we have? (five) Have students watch Sofia as she points to each sense. Have students repeat the words and their actions.

While You Watch

- Have students look and listen for target words that describe how things taste, sound, look, smell, and feel.
- Ask: Listen carefully for the words taste, sound, look, smell, and feel.
- On the board, write taste, sound, look, smell, and feel in a column. Have students copy the terms. Have them write notes and sample sentences next to the appropriate sense as the video plays.
- Pause the video to allow students time to look closely at the pictures and describe how the items taste, sound, look, smell, and feel.

After You Watch

- Have partners share the sentences they wrote. Then play parts of the video with no sound. Have students tell what’s happening in the video.

Zoom In

Vocabulary

- Select a vocabulary segment. Replay the segment, pausing after each sentence. Have students read and say the sentence aloud. Ask a comprehension question such as How do the rocks feel? (hard)

Grammar

- Play Grammar I. Pause at the end of the scene and point to each food or drink on the blanket. Ask: How does the (lemonade) taste? (sweet and sour)
- Play the Song. Have students listen to Our Senses once. Then play the song again. Ask students to read along and act out Sofia’s actions with her.

Viewing

- Play a few seconds of the viewing segment. Draw a flower on the board. Ask How does a flower look? How does a flower smell?
- After viewing, have students form groups. Assign each group one of the following words: beautiful, smell, sweet, quiet, ugly. Say Listen for your word. Play the segment again. After, have each group say sentences using their word.

Story Time

- View Story Time, The Four Blind Men, with students. After each blind man touches the elephant, pause and ask How does it feel?
- Play Story Time again. All the way through without pausing. After students have viewed The Four Blind Men a second time, draw an elephant on the board. Point to each part and ask students to describe it.

The Four Blind Men

Four blind men are walking through the jungle. Suddenly, they hear a strange sound. What’s in the jungle with them? Each man guesses something different. Who’s right?

Before You Read

- Build background Write the word blind on the board. Say A person who is blind cannot see. Some people are born blind. Some people lose their eyesight because of a sickness or an accident.
- Introduce the strategy Put a soft object and a hard object in a box. Say We ask questions to learn. Have a student come to the front of the class. Say Close your eyes. Can you see? (no)
- Then say: Keep your eyes closed. Pick one thing from the box I put in your hands. I’m going to close my eyes, too, so I can’t see what you pick. After the student has picked an object, turn away, open your eyes, and say I want to learn about what you picked. I’m going to ask you questions. Ask How does it feel? Does it feel hard? Does it feel soft? Does it smell sweet? Does it look beautiful? Have the student answer. Then guess what the object is. Review with the class. Ask students to tell about the object.

While You Read

- Pair students. Have them practice asking questions in the simple past. Remind students to ask How was? and How were? questions.
- p. 4: Say The man feels something. Write the following questions on the board and ask aloud: What was it like? Was it short or long? (long) was it weak or strong? (strong)
- pp. 5–7: Have partners alternate asking and answering questions about each page. If they have difficulty, remind them to look at the questions on the board.

After You Read

- Arrange students in four groups and assign each group a different page from pp. 8–11. Have each group write two questions based on their page. Groups can read aloud their questions for other groups to answer.
Listen and read. Can you say these fast?
1. Sonia eats sweet and sour ice cream on Sunday.
2. Bill buys big boxes of bitter brown beans.
3. Don’t taste that terrible tea tomorrow.

Listen to the song. Draw lines to match.
Note: Lyrics for the song Our Senses are on Student Book p. 95.

Listen. Which words have the sound of s as in soft? Color the stars.
1. soccer; soccer
2. grapes; grapes
3. hospital; hospital
4. ship; ship
5. bus; bus

Many things smell good. But some animals and plants smell terrible!
The Eastern snake-necked turtle lives in Australia. If you catch one, it smells terrible. In Australia, people call this turtle the “stinker”!

Many flowers smell good, but the rafflesia doesn’t. It smells terrible! The rafflesia is the biggest flower in the world. It grows in southeastern Asia. It smells like old meat. Flies like the smell, and they fly to the rafflesia flower.

Listen and read.
Amazing Animal Senses
Many animals see, hear, smell, taste, and touch in a different way from humans. Do you walk on your dinner to taste it? Well, a butterfly does—it tastes with its feet!
People use their fingers to touch. Seals use their whiskers. They can feel fish through the water 180 meters (590 feet) away.
Spiders don’t have ears. They hear using hundreds of small hairs on their legs. Bears can smell things that are 32 kilometers (20 miles) away.
Chameleons can see very well. One eye looks up, and the other eye looks down. Chameleons can see all around them!

Listen and stick. Work with a partner.
Check your answers.
OK – food number 1. That is spicy. Don’t eat it! It’s a pepper!
And now number 2. Oooh that’s sour. That’s lemon, I think.
And number 3? Yum! My favorite. That’s very sweet. It’s strawberry ice cream!
Right – number 4. Hmmm – These are salty! They’re potato chips!
And the last one – number 5! Mmmm, I know what that is. It’s very bitter. It’s black coffee.

Listen and look. Write the number in the box.
1. These flowers are beautiful. 2. Uugggh, this apple is terrible! 3. This toy is soft. 4. It’s quiet in the library. 5. This apple is delicious! 6. These flowers are ugly. 7. This toy is hard. 8. The music is loud.

Listen and write. Listen and check.
1. My mother drinks tea every morning, but I don’t like it. It’s bitter. 2. Lemons are sour, but sometimes lemonade is sweet. 3. There are peppers in the soup. It’s very spicy. 4. These chips are very salty. 5. This apple isn’t sweet. It’s sour.

Listen and read.
Stinky Animals and Plants
Many things smell good. But some animals and plants smell terrible!
The Eastern snake-necked turtle lives in Australia. If you catch one, it smells terrible. In Australia, people call this turtle the “stinker”!

Many flowers smell good, but the rafflesia doesn’t. It smells terrible! The rafflesia is the biggest flower in the world. It grows in southeastern Asia. It smells like old meat. Flies like the smell, and they fly to the rafflesia flower.

Listen and say.
ugly; beautiful; hard; soft; terrible; delicious; quiet; loud

Listen and read.
Amazing Animal Senses
Many animals see, hear, smell, taste, and touch in a different way from humans. Do you walk on your dinner to taste it? Well, a butterfly does—it tastes with its feet!
People use their fingers to touch. Seals use their whiskers. They can feel fish through the water 180 meters (590 feet) away.
Spiders don’t have ears. They hear using hundreds of small hairs on their legs. Bears can smell things that are 32 kilometers (20 miles) away.
Chameleons can see very well. One eye looks up, and the other eye looks down. Chameleons can see all around them!

Listen and say.
soft; salty; subway; sister; eraser; pants

Listen and read.
Our Senses
Are our senses the same as yours? Our senses are on Student Book p. 95.
In This Unit

Theme  This unit is about what animals look like and where they live.

Content Objectives  
- Students will identify and discuss animal habitats.
- Students will identify animal traits and discuss reasons for these traits.

Language Objectives  
- Students will name animal habitats.
- Students will say what animals look like.
- Students will talk about animal homes.

Vocabulary

- Vocabulary 1: a forest, ice, a desert, a hive, a cave, mud, a rainforest, an island, a nest, snow
- Vocabulary 2: a tongue, fur, horns, a pouch, wings

Grammar

- Grammar 1: use why and because to talk about cause and effect
- Grammar 2: use infinitives of purpose

Pacing Guides  L3U7

Value  Protect animal habitats.

Unit Opener

Introduce

- **Build background**  Say Open your books to page 70.
  Say We’re going to talk about animal habitats. A habitat is an animal’s home. Say The ocean is home for fish. The ocean is their habitat. Say We live in (a city). The (city) is our habitat.

  - Display Picture Cards 35 (a bird), 135 (fish), and 155 (a rabbit). Draw a two-column chart with the headings Animal and Habitat. Show Picture Card 35 and point to bird. Write a bird in the Animal column. Ask Does a bird live in a tree (a tree)? (Repeat for a fish and a rabbit. Ask Does a fish live in a tree or in the ocean? Does a rabbit live in the ocean or in the grass?) Write responses in the Habitat column.

- **Recycle**  Draw students’ attention to the photo on pp. 70–71. Ask What animals are these? (lions) Ask How do the lions look? (beautiful, scary, strong) Ask How do you think a lion’s fur feels? (soft) Ask How do lions sound? (louder, scaring) Roar like a lion. Say Lions sound loud! Have students roar with you. Say Sound loud! Now sound scary!

  - Ask questions such as the following to encourage discussion of the photo: What else do you see in the photo? (trees, dirt) What color are the lions? (brown) Are the lions big or small? (big)

  - Guide students through the activity on p. 70. Read aloud item 1. Ask How many lions do you see? (six) Point to and count the lions. Say There are six lions! Have students circle the correct response.

  - Have a student read aloud item 2. Pretend to eat. Ask Are the lions eating? (no) Act out resting. Ask Are the lions resting? (yes) Say Yes, the lions are resting. Ask students Where do you rest?

  
<table>
<thead>
<tr>
<th>Animal</th>
<th>Habitat</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bird</td>
<td>a tree</td>
</tr>
<tr>
<td>a fish</td>
<td>the ocean</td>
</tr>
<tr>
<td>a rabbit</td>
<td></td>
</tr>
</tbody>
</table>

About the Photo

This photo shows lions in a reserve in the Serengeti region of Tanzania. Tanzania is a country on the coast of East Africa, along the Indian Ocean. Thanks to its large open spaces, Tanzania is home to a great variety of wildlife, including lions, elephants, giraffes, wildebeests, buffalos, and zebras.

About 25 percent of Tanzania’s land is set aside for wildlife parks. These parks provide the animals with a safe habitat in which to live.

Our World in Context

Animals live in many different habitats across the globe. Some animals live high up in cold, mountainous areas. Others live in dry, hot deserts. Some animals live at the bottom of the ocean, in an environment with no sunlight and very high pressure.

Over a long period of time, animal species can develop adaptations to fit their habitats, however inhospitable the habitat may seem. Adapt means to change. Giraffes are animals that adapted to their habitat. They grew very long necks to eat the leaves at the tops of tall trees.
Warm Up

- Preteach: Say Today we’re going to talk about animal habitats. A habitat is the place where an animal lives. Hold up Picture Cards 426–431, and 433–436 one at a time. Say the word on each card. Have students repeat after you.
- Say: Let’s talk about our habitat. Our classroom is a kind of habitat. Think about inside and outside. Ask: How does our habitat feel? Is it hot or cold? Is it wet or dry?

Present

- Say: Now open your books to pages 72 and 73. Look at the photos. These photos show different habitats. Point to each photo and read the vocabulary term aloud. Have students repeat.

Practice

1. **Say:** We’re going to listen to and read the names of some animal habitats. As you listen, read the sentences on page 72 and the words on pages 72 and 73. Play TR: 62.

2. **Say:** Now we’ll hear a sentence about each habitat. Listen to the words and sentences. Repeat each word and sentence after you hear it. Play TR: 63.

3. **Ask:** Where do camels live? They live in the desert.

4. **Direct students’ attention to the dialogue on p. 73. Model the dialogue with a student. Then say:** Find an animal on the board. Ask your partner where the animal lives. Have students take turns asking and answering questions about animals and their habitats.

Wrap Up

- Have students form a circle. Stand in the center and hold up a Picture Card. Ask a student: What habitat is this? If she answers correctly, move on to the next student in the circle. If not, hold up another Picture Card and repeat. When the student has named the habitat correctly, move on to the next student and continue around the circle.

**Vocabulary 1**

- **Objective:** Students will
  - identify animal habitats.
- **Vocabulary:** a forest, ice, a desert, a hive, a cave, mud, a rain forest, an island, a nest, snow
- **Content Vocabulary:** houses, apartments, neighborhood, habitat
- **Resources:** Workbook p. 54; Audio CD TR: 62–63; Video: Vocabulary I; Classroom Presentation Tool: Vocabulary I, Teacher’s Resource CD-ROM: Graphic Resources (Word web), Activity Worksheet 7.1; Picture Cards 426–431, 433–436
- **Materials:** country map (optional)
- **Related Vocabulary:** bees, dark, under, wet

**Activity**

- **Listen and read. TR: 62**
  - We all need a place to live. We live in houses or apartments. Animals and plants have a place to live, too. This place is called their habitat.

**Warm Up**

- **Listen and say. TR: 63**
  - What grows in a forest? (trees) Is ice hot or cold? (cold) Where’s the hive in the photo on page 72? (in a tree) Then turn off the lights and say: It’s dark in here! Turn the lights back on. Ask: What habitat is dark? (a cave)

**Practice**

- **Say:** We’re going to listen to and read the names of some animal habitats. As you listen, read the sentences on page 72 and the words on pages 72 and 73. Play TR: 62.

**Apply**

- **Pair students. Assign each pair one or two habitats.**
  - Say: Talk with your partner. Talk about animals that live in each habitat.
  - Write each habitat on the board. Have partners take turns telling about the animals they brainstormed for each habitat.

**About the Photo**

- The background photo on pp. 72–73 is of the Ténéré Desert in Niger, Africa. This desert receives only about 25 millimeters (1 in.) of rainfall a year. Camels provide food and transportation for the people living in the Ténéré Desert. Camels have adapted to the dry, hot conditions of a desert habitat. Camels store fat during those times when it is forced to go without food or water.
Warm Up

- **Activate prior knowledge** Say Let’s talk about the weather. On the board, draw two pictures: a sun with flowers blooming below it and a snowman. Point to the sun and ask When it’s sunny and flowers are growing, is it usually hot or cold outside? (hot) When we can make a snowman, is it hot or cold outside? (cold)

- Then write the following questions and sentences:

  - Why do you wear a raincoat?  
    Because it’s rainy.

  - Why do you wear shorts?  
    Because it’s hot.

  - Why do you wear gloves?  
    Because it’s cold.

- Read aloud the answers in the second column. Model reading and answering the first question.

  (Because it’s rainy.) Draw a line from the question to the answer. Repeat with the other questions. Call on individual students to answer and draw lines.

Present

- **Say** Now let’s talk about animals! Say I like tigers because they’re beautiful. Write Because on the board. Say We use because to talk about why something is or why something happens. Write the following on the board: Why do I like tigers? Because they’re beautiful.

- **Write** Why? in large print on one side of a note card. Write Because in large print on the other side of the note card. Say Now it’s your turn. Think about an animal you like. Think about why you like it.

Practice

1. Draw students’ attention to Activity 4. Point to each animal photo on the page. Ask a guiding question to help students describe the animal. For example, point to the polar bear and ask What color is the polar bear’s nose? (black) How do the crocodile’s teeth look? (sharp)

2. Read the guidelines and key aloud. Say to the class Let’s play one turn together. Flip a coin and say Heads! We can draw one line. Hold up the board and point to the leopard. Say Let’s find a question about leopards. Point to and read the question Why do leopards have spots? Have students draw a line connecting the picture of the leopard to the question. Say Then it’s your partner’s turn to flip the coin.

3. Say If tails comes up when you flip the coin, you can draw a second line from the question to the answer. Have students connect the leopard question to the answer Because they need to hide up in the trees. Say Then it’s your partner’s turn.

4. Tell students that if they only draw one line, they can complete the set on their own. Have pairs complete the activity independently.

Apply

- Write elephant, monkey, penguin, spider, and tiger on the board. Pair students. Assign each pair an animal from the board. Say Think of ways to talk about your animal. Have groups brainstorm words to describe their animal. Then have students call out the words they brainstormed. Write them on the board.

- Say Tell your partner about an animal you don’t like. For example, say I don’t like spiders. Your partner will ask you why. Use because to tell your partner why you don’t like the animal.

Wrap Up

- Give each student a slip of paper. Say Write a Why? question. Then have students form a circle. Put the slips of paper in to a container. Have a student pull out a slip of paper and ask another student the question. After that student answers, have her pull out a slip of paper and ask a question. Continue until all questions have been asked and answered.

- Give students a minute or two to think of an answer. Then ask a student What animal do you like? Hold up the Why card. Ask Why do you like (tigers)? Then flip the card and have the student use because to answer the question.

- Say Open your books to page 74. Let’s listen to sentences with why and because. Point to the Grammar box and say Listen to the sentences. Play TR: 64.

Formative Assessment

- Use why and because to discuss cause and effect. Write Adriana likes ice cream because it’s delicious. Ask students to write a Why? question and a Because answer based on the sentence.

Grammar 1

**Objective**

Students will:
- use why and because to talk about cause and effect.

**Grammar** use why and because to talk about cause and effect

**Content Vocabulary**

leopards, owls, bees, sun, flowers, why

**Resources**

Workbook p. 55, Audio CD TR: 64, Videos: Grammar 1, Classroom Presentation Tool: Grammar 1

**Materials**

note cards; coins

**Our World in Context**

Scientists are trying to solve a recent mystery about honeybees: Why are so many bees flying away from their hives and dying? Scientists don’t know why, but they are considering several possible answers. Bees might be getting sick because they eat poison on local crops or because they don’t get enough good food to eat. Then a virus or bacteria may attack the sick or weak bees and kill them.

**Grammar in Depth**

Because and because of are used differently in English. Because is a conjunction used to connect two sentences to show cause and effect. The effect must be an independent clause (a complete thought). For example the complete sentences I can’t sleep (effect) and The music is too loud (cause) can be connected with because: I can’t sleep because the music is too loud.

Because is a preposition that connects a cause and its effect, but it is used specifically when the cause is a noun (not a complete sentence). For example, I can’t sleep because of the loud music.

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leopards, owls, bees, sun, flowers, why

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**Content Vocabulary**

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**Materials**

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Students will:
- use why and because to talk about cause and effect.

**Grammar** use why and because to talk about cause and effect

**Content Vocabulary**

leopards, owls, bees, sun, flowers, why

**Resources**

Workbook p. 55, Audio CD TR: 64, Videos: Grammar 1, Classroom Presentation Tool: Grammar 1

**Materials**

note cards; coins

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Warm Up

• Activate prior knowledge Say Think of your favorite animal. Have students call out the names of animals. Write the names on the board. Talk about what each animal looks like. Write students’ descriptions on the board.

• Hold up Picture Card I52 (a frog). Ask Does a frog have strong legs? (yes) Hold up Picture Card 294 (a giraffe). Ask Does a giraffe have a long neck? (yes)

Present

• Hold up Picture Cards 440–444 one at a time. Say each word and have students repeat after you. Say Think about our senses. Do we taste or smell with our tongues? (taste) Say Yes, we taste with our tongues. Animals taste with their tongues, too!

Ask How does an animal’s fur feel? Does fur feel soft or hard? (soft) Say Yes, fur feels soft!

• Act it out Point to the photo of horns. Ask What kind of animal is this? (a goat) Use your two index fingers to model horns on your head. Say Some animals, such as goats, have horns on their heads. Point to the image of pouch. Ask What kind of animal is this? (a kangaroo) Act out carrying a baby in your arms. Say We use our arms and hands to carry babies. Some animals, such as kangaroos, carry their babies in a pouch.

• Finally, point to the image of wings. Ask What kind of animal is this? (a parrot) Hold out your arms and wave them up and down as if flapping wings. Say Some animals, such as parrots, have wings. Parrots use their wings to fly! Have students repeat the vocabulary words and model your actions.

Practice

5 Say Open your books to page 75. Listen and say aloud the words and sentences. Play TR 65. Say Look at the animal pictures. Ask What animal has two horns? (goat) If students are having difficulty, ask Does a goat or a kangaroo have two horns?

• Read aloud the names of the animals in the box with students. Ask Does (a penguin) have a pouch? Does (a duck) have fur? Does (a butterfly) have wings? Does (a cat) have horns? Work with students to fill in their charts.

Apply

6 Pair students. Say Let’s do a sticker activity. Help students find the Unit 7 stickers in the back of the book. Read the model dialogue. Say Choose an animal. Don’t say its name. Talk about your animal. If your partner guesses your animal, stick it to the page.

• Have students take turns describing and guessing animals.

Wrap Up

Write tongue, fur, horns, pouch, and wings on separate note cards. Write on the board: giraffe, polar bear, goat, kangaroo, and parrot. Have students stand in a circle. Have one student pick a card. Tell the student to use the word on the card to talk about an animal on the board. Model a sentence such as A goat has two horns. Continue until all students in the circle have picked a card and said a sentence.

Vocabulary 2

Listen and say. Write the animals in the correct groups. 12 3 4 5

12345 1 2 3 4 5 75

166 Unit 7

Vocabulary 2

6 Work with a partner. Guess and stick.

This animal is big and white. It lives in the snow. It has sharp claws.

It’s a polar bear!

Vocabulary 2

Objective

Students will:
• identify and use words related to animal characteristics.

Vocabulary: a tongue, fur, horns, a pouch, wings

Resources: Workbook p. 56, Audio CD TR 65, Video: Vocabulary 2; Classroom Presentation Tool; Vocabulary 2, Teacher’s Resource CD-ROM: Activity Worksheet 7.2; Picture Cards I52, 294, 440–444

Materials: note cards

Warm Up

• Activate prior knowledge Say Think of your favorite animal. Have students call out the names of animals. Write the names on the board. Talk about what each animal looks like. Write students’ descriptions on the board.

• Hold up Picture Card I52 (a frog). Ask Does a frog have strong legs? (yes) Hold up Picture Card 294 (a giraffe). Ask Does a giraffe have a long neck? (yes)

Present

• Hold up Picture Cards 440–444 one at a time. Say each word and have students repeat after you. Say Think about our senses. Do we taste or smell with our tongues? (taste) Say Yes, we taste with our tongues. Animals taste with their tongues, too!

Ask How does an animal’s fur feel? Does fur feel soft or hard? (soft) Say Yes, fur feels soft!

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Practice

5 Say Open your books to page 75. Listen and say aloud the words and sentences. Play TR 65. Say Look at the animal pictures. Ask What animal has two horns? (goat) If students are having difficulty, ask Does a goat or a kangaroo have two horns?

• Read aloud the names of the animals in the box with students. Ask Does (a penguin) have a pouch? Does (a duck) have fur? Does (a butterfly) have wings? Does (a cat) have horns? Work with students to fill in their charts.

Apply

6 Pair students. Say Let’s do a sticker activity. Help students find the Unit 7 stickers in the back of the book. Read the model dialogue. Say Choose an animal. Don’t say its name. Talk about your animal. If your partner guesses your animal, stick it to the page.

• Have students take turns describing and guessing animals.

Wrap Up

Write tongue, fur, horns, pouch, and wings on separate note cards. Write on the board: giraffe, polar bear, goat, kangaroo, and parrot. Have students stand in a circle. Have one student pick a card. Tell the student to use the word on the card to talk about an animal on the board. Model a sentence such as A goat has two horns. Continue until all students in the circle have picked a card and said a sentence.

Vocabulary 2
Objective
Students will:
• use infinitives of purpose.

Content Vocabulary
Recycle, say, toothbrush, hug, grandmother, pencils, write, picture, frame.

Resources
Workbook pp. 57–58.
Audio CD TR: 66.
Video: Grammar 2 Classroom.
Presentation Tool: Grammar 2.
Teacher’s Resource CD-ROM: Activity Worksheet 7.3

Grammar 2

7 Read and match.
1. Cats use their tongues (to carry their babies).
2. Kangaroos use their pouches (to eat meat).
3. Elephants use their long trunks (to clean their fur).
4. Tiggers use their sharp teeth (to swim in the ocean).
5. Penguins use their wings (to shower).

8 Play a game. Cut out the cubes on page 109. Work with a partner. Make sentences.

Warm Up

• Recycle
Act out giving a hug. Say I use my arms to hug my grandmother. Act out picking up a baby. Say I use my hands to pick up a little baby. Say and act out the sentences again. Have students repeat your actions and sentences.

• Draw a picture of a toothbrush and a pencil on the board. Point to the toothbrush. Say I use a toothbrush to clean my teeth. Point to the pencil. Say I use a pencil to write. Act out brushing your teeth with a toothbrush and writing with a pencil.

• Have students copy the following sentence frames:
I use my arms __________.
I use my toothbrush __________.
If students need additional support, point to the related picture on the board, or act out the sentence.

Present

• Have students turn to p. 74. Point to the crocodile. Ask Why do crocodiles have sharp teeth? (to eat meat)

• Point to the owl. Ask Why does an owl have big eyes? (to see at night) Point to the ostrich. Ask Why does an ostrich have long legs? (to run fast)

• Have students copy the following sentences.
Owls use their big eyes (to see/to hear) at night.
Ostriches use their long legs (to run/to fly) fast.

• Tell students to circle the correct options.
Say Open your books to page 75. Point to the photos of the giraffe and the goat. Say We’re going to listen to sentences about how giraffes use their tongues. We’ll also hear about how goats use their horns. Have students turn to p. 76. Then play TR: 66.

Practice

• Review the words tongue, pouch, trunk, teeth, and wings with students. If possible, draw an example, or point to a photo or picture to show each word. Say Let’s talk about how animals use these parts of their bodies.

• Have students look at Activity 7. Point to and read item I aloud. Say Cats use their tongues... Move your finger down to item c and continue reading: to clean their fur. Tell students to match the remaining items. Say Read the first part of each sentence, then match the second part to make a true sentence.

Apply

• Help students cut out and make the cubes on p. 104. Explain that one cube shows animals and one cube shows body parts of animals.

• Hold up both completed cubes. Point to dog and wings. On the board write A dog uses its wings to fly. Ask Is this true? (no) Ask What animal uses wings to fly? (a parrot) Then model the activity. Roll both cubes and write a sentence on the board. Ask Is this true or false? If it’s false, have students make the sentence true.

• Read the model dialogue on p. 76 with students. Pair students and have them take turns rolling the cubes and making sentences. Observe students as they play. If students are having difficulty, provide this sentence frame: ________ use their ________ to ________.

Wrap Up

• Write tongue, fur, horns, pouch, and wings on the board. Point to tongue and ask What animal has a long tongue? (A giraffe has a long tongue.) Then ask What does it use its tongue to do? (It uses its tongue to clean its ears.) Ask similar questions for each of the remaining words on the board. Encourage students to respond in complete sentences.

Formative Assessment
Can students:
• use infinitives of purpose?
Ask students to complete this sentence frame with the correct answer option:
Parrots use their wings _______ (to fly; fly; can fly)

Review
For additional practice, direct students to Activity Worksheet 7.3
**Song – The Sounds of English**

**Vocabulary**
- ice, snow
- fur

**Grammar**
- Use why and because to talk about cause and effect

**Resources**
- Workbook p. 91
- Audio CD TR: 68
- Video: Song, Classroom Presentation Tool
- Song: Teacher's Resource CD-ROM: Activity
- Worksheet 7.4, Picture Cards 430, 436

**Related Vocabulary**
- lily pad

**The Sounds of English**

**Use the Song**

- **Say** Open your books to page 77. Ask What animals do you see? (a frog, a giraffe, a polar bear, butterflies) Ask questions such as What does the polar bear look like? What color is it? Is it big? Is it small?
- **Build background** Point to the giraffe's neck. Say Look at the giraffe's neck. Does a giraffe have a short neck or a long neck? (a long neck) Point to the frog's legs. Ask Does a frog have strong legs? (yes) Point to the polar bear. Ask Does a polar bear have black fur or white fur? (white fur)
- **Listen and say.**
  1. pouch house
  2. bounce cloud
  3. brown cow

**Extend**

- **Play TR: 67 again.** Hold up Picture Cards 430 and 436 (ice and snow). After the song, ask How do ice and snow feel? Do they feel hot or cold? (cold) Is snow soft or hard? (soft and hard) Is ice soft or hard? (hard)
- **Point to the polar bear.** Ask What color is the polar bear's fur? (white) What color is ice and snow? (white) Ask What other animals have fur? What color is their fur?
- **Sing the giraffe verse again and point to the giraffe.** Ask Why does a giraffe have a long, long neck? Say Because ... and have students sing the answer. (“It eats leaves at the tops of the trees.”) Sing the frog and polar bear verses again. Repeat the Why? questions in each verse and have students sing each answer beginning with Because.

**The Sounds of English: /aʊ/ as in pouch**

10. **Hold up the Picture Card for pouch.** Ask What word is this? When students answer, say That's right. It's a pouch. Kangaroos use their pouches to carry their babies. Have students repeat Kangaroos use their pouches to carry their babies. Say Now let's listen to words like pouch. Play TR: 68 once while students just listen. Then say Let's listen and say. Play TR: 68 again and have students repeat the words.

For more practice, have students look at pictures, listen, and raise their hands when they hear /aʊ/ as in pouch. Display Picture Cards or other pictures that contain the target sound (cloud, flower, brown, mouth, cow, count, bounce, shower, frown) and some that don't.

- **Hold up a card or picture, say the word, and have students raise their hands if they hear the target sound.** Say Look and listen. Raise your hand if you hear /aʊ/ as in pouch. If students raise their hands in error, repeat the incorrect word and a word with the target sound to demonstrate the contrast.

**Our World in Context**

Polar bears live in the Arctic, a huge, icy region in the Northern Hemisphere. A polar bear's fur and skin help it live in its cold, icy habitat. Its white fur blends in with the surrounding snow and ice, hiding the bear from other animals when it is hunting. The thick fur also keeps the polar bear warm. Under a polar bear's white fur is a layer of black skin. The black skin helps to trap heat, keeping it in the bear's body.

**Teaching Tip**

Memorizing song lyrics is a great way for students to practice using new vocabulary. Assign groups one line or verse from a song. Give students time to rehearse and memorize their parts of the song. When they have finished rehearsing, have students close their books. Then have the class sing the song, with each group performing the part they rehearsed.

**The Sounds of English Cards**

You can use The Sounds of English Card 40 to teach the /aʊ/ sound. Audio for this card is available on the Explore Our World website.
Amazing Rain Forests

Rain forests are warm, wet forests. A rain forest has four parts.

- **Emergent**
  In this part, you can see the tops of very tall trees. They can be 60 meters (200 feet) tall! Many birds, butterflies, and other insects live here.

- **Canopy**
  In this part of the forest, the trees have many leaves. Birds, spiders, tree frogs, monkeys, and snakes live here.

- **Understory**
  In this part of the forest, it is dark, wet, and cool. There aren’t many plants. Why? Because plants need light to live. Snakes and lizards live here. Jaguars like to live in this part, too!

- **Forest floor**
  In this part, there are many insects and spiders—some spiders are as big as a person! There are many large animals. And people!

Walk around the room and ask questions such as: *What do you see?*  *What animals do you see?*  *Do you see trees?*  *What colors do you see?*  *Have students answer aloud and write their answers on the board.*

- **Graphic literacy**
  Point to the picture of trees on p. 78. Say *This picture shows the four parts of a rain forest.* Hold your hands high above your head and say *emergent.* Lower your hands to your shoulders and say *canopy.* Lower your hands to your hips and say *understory.* Put your hands on the floor and say *forest floor.* Ask students to stand and repeat the words and actions along with you.

- **Wrap Up**
  • Have students close their books. Write each part of the rain forest on a note card and walk around the class. Say *Today we read about the four parts of the rain forest. Have a student choose a note card. Then say to the student Open your book to page 78. Read a sentence about your part of the rain forest. After the student reads a sentence, have other students guess what part of the rain forest it is.*

**Warm Up**

- **Activate background knowledge** Say *Today we’re going to read about rain forests. A rain forest is a type of habitat. Say Close your eyes. Imagine you’re in a rain forest. Walk around the room and ask questions such as: Does a rain forest feel wet?*  
  (yes) *What things do you see?*  *There are lots of trees and animals.*  *What colors do you see in the rain forest?*  *green leaves, red flowers, and so on.*  *What animals do you hear?*  *birds, monkeys*

- **Present**
  - *Open your books to page 78. Look at the pictures. Ask What do you see? What animals do you see? Do you see trees? What colors do you see? Have students answer aloud and write their answers on the board.*
  - *Read together* Say *Let’s read about the four parts of the rain forest. Play TR: 69 and have students read along.*

**Practice**

- **Play TR: 69** a second time. Pause at the end of each section to check for comprehension. Ask questions such as:
  - **Emergent:** What animals live in this part of the rain forest? What part of the trees can you see?  
  - **Canopy:** What animals live here? Are there many leaves?  
  - **Understory:** How does this part feel? Are there many plants?  
  - **Forest floor:** How big are the spiders? Do humans live here, too?

- **Review each part of the rain forest again.** Say *Close your eyes. Imagine you’re in the (canopy).* What do you see? After each section, have students open their eyes and tell about what they see.

- **Pair students.** Assign each pair one of the parts of the rain forest: Emergent, Canopy, Understory, or Forest floor. Say *Reread the sentences on page 78 about your part of the rain forest. After pairs have read their sections, make groups of four pairs, with one pair from each part of the rain forest. Say *Tell your group about your part of the rain forest. How does it look? What animals do you see?*

- **Apply**
  - *Write Emergent, Canopy, Understory, and Forest floor on individual note cards. Pair students and give each student a set of cards.*
  - *Have students place the cards facedown on their desks. Say Take turns. Pick up a card. Read the word on your card. Take a moment to visualize, or make a picture in your mind, of that part of the rain forest. Then describe it to your partner. Observe students as they talk. If they have difficulty forming sentences, provide a sentence frame such as the following for students to complete and say aloud to their partners: In the ________, there are ________ and ________.*

- **Formative Assessment**
  - Can students identify the four parts of the rain forest? Write Emergent, Canopy, Understory, and Forest floor on individual note cards. Have students arrange the note cards in correct order from top to bottom. 
  - Visualize the different parts of the rain forest? Walk around the room and ask questions such as: What can you see in the (Forest floor)? What can you hear?
Value

- Point to the photo on p. 79. Ask **What animal do you see?** (a jaguar) **What’s its habitat?** (a rainforest)
- Read the title and sentences on p. 79 aloud. Remind students that protect is a way we care for others. Explain that we share our world means “we live with others.” Say **People and animals live in the same world.**
- Read the question at the bottom of the page aloud. Say **Think of where animals live.** Ask **What are some animal habitats we learned about?** (rainforest, desert, forest, ocean, cave, hive, nest) List them on the board.
- Then ask questions such as **How can we help keep animal habitats clean?** (don’t let people build homes too close to animal habitats, don’t touch hives or nests, make sure people obey the rules in parks and animal reserves) Write students’ ideas on the board.
- Place students in small groups. Call on a student to read the question at the bottom of p. 79 again. Then have groups discuss ways to protect animal habitats. Tell them to use the ideas on the board if they need help getting started. When groups have finished, let them share their ideas with the class.

Objectives

- Students will:
  - read about protecting animal habitats.
  - describe how to protect animal habitats.

Resources

- Values Poster

Give the Unit Quiz

- Hand out the Unit 7 Quiz. Have students scan the pages. Say **Look at the directions, examples, questions, and pictures. Think about what you know and what you’ve learned.**
- Give students two or three minutes to preview the test.
- Listening instructions. Section 1. Point to the pictures on page 79. Say **Look at the pictures. Point to the letters. There is a letter next to each picture. Write the letter that matches the sentence you hear.**
  - Say **Now listen to an example.** Play TR: AB40. (I see a cave.) When students have written a letter, ask **What letter did you write?** When students respond with the letter C, begin the quiz. Say **Let’s begin.** Play the rest of TR: AB40.
  - When students have completed Section 1, have them put down their pencils. Say **Now you’re going to read and write. Read the directions for Section 2 aloud. Ask What do you have to do?** (Answer each question. Use because and words in the box.) Repeat the process for Sections 3 and 4. (3: Match. 4: Read. Circle True or False.)
  - Have students complete Sections 2–4 independently.
  - Listening instructions. Section 5. Read the directions aloud. Ask **What do you have to do?** (Listen. Answer the questions. Write sentences.)
  - Say **Now listen to an example.** Play TR: AB41, pausing after the example question **What can frogs use to catch food?** When students have written their answers, say **What sentence did you write to answer the question?** Begin the quiz when students respond with **Frogs can use their long tongues to catch food.** Say **Let’s begin.** Play the rest of TR: AB41.
  - Speaking instructions. Point to the image at the top of p. 79. Say **Look at the picture. Answer my questions. Use complete sentences.**
  - **Ask Where does the tiger live?** Point to the trees in the background of the picture. Say **The tiger lives in a forest.**
  - **See p. 130 of the Assessment Book for questions and expected student responses.**

Project

- For a theme-related closing activity, direct students to the Unit 7 Project Worksheet.

Assessment

- Resources Assessment Book pp. 112–113, 126, 130, 133, 137
  - Audio CD TR: AB40, AB41

Testing Tip

- Review your answers. Teach students to take time at the end of testing to review answers and responses. They should look to make sure they did not make any careless mistakes (such as putting the right answer in the wrong place or skipping a question), and then spend the last few minutes going over the most difficult items and tasks.

Assess Unit Objectives

- **Where do penguins live?**
- **What lives in a hive?**
- **What animals have horns?**

Value - Assessment
Before You Watch

• Play the Introduction. Stop at the picture of the bird’s nest. Say This video is about animal habitats. Ask What’s a habitat? (a home, a place where people and animals live) What habitats do you know?

While You Watch

• As students watch the video, have them look and listen for target words that describe animal habitats.
• Pause the video as necessary to allow students to write down animal habitats they see. Pause the video when it gives more information about a habitat. Ask What’s a desert like? Give students time to write down words that describe the habitat.

After You Watch

• Ask students What's your habitat? (a house, an apartment, a neighborhood, a town, a city) Ask What animal habitats did we see in the video? Draw a large Venn diagram on the board. Encourage students to talk about how their habitat and animal habitats are similar and different. Ask questions such as Does this animal’s habitat have trees? Does our habitat have trees? Do both habitats have water? Is our habitat dark all the time?

Before You Read

• Build background Say Let’s read a story about a small animal called a mouse deer that tricks a tiger. A trick makes someone believe something that is not true. Some people play tricks to make others laugh. Some people play tricks to get away with something. Discuss a funny trick, like putting a fake fly on someone’s desk. Say A fake fly can surprise someone and make a person think it’s real! Ask students Do you know any tricks? Have you ever tricked someone?

• Introduce the strategy Explain summarize to students. Say In this story, we’re going to summarize. Summarize means to retell. When we summarize, we don’t retell everything. We just retell the most important parts.
• Give a Two-column chart to each student. Then draw one on the board with the headings Who's in the Story and What Happened. Under What Happened write the numbers 1–5. Point to the first column. Say Write the two animals in the story. Point to the second column. Say Write the important things that happen in the story.

While You Read

• Stop after every few pages. Ask the following questions and have students use the answers to complete their charts.

| p. 4 | Who are the main characters in the story? (Mouse Deer and Tiger) |
| p. 6 | Why does Mouse Deer trick Tiger about the mud? (because Tiger wants to eat him) |
| p. 7 | Why does Tiger chase Mouse Deer through the forest? (because Tiger is hungry) |
| p. 10 | Why does Tiger run to the river and jump in? (because the hornets are chasing him) |

After You Read

• Put students in pairs. Ask students to use their charts to summarize, or retell, how Mouse Deer tricked Tiger. Have students reread pp. 6–9 to review the story before summarizing.

Mouse Deer in the Rain Forest

Mouse Deer is swimming in the rain forest. Tiger is hungry and wants to eat Mouse Deer. Can Mouse Deer trick Tiger and get away from him?

Vocabulary

• As students view the vocabulary segments, stop the video at the images presented in the picture frames. Have students name each habitat. Press Play to bring up the full-screen image and caption. Note that the Arctic is a habitat that does not appear in the Student Book. Ask What two vocabulary words can we use to describe the Arctic?

Grammar

• Freeze Grammar 2 after How is it using its wings? Write students’ responses on the board. Press Play and have students listen to check their answers.
• Repeat pausing after the questions: How is it using its tongue? How are they using their horns?

Song

• Put students in three groups. Assign each group one of the following animals: giraffe, frog, polar bear. Say Listen for your animal.
• Play the Song once. Then play Why? Because again. When each group hears its animal, have them sing aloud with you.

Viewing

• Pause the video as each habitat is presented. Ask questions to help students talk about the habitats: Is this habitat dry or wet? Is it hot or cold?
• After viewing ask What other habitats do you know? What animals live in those habitats? Write this sentence frame on the board to help students answer: _______ live in _______.

Story Time

• View Story Time once with students.
• View it again. Pause the video and ask What does Mouse Deer say the soup is made of? (chocolate) What does Tiger think the hive is? (the king’s drum)
TR: 62 Listen and read. We all need a place to live. We live in houses or apartments. Animals and plants have a place to live, too. This place is called their habitat.

1. a forest; ice; a desert; a hive; a cave; mud; a rain forest; an island; a nest; snow
2. fur
3. wings

TR: 63 Listen and say. Why are kangaroos so cool? Because they can jump to catch its food. Why does a lion have sharp claws? Because it needs to catch its food. Why are goats so helpful? Because they can jump to eat leaves. Why are penguins so cute? Because they look silly, so far!

TR: 64 Grammar Why does a lion have sharp claws? Because it needs to catch its food. Why are kangaroos so cool? Because they can jump so far! Why don’t you like penguins? Because they look silly, and they can’t fly!

TR: 65 Listen and say. A kangaroo has a pouch. A butterfly has wings. A giraffe has a long tongue. A polar bear has thick white fur. A lion has fur. A parrot has colorful wings.

TR: 66 Grammar Giraffes use their long tongues to clean their ears. Goats use their horns to fight.


TR: 68 The Sounds of English /aʊ/ pouch
Listen and say. 1. pouch; house 2. bounce; cloud 3. brown; cow

TR: 69 Listen and read. Amazing Rain Forests
Rain forests are warm, wet forests. A rain forest has four parts.
Emergent: In this part, you can see the tops of very tall trees. They can be 60 meters (200 feet) tall! Many birds, butterflies, and other insects live here.
Canopy: In this part of the forest, the trees have many leaves. Birds, spiders, tree frogs, monkeys, and snakes live here.
Understory: In this part of the forest, it is dark, wet, and cool. There aren’t many plants. Why? Because plants need light to live. Snakes and lizards live here. Jaguars like to live in this part, too!
Forest floor: In this part, there are many insects and spiders—some spiders are as big as plates! There are many large animals. And people!

TR: 45 Listen and read. Can you say these fast?
I. My nephew never stands next to a nest. 2. We walk by the water in windy weather. 3. Do the polar bear and penguin play in the park?

TR: 46 Listen to the song. Read. Draw lines to match.
Note: Lyrics for the song Why? Because are on Student Book p. 46.

TR: 47 Listen. Which words have a sound like the ou in pouch? Draw a line to connect the pictures.

Student Book
Unit Opener SB p. 70
1. a 2. a

Workbook
Unit 7. Listen and write. Use words from the box.
1. A kangaroo has a pouch. 2. A butterfly has wings. It can fly. 3. A frog has a long, sticky tongue. 4. A goat has two horns on its head. 5. A lion has fur.

TR: 44 Listen and write.
1. Goats use their horns to fight. 2. Polar bears use their white fur to hide in the ice and snow. 3. Lions use their teeth to eat meat. 4. Kangaroos use their legs to jump. 5. Ostriches use their legs to run fast. 6. Giraffes use their long tongues to clean their ears. 7. Tigers use their mouths to carry their babies. 8. Penguins use their wings to swim. 9. Cats use their sharp claws to climb trees. 10. Owls use their wings to fly.

Workbook
Go to pp. 217–219 for the Workbook Answer Key for this unit.
**In This Unit**

**Theme:** This unit is about kinds and quantities of food.

**Content Objectives**

- Students will:
  - describe quantities of food.
  - talk about buying food.

**Language Objectives**

- Students will:
  - name foods.
  - talk about quantities.
  - talk about favorite meals.

**Vocabulary**

- **Grammar 1:** use count and noncount nouns with some and any
- **Grammar 2:** use count and noncount nouns with a few and a little

**Pacing Guides:** L3U8

**Value:** Eat nutritious food.

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**Unit Opener**

**Objectives**

- Students will:
  - discuss a photo.
  - describe actions in a photo and make predictions.

**Resources**

- Video: Introduction; Classroom Presentation Tool: Unit Opener; Teacher's Resource CD-ROM: Home-School Connection Letter, Unit Opener Poster

**Related Vocabulary**

coral, fishing, spear

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**Introduce**

- **Build background** Draw a word web on the board. Write Where do we get food? in the center oval. Say The name of this unit is “What’s for Dinner?” Ask What do you like to eat for dinner? Say Let’s think about where the food we eat for dinner comes from.

- **Say** Open your books to pages 80 and 81. Look at the picture. What’s the man doing? (fishing) Yes, he’s fishing in the ocean. He’s getting food from the ocean. Write the ocean in one of the outer ovals.

- **Say** People get fish from the ocean. They pick fruit from trees. People get vegetables from a garden. Act out picking vegetables. Write trees and garden in the outer ovals. Ask Where do you get your food? Add students’ responses to the web.

- **Ask questions to encourage discussion of the photo:**
  - What do you see in the photo? (a man, a fish, water, sky)
  - What’s the man doing? (fishing)
  - What do you think will happen next? (He catches the fish. He eats the fish for dinner.)

- **Guide students through the activity on p. 80. Read aloud each statement and the answer choices. Have students circle the answers. Then have students read the complete sentences aloud.
Warm Up

Set the stage  Say I like to cook. I like to eat! But today, I opened my refrigerator (act out opening a refrigerator and looking inside) and it was empty! I need to buy more food. My friend is going to the market. Help me make a list of what I need. What are some foods she can buy?

Write foods on the board as students call them out. Say: That’s a good list. I also need to tell her how much to buy. Go through foods one by one. Ask: How much do I need? or How many do I need? (five apples, a box of cookies)

Present

Say: Open your books to pages 82 and 83. Look at the photos of different kinds of foods.

Practice

Ask: What foods can you name? (bread, juice, cereal, soda) Hold up the Picture Cards for bread, juice, cereal, and soda. As you name each item, have students point to the picture in their books and repeat the word.

Say: Look at the photos. What are things you can drink? (soda, juice) Which words tell us how much? (can of glass of)

Activity

We’re going to read and listen to words that name different foods. As you listen, point to the photos and read and repeat what you hear. Play TR 71. Have students repeat each phrase and sentence.

Act out looking for something in a food store. Say: I’m at the market. Ask: What should I buy for breakfast? List answers on the board. (a box of cereal, a loaf of bread, etc.) Say: I want something sweet. Ask: What things are sweet? List the answers. (a piece of cake, a loaf of bread, etc.)

Place students in groups and assign either dinner or snack to each group. Have students brainstorm a list of as many words as they can for their categories.

Review

Ask students to share their sentences with the class. Have students point to pictures in their books as their classmates list words.

Wrap Up

Put students in groups of up to 10. Say: Let’s imagine we’re shopping at the market. Assign each group a vocabulary word. Say: Draw a picture of your food. Write how much or how many you need to buy. When you’re finished, stand in a circle with your group.

One student begins by saying: I’m buying a (bottle of oil). The next student says: (Tariq) is buying a (bottle of oil). I’m buying a (box of cereal). Go around the circle in this way, until the last student can name what everyone is buying.
Warm Up

- Preteach Say Rafi is at the market with his mother. He wants to bake a cake for his dad’s birthday. Write sugar, eggs, and milk on the board. Rafi wants to know what’s in the kitchen. He calls his sister. Here’s what they say. Write the following on the board. Read as you write.

R: Is there any sugar? S: No, there isn’t any.
R: Are there any eggs? S: Yes, there are some.
R: Is there any milk? S: Yes, there is some.

- Explain that R stands for Rafi and S for sister. Model the conversation with a student, making negative gestures for “no” and positive gestures for “yes.”

Present

- Have students look at the Grammar box on p. 84. Ask What’s in the kitchen? Let’s listen. Play TR: 72.
- Call on students to ask and answer the questions in the Grammar box. Then write the following sentence frames on the board:

Are there any ________? Yes, there are some. No, there aren’t any.

- Say Let’s pretend I don’t know what’s in the fridge. I’m going to ask questions to find out. Point to the board. Say Use these sentences to answer. Ask Are there any grapes in the fridge? Is there any milk?

Practice

- Draw a three-column chart on the board. Say This chart shows what there is in the kitchen.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>banana</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>milk</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Write the following sentence frames on the board:

Is there any ________? Are there any ________?

Yes, there is some. Yes, there are some.
No, there isn’t any. No, there aren’t any.

- Point to the board and ask Are there any oranges? (Yes, there are some.) Have students repeat the question and answer as a class. Pair students and have them take turns asking and answering questions.

- To guide students, point to Yes and some. Explain that the two words go together. Then point to No and any, and explain that these words are also used together.

Apply

- Say Let’s play a game! Read the directions for Activity 4 aloud. Demonstrate how to use the spinner, then model the game with a student. Spin. Then say, for example, I landed on the space with a bottle of oil. I ask my partner. Is there any oil? Hold up your book and point to the check mark in the narrow part of the space. Explain that a check mark means Yes, there is. Or Yes, there are. And X means No, there isn’t any. Or No, there aren’t any. Write the key on the board.
- Pair students and have them play the game.

Wrap Up

- Have students open their books to pp. 82–83. Say Look at the foods in the pictures. Put students in pairs. Have students take turns asking and answering questions about the foods in the picture. Model a question and answer, such as Is there any cake? (Yes, there is some.)

Formative Assessment

Can students • describe amounts of food with some and any?
Draw different foods on the board. Ask Are there any (bananas)? Have students respond using some or any. Check that students use some for positive responses and any for negative responses.
Warm Up

**Recycle** Say Let’s review some words about food. Hold up Picture Cards as you say each group of words on pp. 82–83. Have students repeat after you. Then hold up a jar and say **What can I put in this jar?** (olives) Hold up a bottle and say This is a bottle. **What can I put in it?** (oil, juice) Hold up a bowl and ask **What can I put in this bowl?** (sugar, cereal)

**Present**

Have students open their books to p. 85. Read each target word aloud as you point to the photos. Have students repeat after you.

**Act it out** On the board, draw a pile of apples with $1 written below it. Then draw a second pile of apples with $3 written below it. Say I’m at the supermarket. I want some apples. Point to the pictures on the board. Say Here are some apples. And here are some apples. Hmmm. How do I choose? Write compare on the board. Say I know! I can compare them.

Say I look at the price. Write price on the board. Point to $1 and say The price for these apples is one dollar. That’s how much money I need to buy the apples. Write money on the board.

Point to the second picture of apples. Say The price of these apples is three dollars. That’s more than one dollar. That’s too much. Point to the first pile of apples. Write buy on the board. Say I’m going to buy these apples.

Practice

**Say** Look at the photos on page 85. They show words that we use when we go shopping. Read each term and have students repeat. Point to the photo for money. Say This is money. Ask Does this look like the money you use? Why do we need money?

Put students in small groups. Say Look at the other photos. What do they show? Write a sentence about each photo. When students finish writing, ask groups to share their sentences.

**Think Aloud** Show how to use photos to understand a word. Point to the photo of the girl and her mother. Say The photo shows a girl and her mother placing food in the fridge. I think put away means to place something where it belongs.

Say Now you’re going to listen to sentences with these words. Point to each photo as you hear the word. Then repeat the word and sentence. Play TR: 73. Pause for students to repeat.

Guide students through item 1. Read the sentence and choices aloud. Ask What word means “look at two things and decide which is better?” (compare) The sentence should say Let’s compare them. Have students complete items 2–4 on their own. Say I’m not sure what I want. Should I compare or buy? If students need more support, review TR: 73 and the photos on page 85 together.

Apply

Pair students. Have them look at the stickers. Say Talk about what word or words each sticker shows. Give students a few minutes to talk. Say You’re going to hear sentences with a beep in them. That’s for the missing word. When you hear the beep, stick the sticker that shows the missing word. Play TR: 74, pausing so students can place stickers.

Wrap Up

Put students in groups. One at a time, have students act out each of the vocabulary words. Other group members should guess the words. The student who guesses correctly acts out the next word.

Formative Assessment

Can students identify and use words to talk about going to the supermarket? Ask questions such as What does your family usually buy at the supermarket?

Review

For additional practice, direct students to Activity Worksheet 8.2.
Objective

Students will:
• use a few and a little to describe amounts of food.

Grammar use count and noncount nouns with a few and a little

Resources Workbook pp. 65–66.
Classroom Presentation Tool: Grammar 2, Teacher’s Resource
CD-ROM: Activity Worksheet 8.3;
Picture Cards 453–455.

Materials ball or eraser (to pass/ toss); note cards; bottle of water

Warm Up

• Preteach Draw six apples on the board. Ask Are there any apples? (yes) Erase three apples. Say Are there any apples? (yes) Say Yes, there are a few. Write a few on the board. Repeat with peppers.

• Draw a full bottle of milk on the board. Ask Is there any milk? (yes) Say Yes, there is a little. Write a little on the board. Repeat with juice.

• Give examples Have students write a few and a little on separate note cards. Make a set of cards for yourself. Draw three cupcakes on the board. Ask Are there any cupcakes? Hold up the card for a few. Say Yes, there are a few. We can count how many there are, so we use a few.

• Show a water bottle with a little water in it. Ask Is there any water? Hold up the card for a little. Say Yes, there is a little. We can’t count water, so we use a little to tell how much there is.

• Draw foods on the board (a little juice in a glass, a piece of cheese, two bananas, three cookies). Point to each and ask (Is) there any juice? Have students hold up cards for either a few or a little. Say the correct answer and have students repeat after you.

Present

• On the board, write Yes, there are a few. Yes, there is a little. Say You’re going to hear questions and answers about food. Listen for these sentences. Play TR: 75. Have students repeat.

Practice

• 7 Read item 1 aloud, and then write Yes, there _______ on the board. Say Let’s look carefully at the question. Is there any ice cream? Say I see the word in is the question. That means we use is in the answer. Write is in the blank on the board. Say We can’t count ice cream, so we use a little in our answer. Write a little on the line. Say Yes, there is a little. Have small groups complete items 2-4.

• 8 Pair students. Say Let’s play a game. Cut out the board game and the cards on page 111. Put the cards on the board. Play with a partner.

Apply

• On the board, write Is there/ Are there any _______? Under this question, draw a three-column chart.

<table>
<thead>
<tr>
<th>YES</th>
<th>There is a little</th>
<th>There are a few</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>There isn’t any</td>
<td>There aren’t any</td>
</tr>
</tbody>
</table>

• Say First, pick a space on the board. Ask your partner if a food is in that space. If your partner guesses correctly, give him the card. Listen to students’ questions and answers. Help students refer to the chart on the board and the model dialogue to ask and answer questions correctly.

Wrap Up

• Stand in a circle with students. Hold a ball. Ask Are there any apples in the kitchen? Toss or pass the ball to a student. The student answers, asks another question, and passes the ball. Model with the student: Are there any apples in the kitchen? Yes, there are some. Is there any juice? Have students keep passing the ball to ask and answer questions.

Grammar 2

Grammar in Depth

The term a few is used with objects that can be counted. A few can be used in place of some. I know a few songs by that singer. The same as I know some songs by that singer.

A few is different from few. Few means “not many.” I have few books on that topic. A little is used for noncount nouns. Use a little to describe a small amount of something. A little can also be used in place of some. There is a little milk in the fridge. It is the same as There is some milk in the fridge.

Teaching Tip

Classroom Management Keep students focused during games by setting a time limit for playing the game. Give students five minutes to play a game. When there are two minutes left to play, ring a bell to let students know their time is almost up.

Formative Assessment

Con students:
• describe amounts of food with a few and a little?

Use Picture Cards to ask questions such as Is there any juice? Are there any olives? Write There are a few. and There is a little. Have students choose and say the correct response.

Review

For additional practice, direct students to Activity Worksheet 8.3.
Let's Go Shopping!
Let's go shopping, let's go shopping,
Let's go shopping today.
Let's go shopping to buy some food,
Then go home to put it away.
A bowl of pasta, a jar of spice,
A glass of juice, and cake are nice!
Let's go now. Let's buy some food.
Let's go shopping, just me and you!

THE SOUNDS OF ENGLISH /ʤ/ /ʃ/ 19.22

1. Listen and say.

1. juice jar
2. jacket jeans
3. giraffe orange

2.【Order the words】
Complete the sentences using the words.

1. A bottle of oil, a jar of olives, a box of cereal, and a bowl of sugar are nice!
2. A bottle of bread, a jar of gluten, a box of cereal, and a bowl of sugar are nice!
3. A bottle of bread, a jar of gluten, a box of cereal, and a bottle of milk are nice!

Let's Go Shopping! Let's go shopping, let's go shopping,
Let's go shopping today.
Let's go shopping to buy some food,
Then go home to put it away.
A bowl of pasta, a jar of spice, a glass of juice, and cake are nice!
Let's go now. Let's buy some food.
Let's go shopping, just me and you!

THE SOUNDS OF ENGLISH /ʤ/ /ʃ/ 19.22

1. Listen and say.

1. juice jar
2. jacket jeans
3. giraffe orange
**Warm Up**

- **Brainstorm** Say We all have favorite foods. Some foods are better for certain meals. I like pasta for dinner, but I don’t usually eat it for breakfast! Write Breakfast, Lunch, and Dinner on the board. Ask What do you like to eat for breakfast? Have students call out foods they like to eat for breakfast. Write the foods on the board under the appropriate heading. Repeat for the other two meals.

**Present**

- **Predict** Have students look at the photos on p. 88. Ask What foods can you name? (water, fruit, bread, tomato, salad) What do you think the reading is about? (people in different places, foods people eat) Have students write their predictions.

**Practice**

- **Think Aloud** Model guessing meaning from context by thinking aloud. Say I’m not sure what photographer means. The word photographer has photo in it. Peter Menzel is a photographer. I know that he goes to different places and takes photos. I think a photographer is someone who takes photos.

**Apply**

- **Read the directions for Activity 12 and have two students read the model dialogue aloud. Then put students in pairs. Say Look at the photos. What does each person eat? Do you eat the same foods? Do you eat different foods? Look at your list. What do you eat?**

**Wrap Up**

- Have students tell what Cao and Akbar eat. Then ask Which of these people are you most like? What foods do you both like to eat? Which person reminds you of someone you know? In what way?
**Value**

- Read nutritious food.
- **Objectives**
  - Students will
    - identify healthy food.
    - tell how to choose nutritious food.
- **Academic Language**
  - topic sentence, body (of a paragraph)
- **Resources**
  - Values Poster

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**Converting Resource:**

- **Give the Unit Quiz**
  - **Listening instructions, Section 1**
    - Point to the pictures on p. 114. Ask What's this? Point to the letters. There is a letter next to each picture. Write the letter that matches the sentence you hear. Play TR: AB42. (It's a can of soda.) When students respond with the letter G, begin the quiz. Play the rest of TR: AB42.
    - When students complete Section 1, have them put down their pencils. Say Now you're going to read and write. Write the directions for Section 2 aloud. Ask What do you have to do? (Complete the sentences. Use any or some.) Repeat for Sections 3 and 4. (3: Answer the questions. Use a little or a few. 4: Read. Circle True or False.)

- **Listening instructions, Section 5**
  - Read the directions aloud. Ask What do you have to do? (Listen. Read. Circle the correct answer.) Say Now listen to an example. Play TR: AB43, pausing after Is there any juice? Begin the quiz when students respond with No there isn't any. Play the rest of TR: AB43.
  - **Speaking instructions** Say Look at the picture on page 126. Answer my questions. Use complete sentences. Now listen to an example. Ask Are there any apples? Point to the apples. Say Yes, there are some in the fridge. See page 131 of the Assessment Book for questions and expected student responses.

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**Give the Final Test**

- **Listening instructions, Section 1**
  - For the example on p. 118, play TR: AB46. The fur feels soft. When students respond with the letter D, begin the quiz. Play the rest of TR: AB46.
  - **Listening instructions, Section 5**
    - Read the directions for sections 2–4 (2: Complete the sentences. Use words from the box. 3: Complete the sentences. Use was or were. 4: Read. Circle True or False.)
  - **Listening instructions, Section 5**
    - Read the directions aloud. Ask What do you have to do? (Listen. Answer the questions. Write complete sentences.) Play TR: AB47, pausing after the example Is there any oil? Begin the quiz when students respond with No, there isn’t any. Play the rest of TR: AB47.
  - **Speaking instructions** Point to the image at the bottom of p. 127. Ask Is there any oil? Point to the olive oil. Say Yes, there is some next to the refrigerator. See page 131 of the Assessment Book for questions and expected responses.

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**Assessment**

- **Give the Mastery Test**
  - **Listening instructions, Section 1**
    - For the example on p. 118, play TR: AB46. The fur feels soft. When students respond with the letter D, begin the quiz. Play the rest of TR: AB46.
  - **Listening instructions, Section 5**
    - Read the directions for sections 2–4 (2: Complete the sentences. Use words from the box. 3: Complete the sentences. Use was or were. 4: Read. Circle True or False.)
  - **Listening instructions, Section 5**
    - Read the directions aloud. Ask What do you have to do? (Listen. Answer the questions. Write complete sentences.) Play TR: AB47, pausing after the example Is there any oil? Begin the quiz when students respond with No, there isn’t any. Play the rest of TR: AB47.
  - **Speaking instructions** Point to the image at the bottom of p. 127. Ask Is there any oil? Point to the olive oil. Say Yes, there is some next to the refrigerator. See page 131 of the Assessment Book for questions and expected responses.

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**Value – Assessment**
Before You Watch

• Play the Introduction. Say This video is about food. Ask What's your favorite food? What do you like to eat for dinner? What do you like to eat for breakfast? Do you eat bread in the morning?

While You Watch

• Have students use words from the video to make a checklist. Have them create Two-column charts with the headings Have at home and Need to buy. Write the two headings on the board.

• Say Pretend you’re going shopping. When you hear a food, think about if you have it at home. Point to Have at Home. Write foods you have at home here. Point to Need to buy. Write foods you need to buy here. Remember to tell how much or how many.

After You Watch

• Have students practice a dialogue. Write the following sentence frames on the board: Excuse me. Is/Are there any ________? No, I’m sorry. There isn’t/aren’t any. Have students use their Two-column charts to help them ask and answer questions.

Before You Read

• Predict Hold up the Reader and point to the cover. Say This story is called Anansi’s Big Dinner. What do you see in the picture? (a spider, carrots, tomatoes, bananas, a spoon) Who do you think Anansi is? (the spider) What do you think he’s going to do in the story? (cook or eat a big dinner)

• Introduce the strategy Say Think about something you do in order. For example, think about how you put on your clothes. What do you put on first—your shoes or your socks? (socks)

• Say Some stories tell what happens first, second, next, and last. Draw a flow chart on the board. Label boxes with the numbers 1, 2, 3, 4, 5, 6. Give each student a Flow chart. Have them copy the numbers onto their charts.

• Say As we read, we’re going to fill in our charts. Let’s write what happens first in the “1” box. (Anansi asks Turtle to buy food.) Next we write what happens in the “2” box. (Turtle asks for more food: 3. Anansi asks for more food again; 4 Anansi doesn’t let Turtle in; 5. Turtle tells Anansi to hold the candles; 6. Turtle eats)

While You Read

• Stop every few pages to ask questions about the story. Add information to the flow chart together.


After You Read

• Have students cut out each box in their Flow charts. Cover or erase the chart on the board. Have partners mix up the boxes and use the information in each to arrange the boxes in the correct order. Finally, as a class, review the sequence of events.
We all love food. We can find food in stores or at the market. What’s your favorite food? Let’s go shopping!

TR: 71 Listen and say.

a loaf of bread  a bottle of oil  a jar of olives  a box of cereal  a bowl of sugar  a glass of juice  a can of soda  a piece of cake

Can you buy me a loaf of bread? There’s a bottle of oil on the table. This is a big jar of olives. Let’s get a big box of cereal. Where’s the bowl of sugar? Can I have a glass of juice, please?

I want a can of soda. That piece of cake looks delicious!

TR: 72 Grammar

Are there any oranges? Yes, there are some in the fridge. Are there any bananas? No, there aren’t any. Is there any milk? Yes, there is some in the fridge. Is there any bread? No, there isn’t any.

TR: 73 Listen and say.

money I need some money. put away Put away the tomatoes! a price Is that the price? That’s a lot. compare It’s important to compare the prices when you shop. buy I buy strawberries at the market.

TR: 74 Listen and stick. Work with a partner.

1. When you go shopping, don’t forget your _______.
2. If you have no money, you can’t _______ anything.

3. Look at the _______.
4. Always _______ two products and buy the better one.
5. When you get home, _______ the milk and the ice cream first. Wait. Don’t put away the ice cream. Eat it!

TR: 75 Grammar

Are there any cookies? Yes, there are a few. Is there any orange juice? Yes, there is a little.

TR: 76 Listen. Read and sing.

Note: Lyrics for the song Let’s Go Shopping! are on Student Book p. 96.

TR: 77 The Sounds of English /juː/ juice Listen and say.

1. juice; jar 2. jacket; jeans 3. giraffe; orange

TR: 78 Listen and read.

What I Eat
We all eat different things. The photographer Peter Menzel travels to different countries to see what people eat. These are some of his photos. They show what one person eats in one day.

Cao is 16. She’s an acrobat and works in the circus. She has yogurt and fruit for breakfast. For lunch she has a bowl of rice with meat, eggs, and onions. She doesn’t have dinner because she performs in a show every evening.

Akbar is a bread baker. He has eggs, salad, and some tea for breakfast. He doesn’t stop working for lunch. He has some snacks—a bunch of grapes, some tomatoes, and some of his bread. He has a big dinner at home. He eats meat, rice, yogurt, and some more of his bread.

TR: 79 Series Song

1. Is there any orange juice? Yes, there is a little.
2. Are there any cookies? Yes, there are a few.
3. Are there any pieces of cake? No, there aren’t any.
4. Are there any bottles of oil? Yes, there are some.
5. Are there any bananas? No, there aren’t any.
6. Is there any orange juice? Yes, there is a little.
7. Are there any cookies? Yes, there are a few.
8. Are there any pieces of cake? No, there aren’t any.
9. Are there any bottles of oil? Yes, there are some.
10. Are there any oranges? Yes, there are some in the fridge.

How People Eat
People eat in different ways. People in China, Japan, and Korea usually use chopsticks to eat. Chopsticks are different in each country. People use chopsticks in Thailand and Cambodia, but they only use chopsticks to eat noodles. They use a spoon and fork to eat other foods. People in Europe and the Americas usually use forks, knives, and spoons to eat. But people in India and Ethiopia use bread to pick up food. They eat with their right hand.
Review: Units 5-8

Vocabulary US-U8
Grammar US-U8
Academic Language heads, tails
Resources Workbook pp. 70–71
Materials timer, stopwatch, or clock with a second hand; coins; playing pieces (buttons, tokens, or other small, flat objects)

Play the game Read aloud the instructions at the top of p. 90. Say This game is called One to Ten! You and a partner will work together to answer ten questions in three minutes. I’ll tell you when to start, and when to stop. Then call on students to read aloud each of the ten items. Tell students they can say the word blank if the item has a blank line to be filled in.

Pair students and give partners a minute or so to review the questions. Students can answer items 1, 4, 6, and 8 on their own. Set a timer or stopwatch for three minutes. Once pairs are ready, say Go! and start the timer.

When time is up, say Stop. Put down your pencils. Call on pairs to read their answers aloud. Then discuss with the class the answers to each question.

Say Let’s play a new game. Look at page 91. Read aloud the directions and the speech bubble. Say Ask and answer questions about the photos. Start each question with the word that’s next to the photo. Have students read aloud each question word in the game. Then call on students to identify some of the objects and actions in each photo.

Model playing the game. Put a playing piece on Start. Flip a coin, and move the playing piece one or two spaces. Ask a question about the photo you land on. For example, you might ask What do potato chips taste like? (They taste salty.) Then call on a student to flip the coin, move the playing piece, and ask a question using the word next to the photo.

Pair students and hand out coins and playing pieces. Say Now, you play. Remember to start each question with the word next to the photo. Take turns. Keep moving around the circle until you get to Finish. Observe pairs as they play to make sure they take turns and begin each question with the appropriate question word.

Sentence frames If students need help thinking of questions and answers for the game on p. 91, write examples on the board:

Be the Expert

Teaching Tip Timed writing or speaking activities help students practice thinking and speaking quickly in English. Set a timer for review activities and let students know in advance how much time they will be given. Tell students that it’s okay if they don’t get to every question, but have them try to answer as quickly as possible. Giving language learners the chance to practice writing and speaking under timed conditions helps them develop reading and writing fluency.

Review

Vocabulary US-U8
Grammar US-U8
Academic Language heads, tails
Resources Workbook pp. 70–71
Materials timer, stopwatch, or clock with a second hand; coins; playing pieces (buttons, tokens, or other small, flat objects)

Play the game Read aloud the instructions at the top of p. 90. Say This game is called One to Ten! You and a partner will work together to answer ten questions in three minutes. I’ll tell you when to start, and when to stop. Then call on students to read aloud each of the ten items. Tell students they can say the word blank if the item has a blank line to be filled in.

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Pair students and hand out coins and playing pieces. Say Now, you play. Remember to start each question with the word next to the photo. Take turns. Keep moving around the circle until you get to Finish. Observe pairs as they play to make sure they take turns and begin each question with the appropriate question word.

Sentence frames If students need help thinking of questions and answers for the game on p. 91, write examples on the board:

Why does a ___ have ____? It has ____ because ____. What do ____ taste like? They taste ____. Do you ride ____ to school? I don’t. I take the _____. Are there any ____? No, there aren’t any. What habitat is this? It’s a ____. How does ____ sound? It sounds ____. Is there any ____? Yes, there is a little. Yes, there is some. What animals live in a ___? Birds, squirrels, and some insects live in a ___.
Ninety-nine minus nine equals ninety.

Two thousand.

One thousand plus one thousand equals two thousand.

Forty minus thirty equals ten.

Thirty-five plus five equals forty.

Eighty plus nine equals eighty-nine.

Sixty plus twenty equals eighty.

One hundred plus ten equals one hundred and ten.

Twenty-four plus two equals twenty-six.

Five.

Four.

Three.

Two.

One.

The answers.

Draw lines.

The game is theirs.

The pencils are yours.

The grapes are ours.

The bat is hers.

The ball is his.

The coat is yours.

The kite is mine.

Student Book (Unit Zero) 1. SB p. 7

i. you/us 2. you 3. him 4. her 5. them 6. me 7. us 8. it

Possible answers: cake, juice, soda, sugar

9. feels

10. was

Workbook (Review: Units 1 through 4) 1. Boy 1: What does he do before school? Boy 2: He feeds his pet before school.


4. C1: I’m hungry.

C2: Let’s buy a loaf of bread.

5. C1: Is there any oil?

C2: Yes, there is some in the bottle.

6. C1: Are there any tomatoes?

C2: Yes, there are a few.


9. Possible answer: An ostrich has long legs so it can run fast.

7. box, jar

8. Possible answers: cake, juice, soda, sugar

9. feels

10. was

Workbook

Go to pp. 204, 213, and 221 for the Workbook Answer Key for the Unit Zero and Review pages.
Units and Months

Seasons and Months

PRN
WNT
BENREOVM
TESBPMEER

Find and write.

1. The kite is

2. The kite is

3. The kite is

4. The kite is

5. The kite is

6. The kite is

7. The kite is

8. The kite is

9. The kite is

10. The kite is

Listen and write. The words from the box.

5. Could you repeat

6. What’s the difference

7. How do you spell

8. 1,000,000,000 1,000,000

9. 1,000,000 1,000,000,000

10. 10\(^1\) + 35 = 10\(^1\) - 35 =

11. 27 + 20 = 27 - 20 =

Listen and read.

1. Where's my sister?

2. Where's my hat?

3. Where's my cat?

4. Where's my dog?

5. Where's my brother?

6. Where's my friend?

Listen and circle.

1. me

2. you

3. him

4. her

5. us

6. them

Listen and read.

1. What makes new things?

2. Who lives in a house?

3. Who is in the movies?

4. Who is in the library?

5. Who is in the lab?

6. Who is in the hospital?

7. Who is in the school?

8. Who is in the office?

Listen and write.

1. He likes animals. What does he want to be?

2. She likes to work in the sun. What does she want to be?

3. She likes to play soccer. What does she want to be?

4. He likes school. What does he want to be?

5. She wants to be a teacher.

6. He wants to be a police officer.

7. We want to be movie stars.

8. They want to be scientists.

Listen and read.

1. He likes animals. What does he want to be?

2. She likes to work in the sun. What does she want to be?

3. She likes to play soccer. What does she want to be?

4. He likes school. What does he want to be?

5. She wants to be a teacher.

6. He wants to be a police officer.

7. We want to be movie stars.

8. They want to be scientists.

Look, read, and write.

1. firefighter

2. police officer

3. inventor

4. soccer player

5. artist

6. police officer

7. nurse

8. scientist

Look at the pictures. Write.

1. He is a doctor.

2. She is a nurse.

3. They are scientists.

4. He is a firefighter.

5. She is a teacher.

6. We are inventors.

7. They are artists.

8. He is a vet.

Look and write.

1. inventor

2. soccer player

3. artist

4. police officer

5. doctor

6. nurse

7. firefighter

8. scientist

And read. Look at Activity 3. Find the letters above the numbers. Write the letters above the same numbers in the squares below. Then read the message.

Listen and write.

1. The box

2. The box

3. The box

4. The box

5. The box

6. The box

7. The box

8. The box

Listen and read. The words from the box.

1. inventor

2. soccer player

3. artist

4. police officer

5. doctor

6. nurse

7. firefighter

8. scientist

Listen and write.

1. He likes animals. What does he want to be?

2. She likes to work in the sun. What does she want to be?

3. She likes to play soccer. What does she want to be?

4. He likes school. What does he want to be?

5. She wants to be a teacher.

6. He wants to be a police officer.

7. We want to be movie stars.

8. They want to be scientists.

Listen and write.

1. He likes animals. What does he want to be?

2. She likes to work in the sun. What does she want to be?

3. She likes to play soccer. What does she want to be?

4. He likes school. What does he want to be?

5. She wants to be a teacher.

6. He wants to be a police officer.

7. We want to be movie stars.

8. They want to be scientists.
1. Ken: Let's have a sandwich.  
   Patty: OK.  
   Joe: No, I want a sandwich.
Look at Activity 8. Colors every day!

Fruits and vegetables are great for you, too.

They are super foods!

4. Eat candy and sugary foods most of the time.
3. Fruits and vegetables aren’t good for you.
2. Milk and foods made from milk are good for you.
1. Patty Peters likes peppers on her pizza.

Check for True or False.

A Helping Hand

A Helping Hand

1. She always helps at home at 3:15.
2. She usually has a snack at 3:45.
3. He usually takes a shower at 4:45.
4. She sometimes does her homework at 5:30.
5. He sometimes makes his bed at 6:30.
6. He never comes home at 8:00.

Listen and write. What do you do before school?
She brushes her teeth.

What does she do before school?
She brushes her teeth.

I eat my snack at home after school. I have lots of snacks. I like cookies and corn.

My Favorite Snacks
I eat my snack at home after school. I have lots of snacks. I like cookies and corn.

When do you have a snack?
I have a snack after breakfast.

What does he do before school?
He helps his mother.

What does she do before school?
She brushes her teeth.

What does she do before school?
She brushes her teeth.

What does she do before school?
She brushes her teeth.

When do you do your homework?
I do my homework after school.

When do you do your homework?
I do my homework after school.

What does he do before school?
He helps his mother.

What does she do before school?
She brushes her teeth.

What does she do before school?
She brushes her teeth.

What does she do before school?
She brushes her teeth.

When do you do your homework?
I do my homework after school.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

When do you do your homework?
I do my homework after school.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

When do you do your homework?
I do my homework after school.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

When do you do your homework?
I do my homework after school.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

When do you do your homework?
I do my homework after school.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

When do you do your homework?
I do my homework after school.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

When do you do your homework?
I do my homework after school.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

When do you do your homework?
I do my homework after school.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

What does he do before school?
He helps his mother.

When do you do your homework?
I do my homework after school.
Listen and read...

The Daily Lives of Animals

The smallest shark is the dwarf minnow.

The great white shark lives in oceans all over the world. The great white shark never stops swimming.

The koala lives in Australia.

The koala eats insects in the evening.

The koala sleeps in the day.

The mother doesn’t always eat and never sleeps.

Listen and read.

Read the sentences. Unscramble the words.

1. He
2. She wants to go to the
3. She wants to go to the
4. Where’s the hospital?
5. Where’s the park?
6. Where’s the station?
7. Where’s the post office?
8. Where’s the museum?
9. Where’s the movie theater?
10. Where’s the zoo?

Look at the map. Label.

Listen and read.

Look and write.

1. She wants to go to the
2. She wants to go to the
3. Where’s the hospital?
4. She wants to go to the
5. Where’s the school?
6. Where’s the stadium?
7. Where’s the bakery?
8. Where’s the library?
9. Where’s the swimming pool?
10. Where’s the shopping center?

Look and write.

1. She wants to go to the
2. She wants to go to the
3. She wants to go to the
4. She wants to go to the
5. Where’s the school?
6. Where’s the museum?
7. Where’s the shopping center?
8. Where’s the library?
9. Where’s the swimming pool?
10. Where’s the stadium?
A Town in Antarctica

Villa las Estrellas has houses, a bank, a school, a hospital, small stores, a post office, and a church. Many people come to visit. They like to go to the post office and send letters.

The sun shines only four or five hours a day. The sun always shines in summer. Villa las Estrellas is only for the summer, but some live all year round in Villa las Estrellas.

You can see doctors and nurses here. You can shop at many different stores here. You can buy many kinds of toys here. You can buy meat, fruits, and vegetables here.

Lisa is looking left for the library, but she's lost. Bill is busy at the bookstore buying big blue books.

My Special Place in the World

My name is Jan, and I live in a town in Poland called Kazimierz Dolny. I have two favorite places!

My second favorite place is the bakery! The bakery makes bread in the shape of a chicken.

My first favorite place is the bakery! The bakery makes bread in the shape of a chicken.

I think it's beautiful, and it's very quiet. It's delicious!
Listen and write. Match the sentences to the pictures.

1. Sometimes I help my mother.
2. The bakery is at the top of the hill.
3. Where is the bank?
4. My bike.
5. My mother.

Listen and check. Check your answers to Activity 4a.

Listen and read. Read the sentences. Rewrite them using fact.

1. I often wake up late.
2. I wake up late.
3. I don't like to go downtown.
4. I can't go downtown.
5. I don't like to go downtown.

Write the words in the chart.

1. Sometimes
2. Six scooters
3. Take a taxi
4. My bike
5. After

3. Six scooters scoot to the subway.
2. Take a taxi to the tall tower.
1. A motorcycle moves Mary to the mall.

Write the number in the box.

Listen and read. Read the sentences. Rewrite them using fact.

1. My sister walks to school.
2. My brother rides his bike to school.
3. She walks to the movie theater.
4. She takes a bus to the mall.

Listen and write.

1. In Colombia, some children take a bus to school.
2. Some children ride a bike to school.
3. Some children take a bus to school.
4. I want to take a bus to school.

Listen to the song. Find the words from the song.

1. My eyes see school.
2. My ears hear school.
3. My nose smell school.
4. My tongue taste school.
5. My hands touch school.

Listen. Draw if you know the words that don't have the same sound.

Write the words. How many times do you hear the sound?

Listen and read. Listen and read. Listen and read.

Listen and write. Read the number in the box.

Listen and read. Read the number in the box.

Choose the word that best describes the idea. Underline the sentences with the word you read.

Our Senses

Grammar

1. The sandwich tastes delicious.
2. The flowers smell good.
3. The butterfly looks ugly.
4. The hamsters feel hard.
5. The music sounds loud.

Listen and write. Read the number in the box.

1. How does the bread taste?
2. How do the flowers smell?
3. How does the sock smell?
4. How does the butter taste?
5. How do the cheese pizza smell?
1. Flowers for me? Thank you! They're pretty. You were the best. They're sweet. I was very happy.

3. Your refrigerator smells bad. It smells bad. I feel pretty good. It smells bad. We eat many vegetables.

4. Please turn down the TV. They're sweet. I can swim. This is my favorite. I feel happy.

8. That painting isn't beautiful. The cats run. I like the color of the sun. We eat many vegetables.

Listen and read. Write the number.

1. The rafflesia smells terrible. It smells terrible! The madagascan flower never smells bad. The rafflesia smells terrible. I like the color of the sun.


3. Flies like the smell of the rafflesia. Why don't they eat the rafflesia? The sun is hot, and hippos stand in water? Because they don't have legs. The sun is hot, and hippos stand in water? Because they don't have legs.

4. The baby is thirsty. Why does the baby drink water? Because the baby is thirsty. Why does the baby drink water? Because the baby is thirsty.


Listen and write. Write the words.

1. My mother drinks tea every morning, but she doesn't like it. What can she do? She can drink coffee. She can drink coffee.

2. I'm a toy. I can be sweet or sour. I like the color of the sun. I like the color of the sun.

3. There are peppers in the soup. I like the color of the sun. I like the color of the sun.

4. These chips are very salty. I like the color of the sun. I like the color of the sun.

5. This apple isn't sweet. I like the color of the sun. I like the color of the sun.

6. Always be quiet, but now he's crying. I like the color of the sun. I like the color of the sun.

7. Don't eat the soup. It's bitter. I like the color of the sun. I like the color of the sun.

8. The bread was good. It's salty. I like the color of the sun. I like the color of the sun.

Listen and read. Write the number.

1. Flowers for me? Thank you! They're pretty. You were the best. They're sweet. I was very happy.

3. Your refrigerator smells bad. It smells bad. I feel pretty good. It smells bad. We eat many vegetables.

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5. This apple isn't sweet. I like the color of the sun. I like the color of the sun.

6. Always be quiet, but now he's crying. I like the color of the sun. I like the color of the sun.

7. Don't eat the soup. It's bitter. I like the color of the sun. I like the color of the sun.

8. The bread was good. It's salty. I like the color of the sun. I like the color of the sun.
2. A butterfly has wings.
3. A chicken has wings.
4. A panda has black and white fur.
5. A lion has fur.
6. Many birds have colorful feathers.
7. Hippos have sharp claws.
8. Kangaroos have short tails.

1. Why does a giraffe have a long, thin neck? Because his head is too big to eat high up in trees. He drinks from tall waterholes too.
2. Why does a zebra have stripes? Because they confuse predators. No two zebras have exactly the same pattern.
4. A goat has two horns.
5. Ostriches use their legs to run.
6. A panda has black and white fur.
7. Cats use their tongues to clean.
8. Some bears live in the North Pole.

True or False? Read the clues.
1. Yes, there are some rice in the fridge.
2. No, there aren't any eggs.
3. Yes, there are some rice in the fridge.
4. No, there isn't any oil.
5. Yes, there are some loaves of bread.
6. Yes, there aren't many beans.
7. Yes, there is some sugar.
8. Yes, there aren't many cans of soda.

Animals in Antarctica

Animals have very cold surroundings and they must keep warm to survive. Did you know that? Yes, they can! The emperor penguin is a bird that can fly, but it cannot swim. It can swim well enough to carry its egg to the nest! Because the emperor penguin is so strong, it can carry its egg to safety. Some birds in the Antarctic are very small, such as the penguin, which is only about 4 inches tall. It is called the smallest bird in the world.

What should you do when you see a polar bear? Stay away! A polar bear is very dangerous. It can weigh up to 1,000 pounds and it can swim very fast. It can swim up to 30 miles an hour! If you see a polar bear, don't look it in the eye. Look away and slowly walk away.

Listen and read. Check T for True and F for False.

1. Yes, there are some rice in the fridge.
2. Yes, there aren't any eggs.
3. Yes, there are some rice in the fridge.
4. No, there isn't any oil.
5. Yes, there are some loaves of bread.
6. Yes, there aren't many beans.
7. Yes, there is some sugar.
8. Yes, there aren't many cans of soda.

Write. Write about an animal you like. Sample answer: I like the crocodile. It is very dangerous. It can eat many other animals. It can also swim very fast. It can swim up to 30 miles an hour! It can also swim more than 40 miles an hour! It can also swim underwater! It can also swim and run at the same time! It can also swim and walk at the same time!

Listen and read. Read. Check T for True and F for False.

1. Yes, there are some rice in the fridge.
2. Yes, there aren't any eggs.
3. Yes, there are some rice in the fridge.
4. No, there isn't any oil.
5. Yes, there are some loaves of bread.
6. Yes, there aren't many beans.
7. Yes, there is some sugar.
8. Yes, there aren't many cans of soda.

Listen. Read and circle. Read.

1. Yes, there are some rice in the fridge.
2. Yes, there aren't any eggs.
3. Yes, there are some rice in the fridge.
4. No, there isn't any oil.
5. Yes, there are some loaves of bread.
6. Yes, there aren't many beans.
7. Yes, there is some sugar.
8. Yes, there aren't many cans of soda.

Look at the picture. Read and write.

1. Are there any rice in the fridge? Yes, there are some rice in the fridge.
2. Are there any eggs? No, there aren't any eggs.
3. Are there any rice in the fridge? Yes, there are some rice in the fridge.
4. Are there any beans? Yes, there are some beans.
5. Are there any sugar? Yes, there is some sugar.
6. Are there any soda? No, there isn't any soda.
What's in your classroom? Answer the questions. Write. Use words from the box.

1. What is your favorite snack food?
2. What is the price of your snack food?
3. Do you buy it every day?
4. Which snack is better for me?
5. Which is better, yogurt or ice cream? Let's compare.

People are in different ways. People in China, Japan, and Korea usually use chopsticks to eat. Chopsticks are made of wood or bamboo. People in India and Ethiopia use bread and corn to eat. People in Europe and the Americas usually use forks, knives, and spoons to eat. People eat in different ways. People in China, Japan, and Korea usually use chopsticks to eat. Chopsticks are made of wood or bamboo. People in India and Ethiopia use bread and corn to eat. People in Europe and the Americas usually use forks, knives, and spoons to eat. People eat in different ways. People in China, Japan, and Korea usually use chopsticks to eat. Chopsticks are made of wood or bamboo. People in India and Ethiopia use bread and corn to eat. People in Europe and the Americas usually use forks, knives, and spoons to eat. People eat in different ways.

Listen to the song. "Let's go to the supermarket and put away our food."

Listen and read. Can you say these fast?

Listen and read.