

Everybody UP Teacher's Book 5

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Syllabus

Welcome

- Review of Level 4
- Talking about continents and cardinal directions

Africa is east of South America.

Unit 1 Vacation

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Activities: act in a play learn how to dive ride a roller coaster read a lot of books win a competition sleep late</p> <ul style="list-style-type: none"> • Simple past statements with <i>when</i> <i>He acted in a play when he was on vacation.</i> • Simple past questions with <i>when</i> <i>What did she do when she was on vacation?</i> <i>She acted in a play.</i> 	<p>Feelings: relaxed nervous confident shy wide-awake sleepy</p> <ul style="list-style-type: none"> • Simple past tense statements with <i>but</i> <i>I felt relaxed, but he felt nervous.</i> • Simple past tense questions with <i>how</i> <i>How did you feel when you rode the roller coaster?</i> <i>I felt relaxed, but she felt nervous.</i> 	<p>Reading: The Surfing Lesson</p> <ul style="list-style-type: none"> • Trying new things <i>Come on! Let's learn how to surf.</i> <i>No, thanks. I'd rather play video games.</i> OK. • <i>Come on! Let's learn how to surf.</i> <i>Sounds fun. I'm tired of playing video games.</i> <i>Great!</i> <p>Be brave.</p>	<p>Travel and Trade: silk goods difficult ruler return become famous</p> <ul style="list-style-type: none"> • Simple past tense questions with <i>what</i> <i>What did Marco Polo do when he was 17?</i> <i>He traveled on the Silk Road.</i>



Unit 2 Camping

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>In the Woods: study insects identify trees pick wild strawberries finds animal tracks explore a cave collect leaves</p> <ul style="list-style-type: none"> • Questions in past continuous tense, with answers in simple past tense <i>What was she doing in the morning/afternoon?</i> <i>She was studying insects.</i> • Questions and answers in past continuous <i>Was he studying insect in the morning/afternoon?</i> <i>Yes, he was. / No, he wasn't.</i> <i>He was identifying trees.</i> 	<p>Making Camp: set up the tent build a campfire roast fish tell stories put out the campfire look at the stars</p> <ul style="list-style-type: none"> • Past continuous statements with simple past tense statements <i>She was setting up the tent when I arrived at the campsite.</i> <i>When I arrived at the campsite, she was setting up the tent.</i> • Past continuous questions and answers <i>What were you doing when you saw the deer?</i> <i>I was setting up the tent.</i> 	<p>Reading: The Cave</p> <ul style="list-style-type: none"> • Asking for help with directions <i>Which way is the campsite?</i> <i>It's that way.</i> <i>Thanks a lot!</i> • <i>Which way is the campsite?</i> <i>Sorry, I don't know.</i> <i>Thanks, anyway.</i> <p>Be helpful.</p>	<p>Plants: oxygen seed size root underground stem</p> <ul style="list-style-type: none"> • Questions with <i>these/those</i> <i>Which parts of the plant are these?</i> <i>Those are the seeds.</i> • Questions with <i>do</i> <i>What do they do?</i> <i>They grow and become new plants.</i>



Review 1 Units 1 and 2



How Scouting Started

Unit 3 Class Party

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Planning a Party: order pizzas bake cupcakes bring fruit juice choose the music make decorations buy balloons</p> <ul style="list-style-type: none"> • Simple future tense with <i>will</i> for intention <i>I'll order pizzas for the party.</i> <i>We'll order pizzas for the party.</i> • Simple future tense with <i>will</i> for prediction <i>What will he do?</i> <i>He'll order the pizzas.</i> 	<p>Starting a Party: pour the juice serve the pizzas set up the music blow up the balloons put up the decorations put out the cupcakes</p> <ul style="list-style-type: none"> • Simple future tense questions with <i>will</i> <i>Will she pour the juice?</i> <i>Yes, she will.</i> <i>No, she won't.</i> • Simple future tense questions with <i>who</i> <i>Who will pour the juice?</i> <i>They will.</i> 	<p>Reading: It's Not Safe</p> <ul style="list-style-type: none"> • Talking about planning a party • Talking about traffic safety <i>We're out of juice. Could you get some more?</i> <i>Sure, no problem.</i> <i>Thanks.</i> <p><i>We're out of juice. Could you get some more?</i> <i>I can't right now. I'm busy.</i> <i>That's OK.</i></p> <p><i>Let's walk across the highway.</i> <i>We'll get there faster.</i> <i>It's not safe.</i></p> <p>Be Safe.</p>	<p>Celebrations: celebrate seasons tradition delicious child samba parade</p> <ul style="list-style-type: none"> • Simple future tense questions with <i>will</i> <i>What will people in Japan do in the spring?</i> <i>They'll celebrate Children's Day.</i>



Unit 4 The Amazon Rainforest

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Comparisons: colorful macaw plain egret dangerous jaguar friendly river dolphin energetic spider monkey calm sloth</p> <ul style="list-style-type: none"> • Comparatives with long and short adjectives <i>The macaw is more colorful than the egret.</i> • Questions with comparatives <i>Is the macaw more colorful than the egret?</i> <i>Yes, it is. / No, it isn't.</i> 	<p>Comparisons: easy puzzle comfortable sandals cheap bracelet difficult puzzle uncomfortable sandals expensive bracelet</p> <ul style="list-style-type: none"> • Superlatives with long and short adjectives <i>This puzzle is the easiest one here.</i> <i>These sandals are the most comfortable ones here.</i> • Questions with superlatives and which <i>Which puzzle is the easiest?</i> <i>This puzzle.</i> <i>Which sandals are the most comfortable?</i> <i>These sandals.</i> 	<p>Reading: A New Snowboard</p> <ul style="list-style-type: none"> • Comparing and describing things <i>I want that one.</i> <i>How about this one instead?</i> <i>It's cheaper.</i> <p><i>I want that one.</i> <i>Good choice!</i></p> <p>Be patient.</p>	<p>Biomes: natural community freshwater desert forest grassland tundra</p> <ul style="list-style-type: none"> • Questions with superlatives and <i>which</i> <i>Which biome is the biggest?</i> <i>The ocean.</i>



Unit 5 Busy Students

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
<p>Activities: wash my hair take a shower floss my teeth check my calendar pack my schoolbag iron my clothes</p> <ul style="list-style-type: none"> • Adverbs of frequency <i>I always wash my hair before I go to bed.</i> • Questions with <i>do</i> and adverbs of frequency <i>Do you wash your hair before you go to bed?</i> <i>Yes, I always do. / No, I rarely do.</i> 	<p>Adverbs: slowly quickly carefully carelessly quietly loudly</p> <ul style="list-style-type: none"> • Questions with <i>how</i> and adverbs of manner <i>How is she walking?</i> <i>She's walking slowly.</i> • Questions with <i>is</i> and adverbs of manner <i>Is he walking slowly or quickly?</i> <i>He's walking slowly.</i> <i>I felt relaxed, but she felt nervous.</i> 	<p>Reading: The Recital</p> <ul style="list-style-type: none"> • Talking about meeting commitments • Getting better at something through practice <i>Are you ready for your recital?</i> <i>No, I'm not. I still need to practice.</i> <i>Are you ready for your recital?</i> <i>Yes, I think so. I practiced all week.</i> <p>Be responsible.</p>	<p>Your Health: successful exercise possible balanced meal habit early</p> <ul style="list-style-type: none"> • Questions with <i>how</i> and adverbs of frequency <i>How often do you go for a walk?</i> <i>I go for a walk twice a week.</i>

Unit 6 Making Things

Lesson 1	Lesson 2	Lesson 3	Lesson 4 
<p>Quantities: a cup of flour a half cup of water a quarter cup of salt a tablespoon of cooking oil a teaspoon of baking soda a drop of food coloring</p> <ul style="list-style-type: none"> • Questions with <i>how</i>, and count and non-count nouns <i>How much flour does he need?</i> <i>He needs a cup of flour.</i> • Questions with <i>do</i>, and count and non-count nouns <i>Does he have enough flour?</i> <i>Yes, he does. / No, he doesn't.</i> 	<p>Supplies: aprons toothpicks paper clips cardboard masking tape modeling clay</p> <ul style="list-style-type: none"> • Questions with <i>how many/ how much</i> and count and non-count nouns <i>How much cardboard do we have?</i> <i>We have six sheets of cardboard.</i> <i>How many aprons do they have?</i> <i>They have a few/a lot of aprons.</i> <i>How much cardboard do they have?</i> <i>They have a little/a lot of cardboard.</i> 	<p>Reading: Where's the Parthenon?</p> <ul style="list-style-type: none"> • Forgetting and remembering where you put things <i>Did we bring the map?</i> <i>I don't remember.</i> <i>I remember. It's under the seat.</i> <i>Did we bring the map?</i> <i>I'm not sure.</i> <i>Never mind, I found it.</i> <p>Be prepared.</p>	<p>The Pyramids:</p> <p>take farmer artisan move pull site</p> <ul style="list-style-type: none"> • Questions with <i>how many</i> and count and non-count nouns <i>How many people did it take to build the Great Pyramid of Giza?</i> <i>It took around thirty thousand people.</i>

Review 3 Units 5 and 6



Rules for Running

Unit 7 World Travel

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Countries: India Italy Kenya New Zealand the UK Peru</p> <ul style="list-style-type: none"> • Present perfect statements with <i>been</i> <i>I've been to India. I've never been to Italy.</i> • Present perfect questions with <i>been</i> <i>Have you ever been to India? Yes, I have./No, I haven't.</i> <i>Has she ever been to India? Yes, she has./No, she hasn't.</i> 	<p>Experiences: go rafting ride a camel climb a mountain hike in a rainforest see the pyramids go scuba diving</p> <ul style="list-style-type: none"> • Present perfect with irregular verbs <i>He has gone rafting, but he hasn't ridden a camel.</i> <i>He has gone rafting, but he hasn't ridden a camel.</i> • Present perfect questions <i>Has he gone rafting before? Yes, she has./No, she hasn't.</i> 	<ul style="list-style-type: none"> • Making new friends • Sharing interests <i>Do you like skateboarding? I'm not very good at it.</i> <i>Could you show me how? Sure!</i> <i>Do you like skateboarding? Yes, I do.</i> <i>Cool! Let's go skateboarding after school.</i> <p>Be friendly.</p>	<p>Explorers: high reach British leave grateful lead</p> <ul style="list-style-type: none"> • Past tense <i>What happened in 1924? George Mallory and Andrew Irvine tried to reach the top of Mount Everest.</i>



Unit 8 Computers

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Using Computers: turn on the computer turn off the computer turn up the volume turn down the volume long in to the website log out of the website</p> <ul style="list-style-type: none"> • Present perfect statements with <i>just and yet</i> <i>I've just turned on the computer.</i> <i>I haven't turned on the computer yet.</i> • Present perfect questions with <i>yet</i> <i>Has he turned on the computer yet? Yes, he has./No, he hasn't.</i> 	<p>Using Computers: upload the photos print the photos download the music play the music write the email send the email</p> <ul style="list-style-type: none"> • Present perfect statements <i>She's already uploaded the photos, but she hasn't printed them yet.</i> <i>He's already written the email, but he hasn't sent it yet.</i> • Present perfect questions <i>Has she uploaded the photos yet? Yes, she's uploaded them.</i> <i>No, she hasn't uploaded them.</i> 	<p>Reading: Just a Minute</p> <ul style="list-style-type: none"> • Sharing the family computer <i>Are you almost done with the computer? Just a minute, I haven't finished downloading these songs yet.</i> <i>OK. Let me know when you're done.</i> <i>Are you almost done with the computer? Yes, I just finished. Go ahead and use it.</i> <i>Thanks!</i> <p>Be fair.</p>	<p>Energy: energy source wind turbine electricity dam solar panel</p> <ul style="list-style-type: none"> • Present perfect questions and answers <i>What have scientists designed to use wind energy? Scientists have designed wind turbines that use strong winds to make energy.</i>



Review 4 Units 7 and 8



An Interview with Cliff Jackson

Introduction

Course Description

Everybody Up is a seven-level course for children learning English for the first time. It offers a clear, steady grammar progression featuring language that students can immediately use in their daily lives.

The Student Book is full of colorful photographs and illustrations that will help students connect what they learn to the world outside the classroom. Students will meet real children in every lesson, the *Everybody Up* Friends, who guide and encourage students to use English, both in and out of the classroom. Students will identify with Danny, Emma, Julie, and Mike, characters who appear in every unit and who grow up through the series, learning from the everyday situations that all children experience. Catchy, entertaining songs and chants, written and performed by award-winning musicians, will appeal to all students, making learning with *Everybody Up* fun and memorable.

With Student Book pages that are clear and easy to understand for both teachers and students, and Teacher's Book Lesson Plans that offer detailed support, *Everybody Up* is suitable for teachers of all levels of teaching experience. The syllabus is carefully structured and paced, combining step-by-step presentation with plenty of opportunity for practice.

Course Philosophy

Everybody Up aims to develop students' speaking, listening, reading, and writing skills through activities that build students' independence and confidence, leading them to really use English. To achieve this goal, the series draws from a variety of methods and techniques used in teaching English to children.

Present, practice, produce, and personalize: This pattern supports the way that children naturally learn: first receptively and then productively. In each lesson, students listen to the new language, then engage in controlled practice, and then actively produce the language. Personalization is an essential final step in the process, giving students a chance to fully integrate newly learned material by making it relevant to their own lives.

Linked Language Learning emphasizes the value of helping students connect new language to what they have already learned and to their own experiences. Linking and recycling language in this way helps students to learn and retain English more effectively and

to use English to talk meaningfully about themselves and their everyday lives.

Content and Language Integrated Learning (CLIL) uses a cross-curricular approach to allow students to link what they learn in their English classes to other school subjects such as math, science, art, social studies, and health. The last lesson of every unit builds on the grammar and vocabulary of the preceding lessons and teaches new real-world content that integrates English with students' school studies.

The Communicative Approach emphasizes the value of communication in English language learning. Students use newly learned language to communicate with each other and to talk meaningfully about themselves, thus reinforcing their learning. Opportunities for individual, pair, and group speaking activities occur in every lesson and the Teacher's Book includes multiple suggestions for interactive games and activities to help students review, practice, and consolidate what they have learned. To further enhance student communication, each lesson ends with an *Everybody Up* Friend who demonstrates essential language from the lesson, offers helpful follow-up activities to teachers, and prepares students to take the language home with them to show their parents.

Values education allows teachers to bring the wider world into the English classroom. Funny, engaging stories featuring the characters Danny, Emma, Julie, and Mike and their respective families illustrate values such as "be polite" or "be kind." In the stories, the characters grow and learn from everyday situations just as real children do.

Scaffolding refers to the support that teachers give students to help them learn new material. By giving a lot of support at the beginning, and then gradually removing that support, piece by piece, teachers can help students grow more and more comfortable producing language on their own.

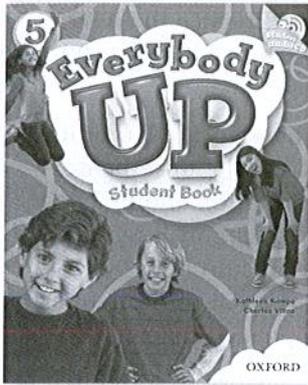
Testing



The *Everybody Up* Test Center gives you all the resources you need to evaluate your students' progress and to help them prepare for standardized tests of English such as the Cambridge Young Learners examinations.

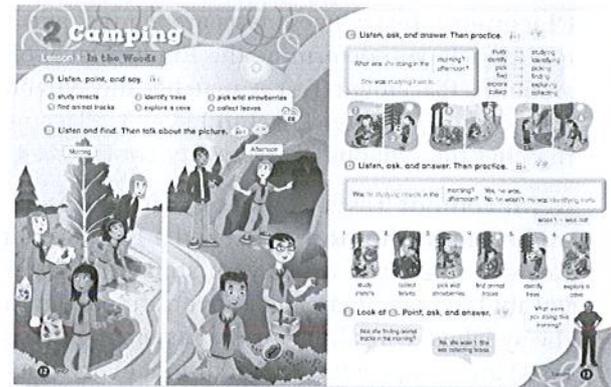
The Test Center contains the following tests, all in ready-to-print and editable formats, with instructions, audio files, and answer keys:

Components



Student Book

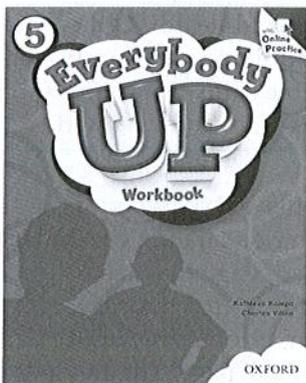
- Eight units with four lessons per unit
- Four reviews and bonus skills lessons (after every two units)
- Colorful and engaging artwork captures students' interest
- Pages are easy for students and teachers to use
- Includes a Student Audio CD for at-home fun and review



Student Audio CD

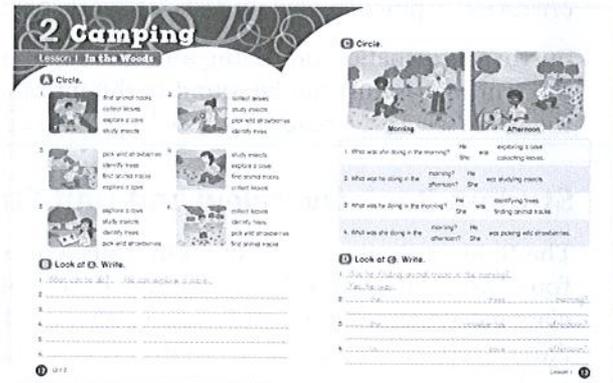
Included in the Student Book with Audio CD Pack

- Vocabulary and songs for students to review and practice at home



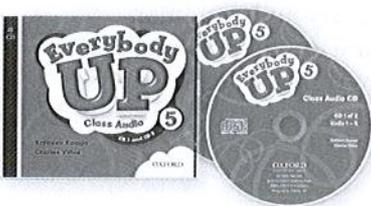
Workbook

- Pages match the Student Book
- Activities reinforce each lesson's vocabulary and grammar
- Activities are suitable for use in class or as homework
- Grammar Guide at the back for grammar tips and extra practice



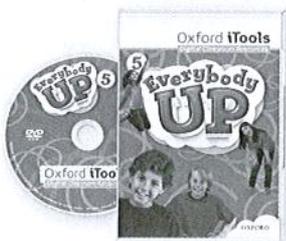
Class Audio CDs

- Contains the complete audio track for the Student Book
- Useful for modeling new language
- Includes stories and songs



iTools

- Classroom presentation software suitable for use with interactive whiteboard or data projector with computer
- Teachers can project Student Book and Workbook pages and play audio files
- Includes interactive activities with every lesson to use in class



Placement Tests: These tests are a quick and accurate tool to help you determine the English level of new students. Placement Test A matches the syllabus of *Everybody Up* Starter Level to Level 3. Placement Test B matches the syllabus of *Everybody Up* Levels 4 to 6.

Achievement Tests: A unit test after each unit, a midterm test after Review 2, and a final test after Review 4 help you assess your students' mastery of the vocabulary, grammar, and conversational language of the syllabus. Questions for oral assessment (speaking tests) are also provided. In addition, every test contains questions and tasks like the ones students will encounter in the Cambridge Young Learners examinations. All the material for the Achievement Tests is also printed in the Teacher's Book (pages 130–155).

Cambridge Young Learners practice tests: These tests provide specific practice in the style of the Cambridge Young Learners examinations, enabling you to choose task types and create practice materials for these tests. Even if you are not preparing your students for these examinations, you can still use the tasks to create extra practice, review tests, or worksheets.

Further information on testing and evaluation (including the scoring system) can be found in the introduction to the tests (see Test Center and Teacher's Book, page 130).

Student Book Overview and Unit Structure

The Student Books consist of eight units. Units have four two-page lessons that are designed for a 50-minute class but which can also fit longer or shorter classes. After every two units, there is a unit review and a bonus reading lesson.

Every unit contains these four lessons:

Lesson 1: This lesson introduces the unit topic. It presents six new vocabulary items, and then contextualizes them in a large illustrated scene. It also presents the first two grammar points. Exercises are

carefully staged to introduce and practice the new language, and then lead students into actively producing what they have just learned.

Lesson 2: This lesson adds six new vocabulary items and two grammar points related to the unit theme, and to Lesson 1. Language presentation and practice are followed by a reading and writing or listening and speaking skills activity. The lesson culminates in a fun activity that allows for personalization or more open production and meaningful language use.

Lesson 3: The third lesson uses a story to introduce chunks of functional, communicative language in a conversation, and to demonstrate a global value to help students become better citizens, both of their classrooms and their communities. The story centers on the cast of continuing characters that students will come to know and identify with. New words are in blue.

Lesson 4: The final lesson in each unit teaches six new vocabulary items and builds on the grammar of the previous lessons with a CLIL focus. Each lesson has a cross-curricular connection to school subjects such as math, science, art, social studies, and health. Critical thinking activities and graphic organizers help students practice age-appropriate academic skills. A reading skills tip is included in each lesson to help students with expository texts.

Review and Skills Bonus: After every two units, a review lesson helps students consolidate the vocabulary, grammar, and conversational language they have learned. When students have completed the page, teachers can add a sticker, a star, or other reward to the "Award" space at the top of the page. The Review is followed by the Skills Bonus, a lesson that teachers can use to present and review a reading passage that includes newly learned vocabulary and grammar. The reading and its activities are designed to practice, reinforce, and assess reading, writing, listening, and speaking skills.

Everybody Up Icons



Pair or
group work



Student Audio CD

03



Class Audio CD



Test Center
Audio Track

02



Math



Art



Health

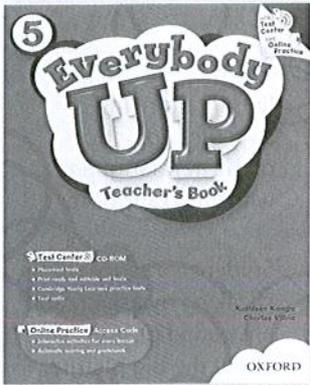


Social
Studies



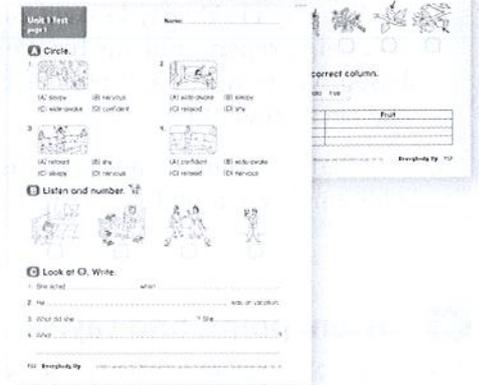
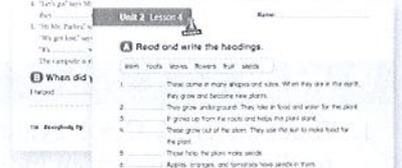
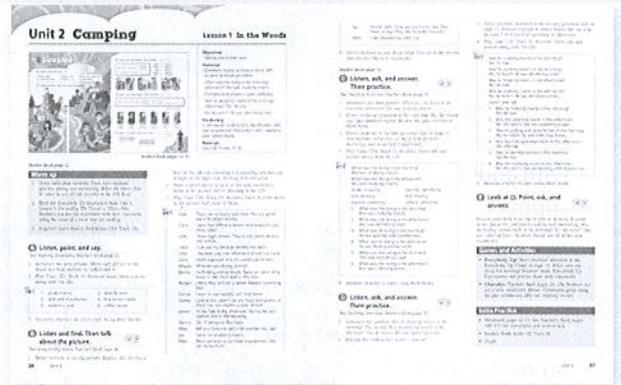
Science

School Subject Connection (CLIL)



Teacher's Book

- **Introduction:**
 - A description of the course and its teaching methodology
 - Tips for teaching different aspects of the lessons
 - Descriptions of games and activities used in the lesson plans
- **Lesson Plans:**
 - Detailed plans that support teachers of all levels
 - Teaching suggestions for all elements of the Student Book page
 - A consistent, step-by-step approach designed to help students learn effectively
 - Ideas for extension activities
- **Also included in the Teacher's Book:**
 - Worksheets and tests with teaching notes and answer keys
 - Workbook answer key
 - Word list



Test Center

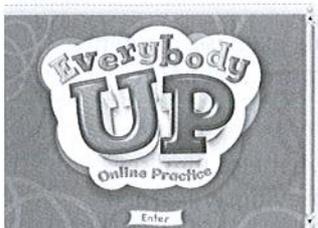
CD-ROM included with the Teacher's Book

- Placement tests
- Print-ready and editable unit tests
- Cambridge Young Learners practice tests
- Test audio
- Word list

Online Practice

Access codes included with the Teacher's Book and the Workbook with Online Practice

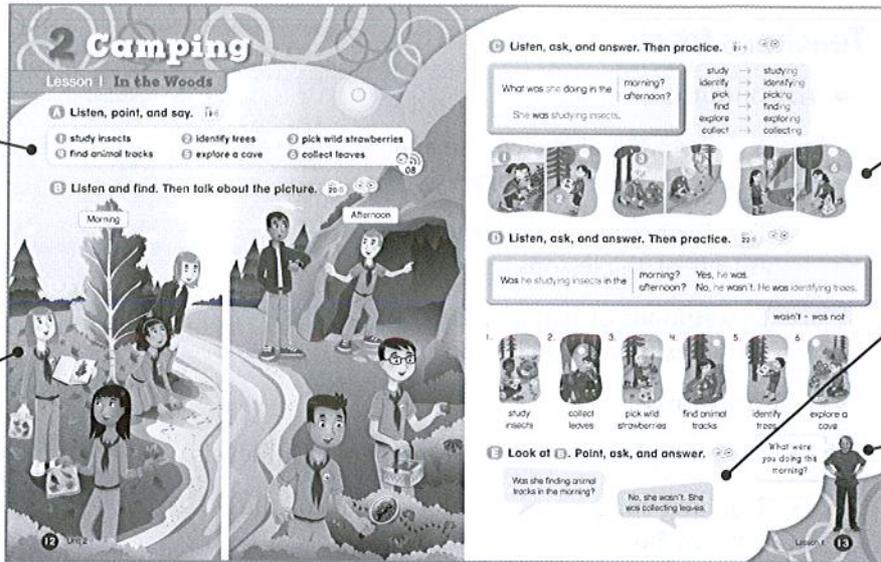
- Interactive activities for every lesson
- Automatic scoring and gradebook
- www.euonlinepractice.com



Lesson Guide Lesson 1

New words are clearly presented with audio support.

Students listen to the characters and find the new words in the big picture.



Presentation and structured practice of the new language with audio support.

Students practice speaking by asking and answering questions about the big picture.

Students personalize what they have learned with the help of their Everybody Up Friend.

Student Book pages 12-13

Warm up

1. Greet the class. Use previously learned language to elicit responses from individual students.
2. Review any previously learned language that will help prepare students for the current lesson. Write words and phrases on the board and elicit student responses.
3. If a game or song is suggested, use it as additional warm up for Lesson 1.

2. Link the language. Combine previously learned grammar patterns with the new vocabulary. Use word cards or classroom items to elicit responses from the students.
3. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
4. Students practice saying the new words on their own, using their books.

B Listen and find. Then talk about the picture.

See *Using the Big Picture*, Teacher's Book page 20.

1. Read a short passage about the picture while pointing to it.
2. Play the Class CD track for this exercise. Students listen, find the items in the picture, and point to them.
3. Invite students to talk about what else they see in the picture. They may use previously learned language.

C Listen, ask, and answer.
Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the first grammar box in Lesson 1.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Students practice the pattern in pairs, using their books.

D Listen, ask, and answer.
Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the second grammar box in Lesson 1.
4. Play the Class CD track for this exercise. Students listen, ask, and answer along with the CD.
5. Students practice the pattern in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B and practice the language pattern in the speech bubbles, using all the new vocabulary words.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and practice them with their classmates.
- Use the suggested games and activities to further practice the new vocabulary and grammar patterns.

Extra Practice

- Workbook
- Student Book Audio CD
- iTools
- Log in for  **Online Practice**

Lesson 2

New words are clearly presented with audio support.

Presentation and structured practice of the new language with audio support.

Further exposure to the new language.

Fun personalization activities offer more speaking practice.

Student Book pages 14–15

Students personalize what they have learned with the help of their Everybody Up Friend.

Warm up

1. Greet the class. Use familiar language to elicit responses from students. Then have students practice the language with each other.
2. Review the language from the previous lesson and elicit student responses.
3. If a game or activity is suggested, use it as additional warm up for Lesson 2, or elicit the Everybody Up Expression from the previous lesson. Have students practice the expression with their classmates.

3. If a game or activity is suggested, use it to further practice the new vocabulary.
4. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
5. Students practice the words on their own, using their books.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the first grammar box in Lesson 2.
4. Play the Class CD track for this exercise. Students listen and say along with the CD.
5. Students practice the pattern on their own, using their books.
6. If an activity is suggested, use it to further practice the grammar pattern.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new vocabulary. Write the words or phrases on the board and help students understand them. Continue until students can produce the words on their own.
2. Link the language. Combine previously learned grammar patterns with the new vocabulary. Point to the words on the board to elicit responses from the students.

C Listen, ask, and answer.
Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new grammar pattern.
2. If there is a tip box associated with the grammar, present that language to the students.
3. Direct students' attention to the second grammar box in Lesson 2.
4. Play the Class CD track for this exercise. Students listen, ask, and answer along with the CD.
5. Students practice the pattern in pairs, using their books.

Skills Listening & Speaking

Listening and speaking lessons are included in odd numbered units.

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 20.

1. Students read the questions and answers on their own.
2. Play the Class CD track for this exercise. Students listen and circle the answers.
3. Play the CD again and have students check their answers.
4. Check answers together.

E Exercise varies.



Students work together, using the book to ask and answer. Encourage students to use all the language in this lesson, as well as previously learned language. See individual units.

Skills Reading & Writing

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 20.

1. Students read the title, examine the picture, and say what they think the reading will be about.
2. Play the Class CD track for this exercise. Students listen and read along with the recording.
3. Read the questions aloud to the students. Students say and write the answers to the questions using the book.
4. Check answers together.

E Exercise varies.



1. Students complete the exercise using the writing rule presented in this activity.
2. Read each sentence aloud with the class as students complete the activity.
3. Check answers together.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and practice them with their classmates.
- Use the suggested games and activities to further practice the new vocabulary and grammar patterns.

Extra Practice

- Workbook
- Student Audio CD
- iTools
- Log in for **Online Practice**

Lesson 3

Lesson 3 Reading

A Talk about the story. Then listen and read.

The Cave

Danny and Mike are studying insects when they find some animal tracks. They follow the tracks to a cave. Mike takes out his flashlight and looks inside.

"Let's explore it," says Danny. In the cave, they find more tracks. They see brown spiders, green frogs, and black ants.

The boys walk for a long time. They start to worry, but then Mike sees a way out.

"Look, Danny!" says Mike. "We should go back to the campsite."

The boys are hungry and tired. They look around but can't tell where they are.

"I think we're lost!" says Danny.

Then they hear something behind them.

"Hi, Danny. Hi, Mike!" says Emma. "Where were you all day?"

"Emma!" says the boys aloud.

"It's so late!" says Mike. "Which way is the campsite?"

"It's that way," says Emma. "I'll go with you."

"Thanks a lot! Is it far?" asks Mike.

"Not really," says Emma. "Look over there!"

Emma points to some trees. Mike and Danny look. The campsite is right in front of them!

Be helpful.

B Who said it? Read and circle.

- Which way is the campsite?
 - Mike
 - Julie
 - Emma
- Let's explore it!
 - Emma
 - Danny
 - Julie
- We'll go with you!
 - Julie
 - Mike
 - Danny
- Is it far?
 - Danny
 - Emma
 - Mike

C Sing.

Which Way Is the Coffee Shop?

Which way is the coffee shop? It's that way. Thanks a lot! Which way is Mexico? Sorry, I don't know.

Which way is the city zoo? It's over there. We'll go with you. Thank you! Thank you! Thank you! Thanks a lot!

D Listen and say. Then act.

Which way is the coffee shop? → It's that way. → Thanks a lot.

Which way is the city zoo? → It's over there. → We'll go with you.

Which way is Mexico? → Sorry, I don't know. → Thanks, anyway.

What way is your house? → Thanks a lot.

Stories about the characters build students' reading skills and present useful conversational language.

The story highlights a universal value.

Circling activity builds reading comprehension.

Fun songs practice the new language and reinforce natural pronunciation and intonation.

Role plays in different contexts help students practice the conversation.

Students personalize what they have learned with the help of their Everybody Up Friend.

Student Book pages 16–17

Warm up

- Greet the class. Then use familiar language to elicit responses from students.
- Review any previously learned language that will help prepare students for the Lesson 3 story.
- If a song, game, or activity is suggested, use it as additional warm up for Lesson 3, or elicit the Everybody Up Expression from the previous lesson. Students practice the expression with their classmates.

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

- Students look at the pictures and talk about what they see.
- Introduce the new words from the reading. Write each word on the board and have students work in groups or pairs to guess the meaning using context clues.
- Play the Class CD track for this exercise. Students listen and read along with the CD.

- Read the story aloud with the students. Then direct students' attention to the value and play the track again. Students listen and read along.
- Exercise varies. See individual units.

B Exercise Varies.

- Explain that students will read the sentences and complete the *True* or *False* or multiple choice exercise.
- Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.
- Check the answers together.

C Sing.

See *Teaching Songs*, Teacher's Book page 21.

- Read the song lyrics with the students.
- Play the Class CD track for the song. Students listen and sing along with the CD.

3. Students sing the song again, using gestures or facial expressions as appropriate.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 21.

1. Play the Class CD track for this exercise. Students listen and say along with the CD.
2. Students rehearse and act out the conversations, using gestures and facial expressions related to the situations in the three pictures.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and practice them with their classmates. If a game or activity is suggested, use it to further practice the expressions.
- Use the suggested games and activities to further review the story.

Extra Practice

- Workbook
- Student Book Audio CD
- Lesson 3 Worksheet
- iTools
- Log in for  **Online Practice**

Lesson 4

The lesson links English to other school subjects, like science.

Words are clearly presented with audio support.

Students listen to and read cross-curricular passages including new vocabulary and clear visuals.

Students practice the language and concepts with critical thinking activities.

Students personalize what they have learned with the help of their Everybody Up Friend.

Student Book pages 18–19

School Subject Connection



Lesson 4 is a cross-curricular lesson with a connection to students' school subjects. Ask students to share what they already know about the subject. Bring in materials related to the topic or have students explore it outside of the classroom. For further suggestions on how to expand on this connection, see individual units.

and say the vocabulary aloud until students can produce the new vocabulary on their own.

2. Play the Class CD track for this exercise. Students listen, point, and say along with the CD.
3. Students practice saying the new vocabulary on their own, using their books.

Warm up

1. Greet the class. Use familiar language to elicit responses from individual students. Then have students practice the language with each other.
2. Review any previously learned language that will help prepare students for the current lesson.
3. If a song, game, or activity is suggested, use it as additional warm up for Lesson 4, or elicit the Everybody Up Expression from the previous lesson. Students practice the expression with their classmates.

B Listen and read.

1. Students preview the reading by discussing the pictures and the reading title.
2. Play the Class CD track for this exercise. Students listen along with the CD.
3. Play the track again. Students listen and read along.
4. Students read the passage on their own.
5. Students read the passage aloud, alone or in small groups.

C Answer the questions.

1. Explain that students will read the sentences and answer them. Read each question aloud with the class.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new vocabulary words or phrases by writing them on the board. Point to the board

2. Direct students' attention to the Skills Tip box. Help students understand how to apply the tip to what they've just read.
3. Students answer the questions orally or write the answers in their notebooks. Encourage students to write their answers in complete sentences.

D Exercise varies.

1. Students look at the pictures and talk about what they see.
2. Direct students' attention to the exercise and explain that they will be writing to complete the chart, diagram, or sentence. See individual unit exercises.
3. Students can answer orally or do the activity on their own.
4. Check answers together.

E Look at D. Ask and answer.

Students pairs look at Activity D and practice asking and answering with the language pattern in the speech bubbles.

F What about you? Ask and answer.

1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own ways.
3. Students practice the conversations and then switch roles.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend. Students create their own Everybody Up Expressions and share them with their classmates.
- Use the suggested games or activities to further practice the new vocabulary and grammar patterns.

Extra Practice

- Workbook
- Student Book Audio CD
- Lesson 4 Worksheet
- Unit Test 
- iTools
- Log in for 

Review

Students recall and produce the words from the previous two units.

Students recall and produce grammar patterns from the previous two units.

Teachers can add a sticker, star, or other reward to this space.

Students recall and produce conversational language from the previous two units.

Student Book page 20

Warm up

1. Greet the class. Use language from the previous two units to elicit responses from students.
2. Elicit the Everybody Up Expression from one of the two previous units. Students practice.
3. Review the vocabulary and grammar from the previous two units. If a song, game, or activity is suggested, use it as additional warm up for the Review.

A Listen and circle.

See *Teaching Reviews*, Teacher's Book page 21.

1. Students listen to a conversation and circle the word or phrase they hear. Have students read the phrases.
2. Play the Class CD track for this exercise. Students listen and circle what they hear.
3. Check the answers with students.

B Talk about these topics.



Students examine the pictures and discuss the topics in pairs or small groups. Each review includes the minimum amount of language students should use

C Talk with your partner.



1. Students look at each picture, read the words in the speech bubbles, and fill in the blanks.
2. Model each conversation with a few students, allowing them to respond in their own ways.
3. Student pairs practice and then switch roles.

A Read. Then answer. 335

How Scouting Started

In 1908, Robert Baden-Powell wrote a book called *Scouting for Boys*. When boys and girls read it, many of them wanted to become scouts. The book showed them how to be safe and confident in the woods. They learned how to camp, hike, and find animal tracks. They also learned how to identify trees and build a campfire.

People in countries around the world read the book and started scouting groups. Today there are groups in 218 countries. They teach camping, sports, and many other activities. Scouting is now over one hundred years old, and more young people become scouts every year.

1. What did Robert Baden-Powell do in 1908?
2. How many countries have scouting groups?
3. What are three things scouts learned from Robert Baden-Powell's book?

B Underline the book titles. Then rewrite.

Underline the titles of books.

1. Robert Baden-Powell wrote *Scouting for Boys* in 1908.
2. In *The Adventures of Tom Sawyer*, a boy named Tom explores a cave.
3. *Little Women* is a story about four sisters.

C Listen and number. 344

1. 2. 3. 4.

D Talk with your partner. 350

1. What do you do when you go camping or hiking?
2. What kinds of books do you like to read?

Student Book page 21

Students read a passage which reviews newly learned vocabulary and grammar patterns.

Student rewrite sentences using a language usage rule.

Students answer questions about the reading to assess reading comprehension.

Students develop listening and speaking skills by reviewing language from the previous two units.

A Read. Then answer.

See *Teaching Skills*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see.
2. Play the Class CD track for this exercise. Students listen and read along with the CD.
3. Students can answer orally or do the activity on their own. Encourage them to use complete sentences.
4. Check answers together.

B Exercise varies.



1. See individual Skills Bonus exercises. Direct students' attention to the writing rule. Explain the rule to students.
2. Read each statement aloud with the class. Students complete the exercise and then rewrite the sentences. Students can answer orally and then write their answers in a notebook.
3. Check answers together.

C Listen and number.

1. Play the Class CD track for this exercise. Students listen and number the pictures.

2. Play the track again. Students listen and check their answers.
3. Check the answers together.

D Talk with your partner.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own ways.
3. Students ask and answer the questions and then switch roles.

Games and Activities

- *Review*: Use the suggested games and activities to further review the previous two units.
- *Skills*: Use the suggested games and activities to further review the skills.

Extra Practice

- Workbook
- Midterm and Final Test
- iTools
- Log in for

Teaching Techniques

A Note on Eliciting

When possible, try to “elicit” language in the classroom—to get students to produce the language on their own, rather than repeating what the teacher says. There are many ways to elicit language. One effective approach is to begin by giving students plenty of support and then slowly remove that support. For example, to introduce new vocabulary, you might begin by writing the words on the board and having students repeat the words after you, and eventually move toward cueing students by pointing to the words on the board to say the words on their own. Frequent use of eliciting routines like this one will help students become more comfortable speaking freely in class.

Teaching Vocabulary

Pre-teaching new vocabulary will give students a firm foundation for encountering the vocabulary in the Student Book. In *Everybody Up*, pre-teaching vocabulary typically includes two steps.

Step 1 introduces the new vocabulary. First, write the new words or phrases on the board and say them. Then have the class repeat after you. Then point to the board and elicit the words without saying them yourself (see *A Note on Eliciting* above). Repeat several times. Correct pronunciation as needed. Once the class is saying the words confidently, begin to elicit the words from individual students.

Step 2 links the new vocabulary to previously learned vocabulary and grammar. By linking new vocabulary with familiar language, new vocabulary is reinforced and placed in a greater communicative context.

An additional step may present special language points or suggest additional activities or review.

Pre-teaching is followed by audio and classroom activities. An optional activity whenever vocabulary is presented is to give each student a blank card and art supplies to make their own word cards for use in games and other activities.

Using the Big Picture

Lesson 1, Activity B features a large illustration that includes all new vocabulary, as well as some previously learned vocabulary. Before doing Activity B with the

audio recording, have students examine the Big Picture and, using English, find and point to each of the new vocabulary items in the picture before listening to the CD. After students have listened to the CD, have pairs use English to talk about what they see in the picture and practice the new vocabulary using their books. Encourage students to use previously learned language.

Teaching Grammar

Pre-teaching grammar patterns will prepare students to encounter the patterns in the Student Book. In *Everybody Up*, pre-teaching grammar typically includes two steps.

Step 1 introduces the grammar pattern found in the box in the Student Book. Write the pattern on the board. Say the pattern aloud and have students repeat after you.

Step 2 presents any contractions that appear in the pattern. Write the contraction on the board, say aloud, and have students repeat.

An additional step may present plurals, articles, or other special language points. Pre-teaching is followed by audio and classroom activities.

Teaching Skills

Lesson 2 includes skills sections for Listening and Speaking or Reading and Writing (alternating by unit).

Listening and speaking lessons involve students answering questions while listening to the CD. Read the questions aloud with the class before playing the CD so students know what to listen for.

In each listening and speaking lesson there are questions for pair discussion. Encourage students to speak in complete sentences and to continue the discussion beyond the questions by using new and known vocabulary and grammar.

Reading and writing lessons begin with students looking at the picture and title to predict what the text is about. Students should also be directed to scan the pages for less familiar words and discuss their meaning.

Skills Bonus sections follow each of the four Reviews and focus on the four skills.

Activity A focuses on reading. Students look at the pictures, then read the title and questions to preview what the text will be about. After reading, students answer comprehension questions.

Activity B gives practice with a usage rule for writing. Demonstrate the rule with an example if necessary.

In Activity C students listen and write the number next to the correct picture. Orally preview the content of the pictures by having students describe what they see.

In Activity D, pairs practice speaking. Model each question with a volunteer and then have pairs do the activity. Listen carefully, making sure that students are correctly using the language.

Teaching Songs

The songs in *Everybody Up* are a fun way to practice new vocabulary (Lesson 2) and functional conversation language (Lesson 3). Before playing the audio recording of a song, pre-teach the song lyrics.

Pre-teach by reading the song lyrics aloud with the students. Repeat this step a few times, to build confidence and fluency, and to prepare students to sing.

Pre-teaching is followed by audio and classroom activities. Encourage students to come up with appropriate gestures or dances to accompany each song. If a song has multiple parts, divide the class into groups and assign the parts. More advanced classes might even want to try writing new lyrics.

Teaching Stories

Pre-teaching stories using the illustrations is a fun and helpful way to prepare students to read and understand the story.

Step 1 has students look at the pictures and discuss what they see and what they think will happen in the story.

Step 2 has students guess the meaning of the new words from context. After reading the story, go back and check the students' understanding of the new words.

In Step 3 students listen to the audio recording of the story. Then read the words aloud with the students. Each story ends with a value. Direct students' attention to it and play the track again. If desired, discuss the value with the class. Follow-up activities include having students rewrite the story or write a new ending for it.

Teaching Conversations

The conversations offer a chance for extra practice of the functional language featured in the Lesson 3 stories. Have students practice the language in groups or pairs, as indicated in the Lesson 3 plans. Then have students form new pairs or groups and create short skits or scenes using the functional language in new contexts. Have students perform their skits for the class.

Teaching Reviews

Before beginning each activity, a review of the relevant units' material is suggested below.

Activity A

Review the vocabulary before beginning Activity A. Have students look back through their Student Books.

For Activity A, have students preview the multiple choice answers by skimming them. Then play the CD and have students circle the correct answers.

Activity B

The Review lesson plans specify the language patterns that students should be able to use in talking about the Activity B topics. Review the language patterns before beginning Activity B. Have students look back through their Student Books. Write the patterns on the board and have the class practice them in groups or pairs.

For Activity B, place students in pairs or groups of three. To assess student performance in Activity B, circulate and observe each group one at a time, without distracting the students. Listen carefully, taking notes and making sure that students are correctly using all of the required language.

Activity C

Review the conversations before beginning Activity C. Have students look back through their Student Books. Write the conversations on the board. Practice the conversations with the class divided into groups, or bring pairs forward to model the conversations.

For Activity C, place students in new pairs (or groups, as required). To assess student performance in Activity C, circulate and observe each group one at a time, without distracting the students. Listen carefully, taking notes and making sure that students are correctly using all of the required language.

Games and Activities

The games and activities use target language that is specific to each lesson. Check the lesson plans for the recommended target language. Review the target language and explain how to play before starting games and activities.

Beanbag Toss

Spread picture cards or realia on the floor. A student tosses a beanbag, aiming for one of the cards or objects. Then, the student uses the card nearest the beanbag to practice the target language.

BINGO

For this traditional game, students arrange nine word or picture cards in a 3x3 grid. Call out a word or letter sound. Students turn over that card. When a student has turned over three adjacent cards, either up, down, or diagonally, he or she should call out *Bingo!* and say which cards were turned over.

Binoculars

Using their hands like binoculars, students look around the classroom and say what they see, using the target language.

Brainstorm

As a class, brainstorm different locations as categories: school, zoo, museum, department store, park, etc. Then in small groups, students list as many different signs as one might find in each category. Alternatively, show different pictures and realia of signs and have students say what they mean and where they might be found.

Buzzers

For this game, divide the class into two teams. Teams compete to earn points by giving correct answers. Begin by explaining how the game works and what constitutes a correct answer. To play the game, arrange two central desktops with “buzzers.” A player from each team stands at a buzzer. Players slap their buzzers as fast as they can when they think they can give the right response. The first student to slap his or her buzzer gets to give the answer. A correct answer wins a point for that student’s team. If the answer is incorrect, the other player tries to answer.

Card Grab

This game can be played individually or in small groups. Give a set of word cards to each student or group. Students spread the cards out face-up. Call out one of the words. Students race to touch the card. In groups, ties can be broken with a quick round of **Rock, Paper, Scissors**. OPTION: When students play the game individually, they can simply hold up the card.

Categories

This game is best played with at least two vocabulary categories. Students sit in a circle. Model the following percussion rhythm: slap your knees twice, clap your hands twice, snap your fingers on one hand and then the other. As you snap your fingers, announce the category for that round (e.g., *food*). On the next snap, say a word in the category (e.g., *chicken*). Go around the circle, with individual students saying different words during the snaps. Change the category when all known words have been said, or when someone makes a mistake, or after everyone has had a chance to say a word.

Charades

Divide the class in half or into four groups. Tell one member of each group a different vocabulary word or phrase. That student returns to his or her group and acts out the target language without speaking. The group watches and tries to guess what is being acted out.

Circles

Put students in two concentric circles containing the same number of students. Each student must be facing another student. Designate one circle as the questioners and one as answerers. Each facing pair will practice the target question and answer pattern. After pairs have practiced the pattern, have one circle spin to the left and one to the right. Students practice the pattern again with their new partners. Switch roles after a while.

Class Survey

In small groups, students discuss the target language (e.g., vacation plans) Then create a big chart on the board. Ask students to report on their group members' results. For example, ask *What's he/she going to do on vacation?* and *When is he/she going to (take a boat ride)?* and record the *who*, *what*, and *when* on the chart.

Down the Line

Write the new words in a list down the board. Tell one student from each team to start at the top or the bottom of the list. Students go down (or up) the list of words saying the words. When the players meet, ask the student who is farthest along the line a challenge question. A correct answer wins that player's team a point. If players meet in the middle of the line, have them play **Rock, Paper, Scissors**. The winner gets a chance to answer the challenge question.

Find Someone Who

In this activity, students look for one or more other students who meet specified criteria. For example, students might circulate and ask each other questions, searching for someone who is holding the same card as they are.

Finish the Story

Copy the story or text that you are using for this activity, leaving some of the words, sentences, or entire speech bubbles blank. Make a copy for each student. Slowly read the story or text aloud. Students listen and write in the missing portions. Check answers in pairs or together as a class.

Five Questions

This activity practices yes/no questions. Students work in small groups. One student (S1) thinks of an action or object but does not tell the group what it is. Group members can ask five yes/no questions to identify the word. If group members do not identify the word in five tries, S1 gets a point. The winner is the student with the most points in the group.

Gaps

This activity requires students to write in missing words in sentences. To create a sentence text for this game, write out the target grammar pattern(s) on strips of paper, leaving blanks in place of some words. Provide one copy for each student or pair. Students write in the missing words. Students can compare answers to check them.

Guess the Next Card

This game can be played to practice vocabulary. After using the Picture Cards to introduce and elicit the new vocabulary in a lesson, continue showing the Picture Cards one after another, but vary the order. Before showing each new card, give students a chance to guess what it is.

How Much?

Give each student a slip of paper with an amount on it (*1/2 cup* or *1/4 cup*). Call out a large amount (*I need 2 cups*). Students have to group together to equal the amount you say. This can be played to practice approximate numbers and any quantities.

Listen and Draw

Prepare several short passages modeled on the grammar patterns and vocabulary. Read them aloud. Students listen and draw what they hear and then check their work by comparing their drawings.

Memory Chain

S1 starts by saying a pattern such as: *(She) (read a lot of books) when (she) was on vacation*. S2 adds on a phrase: *(She) (read a lot of books) and (won a competition) when she was on vacation*. Then S3 adds another phrase to the sentence. The object is to say and remember as many things as possible.

A New Story

Have students use the story in the lesson as a model to write their own version, or write key sentence frames on the board for students to complete with their own information.

Order the Text

Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.

Rhythm Circle

Stand in a circle with students and model the chant below, substituting the target language for the words in parentheses. Slap your hands on your thighs for two beats, then clap your hands for two beats, and then say the word twice.

Slap, slap, clap, clap, (old, old)

Slap, slap, clap, clap, (new, new)

Slap, slap, clap, clap, (big, big)

Slap, slap, clap, clap, (small, small)

Slap, slap, clap, clap, (long, long)

Slap, slap, clap, clap, (short, short)

Start the chant again, and this time go around the circle and have each student say a different vocabulary word. Students must keep the rhythm. If they can't keep the rhythm or think of a new word, that student is out. Start a new chant each time you run out of words.

Rollers

Students sit on the floor in a circle. A student says the target language and rolls a ball to another student, who repeats the phrase and rolls the ball on. Periodically change the language.

Simon Says

In this traditional game, students must listen closely and follow your instructions when they hear the phrase *Simon Says*. Begin with the class standing and facing you. Give instructions using the target language. If you preface an instruction with *Simon says*, students should obey. If not, they should remain still. Students who move when you do not say *Simon says* are "out."

Speed Dictation

Read or play a sentence of the story at normal speed. Students try to write down as much of it as they can. Repeat as many times as needed until students have the entire sentence. Do this with 3-4 sentences from the story.

Teacher's Mistake

In this game, students listen and/or watch carefully for your mistakes. When they catch a mistake, students raise their hands. Increase the challenge by requiring students who catch your mistake to correct it.

Telephone

Have the class form one line. Whisper a different sentence to the student at each end. Students whisper the sentences along the line. No repeating allowed! When the sentences reach the opposite ends, the students say the sentences aloud to see if they are different.

Toss and Tell

Have students stand in a circle. S1 says the target language and then tosses or hands a ball, beanbag, or item of realia to S2. S2 responds. Then, S2 says the target language and tosses the ball to the next student.

Two Truths and a Lie

Hold up an object and make three statements about it to the class. Two statements must be true and one false. Students must listen carefully to catch the “lie” and then say the correct statement. Students can also play this in pairs or small groups.

What’s Missing?

First, say all six of the new vocabulary words. Then write five of the six words on the board. When students have decided which word is missing, they raise their hands and identify the missing word.

Who Wrote It?

In groups, each student writes a sentence that uses the new grammar and vocabulary on a piece of paper. Students can be truthful or make up silly things, for example, *I was nervous during the test today* or *I was confident when I saw the lion*. Group members elect one person to read each sentence aloud without revealing whose it is. The rest of the groups tries to guess who wrote each sentence.

Word Roll

For this game, you will need to prepare special dice using vocabulary words beforehand, or you can provide the materials and have students make the dice in class. To play the game, students roll the dice and use the word that appears on the top face of a die to practice the target language. When playing in pairs, students use the word as a cue for a question-and-answer pattern.

Welcome

Welcome

A Listen, read, and say. 03

1 I like to go snowboarding in my free time. I bought a new helmet on Tuesday. It's blue and yellow. I always wear a helmet and gloves when I go snowboarding. When I'm older, I want to make movies and design video games! What kind of video games do you like?
Danny

2 I have wavy hair and brown eyes. My sister has wavy hair, too, but it's shorter. We're going to swim in the ocean next weekend. I'm going to take my swimsuit and towel. When I go to the beach, I always put on sunscreen. What do you like to do on vacation?
Emma

3 I visited my friend yesterday. We saw a parade, and I took pictures! I practiced the violin yesterday, too. Tomorrow is my dad's birthday. I'm going to play music for him. I want to be a musician when I grow up. What do you want to be when you grow up?
Julie

4 My family went camping last weekend. My brother likes hiking, but I don't like it at all. I like canoeing a lot, but I'm not very good at it. I'm very good at grilling hamburgers! Today we ate sushi for lunch. It's my favorite food. I drank tea with it. What's your favorite food?
Mike

B What about you? Talk with your classmates. 03

C Listen and say. Then practice. 03

Africa is east of South America.

The Continents

D Listen, point, and say. 03

1 How do you say this in English?
2 Could you say that again, please?
3 May I go to the restroom?
4 May I get a drink of water?

Student Book pages 2–3

Objectives

- Review of Level 4

Grammar

- Directions

Africa is east of South America.

Classroom language

- *How do you say this in English?*
- *Could you say that again, please?*
- *May I go to the restroom?*
- *May I get a drink of water?*

Vocabulary

Continents and directions: Africa, Antarctica, Asia, Australia, Europe, North America, South America, north, south, east, west

Materials

Class CD1 Tracks 03–05

Student Book page 2

Warm up

1. Greet individual students saying *Good (morning). My name is (Mrs. Smith)*. Elicit *Good morning (Mrs. Smith). My name is (Mike)*. Then have students practice greeting their classmates.
2. **Toss and Tell** (Teacher's Book pages 22–25). Review simple past tense. Say *I (read a book) yesterday. What did you do?* Then toss the ball to S1 who answers and asks S2 before tossing the ball.
3. Review simple future tense with a conversation chain. Say *This weekend, I'm going to (go swimming). What are you going to do?* Have S1 answer and then ask S2 *What are you going to do?*
4. **Telephone** (Teacher's Book pages 22–25). Have students stand in one line. Whisper a statement in simple past tense to the student at each end of the line. Students whisper the sentence along the line. No repeating allowed! When the sentences reach the end of the line, have students say them aloud to see if they've changed. Repeat using simple future tense.

A Listen, read, and say.

See *Teaching Grammar*, Teacher's Book page 20.

1. Direct students' attention to the pictures. Elicit the names of the characters.
2. Link the language. Have students describe what they know about the characters and what they see. *That's Danny. He likes snowboarding. I do, too.*

26 Welcome

3. Play Class CD1 Track 03. Students listen, read, and say along with the CD.

CD I
03

1. Danny: I like to go snowboarding in my free time. I bought a new helmet on Tuesday. It's blue and yellow. I always wear a helmet and gloves when I go snowboarding. When I'm older, I want to make movies and design video games! What kind of video games do you like?
2. Emma: I have wavy hair and brown eyes. My sister has wavy hair too, but it's shorter. We're going to swim in the ocean next weekend. I'm going to take my swimsuit and towel. When I go to the beach, I always put on sunscreen. What do you like to do on vacation?
3. Julie: I visited my friend yesterday. We saw a parade, and I took pictures! I practiced the violin yesterday, too. Tomorrow is my dad's birthday. I'm going to play music for him. I want to be a musician when I grow up. What do you want to be when you grow up?
4. Mike: My family went camping last weekend. My brother likes hiking, but I don't like it at all. I like canoeing a lot, but I'm not very good at it. I'm very good at grilling hamburgers! Today we ate sushi for lunch. It's my favorite food. I drank tea with it. What's your favorite food?

4. Students read the paragraphs on their own.
5. Students take turns reading one of the paragraphs aloud, alone or in small groups.

B What about you? Talk with your classmates.



1. Students practice the questions the characters asked: *What kind of video games do you like? What do you like to do on vacation? What do you want to be when you grow up? What's your favorite food?* Model a conversation with a volunteer.
2. Have students talk about the questions in pairs. Go around the room and help as needed.
3. Have pairs report on each other's answers: *This is (Kim). She wants to be (a doctor) when she grows up.*

Student Book page 3

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Africa is east of South America.*
2. Direct students' attention to the map on page 3. Elicit the names of the continents. Then say the names and have students repeat as they point to them in their books. Have students identify the continent where they live.
3. Direct students' attention to the compass on the map. Have students repeat the words after you. Explain the directions *north, south, east, and west*. If helpful, draw a simple local map of your city or town to help students understand directions.
4. Play Class CD1 Track 04. Students listen and say along with the CD.

CD1
04

Africa is east of South America.
North America, South America, Europe, Africa, Asia,
Australia, Antarctica
north, south, east, west

5. Students practice the pattern on their own, using their books.

D Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new questions. Write each question on the board. Create an example by talking and using gestures where appropriate. Have students guess the meaning of each phrase.
2. Play Class CD1 Track 05. Students listen, point, and say along with the CD.

CD1
05

1. How do you say this in English?
2. Could you say that again, please?
3. May I go to the restroom?
4. May I get a drink of water?

3. Students practice the questions on their own, using their books.

Games and Activities

- **Charades** (Teacher's Book pages 22–25). Students play in small groups. They take turns acting out the classroom commands using gestures.
- **New Questions**. Direct students' attention to the questions in Activity A. Students write four new questions of their own. Students can create their own questions or use these: *What kind of ___ do you like? What do you like to do? What do you want ___? What's your favorite ___?* Have students write their questions on a piece of paper. Each student then trades papers with a partner to ask and answer their partner's questions.
- **Listen and Draw** (Teacher's Book pages 22–25). Say the names and locations of the continents and have students draw them or write their names in the correct location. For an extra challenge, create a new "map" using the names of objects, such as animals or food, and have students draw the objects in the correct location.
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Make two true statements and one false statement about a map of the world using the continents and directions vocabulary (for example, *Europe is north of Africa, Asia is east of Europe, South America is north of North America*). Students catch your "lie" and correct your mistake. If students created new "maps" in the Listen and Draw activity, use those maps as well, for an extra challenge.

Extra Practice

- Workbook pages 2–3. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 03
- iTools
- Log in for [Online Practice](#)

Unit 1 Vacation

Lesson 1 Activities

1 Vacation
Lesson 1 Activities

A Listen, point, and say.

1 act in a play 2 learn how to dive 3 ride a roller coaster
4 read a lot of books 5 win a competition 6 sleep late

B Listen and find. Then talk about the picture.

C Listen and say. Then practice.
He acted in a play when he was on vacation.

D Listen, ask, and answer. Then practice.
What did she do when she was on vacation? She acted in a play.

E Look at. Point, ask, and answer.
What did she do when she was on vacation? She read a lot of books.

Student Book pages 4–5

Objectives

- Talking about vacation activities

Grammar

- Simple past tense statements with *when*
He acted in a play when he was on vacation.
- Simple past tense questions with *when*
What did she do when she was on vacation?
She acted in a play.

Vocabulary

Activities: act in a play, learn how to dive, ride a roller coaster, read a lot of books, win a competition, sleep late

Materials

Class CD1 Tracks 06–09

Student Book page 4

Warm up

1. Greet individual students: *Hello (Ken). What did you do yesterday?* Elicit *Hi. I (played video games) yesterday.* Students practice greeting their classmates.
2. **Class Survey** (Teacher's Book pages 22–25). Students ask and answer each other using questions from the Welcome unit (*What kind of video games do you like? What do you like to do on vacation? What do you want to be when you grow up? What's your favorite food?*)
3. **Teacher's Mistake** (Teacher's Book pages 22–25). Review continents and directions. Draw a simple continent map on the board and make correct and incorrect statements about continent names and locations. *This is (Antarctica). It's (north) of (Africa).* Students have to correct your mistakes.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Link the language. Ask questions that students will know answers to, using the verbs or nouns from the new phrases, for example: *What does an actor do?* Elicit student responses (*An actor acts*).
3. Play Class CD1 Track 06. Students listen, point, and say along with the CD.

CD 1
06

1. act in a play
2. learn how to dive
3. ride a roller coaster
4. read a lot of books
5. win a competition
6. sleep late

4. Students practice the words using their books.

B Listen and find. Then talk about the picture.

See *Using the Big Picture*, Teacher's Book page 20.

1. Direct students' attention to the big picture. Have students find and point to each new vocabulary item in the picture on their own before listening to the CD.
2. Play Class CD1 Track 07. Students listen, find the items in the picture, and point to them.

CD 2
07

- Danny's mom: Danny, it's ten o'clock. When are you going to wake up?
Danny: I'm tired, Mom. Can I sleep late?
Danny's mom: Don't you have a soccer game this morning?
Danny: Oh, that's right! It's at eleven o'clock. Thanks, Mom!
Mike: I learned how to swim when I was younger. Now I'm learning how to dive. That's my swimming teacher.
Ms. Jackson: Great job, Carla! You win the reading competition.

- Carla: Thanks, Ms. Jackson. I read a lot of books, and I learned a lot.
- Ms. Jackson: What was your favorite book?
- Carla: I read a good one about sculpture. I want to be an artist when I grow up.
- Julie: I'm going to act in a play at school. Will you practice with me?
- Jay: Sure. Who are you going to be in the play?
- Julie: I'm going to be the doctor. I say, "This man is very sick. He needs to go to the hospital."
- Jay: That's cool. I want to be an actor, too!
- Ann: Whee! Riding a roller coaster is fun!
- Emma: I like the slower rides. This is too fast!
- Ann: This is my favorite ride at the amusement park. I want to go faster!

3. In pairs, students talk about the picture and practice the new vocabulary, using their books.

Student Book page 5

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *He acted in a play when he was on vacation.*
2. Say the words in the verb box on page 5 and have students repeat. Point out that to make the past tense of some verbs we add *-ed*, but for others the word changes. Students must memorize these verbs.
3. Play Class CD1 Track 08. Students listen and say along with the CD.

CD1
08

He acted in a play when he was on vacation.

act, acted	learn, learned	ride, rode
read, read	win, won	sleep, slept

1. He acted in a play when he was on vacation.
 2. She learned how to dive when she was on vacation.
 3. He rode a roller coaster when he was on vacation.
 4. She read a lot of books when she was on vacation.
 5. He won a competition when he was on vacation.
 6. She slept late when she was on vacation.
4. Students practice the pattern on their own, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What did she do when she was on vacation? She acted in a play.*
2. Direct students to the second grammar box on page 5.
3. Play Class CD1 Track 09. Students listen, ask, and answer along with the CD.

CD1
09

What did she do when she was on vacation?
She acted in a play.

1. What did she do when she was on vacation?
She acted in a play.
2. What did he do when he was on vacation?
He slept late.
3. What did she do when she was on vacation?
She won a competition.
4. What did he do when he was on vacation?
He learned how to dive.
5. What did she do when she was on vacation?
She rode a roller coaster.
6. What did he do when he was on vacation?
He read a lot of books.

4. Students practice in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *What did she do when she was on vacation? She read a lot of books.* Students should use all of the new vocabulary.

Games and Activities

- **Everybody Up!** Direct students to the Everybody Up Friend on page 5: *What did you do on your last vacation?* Students create Everybody Up Expressions and practice them with their classmates.
- **Buzzers** (Teacher's Book pages 22–25). Say a verb in present tense (*sleep*). Students make a statement in past tense: *He slept late when he was on vacation.*
- **Memory Chain** (Teacher's Book pages 22–25). S1 starts by saying *She (acted in a play) when she was on vacation.* S2 adds on a phrase: *She (acted in a play) and (slept late) when she was on vacation.*
- **Word Roll** (Teacher's Book pages 22–25). Write the verb phrases on the die. Students use the phrases as a cue for a question-and-answer pattern.

Extra Practice

- Workbook pages 4–5. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 04
- iTools
- Log in for **Online Practice**

Unit 1 Vacation

Lesson 2 Feelings

Lesson 2 Feelings

A Listen, point, and say.

1 relaxed 2 nervous 3 confident
4 shy 5 wide-awake 6 sleepy

B Listen and say. Then practice.

I felt relaxed, but he felt nervous.

C Listen, ask, and answer. Then practice.

How do you feel when you rode a roller coaster?
I felt relaxed, but she felt nervous.

Skills Listening & Speaking

1 Listen. Then answer the questions.

- How did Brook feel when she rode a roller coaster?
a. She felt nervous. b. She felt relaxed.
c. She felt wide-awake.
- How did Ben feel about the competition?
a. He felt shy. b. He felt confident.
c. He felt relaxed.
- How did the girl feel when she went to swimming class?
a. She felt sleepy. b. She felt wide-awake.
c. She felt nervous.
- How did Will feel when he acted in a play?
a. He felt sleepy. b. He felt confident.
c. He felt shy.

3 What about you? Ask and answer.

- Do you feel relaxed when you ride a roller coaster?
- When do you feel confident?
- How do you feel when you meet new people?
- Talk about something you learned how to do this year.

I feel wide-awake!
What about you?

Student Book pages 6–7

Objectives

- Talking about feelings

Grammar

- Simple past tense statements with *but*
I felt relaxed, but he felt nervous.
- Simple past tense questions with *how*
How did you feel when you rode a roller coaster?
I felt relaxed, but she felt nervous.

Vocabulary

Feelings: relaxed, nervous, confident, shy, wide-awake, sleepy

Materials

Class CD1 Tracks 10–13

Student Book page 6

Warm up

1. Greet the class. Students greet their classmates and ask, *Hi. What did you do last night?*
2. Review the Everybody Up Expression from Unit 1, Lesson 1. Have students ask and answer *What did you do on your last vacation?*
3. **Down the Line** (Teacher's Book pages 22–25). Review Unit 1, Lesson 1 verbs. Write the six new verbs on the board in present tense. A student from each team uses one of the verbs in the past tense (*She read a lot of books when she was on vacation.*)

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Do a **Rhythm Circle** (Teacher's Book pages 22–25) with the new vocabulary words. Students add facial expressions and gestures related to the words.
3. Play Class CD1 Track 10. Students listen, point, and say along with the CD.

CD1
10

- | | | |
|------------|---------------|--------------|
| 1. relaxed | 2. nervous | 3. confident |
| 4. shy | 5. wide-awake | 6. sleepy |

4. Students practice saying the words, using their books.

B Listen and say. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *I felt relaxed, but he felt nervous.* Explain that the word *but* introduces a second phrase whose meaning is opposite to the first.
2. Direct students' attention to the grammar box on page 6. Explain that the new vocabulary words are all adjectives that come after the past tense noun *felt*.
3. Play Class CD1 Track 11. Students listen and say along with the CD.

CD1
11

- I felt relaxed, but he felt nervous.
1. I felt relaxed, but he felt nervous.
 2. I felt nervous, but she felt relaxed.
 3. I felt confident, but she felt shy.
 4. I felt shy, but he felt confident.
 5. I felt wide-awake, but he felt sleepy.
 6. I felt sleepy, but she felt wide-awake.

4. Students practice the pattern, using their books.

Student Book page 7

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *How did you feel when you rode a roller coaster? I felt relaxed, but she felt nervous.*

- Direct students to the grammar box on page 7, then play Class CD1 Track 12. Students listen, ask, and answer along with the CD.

CD 1
12

How did you feel when you rode a roller coaster?
I felt relaxed, but she felt nervous.

- How did you feel when you rode a roller coaster?
I felt relaxed, but she felt nervous.
- How did you feel when you rode a roller coaster?
I felt nervous, but he felt relaxed.
- How did you feel when you learned how to dive?
I felt wide-awake, but she felt sleepy.
- How did you feel when you learned how to dive?
I felt sleepy, but he felt wide-awake.
- How did you feel when you acted in a play?
I felt confident, but he felt shy.
- How did you feel when you acted in a play?
I felt shy, but she felt confident.

- Students practice in pairs, using their books.

Skills Listening & Speaking

D Listen. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 20.

- Have students read the questions and answers on their own.
- Play Class CD1 Track 13. Students listen along with the CD and circle the answers.

CD 1
13

1. What did you do on vacation, Brook?
I went to the amusement park with my sister. We rode a roller coaster.

How did you feel?

I felt nervous, but my sister felt relaxed.

How did Brook feel when she rode a roller coaster?

2. Ben took pictures for a photography competition. He felt confident he could win. His favorite picture won the competition!

How did Ben feel about the competition?

3. Hi Beth! Hi Max! How was swimming class?

It was great! I felt wide-awake.

How did you feel, Beth?

I felt sleepy. I stayed up too late.

How did the girl feel when she went to swimming class?

4. Kelly and Will acted in a play. Kelly felt confident, but Will felt shy.

How did Will feel when he acted in a play?

- Play the CD again and have students check their answers.
- Check answers together.

Answer Key

- | | |
|----------------------|-----------------------|
| 1. She felt nervous. | 2. He felt confident. |
| 3. She felt sleepy. | 4. He felt shy. |

E What about you? Ask and answer.



See *Teaching Grammar*, Teacher's Book page 20.

- Read each question aloud with the class. If helpful, model a few examples with a volunteer.
- In pairs, students take turns to ask and answer the questions. Encourage students to speak in complete sentences and to continue the conversation beyond the questions.

Answer Key

Possible Answers

- No. I feel nervous when I ride a roller coaster.
- I feel confident when I play soccer.
- I feel shy when I meet new people.
- I learned how to give a speech this year. First, I felt shy. Then, I felt confident.

Games and Activities

- Everybody Up!** Direct students to the Everybody Up Friend on page 7: *I feel wide-awake! What about you?* Students practice with their classmates.
- Toss and Tell** (Teacher's Book pages 22–25). Start by tossing a beanbag to S1 and saying, *I felt wide-awake*. S1 says: *I felt shy, but (she) felt wide-awake*. S2 says *I felt nervous, but (she) felt shy*.
- Brainstorm** (Teacher's Book pages 22–25). Students play in small groups. For each *feelings* vocabulary word, students list situations where they would feel that emotion. For example: *nervous* taking a test, speaking English, during a competition.
- Two Truths and a Lie** (Teacher's Book pages 22–25). Students play in pairs and make statements about feelings from Lesson 2 and the Lesson 1 activities. Students have to guess which statement is the lie.

Extra Practice

- Workbook pages 6–7. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 05
- iTools
- Log in for **Online Practice**

Lesson 3 Reading

A Talk about the story. Then listen and read.

The Surfing Lesson



Mike and Julie are at the beach on Saturday morning. It's hot and sunny. Julie is swimming in the water when she sees a woman giving surfing lessons.

"Mom, can I take a surfing lesson?" asks Julie.

"Sure," says her mom. "You and Mike can take one together."

Julie runs over to Mike.

"Come on, Mike!" she says. "Let's learn how to surf!"

Julie is confident, but Mike is shy. He's afraid of the water. He feels nervous about surfing.

"No, thanks," says Mike. "I'd rather play video games."

Julie wants Mike to relax and have fun, but she can't make him go in the water. Just then, they hear a loud bang. The screen on Mike's game is black, and the battery is dead.

"Oh, no!" says Mike. "My game!"

"Come surfing, Mike!" says Julie. "You can do it!"

Mike looks at the water and feels more confident. They go surfing and have a great time. Mike is really good at surfing!

Be brave.

B Read and circle.

- Julie is afraid of the water. True False
- Mike is nervous about playing video games. True False
- Mike is good at surfing. True False
- Julie wants to take a surfing lesson. True False

C Sing.

Let's Learn How to Surf

Come on, come on. Let's learn how to surf. Sounds fun! Good idea. I'm tired of playing video games. Let me get my swimsuit. Let's learn how to surf. Come on, come on. Let's learn how to surf.	Come on, come on. Let's learn how to ski. No, thanks. I'm sorry. I'd rather play video games. Come on, you can do it! Let's learn how to ski. OK, OK. Let's learn how to ski.
--	--

D Listen and say. Then act.

Do you know how to surf?

→ No, thanks. I'd rather play video games. → OK.

Come on! Let's learn how to surf.

→ Sounds fun. I'm tired of playing video games. → Great!

Student Book pages 8–9

Objectives

- Trying new things

Vocabulary

Story: afraid, video games, screen, battery is dead

Conversation

- *Come on! Let's learn how to surf.*
No, thanks. I'd rather play video games.
OK.
- *Come on! Let's learn how to surf.*
Sounds fun. I'm tired of playing video games.
Great!

Value

Be brave.

Materials

Class CD1 Tracks 14–16

Student Book page 8

Warm up

1. Greet the class. Then start a conversation chain by asking S1 *What did you do last night?* S1 answers, and then S1 asks S2, and so on.
2. Review the Everybody Up Expression from Unit 1, Lesson 2: *I feel wide-awake! What about you?* Students practice with their classmates.
3. Review Unit 1, Lessons 1 and 2 vocabulary. Write the *feelings* words from Lesson 2 on the board. Use an activity phrase from Lesson 1 and ask S1 *How did you feel when you (acted in the play)?* S1 answers, *I felt (nervous).* Ask S2 a different question.

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story. Have students explain what they think the title *The Surfing Lesson* means.
2. Introduce the new words. Write each word on the board. Have students guess the meanings of the words from the context and compare their answers with a partner. Check answers with the class.
3. Play Class CD1 Track 14. Students listen and read the story along with the CD.

4. Read the story aloud with the students. Then direct students' attention to the value *Be brave* and play the track again. Students listen and read along.
5. Have students work in pairs. Students take turns retelling the story to each other and the class.

Student Book page 9

B Read and circle.

1. Students read each statement and circle *True* if the statement is correct and *False* if it is incorrect.
2. Read each sentence aloud with the class. Students can answer orally or write the answers in their notebooks.
3. Check answers together.

Answer Key

- | | |
|----------|----------|
| 1. False | 2. False |
| 3. True | 4. True |

C Sing.

See *Teaching Songs*, Teacher's Book page 21.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 15. Students listen and sing along with the CD.

CD 1
15

Let's Learn How to Surf

Come on, come on.
Let's learn how to surf.
Sounds fun! Good idea.
I'm tired of playing video games.
Let me get my swimsuit.

Let's learn how to surf.
Come on, come on.
Let's learn how to surf.
Come on, come on.
Let's learn how to surf.

Come on, come on.
Let's learn how to ski.
No thanks. I'm sorry.
I'd rather play video games.
Come on, you can do it!
Let's learn how to ski.
OK, OK.
Let's learn how to ski.
OK, OK.
Let's learn how to ski.

3. Students sing the song again, adding appropriate gestures as they sing.
4. Divide the class into two groups. Assign different parts of the song to each group to sing. Then switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 21.

1. Students read and act out the conversations in the speech bubbles.
2. Play Class CD1 Track 16. Students listen and say with the CD.

CD 1
16

Come on! Let's learn how to surf.
No, thanks. I'd rather play video games.
OK.

Come on! Let's learn how to surf.
Sounds fun. I'm tired of playing video games.
Great!

3. Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 9: *Do you know how to surf?* Students practice the expression with their classmates.
- **Finish the Story** (Teacher's Book pages 22–25). Copy the story on page 16, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- **Order the Text** (Teacher's Book pages 22–25). Write out the key sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **Who Wrote It?** (Teacher's Book pages 22–25). Students write a sentence about a time they were or weren't brave on a piece of paper. Students can be truthful or make up silly things, for example, *I was nervous during the test today* or *I was confident when I saw the lion*. Then, working in small groups, students try to guess who wrote each sentence.

Extra Practice

- Workbook pages 8–9. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 06
- Unit 1, Lesson 3 Worksheet, Teacher's Book page 114. See Teacher's Book page 112 for instructions.
- iTTools
- Log in for  **Online Practice**

Unit 1 Vacation

Lesson 4 Travel and Trade

Lesson 4 Travel and Trade

A Listen, point, and say.

1. silk 2. goods 3. difficult
4. ruler 5. return 6. become famous

B Listen and read.

Marco Polo and the Silk Road

The Silk Road is over two thousand years old and six thousand kilometers long. It goes across Europe and Asia. Many people traveled on this road to buy and sell silk and other goods.

Marco Polo traveled on the Silk Road when he was 17, in the year 1271. He traveled from Italy to China and saw many new things. The days were very hot and the nights were cold. Sometimes there was no food or water. It was a difficult road to travel on, but Marco felt confident. He traveled on the Silk Road for three years. When he was 21, Marco met the ruler of China, Kublai Khan. He lived in China for the next seventeen years.

Marco returned to Italy when he was 41. He met the writer Rustichello, who wrote a book called *The Travels of Marco Polo*. Many people read this book, and Marco became famous. Marco lived to the age of 70. You can still see his house in Italy today.

C Answer the questions.

- How old is the Silk Road?
- How many years did Marco Polo live in China?
- How many years did Marco Polo travel on the Silk Road?
- How long is the Silk Road?

D Write.

Marco Polo's Travels

- Marco Polo traveled on the Silk Road when he was 17.
- When he was _____, Marco Polo met Kublai Khan.
- When he was _____, Marco Polo returned to Italy.
- Marco Polo lived to the age of _____.

E Look at B. Ask and answer.

What did Marco Polo do when he was 17? He traveled on the Silk Road.

F What about you? Ask and answer.

- In what year did you start school?
- What countries do you want to travel to?
- What do you want to do in those countries?

Student Book pages 10–11

Objectives

- Talking about the life of Marco Polo and the Silk Road

Grammar

- Simple past tense questions with *what*
What did Marco Polo do when he was 17?
He traveled on the Silk Road.

Vocabulary

Travel and trade: silk, goods, difficult, ruler, returned, become famous

Materials

Class CD1 Tracks 17–18

Student Book page 10

School Subject Connection: Social Studies



Lesson 4 is a cross-curricular lesson with a connection to social studies. Ask students to tell you about their social studies classes. Give students copies of the map in Activity D and have them talk about what they see on the map—silk fabric, Chinese lanterns, spices, camels, and desert—to spark discussion about Marco Polo and the Silk Road. Explain what the Silk Road is or have students research it. Talk about the countries the Silk Road covered and have students research the countries and the goods that were traded in each place.

Warm up

- Greet the class. Then ask a few individual students *How were you brave yesterday?* Next, students greet their classmates and ask how they were brave.
- Elicit the Everybody Up Expression from Unit 2, Lesson 3: *Do you know how to surf?* Students create their own expressions and practice them with their classmates.
- Sing *Let's Learn How to Surf* (Class CD1 Track 16).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Introduce the new words. Write each word or phrase on the board and help students to understand it.
- Play Class CD1 Track 17. Students listen, point to the words, and say along with the CD.

CD1
17

- | | | |
|----------|-----------|------------------|
| 1. silk | 2. goods | 3. difficult |
| 4. ruler | 5. return | 6. become famous |

- Students practice saying the new vocabulary on their own, using their books.

B Listen and read.

- Students look at the pictures and talk about what they see. Students read the title *Marco Polo and the Silk Road* and say what they think the story will be about.
- Students find the new words in the text and point to them. Have students talk about the meaning of the words in the context of the reading.
- Play Class CD1 Track 18. Students listen and read aloud with the CD.
- Play the track again. Students read along silently.
- Students read the passage on their own.
- Students read parts of the passage aloud, alone or in small groups.

C Answer the questions.

1. Students read the questions and answer them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class: *Scan the reading for numbers*. Explain that to *scan* is to move your eyes over the text looking for specific details. Demonstrate the tip with an example from the text in Activity B.
3. Students answer the questions orally, or write the answers in their notebooks. Encourage students to use complete sentences in their answers.
4. Check answers together.

Answer Key

1. The Silk Road is over two thousand years old.
2. Marco Polo lived in China for seventeen years.
3. Marco Polo traveled on the Silk Road for three years.
4. The Silk Road is six thousand kilometers long.

D Write.

1. Direct students' attention to the map on page 11. Have students talk about what they see.
2. Students complete the sentences with the correct numbers from the text in Activity B. Remind students to scan the reading for numbers.
3. Students answer orally and then write their answers.
4. Check answers together.

Answer Key

- | | |
|-------|-------|
| 1. 17 | 2. 21 |
| 3. 41 | 4. 70 |

E Look at D. Ask and answer.



Student pairs practice the language pattern in the speech bubbles: *What did Marco Polo do when he was 17? He traveled on the Silk Road.* Students should talk about each item in D.

F What about you? Ask and answer.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice the conversations and then switch roles.

Answer Key

Possible Answers

1. I started school in 2008.
2. I want to travel to Egypt and Mexico.
3. I want to visit museums and learn about the people.

Games and Activities

- **Everybody Up!** Direct students to the Everybody Up Friend on page 11: *I'm reading The Travels of Marco Polo*. Students practice the expression with their classmates using the names of books they are reading.
- **Buzzers** (Teacher's Book pages 22–25). In this version, explain that you will ask a question or give the definition of a word, and each team must try to guess the word. For example: *Who was the ruler of China in 1273?* Students race to hit the "buzzer" and say *Kublai Khan*. Encourage students to answer in a complete sentence: *The ruler of China was Kublai Khan*.
- **Order the Text** (Teacher's Book pages 22–25). Write out the key sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order. For a challenge, only distribute the key sentences that include numbers.
- **Speed Dictation** (Teacher's Book pages 22–25). Read a sentence of the story at normal speed. Students write down as much of it as they can. Repeat as many times as needed until students have the entire sentence. Do this with three or four sentences from the story.

Extra Practice

- Workbook pages 10–11. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 07
- Unit 1, Lesson 4 Worksheet, Teacher's Book page 115. See Teacher's Book page 112 for instructions.
- Unit 1 Test, Teacher's Book page 132–133. See Teacher's Book page 130 for instructions and page 156 for the answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Unit 2 Camping

Lesson 1 In the Woods

2 Camping
Lesson 1 In the Woods

A Listen, point, and say.

1 study insects 2 identify trees 3 pick wild strawberries
4 find animal tracks 5 explore a cave 6 collect leaves

B Listen and find. Then talk about the picture.

Morning Afternoon

C Listen, ask, and answer. Then practice.

What was she doing in the morning? She was studying insects.

study → studying
identify → identifying
pick → picking
find → finding
explore → exploring
collect → collecting

D Listen, ask, and answer. Then practice.

Was he studying insects in the morning? Yes, he was.
afternoon? No, he wasn't. He was identifying trees.

wasn't = was not

1 study insects 2 collect leaves 3 pick wild strawberries 4 find animal tracks 5 identify trees 6 explore a cave

E Look at B. Point, ask, and answer.

Was she finding animal tracks in the morning? No, she wasn't. She was collecting leaves.

What were you doing this morning?

Student Book pages 12–13

Objectives

- Talking about outdoor activities

Grammar

- Questions in past continuous tense, with answers in simple past tense

What was she doing in the morning/afternoon?/She was studying insects.

- Questions and answers in past continuous
- Was he studying insects in the morning/afternoon?/Yes, he was.*

No, he wasn't. He was identifying trees.

Vocabulary

In the woods: study insects, identify trees, pick wild strawberries, find animal tracks, explore a cave, collect leaves

Materials

Class CD1 Tracks 19–22

Student Book page 12

Warm up

1. Greet individual students. Then have students practice asking and answering: *What did Marco Polo do when he was 17? He traveled on the Silk Road.*
2. Elicit the Everybody Up Expression from Unit 1, Lesson 4: *I'm reading The Travels of Marco Polo.* Students practice the expression with their classmates using the name of a book they are reading.
3. Sing *Let's Learn How to Surf* (Class CD1 Track 15).

low on the left side showing it is morning, and the sun is high on the right side showing it is afternoon.

2. Have students point to each of the new vocabulary items in the picture before listening to the CD.
3. Play Class CD1 Track 20. Students listen, find the items in the picture, and point to them.

CD1
20

- Julie: There are so many trees here. This is a good place to collect leaves.
- Carla: I have five different leaves. How many do you have, Julie?
- Julie: I have eight leaves. They're red, green, brown, and yellow.
- Carla: I can use my book to identify the trees.
- Julie: I like that gray one. What kind of tree is it, Carla?
- Carla: Here's a picture of it. It's called a birch tree.
- Megan: What are you doing, Emma?
- Emma: I'm finding animal tracks. There are some long tracks in the mud next to this river.
- Megan: I think they're from a rabbit. Rabbits have long feet.
- Danny: Look at this cave. I can see frogs and spiders in there. Can we explore a cave, James?
- James: It's too late in the afternoon, Danny. We can explore one in the morning.
- Danny: OK. I'll bring my flashlight.
- Mike: Will you help me pick wild strawberries, Jay?
- Jay: Sorry, I'm studying insects.
- Mike: There are insects on these strawberries. You can study them.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Play Class CD1 Track 19. Students listen, point, and say along with the CD.

CD1
19

1. study insects 2. identify trees
3. pick wild strawberries 4. find animal tracks
5. explore a cave 6. collect leaves

3. Students practice on their own, using their books.

B Listen and find. Then talk about the picture.

See *Using the Big Picture*, Teacher's Book page 20.

1. Direct students to the big picture. Explain that the sun is

Jay: You're right. Those are black ants. See, they have six legs. They like strawberries a lot!

Mike: I like strawberries a lot, too.

4. Invite students to talk about what they see in the picture and practice the new vocabulary.

Student Book page 13

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What was she doing in the morning/afternoon? She was studying insects.*
2. Direct students' attention to the verb box. Say the words and have students repeat. Review the past continuous tense form.
3. Direct students to the first grammar box on page 13. Ask students what time of day it is in picture 1 (*morning*), and in picture 2 (*afternoon*).
4. Play Class CD1 Track 21. Students listen, ask, and answer along with the CD.

CD 1
21

What was she doing in the morning?
She was studying insects.

What was she doing in the afternoon?
She was studying insects.

study, studying	identify, identifying
pick, picking	find, finding
explore, exploring	collect, collecting

1. What was she doing in the morning?
She was studying insects.
2. What was she doing in the afternoon?
She was identifying trees.
3. What was he doing in the morning?
He was picking wild strawberries.
4. What was he doing in the afternoon?
He was finding animal tracks.
5. What was she doing in the morning?
She was exploring a cave.
6. What was she doing in the afternoon?
She was collecting leaves.

5. Students practice in pairs, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the pattern: *Was he studying insects in the morning? Yes, he was. Was he studying insects in the afternoon? No, he wasn't. He was exploring a cave.*
2. Present the contraction: *wasn't = was not.*

3. Direct students' attention to the second grammar box on page 13. Remind students to notice where the sun is in pictures 1–6 to see if it's morning or afternoon.
4. Play Class CD1 Track 22. Students listen, ask, and answer along with the CD.

CD 1
22

Was he studying insects in the morning?
Yes, he was.

Was he studying insects in the morning?
No, he wasn't. He was identifying trees.

Was he studying insects in the afternoon?
Yes, he was.

Was he studying insects in the afternoon?
No, he wasn't. He was identifying trees.

wasn't, was not

1. Was he studying insects in the morning?
Yes, he was.
2. Was she collecting leaves in the afternoon?
No, she wasn't. She was exploring a cave.
3. Was he picking wild strawberries in the morning?
No, he wasn't. He was collecting leaves.
4. Was she finding animal tracks in the afternoon?
Yes, she was.
5. Was he identifying trees in the morning?
Yes, he was.
6. Was she exploring a cave in the afternoon?
No, she wasn't. She was picking wild strawberries.

5. Students practice in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering: *Was she finding animal tracks in the morning? No, she wasn't. She was collecting leaves.* Students should use all of the new vocabulary.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 13: *What were you doing this morning?* Students create Everybody Up Expressions and practice them with classmates.
- **Charades** (Teacher's Book pages 22–25). Students act out a new vocabulary phrase. Classmates guess using the past continuous: (*She was studying insects.*)

Extra Practice

- Workbook pages 12–13. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 08
- iTools
- Log in for **Online Practice**

Unit 2 Camping

Lesson 2 Making Camp

Lesson 2 Making Camp

A Listen, point, and say. 23

① set up the tent ② build a campfire ③ roast fish
④ tell stories ⑤ put out the campfire ⑥ look at the stars

B Listen and say. Then practice. 24

She was setting up the tent when I arrived at the campsite.
When I arrived at the campsite, she was setting up the tent.

set → setting build → building
roast → roasting tell → telling
put → putting look → looking

Skills Reading & Writing

C Listen, ask, and answer. Then practice. 25

What were you doing when you saw the deer? I was sitting up the tent.

D Listen and read. Then answer the questions. 26

Star Camp

When I was on vacation, I went to a camp where boys and girls look at the stars. At the campsite, a boy named Jason was setting up his tent. I asked how what he was learning about the stars. "I'm learning their names and how to read a star map," said Jason. "It's a lot of fun."
"When is the best time to look at the stars?" I asked.
"The best time to look is late at night, when it's clear and not cloudy," said Jason.

1. What was Jason doing at the campsite?
2. When is the best time to see stars?
3. What is Jason learning about the stars?

E Add quotation marks. Then rewrite.
Use question marks to show when someone is speaking.

1. Hi. Welcome to the campsite!
2. I want to explore the cave, said Karen.
3. How many leaves did you collect?

Do you like to look at the stars?

Student Book pages 14–15

Objectives

- Talking about past camping activities

Grammar

- Past continuous statements with simple past tense statements

She was setting up the tent when I arrived at the campsite./When I arrived at the campsite, she was setting up the tent.

- Past continuous questions and answers

What were you doing when you saw the deer?/I was setting up the tent.

Vocabulary

Making camp: set up the tent, build a campfire, roast fish, tell stories, put out the campfire, look at the stars

Materials

Class CD1 Tracks 23–26

Student Book page 14

Warm up

- Greet the class. Students greet their classmates and ask, *What were you doing this morning?*
- Charades** (Teacher's Book pages 22–25). Review Unit 2, Lesson 1. One at a time, act out the vocabulary phrases. Students use the past continuous to guess (*She was collecting leaves*).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Introduce the new phrases. Write each phrase on the board and help students to understand it.
- Play Class CD1 Track 23. Students listen, point, and say along with the CD.

CD 1
23

- | | |
|-------------------------|----------------------|
| 1. set up the tent | 2. build a campfire |
| 3. roast fish | 4. tell stories |
| 5. put out the campfire | 6. look at the stars |

- Students practice saying the words, using their books.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

- Introduce the new patterns: *She was setting up the tent when I arrived at the campsite* and *When I arrived at the*

campsite, she was setting up the tent. Point out that the two sentences mean the same thing.

- Direct students to the grammar box on page 14. If helpful, draw a timeline to demonstrate how the verb *arrived* happened at a specific point in time during the longer event *she was setting up the tent*.
- Direct students' attention to the verb box on page 14. Say the words and have students repeat. Remind students that the past continuous form is the past tense of the *be* verb (was) plus *-ing*.
- Play Class CD1 Track 24. Students listen and say along with the CD.

CD 1
24

She was setting up the tent when I arrived at the campsite.

When I arrived at the campsite, she was setting up the tent.

set, setting build, building roast, roasting
tell, telling put, putting look, looking

- She was setting up the tent when I arrived at the campsite.
When I arrived at the campsite, she was setting up the tent.
- She was building a campfire when I arrived at the campsite.
When I arrived at the campsite, she was building a campfire.
- She was roasting fish when I arrived at the campsite.
When I arrived at the campsite, she was roasting fish.

4. He was telling stories when I arrived at the campsite.
When I arrived at the campsite, he was telling stories.
5. He was putting out the campfire when I arrived at the campsite.
When I arrived at the campsite, he was putting out the campfire.
6. He was looking at the stars when I arrived at the campsite.
When I arrived at the campsite, he was looking at the stars.

5. Students practice the pattern on their own.

Student Book page 15

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *What were you doing when you saw the deer? I was setting up the tent.*
2. Direct students to the grammar box on page 15, then play Class CD1 Track 25. Students listen, ask, and answer along with the CD.

CD 1
25

What were you doing when you saw the deer?
I was setting up the tent.

1. What were you doing when you saw the deer?
I was setting up the tent.
2. What were you doing when you saw the deer?
I was roasting fish.
3. What were you doing when you saw the deer?
I was putting out the campfire.
4. What were you doing when you saw the deer?
I was looking at the stars.
5. What were you doing when you saw the deer?
I was telling stories.
6. What were you doing when you saw the deer?
I was building a campfire.

3. Students practice in pairs, using their books.

Skills Reading & Writing

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 20.

1. Students look at the picture, talk about what they see, and about what they think the title *Star Camp* means.
2. Play Class CD1 Track 26. Students listen and read along with the CD.
3. Read each question aloud with the class. Students can answer orally or write the answers in their notebooks, using the text as a reference. Encourage students to write complete sentences.
4. Check answers together.

Answer Key

1. He was setting up his tent.
2. The best time to see stars is at night, when it's clear and not cloudy.
3. He's learning their names and how to read a star map.

E Add quotation marks. Then rewrite.



1. Call students' attention to the rule: *Use quotation marks to show when someone is speaking.* Students read the sentences and write quotation marks around words someone said. If helpful, review Activity D.
2. Read each sentence aloud with the class. Students add quotation marks to the sentences and then rewrite the sentences in their notebooks.
3. Check answers together.

Answer Key

1. "Hi. Welcome to the campsite!"
2. "I want to explore the cave," said Karen.
3. "How many leaves did you collect?"

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 15: *Do you like to look at the stars?* Students practice with their classmates.
- **Toss and Tell** (Teacher's Book pages 22–25). When they catch the beanbag, students must answer a question from Lesson 2: *What were you doing when you saw the deer?*
- **Word Roll** (Teacher's Book page 22–25). Pairs of students make dice using the phrases from Lessons 1 and 2. Students roll the dice and use the phrase on top as a cue for question and answer practice.

Extra Practice

- Workbook pages 14–15. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 09
- iTTools
- Log in for **Online Practice**

Unit 2 Camping

Lesson 3 Reading

Lesson 3 Reading

A Talk about the story. Then listen and read.  

The Cave

Danny and Mike are studying insects when they find some animal tracks. They follow the tracks to a cave. Mike takes out his flashlight and looks inside.

"Let's explore it!" says Danny. In the cave, they find more tracks. They see brown spiders, green frogs, and black ants.

The boys walk for a long time. They start to worry, but then Mike sees a way out.

"Look, Danny!" says Mike. "We should go back to the campsite."

The boys are hungry and tired. They look around but can't tell where they are.

"I think we're lost!" says Danny.

Then they hear something behind them.

"Hi, Danny. Hi, Mike," says Emma. "Where were you all day?"

"Emma! Ssh!" the boys shout.

"We got lost!" says Mike. "Which way is the campsite?"

"It's that way," says Mike. "We'll go with you."

"Thanks a lot! Is it far?" asks Mike.

"Not really," says Emma. "Look over there!"

Emma points to some trees. Mike and Danny look. The campsite is right in front of them!

Be helpful.

B Who said it? Read and circle.

1. "Which way is the campsite?"
 - a. Mike
 - b. Julie
 - c. Emma
2. "Let's explore it!"
 - a. Emma
 - b. Danny
 - c. Julie
3. "We'll go with you."
 - a. Julie
 - b. Mike
 - c. Danny
4. "Is it far?"
 - a. Danny
 - b. Emma
 - c. Mike

C Sing. 

Which Way Is the Coffee Shop?

Which way is the coffee shop? It's that way. Thanks a lot! Which way is Mexico? Sorry, I don't know.

Which way is the city zoo? It's over there. We'll go with you. Thank you! Thank you! Thank you! Thanks a lot!

D Listen and say. Then act.  

Which way is the campsite? → It's that way. → Thanks a lot!

Which way is your house? → Sorry, I don't know. → Thanks anyway.

Student Book pages 16–17

Objectives

- Asking for help with directions

Vocabulary

Story: follow, way out, shout, far

Conversation

- Which way is the campsite?

It's that way.

Thanks a lot!

- Which way is the campsite?

Sorry, I don't know.

Thanks, anyway.

Value

Be helpful.

Materials

Class CD1 Tracks 27–29

Student Book page 16

Warm up

1. Greet the class. Then start a conversation chain to practice: *What were you doing last night?* Begin the chain by asking S1, then S1 asks S2, and so on.
2. **Picture Pieces.** Review camping vocabulary from Lessons 1 and 2. Slowly draw a vocabulary item and have students try to guess the answer before you finish.
3. Review Unit 1, Lesson 2 grammar. Write the six vocabulary phrases on the board. Ask S1 *What were you doing when you saw the deer?* and point to a phrase. S1 uses the phrase as a prompt, *I was telling stories.* Then point to a different phrase for S2's turn.

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story.
2. Introduce the new words. Write each word on the board. Have students guess the meaning of the words from context and compare their answers with a partner. Check answers with the class.
3. Play Class CD1 Track 27. Students listen and read along with the CD.

4. Read the story aloud with the students. Then direct students' attention to the value *Be helpful* and play the track again. Students listen and read along.
5. Tell students they will rewrite the ending of the story. Have students read the story on their own and then change the last five lines after Mike asks *Where is the campsite?* Give students a few minutes to write. Go around and help as needed. Then elicit story endings from the class.

Student Book page 17

B Who said it? Read and circle.

1. Students read the quotations and circle the name of the speaker.
2. Read each sentence aloud with the class. Students can answer orally or they can write the answers in their notebooks, using Activity A as a reference.
3. Check answers together.

Answer Key

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

C Sing.

See *Teaching Songs*, Teacher's Book page 21.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 28. Students listen and sing along with the CD.

CD 1
28

Which Way Is the Coffee Shop?

Which way is the coffee shop?

It's that way.

Thanks a lot!

Which way is Mexico?

Sorry, I don't know.

Which way is the city zoo?

It's over there. We'll go with you.

Thank you! Thank you! Thank you! Thanks a lot!

Which way is the coffee shop?

It's that way.

Thanks a lot!

Which way is Mexico?

Sorry, I don't know.

Which way is the city zoo?

It's over there. We'll go with you.

Thank you! Thank you! Thank you! Thanks a lot!

Thank you! Thank you! Thank you! Thanks a lot!

- Students sing the song again, gesturing as appropriate.
- Divide the class into two groups. One group sings the questions and the other group sings the answers. Switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 21.

- Students read and act out the different conversations in the speech bubbles.
- Play Class CD1 Track 29. Students listen and say with the CD.

CD 1
29

Which way is the campsite?

It's that way.

Thanks a lot!

Which way is the campsite?

Sorry, I don't know.

Thanks, anyway.

- Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Games and Activities

- Everybody Up!** Direct students' attention to the *Everybody Up Friend* on page 17: *Which way is your house?* Students practice the expression with their classmates.
- Finish the Story** (Teacher's Book pages 22–25). Copy the key sentences from the story on page 16, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- Order the Text** (Teacher's Book pages 22–25). Write out the key sentences from the story on strips of paper. Give one complete set of strips to each student. Read the passage aloud. Students listen and put the strips in order.
- Student pairs work together to plan and illustrate scenes that fit the Lesson 3 value *Be helpful*. Prompt students by asking how they can be helpful when camping or who they help at home. Have students write a sentence or a dialogue about their drawing as in Activity D. Finished drawings can be presented to the class.

Extra Practice

- Workbook pages 16–17. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 10
- Unit 2, Lesson 3 Worksheet, Teacher's Book page 116. See Teacher's Book page 112 for instructions.
- iTools
- Log in for  **Online Practice**

Unit 2 Camping

Lesson 4 Plants

Lesson 4 Plants

A Listen, point, and say.

oxygen seed size
root underground stem

B Listen and read.

The Parts of a Plant

People need plants to live. Plants give us food, clothing, and oxygen. There are over 250,000 kinds of plants in the world. Trees, flowers, and grass are all plants. Green plants need sun and water to grow.

A plant has six parts. Each part has a job to do.

Seeds
Seeds come in many shapes and sizes. When seeds are in the earth, they grow and become new plants.

Roots
The roots of a plant usually grow underground. They take in food and water for the plant.

Stem
The stem grows up from the roots and helps the plant to stand. It stores food and brings water to other parts of the plant.

Leaves
Leaves grow out of the stem. They use the sun to make food for the plant.

Flowers
Many flowers are colorful. They help the plant to make seeds.

Fruit
Some plants give fruit, which has seeds in them. Apples, oranges, and tomatoes are all fruit.

C Answer the questions.

- Which part of the plant helps to make seeds?
- How many kinds of plants are there?
- Where do roots usually grow?
- Which part of a plant can you find in an apple?

D Write.

E Look at D. Ask and answer.

Which parts of the plant are these?
Those are the seeds.
What do they do?
They grow and become new plants.

F What about you? Ask and answer.

- Do you have plants at home?
- What's your favorite fruit?
- What flowers grow in your country?

Skills Tip
Use headings to find information.

Student Book pages 18-19

Objectives

- Identifying and talking about parts of a plant

Grammar

- Questions with *these/those*
Which parts of the plant are these?
Those are the seeds.
- What questions with *do*
What do they do?
They grow and become new plants.

Vocabulary

Plants: oxygen, seed, size, root, underground, stem

Materials

Class CD1 Tracks 30-31

Student Book page 18

School Subject Connection: Science



Lesson 4 is a cross-curricular lesson with a connection to science. Ask students to tell you about their science classes. If possible, bring to class some potted plants. Let students talk about them and point out the plant parts. Bring in different fruits and cut them open for the students to identify their parts, and then eat! If possible, bring in seeds for students to plant in the classroom. Create charts to keep track of the plants' growth.

Warm up

- Greet the class. Then ask a few individual students *How were you helpful yesterday?* Next, students greet their classmates and ask how they were helpful.
- Elicit the Everybody Up Expression from Unit 2, Lesson 3: *Which way is your house?* Students practice the expression with their classmates.
- Sing *Which Way Is the Coffee Shop?* (Class CD1 Track 28).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Introduce the new words. Write each word on the board and help students to understand it.
- Play Class CD1 Track 30. Students listen, point to the words, and say along with the CD.

CD 1
30

- | | | |
|-----------|----------------|---------|
| 1. oxygen | 2. seed | 3. size |
| 4. root | 5. underground | 6. stem |

- Students practice saying the new vocabulary on their own, using their books.

B Listen and read.

- Students look at the pictures and talk about what they see. Students say what they think the title *The Parts of a Plant* means.
- Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the text.
- Play Class CD1 Track 31. Students listen and read aloud with the CD.
- Play the track again. Students listen and read along silently.
- Students read the passage on their own.
- Students read parts of the passage aloud, alone or in small groups.

Student Book page 19

C Answer the questions.



- Students read the questions and answer them. Read each question aloud with the class.

- Call students' attention to the Skills Tip. Read it aloud with the class: *Use headings to find information.* Explain that a *heading* is like the title of a paragraph. Demonstrate the tip with an example from the text in Activity B.
- Students answer the questions orally in or in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

- The flowers help the plant to make seeds.
- There are over 250,000 kinds of plants.
- Roots usually grow underground.
- You can find seeds in an apple.

D Write.



- Direct students' attention to the diagram on page 19. Have students talk about what they see.
- Students write the names of the plant parts in the correct places. Remind students they can use the pictures and headings in Activity B to help them label the diagram.
- Students can answer orally or write the answers in their notebooks. Encourage students to use complete sentences in their answers.
- Check the answers together.

Answer Key

- | | | |
|-----------|----------|----------|
| 1. seeds | 2. fruit | 3. stem |
| 4. flower | 5. leaf | 6. roots |

E Look at D. Ask and answer.



Student pairs look at the pictures in Activity D and practice the language pattern in the speech bubbles: *Which parts of the plant are these? Those are the seeds. And What do they do? They grow and become new plants.*

F What about you? Ask and answer.



- Read the questions with the class.
- Model each question with a few students, allowing students to respond in their own (appropriate) ways.
- Student pairs practice the questions and then switch roles.

Answer Key

Possible Answers

- Yes. We have plants in the windows in our house.
- My favorite fruit is bananas.
- In my country there are many colorful flowers.

Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 19: *What do you like to plant?* Students practice the expression with their classmates.
- What's Missing?** (Teacher's Book pages 22–25). Write five of the six new plant part words on the board. Students name the word that's missing.
- Listen and Draw** (Teacher's Book pages 22–25). Describe a plant, part by part, and have students draw each part as you say it. Don't say one part. After you are finished, ask students to name the missing part.
- Two Truths and a Lie** (Teacher's Book pages 22–25). Tell the class about a plant you have. Describe its parts and what they do. Make three statements, one of which is obviously wrong. For example, *My apple is a fruit. It has seeds inside it. All plants have fruit.* Students listen without interrupting and then identify which statement is the "lie" (*All plants have fruit*).

Extra Practice

- Workbook pages 18–19. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 13
- Unit 2, Lesson 4 Worksheet, Teacher's Book page 117. See Teacher's Book page 112 for instructions.
- Unit 2 Test, Teacher's Book pages 134–135. See Teacher's Book pages 130–131 for instructions and page 156 for the answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Review 1

Review 1

A Listen and circle. 32+

- a. building a campfire b. setting up the tent c. putting out the campfire
- a. learned how to dive b. slept late c. read a lot of books
- a. seeds b. roots c. leaves
- a. wide-awake b. nervous c. confident
- a. silk b. returned c. became famous
- a. picking wild strawberries b. collecting leaves c. studying insects

B Talk about these topics. 32+

activities

feelings

travel and trade

being in the woods

making camp

plants

C Talk with your partner. 32+

- Come on! Let's _____.
- Which way is the _____?

No, thanks. I'd rather

Sorry, I don't know

OK.

Thanks, anyway.

Skills

A Read. Then answer. 33+

How Scouting Started

In 1908, Robert Baden-Powell wrote a book called *Scouting for Boys*. When boys and girls read it, many of them wanted to become scouts. The book showed them how to be safe and confident in the woods. They learned how to camp, hike, and find animal tracks. They also learned how to identify trees and build a campfire.

People in countries around the world read the book and started scouting groups. Today there are groups in 218 countries. They teach camping, sports, and many other activities. Scouting is now over one hundred years old, and more young people become scouts every year.

- What did Robert Baden-Powell do in 1908?
- How many countries have scouting groups?
- What are three things scouts learned from Robert Baden-Powell's book?

B Underline the book titles. Then rewrite.

Underline the titles of books.

- Robert Baden-Powell wrote *Scouting for Boys* in 1908.
- In *The Adventures of Tom Sawyer*, a boy named Tom explores a cave.
- Little Women* is a story about four sisters.

C Listen and number. 34+

1

2

3

4

D Talk with your partner. 34+

- What do you do when you go camping or hiking?
- What kinds of books do you like to read?

- Review Language**
- Units 1 and 2 grammar and vocabulary
- Reading**
- *How Scouting Started*
- Skills**
- Building reading, writing, listening, and speaking skills
- Materials**
- Class CD1 Tracks 32–34

Student Book pages 20–21

Student Book page 20

Warm up

- Greet the class. Greet a student and ask *What's your favorite fruit?* Students practice with their classmates.
- Sing *Which Way Is the Coffee Shop?* (CD1, Track 28).
- Read aloud the Units 1 and 2 vocabulary. Students use the words in sentences.

A Listen and circle.

See *Teaching Reviews*, Teacher's Book page 21.

- Students listen to a conversation and circle the word or phrase they hear. Have students read the phrases.
- Play Class CD1 Track 32. Students listen and circle.

- CD 1 32+
- He was putting out the campfire when I arrived at the campsite.
 - What did she do when she was on vacation? She learned how to dive.
 - Which parts of the plant are these? Those are the roots.
 - I felt wide-awake, but he felt sleepy.
 - What did Marco Polo do when he was 41? He returned to Italy.
 - Was she studying insects in the afternoon? Yes, she was.

Answer Key

1. c 2. a 3. b 4. a 5. b 6. c

B Talk about these topics.

Students discuss the pictures using the following:

- Activities:** *She (read a lot of books) when she was on vacation. What did she do when she was on vacation?*
- Feelings:** *How did you feel when you (acted in the play)? I felt (relaxed), but he felt (nervous).*
- Travel and trade:** *What did Marco Polo do when he was 17? He traveled on the Silk Road.*
- Being in the woods:** *What was she doing in the (afternoon)? She was (picking wild strawberries).*
- Making camp:** *She was (telling stories) when I arrived at the campsite. What were you doing when she arrived at the campsite? I was (roasting fish).*
- Plants:** *People need plants to live. A plant has six parts. The roots of a plant are underground. Leaves grow out of the stem.*

C Talk with your partner.

- Students read and fill in the blanks.
- Model conversations with students.
- Student pairs practice the conversations.

Answer Key

- Come on! Let's (learn how to surf).
No, thanks. I'd rather (play video games)./OK.
- Which way is the (campsite)?
Sorry, I don't know./Thanks, anyway.

Student Book page 21

A Read. Then answer.

- Students look at the picture, read the title and the questions, and then discuss what they think the text will be about.
- Play Class CD1 Track 33. Students listen and read with the CD. Play the track again.
- Read each question aloud with the class. Students can answer orally or write the answers in their notebooks. Encourage students to use complete sentences.
- Check answers together.

Answer Key

- In 1908, Robert Baden-Powell wrote *Scouting for Boys*.
- Today, 218 countries have scouting groups.
- Scouts learned how to camp, hike, and find animal tracks from Robert Baden-Powell's book.

B Underline the book titles. Then rewrite.

- Call students' attention to the rule: *Underline the titles of books*. Explain that when typed or printed, titles appear in italics. When written out by hand, titles are underlined.
- Read each statement aloud with the class. Students answer orally then write their answers in a notebook.
- Check answers together.

Answer Key

- Robert Baden-Powell wrote Scouting for Boys in 1908.
- In The Adventures of Tom Sawyer, a boy named Tom explores a cave.
- Little Women is a story about four sisters.

C Listen and number.

- Play Class CD1 Track 34. Students listen and number the pictures.

CD 1
34

- In 1908, Robert Baden-Powell wrote a book called *Scouting for Boys*.
- They learned how to camp, hike, and find animal tracks.
- They also learned how to identify trees and build a campfire.
- People in countries around the world read the book and started scouting groups.

- Play the track again. Students listen and check their answers.
- Check answers together.

Answer Key

- | | |
|--------------|--------------|
| 1. Picture 3 | 2. Picture 2 |
| 3. Picture 4 | 4. Picture 1 |

D Talk with your partner.



- Read the questions with the class.
- Model each question with a few students, allowing students to respond in their own (appropriate) ways.
- Student pairs ask and answer the questions and then switch roles.

Answer Key

Possible Answers

- When I go camping, I like to build a campfire.
- I like to read mystery books and science books.

Games and Activities

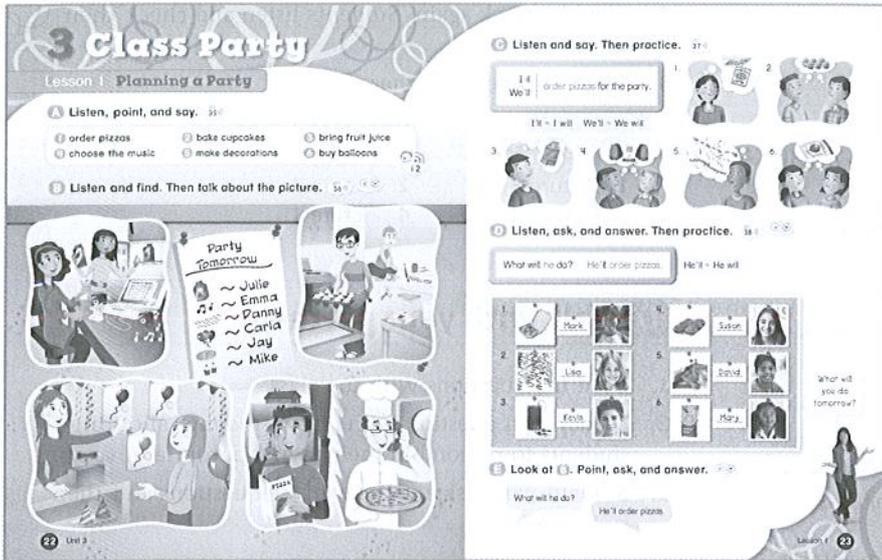
- Categories** (Teacher's Book pages 22–25). Use categories from Units 1 and 2, such as Vacation, Travel and Trade/Marco Polo, Camping, and Plants.

Extra Practice

- Workbook pages 20–21. See Teacher's Book pages 100–111 for instructions and answer key.
- iTools
- Log in for **Online Practice**

Unit 3 Class Party

Lesson 1 Planning a Party



Student Book pages 22–23

Objectives

- Talking about future plans

Grammar

- Simple future tense with *will* for intention
I'll order pizzas for the party.
We'll order pizzas for the party.
- Simple future tense with *will* for prediction
What will he do?
He'll order the pizzas.

Vocabulary

Planning a party: order pizzas, bake cupcakes, bring fruit juice, choose the music, make decorations, buy balloons

Materials

Class CD1 Tracks 35–38

Student Book page 22

Warm up

1. Greet students. Have students practice the question and answer from Unit 2, Lesson 1: *What were you doing this morning? I was (doing my homework).*
2. **Picture Pieces.** Review parts of a plant from Unit 1, Lesson 4. Slowly draw a part of a plant. Students try to guess what it is before you finish: *That's (a root)!*
3. Sing *Which Way Is the Coffee Shop?* (Class CD1 Track 28).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Link the language. Write the word "order" on the board and ask *What do we order?* Students reply *We order (pizzas).* Do the same for the other words.
3. Play Class CD1 Track 35. Students listen, point, and say along with the CD.

CD1
35

1. order pizzas
2. bake cupcakes
3. bring fruit juice
4. choose the music

5. make decorations
6. buy balloons

4. Students practice on their own, using their books.

B Listen and find. Then talk about the picture.

See *Using the Big Picture*, Teacher's Book page 20.

1. Direct students' attention to the big picture. Students find and point to each of the new vocabulary items in the picture on their own before listening to the CD.
2. Play Class CD1 Track 36. Students listen, find the items in the picture, and point to them.

CD1
36

- Julie: I'm bringing fruit juice for the party tomorrow. What kind of juice do you like, Emma?
- Emma: I like grape juice, but our teacher likes apple juice.
- Julie: I'll bring grape juice and apple juice! What are you doing for the party?
- Emma: I'm choosing the music. Do you like this song?
- Julie: It's fine, but I like slower songs.
- Emma: OK. I'll choose some slow songs and some fast ones, too.
- Jay: Hello. Is this Sammy's Pizza Restaurant?
- Man: Yes, this is Sammy's.
- Jay: I'd like to order six pizzas, please.
- Man: What kind of pizzas do you want?

Unit 3 Class Party

Lesson 2 Starting a Party

Lesson 2 Starting a Party

A Listen, point, and say. 39

1 pour the juice 2 serve the pizzas 3 set up the music
 4 blow up the balloons 5 put up the decorations 6 put out the cupcakes

B Listen, ask, and answer. Then practice. 40

Will she pour the juice? Yes, she will. No, she won't. won't = will not

C Listen, ask, and answer. Then practice. 41

Who will pour the juice? They will.

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

Skills Listening & Speaking

D Listen. Then answer the questions. 42

1. Who will put out the cupcakes?
 a. Lisa will.
 b. Mark will.
 c. Mr. Wilson will.

2. Who will pour the juice?
 a. Jake will.
 b. Jake and Sara will.
 c. Sara will.

3. Who will set up the music?
 a. Rachel will.
 b. Jeff will.
 c. Rachel and Jeff will.

4. Who will blow up the balloons?
 a. David will.
 b. Jason will.
 c. David and Jason will.

E Talk with your classmates. Fill in the chart. 43

Name	Pour the juice	Serve the pizzas	Put up the decorations	Set up the music

Will you come to my party?

Student Book pages 24–25

Objectives

- Talking about future plans

Grammar

- Simple future tense questions with *will*
Will she pour the juice?
Yes, she will.
No, she won't.
- Simple future tense questions with *who*
Who will pour the juice?
They will.

Vocabulary

Starting a party: pour the juice, serve the pizzas, set up the music, blow up the balloons, put up the decorations, put out the cupcakes

Materials

Class CD1 Tracks 39–42

Student Book page 24

Warm up

1. Greet the class. Students can greet their classmates and ask, *Hi. What will you do (this morning)?*
2. Review the Everybody Up Expression from Unit 3, Lesson 1: *What will you do tomorrow?* Have students practice the expression with their classmates.
3. **Toss and Tell** (Teacher's Book pages 22–25). Review Unit 3, Lesson 1 grammar and vocabulary. Write the six vocabulary words on the board. Ask *What will (Max) do?* and point to one of the words. The class answers *He'll (choose the music).*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Link the language. Ask students questions about the new vocabulary words. *What's a small cake? A cupcake. What goes in a cup? Juice.*
3. Play Class CD1 Track 39. Students listen, point, and say along with the CD.

CD 1
39

- | | |
|---------------------------|-------------------------|
| 1. pour the juice | 2. serve the pizzas |
| 3. set up the music | 4. blow up the balloons |
| 5. put up the decorations | 6. put out the cupcakes |

4. Students practice saying the words, using their books.

B Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Will she pour the juice? Yes, she will./No, she won't.*
2. Present the contraction: *won't = will not.*
3. Direct students to the grammar box on page 24. Explain that the future tense question with *will* is asking if something is going to happen in the future.
4. Play Class CD1 Track 40. Students listen, ask, and answer along with the CD.

CD 1
40

Will she pour the juice? Yes, she will.

Will she pour the juice? No, she won't.

won't, will not

1. Will she pour the juice? Yes, she will.
2. Will he pour the juice? No, he won't.
Will he serve the pizzas? Yes, he will.
3. Will she set up the music? Yes, she will.
4. Will she set up the music? No, she won't.
Will she blow up the balloons? Yes, she will.
5. Will he put up the decorations? Yes, he will.
6. Will he put up the decorations? No, he won't.
Will he put out the cupcakes? Yes, he will.

5. Students practice in pairs, using their books.

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the pattern: *Who will pour the juice? They will.* Explain that *they* can be replaced with *he* or *she*.
2. Direct students to the grammar box on page 25.
3. Play Class CD1 Track 41. Students listen, ask, and answer along with the CD.

CD1
41

Who will pour the juice? They will.

1. Who will pour the juice? He will.
2. Who will put out the cupcakes? They will.
3. Who will serve the pizzas? She will.
4. Who will set up the music? He will.
5. Who will blow up the balloons? They will.
6. Who will put up the decorations? She will.

4. Students practice in pairs, using their books.

Skills Listening & Speaking

D Listen. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 20.

1. Have students read the questions and answers.
2. Play Class CD1 Track 42. Students listen and circle the answers.

CD1
42

1. Mr. Wilson: Lisa, will you put out the cupcakes for the party?

Lisa: Sure, Mr. Wilson.

Mr. Wilson: Mark, will you serve the pizzas?

Mark: OK, Mr. Wilson!

Who will put out the cupcakes?

2. Sara is having a party. Her friend Jake will play the music. Sara will pour the juice.

Who will pour the juice?

3. Mom: Rachel, will you serve the pizzas for the party?

Rachel: OK, Mom!

Mom: Jeff, will you set up the music?

Jeff: Sure, Mom.

Who will set up the music?

4. David's class is having a party. David will blow up the balloons. Jason will put up the decorations.

Who will blow up the balloons?

3. Play the CD again for students to check their answers.
4. Check answers together.

Answer Key

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

E Talk with your classmates. Fill in the chart.



1. Direct students to the chart on page 25. Have them write their names on the first line and check one of the columns.
2. Students circulate and find classmates who will do the other things on the chart. Students ask *Will you (serve the pizza)?* until they find someone who has that checked. They can also ask *Who will (put up the decorations)?* to find out if their classmates know who has chosen that task. The first person to complete the chart wins.
3. Confirm the winner's answers by asking, *Who will (pour the juice)?* The winner says *(Alex) will (pour the juice)* to confirm the names on his or her chart.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 25: *Will you come to my party?* Students practice with their classmates.
- **BINGO** (Teacher's Book pages 22–25). Students write a classmate's name in each of the nine squares. Use students' names to make statements such as *(Jane) will set up the music*. Students write the statements under the names of their classmates. The first student to get three across or diagonally calls *BINGO!* Confirm the winning student's answers by asking *Who will set up the music?*
- **Brainstorm** (Teacher's Book pages 22–25). In small groups students brainstorm as many words as they can think of to go with the new verbs: *pour, serve, play, put up, and put out*.

Extra Practice

- Workbook pages 24–25. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 13
- iTools
- Log in for **Online Practice**

Unit 3 Class Party

Lesson 3 Reading

Lesson 3 Reading

A Talk about the story. Then listen and read.

It's Not Safe!

The Garcia family is planning a surprise party for Ana's birthday. Mrs. Garcia will put up the decorations. Emma will bake the cupcakes, and Tommy will choose the music. Mr. Garcia will pour the juice.

"Tommy, we're out of juice," says Mr. Garcia. "Could you get some more?"

"Sure, Dad. No problem," says Tommy.

"Thanks," says Mr. Garcia.

"Can I go with you?" asks Emma. "I need eggs for the cupcakes."

"Sure, Emma," says Tommy.

Tommy and Emma walk down the street. Emma isn't a busy.

"Let's walk across the highway," she says. "We'll get there faster!"

"It's not safe!" says Tommy. "We should walk at the crosswalk."

Emma doesn't listen. She tries to walk across the highway, but the cars are going fast.

"Whoa! You're right, Tommy!" she says. "It's not safe!"

Tommy and Emma use the crosswalk and go to the store. They buy eggs and juice, and then walk back home. When they get there, Mr. Garcia is waiting.

"What took you so long?" asks Mr. Garcia.

"We took the long way," says Emma. "But we were safe!"

B Read and circle.

- Tommy wants to walk across the highway. True False
- Emma needs eggs for the cupcakes. True False
- Mr. Garcia will choose the music for the party. True False
- Tommy and Emma buy eggs and juice. True False

C Sing.

We're Out of Juice

We're out of juice. Could you get some more?
Could you go to the supermarket?
Sure, no problem. I'll go get some juice.
Great. Thanks.

We're out of lemonade. Could you get some more?
Could you go to the supermarket?
Sorry, I can't right now. I'm busy.
Hey, that's OK. Thanks, anyway.

D Listen and say. Then act.

We're out of juice. Could you get some more? → Sure, no problem. → Thanks.

I can't right now. I'm busy. → That's OK.

We're out of lemonade. I'll get some more!

Be safe.

Student Book pages 26–27

Objectives

- Talking about planning a party
- Talking about traffic safety

Conversation

- We're out of juice. Could you get some more?*
Sure, no problem.
Thanks.
- We're out of juice. Could you get some more?*
I can't right now. I'm busy.
That's OK.

Value

Be safe.

Materials

Class CD1 Tracks 43–45

Student Book page 26

Warm up

- Greet the class. Ask individual students *How are you today?* Have students greet their classmates.
- Review camping vocabulary for all previously learned camping phrases from Lesson 1 and 2.
- Toss and Tell** (Teacher's Book pages 22–25). Review Unit 3, Lesson 2 grammar and vocabulary. For this version, write the six vocabulary phrases on the board, and next to them write the names of six students. Point to a vocabulary phrase as a cue (*serve pizzas—Maria*), and ask *Will (Maria) pour the juice?* The class answers *No, she won't. She'll serve the pizzas.*

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

- Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story. Have students say what they think the title *It's Not Safe!* means.
- Point out the new words in blue: *planning*, *down*, *highway*, and *crosswalk*. Have students work in pairs to guess the meaning from context.
- Play Class CD1 Track 43. Students listen and read along with the CD.

- Read the story aloud with the students. Then direct students' attention to the value *Be safe* and play the track again. Students listen and read along.
- Have pairs discuss the guesses they made about the new words. Were they correct? Or have their ideas changed? Have pairs use each new word in a sentence. Encourage students to use complete sentences.

Student Book page 27

B Read and circle.

- Students circle *True* if the statement is correct and *False* if it is not correct.
- Read each sentence aloud with the class. Students can answer orally or they can write the answers in their notebooks, using Activity A as a reference.
- Check answers together. Have students correct the false statements.

Answer Key

- | | |
|----------|---------|
| 1. False | 2. True |
| 3. False | 4. True |

C Sing.

See *Teaching Songs*, Teacher's Book page 21.

- Read the song lyrics with the students.
- Play Class CD1 Track 44. Students listen and sing along with the CD.

CD 1
44

We're Out of Juice

We're out of juice. Could you get some more?

Could you go to the supermarket?

Sure, no problem. I'll go get some juice.

Great. Thanks.

We're out of lemonade. Could you get some more?

Could you go to the supermarket?

Sorry. I can't right now. I'm busy.

Hey, that's OK. Thanks, anyway.

We're out of milk. Could you get some more?

Could you go to the supermarket?

Sure, no problem. I'll go get some milk.

Great. Thanks.

We're out of soda. Could you get some more?

Could you go to the supermarket?

Sorry. I can't right now. I'm busy.

Hey, that's OK.

Thanks, anyway.

- Students sing the song again, gesturing as appropriate.
- Divide the class into two groups. One group sings the questions and the other group sings the answers. Switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 21.

- Students read and act out the different conversations in the speech bubbles.
- Play Class CD1 Track 45. Students listen and say with the CD.

CD 1
45

We're out of juice. Could you get some more?

Sure, no problem.

Thanks.

We're out of juice. Could you get some more?

I can't right now. I'm busy.

That's OK.

- Student pairs rehearse and act out the conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 27: *We're out of lemonade. I'll get some more!* Students practice the expression with their classmates.
- Circles** (Teacher's Book pages 22–25). Students practice the language from Activity D. Encourage them to name different drinks and foods, and to give different reasons for being busy.
- Order the Text** (Teacher's Book pages 22–25). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- Student pairs work together to create a poster that illustrates the value *Be safe*. Prompt students by asking how they can be safe when they are outside. Students draw a picture and write about how to be safe, for example, *Cross the street at the crosswalk*. Finished drawings can be presented to the class.

Extra Practice

- Workbook pages 26–27. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 14
- Unit 3, Lesson 3 Worksheet, Teacher's Book page 118. See Teacher's Book page 112 for instructions.
- iTools
- Log in for **Online Practice**

Unit 3 Class Party

Lesson 4 Celebrations

Lesson 4 Celebrations

A Listen, point, and say.

1. celebrate 2. season 3. tradition
4. delicious 5. child 6. samba parade

B Listen and read.

A Year of Celebrations
People around the world like to celebrate. In each season, there are different celebrations. Every celebration has special traditions.

In the winter, people in China will celebrate the Lunar New Year. Families will clean their homes, put up decorations, and serve delicious food. Children will get a gift of money, called *hong bao*, from their parents.

In the spring, people in Japan will celebrate Children's Day. They'll put fish decorations, called *koinobori*, on their homes. Children will eat good food and play games.

In the summer, people in Brazil will celebrate Carnival. They'll watch singers and dancers in the samba parade. The music will be great!

In the fall, people in South Korea will celebrate Chuseok. Many people will return to their homes, eat rice cakes, and wear traditional clothes. Families will give thanks for their food.

C Answer the questions.

- Who will people watch in the samba parade?
- What will children get from their parents for the Lunar New Year?
- What will people wear for Chuseok?
- What kind of decorations will people put up on Children's Day?

D Fill in the chart.

Carnival winter samba parade South Korea Children's Day fall gift of money Japan

Country	Season	Celebration	Tradition
China		Lunar New Year	
	spring		fish decorations
Brazil	summer		
		Chuseok	rice cakes

E Look at B. Ask and answer.

What will people in Japan do in the spring?
They'll celebrate Children's Day.

What will you celebrate in the fall?
I'll celebrate Chuseok.

F What about you? Ask and answer.

- What do you celebrate?
- When do you celebrate?
- How do you celebrate?

Student Book pages 28–29

Objectives

- Talking about seasonal celebrations around the world

Grammar

- Simple future tense questions with *will*

What will people in Japan do in the spring?

They'll celebrate Children's Day.

Vocabulary

Celebrations: celebrate, season, tradition, delicious, child, samba parade

Materials

Class CD1 Tracks 46–47

Student Book page 28

School Subject Connection: Social Studies



Lesson 4 is a cross-curricular lesson with a connection to social studies. Students discuss the pictures on pages 28–29. Go over the seasons. Which months of the year are in each season? Students look at the pictured holidays and guess the season. Ask students what holidays they celebrate. Make a list. What are their favorite holidays? What do they do for them? Is there special food? Are there any activities or games? Plan a class party for an upcoming holiday. Have students volunteer to bring in food and decorations.

Warm up

- Greet the class. Then ask a few students *What did you do that was safe yesterday?* Next, students ask their classmates what they did that was safe.
- Elicit the Everybody Up Expression from Unit 3, Lesson 3: *We're out of lemonade. I'll get some more!* Students practice the expression with their classmates.
- Sing *We're Out of Juice* (Class CD1 Track 44).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Introduce the new words. Write each word on the board and help students to understand it.

- Play Class CD1 Track 46. Students listen, point to the words, and say along with the CD.

CD 1
46

- celebrate
- season
- tradition
- delicious
- child
- samba parade

- Students practice saying the new vocabulary on their own, using their books.

B Listen and read.

- Students look at the pictures and talk about what they see. Students say what they think the title *A Year of Celebrations* means.
- Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the reading.
- Play Class CD1 Track 47. Students listen and read along with the CD.
- Play the track again. Students listen and read along.
- Students read the passage on their own.
- Students read parts of the passage aloud, alone or in small groups.

Student Book page 29

C Answer the questions.

- Read each question aloud with the class.

- Call students' attention to the Skills Tip. Read it aloud with the class: *Pictures can help you understand the reading.* Demonstrate the tip with an example from the text in Activity B.
- Students answer the questions orally or write the answers in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

- People in Brazil will watch singers and dancers in the samba parade.
- Children will get gifts of money from their parents for the Lunar New Year.
- For Chuseok, people will wear traditional clothes.
- For Children's Day, people will put up fish decorations.

D Fill in the chart.

- Direct students' attention to the chart on page 29. Have students talk about what they see.
- Students write the words in the correct places, using the pictures and headings in Activity B to help them.
- Students can answer orally or write the answers in their notebooks.
- Check the answers together.

Answer Key

Country:	China, Japan, Brazil, South Korea
Season:	winter, spring, summer, fall
Celebration:	Lunar New Year, Children's Day, Carnival, Chuseok
Tradition:	gift of money, fish decorations, samba parade, rice cakes

E Look at D. Ask and answer.



Student pairs look at the chart in Activity D and practice the language pattern in the speech bubbles: *What will people in Japan do in the spring? They'll celebrate Children's Day.*

F What about you? Ask and answer.



- Read the questions with the class.
- Model each question with a few students, allowing students to respond in their own (appropriate) ways.
- Student pairs practice the questions and then switch roles.

Answer Key

Possible Answers

- We celebrate birthdays and the New Year.
- We celebrate on December 31st in winter.
- We have a big family party and eat a lot of food. Then we play video games.

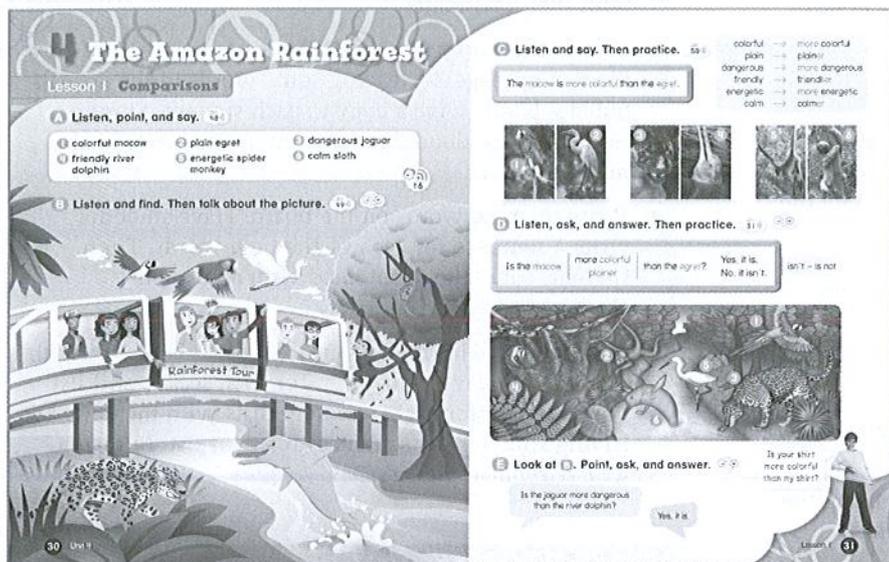
Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 29: *What will you celebrate in the fall?* Students practice the expression with their classmates.
- Finish the Story** (Teacher's Book pages 22–25). Copy the text on page 28, leaving some words in the speech bubbles blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- Write the new words on the board. Have students write a sentence for each of the new words. Then students share their sentences with a partner.
- Brainstorm** (Teacher's Book pages 22–25). Have students work in small groups. Students come up with as many holidays as they can for each season and list the traditions for each. Compare lists with the class by having students say sentences for their list: *In spring, we'll celebrate Children's Day.*

Extra Practice

- Workbook pages 28–29. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 15
- Unit 3, Lesson 4 Worksheet, Teacher's Book page 119. See Teacher's Book page 112 for instructions.
- Unit 3 Test, Teacher's Book pages 136–137. See Teacher's Book pages 130–131 for instructions and page 156 for the answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Unit 4 The Amazon Rainforest Comparisons Lesson 1



Student Book pages 30–31

Objectives

- Comparing animals

Grammar

- Comparatives with long and short adjectives
The macaw is more colorful than the egret.
- Questions with comparatives
Is the macaw more colorful than the egret?
Yes, it is.
No, it isn't.

Vocabulary

Comparisons: colorful macaw, plain egret, dangerous jaguar, friendly river dolphin, energetic spider monkey, calm sloth

Materials

Class CD1 Track 48–51

Student Book page 30

Warm up

1. Greet individual students saying *Good (morning), (Dan). What will you do after class?*
2. Elicit the Everybody Up Expression from Unit 3, Lesson 4: *What will you celebrate in the fall?* Students practice with their classmates.
3. Sing *We're Out of Juice* (Class CD1 Track 44).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Explain that the adjectives are opposite pairs: *colorful/plain*, *dangerous/friendly*, *energetic/calm*. Ask about other animals: *Is the turtle calm? Yes, it is.*
3. Play Class CD1 Track 48. Students listen, point, and say along with the CD.

CD 1
48

1. colorful macaw
2. plain egret
3. dangerous jaguar
4. friendly river dolphin
5. energetic spider monkey
6. calm sloth

4. Students practice the words on their own, using their books.

B Listen and find. Then talk about the picture.



See *Using the Big Picture*, Teacher's Book page 20.

1. Direct students' attention to the big picture. Students find and point to each of the new vocabulary items in the picture on their own before listening to the CD.
2. Play Class CD1 Track 49. Students listen, find the items in the picture, and point to them.

CD 1
49

- Emma: Julie, look at that dolphin!
- Julie: Wow, it's pink! Excuse me, sir. What kind of dolphin is that?
- Man: That's a river dolphin. They're very friendly. They live in South America.
- Emma: There's a big cat next to the river. It looks dangerous.
- Man: That's a jaguar. It's smaller than a lion or a tiger, but it is dangerous.
- Carla: Is that yellow and blue bird a macaw? It has colorful feathers.
- Jay: Yes, it is. We learned about them in school. There are eighteen different kinds of macaws.
- Carla: There's a red and green one over there. I'm going to take a picture of it!
- Jay: What kind of bird is that, Ms. Spelling? It's white and has long wings.

Ms. Spelling: Here it is in our book. It's called an egret. They eat fish and frogs.

Jay: I like the egret. It's plain, but it's very pretty.

Danny: Is that tree moving?

Mike: Yeah, it's a spider monkey. It's climbing in the tree.

Danny: There's a sloth in the tree, too. The spider monkey is energetic, but the sloth is calm.

Mike: I think you're more like the spider monkey, Danny!

Danny: Hey!

3. Students practice the words on their own, using their books.

Student Book page 31

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *The macaw is more colorful than the egret.*
2. Direct students to the adjective box. Students guess why some adjectives take *more* and others add *-er*. Have students count the syllables and explain that adjectives of three or more syllables take *more*, and shorter adjectives add *-er* to form the comparative.
3. Direct students to the grammar box, then play Class CD1 Track 50. Students listen and say with the CD.

CD 1
50

The macaw is more colorful than the egret.
colorful, more colorful
plain, plainer
dangerous, more dangerous
friendly, friendlier
energetic, more energetic
calm, calmer

1. The macaw is more colorful than the egret.
2. The egret is plainer than the macaw.
3. The jaguar is more dangerous than the river dolphin.
4. The river dolphin is friendlier than the jaguar.
5. The spider monkey is more energetic than the sloth.
6. The sloth is calmer than the spider monkey.

4. Students practice the pattern on their own, using their books.

D Listen, ask, and answer. Then practice.



1. Introduce the new pattern: *Is the macaw more colorful than the egret? Yes, it is. Is the macaw plainer than the egret? No it isn't.*

2. Present the contraction: *isn't = is not.*
3. Play Class CD1 Track 51. Students listen, ask, and answer along with the CD.

CD 1
51

Is the macaw more colorful than the egret?
Yes, it is.

Is the macaw plainer than the egret?
No, it isn't.

isn't, is not

1. Is the macaw more colorful than the egret?
Yes, it is.
2. Is the spider monkey calmer than the sloth?
No, it isn't.
3. Is the jaguar more dangerous than the river dolphin?
Yes, it is.
4. Is the sloth more energetic than the spider monkey?
No, it isn't.
5. Is the egret plainer than the macaw?
Yes, it is.
6. Is the river dolphin friendlier than the jaguar?
Yes, it is.

4. Students practice in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the animals, and practice asking and answering with the language pattern: *Is the jaguar more dangerous than the river dolphin? Yes, it is.* Students should use all of the new vocabulary.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 31: *Is your shirt more colorful than my shirt?* Students create Everybody Up Expressions and practice them with classmates.
- **Buzzers** (Teacher's Book pages 22–25). Divide the class into teams. Say an animal word. The first student to use the word correctly in a sentence wins a point. If the answer is incorrect, the other team tries to answer.
- **Brainstorm** (Teacher's Book pages 22–25). In small groups, students brainstorm examples for each adjective. For example, *colorful*: *Ken's sweater, Mia's shirt.* Then they compare the things on their lists: *Ken's sweater is more colorful than Mia's shirt.*

Extra Practice

- Workbook pages 30–31. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 16
- iTools
- Log in for **Online Practice**

Unit 4 The Amazon Rainforest Comparisons

Lesson 2

Lesson 2 Comparisons

A Listen, point, and say. 52

1 easy puzzle 3 comfortable sandals 5 cheap bracelet
2 difficult puzzle 4 uncomfortable sandals 6 expensive bracelet

B Listen and say. Then practice. 53

This puzzle is the easiest one here.
These sandals are the most comfortable ones here.

easy	→	easier	→	easiest
difficult	→	more difficult	→	most difficult
comfortable	→	more comfortable	→	most comfortable
uncomfortable	→	more uncomfortable	→	most uncomfortable
cheap	→	cheaper	→	cheapest
expensive	→	more expensive	→	most expensive

C Listen, ask, and answer. Then practice. 54

Which puzzle is the easiest? This puzzle.
Which sandals are the most comfortable? These sandals.

Skills Reading & Writing

D Listen and read. Then answer the questions. 55

JANE'S RAINFOREST BLOG

My class took a trip to the Amazon rainforest. We learned about the poison dart frog. This frog is one of the most colorful animals here, but it can also be one of the most dangerous. These frogs are not safe to touch. Teaching one could make you very sick.

There are over 175 different kinds of poison dart frogs. Some are more colorful than others. Doctors and scientists are studying these frogs to find ways that they can help sick people.

1. Where did Jane's class go?
2. How many kinds of poison dart frogs are there?
3. Are these frogs safe to touch?

What's your most difficult class?

E Underline the superlative adjectives. Then rewrite.

To form superlative adjectives, add *-est* for short adjectives and *most* for long adjectives.

1. The watch is the most expensive one here.
2. Which subject is the easiest?
3. My sister is the tallest person in our family.

Student Book pages 32–33

Objectives

- Making comparisons

Grammar

- Superlatives with long and short adjectives

This puzzle is the easiest one here.

These sandals are the most comfortable ones here.

- Questions with superlatives and *which*

Which puzzle is the easiest? This puzzle.

Which sandals are the most comfortable? These sandals.

Vocabulary

Comparisons: easy puzzle, difficult puzzle, comfortable sandals, uncomfortable sandals, cheap bracelet, expensive bracelet

Materials

Class CD1 Tracks 52–55

Student Book page 32

Warm up

1. Greet the class. Students greet their classmates with the Everybody Up Expression from page 31: *Is my shirt more colorful than your shirt?* Students practice the expression with their classmates.
2. **Buzzers** (Teacher's Book pages 22–25). Review Unit 4, Lesson 1 adjectives. Say an adjective and students try to be the first to use it in a sentence.
3. **Circles** (Teacher's Book pages 22–25). Review Unit 4, Lesson 1 grammar. Inner circle students ask a question: *Is the egret more colorful than the macaw?* Outer circle students answer *No, it isn't. It's plainer.*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new phrases. Write each phrase on the board and then write a sentence containing the phrase. Have students guess each phrase's meaning from context. Students can check their guesses with a partner and then confirm them with the teacher.
2. Play Class CD1 Track 52. Students listen, point, and say along with the CD.

CD 1
52

1. easy puzzle
2. difficult puzzle
3. comfortable sandals

4. uncomfortable sandals

5. cheap bracelet

6. expensive bracelet

3. Students practice saying the words, using their books.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new patterns: *This puzzle is the easiest one here. These sandals are the most comfortable ones here.*
2. Direct students to the verb box. Say the words and have students repeat. Explain that adjectives of three or more syllables take *most*, and shorter adjectives add *-est* to form the superlative. If the adjective ends in *-y*, change the *-y* to *-i* and add *-est*.
3. Direct students to the grammar box. Explain that we use *this* for a single thing and *these* for plural things.
4. Play Class CD1 Track 53. Students listen and say along with the CD.

CD 1
53

This puzzle is the easiest one here.

These sandals are the most comfortable ones here.

easy, easier, easiest

difficult, more difficult, most difficult

comfortable, more comfortable, most comfortable

uncomfortable, more uncomfortable, most uncomfortable

uncomfortable

cheap, cheaper, cheapest
expensive, more expensive, most expensive

1. This puzzle is the easiest one here.
2. This puzzle is the most difficult one here.
3. These sandals are the most comfortable ones here.
4. These sandals are the most uncomfortable ones here.
5. This bracelet is the cheapest one here.
6. This bracelet is the most expensive one here.

5. Students practice on their own, using their books.

Student Book page 33

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new patterns: *Which puzzle is the easiest? This puzzle. Which sandals are the most comfortable? These sandals.*
2. Direct students to the grammar box on page 33. Then play Class CD1 Track 54. Students listen, ask, and answer along with the CD.

CD 1
54

Which puzzle is the easiest? This puzzle.
Which sandals are the most comfortable? These sandals.

1. Which puzzle is the easiest? This puzzle.
2. Which puzzle is the most difficult? This puzzle.
3. Which bracelet is the cheapest? This bracelet.
4. Which bracelet is the most expensive? This bracelet.
5. Which sandals are the most comfortable? These sandals.
6. Which sandals are the most uncomfortable? These sandals.

3. Students practice in pairs, using their books.

Skills Reading & Writing

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 20.

1. Students read the title and questions, then look at the picture. Students say what they think the text is about.
2. Play Class CD1 Track 55. Students listen and read along with the CD.
3. Read each question aloud with the class. Students can answer orally, or write the answers in their notebooks. Students can scan the text for the answer to question 2. Encourage students to write complete sentences.
4. Check answers together.

Answer Key

1. Jane's class took a trip to the Amazon rainforest.
2. There are over 175 kinds of poison dart frogs.
3. These frogs are not safe to touch.

E Underline the superlative adjectives. Then rewrite.

See *Teaching Grammar*, Teacher's Book page 20.

1. Call students' attention to the rule: *To form superlative adjectives, add -est for short adjectives and most for long adjectives.* Students underline the superlative adjectives and then rewrite the sentences.
2. Read each sentence to the class. Students answer orally and then write the answers in their notebooks.
3. Check answers together.

Answer Key

1. This watch is the most expensive one here.
2. Which subject is the easiest?
3. My sister is the tallest person in our family.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 33: *What's your most difficult class?* Students practice with classmates.
- Students write six sentences about things they own, using each of the new superlative adjectives. Compare answers with the class.
- Bring in different catalogs (toys, games, clothing). Pairs of students use them to find comparative and superlative adjectives: *These games look more fun than those. This game is the most expensive one in the catalog.* Compare with the class.

Extra Practice

- Workbook pages 32–33. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 17
- iTools
- Log in for **Online Practice**

Unit 4 The Amazon Rainforest

Lesson 3 Reading

Lesson 3 Reading

A Talk about the story. Then listen and read.

A New Snowboard

In the winter, Danny goes snowboarding every Saturday. He wants to win a competition in February, but his snowboard is getting old. He needs to buy a new one.

Danny and Mike visit a sporting goods shop. The shop has all kinds of snowboards. Danny points to a colorful snowboard.

"I want that one!" he says. "It's the most colorful one here!"

"It's the most expensive one here, too," says Mike. "Do you have enough money?"

Danny counts his money.

"No, I don't," he says.

Mike points to a gray snowboard. "How about this one, instead?" asks Mike. "It's plain, but it's also cheaper. You could buy it today."

"I earn money helping my parents at home," says Danny. "I'll wait. I can buy it in three weeks."

Danny does his chores and saves his money. He sweeps the floor, washes the car, and takes out the garbage. In February, he buys the colorful snowboard and wins the competition. Danny's friends are excited!

Be patient.

B Who said it? Read and circle.

- "Do you have enough money?"
 - Danny
 - Mike
- "I want that one!"
 - Danny
 - Mike
- "I can buy it in three weeks."
 - Danny
 - Mike
- "It's plain, but it's also cheaper!"
 - Danny
 - Mike

C Sing.

This One, That One

This one. That one. That one. That one.
This one. That one. That one. This one.
This one. That one. That one. This one. Which one?
I want that one. That one.
How about this one, instead?
It's cheaper. It's more.
OK.
Good choice.

D Listen and say. Then act.

Which is cheaper, a bicycle or a soccer ball?

I want that one.
How about this one, instead? It's cheaper.
Good choice!

Student Book pages 34–35

Objectives

- Comparing and describing things

Conversation

- *I want that one.*
How about this one instead? It's cheaper.
- *I want that one.*
Good choice!

Value

Be patient.

Materials

Class CD1 Tracks 56–58

Student Book page 34

Warm up

1. Greet the class. Then start a conversation chain to practice: *What's your easiest class?*
2. Review Unit 4, Lesson 2 superlatives. Write the base form of the six adjectives on the board. Divide the class into two teams. Team members race to the board to write one of the superlatives for each word. The first team done wins.
3. **Buzzers** (Teacher's Book pages 22–25). Point to a superlative adjective on the board. Students race to be the first to use it in a sentence.

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story and what the title *A New Snowboard* means.
2. Point out the new words: *enough*, *earns*, and *saves*. Have students guess the meaning from context.
3. Play Class CD1 Track 56. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value *Be patient* and play the track again. Students listen and read along.

5. Hold a class discussion about how Danny was patient. What did he do that was patient? What if the story were different? Imagine Danny isn't patient. What will he do? Encourage students to use the new words in bold.

Student Book page 35

B Who said it? Read and circle.

1. Students read the quotations and circle the name of the speaker.
2. Read each quotation aloud with the class. Students can answer orally or they can write the answers in their notebooks, using Activity A as a reference.
3. Check answers together.

Answer Key

- | | |
|------|------|
| 1. b | 2. a |
| 3. a | 4. b |

C Sing.

See *Teaching Songs*, Teacher's Book page 21.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 57. Students listen and sing along with the CD.

CD 1
57

This One, That One

This one. That one. That one. This one.
This one. That one. That one. This one.
This one. That one. That one. This one. Which one?
I want that hat. That hat.
How about this one, instead?
I want that hat. That hat.
How about this one, instead?
It's cheaper. It's nicer.
OK.
Good choice.

I want that sweater. That sweater.
How about this one, instead?
I want that sweater. That sweater.
How about this one, instead?
It's thicker. It's warmer.
OK.
Good choice.

3. Students sing the song again, gesturing as appropriate.
4. Divide the class into two groups. One group sings the questions and the other group sings the answers. Switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 21.

1. Students read and act out the different conversations in the speech bubbles.
2. Play Class CD1 Track 58. Students listen and say along with the CD.

CD 1
58

I want that one.
How about this one instead? It's cheaper.
I want that one.
Good choice!

3. Student pairs rehearse and act out the conversations, using appropriate facial expressions and gestures. Then they switch roles.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 35: *Which is cheaper, a bicycle or a soccer ball?* Students practice the expression with their classmates.
- **Order the Text** (Teacher's Book pages 22–25). Write out the sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- **A New Story** (Teacher's Book pages 22–25). Have students make notes on a thing they want, why they want it, and adjectives to describe it. Then have students use the story in A as a model to write their own version, or write these sentence frames on the board: *I like _____. I want to buy a new _____. The one I want is _____. I do/don't have _____ money. I can buy another one that is _____ and _____. I'll _____. I can _____.*
- **Brainstorm** (Teacher's Book pages 22–25). Student pairs work together to list as many ways as they can to be patient. For example, *earn money and save it, wait for the bus, wait for your turn*. Then have pairs choose one of their examples and create a poster with a drawing and a sentence below it: *Be patient. Wait for your turn.*

Extra Practice

- Workbook pages 34–35. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 18
- Unit 4, Lesson 3 Worksheet, Teacher's Book page 120. See Teacher's Book page 112 for instructions
- iTools
- Log in for **Online Practice**

Unit 4 The Amazon Rainforest

Lesson 4 Biomes

Skills Tip
The first sentence of a paragraph usually tells about the subject.

A Listen, point, and say.
natural community, freshwater, desert, forest, grassland, tundra

B Listen and read.
Biomes of the Earth
Biomes are natural communities of plants and animals. The Earth has six biomes.
The oceans are the biggest biome on Earth and are home to whales, dolphins, and fish. Over seventy percent (70%) of the Earth is ocean. Oceans give us food and oxygen. Water from the oceans goes into the air and comes back as rain.
Our lakes and rivers are freshwater. Turtles and ducks live in this biome. Only about three percent (3%) of the Earth's water is freshwater.
About thirty percent (30%) of the land on Earth is desert. Deserts get very little rain and are the driest biome. They are also the hottest biome. Deserts are home to animals like snakes and lizards.
Over thirty percent (30%) of the land on Earth is forest. This biome has many trees, plants, and animals. The Earth has forests in hot and cold places. Forests are the biggest biome on land.
Grasslands have a lot of grass, but they do not have many trees. In North America, grasslands are home to rabbits and snakes. In Africa, zebras, elephants, and lions live in grasslands.
The tundra is the coldest biome and is home to foxes and bears. There are about seventeen hundred kinds of plants in the tundra.

C Answer the questions.
1. What are biomes?
2. Which biome has many trees?
3. How much of Earth's water is freshwater?
4. Where do whales live?

D Fill in the chart.

	Ocean	Freshwater	Desert	Forest	Grassland	Tundra
1. Coldest						✓
2. Driest						
3. Biggest						
4. Hottest						
5. Biggest on land						

E Look at it. Ask and answer.
Which biome is the biggest?
The ocean.
There are four biomes in my country.

F What about you? Ask and answer.
1. Which biomes can you see in your country?
2. What animals live there?
3. Which biomes are not in your country?

Student Book pages 36–37

Objectives

- Identifying and talking about biomes

Grammar

- Questions with superlatives and *which*

*Which biome is the biggest?
The ocean.*

Vocabulary

Biomes: natural community, freshwater, desert, forest, grassland, tundra

Materials

Class CD1 Tracks 59–60

Student Book page 36

School Subject Connection: Science



Lesson 4 is a cross-curricular lesson with a connection to science. Have students look at the pictures on pages 36–37 and talk about what they see. Ask if students know what biomes are. If necessary, explain that they are natural communities of plants and animals. Ask students what they think the climate is like in each biome: Do they think it rains a little or a lot? Is it sunny? Is it windy? Is it hot or cold? In addition, talk about different animals. Bring in pictures of animals for the students to identify and name the biomes in which they live. How is each animal suited to its biome's climate?

Warm up

- Greet the class. Then ask a few individual students *How were you patient yesterday?* Next, students greet and ask their classmates how they were patient.
- Elicit the Everybody Up Expression from Unit 2, Lesson 3: *Which is cheaper, a bicycle or a soccer ball?* Students practice the expression with their classmates.
- Sing *This One, That One* (Class CD1 Track 57).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Introduce the new words. Write each word on the board and help students to understand it.

- Play Class CD1 Track 59. Students listen, point to the words, and say along with the CD.

CD1
59

- | | |
|----------------------|---------------|
| 1. natural community | 2. freshwater |
| 3. desert | 4. forest |
| 5. grassland | 6. tundra |

- Students practice saying the new vocabulary on their own, using their books.

B Listen and read.

- Students look at the pictures and talk about what they see. Students say what they think the title *Biomes of the Earth* means.
- Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the text.
- Play Class CD1 Track 60. Students listen and read along with the CD.
- Play the track again. Students listen and read along.
- Students read the passage on their own.
- Students read parts of the passage aloud, alone or in small groups.

C Answer the questions.

1. Students read the questions and practice them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class: *The first sentence of a paragraph usually tells about the subject.* Demonstrate the tip with an example from the text in Activity B.
3. Students answer the questions orally or in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

1. Biomes are natural communities of plants and animals.
2. The forest has many trees.
3. Only three percent of Earth's water is freshwater.
4. Whales live in the ocean.

D Fill in the chart.

1. Direct students' attention to the chart on page 37. Have students talk about what they see.
2. Students write a checkmark in the correct column if the superlative describes that biome. Remind students they can use the reading in Activity B to help them.
3. Students can answer orally or do the activity alone.
4. Check the answers with the class.

Answer Key

- | | |
|----------------------------|--------------------|
| 1. Coldest: tundra | 2. Driest: desert |
| 3. Biggest: ocean | 4. Hottest: desert |
| 5. Biggest on land: forest | |

E Look at D. Ask and answer.

Student pairs look at the chart in Activity D and practice the language pattern in the speech bubbles: *Which biome is the biggest? The ocean.*



F What about you? Ask and answer.

1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs ask and answer the questions and then switch roles.

Answer Key

Possible Answers

1. We can see the forest, freshwater, and ocean biomes in our country.
2. We have birds, fish, monkeys, dolphins, and cows.
3. There is no tundra in my country.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 37: *There are four biomes in my country.* Students practice the expression with their classmates.
- **What's Missing?** (Teacher's Book pages 22–25). Say five of the six biome words. Students identify which word is missing.
- Describe a biome, sentence by sentence, and have students guess which one you are talking about before you finish. Include as many superlatives and animals as possible in your description.
- Have students write about which biome they would like to visit and why. Encourage students to use superlatives, comparatives, and to mention animals. Provide these sentence frames: *I want to visit the _____. The (biome) is the _____-est/most _____. It is _____ and _____ there. It is (comparative) than the (biome) . I like _____. I want to see _____ and _____.*

Extra Practice

- Workbook pages 36–37. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 19
- Unit 4, Lesson 4 Worksheet, Teacher's Book page 121. See Teacher's Book page 112 for instructions.
- Unit 4 Test, Teacher's Book page 138–139. See Teacher's Book pages 130–131 for instructions and page 157 for the answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Review 2

Review 2

A Listen and circle. 42-4

- a. spider monkey b. macaw c. jaguar
- a. put out the cupcakes b. blow up the balloons c. put up the decorations
- a. celebrate b. samba parade c. tradition
- a. sandals b. bracelet c. puzzle
- a. desert b. grassland c. tundra
- a. buy balloons b. choose the music c. bring fruit juice

B Talk about these topics. 43-4

- planning a party
- starting a party
- celebrations
- comparisons
- comparisons
- biomes

C Talk with your partner. 43-4

- We're out of _____ .
Could you get some more?
I can't right now. I'm busy. I want that one.
That's OK. How about this one, instead?
It's _____ .

38 Review 2

Skills Reading, Writing, Listening, & Speaking

A Read. Then answer. 42-4

The Rainforests
Forests that get a lot of rain and have many tall trees are called rainforests. Rainforests are home to many plants and animals that are found nowhere else on Earth. Most of the world's freshwater is in rainforests. They also make about twenty percent (20%) of the Earth's oxygen.

Rainforests are important, but people are cutting them down. They fell the trees, and then use the land for farming. What will happen to the animals that live there? Some animals like the macaw, sloth, and spider monkey won't have a place to live. We need to take care of the rainforests today, so make sure that the Earth stays healthy in the future.



B Underline the nouns. Then rewrite.
A noun is a word used to name a person, place, or thing.

- This macaw is the most colorful.
- Which biome is the driest?
- Whales live in the ocean.

C Listen and number. 43-4

- 2
- 1
- 3
- 4

D Talk with your partner. 43-4

- How are the rainforests important?
- What animals live in the forests in your country?

Skills 2 39

Student Book pages 38–39

Review Language

- Units 3 and 4 grammar and vocabulary

Reading

- *The Rainforests*

Skills

- Building reading, writing, listening, and speaking skills

Materials

Class CD1 Tracks 61–63

Student Book page 38

Warm up

1. Greet a student and say *There are four biomes in my country.* Students practice together.
2. Sing *This One, That One* (Class CD1 Track 57).
3. Read aloud the Units 3 and 4 vocabulary. Students use the words in sentences.

A Listen and circle.

See *Teaching Reviews*, Teacher's Book page 21.

1. Students listen to a conversation and circle the word or phrase they hear. Have students read the phrases.
2. Play Class CD1 Track 61. Students listen and circle.

CD 1
61

1. The spider monkey is more energetic than the sloth.
2. Who will put up the decorations? She will.
3. What will people in Brazil do in the summer? They'll celebrate Carnival.
4. Which bracelet is the cheapest? This bracelet.
5. Which biome is the coldest? The tundra.
6. We'll buy balloons for the party.

Answer Key

1. a 2. c 3. a 4. b 5. c 6. a

B Talk about these topics.



Students discuss the pictures using the following:

1. Planning a party: *He'll bake cupcakes for the party. What will she do? She'll order pizzas.*
2. Starting a party: *Will he pour the juice? Yes, he will. Who will blow up the balloons? She will.*
3. Celebrations: *What will people in Japan do in the spring? They'll celebrate Children's Day.*
4. Comparisons: *The macaw is more colorful than the egret. Is the macaw more colorful/plainer than the egret?*
5. Comparisons: *Which bracelet is the cheapest? This bracelet. Which bracelet is the most expensive? This bracelet.*
6. Biomes: *Which biome is the biggest? The ocean.*

C Talk with your partner.



1. Students read and fill in the blanks.
2. Model conversations with students.
3. Student pairs practice the conversations.

Answer Key

1. We're out of juice. Could you get some more?
I can't right now. I'm busy./That's OK.
2. I want that one.
How about this one, instead? It's cheaper.

Student Book page 39

A Read. Then answer.

- Students look at the picture, read the title and the questions, and then talk about what they think the text will be about.
- Play Class CD1 Track 62. Students listen and read.
- Play the track again. Students listen and read again.
- Read each question aloud with the class. Students can answer orally or write the answers in their notebooks. Encourage students to use complete sentences in their answers.
- Check answers together.

Answer Key

- The rainforests make about twenty percent of Earth's oxygen.
- People are cutting down the rainforests.
- Some animals that live in the rainforests are the macaw, sloth, and spider monkey.

B Underline the nouns. Then rewrite.

- Call students' attention to the rule: *A noun is a word used to name a person, place, or thing.*
- Students underline the nouns and rewrite the sentences.
- Check answers together.

Answer Key

- This macaw is the most colorful.
- Which biome is the driest?
- Whales live in the ocean.

C Listen and number.

- Play Class CD1 Track 63. Students listen and number the pictures.

CD1
63

- Rainforests are important, but people are cutting them down.
- Forests that get a lot of rain and have many tall trees are called rainforests.
- We need to take care of the rainforests today, to make sure that the Earth stays healthy in the future.
- Rainforests are home to more plants and animals than any other place on Earth.

- Play the track again. Students listen and check their answers.
- Check answers together.

Answer Key

- | | |
|--------------|--------------|
| 1. Picture 1 | 2. Picture 3 |
| 3. Picture 4 | 4. Picture 2 |

D Talk with your partner.

- Read the questions with the class.
- Model each question with a few students, allowing students to respond in their own (appropriate) ways.
- Student pairs ask and answer the questions.

Answer Key

Possible Answers

- Rainforests are important because they help make oxygen.
- We have goats, cows, and horses in my country.

Games and Activities

- Categories** (Teacher's Book pages 22–25). Use categories from Units 3 and 4, such as Class Party, Amazon Rainforest, Celebrations, and Biomes.
- Order the Text** (Teacher's Book pages 22–25). Write each sentence from Skills Bonus Activity A on a separate strip of paper. Give one complete set of strips to each student. Read the passage aloud. Students listen and put the strips in order.

Extra Practice

- Workbook pages 38–39. See Teacher's Book pages 100–111 for instructions and answer key.
- iTools
- Log in for  **Online Practice**

Unit 5 Busy Students

Lesson 1 Activities

5 Busy Students
Lesson 1 Activities

A Listen, point, and say.

1 wash my hair 2 take a shower 3 floss my teeth
4 check my calendar 5 pack my schoolbag 6 iron my clothes

B Listen and find. Then talk about the picture.

C Listen and say. Then practice.

I always wash my hair before I go to bed.

always usually often
sometimes rarely never

D Listen, ask, and answer. Then practice.

Do you wash your hair before you go to bed?

Yes, I always do.
No, I rarely do.

E Look at 3. Point, ask, and answer.

Does he pack his schoolbag before he goes to bed?

Yes, he always does.

Student Book pages 40–41

Objectives

- Talking about habits

Grammar

- Adverbs of frequency

I always wash my hair before I go to bed.

- Questions with *do* and adverbs of frequency

Do you wash your hair before you go to bed?

Yes, I always do.

No, I rarely do.

Vocabulary

Activities: wash my hair, take a shower, floss my teeth, check my calendar, pack my schoolbag, iron my clothes

Materials

Class CD2 Tracks 02–05

Student Book page 40

Warm up

1. Greet students saying *Good (morning), (Emma)*. Then have students practice the question and answer from Unit 4, Lesson 2: *What's your most difficult class?* Students practice the expression with their classmates.
2. Review the Everybody Up Expression from Unit 4 Lesson 4: *There are four biomes in my country.* Students practice with their classmates.
3. Sing *This One, That One* (Class CD1 Track 57).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Play Class CD2 Track 02. Students listen, point, and say along with the CD.

CD2
02

- | | |
|----------------------|----------------------|
| 1. wash my hair | 2. take a shower |
| 3. floss my teeth | 4. check my calendar |
| 5. pack my schoolbag | 6. iron my clothes |

3. Students practice on their own, using their books.

B Listen and find. Then talk about the picture.



See *Using the Big Picture*, Teacher's Book page 20.

1. Direct students' attention to the big picture. Have students find and point to each of the new vocabulary items on their own before listening to the CD.
2. Play Class CD2 Track 03. Students listen, find the items in the picture, and point to them.

CD2
03

- Mike: Did you floss your teeth, Leo?
- Leo: Yes, I'm flossing them now.
- Mike: That's good! Have you seen my science book?
- Leo: I think I saw it under your desk.
- Mike: Oh, here it is. Now I can pack my schoolbag for tomorrow.
- Leo: Don't forget your math homework. It's on the kitchen table.
- Mike: Thanks, Leo!
- Julie's mom: What time is your violin lesson tomorrow, Julie?
- Julie: Let me check my calendar. It's at four o'clock.
- Julie's mom: OK. I'll pick you up from school and take you there.
- Julie: Thanks Mom, but I can walk. It's not far from school.
- Danny: I like to take a long shower before bed. It feels good to be clean.

Danny's dad: Danny, you're using all the hot water! I need to take a shower, too!

Danny: Sorry, Dad! I'll be out in a minute!

Ann: We have school pictures tomorrow, Emma. What are you going to wear?

Emma: I don't know. I need to iron my clothes.

Ann: I think you should wear your purple skirt.

Emma: That's a good idea, Ann. I'll iron that first.

Ann: I'm washing my hair. I want to look pretty for my picture!

3. In pairs, students talk about the picture and practice the new vocabulary, using their books.

Student Book page 41

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *I always wash my hair before I go to bed.* Say the sentence and have students repeat.
2. Direct students' attention to the frequency box on page 41. Explain that *frequency* words say how often we do something and give examples.
3. Play Class CD2 Track 04. Students listen and say along with the CD.

CD2
04

I always wash my hair before I go to bed.
always, usually, often, sometimes, rarely, never

1. I always wash my hair before I go to bed.
2. I sometimes take a shower before I go to bed.
3. I often floss my teeth before I go to bed.
4. I never check my calendar before I go to bed.
5. I usually pack my schoolbag before I go to bed.
6. I rarely iron my clothes before I go to bed.

4. Students practice the pattern on their own, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Direct students' attention to the second grammar box on page 41. Introduce the new pattern: *Do you wash your hair before you go to bed? Yes, I always do./No, I rarely do.*
2. Play Class CD2 Track 05. Students listen, ask, and answer along with the CD.

CD2
05

Do you wash your hair before you go to bed?
Yes, I always do.

Do you wash your hair before you go to bed?
No, I rarely do.

1. Do you wash your hair before you go to bed?
Yes, I always do.

2. Do you check your calendar before you go to bed?
Yes, I usually do.
3. Do you iron your clothes before you go to bed?
Yes, I often do.
4. Do you pack your schoolbag before you go to bed?
Yes, I sometimes do.
5. Do you take a shower before you go to bed?
No, I rarely do.
6. Do you floss your teeth before you go to bed?
No, I never do.

3. Students practice the pattern in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the characters, and practice the language pattern: *Does he pack his schoolbag before he goes to bed? Yes, he always does.* Students should use all of the new vocabulary.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 41: *What do you do before you go to bed?* Students create Everybody Up Expressions and then practice saying them to classmates.
- **Telephone** (Teacher's Book pages 22–25). Practice the target language: *I always (wash my hair) before I (go to bed).*
- **Two Truths and a Lie** (Teacher's Book pages 22–25). Students practice the target language with a partner.
- **Survey.** Have students draw a chart with six columns and two rows, and write the new phrases at the top of the columns. In each column, students write how frequently they do that activity. Then student pairs interview each other about their activities.

Extra Practice

- Workbook pages 40–41. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 20
- iTools
- Log in for **Online Practice**

Unit 5 Busy Students

Lesson 2 Adverbs

Lesson 2 Adverbs

A Listen, point, and say.

1 slowly 2 quickly 3 carefully 4 carelessly 5 quietly 6 loudly

B Listen, ask, and answer. Then practice.

How is she eating? She's eating slowly. She's - She is

C Listen, ask, and answer. Then practice.

Is he walking slowly or quickly? He's walking slowly. He's - He is

Skill Listening & Speaking

D Listen. Then answer the questions.

- How is the boy eating?
 - He's eating quickly.
 - He's eating loudly.
 - He's eating slowly.
- How is the girl talking?
 - She's talking quickly.
 - She's talking loudly.
 - She's talking carefully.
- How is the boy writing?
 - He's writing quickly.
 - He's writing carefully.
 - He's writing carelessly.
- How is the girl walking?
 - She's walking quickly.
 - She's walking carelessly.
 - She's walking slowly.

E What about you? Ask and answer.

- Do you write carefully in English?
- How do you eat your favorite food?
- How do you shop for a birthday present?
- Talk about how you get ready for school in the morning.

I always pack my schoolbag carefully. Do you?

Student Book pages 42–43

Objectives

- Talking about how we do things

Grammar

- Questions with *how* and adverbs of manner

How is she walking?
She's walking slowly.

- Questions with *is* and adverbs of manner

Is he walking slowly or quickly?
He's walking slowly.

Vocabulary

Adverbs: slowly, quickly, carefully, carelessly, quietly, loudly

Materials

Class CD2 Tracks 06–09

Student Book page 42

Warm up

- Greet the class. Students greet their classmates and ask, *Hi. What did you do last night?*
- Review the Everybody Up Expression from Unit 5, Lesson 1: *What do you do before you go to bed?*
- Down the Line** (Teacher's Book pages 22–25). Review Unit 5, Lesson 1 verbs. To play, write the six new phrases on the board. A student from each team uses the phrases in a statement. For a challenge ask a question with *Do you...?*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Introduce the new words. Write each word on the board and help students to understand it.
- Play Class CD2 Track 06. Students listen, point, and say along with the CD.

CD2
06

- slowly
- quickly
- carefully
- carelessly
- quietly
- loudly

- Students practice on their own, using their books.

B Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

- Direct students to the grammar box on page 42. Introduce the new pattern: *How is she walking? She's walking slowly.* Explain that *adverbs of frequency* tell us how often we do something, and *adverbs of manner* tell us about the way we do something.
- Present the contraction: *she's = she is.*
- Play Class CD2 Track 07. Students listen, ask, and answer along with the CD.

CD2
07

How is she walking?

She's walking slowly.

she's, she is

- How is she walking? She's walking slowly.
- How is he walking? He's walking quickly.
- How is he writing? He's writing carefully.
- How is she writing? She's writing carelessly.
- How is she talking? She's talking quietly
- How is he talking? He's talking loudly.

- Students practice the pattern in pairs, using their books. Encourage students to speak as the adverbs indicate: slowly, quietly, and so forth.

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Direct students' attention to the grammar box on page 43. Introduce the new pattern: *Is he walking slowly or quickly? He's walking slowly.*
2. Present the contraction: *he's = he is*
3. Play Class CD2 Track 08. Students listen, ask, and answer along with the CD.

CD2
08

Is he walking slowly or quickly?

He's walking slowly.

he's, he is

1. Is he walking slowly or quickly? He's walking slowly.
2. Is she walking slowly or quickly? She's walking quickly.
3. Is he talking quietly or loudly? He's talking quietly.
4. Is she talking quietly or loudly? She's talking loudly.
5. Is she writing carefully or carelessly? She's writing carefully.
6. Is he writing carefully or carelessly? He's writing carelessly.

4. Students practice the pattern in pairs, using their books.

Skills Listening & Speaking

D Listen. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 20.

1. Have students read the questions and answers.
2. Play Class CD2 Track 09. Students listen and circle the answers.

CD2
09

1. John, don't eat so quickly!

Sorry Mom, I'll eat more slowly.

How is the boy eating?

2. Ted is writing carelessly in class. His teacher sees him, and asks him to write more carefully.

How is Ted writing?

3. Excuse me. What time does the library close?
Shh! Please don't talk so loudly! It closes at 5:00 o'clock.

5:00 o'clock!

Yes! Please talk quietly in the library!

How is the girl talking?

4. Jan usually walks quickly, but she hurt her leg playing basketball. Today she's walking slowly.

How is Jan walking?

Answer Key

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

E What about you? Ask and answer.



See *Teaching Grammar*, Teacher's Book page 20.

1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice and then switch roles.

Answer Key

Possible Answers

1. Yes, I write carefully in English.
2. I eat my favorite food quickly.
3. I shop for a birthday present carefully.
4. I get ready for school in the morning carelessly.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 43: *I always pack my schoolbag carefully. Do you?* Students practice the expression with their classmates.
- Choose six students to come to the front of the classroom. Whisper a different sentence to each one to act out. In pairs, the rest of the class uses the target question and answer to talk about what they see.
- **Charades** (Teacher's Book pages 22–25). Students play in small groups. Groups members take turns acting out the target language. To guess, other students should use the target language: *Is (he walking slowly)? Is (she packing her schoolbag carefully)?*
- **Brainstorm** (Teacher's Book pages 22–25). Students play in small groups of 3–4. For each adverb vocabulary word, students list as many actions as they can think of that can be done in that manner.

Extra Practice

- Workbook pages 42–43. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 21
- iTools
- Log in for **Online Practice**

Unit 5 Busy Students

Lesson 3 Reading

Lesson 3 Reading

A Talk about the story. Then listen and read.

The Recital

Julie is taking violin lessons with her teacher, Mr. Miller. "Your recital is in two weeks, Julie," says Mr. Miller. "Practice every day for forty-five minutes, and I think you'll be ready."

That week, Emma comes over to Julie's house every day after school. They play video games, design clothes, and listen to music. Julie doesn't practice her violin very often.

A week later, Mr. Miller invites Julie to play. He looks worried. He tells Julie she's not ready for the recital.

"Did you practice every day for forty-five minutes?" he asks.

"Well, almost every day," says Julie.

Emma calls Julie that night. "Are you ready for your recital?" she asks.

"No, I'm not. I still need to practice," says Julie.

Julie practices for an hour each day. At the recital, she plays beautifully. Her parents are proud, and so is Mr. Miller. Julie thanks him for telling her to practice. She learns that to be really good at something she has to work hard at it!

Be responsible.

B Read and circle.

- At the recital, Julie plays carelessly. True False
- Mr. Miller tells Julie to practice every day for forty-five minutes. True False
- When Emma calls, Julie isn't ready for her recital. True False
- Before the recital, Mr. Miller thinks Julie plays well. True False

C Sing.

Did You Practice Every Day?

Are you ready for your recital? No, I'm not. I still need to practice. Did you practice every day? Well, almost every day. Almost every day? Almost every day. Almost every day? Well...	Are you ready for your competition? Yes, I am. I practiced all week. Did you practice every day? Yes, I practiced every day. Practiced every day? Practiced every day! Practiced every day? Yes!
---	---

D Listen and say. Then act.

Are you ready for your recital?
No, I'm not. I still need to practice.
Yes, I think so. I practiced all week.

I'm ready for my baseball game.

Objectives

- Talking about meeting commitments
- Getting better at something through practice

Vocabulary

Story: recital, almost, hour, proud

Conversation

- Are you ready for your recital?
No, I'm not. I still need to practice.
- Are you ready for your recital?
Yes, I think so. I practiced all week.

Value

Be responsible.

Materials

Class CD2 Tracks 10–12

Student Book pages 44–45

Student Book page 44

Warm up

- Greet the class. Then start a conversation chain to practice: *How do you eat your favorite food?* Begin the chain by asking S1 the question. S1 answers *I eat (slowly)* and then S1 asks S2, and so on.
- Charades** (Teacher's Book pages 22–25). Review the adverbs from Unit 5, Lesson 2. Act out the expressions for the class to guess. Encourage students to answer using the pattern: *(He's) (walking quickly)*.
- Toss and Tell** (Teacher's Book pages 22–25). Have students stand in a circle. Toss a beanbag to S1, asking *Do you (walk quickly)?* S1 answers either *(Yes), I (walk quickly)* or *(No), I (walk slowly)*. S1 then tosses the beanbag to S2, asking *Do you (write) (carefully)?* S2 answers either *(Yes), I (write carefully)* or *(No), I (write carelessly)*, and so on. Encourage students to use all the language from Unit 5, Lesson 2.

- Play Class CD2 Track 10. Students listen and read the story along with the CD.
- Read the story aloud with the students. Then direct students' attention to the value *Be responsible* and play the track again. Students listen and read along.
- Have students work in pairs. Students take turns retelling the story to each other and the class.

Student Book page 45

B Read and circle.

- Students circle *True* if the statement is correct and *False* if it is incorrect.
- Read each sentence aloud with the class. Students can answer orally or they can write the answers in their notebooks, using Activity A as a reference.
- Check answers together. Have students correct the false statements.

Answer Key

- | | |
|----------|----------|
| 1. False | 2. True |
| 3. True | 4. False |

C Sing.

See *Teaching Songs*, Teacher's Book page 21.

- Read the song lyrics with the students.
- Play Class CD2 Track 11. Students listen and sing along with the CD.

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

- Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story. Have students explain what they think the title *The Recital* means.
- Point out the new words in blue. Have students work in pairs to guess the meaning from context. Check the answers with the class.

CD2
11

Did You Practice Every Day?

Are you ready for your recital?
No, I'm not. I still need to practice.

Did you practice every day?

Well, almost every day.

Almost every day?

Almost every day.

Almost every day?

Well...

Are you ready for your competition?

Yes I am. I practiced all week.

Did you practice every day?

Yes, I practiced every day.

Practiced every day?

Practiced every day!

Practiced every day?

Yes!

- Students sing the song again, using facial expressions and gestures related to the situations.
- Divide the class into two groups. Assign different parts of the song to each group to sing. Then switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 21.

- Students read and act out the different conversations in the speech bubbles.
- Play Class CD2 Track 12. Students listen and say with the CD.

CD2
12

Are you ready for your recital?

No, I'm not. I still need to practice.

Are you ready for your recital?

Yes, I think so. I practiced all week.

- Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 45: *I'm ready for my baseball game*. Students practice the expression with their classmates.
- Order the Text** (Teacher's Book pages 22–25). Write out the key sentences from the story on strips of paper. Prepare a set of strips for each student. Read the story aloud. Then distribute the sets and have students put them in order.
- Teacher's Mistake** (Teacher's Book pages 22–25). Make a series of statements to the class about the reading. When students catch a mistake, they raise their hands. For a challenge, have students correct your mistake.
- A New Story** (Teacher's Book pages 22–25). Using the existing story as a model, each student draws a new story with new scenes and characters. Stories should demonstrate the Lesson 3 value *Be responsible* and include the target conversation language. More advanced students can write new text for the story. Beginning students can simply copy the text from the existing story.
- Two Truths and a Lie** (Teacher's Book pages 22–25). Each student writes three sentences about how they are responsible, two that are true and one that's a lie. For example, *I practice the piano every day for an hour*, *I usually check my calendar*, and *I talk quietly in the library*. In small groups, students take turns guessing each other's truths and lies.

Extra Practice

- Workbook pages 44–45. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 22
- Unit 5, Lesson 3 Worksheet, Teacher's Book page 122. See Teacher's Book page 113 for instructions.
- iTools
- Log in for **Online Practice**

Unit 5 Busy Students

Lesson 4 Your Health

Lesson 4 Your Health

A Listen, point, and say. 13

1. successful 2. exercise 3. possible
4. balanced meal 5. habit 6. early

B Listen and read. 14

How to Be a Healthy Student

Students have busy lives. Many go to school every day, and they often have activities after school. They usually have a lot of homework. To be happy and successful student, you need to stay healthy. Here are three things you can do.

1. Exercise

Students often sit at their desks for hours, but it's important for them to exercise, too. Try to get some exercise once or twice a day. When possible, get for a walk or ride your bike to school. Exercise can be more fun when you do it with a friend. You could also join a sports team.

2. Eat Good Foods

Fries and ice cream taste good, but they're not always good for your health. It's important to eat balanced meals three times a day and to get enough fruits and vegetables. Eating breakfast is good for you, too.

3. Have Good Habits

Healthy habits will help you do well every day. Floss your teeth at least once a day. Take a shower often and go to bed early. Always get enough sleep. It can help you do better at school and on tests!

C Answer the questions.

- What are three ways to stay healthy?
- How often should you exercise?
- What kind of meals should you eat?
- How can sleep help you?

D Fill in the chart.

Your Healthy Week

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Go for a walk							
Ride a bike							
Eat fruit							
Eat vegetables							
Eat breakfast							
Floss your teeth							
Take a shower							
Get enough sleep							

E Look at C. Ask and answer. 15

How often do you go for a walk?

I go for a walk twice a week.

How do you stay healthy?

F What about you? Ask and answer. 16

- How much sleep do you usually get?
- What's your favorite way to exercise?
- What do you eat for breakfast this morning?

Student Book pages 46–47

Objectives

- Talking about healthy habits

Grammar

- Questions with *how* and adverbs of frequency

How often do you go for a walk?

I go for a walk twice a week.

Vocabulary

Your health: successful, exercise, possible, balanced meal, habit, early

Materials

Class CD2 Tracks 13–14

Student Book page 46

School Subject Connection: Health



Lesson 4 is a cross-curricular lesson with a connection to health. Ask students to tell you about their health classes. Elicit the meaning of the word *healthy* or explain if necessary. Have students look at the photos on page 46 and talk about what they see. Use the photos to discuss each topic: *What is the boy doing?* Elicit *in-line skating*. Can they name other examples of exercise? What about the food? Does it look healthy? Have students name foods that are healthy and foods that aren't healthy. What are healthy habits? Elicit *going to bed early*. Can students name others? Bring in photos of food and have students classify foods as healthy and unhealthy.

Warm up

- Greet the class. Then ask a few individual students *What did you do that was responsible yesterday?* Next, students greet their classmates and ask what they did that was responsible.
- Elicit the Everybody Up Expression from Unit 5, Lesson 3: *I'm ready for my baseball game*. Students practice the expression with their classmates.
- Sing *Did you Practice Every Day?* (Class CD2 Track 11)

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Introduce the new words. Write each word on the board and help students to understand it.
- Direct students' attention to the frequency Tip Box. Give examples to help students understand each word.
- Play Class CD2 Track 13. Students listen, point to the words, and say along with the CD.

CD2
13

- | | | |
|------------------|-------------|-------------|
| 1. successful | 2. exercise | 3. possible |
| 4. balanced meal | 5. habit | 6. early |

- Students practice on their own, using their books.

B Listen and read.



- Students find the new words in the text and point to them. Have students talk about the meaning of the words in context.
- Play Class CD2 Track 14. Students listen and read aloud with the CD.
- Play the track again. Students listen and read along silently.
- Students read the passage on their own.
- Students read parts of the passage aloud, alone or in small groups.

Student Book page 47

C Answer the questions.

1. Students read the questions and answer them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class: *Skim the reading for main ideas*. Explain that to *skim* is reading fast to look for an answer. Explain that a *main idea* is often (but not always) in the first sentence of a paragraph. Demonstrate the tip with an example from the text in Activity B.
3. Students answer the questions orally or write the answers in their notebooks. Encourage students to use complete sentences.

Answer Key

1. Three ways to stay healthy are to exercise, eat good foods, and have good habits.
2. You should exercise once or twice a day.
3. You should eat balanced meals three times a day.
4. Sleep can help you do better at school and on tests.

D Fill in the charts.

1. Direct students' attention to the chart on page 47. Have students talk about what they see.
2. Students complete the chart with their own information. Tell students to put a check for as many times a week as they do each activity.
3. Students write their answers in their book.
4. Check answers together.

E Look at D. Ask and answer



Student pairs look at the chart in Activity D and practice the language pattern in the speech bubbles: *How often do you go for a walk? I go for a walk twice a week.*

F What about you? Ask and answer.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice and then switch roles.

Answer Key

Possible Answers

1. I usually get eight hours of sleep.
2. My favorite way to exercise is playing soccer.
3. I ate rice for breakfast.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 47: *How do you stay healthy?* Students practice the expression with their classmates.
- **Class Survey** (Teacher's Book pages 22–25). Use the students' charts from Activity D as a starting point for a class survey. Have small groups find out what their top exercises, foods, and habits are. Then compile the results with the class.
- **Brainstorm** (Teacher's Book pages 22–25). In small groups, students come up with as many items as they can in each of these categories: Exercise, Good Foods, and Good Habits. Share lists with the class.

Extra Practice

- Workbook pages 46–47. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 23
- Unit 5, Lesson 4 Worksheet, Teacher's Book page 123. See Teacher's Book page 113 for instructions.
- Unit 5 Test, Teacher's Book page 144–145. See Teacher's Book pages 130–131 for instructions and page 157 for the answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Unit 6 Making Things

Lesson 1 Quantities

6 Making Things
Lesson 1 Quantities

A Listen, point, and say. 15

1 a cup of flour 2 a half cup of water 3 a quarter cup of salt
4 a tablespoon of cooking oil 5 a teaspoon of baking soda 6 a drop of food coloring

B Listen and find. Then talk about the picture. 16

C Listen, ask, and answer. Then practice. 17

How much flour does he need?
He needs a cup of flour.

2 x $\frac{1}{2}$ = $\frac{1}{2}$ 16 x $\frac{1}{4}$ = 4
4 x $\frac{1}{2}$ = 2 48 x $\frac{1}{4}$ = 12

D Listen, ask, and answer. Then practice. 18

Does she have enough flour? Yes, she does. / No, she doesn't. / doesn't = does not

1. How much flour? 2. How many teaspoons of baking oil? 3. How much food coloring?
4. Does she have a quarter cup of salt? 5. How many teaspoons of baking soda? 6. How much salt did you use?

E Look at B. Point, ask, and answer. 19

Does she have enough cooking oil? Yes, she does.

How much homework do you have?

How to Make Clay
• seven cups of flour
• three and a half cups of water
• one and three quarter cups of salt
• seven teaspoons of cooking oil
• seven teaspoons of baking soda
• seven drops of food coloring

Student Book pages 48–49

Objectives

- Asking about quantities

Grammar

- Questions with *how* and count and non-count nouns
How much flour does he need?
He needs a cup of flour.
- Questions with *do*, and count and non-count nouns
Does she have enough flour?
Yes, she does./No, she doesn't.

Vocabulary

Quantities: a cup of flour, a half cup of water, a quarter cup of salt, a tablespoon of cooking oil, a teaspoon of baking soda, a drop of food coloring

Materials

Class CD2 Tracks 15–18

Student Book page 48

Warm up

1. Greet individual students saying *Good (morning), (Dan). What did you do that was healthy yesterday?*
2. Elicit the Everybody Up Expression from Unit 3, Lesson 4: *How do you stay healthy?* Students practice the expression with their classmates.
3. **Buzzers** (Teacher's Book pages 22–25). Divide the class into two teams. Say *exercise, eat good foods, or have good habits*. The first student to make a statement about how to be healthy wins a point. If the answer is incorrect, the other team tries to answer.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new phrases. Write each phrase on the board and help students to understand it.
2. Play Class CD2 Track 15. Students listen, point, and say along with the CD.

CD2
15

1. a cup of flour
2. a half cup of water
3. a quarter cup of salt
4. a tablespoon of cooking oil
5. a teaspoon of baking soda
6. a drop of food coloring

3. Students practice the words on their own, using their books.

B Listen and find. Then talk about the picture.



See *Using the Big Picture*, Teacher's Book page 20.

1. Direct students' attention to the big picture. Have students talk about what they see.
2. Play Class CD2 Track 16. Students listen, find the items in the picture, and point to them.

CD2
16

- Mike: This book is about making models. It shows how to make clay.
- Julie: We can use the clay to make model buildings! What are you going to make, Danny?
- Danny: I'm not sure. I want to make a building from ancient Rome.
- Julie: I'm going to make the Empire State Building.
- Mike: The book says we need seven cups of flour.
- Carla: I have a big bag of flour. I'll put seven cups in the bowl.
- Jay: It says we need seven teaspoons of baking soda.
- Mike: I have a box of baking soda. I'll put in seven teaspoons.
- Emma: OK. We need seven drops of food coloring. Who has the food coloring?
- Danny: I have some orange food coloring. Here are seven drops.

Julie: Now we need three and a half cups of water. I'll get it.

Carla: The book says we need seven tablespoons of cooking oil. What's that?

Emma: This is cooking oil, Carla. I have a bottle here.

Danny: We only need one and three quarter cups of salt. Then we can make the clay!

Jay: Uh, oh. I only have a quarter cup of salt!

Danny: That's OK. I'll go to the supermarket and buy some. Great work, everybody!

3. In pairs, students talk about the picture and practice the new vocabulary, using their books.

Student Book page 49

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *How much flour does he need? He needs a cup of flour.*
2. Direct students to the quantities box. Use real measuring cups and spoons to demonstrate quantities.
3. Play Class CD2 Track 17. Students listen, ask, and answer along with the CD.

CD2
17

How much flour does he need?

He needs a cup of flour.

Two half cups equal one cup.

Four quarter cups equal one cup.

Sixteen tablespoons equal one cup.

Forty-eight teaspoons equal one cup.

1. How much flour does he need? He needs a cup of flour.
2. How much water does she need? She needs a half cup of water.
3. How much salt does he need? He needs a quarter cup of salt.
4. How much cooking oil does she need? She needs a tablespoon of cooking oil.
5. How much baking soda does he need? He needs a teaspoon of baking soda.
6. How much food coloring does she need? She needs a drop of food coloring.

4. Students practice in pairs, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Does she have enough flour? Yes, she does./No, she doesn't.*
2. Present the contraction: *doesn't = does not.*
3. Play Class CD2 Track 18. Students listen, ask, and answer along with the CD.

CD2
18

Does she have enough flour?

Yes, she does.

Does she have enough flour?

No, she doesn't.

doesn't, does not

1. Does she have enough flour? Yes, she does.
2. Does he have enough cooking oil? No, he doesn't.
3. Does he have enough food coloring? Yes, he does.
4. Does she have enough salt? No, she doesn't.
5. Does she have enough baking soda? Yes, she does.
6. Does he have enough water? No, he doesn't.

4. Students practice in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Does she have enough cooking oil? Yes, she does.* Students should use all of the new vocabulary.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 49: *How much homework do you have?* Students create Everybody Up Expressions and then practice saying them to classmates.
- **Teacher's Mistake** (Teacher's Book pages 22–25). Using measuring cups and spoons (or the Activity B picture) make correct or incorrect statements using the new language. Students correct your mistakes.
- Give students measuring cups and spoons, or slips of paper with amounts on them (*half cup* or *one teaspoon*). Call out large amounts (*I need two cups*) so students have to group together to equal the amount you say.

Extra Practice

- Workbook pages 48–49. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 24
- iTools
- Log in for **Online Practice**

Unit 6 Making Things

Lesson 2 Supplies

Lesson 2 Supplies

A Listen, point, and say.

1 aprons 2 toothpicks 3 paper clips
4 cardboard 5 masking tape 6 modeling clay

B Listen, ask, and answer. Then practice.

How many aprons do we have? We have three aprons.
How much cardboard do we have? We have six sheets of cardboard.

sheets of cardboard
rolls of masking tape
bowls of modeling clay

A MODEL OF THE PARTHENON

How to Make Your Model of the Parthenon

1. apron x 3 2. toothpick x 15 3. paper clip x 10
4. cardboard x 6 5. masking tape x 4 6. bowl x 2

Debby's Kitchen

A reader named Annie wants to bake cookies for twenty-five classmates. She has a lot of sugar, a little salt, and a tablespoon of baking soda. She also has a few eggs and a half cup of butter. She wants to know how much flour she'll need.

Circle the quantifiers. Then rewrite.

Quantifiers are words that come before nouns and tell us how much or how many.

1. They need a few / a little paper clips.
2. She has a little / a lot of aprons.
3. He wants a lot of / a few cardboard.

How many students are in your class?

Student Book pages 50–51

Objectives

- Making comparisons

Grammar

- Questions with *how many/how much* and count and non-count nouns

How many aprons do we have?

We have three aprons.

How much cardboard do we have?

We have six sheets of cardboard.

How many aprons do they have?

They have a few/a lot of aprons.

How much cardboard do they have?

They have a little/a lot of cardboard.

Vocabulary

Supplies: aprons, toothpicks, paper clips, cardboard, masking tape, modeling clay

Materials

Class CD2 Tracks 19–21

Student Book page 50

Warm up

1. Greet the class. Students greet their classmates with the Everybody Up Expression from Unit 6, Lesson 1: *How much homework do you have?* Students practice the expression with their classmates.
2. Review Unit 6, Lesson 1 quantities by drawing them on the board for students to guess before you finish.
3. Review Unit 6, Lesson 1 grammar and vocabulary using pieces of paper with quantities written on them.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 19. Students listen, point, and say along with the CD.

CD2
19

- | | |
|-----------------|------------------|
| 1. aprons | 2. toothpicks |
| 3. paper clips | 4. cardboard |
| 5. masking tape | 6. modeling clay |

3. Students practice saying the words on their own, using their books.

B Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Direct students to the grammar box on page 50. Introduce the new pattern: *How many aprons do we have? We have three aprons. How much cardboard do we have? We have six sheets of cardboard.*
2. Direct students' attention to the phrases box on page 50. Say the words and have students repeat.
3. Play Class CD2 Track 20. Students listen, ask, and answer along with the CD.

CD2
20

How many aprons do we have?
We have three aprons.

How much cardboard do we have?
We have six sheets of cardboard.

sheets of cardboard
rolls of masking tape
bowls of modeling clay

1. How many aprons do we have?
We have three aprons.
2. How many toothpicks do we have?
We have fifteen toothpicks.
3. How many paper clips do we have?
We have ten paper clips.
4. How much cardboard do we have?
We have six sheets of cardboard.
5. How much masking tape do we have?
We have four rolls of masking tape.
6. How much modeling clay do we have?
We have two bowls of modeling clay.

- Student pairs talk about the picture then practice the new vocabulary, using their books.

Student Book page 51

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

- Introduce the new pattern: *How many aprons do they have? They have a few/a lot of aprons. How much cardboard do they have? They have a little/a lot of cardboard.* Point out that we use *a few* with count nouns and *a little* with non-count nouns. *A lot of* can be used with both.
- Direct students to the grammar box on page 51.
- Play Class CD2 Track 21. Students listen, ask, and answer along with the CD.

CD2
21

How many aprons do they have?
They have a few aprons.

How many aprons do they have?
They have a lot of aprons.

How much cardboard do they have?
They have a little cardboard.

How much cardboard do they have?
They have a lot of cardboard.

- How many aprons do they have?
They have a few aprons.
- How much masking tape do they have?
They have a lot of masking tape.
- How many paperclips do they have?
They have a lot of paperclips.
- How much cardboard do they have?
They have a lot of cardboard.
- How many toothpicks do they have?
They have a few toothpicks.
- How much modeling clay do they have?
They have a little modeling clay.

- Students practice in pairs, using their books.

Skills Reading & Writing

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 20.

- Students look at the picture, read the questions, and say what they think the text is about.
- Play Class CD2 Track 22. Students listen and read along with the CD.
- Read each question aloud with the class. Students can answer orally or they can write the answers in their notebooks. Encourage students to use complete sentences.
- Check answers together.

Answer Key

- Yes, she does. She needs a cup more.
- She can bake fifty cookies.
- She has a little salt.

E Circle the quantifiers. Then rewrite.

See *Teaching Grammar*, Teacher's Book page 20.

- Call students' attention to the rule: *Quantifiers are words that come before nouns and tell us how much or how many.* Students circle the quantifiers and then rewrite the sentences in their notebooks.
- Read each sentence aloud with the class. Students can answer orally or they can do the activity on their own.
- Check answers together.

Answer Key

- They need a few paperclips.
- She has a lot of aprons.
- He wants a lot of cardboard.

Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 51: *How many students are in your class?* Students practice the expressions with their classmates.
- Two Truths and a Lie** (Teacher's Book pages 22–25). In this version, pairs divide up their toothpicks and/or paper clips to tell two truths and a lie about their quantities.
- How Much?** (Teacher's Book pages 22–25). Practice Lesson 2 quantities.

Extra Practice

- Workbook pages 50–51. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 25
- iTools
- Log in for [Online Practice](#)

Unit 6 Making Things

Lesson 3 Reading

Lesson 3 Reading

A Talk about the story. Then listen and read.  

Where's the Parthenon?

The students in Danny's class each made a model of a famous building. Danny made a model of the Parthenon. Today the town museum is having a show of all the models. Danny's parents are driving him there. Megan is coming, too.

"Did we bring the map?" asks Danny's dad.
"I don't remember," says his mom.
"I remember," says Danny. "It's under your seat, Mom."
"Thanks, Danny. Now put on your seatbelt!"
Danny's mom finds the museum on the map. It's across from the movie theater.

Megan turns to Danny.
"Danny," she says, "where's the Parthenon?"
Danny looks around. He looks all over the car.
"Mom! Dad!" he shouts. "We forgot the model!"
Danny's dad stops the car.
"I know we brought it," his dad says. "I remember putting it on top of the car!"
Danny has an idea. He gets out of the car and looks on the roof.
"I found it!" he says. "It's right where you put it, Dad!"

Be prepared.

B Who said it? Read and circle.

- "Now put on your seatbelt!"
 - Danny
 - Megan
 - Danny's mom
- "I found it!"
 - Danny's dad
 - Danny
 - Danny's mom
- "Danny, where's the Parthenon?"
 - Megan
 - Danny's mom
 - Danny's dad
- "Did we bring the map?"
 - Megan
 - Danny
 - Danny's dad

C Sing. 

Never Mind, I Found It

Did we bring the map?
I don't remember.
I remember. It's under the seat.

Did we bring the phone?
I'm not sure.
Never mind, I found it.

 Flashlight

D Listen and say. Then act.  

Did we bring the map? → I don't remember. → I remember. It's under the seat.

Did we bring the map? → I'm not sure. → Never mind, I found it.

Did you bring your notebook? 

Student Book pages 52–53

Objectives

- Forgetting and remembering where you put things

Vocabulary

Story: Parthenon, stops, roof

Conversation

- Did we bring the map?
I don't remember.
I remember. It's under the seat.
- Did we bring the map?
I'm not sure.
Never mind, I found it.

Value

Be prepared.

Materials

Class CD2 Tracks 23–25

Student Book page 52

Warm up

1. Greet the class. Then start a conversation chain to practice: *How are you today?*
2. **How Much?** (Teacher's Book pages 22–25). Review Unit 6, Lesson 2 grammar and vocabulary using pieces of paper with quantities written on them.
3. Review Unit 6, Lesson 2 grammar by asking questions about objects in the classroom, such as *How much (paint) do we have? (We have six bottles of paint.)*

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story.
2. Point out the new words: *Parthenon*, *stops*, and *roof*. Have students guess the meaning from context.
3. Play Class CD2 Track 23. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value *Be prepared* and play the track again. Students listen and read along.
5. Hold a class discussion about how Danny was prepared. What did Danny's family forget? What did they remember?

Student Book page 53

B Who said it? Read and circle.

1. Students read the quotations and circle who said them.
2. Read each sentence aloud with the class. Students can answer orally or they can do the activity on their own, using Activity A as a reference.
3. Check answers together.

Answer Key

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

C Sing.

See *Teaching Songs*, Teacher's Book page 21.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 24. Students listen and sing along with the CD.

CD2
24

Never Mind, I Found It

Did we bring the map?
I don't remember.
I remember. It's under the seat.
Did we bring the phone?
I'm not sure.
Never mind, I found it.
Did we bring the flashlight?

I don't remember.
 I remember. It's under the seat.
 Did we bring the tent?
 I'm not sure.
 Never mind, I found it.

Did we bring the map?
 I don't remember.
 I remember. It's under the seat.
 Did we bring the phone?
 I'm not sure.
 Never mind, I found it.

Did we bring the flashlight?
 I don't remember.
 I remember. It's under the seat.
 Did we bring the tent?
 I'm not sure.
 Never mind, I found it.
 Never mind, I found it.
 Never mind, I found it.

- Students sing the song again, gesturing as appropriate.
- Divide the class into two groups. One group sings the questions and the other group sings the answers. Switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 21.

- Students read and act out the different conversations in the speech bubbles.
- Play Class CD 2 Track 25. Students listen and say with the CD.

CD 2
25

Did we bring the map?
 I don't remember.
 I remember. It's under the seat.

Did we bring the map?
 I'm not sure.
 Never mind, I found it.

- Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Games and Activities

- Everybody Up!** Direct students to the Everybody Up Friend on page 53: *Did you bring your notebook?* Students practice the expression with classmates.
- Finish the Story** (Teacher's Book pages 22–25). Copy the key sentences from the story on page 52, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- A New Story** (Teacher's Book pages 22–25). Have groups of four students change details of the story to make a new story. Then groups act out their story for the class.
- Brainstorm** (Teacher's Book pages 22–25). Pairs work together to list as many ways as they can to be prepared. For example, *check my calendar* or *pack my school bag before I go to bed*. Have student pairs draw a picture and write a sentence to illustrate their favorite idea.

Extra Practice

- Workbook pages 52–53. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 26
- Unit 6, Lesson 3 Worksheet, Teacher's Book page 124. See Teacher's Book page 113 for instructions.
- iTools
- Log in for  **Online Practice**

Unit 6 Making Things

Lesson 4 The Pyramids

Lesson 4 The Pyramids

A Listen, point, and say.

take farmer artisan
move pull site

B Listen and read.

The Great Pyramid of Giza

There are over one hundred pyramids in Egypt, but the biggest is the Great Pyramid of Giza. It's about forty-five hundred years old and 138 meters tall. It took a lot of people, a lot of stones, and a lot of time to build it.

How many people did it take?

It probably took around thirty thousand people to build the Great Pyramid. Scientists aren't sure who the builders were, but they were probably farmers, workers, and artisans.

How many stones did it take?

It took approximately two million stones to build the Great Pyramid. The stones were very heavy. Many people think that the builders cut and moved these stones.

How much time did it take?

We think it took about twenty years to build the Great Pyramid. Scientists think that after the builders cut the stones, they pulled them many kilometers to the building site. Then, they pulled the stones up to the top of the pyramid.

about
around
approximately

C Answer the questions.

- How old is the Great Pyramid of Giza?
- Who were the builders?
- How did the builders move the stones?
- How many pyramids are there in Egypt?

D Circle.

1.	77	28,905	\$2,000	= around thirty thousand people
2.	1,999,999	2,210,621	1,594,300	= approximately two million stones
3.	21	4,500	16	= about twenty years

E Look at C. Ask and answer.

How many people did it take to build the Great Pyramid of Giza?

It took around thirty thousand people.

F What about you? Ask and answer.

- What do you build?
- How much time does it take you to build it?
- What do you want to build next?

Skills Tip Pay careful attention to details when you listen and read.

Materials Class CD2 Tracks 26–27

Student Book pages 54–55

Objectives

- Talking about pyramids

Grammar

- Questions with *how many* and count and non-count nouns

How many people did it take to build the Great Pyramid of Giza?

It took around thirty thousand people.

Vocabulary

The pyramids: take, farmer, artisan, move, pull, site

Materials

Class CD2 Tracks 26–27

Student Book page 54

School Subject Connection: Math



Lesson 4 is a cross-curricular lesson with a connection to math. Ask students to tell you about their math classes. What are the largest numbers they have worked with? Ask students: How many zeroes are in a hundred, a thousand, a million? How about measurement? Have you measured things or people? How tall do you think your classroom is? How about your school building? The height of your classmates? Find out if students know how to estimate numbers and round up or down. Practice estimating heights and measuring them with your students' heights and classroom objects.

Warm up

- Greet the class. Then ask a few individual students *How were you prepared yesterday?* Next, students greet their classmates and ask about how they were prepared.
- Elicit the Everybody Up Expression from Unit 6, Lesson 3: *Did you bring your notebook?* Students practice the expression with their classmates.
- Sing *Never Mind, I Found It* (Class CD2 Track 24).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Introduce the new words. Write each word on the board and help students to understand it
- Play Class CD2 Track 26. Students listen, point to the words, and say along with the CD.

CD2
26

- | | | |
|---------|-----------|------------|
| 1. take | 2. farmer | 3. artisan |
| 4. move | 5. pull | 6. site |

- Students practice saying the new vocabulary on their own, using their books.

B Listen and read.

- Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the reading. Point out the words *about*, *around*, and *approximately*, and provide mathematical examples on the board as necessary.
- Play Class CD2 Track 27. Students listen and read aloud with the CD.
- Play the track again. Students listen and read along silently.
- Students read the passage on their own.
- Students read parts of the passage aloud, alone or in small groups.

C Answer the questions.

1. Students read the questions and answer them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class: *Pay careful attention to details when you listen and read.* Explain that details are a small part of something larger. Demonstrate the tip with an example from the text in Activity B.
3. Students answer the questions orally or write the answers in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

1. The Great Pyramid of Giza is about forty-five hundred years old.
2. The builders were probably farmers, workers, and artisans.
3. The builders pulled the stones.
4. There are over one hundred pyramids in Egypt.

D Circle.

1. Direct students' attention to the chart on page 55. Have students talk about what they see.
2. Students circle the number that matches the text.
3. Students can answer orally or write the answers in their notebooks.
4. Check the answers with the class.

Answer Key

- | | | |
|-----------|--------------|-------|
| 1. 28,905 | 2. 1,999,999 | 3. 21 |
|-----------|--------------|-------|

E Look at D. Ask and answer.



Student pairs look at the chart in Activity D and practice the language pattern in the speech bubbles: *How many people did it take to build the Great Pyramid of Giza? It took around thirty thousand people.*

F What about you? Ask and answer.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice the questions and then switch roles.

Answer Key

Possible Answers

1. I build model airplanes.
2. It takes me about five hours to build it.
3. I want to build a model ship next.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 55: *It took me three days to make this model car.* Students practice the expression with their classmates.
- **Buzzers** (Teacher's Book pages 22–25). Write six numbers of varying size, like those in Activity D, on the board. Then say an approximate number. Students race to say which of the six numbers it's closest to.
- Say an approximate number. Students in small groups work to write a number close to it, but not exactly matching.
- **Listen and Draw** (Teacher's Book pages 22–25). Describe a (small) pyramid, part by part. (*The bottom row is eight stones. The second row is seven stones ... The top is two stones.*) Have students draw each part on grid paper as you say it. After you are finished, ask students to show their drawings. You can also describe amounts of people or make a time line to practice other vocabulary.

Extra Practice

- Workbook pages 54–55. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 27
- Unit 6, Lesson 4 Worksheet, Teacher's Book page 125. See Teacher's Book page 113 for instructions.
- Unit 6 Test, Teacher's Book page 146–147. See Teacher's Book pages 130–131 for instructions and page 158 for the answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Review 3

Review 3

A Listen and circle.

- a. exercise b. go to bed early c. eat balanced meals
- a. a drop of food coloring b. a teaspoon of baking soda c. a cup of flour
- a. pack your schoolbag b. floss your teeth c. check your calendar
- a. move b. pull c. take
- a. quickly b. carelessly c. carefully
- a. toothpicks b. cardboard c. modeling clay

B Talk about these topics.

activities

adverbs

health

quantities

supplies

the pyramids

C Talk with your partner.

- Are you ready for your _____?
No, I'm not. I still need to _____.
- Did we bring the _____?
I don't remember.
I remember. It's _____.

Skills

A Read. Then answer.

Rules for Running

Running is a great way to exercise. To be safe when you run, always follow these rules.

Walk or run slowly at first. You can then run more quickly. This will help your body warm up and keep you from getting hurt. Relax your arms, hold your head up, and keep your hands cupped. Always wear colorful clothes and be careful of traffic. Comfortable running shoes are important, too.

After you run, walk slowly for five to eight minutes. This will help you cool down. Relax and drink some water. You can run often, but don't run every day.

These rules will help you get in shape and stay healthy. Keep running!

- What should you wear to go running?
- How should you cool down?
- How will these rules help you?

B Underline the imperative verbs. Then rewrite.

Imperative verbs give instructions or commands.

- Take a shower before you go to bed.
- Eat balanced meals every day.
- Wear a helmet when you ride your bike.

C Listen and number.

-
-
-
-
-
-

D Talk with your partner.

- What do you do for exercise?
- How do you stay safe while walking or running?

Student Book pages 56–57

Review Language

• Units 5 and 6 grammar and vocabulary

Reading

• *Rules for Running*

Skills

• Building reading, writing, listening, and speaking skills

Materials

Class CD2 Tracks 28–30

Student Book page 56

Warm up

- Greet the class. Greet a student and ask *Did you bring your (notebook)?* Students practice the conversation.
- Review pyramids vocabulary. Ask students questions related to Unit 6, Lesson 4 Activity C and the text in Activity B.

A Listen and circle.

See *Teaching Reviews*, Teacher's Book page 21.

- Play Class CD2 Track 28. Students listen to a conversation and circle the word or phrase they hear.

CD2
28

- How often do you exercise?
I exercise three times a week.
- How much baking soda does she need?
She needs a teaspoon of baking soda.
- Do you floss your teeth before you go to bed?
Yes, I usually do.
- How many years did it take to build the Great Pyramid of Giza? It took about 20 years.
- How is he writing? He's writing carefully.
- How many toothpicks do they have?
They have a few toothpicks.

- Check answers together.

Answer Key

1. a 2. b 3. b 4. c 5. c 6. a

B Talk about these topics.

Students discuss the pictures using the following:

- Activities: *I always pack my school bag before I go to bed. Do you check your calendar before you go to bed? Yes, I always do.*
- Adverbs: *How is she walking? She's walking quickly. Is he walking slowly or quickly? He's walking slowly.*
- Health: *How often do you get enough sleep? I get enough sleep four times a week.*
- Quantities: *How much flour does he need? He needs a cup of flour. Does she have enough flour? Yes, she does.*
- Supplies: *How many toothpicks do we have? We have four toothpicks. How much cardboard do we have? We have three sheets of cardboard. How much masking tape do they have? They have a lot of masking tape.*
- The Pyramids: *How many people did it take to build the Great Pyramid of Giza? It took around thirty thousand.*

C Talk with your partner.

- Students read and fill in the blanks.
- Model each conversation with a few students.
- Student pairs practice the conversations.

Answer Key

Possible Answers

- Are you ready for your piano recital?
No, I'm not. I still need to practice.
- Did we bring the map?/I don't remember./I remember.
It's on the roof!

Student Book page 57

A Read. Then answer.

- Students look at the picture, read the title and the questions, and then talk about what they think the text will be about.
- Play Class CD2 Track 29. Students listen and read with the CD.
- Play the track again. Students listen and read again.
- Read each question aloud with the class. Students can answer orally or write the answers in their notebooks. Encourage students to answer in complete sentences.
- Check answers together.

Answer Key

- You should wear colorful clothes and comfortable running shoes when you go running.
- You should walk slowly for five to eight minutes to cool down.
- These rules will help you get in shape and stay healthy.

B Underline the imperative verbs. Then rewrite.

- Call students' attention to the rule: *Imperative verbs give instructions or commands.*
- Students underline the imperative verbs and then rewrite the sentences.
- Check answers together.

Answer Key

- Take a shower before you go to bed.
- Eat balanced meals every day.
- Wear a helmet when you ride your bike.

C Listen and number.

- Play Class CD2 Track 30. Students listen and number the pictures.

CD2
30

- Relax and drink some water.
- Comfortable running shoes are important, too.
- Always wear colorful clothes and be careful of traffic.
- Relax your arms, hold your head up, and keep your hands cupped.

- Play the track again. Students check their answers.
- Check answers together.

Answer Key

- | | |
|--------------|--------------|
| 1. Picture 4 | 2. Picture 3 |
| 3. Picture 1 | 4. Picture 2 |

D Talk with your partner.



- Read the questions with the class.
- Model each question with a few students, allowing students to respond in their own (appropriate) ways.
- Student pairs ask and answer the questions and then switch roles.

Answer Key

Possible Answers

- I like to ride a bike for exercise.
- When I am running, I always drink lots of water and wear comfortable running shoes.

Games and Activities

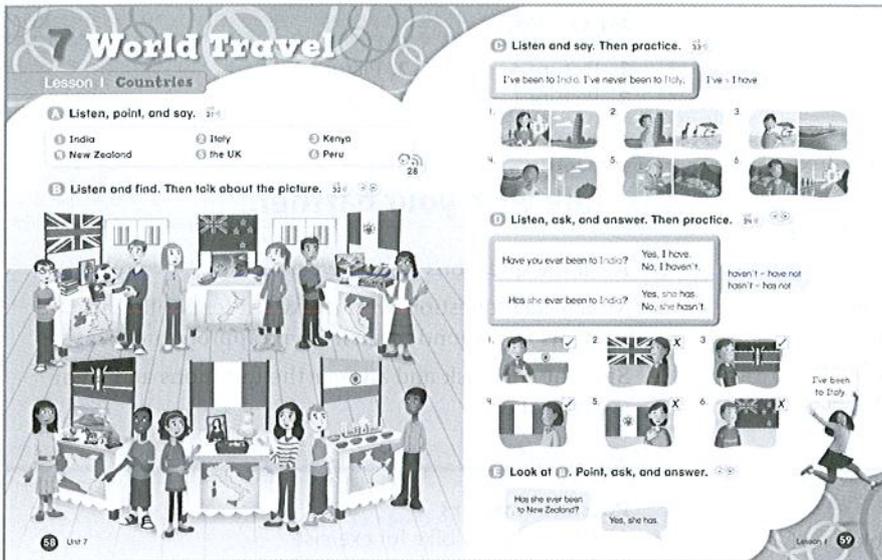
- Buzzers** (Teacher's Book pages 22–25). Review vocabulary from Units 5 and 6. Students can say a sentence, ask or answer a question, or write a number.

Extra Practice

- Workbook pages 56–57. See Teacher's Book pages 100–111 for instructions and answer key.
- iTools
- Log in for **Online Practice**

Unit 7 World Travel

Lesson 1 Countries



Student Book pages 58–59

Objectives

- Talking about countries

Grammar

- Present perfect statements with *been*
I've been to India. I've never been to Italy.
- Present perfect questions with *been*
Have you ever been to India?
Yes, I have./No, I haven't.
Has she ever been to India?
Yes, she has./No, she hasn't.

Vocabulary

Countries: India, Italy, Kenya, New Zealand, the UK, Peru

Materials

Class CD2 Tracks 31–34

Student Book page 58

Warm up

1. Greet the class. Then review facts about the Great Pyramid of Giza from Unit 6, Lesson 4: *Where's the Great Pyramid? About how old is it?*
2. Review the Everybody Up Expression from Unit 6 Lesson 4: *It took me three days to make this model car.* Students practice with their classmates.
3. Sing *Never Mind, I Found It* (Class CD2 Track 24).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new words. Bring in a world map and help students to find the countries.
2. Play Class CD2 Track 31. Students listen, point, and say along with the CD.

CD2
31

- | | | |
|----------------|-----------|----------|
| 1. India | 2. Italy | 3. Kenya |
| 4. New Zealand | 5. the UK | 6. Peru |

3. Students practice on their own, using their books.

B Listen and find. Then talk about the picture.



See *Using the Big Picture*, Teacher's Book page 20.

1. Direct students to the big picture. Students find and point to each country represented in the picture.
2. Play Class CD2 Track 32. Students listen, find the items in the picture, and point to them.

CD2
32

- Mike: Do you play golf at school?
Boy: No, but I like to play soccer. Soccer and golf came from the UK.
- Mike: I didn't know that. What else came from the UK?
Boy: Well, a lot of great books. Here, you can have this book of plays.
- Carla: What kind of bird is that?
Girl: It's called a Kiwi. Many birds in New Zealand don't fly. They walk, instead.
- Carla: That picture is pretty. Are those dolphins in the water?
Girl: No, they're whales, but dolphins do swim in the water there.
- Jay: Is Peru a big country?
Girl: Yes, it's the third biggest country in South America.
- Jay: Where do you live there?
Girl: I live in the mountains, but most people live in cities near the ocean. We also have deserts and forests in Peru.

- Julie: Do elephants live in Kenya?
 Boy: Yes, they do. We have lions, giraffes, and zebras, too.
 Julie: Where is Kenya in Africa?
 Boy: It's in East Africa. Here it is on the map.
 Emma: Wow! A lot of great artists came from Italy.
 Girl: Yes, we have many famous painters and sculptors.
 Emma: Are you an artist?
 Girl: No, my family has a farm in the South of Italy. It's hot and dry. We grow fruit there.
 Danny: What's the weather like in India?
 Boy: Right now it's very rainy. We call it the monsoon season.
 Danny: That's a beautiful building. Have you ever been there?
 Boy: It's called the Taj Mahal. I haven't been there but my brother has. People travel from all over the world to see it.

3. Student pairs talk about the picture and practice the new vocabulary, using their books.

Student Book page 59

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *I've been to India. I've never been to Italy.* Explain that the present perfect is used to talk about actions completed in the past at an unspecified time.
2. Present the contraction: *I've = I have.*
3. Direct students to the first grammar box on page 59.
4. Play Class CD2 Track 33. Students listen and say along with the CD.

CD2
33

I've been to India. I've never been to Italy.
 I've, I have

1. I've been to India. I've never been to Italy.
2. I've been to Italy. I've never been to Kenya.
3. I've been to Kenya. I've never been to New Zealand.
4. I've been to New Zealand. I've never been to the UK.
5. I've been to the UK. I've never been to Peru.
6. I've been to Peru. I've never been to India.

5. Students practice the pattern, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Have you ever been to India? Yes, I have./No, I haven't. Has she ever been to India? Yes, she has./No, she hasn't.*

2. Present the contractions: *haven't = have not* and *hasn't = has not.*
3. Direct students to the second grammar box.
4. Play Class CD2 Track 34. Students listen, ask, and answer along with the CD.

CD2
34

Have you ever been to India?
 Yes, I have.

Have you ever been to India?
 No, I haven't.

Has she ever been to India?
 Yes, she has.

Has she ever been to India?
 No, she hasn't.

haven't, have not
 hasn't, has not

1. Have you ever been to India?
 Yes, I have.
2. Has she ever been to the UK?
 No, she hasn't.
3. Has he ever been to Kenya?
 Yes, he has.
4. Has she ever been to Italy?
 Yes, she has.
5. Have you ever been to Peru?
 No, I haven't.
6. Has he ever been to New Zealand?
 No, he hasn't.

5. Students practice the pattern in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the people, and practice asking and answering with the language pattern in the speech bubbles: *Has she ever been to New Zealand? Yes, she has.* Students should use all of the new vocabulary.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 41: *I've been to Italy.* Students create Everybody Up Expressions and then practice saying them to classmates.
- **Class Survey** (Teacher's Book pages 22–25). Students interview each other about places they've been. Compare results with the class.

Extra Practice

- Workbook pages 58–59. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 28
- iTools
- Log in for **Online Practice**

Unit 7 World Travel

Lesson 2 Experiences

Lesson 2 Experiences

A Listen, point, and say. 35

1 go rafting 2 ride a camel 3 climb a mountain
4 hike in a rainforest 5 see the pyramids 6 go scuba diving

B Listen and say. Then practice. 36

He has gone rafting, but he hasn't ridden a camel.

go → went → gone ride → rode → ridden
climb → climbed → climbed hike → hiked → hiked
see → saw → seen

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

C Listen, ask, and answer. Then practice. 37

Has she gone rafting before? Yes, she has.
No, she hasn't.

	1. Go rafting	2. Climb a mountain	3. Ride a camel	4. See the pyramids	5. Go scuba diving	6. Hike in a rainforest
She	✓	X	✓	✓	X	X
He	X	✓	X	✓	X	✓

Skills Listening & Speaking

D Listen. Then answer the questions. 38

1. Has the girl ridden a camel before?
a. Yes, she has.
b. Yes, he has.
c. No, she hasn't.

2. Has Jim gone rafting before?
a. No, he hasn't.
b. Yes, he has.
c. No, she hasn't.

3. Has the girl climbed a mountain before?
a. No, she hasn't.
b. Yes, she has.
c. Yes, he has.

4. Has Peter hiked in a rainforest before?
a. No, he hasn't.
b. Yes, she has.
c. Yes, he has.

E What about you? Ask and answer. 39

1. Have you gone rafting on a river?
2. Where have you traveled?
3. What did you do there?
4. Talk about a famous place in your country.

Have you gone scuba diving before?

Student Book pages 60–61

Objectives

- Talking about activities completed and not completed in the past

Grammar

- Present perfect with irregular verbs

He has gone rafting, but he hasn't ridden a camel.

- Present perfect questions

*Has she gone rafting before?
Yes, she has./No, she hasn't.*

Vocabulary

Activities: go rafting, ride a camel, climb a mountain, hike in a rainforest, see the pyramids, go scuba diving

Materials

Class CD2 Tracks 35–38

Student Book page 60

Warm up

1. Greet the class. Students can greet their classmates and ask, *Have you ever been to (Italy)?*
2. **Beanbag Toss** (Teacher's Book pages 22–25). Review Unit 7, Lesson 1 question and answers. Play using a map.
3. **Find Someone Who** (Teacher's Book pages 22–25). Each student chooses a country to say they've been to. Then the students circulate and try to find someone who's been to each of the six countries from Unit 7, Lesson 1.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new phrases. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 35. Students listen, point, and say along with the CD.

CD2
35

- | | |
|---------------------|-------------------------|
| 1. go rafting | 2. ride a camel |
| 3. climb a mountain | 4. hike in a rainforest |
| 5. see the pyramids | 6. go scuba diving |

3. Students practice saying the words on their own, using their books.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *He has gone rafting, but he hasn't ridden a camel.* Remind students that the present perfect is *have/has + past tense of a verb*. It is used to talk about actions completed at an unspecified time in the past.
2. Direct students to the verb box on page 60. Explain that *irregular verbs* don't take *-ed* in the past tense like *regular verbs* do. They have to be memorized.
3. Direct students to the grammar box on page 60.
4. Play Class CD2 Track 36. Students listen and say along with the CD.

CD2
36

He has gone rafting, but he hasn't ridden a camel.

go, went, gone
ride, rode, ridden
climb, climbed, climbed
hike, hiked, hiked
see, saw, seen

1. He has gone rafting, but he hasn't ridden a camel.
2. She has ridden a camel, but she hasn't climbed a mountain.
3. He has climbed a mountain, but he hasn't hiked in a rainforest.
4. She has hiked in a rainforest, but she hasn't seen the pyramids.

5. She has seen the pyramids, but she hasn't gone scuba diving.
6. He has gone scuba diving, but he hasn't gone rafting.

5. Students practice on their own, using their books.

Student Book page 61

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Has she gone rafting before? Yes, she has./No, she hasn't.*
2. Direct students to the grammar box on page 61.
3. Play Class CD2 Track 37. Students listen, ask, and answer along with the CD.

CD2
37

Has she gone rafting before?
Yes, she has.

Has she gone rafting before?
No, she hasn't.

1. Has she gone rafting before?
Yes, she has.
2. Has she climbed a mountain before?
No, she hasn't.
3. Has he ridden a camel before?
No, he hasn't.
4. Has she seen the pyramids before?
Yes, she has.
5. Has he gone scuba diving before?
No, he hasn't.
6. Has he hiked in a rainforest before?
Yes, he has.

4. Students practice the pattern in pairs, using their books.

Skills Listening & Speaking

D Listen. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 20.

1. Have students read the questions and answers.
2. Play Class CD2 Track 38. Students listen and circle the answers.

CD2
38

1. Jenny, have you ever been to Egypt?
Yes, I have.
Have you ridden a camel before?
No, I haven't, but I have seen the pyramids!

Has the girl ridden a camel before?

2. Jim lives in New Zealand. He has gone rafting, but he hasn't gone scuba diving.

Has Jim gone rafting before?

3. Where are you from, Mia?
I'm from Italy.

Have you climbed a mountain before?
Yes, I have.

Has the girl climbed a mountain before?

4. Pete lives in Peru. He hasn't hiked in a rainforest, but he has gone rafting.

Has Pete hiked in a rainforest before?

3. Play the CD again for students to check their answers.
4. Check answers together.

Answer Key

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

E What about you? Ask and answer.



See *Teaching Conversations*, Teacher's Book page 21.

1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice and then switch roles.

Answer Key

Possible Answers

1. No. I have never gone rafting on a river, but I would like to. / Yes. I've gone rafting. I was nervous!
2. I've traveled to Thailand and to Australia.
3. I went swimming in the ocean.
4. There is a famous river in my country. People like to go rafting there.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 61: *Have you gone scuba diving before?* Students practice the expressions with their classmates.
- **Buzzers** (Teacher's Book pages 22–25). List the new phrases on the board. Point to two of them to prompt: *(He) has (ridden a camel) before, but (he) hasn't (hiked in a rainforest).*
- **Charades** (Teacher's Book pages 22–25). Students play in small groups to practice the target language.

Extra Practice

- Workbook pages 60–61. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 21
- iTools
- Log in for [Online Practice](#)

Unit 7 World Travel

Lesson 3 Reading

Lesson 3 Reading

A Talk about the story. Then listen and read.

A New Friend

Mr Sims, the math teacher, walks in with a new student. "Class, this is Joon," he says. "He's from South Korea, and he'll be with us for two weeks."

That day at lunch, Joie, Danny, Emma, and Mike are sitting together. When they see Joon sitting alone, they invite him to join their table. They ask Joon about South Korea. Joon has traveled a lot. He's been in the UK and Italy, but he's never been to the USA before.

They learn that Joon likes art, not like Emma. He likes making models, just like Mike. He plays the violin, just like Joie.

"Do you like skateboarding?" asks Danny.

"I'm not very good at it," says Joon. "Could you show me how?"

"Sure!" says Danny.

After school, Danny teaches them all how to skateboard. Then Joon teaches them Taekwondo.

For the next two weeks, the friends teach each other something new every day. They all feel sad when Joon leaves.

Be friendly.

B Read and circle.

1. Joon likes making models. True False
2. Joon is from Brazil. True False
3. Joon has never been to the UK. True False
4. Danny teaches Joon how to skateboard. True False

C Sing.

Let's Go Skateboarding

Do you like skateboarding?
Yes, I do. I like to go skateboarding after school.
Do you like it?
I'm not very good. Could you show me how?
Yeah, Sure.
OK, cool. Let's go skateboarding after school.
Yeah, let's go together after school.

Do you like skateboarding?
I'm not very good at it. Could you show me how?
Sure!
Do you like skateboarding?
Yes, I do. Cool! Let's go skateboarding after school.

Do you like to line skating?

D Listen and say. Then act.

Do you like skateboarding?
I'm not very good at it. Could you show me how?
Sure!
Do you like skateboarding?
Yes, I do. Cool! Let's go skateboarding after school.

Student Book pages 62–63

Objectives

- Making new friends
- Sharing interests

Vocabulary

Story: alone, invite, Taekwondo, each other

Conversation

• Do you like skateboarding?

I'm not very good at it.

Could you show me how?

Sure!

• Do you like skateboarding?

Yes, I do.

Cool! Let's go skateboarding after school.

Value

Be friendly.

Materials

Class CD2 Tracks 39–41

Student Book page 62

Warm up

1. Greet individual students and ask the Everybody Up Expression from Unit 7, Lesson 2: *Have you gone scuba diving before?* Students can practice their own Everybody Up Expressions with their classmates.
2. **Telephone** (Teacher's Book pages 22–25). Review the target language from Unit 7, Lesson 2: *(He) has (ridden a camel) before, but (he) hasn't (hiked in a rainforest).*
3. **Buzzers** (Teacher's Book pages 22–25). Review the target language from Unit 7, Lesson 2: *Has (she) (gone rafting) before?*

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story. Have students explain what they think the title *A New Friend* means.
2. Point out the new words in bold: *alone*, *invite*, *Taekwondo*, and *each other*. Have students work in pairs to guess the meaning from context.
3. Play Class CD2 Track 39. Students listen and read the story along with the CD.

4. Read the story aloud with the students. Then direct students' attention to the value *Be friendly* and play the track again. Students listen and read along.
5. Have students work in pairs. Students take turns retelling the story to each other and the class.

Student Book page 63

B Read and circle.

1. Students circle *True* if the statement is correct and *False* if it is incorrect.
2. Read each sentence aloud with the class. Students can answer orally, or they can write the answers in their notebooks, using Activity A as a reference.
3. Check answers together. Have students correct the false statements.

Answer Key

- | | |
|----------|----------|
| 1. True | 2. False |
| 3. False | 4. True |

C Sing.

See *Teaching Songs*, Teacher's Book page 21.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 40. Students listen and sing along with the CD.

Let's Go Skateboarding

Do you like skateboarding?
 Yes, I do. I like to go skateboarding after school.
 Do you like it?
 I'm not very good.
 Could you show me how?
 Yeah. Sure.
 OK, cool. Let's go skateboarding after school.
 Yeah, let's go together after school.

Do you like canoeing?
 Yes, I do. I like to go canoeing after school.
 Do you like it?
 I'm not very good.
 Could you show me how?
 Yeah. Sure.
 OK, cool. Let's go canoeing after school.
 Yeah, let's go together after school.

Do you like bowling?
 Yes, I do. I like to go bowling after school.
 Do you like it?
 I'm not very good.
 Could you show me how?
 Yeah. Sure.
 OK, cool. Let's go bowling after school.
 Yeah, let's go together after school.

- Students sing the song again, adding facial expressions and gestures appropriate to the language.
- Divide the class into two groups. Assign different parts of the song to each group to sing. Then switch roles.

D Listen and say. Then act.

See *Teaching Conversations*, Teacher's Book page 21.

- Students read and act out the different conversations in the speech bubbles.
- Play Class CD2 Track 41. Students listen and say with the CD.

Do you like skateboarding?
 I'm not very good at it. Could you show me how?
 Sure.

Do you like skateboarding?
 Yes, I do,
 Cool! Let's go skateboarding after school.

- Student pairs rehearse and act out each conversation, using facial expressions and gestures related to the situations in the conversations. Switch roles.

Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 63: *Do you like in-line skating?* Students practice the expression with their classmates.
- Gaps** (Teacher's Book pages 22–25). Write out the key sentences from the story on strips of paper. Prepare a set of strips for each student. In this version, students use new details for the places Joon has been to and activities the kids enjoy. Have students compare their answers.
- A New Story** (Teacher's Book pages 22–25). Using the existing story as a model, small groups of students create a new story with new scenes and characters. Stories should demonstrate the Lesson 3 value *Be friendly* and include the target conversation language. Each group acts its new story out for the class.
- Find Someone Who** (Teacher's Book pages 22–25). Each student lists five things they like. Then students circulate and try to find at least two other people who like the same things. Encourage students to use the language from Activity D if they don't enjoy the same things.

Extra Practice

- Workbook pages 62–63. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 30
- Unit 7, Lesson 3 Worksheet, Teacher's Book page 126. See Teacher's Book page 113 for instructions.
- iTools
- Log in for  **Online Practice**

Unit 7 World Travel

Lesson 4 Explorers

Lesson 4 Explorers

A Listen, point, and say.

1 high 2 reach 3 British
4 leave 5 grateful 6 lead

B Listen and read.

Climbing Mount Everest 1 foot = 0.3048 meters

Mount Everest in Nepal is the highest mountain in the world. It's over twenty-nine thousand feet high. In 1921, George Mallory and Andrew Irvine tried to reach the top of Mount Everest, but they could not do it.

In 1953, twelve British mountain climbers wanted to climb to the top. The climbers camped at twenty-six thousand feet. Two climbers tried to reach the top, but they could not do it. Edmund Hillary and Tenzing Norgay left the camp on May 29th and reached the top the next day. They became the first people to climb to the top of Mount Everest.

Over twelve hundred people have now climbed to the top of Mount Everest. In 1983, James Whitaker became the first person from the USA to reach the top. Junko Tabei from Japan became the first woman to reach the top in 1975. In 2000, 142 climbers reached the top. All of them were grateful to Edmund Hillary and Tenzing Norgay for leading the way.

A Race to the Top of Mount Everest

1. 1921 George Mallory and Andrew Irvine tried to reach the top of Mount Everest.
2. James Whitaker became the first person from the USA to reach the top.
3. 1912 climbers reached the top.
4. Edmund Hillary and Tenzing Norgay reached the top.
5. Junko Tabei from Japan became the first woman to reach the top.

D Fill in the timeline.

E Look at D. Ask and answer.

What happened in 1924?
George Mallory and Andrew Irvine tried to reach the top of Mount Everest.
How high are you reach?

F What about you? Ask and answer.

1. What are the most famous mountains in your country?
2. Have you ever climbed a mountain?
3. Where do you like to explore?

Student Book pages 64–65

Objectives

- Talking about explorers

Grammar

- Past tense

What happened in 1924?

George Mallory and Andrew Irvine tried to reach the top of Mount Everest.

Vocabulary

Climbing Mount Everest: high, reach, British, leave, grateful, lead

Materials

Class CD2 Tracks 42–43

Student Book page 64

School Subject Connection: Social Studies



Lesson 4 is a cross-curricular lesson with a connection to social studies. Ask students to tell you about their social studies classes. Elicit the meaning of the word *explorers* or explain if necessary. Look at the photos on pages 64–65. Invite students to talk about what they see. Bring in a map and ask students to find Mount Everest in Nepal. Ask students to say what they think the weather on Mount Everest is like. What kind of camping equipment would people need to climb the mountain? Have students find the height of Mount Everest. Bring in grid paper and have pairs draw Mount Everest to scale: 29 squares = 29,000 feet. Students mark 26,000 feet, where the twelve British mountain climbers got to in 1953.

Warm up

1. Greet the class. Then ask a few individual students *What did you do that was friendly yesterday?* Students practice the expression with their classmates.
2. Elicit the Everybody Up Expression from Unit 7, Lesson 3: *Do you like in-line skating?* Students practice the expression with their classmates.
3. Sing *Let's Go Skateboarding* (Class CD2 Track 40).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

1. Introduce the new words. Write each word on the board and help students to understand it.
2. Play Class CD2 Track 42. Students listen, point to the words, and say along with the CD.

CD2
42

- | | | |
|----------|-------------|------------|
| 1. high | 2. reach | 3. British |
| 4. leave | 5. grateful | 6. lead |

3. Students practice saying the new vocabulary on their own, using their books.

B Listen and read.

1. Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the text.
2. Point out the Tip Box that says *1 foot = 0.3048 meters*.
3. Play Class CD2 Track 43. Students listen and read aloud with the CD.
4. Play the track again. Students read along silently.
5. Students read the passage on their own.
6. Students read parts of the passage aloud, alone or in small groups.

C Answer the questions.

1. Students read the questions and answer them. Read each question aloud with the class.
2. Call students' attention to the Skills Tip. Read it aloud with the class: *Scan the reading for dates.* Explain that to *scan* is to move your eyes over the text looking for specific details. Demonstrate the tip with an example from the text in Activity B.
3. Students answer the questions orally or write the answers in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

1. Mount Everest is over twenty-nine thousand feet high.
2. Edmund Hillary and Tenzing Norgay are famous for being the first people to reach the top of Mount Everest.
3. Over twelve hundred people have climbed to the top of Mount Everest.
4. They reached the top on May 29th.

D Fill in the timeline.

1. Direct students' attention to the timeline on page 65. Have students talk about what they see.
2. Students label the sentences with the dates from the text in Activity B. Remind students to *scan* for the answers.
3. Students can answer orally or write the answers in their notebooks.
4. Check the answers on the board.

Answer Key

- | | |
|---------|---------|
| 1. 1924 | 2. 1963 |
| 3. 2000 | 4. 1953 |
| 5. 1975 | |



E Look at D. Ask and answer.

Student pairs look at the timeline in Activity D and practice the language pattern in the speech bubbles: *What happened in 1924? George Mallory and Andrew Irvine tried to reach the top of Mount Everest.*

**F What about you?
Ask and answer.**



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs practice the questions and then switch roles.

Games and Activities

- **Everybody Up!** Direct students' attention to the Everybody Up Friend on page 65: *How high can you reach?* Students practice the expression with their classmates.
- **Teacher's Mistake** (Teacher's Book pages 22–25). Check students' understanding of the text by making true and false statements. Students correct your mistakes.
- **Order the Text** (Teacher's Book pages 22–25). Copy the main facts of the text onto separate strips of paper. Give a set of strips to each student. Students race to put the story strips in order.
- Have students write their own sentences using the new words. Then students trade papers with a partner to correct.

Answer Key

Possible Answers

1. (The Rocky Mountains) are the most famous mountains in my country.
2. I have never climbed a mountain, but I have gone hiking in the mountains.
3. I like to explore cities. / I like to explore in the mountains.

Extra Practice

- Workbook pages 64–65. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 31
- Unit 7, Lesson 4 Worksheet, Teacher's Book page 127. See Teacher's Book page 113 for instructions.
- Unit 7 Test, Teacher's Book page 148–149. See Teacher's Book pages 130–131 for instructions and page 158 for the answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Unit 8 Computers

Lesson 1 Using Computers

8 Computers
Lesson 1 Using Computers

A Listen, point, and say.

- turn on the computer
- turn off the computer
- turn up the volume
- turn down the volume
- log in to the website
- log out of the website

B Listen and find. Then talk about the picture.

C Listen and say. Then practice.

I've just turned on the computer.
I haven't turned on the computer yet.

turn → turned → turned
log → logged → logged

D Listen, ask, and answer. Then practice.

Has he turned on the computer yet? Yes, he has.
No, he hasn't.

turn on the computer, log in to the website, turn off the computer, turn down the volume, log out of the website, turn up the volume

E Look at B. Point, ask, and answer.

Do you turn off your computer every night?
Has he turned up the volume yet? Yes, he has.

Student Book pages 66–67

Objectives

- Talking about using computers

Grammar

- Present perfect statements with *just* and *yet*
I've just turned on the computer.
I haven't turned on the computer yet.
- Present perfect questions with *yet*
Has he turned on the computer yet?
Yes, he has.
No, he hasn't.

Vocabulary

Using computers: turn on the computer, turn off the computer, turn up the volume, turn down the volume, log in to the website, log out of the website

Materials

Class CD2 Track 44–47

Student Book page 66

Warm up

- Greet the class. Ask individual students *Do you have a computer?*
- Elicit the Everybody Up Expression from Unit 7, Lesson 4: *How high can you reach?* Students can practice the expression with their classmates.
- Two Truths and a Lie** (Teacher's Book pages 22–25). Review the Unit 7, Lesson 4 text *Climbing Mount Everest* by making true and false statements. Students correct the false statements.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Introduce the new phrases. Write each phrase on the board and help students to understand it.
- Play Class CD2 Track 44. Students listen, point, and say along with the CD.

CD2
44

- turn on the computer
- turn off the computer
- turn up the volume
- turn down the volume
- log in to the website
- log out of the website

- Students practice on their own, using their books.

B Listen and find. Then talk about the picture.



See *Using the Big Picture*, Teacher's Book page 20.

- Direct students' attention to the big picture. Have students talk about what they see.
- Play Class CD2 Track 45. Students listen, find the items in the picture, and point to them.

CD2
45

- Man: Welcome to the new computer room, class. Please turn on the computers and log in to the class website.
- Mike: I can't remember how to log in to the website. Could you help me, Carla?
- Carla: Sure. Write your first name here. Then write your last name.
- Mike: It worked! Thanks!
- Emma: Excuse me, Mr. Sims? There's a problem with this computer.
- Man: You're right, Emma. Log out of the website and turn off the computer. You can use a different one, instead.
- Julie: Danny, could you turn down the volume, please? It's too loud.
- Danny: Oh, sorry, Julie.
- Danny: Is this quieter? I'm writing a report about a famous guitar player.
- Julie: Yes, that's better.
- Jay: I'm playing a math game, but I can't hear any sound. Do you know how to turn up the volume, Danny?

Danny: Sure, the volume's right here.
Jay: Thanks. I can hear it now!

3. Students talk about the picture using new vocabulary.

Student Book page 67

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *I've just turned on the computer. I haven't turned on the computer yet.* Explain the word *just* is an adverb that tells us something has happened very recently, and *yet* is an adverb that tells us something hasn't happened as of now but probably will happen in the future.
2. Direct students' attention to the verb box. Point out that the verbs are regular verbs that end in *-ed*.
3. Direct students to the first grammar box on page 67.
4. Play Class CD2 Track 46. Students listen and say along with the CD.

CD2
46

I've just turned on the computer.

I haven't turned on the computer yet.

turn, turned, turned

log, logged, logged

1. I've just turned on the computer.
I haven't turned on the computer yet.
2. I've just turned off the computer.
I haven't turned off the computer yet.
3. I've just turned up the volume.
I haven't turned up the volume yet.
4. I've just turned down the volume.
I haven't turned down the volume yet.
5. I've just logged in to the website.
I haven't logged in to the website yet.
6. I've just logged out of the website.
I haven't logged out of the website yet.

5. Students practice on their own, using their books.

D Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Introduce the new pattern: *Has he turned on the computer yet? Yes, he has./No, he hasn't.*
2. Direct students to the second grammar box on page 67.
3. Play Class CD2 Track 47. Students listen, ask, and answer along with the CD.

CD2
47

Has he turned on the computer yet?

Yes, he has.

Has he turned on the computer yet?

No, he hasn't.

1. Has he turned on the computer yet?
Yes, he has.
2. Has he logged in to the website yet?
No, he hasn't.
3. Has she turned off the computer yet?
No, she hasn't.
4. Has she turned down the volume yet?
Yes, she has.
5. Has he logged out of the website yet?
Yes, he has.
6. Has she turned up the volume yet?
No, she hasn't.

4. Students practice in pairs, using their books.

E Look at B. Point, ask, and answer.



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Has he turned up the volume yet? Yes, he has.* Students should use all of the new vocabulary.

Games and Activities

- **Everybody Up!** Direct students to the Everybody Up Friend on page 67: *Do you turn off your computer every night?* Students create Everybody Up Expressions and practice them with classmates.
- **Card Grab** (Teacher's Book pages 22–25). Make sets of cards using the new vocabulary phrases. Give one set to each small group of students. You call out a phrase and students race to grab that card. Later, invite students to be the caller.
- **BINGO** (Teacher's Book pages 22–25). Students write the six phrases on their game grid and three answers of *Yes, he/she has* and *No, he/she hasn't*. Say the phrases in a sentence and students mark them or choose appropriate yes/no answers to match your questions with *he/she*.

Extra Practice

- Workbook pages 66–67. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 32
- iTools
- Log in for **Online Practice**

Unit 8 Computers

Lesson 2 Using Computers

Lesson 2 Using Computers

A Listen, point, and say.

upload the photos print the photos download the music
play the music write the email send the email

B Listen and say. Then practice.

She's already uploaded the photos, but she hasn't printed them yet.
He's already written the email, but he hasn't sent it yet.

She's - She has He's - He has

upload → uploaded download → downloaded write → wrote
print → printed play → played send → sent

Skills Reading & Writing

D Listen and read. Then answer the questions.

To: Josh Lee Subject: class project
Hi Josh,
What are you doing? I'm working on the photography project for class. I've already taken pictures of my parents, but I haven't taken a picture of my sister yet. Have you printed your photos?
Your friend,
Kyle

To: Kyle Garcia Subject: Re: class project
Hi Kyle,
I've already uploaded my photos, but I haven't printed them yet. I've just logged in to a cool website. I'm downloading music now. I'll play it for you tomorrow. I'm going to bed after I send the email.
Good night,
Josh

1. Has Josh uploaded his photos yet?
2. Has Kyle taken a picture of his sister yet?
3. Circle greeting or closing. Then rewrite. Start a letter with a greeting, a name, and a comma. End a letter with a closing, a comma, and your name.

1. Hi Stuart, greeting / closing
2. Your friend, greeting / closing
3. Hello Susan, greeting / closing

Student Book pages 68–69

Objectives

- Talking about actions completed and not completed in the past

Grammar

- Present perfect statements/questions
She's already uploaded the photos, but she hasn't printed them yet.
He's already written the email, but he hasn't sent it yet.
Has she uploaded the photos yet?
Yes, she's uploaded them.
No, she hasn't uploaded them.

Vocabulary

Using computers: upload the photos, print the photos, download the music, play the music, write the email, send the email

Materials

Class CD2 Tracks 48–51

Student Book page 68

Warm up

- Greet the class. Elicit the Everybody Up Expression from Unit 8, Lesson 1: *Do you turn your computer off every night?* Students practice with their classmates.
- Circles** (Teacher's Book pages 22–25). Review Unit 8, Lesson 1 questions and answers: *Has he turned on the computer yet? Yes, he has./No he hasn't.*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Introduce the new phrases. Write each phrase on the board and help students to understand it.
- Play Class CD2 Track 48. Students listen, point, and say along with the CD.

CD2
48

- | | |
|-----------------------|---------------------|
| 1. upload the photos | 2. print the photos |
| 3. download the music | 4. play the music |
| 5. write the email | 6. send the email |

- Students practice on their own, using their books.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 20.

- Introduce the new pattern: *She's already uploaded the photos, but she hasn't printed them yet. He's already written the email, but he hasn't sent it yet.* Remind students of

the meaning of the words *but* and *yet*. Elicit a meaning for *already*, or explain that it means something that happened before the time of speaking.

- Present the contractions: *she's = she has* and *he's = he has*.
- Direct students' attention to the verb box on page 68. Say the verbs and have students repeat.
- Direct students to the grammar box on page 68.
- Play Class CD2 Track 49. Students listen and say along with the CD.

CD2
49

She's already uploaded the photos, but she hasn't printed them yet.

He's already written the email, but he hasn't sent it yet.

she's, she has

he's, he has

upload, uploaded, uploaded

print, printed, printed

download, downloaded, downloaded

play, played, played

write, wrote, written

send, sent, sent

1. She's already uploaded the photos, but she hasn't printed them yet.

2. He's already downloaded the music, but he hasn't played it yet.

3. She's already written the email, but she hasn't sent it yet.

- Students practice on their own, using their books.

C Listen, ask, and answer. Then practice.



See *Teaching Grammar*, Teacher's Book page 20.

1. Direct students to the grammar box on page 69. Introduce the pattern: *Has she uploaded the photos yet? Yes, she's uploaded them./No, she hasn't uploaded them.* Point out that for singular nouns (the email, the music) the pronoun will be *it*, not *them*.
2. Play Class CD2 Track 50. Students listen, ask, and answer along with the CD.

CD2
50

Has she uploaded the photos yet?
Yes, she's uploaded them.

Has she uploaded the photos yet?
No, she hasn't uploaded them.

1. Has she uploaded the photos yet?
Yes, she's uploaded them.
2. Has he printed the photos yet?
Yes, he's printed them.
3. Has she sent the email yet?
Yes, she's sent it.
4. Has he downloaded the music yet?
No, he hasn't downloaded it.
5. Has she played the music yet?
No, she hasn't played it.
6. Has he written the email yet?
No, he hasn't written it.

3. Students practice in pairs, using their books.

Skills Reading & Writing

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 20.

1. Students look at the emails and read the questions.
2. Play Class CD2 Track 51. Students listen and read along with the CD.
3. Read each question aloud with the class. Students can answer orally or write the answers in their notebooks. Encourage students to use complete sentences.
4. Check answers together.

Answer Key

1. Yes, Josh has already uploaded his photos.
2. Josh will go to bed after he sends the email.
3. No, he hasn't.

E Circle greeting or closing. Then rewrite.

See *Teaching Skills*, Teacher's Book page 20.

1. Call students' attention to the rule: *Start a letter with a greeting, a name, and a comma. End a letter with a closing, a comma, and your name.* Students circle *greeting* or *closing* and then rewrite.
2. Read each phrase aloud with the class. Students can answer orally or they can write the answers in their notebooks.
3. Check answers together.

Answer Key

- | | | |
|-------------|------------|-------------|
| 1. greeting | 2. closing | 3. greeting |
|-------------|------------|-------------|

Games and Activities

- **Everybody Up!** Direct students to the Everybody Up Friend on page 69: *Have you sent an email today?* Students practice with their classmates.
- **Guess the Next Card** (Teacher's Book pages 22–25). Make sets of vocabulary phrases to play.
- Have students write a letter to a classmate. Encourage them to include a greeting, a closing, and at least three sentences using computer phrases.

Extra Practice

- Workbook pages 68–69. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Audio CD Track 33
- iTools
- Log in for **Online Practice**

Unit 8 Computers

Lesson 3 Reading

Lesson 3 Reading

A Talk about the story. Then listen and read.

Just a Minute

Emma needs to write a report about plants for her science class. She wants to use the computer to do research, but Tommy is using it.

"Are you almost done with the computer?" asks Emma.

"Just a minute," says Tommy. "I haven't finished downloading these songs yet."

"OK. Let me know when you're done," says Emma.

An hour later, Tommy is still on the computer. Emma reminds him that she needs to use it.

"Sorry, I forgot!" says Tommy.

Emma does her research and writes her report on time. A week later, Tommy has a report to write. He needs to use the computer, but Emma is shopping for clothes online. Tommy asks her when she'll be done.

"Just a minute," says Emma. "I haven't finished looking at this website yet!"

"OK. I'll use the computer later," says Tommy. He starts to walk away.

"Tommy, I said 'just a minute,'" says Emma. "I'm done!"

"Thanks, Emma!" says Tommy.

Be fair.

B Who said it? Read and circle.

- "I haven't finished looking at the website yet!"
 - Emma
 - Tommy
- "Sorry, I forgot!"
 - Emma
 - Tommy
- "I haven't finished downloading these songs yet!"
 - Emma
 - Tommy
- "OK. Let me know when you're done!"
 - Emma
 - Tommy

C Sing.

Are You Almost Done?

Are you almost done with the computer?
Just a minute. Just a minute.
OK. Let me know when you're done.

Are you almost done with the computer?
Just a minute. Just a minute.
I said just a minute. Just a minute.
OK. I'm done.

D Listen and say. Then act.

Are you almost done with the computer?
→ Just a minute. → OK. Let me know when you're done.

Are you almost done with the computer?
→ Yes, I just finished. Go ahead and use it. → Thank!

I'm almost finished with my report.

Student Book pages 70–71

Objectives

- Sharing the family computer

Vocabulary

Story: report, research, reminds

Conversation

- *Are you almost done with the computer? Just a minute. I haven't finished downloading these songs yet. OK. Let me know when you're done.*
- *Are you almost done with the computer? Yes, I just finished. Go ahead and use it. Thanks!*

Value

Be fair.

Materials

Class CD2 Tracks 52–54

Student Book page 70

Warm up

1. Greet the class. Ask students: *Have you sent an email today?* Encourage students to practice the pattern with their classmates, using previously learned language.
2. **Circles** (Teacher's Book pages 22–25). Review Unit 8, Lesson 2 grammar and vocabulary: *Has she uploaded the photos yet? Yes, she has./No, she hasn't.*
3. **Down the Line** (Teacher's Book pages 22–25). Review Unit 8, Lesson 2 grammar: *She's already uploaded the photos, but she hasn't printed them yet.*
4. **Toss and Tell** (Teacher's Book pages 22–25). Have students stand in a circle. Say the target language and then toss a ball or beanbag to S1. S1 responds. Then, S1 says the target language and tosses the ball to the next student.

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 21.

1. Students look at the pictures and talk about what they see. Ask students to say what they think will happen in the story.
2. Point out the new words in bold: *report*, *research*, and *reminds*. Have students guess the meaning from context.

3. Play Class CD2 Track 52. Students listen and read along with the CD.
4. Read the story aloud with the students. Then direct students' attention to the value *Be fair* and play the track again. Students listen and read along.
5. Have students retell the story to a partner. Elicit a few examples to share with the class.

Student Book page 71

B Who said it? Read and circle.

1. Students read the quotations and circle who said them.
2. Read each sentence aloud with the class. Students can answer orally or they can write the answers in their notebooks, using Activity A as a reference.
3. Check answers together.

Answer Key

- | | |
|-------------|-------------|
| 1. a. Emma | 2. b. Tommy |
| 3. b. Tommy | 4. a. Emma |

C Sing.

See *Teaching Songs*, Teacher's Book page 21.

1. Read the song lyrics with the students.
2. Play Class CD2 Track 53. Students listen and sing along with the CD.

CD2
53

Are You Almost Done?

Are you almost done with the computer?

Just a minute. Just a minute.

OK. Let me know when you're done.

Are you almost done with the computer?

Just a minute. Just a minute.

I said just a minute. Just a minute.

OK, I'm done.

Are you almost done with the camera?

Just a minute. Just a minute.

OK. Let me know when you're done.

Are you almost done with the camera?

Just a minute. Just a minute.

I said just a minute. Just a minute.

OK, I'm done.

- Students sing the song again, adding gestures and facial expressions appropriate to the language.
- Divide the class into two groups. Each group takes a part. Then switch roles.

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 21.

- Students read and act out the different conversations in the bubbles.
- Play Class CD2 Track 54. Students listen and say with the CD.

CD2
54

Are you almost done with the computer?

Just a minute.

OK. Let me know when you're done.

Are you almost done with the computer?

Yes, I just finished. Go ahead and use it.

Thanks!

- Student pairs rehearse and act out each conversation. Then students switch roles.

Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 71: *I'm almost finished with my report*. Students practice the expression with their classmates.
- Finish the Story** (Teacher's Book pages 22–25). Copy the key sentences from the story on page 62, leaving some words blank. Give a copy to each student. Slowly read the story aloud. Students listen and write in the missing words.
- Brainstorm** (Teacher's Book pages 22–25). Pairs work together to list as many ways as they can to be fair. For example, *wait for the computer* or *let your brother use the video game*. Have pairs draw a picture and write a sentence to illustrate their favorite idea.
- A New Story** (Teacher's Book pages 22–25). Have student pairs use the story in Activity A as a model to write their own version, or write key sentence frames on the board for students to complete with their own information. Have each pair act out their new story for the class.

Extra Practice

- Workbook pages 70–71. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 34
- Unit 8, Lesson 3 Worksheet, Teacher's Book page 128. See Teacher's Book page 113 for instructions
- iTools
- Log in for  **Online Practice**

Unit 8 Computers

Lesson 4 Energy

Lesson 4 Energy

A Listen, point, and say.

energy source wind turbine
electricity dam solar panel

B Listen and read.

Clean Energy
People are using more energy every day. We use energy to drive our cars and to power our computers, phones, and TVs. Scientists are excited about three sources of natural energy. These energy sources are clean and will never run out.

Wind Energy
Scientists have designed wind turbines that use strong winds to make energy. Some turbines make enough electricity for one thousand homes. Many countries now use wind turbines for electricity.

Water Energy
Moving water can also make energy. Scientists have designed dams that make electricity on many rivers. Two of the biggest dams are in China and Brazil, but there are thousands of others around the world.

Solar Energy
Scientists have designed solar panels to turn energy from the sun into electricity. These panels are now on many buildings, where they collect solar energy.

In the future, people will use even more energy, but more of it will come from clean energy sources. When people use these sources, they help to keep the Earth clean.

Answer the questions.

- How do wind turbines make energy?
- What will people do in the future?
- How do people use energy?
- How does clean energy help the Earth?

Write.

wind turbines dam solar panels water sun wind electricity

Look at B. Ask and answer.

What have scientists designed to use wind energy?

Scientists have designed wind turbines that make electricity.

What about you? Ask and answer.

- How do you use electricity?
- What sources of clean energy do people use in your country?
- How do you think people will use energy in the future?

Skills Tip
The introduction and conclusion of a reading tell you the topic.

Have you ever seen a wind turbine?

Student Book pages 72-73

Objectives

- Talking about clean energy

Grammar

- Present perfect questions and answers

What have scientists designed to use wind energy?

Scientists have designed wind turbines that make electricity.

Vocabulary

Energy: energy, source, wind turbine, electricity, dam, solar panel

Materials

Class CD2 Tracks 55-56

Student Book page 72

School Subject Connection: Science



Lesson 4 is a cross-curricular lesson with a connection to science. Ask students to tell you about their science classes. What do students know about energy sources? What do we use energy for? Elicit examples from the class (such as TVs and phones). Have students look at the pictures and talk about what they see. Talk about what wind, water, and solar mean. Use gestures, pictures, and examples to help you explain.

Warm up

- Greet the class. Then ask a few individual students *How were you fair yesterday?* Next, students greet their classmates and ask how they were fair.
- Elicit the Everybody Up Expression from Unit 8, Lesson 3: *I'm almost finished with my report.* Ask *What are you almost finished with?* Students practice the expression with their classmates.
- Sing *Are You Almost Done?* (Class CD2 Track 53).

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 20.

- Introduce the new words. Write each word on the board and help students to understand it.
- Play Class CD2 Track 55. Students listen, point to the words, and say along with the CD.

CD2
55

- energy
- source
- wind turbine
- electricity
- dam
- solar panel

- Students practice saying the new vocabulary on their own, using their books.

B Listen and read.

- Students find the new words in the text and point to them. Have students talk about the meaning of the words in context of the text.
- Play Class CD2 Track 56. Students listen and read aloud with the CD.
- Play the track again. Students listen and read along silently.
- Students read the passage on their own.
- Students read parts of the passage aloud, alone or in small groups.

Student Book page 73

C Answer the questions.

- Students read the questions and answer them. Read each question aloud with the class.
- Call students' attention to the Skills Tip. Read it aloud with the class: *The introduction and conclusion of a reading tell you the topic.* Explain *introduction*—the opening paragraph that tells you about what follows,

and *conclusion*—the final paragraph that retells what you read. Demonstrate the tip with an example from the text in Activity B.

- Students answer the questions orally in or in their notebooks. Encourage students to use complete sentences in their answers.

Answer Key

- Wind turbines use strong wind to make electricity.
- In the future people will use even more energy.
- People use energy to drive cars and to power computers, phones, and TVs.
- Clean energy helps to keep Earth clean.

D Write.

- Direct students' attention to the diagram on page 73. Have students talk about what they see.
- Students write the name of the type of energy in the correct place on the drawing.
- Students write their answers in their book.
- Check the answers with the class.

Answer Key

- | | |
|----------|------------------|
| 1. wind | 2. wind turbines |
| 3. sun | 4. electricity |
| 5. water | 6. solar panels |
| 7. dam | |

E Look at D. Ask and answer.



Student pairs look at the chart in Activity D and practice the language pattern in the speech bubbles: *What have scientists designed to use wind energy? Scientists have designed wind turbines that make electricity.*

F What about you? Ask and answer.



- Read the questions with the class.
- Model each question with a few students, allowing students to respond in their own (appropriate) ways.
- Student pairs practice the questions and then switch roles.

Answer Key

Possible Answers

- I use electricity to watch TV and turn on lights.
- In my country, people use dams and solar panels.
- I think people will use more clean energy in the future.

Games and Activities

- Everybody Up!** Direct students' attention to the Everybody Up Friend on page 73: *Have you ever seen a wind turbine?* Students practice the expression with their classmates.
- Picture Pieces.** Students race to say which clean energy source or invention you are drawing before you finish drawing it on the board.
- Two Truths and a Lie** (Teacher's Book pages 22–25). Point to a drawing you made in Picture Pieces above as you tell two truths and a lie.
- Find Someone Who** (Teacher's Book pages 22–25). Tell half the class to choose a source of natural energy (for example, sun, wind, or water) and the other half to choose something scientists have designed (for example, a wind turbine, dam, or solar panel). Students circulate and try to find as many classmates who chose the same source. Then they prepare a sentence or two explaining how the energy works.

Extra Practice

- Workbook pages 72–73. See Teacher's Book pages 100–111 for instructions and answer key.
- Student Book Audio CD Track 35
- Unit 8, Lesson 4 Worksheet, Teacher's Book page 129. See Teacher's Book page 113 for instructions.
- Unit 8 Test, Teacher's Book page 150–151. See Teacher's Book pages 130–131 for instructions and page 159 for the answer key. **Test Center**
- iTools
- Log in for **Online Practice**

Review 4

Review 4

A Listen and circle. 57

- a. ridden a camel b. climbed a mountain c. seen the pyramids
- a. turned down the volume b. logged out of the website c. turned off the computer
- a. lead b. reached c. left
- a. printed the photos b. uploaded the photos c. downloaded the music
- a. India b. New Zealand c. Kenya
- a. sources b. wind turbines c. solar panels

B Talk about these topics. 58

-  countries
-  experiences
-  explorers
-  using computers
-  using computers
-  energy

C Talk with your partner. 59

- Do you like _____?
Cool! Let's go after school. / Yes, I do.
- Are you almost done with the _____?
Yes, I just finished. Go ahead and use it. / Thank!

Skills

A Read, then answer. 58

An Interview with Cliff Jackson

Reporter: Cliff Jackson, you've ridden your bike around the world. How many countries have you been to, and which one was your favourite?

Cliff: I've ridden through fifty-seven different countries. I had almost all of them, but New Zealand was my favourite. The grow-riding and scuba diving there.

Reporter: Are there any countries you want to visit but haven't been to yet?

Cliff: I've just come back from South America, but I haven't been to Peru yet. I'd really like to go there!

Reporter: Where are you hiking to next?

Cliff: I've already planned a trip to India, but I haven't packed my bags yet.

Reporter: Well, thanks for talking with us, and have a safe trip!

- How many countries has Cliff ridden through?
- Where is Cliff hiking to next?
- What has Cliff done in New Zealand?

B Circle has or have. Then rewrite.

Add has or have to a verb in the past tense to form the present perfect tense.

- We has / have been to Kenya before.
- Has / Have he already seen the pyramids?
- I has / have ridden a camel in India.

C Listen and number. 58

- 
- 
- 
- 

D Talk with your partner. 59

- What's the longest trip you've ever taken?
- Where have you ridden your bike?

Student Book pages 74–75

Review Language

- Units 7 and 8 grammar and vocabulary

Reading

- *An Interview with Cliff Jackson*

Skills

- Building reading, writing, listening, and speaking skills

Materials

Class CD2 Tracks 57–59

Student Book page 74

Warm up

1. Greet the class. Then ask individual students: *Have you ever seen a wind turbine?*
2. Review energy vocabulary from Unit 8, Lesson 4. Ask students the questions in Activities C and D.

A Listen and circle.

See *Teaching Reviews*, Teacher's Book page 21.

1. Play Class CD2 Track 57. Students listen and circle the word or phrase they hear, then read the phrases.

CD2
57

1. Has he ridden a camel before?/Yes, he has.
2. I've just logged out of the website.
3. What happened in 1953?
Edmund Hillary and Tenzing Norgay reached the top of Mount Everest.
4. Has she printed the photos yet?
No, she hasn't printed them.
5. Have you ever been to Kenya?/No, I haven't.
6. What have scientists designed to use solar energy?/Scientists have designed solar panels that make electricity.

2. Check answers together.

Answer Key

1. a 2. b 3. b 4. a 5. c 6. c

B Talk about these topics.



Students examine the pictures and discuss the topics:

1. Countries: *I've been to India. I've never been to Peru. Have you ever been to India? Yes, I have.*
2. Experiences: *He's ridden a camel, but he hasn't gone rafting. Has he gone rafting before? No, he hasn't.*
3. Explorers: *What happened in 1924? George Mallory and Andrew Irvine tried to reach the top of Mount Everest.*
4. Using Computers: *I've just turned on the computer. I haven't turned on the computer yet.*
5. Using Computers: *She's already uploaded the photos, but she hasn't printed them yet. Has she uploaded the photos?*
6. Energy: *What have scientists designed to use wind energy? Scientists have designed wind turbines that make electricity.*

C Talk with your partner.



1. Students read and fill in the blanks.
2. Model the conversations with students.
3. Student pairs practice the conversations.

Answer Key

1. Do you like in-line skating?/Yes, I do./Cool! Let's go in-line skating after school.
2. Are you almost done with the computer?/Yes, I just finished. Go ahead and use it./Thanks!

up 5

Bonus Skills

Student Book page 75

A Read. Then answer

1. Students look at the picture, read the title and the questions, and then talk about what they think the text will be about.
2. Play Class CD2 Track 58. Students listen and read with the CD.
3. Play the track again. Students listen and read again.
4. Read each question aloud with the class. Students can answer orally or do the activity on their own. Encourage students to use complete sentences.
5. Check answers together.

Answer Key

1. Cliff has ridden through fifty-seven different countries.
2. He's biking to India next.
3. Cliff has gone biking, rafting, and scuba diving in New Zealand.

B Circle *has* or *have*. Then rewrite.

1. Call attention to the rule: *Add has or have to a verb in the past tense to form the present perfect tense.*
2. Students circle *has* or *have* and rewrite the sentences.
3. Check answers together.

Answer Key

1. We have been to Kenya before.
2. Has he already seen the pyramids?
3. I have ridden a camel in India.

C Listen and number.

1. Play Class CD2 Track 59. Students listen and number the pictures.

CD2
59

1. I've already planned a trip to India, but I haven't packed my bags yet.
2. I've just come back from South America, but I haven't been to Peru yet.
3. Cliff Jackson, you've ridden your bike around the world.
4. I've gone rafting and scuba diving there.

2. Play the track again. Students check their answers.
3. Check answers together.

Answer Key

1. Picture 2
2. Picture 1
3. Picture 4
4. Picture 3

D Talk with your partner.



1. Read the questions with the class.
2. Model each question with a few students, allowing students to respond in their own (appropriate) ways.
3. Student pairs ask and answer the questions and then switch roles.

Answer Key

Possible Answers

1. The longest trip I've taken was when I visited my brother in the United States. We took a long plane ride.
2. I have ridden my bike from my home to my grandmother's house.

Games and Activities

- **Categories** (Teacher's Book pages 22–25). Use categories from Units 7 and 8, such as Countries, Experiences, Using Computers, and Energy.
- **Buzzers** (Teacher's Book pages 22–25). Review vocabulary from Units 7 and 8. Students can say a sentence, or ask or answer a question.

Extra Practice

- Workbook pages 74–75. See Teacher's Book pages 100–111 for instructions and answer key.
- Final Test pages 152–155. See Teacher's Book pages 130–131 for instructions and page 159 for the answer key and audio. **Test Center**
- iTools
- Log in for **Online Practice**

Workbook Answer Key

Welcome, pages 2–3.

A. Match.

Students draw lines, matching the sentences to the correct pictures.

Answers

- [2nd picture]
- [3rd picture]
- [4th picture]
- [1st picture]

B. What about you? Write.

Students answer the questions, writing sentences about themselves.

C. Circle.

Students read the sentences, consult the map, and circle the correct answers.

Answers

- True
- True
- False
- True
- False
- True

D. Unscramble and match.

Students unscramble the words, write the sentences, and then draw lines matching the sentences to the correct pictures.

Answers

- Could you say that again, please? [4th picture]
- May I get a drink of water? [1st picture]
- How do you say this in English? [2nd picture]
- May I go to the restroom? [3rd picture]

Unit 1, Vacation, Lesson 1, Activities, pages 4–5.

A. Match.

Students draw lines, matching the words to the correct pictures.

Answers

- read a lot of books [1st column, 2nd picture]
- act in a play [1st column, 1st picture]
- ride a roller coaster [2nd column, 3rd picture]
- sleep late [1st column, 3rd picture]
- learn how to dive [2nd column, 1st picture]
- win a competition [2nd column, 2nd picture]

B. Write.

Students look at the pictures and write the sentences.

Answers

- She wants to ride a roller coaster.
- He wants to win a competition.
- She wants to read a lot of books.
- He wants to sleep late.
- She wants to act in a play.
- He wants to learn how to dive.

C. Unscramble.

Students unscramble the words and write the sentences.

Answers

- He acted in a play when he was on vacation.
- She read a lot of books when she was on vacation.
- He rode on a roller coaster when he was on vacation.
- She slept late when she was on vacation.
- He won a competition when he was on vacation.
- She learned how to dive when she was on vacation.

D. Find and write.

Students find the corresponding pictures and write the questions and answers.

Answers

- What did she do when she was on vacation?
She learned how to dive.
- What did he do when he was on vacation?
He read a lot of books.
- What did he do when he was on vacation?
He rode a roller coaster.
- What did she do when she was on vacation?
She won a competition.

Lesson 2, Feelings, pages 6–7.

A. Unscramble.

Students look at the pictures, unscramble the letters, and write the words.

Answers

- relaxed
- nervous
- confident
- shy
- wide-awake
- sleepy

B. Circle.

Students look at the pictures and circle the correct answers, completing the sentences.

Answers

- I felt wide-awake, but he felt sleepy.
- I felt relaxed, but she felt nervous.
- I felt confident, but he felt shy.

C. Write.

Students look at the pictures and complete or write the questions and answers.

Answers

- How did you feel when you learned how to dive?
I felt relaxed, but he felt nervous.
- How did you feel when you read a lot of books?
I felt wide-awake, but he felt sleepy.
- How did you feel when you acted in a play?
I felt confident, but she felt nervous.

D. Read and write.

Students read the passage and answer the questions.

Answers

- Jake felt relaxed when he sang.
- Megan felt nervous before she sang.
- Megan felt relaxed and confident when she sang.

Lesson 3, Reading, pages 8–9.

A. Write.

Students complete the passage, using the words in the word box.

Answers

- hot
- giving
- learn
- afraid
- video games
- screen
- battery
- confident

B. Write and match.

Students complete the sentences and then draw lines, matching the pictures to the correct sentences.

Answers

- [1st picture] Sara feels nervous. "No, thanks," she says. "I'd rather play video games."
- [2nd picture] Sara feels more confident. "OK," she says. "Let's try it!"
- [3rd picture] Tom sees a man giving diving lessons. "Come on, Sara! Let's learn how to dive," he says.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

- False
- True
- True

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

- Come on! Let's learn how to ski.
No, thanks. I'd rather snowboard.
OK.
- Come on! Let's learn how to play tennis.
Sounds fun. I'm tired of playing basketball.
Great.

E. What about you? Write.

Students answer the questions, using their own ideas.

Lesson 4, Travel and Trade, pages 10–11.

A. Write.

Students write the words, using the key.

Answers

- difficult
- return
- goods
- become famous
- silk
- ruler

B. Read and write.

Students read the passage and complete the sentences.

Answers

- three, ninety
- seventy
- three

C. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

- Christopher Columbus read about Marco Polo.
- Christopher Columbus wanted to bring silk and other goods to Europe.
- Christopher Columbus traveled to North America.

D. Fill in the chart. Then write.

Students fill in the chart and write answers.

Answers

	Marco Polo		Christopher Columbus	
	His age when he traveled on the Silk Road.	His age when he met the ruler of China.	His age when he traveled across the ocean from Spain.	His age when he made his last trip.
Age	17	21	41	50

- He traveled on the Silk Road.
- He traveled across the ocean from Spain.
- He made his last trip.

E. Write.

Students answer the question, using their own ideas.

**Unit 2, Camping, Lesson 1,
In the Woods, pages 12–13.**

A. Circle.

Students look at the pictures and circle the correct answers.

Answers

- explore a cave
- study insects
- pick wild strawberries
- find animal tracks
- identify trees
- collect leaves

B. Look at (A). Write.

Students look at exercise A and write the questions and answers.

Answers

- What can he do? He can explore a cave.
- What can she do? She can study insects.
- What can he do? He can pick wild strawberries.
- What can she do? She can find animal tracks.
- What can she do? She can identify trees.
- What can he do? He can collect leaves.

C. Circle.

Students look at the pictures and circle the correct answers, completing the sentences.

Answers

- What was she doing in the morning? She was collecting leaves.
- What was he doing in the afternoon? He was studying insects.
- What was he doing in the morning? He was finding animal tracks.
- What was she doing in the afternoon? She was picking wild strawberries.

D. Look at (C). Write.

Students look at exercise C and complete or write the questions and answers.

Answers

- Was he finding animal tracks in the morning? Yes, he was.
- Was she identifying trees in the morning? No, she wasn't.
- Was she picking wild strawberries in the afternoon? Yes, she was.
- Was he exploring a cave in the afternoon? No, he wasn't.

Lesson 2, Making Camp, pages 14–15.

A. Match.

Students draw lines, matching the words to the correct pictures.

Answers

- [1st column, 3rd picture]
- [2nd column, 2nd picture]
- [1st column, 2nd picture]
- [2nd column, 3rd picture]
- [1st column, 1st picture]
- [2nd column, 1st picture]

B. Look at (A). Write.

Students look at exercise A and complete the sentences.

Answers

- She was telling stories when I arrived at the campsite.
- When I arrived at the campsite, he was putting out the campfire.
- He was building a campfire when I arrived at the campsite.
- When I arrived at the campsite, she was roasting fish.
- She was setting up the tent when I arrived at the campsite.
- When I arrived at the campsite, he was looking at the stars.

C. Unscramble.

Students unscramble words and write questions and answers.

Answers

1. I was setting up the tent.
2. What were you doing when you saw the deer?
3. I was putting out the campfire.

D. Add quotation marks.

Students read the sentences and add quotation marks.

Answers

1. "John was telling stories when I arrived," said Mary.
2. "I want to roast fish!" said Jake.
3. "Did you feel nervous when you explored the cave?" asked Jane's mother.
4. "No, I didn't," said Jane. "I felt confident."

E. Rewrite and add quotation marks.

Students rewrite the passage and add quotation marks.

Answers

Bella was camping with her mom. "Mom!" she said. "I saw a deer!" "Really? What were you doing when you saw it?" asked her mother. "I was looking at the stars," said Bella.

Lesson 3, Reading, pages 16–17.

A. Write.

Students complete the passage, using the words in the word box.

Answers

1. cave
2. way out
3. follow
4. shouts
5. lost
6. campsite
7. way
8. far

B. Circle.

Students circle the correct answers, completing the sentences.

Answers

1. Kelly and Beth are studying insects in the woods.
2. They go in a cave and walk for a long time.
3. Then Beth sees a way out.
4. They follow some tracks and see Kelly's mother.

C. Write.

Students answer the questions.

Answers

1. Kelly and Beth explore a cave.
2. Kelly and Beth follow some tracks.
3. Kelly's mom helps Kelly and Beth find the campsite.

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

1. Which way is the roller coaster?
It's that way.
Thanks a lot!
2. Which way is the cave?
Sorry. I don't know.
Thanks, anyway.

E. What about you? Write.

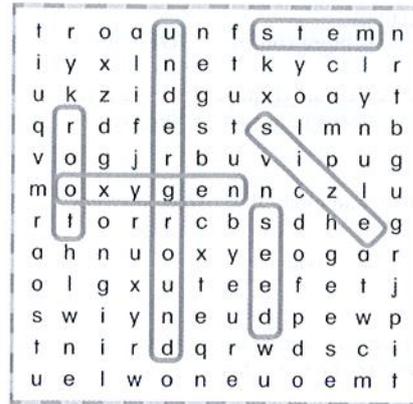
Students answer the questions, writing sentences about themselves.

Lesson 4, Plants, pages 18–19.

A. Find and circle.

Students find and circle the words in the word search.

Answers



B. Read and write.

Students read the passage and answer the questions.

Answers

1. The corn plant usually has twenty or more leaves.
2. The roots of the corn plant can grow about two meters long underground.
3. There can be eight hundred seeds on one ear of corn.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

1. True
2. True
3. False
4. False

D. Write.

Students look at the picture and answer the questions.

Answers

1. Those are the leaves. They make food for the plant.
2. Those are the ears. They have hundreds of seeds, which grow and become new plants.
3. That is the stem. It helps the plant to stand up.
4. Those are the roots. They take in food and water for the plant.

E. Write.

Students answer the question.

Answers

Corn does not grow on Antarctica.

Review 1, page 20.

A. Write.

Students look at the pictures and complete the sentences.

Answers

1. He read a lot of books when he was on vacation.
What did she do when she was on vacation?
She learned how to dive.
2. How did you feel when you acted in a play?
I felt nervous, but she felt confident.
3. What was she doing in the morning?
She was picking wild strawberries.
Was she exploring a cave in the afternoon?
No, she wasn't. She was collecting leaves.
4. What were you doing when you saw the deer?
I was building a campfire.
When I arrived at the campsite, she was roasting fish.

Bonus Skills, page 21.

A. Read and write.

Students read the passage and answer the questions.

Answers

1. The Girl Guides started in 1910.
2. The Girl Scouts started in the USA.
3. The girls in these groups learn how to camp, hike, and be safe and confident in the woods.

B. Underline the book titles.

Students underline the book titles and then rewrite the sentences.

Answers

1. girl Scouts can read the Girl Scout Handbook to learn about scouting.
2. The writer Rustichello wrote a book called The Travels of Marco Polo.
3. Treasure Island is a great story by Robert Louis Stevenson.

C. Write. Then underline the book titles.

Students answer the questions and then underline any book titles.

Unit 3, Class Party, Lesson 1, Planning a Party, pages 22–23.

A. Unscramble and match.

Students unscramble the letters, write the words, and match.

Answers

1. make decorations [1st column, 2nd picture]
2. bring fruit juice [1st column, 3rd picture]
3. order pizzas [1st column, 1st picture]
4. buy balloons [2nd column, 2nd picture]
5. choose the music [2nd column, 3rd picture]
6. bake cupcakes [2nd column, 1st picture]

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

1. He's going to make decorations.
2. She's going to bring fruit juice.
3. He's going to order pizzas.
4. He's going to buy balloons.
5. He's going to choose the music.
6. She's going to bake cupcakes.

C. Write.

Students write the sentences, using the key.

Answers

1. I'll choose the music for the party.
2. I'll bring fruit juice for the party.
3. We'll bake cupcakes for the party.
4. We'll order pizzas for the party.

D. Write.

Students look at the pictures and write the questions and answers.

Answers

1. What will she do?
She'll buy balloons.
2. What will she do?
She'll make decorations.
3. What will he do?
He'll bring fruit juice.
4. What will he do?
He'll order pizzas.

Lesson 2, Starting a Party, pages 24–25.

A. Match.

Students draw lines, matching the pictures to the correct words.

Answers

1. [1st picture] put up the decorations
2. [2nd picture] set up the music
3. [3rd picture] pour the juice
4. [4th picture] serve the pizzas
5. [5th picture] blow up the balloons
6. [6th picture] put out the cupcakes

B. Look at A. Write.

Students look at A and complete the questions and answers.

Answers

1. Will she put up the decorations? Yes, she will.
2. Will he serve the pizzas? No, he won't.
3. Will he pour the juice? Yes, he will.
4. Will she set up the music? No, she won't.
5. Will she blow up the balloons? Yes, she will.
6. Will he put out the cupcakes? Yes, he will.

C. Write.

Students look at the picture and write the questions and answers.

Answers

1. Who will serve the pizzas? He will.
2. Who will put out the cupcakes? She will.
3. Who will blow up the balloons? They will.
4. Who will pour the juice? She will.

D. Read and write.

Students read the passage and answer the questions.

Answers

1. Linda's mom will make chicken and rice.
2. Linda's dad will buy the balloons.
3. Linda will make the decorations.

Lesson 3, Reading, pages 26–27.

A. Write.

Students complete the passage, using the words in the word box.

Answers

1. planning
2. out
3. more
4. problem
5. highway
6. safe
7. down
8. crosswalk

B. Unscramble.

Students unscramble the words and write the sentences.

Answers

1. Maria and Carol are planning a party in the park.
2. On the day of the party, Maria looks in her bag.
3. Carol gets on her bike to ride across the highway.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

1. False
2. True
3. True

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. We're out of milk. Could you get some more?
Sure, no problem.
Thanks.

2. We're out of bread. Could you get some more?
I can't right now. I'm busy.
That's OK.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Celebrations, pages 28–29.

A. Write.

Students complete the sentences, using the words in the word box.

Answers

1. People around the world like to celebrate.
2. In each season, there are different celebrations.
3. Every celebration has special traditions.
4. In China, they serve delicious food on the Lunar New Year.
5. Children will get a gift of money.
6. In Brazil, they'll watch singers and dancers in the samba parade.

B. Read and write.

Students read the passage and answer the questions.

Answers

1. Canada is in North America.
2. Egypt is in the north part of Africa.
3. South Korea is north of Australia.

C. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

1. Earth Day is on April 22nd.
2. People in Egypt celebrate World Food Day in the fall.
3. People in Australia celebrate World Oceans Day in the winter.

D. Fill in the chart. Then write.

Students fill in the chart with the missing seasons and then answer the questions.

Answers

Earth Day		World Oceans Day		World Food Day	
Mexico	Argentina	South Korea	Australia	Egypt	South Africa
spring	fall	summer	winter	fall	spring

1. They'll celebrate New Year's Day.
2. They'll celebrate World Food Day.
3. They'll celebrate Earth Day.
4. They'll celebrate World Oceans Day.

E. Write.

Students consult the map and complete the passage.

Answers

How are New Year's Day in Japan and Australia the same?
 How is it different? People in Japan and Australia celebrate New Year's Day on the same day, January 1st, but they celebrate it in different seasons. In Japan it's winter, but in Australia it's summer.

Unit 4, The Amazon Rainforest, Lesson 1, Comparisons, pages 30–31.

A. Match.

Students draw lines, matching the words to the correct pictures.

Answers

- | | | |
|--------------|---------------|---------------|
| 1. energetic | spider monkey | [3rd picture] |
| 2. colorful | macaw | [2nd picture] |
| 3. dangerous | jaguar | [4th picture] |
| 4. plain | egret | [6th picture] |
| 5. friendly | river dolphin | [5th picture] |
| 6. calm | sloth | [1st picture] |

B. Unscramble.

Students unscramble the words and write the sentences.

Answers

1. The jaguar is dangerous.
2. The river dolphin is friendly.
3. The macaw is colorful.
4. The spider monkey is energetic.

C. Write.

Students look at the pictures and complete or write the sentences.

Answers

1. The sloth is calmer than the spider monkey.
2. The spider monkey is more energetic than the sloth.
3. The jaguar is more dangerous than the river dolphin.
4. The river dolphin is friendlier than the jaguar.
5. The egret is plainer than the macaw.
6. The macaw is more colorful than the egret.

D. Circle.

Students circle the correct answers, completing the sentences.

Answers

1. Is the jaguar more dangerous than the river dolphin?
Yes, it is.
2. Is the river dolphin friendlier than the jaguar?
Yes, it is.
3. Is the macaw plainer than the egret?
No, it isn't.
4. Is the egret plainer than the macaw?
Yes, it is.
5. Is the spider monkey more energetic than the sloth?
Yes, it is.
6. Is the sloth more energetic than the spider monkey?
No, it isn't.

Lesson 2, Comparisons, pages 32–33.

A. Write.

Students look at the pictures and write the answers.

Answers

- | | |
|------------------------|--------------------------|
| 1. comfortable sandals | 2. uncomfortable sandals |
| 3. cheap bracelet | 4. expensive bracelet |
| 5. easy puzzle | 6. difficult puzzle |

B. Connect.

Students look at the pictures and draw lines, connecting the words to form sentences.

Answers

1. This bracelet is the most expensive one here.
2. These sandals are the most comfortable ones here.
3. This puzzle is the easiest one here.

C. Write.

Students look at the pictures and write the questions and answers.

Answers

1. Which bracelet is the most expensive? This bracelet.
2. Which sandals are the most comfortable? These sandals.
3. Which puzzle is the easiest? This puzzle.

D. Underline the superlative adjectives.

Students read the sentences and underline the superlative adjectives.

Answers

1. This sofa is the most comfortable one here.
2. Which skateboard is the cheapest?
3. Math is my easiest class.
4. Brian is the most excited about the new dog.

E. Rewrite using superlative adjectives.

Students rewrite the passage, using superlative adjectives.

Answers

Jack is the tallest boy on our basketball team, but he has the cheapest shoes. I'm the shortest boy on the team, but I'm also the fastest. I have the most expensive shoes. Together, we make a great team!

Lesson 3, Reading, pages 34–35.

A. Write.

Students complete the passage, using the words in the word box.

Answers

1. competition
2. guitar
3. want
4. most colorful
5. instead
6. enough
7. earn
8. save

B. Number and write.

Students number the pictures in the correct order and complete the sentences.

Answers

1. [3rd picture] Laura points to a colorful guitar. "I want that one," she says.
2. [1st picture] Paul points to a plain guitar. "How about this one, instead?" he asks.
3. [2nd picture] Laura buys the colorful guitar and wins the competition!

C. Write.

Students answer the questions.

Answers

1. Laura wants to win a music competition in July.
2. Laura earns money by helping her parents.
3. Laura buys the colorful guitar.

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. I want that one.
2. I want that one.
How about this one instead?
It's cheaper.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Birds and Biomes, pages 36–37.

A. Write.

Students write the answers, using the key.

Answers

1. freshwater
2. grassland
3. forest
4. desert
5. natural community
6. tundra

B. Read and underline the first sentence of each paragraph. Then write.

Students read the passage, underlining the first sentence of each paragraph, and then answer the questions.

Answers

1. The bee hummingbird is about five centimeters long.
2. The North African ostrich can weigh up to 157 kilograms.
3. The peregrine falcon lives in many places, from the tundra to the desert.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

1. True
2. True
3. False
4. False

D. Fill in the chart. Then write.

Students fill in the chart and then answer the questions.

Answers

	Bee hummingbird	North African ostrich	Peregrine falcon
Smallest	✓		
Fastest flying			✓
Biggest		✓	

1. The bee hummingbird.
2. The peregrine falcon.
3. The North African ostrich.

E. Write.

Students answer the question.

Answer

The ostrich is the fastest on land.

Review 2, page 38.

A. Write.

Students look at the pictures and complete the sentences.

Answers

1. What will he do for the party?
He'll buy balloons.
Who will blow up the balloons?
She will.
2. Will she put up the decorations?
No, she won't. She'll pour the juice.
What will he do?
He'll set up the music.
3. The jaguar is more dangerous than the river dolphin.
Is the spider monkey calmer than the sloth?
No, it isn't.
4. This bracelet is the most expensive one here.
Which sandals are the most comfortable?
These sandals.

Bonus Skills, page 39.

A. Read and write.

Students read the passage and answer the questions.

Answers

1. Freshwater is water that is not in the world's oceans.
2. The Amazon River has the most water.
3. The Nile River is the longest river.
4. Lake Superior is the biggest lake in North America.

B. Underline the nouns. Then rewrite.

Students read the sentences, underlining the nouns, and then rewrite the sentences.

Answers

1. The Mississippi River is the longest river in the USA.
2. I'm taller than my best friend.
3. Apples are healthier than candy.

C. Write. Underline the nouns.

Students answer the question and then underline any nouns.

Unit 5, Busy Students, Lesson 1, Activities, pages 40–41.

A. Connect.

Students draw lines, connecting the words to form phrases.

Answers

1. pack my schoolbag
2. floss my teeth
3. check my calendar
4. iron my clothes
5. take a shower
6. wash my hair

B. Find and write.

Students find the corresponding pictures and write the sentences.

Answer

1. I'll pack my schoolbag
2. I'll take a shower.
3. I'll iron my clothes.
4. I'll floss my teeth.

C. Write.

Students look at the pictures and write the sentences.

Answers

1. I often wash my hair before I go to bed.
2. I never iron my clothes before I go to bed.
3. I rarely check my calendar before I go to bed.
4. I sometimes pack my schoolbag before I go to bed.

D. Write.

Students look at the pictures and write the questions and answers.

Answers

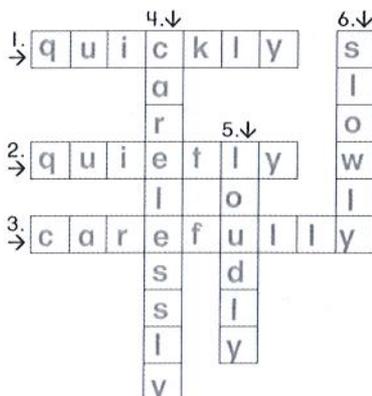
1. Do you check your calendar before you go to bed?
Yes, I sometimes do.
2. Do you take a shower before you go to bed?
Yes, I always do.
3. Do you wash your hair before you go to bed?
Yes, I usually do.
4. Do you floss your teeth before you go to bed?
No, I rarely do.

Lesson 2, Adverbs, pages 42–43.

A. Do the puzzle.

Students look at the pictures and do the crossword puzzle.

Answers



B. Look at A. Circle.

Students look at exercise A and circle the correct answers.

completing the sentences.

Answers

1. How is she walking? She's walking quickly.
2. How is she talking? She's talking quietly.
3. How is he writing? He's writing carefully.
4. How is she writing? She's writing carelessly.
5. How is he talking? He's talking loudly.
6. How is he walking? He's walking slowly.

C. Match and write.

Students draw lines, matching the pictures to the sentences.

Answers

1. Is he writing carefully or carelessly?
He's writing carelessly.
2. Is she walking slowly or quickly?
She's walking slowly.
3. Is he talking quietly or loudly?
He's talking quietly.

D. Read and write.

Students read the passage and answer the questions.

Answers

1. Tim and his brother will set up a tent.
2. Tim takes a shower quickly.
3. Tim is packing carelessly.

Lesson 3, Reading, pages 44–45.

A. Write.

Students complete the passage, using the words in the word box.

Answers

1. ready
2. still
3. practice
4. hour
5. almost
6. recital
7. beautifully
8. proud

B. Match

Students draw lines, matching the pictures to the sentences.

Answers

1. [1st picture] Tomorrow is Jim's first violin recital. He's a little nervous.
2. [2nd picture] One hour later, Jim's father goes to Jim's room.
3. [3rd picture] "I'm proud of you, Jim," says his father.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

1. False
2. True
3. False

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. Are you ready for your English test?
No, I'm not. I still need to study.
2. Are you ready for your competition?
Yes, I think so. I practiced all week.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Your Health, pages 46–47.

A. Circle.

Students circle the correct answers, completing the sentences.

Answers

1. Take a shower often and go to bed early.
2. Try to get some exercise once or twice a day.
3. It's important to eat a balanced meal three times a day.
4. Getting enough sleep is a healthy habit.

B. Read and write.

Students read the passage and answer the questions.

Answers

1. Balanced meals are good for your health.
2. A balanced meal has food from all six food groups.
3. Your age and how much you exercise can tell you how much to eat from each group.

C. Write.

Students read the passage in B and answer the questions.

Answers

1. You can find oils in foods like nuts, fish, and some vegetables.
2. The first food group is called grains.
3. Cheese and yogurt are some foods in the dairy group.

D. What about you? Fill in the chart. Then write.

Students fill in the chart and then answer the questions, writing sentences about themselves.

E. Write.

Students answer the questions, writing sentences about themselves.

Unit 6, Making Things, Lesson 1, Quantities, pages 48–49.

A. Unscramble and match.

Students unscramble the letters, write the words, and then draw lines matching the words to the correct pictures.

Answers

1. a half cup of water [1st column, 2nd picture]
2. a drop of food coloring [2nd column, 3rd picture]
3. a quarter cup of salt [1st column, 1st picture]
4. a tablespoon of cooking oil [1st column, 3rd picture]
5. a cup of flour [2nd column, 1st picture]
6. a teaspoon of baking soda [2nd column, 2nd picture]

B. Look at A. Write.

Students look at exercise A and write the sentences.

Answers

1. He'll put in a half cup of water.
2. He'll put in a drop of food coloring.
3. She'll put in a quarter cup of salt.
4. She'll put in a tablespoon of cooking oil.
5. He'll put in a cup of flour.
6. She'll put in a teaspoon of baking soda.

C. Circle.

Students look at the pictures and circle the correct answer, completing the sentences.

Answers

1. How much cooking oil does he need?
He needs a tablespoon of cooking oil.
2. How much food coloring does she need?
She needs a drop of food coloring.
3. How much flour does she need?
She needs a cup of flour.

D. Write.

Students look at the pictures and write the questions and answers.

Answers

1. Does he have enough water? No, he doesn't.
2. Does she have enough salt? Yes, she does.
3. Does he have enough baking soda? Yes, he does.

Lesson 2, Supplies, pages 50–51.

A. Match.

Students draw lines, matching the words to the correct pictures.

Answers

1. masking tape [2nd column, 2nd picture]
2. aprons [2nd column, 3rd picture]
3. paper clips [1st column, 1st picture]
4. modeling clay [1st column, 3rd picture]
5. cardboard [1st column, 2nd picture]
6. toothpicks [2nd column, 1st picture]

B. Write.

Students look at the picture and complete or write the questions and answers.

Answers

1. How many toothpicks do we have?
We have five toothpicks.
2. How many aprons do we have?
We have three aprons.
3. How much modeling clay do we have?
We have two bowls of modeling clay.
4. How much masking tape do we have?
We have four rolls of masking tape.

C. Connect.

Students look at the pictures and draw lines, connecting the words to form sentences.

Answers

1. How many paper clips do they have?
They have a lot of paper clips.
2. How much cardboard do they have?
They have a little cardboard.

D. Circle the quantifiers.

Students read the sentences and circle the correct quantifiers.

Answers

1. They're making a lot of modeling clay.
2. They need a little masking tape.
3. She's bringing a lot of toothpicks.

E. Rewrite using a few, a little, or a lot of.

Students rewrite the passage, using the correct quantifiers.

Answers

At the class party, the students will serve a few pizzas. They'll play a little music, blow up a lot of balloons, and put up a few decorations. One student will bake a lot of cupcakes. Another will bring a little juice.

Lesson 3, Reading, pages 52–53.

A. Write.

Students complete the passage, using the words in the word box.

Answers

1. students
2. models
3. driving
4. bring
5. remember
6. stop
7. roof
8. seat

B. Unscramble.

Students unscramble the words and write the sentences.

Answers

1. They're having a show of all the models at the science museum.

2. "It's here on the front seat next to me," says his mother.
3. "Colin, did you bring the map to the science museum?" asks his mother.

C. Write.

Students answer the questions.

Answers

1. Colin and his parents are going to the science museum.
2. Colin thinks his dinosaur is on the roof.
3. Colin's dinosaur is on the front seat next to his mother.

D. Write.

Students look at the pictures and write the sentences.

Answers

1. Did we bring the masking tape?
I don't remember.
I remember. It's on the table.
2. Did we bring the salt?
I'm not sure.
Never mind. I found it.

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Great Buildings, pages 54–55.

A. Write.

Students complete the sentences, using the words in the word box.

Answers

1. Our teacher asked us to move our desks.
2. A farmer grows fruits and vegetables for us to eat.
3. It will take time to do my homework this evening.
4. Mary likes to pull her toy car around the yard.
5. The building site is next to our school.
6. The artisan cut the stone for the pyramid.

B. Read and write.

Students read the passage and answer the questions.

Answers

1. The Empire State Building is 381 meters tall.
2. The builders moved the supplies to the top of the building by crane.
3. No, it didn't take a lot of time to build the Empire State Building.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

1. False
2. True
3. True
4. False

D. Fill in the chart. Then write.

Students fill in the chart with the missing numbers and then answer the questions.

Answers

People	Bricks	Time
around thirty-four hundred people	approximately ten million bricks	
		about fourteen months

1. It took around thirty-four hundred people to build the Empire State Building.
2. It took approximately ten million bricks to build the Empire State Building.

3. It took about fourteen months to build the Empire State Building.

E. Write.

Students answer the questions.

Review 3, page 56.

A. Write.

Students look at the pictures and complete the sentences.

Answers

1. I always pack my schoolbag before I go to bed.
Do you iron your clothes before you go to bed?
No, I rarely do.
2. Is she writing carefully or carelessly?
She's writing carelessly.
How is he writing?
He's writing carefully.
3. How much water does she need?
She needs five cups of water.
Does she have enough water?
No, she doesn't.
4. How many toothpicks do we have?
We have a few toothpicks.
How much cardboard do they have?
They have five sheets of cardboard.

Bonus Skills, page 57.

A. Read and write.

Students read the passage and answer the questions.

Answers

1. The first thing you should do before you go to bed is check your homework.
2. You should check your calendar to see what classes and activities you have tomorrow.
3. Just thirty minutes is enough time to get ready each night.

B. Underline the imperative verbs. Then rewrite.

Students read the sentences, underline the imperative verbs, and then rewrite the sentences.

Answers

1. Do your homework carefully.
2. Check your calendar before you go to bed.
3. Have a great day at school!

C. Write. Underline the imperative verbs.

Students answer the question and then underline any imperative verbs.

Unit 7, World Travel, Lesson 1, Countries, pages 58–59.

A. Match.

Students draw lines, matching the words to the correct pictures.

Answers

1. the UK [3rd picture]
2. Peru [6th picture]
3. New Zealand [1st picture]
4. Kenya [5th picture]
5. India [2nd picture]
6. Italy [4th picture]

B. Write.

Students consult the map and complete or write the questions and answers.

Answers

1. Where's Italy? It's in Europe.

2. Where's Peru? It's in South America.
3. Where's Kenya? It's in Africa.
4. Where's India? It's in Asia.

C. Circle.

Students look at the pictures and circle the correct answers, completing the sentences.

Answers

1. I've been to New Zealand. I've never been to the UK.
2. I've been to Italy. I've never been to India.
3. I've been to Kenya. I've never been to Peru.
4. I've been to India. I've never been to New Zealand.
5. I've been to the UK. I've never been to Kenya.
6. I've been to Peru. I've never been to Italy.

D. Look at C. Write.

Students look at exercise C and complete or write the questions and answers.

Answers

1. Has he ever been to New Zealand? Yes, he has.
2. Has she ever been to India? No, she hasn't.
3. Have you ever been to Peru? No, I haven't.
4. Has she ever been to India? Yes, she has.
5. Have you ever been to the UK? Yes, I have.
6. Has she ever been to Italy? No, she hasn't.

Lesson 2, Experiences, pages 60–61.

A. Unscramble and match.

Students unscramble the letters, write the words, and then draw lines, matching the words to the correct pictures.

Answers

1. ride a camel [1st column, 1st picture]
2. go scuba diving [2nd column, 1st picture]
3. hike in a rainforest [1st column, 2nd picture]
4. see the pyramids [2nd column, 2nd picture]
5. go rafting [1st column, 3rd picture]
6. climb a mountain [2nd column, 3rd picture]

B. Write.

Students look at the pictures and write the sentences.

Answers

1. He has ridden a camel, but he hasn't seen the pyramids.
2. She has gone scuba diving, but she hasn't climbed a mountain.
3. She has hiked in a rainforest, but she hasn't gone rafting.

C. Write.

Students consult the chart and complete or write the questions and answers.

Answers

1. Has she ridden a camel before? Yes, she has.
2. Has he hiked in a rainforest before? Yes, he has.
3. Has she seen the pyramids before? No, she hasn't.
4. Has he gone scuba diving before? No, he hasn't.

D. Read and write.

Students read the passage and answer the questions.

Answers

1. Cody has seen camels before at the zoo.
2. Cody has ridden a horse before. He hasn't ridden a camel.
3. After they ride a camel, Jeff and Cody will take a bus to see the pyramids.

Lesson 3, Reading, pages 62–63.

A. Write.

Students complete the passage, using the words in the word box.

Answers

1. Taekwondo
2. alone
3. invites
4. each other
5. skates
6. like
7. good
8. show

B. Write and number.

Students number the pictures in the correct order and complete the sentences.

Answers

1. [2nd picture] Philip sits alone and watches the other boys practice.
2. [3rd picture] One of the boys invites Philip to practice with him.
3. [1st picture] After class, Philip puts on his in-line skates.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

1. False
2. True
3. True

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. Do you like rafting?
I'm not very good at it. Could you show me how?
Sure!
2. Do you like playing baseball?
Yes, I do.
Cool! Let's play baseball after school.

E. What about you? Write.

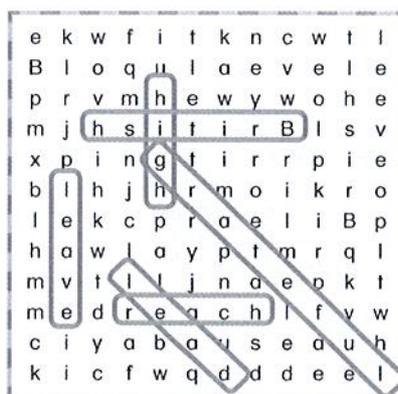
Students answer the questions, writing sentences about themselves.

Lesson 4, Explorers, pages 64–65.

A. Find and circle.

Students find and circle the words in the word search.

Answers



B. Read and write.

Students read the passage and answer the questions.

Answers

1. Charles Houston tried to reach the top of K2 in 1938 and again in 1953.
2. Three women reached the top of K2 in 1986.

3. Lino Lacedelli and Achille Compagnoni reached the top of K2 on July 31st.

C. Write.

Students reread the passage in exercise B, if necessary, and answer the questions.

Answers

1. Lino Lacedelli and Achille Compagnoni were from Italy.
2. Fritz Wiessner tried to reach the top of K2 in 1939.
3. Mount Everest is higher than K2.

D. Fill in the timeline. Then write.

Students fill in the timeline with the missing years and then write the questions and answers.

Answers

1. 1938 2. 1939 3. 1953 4. 1954
1. What happened in 1938?
Charles Houston tried to reach the top of K2.
2. What happened in 1939?
Fritz Wiessner almost reached the top of K2.
3. What happened in 1953?
Charles Houston tried again to reach the top of K2.
4. What happened in 1954?
Lino Lacedelli and Achille Compagnoni reached the top of K2.

E. Write.

Students answer the question.

Answers

I think it's better to climb K2 in the summer.

Unit 8, Computers, Lesson 1, Using Computers, pages 66–67.

A. Match.

Students draw lines, matching the pictures to the correct words.

Answers

1. [1st picture] turn up the volume
2. [2nd picture] turn on the computer
3. [3rd picture] turn down the volume
4. [4th picture] log out of the website
5. [5th picture] turn off the computer
6. [6th picture] log in to the website

B. Look at A. Write.

Students look at exercise A and write the questions and answers.

Answers

1. Did she turn up the volume? Yes, she did.
2. Did she log in to the website? No, she didn't.
3. Did he turn down the volume? Yes, he did.
4. Did he turn on the computer? No, he didn't.
5. Did he turn off the computer? Yes, he did.
6. Did she log out of the website? No, she didn't.

C. Unscramble.

Students look at the pictures, unscramble the words, and write the sentences.

Answers

1. I've just turned off the computer.
2. I haven't logged in to the website yet.
3. I haven't turned up the volume yet.
4. I've just turned on the computer.
5. I haven't turned down the volume yet.
6. I've just logged out of the website.

D. Look at C. Write.

Students look at exercise C and complete or write the questions and answers.

Answers

1. Has she turned off the computer yet? Yes, she has.
2. Has he logged in to the website yet? No, he hasn't.
3. Has she turned up the volume yet? No, she hasn't.
4. Has he turned on the computer yet? Yes, he has.
5. Has he turned down the volume yet? No, he hasn't.
6. Has she logged out of the website yet? Yes, she has.

Lesson 2, Using Computers, pages 68–69.

A. Write.

Students look at the pictures and write the answers.

Answers

1. upload the photos 2. write the email
3. download the music 4. print the photos
5. send the email 6. play the music

B. Write.

Students look at the pictures and write the sentences.

Answers

1. She's already written the email, but she hasn't sent it yet.
2. He's already uploaded the photos, but he hasn't printed them yet.
3. She's already downloaded the music, but she hasn't played it yet.

C. Look at B. Write.

Students look at exercise B and complete or write the questions and answers.

Answers

1. Has she written the email yet? Yes, she's written it.
2. Has he printed the photos yet? No, he hasn't printed them.
3. Has she downloaded the music yet? Yes, she's downloaded it.

D. Circle greeting or closing.

Students circle greeting or closing.

Answers

1. greeting 2. closing 3. greeting 4. closing

E. Write using greetings and closings from D.

Then rewrite.

Students complete the emails, using the greetings and closing from exercise D, and then rewrite the email conversations.

Answers

To: Kate Parker Subject: Vacation

Dear Kate,

How was your vacation?

Write soon.

Aunt Linda

To: Aunt Linda Subject: Re: Vacation

Hi Aunt Linda,

I had a great vacation! I went rafting with my family.

Your niece,

Kate

Lesson 3, Reading, pages 70–71.

A. Write.

Students complete the passage, using the words in the word box.

Answers

1. report 2. research 3. minute 4. haven't
5. know 6. reminds 7. online 8. done

B. Unscramble.

Students unscramble the letters and complete the sentences.

Answers

1. Hana is doing research on the computer.
2. Mary needs to shop for a birthday present online.
3. Mary reminds Hana about the computer.
4. Hana needs to write a report about mountain climbers.

C. Write.

Students answer the questions.

Answers

1. Hana needs to write a report about mountain climbers.
2. Hana is reading a website on the computer.
3. Mary needs to use the computer to shop for a birthday present online.

D. Write.

Students look at the pictures and complete or write the sentences, using the words in the word box.

Answers

1. Are you almost done with the piano?
Just a minute.
OK. Let me know when you're done.
2. Are you almost done with the printer?
Yes, I just finished. Go ahead and use it.
Thanks!

E. What about you? Write.

Students answer the questions, writing sentences about themselves.

Lesson 4, Energy, pages 72–73.

A. Circle.

Students circle the correct answers, completing the sentences.

Answers

1. source
2. electricity
3. solar panel
4. dam

B. Read and write.

Students read the passage and answer the questions.

Answers

1. Wave and tidal energy are like wind and solar energy because these energy sources are clean and will never run out.
2. Scientists know that the ocean waves and the tide can give us clean energy for a long time.
3. Scientists are working hard to get even more energy from these sources.

C. Circle.

Students read the sentences and circle the correct answers.

Answers

1. False
2. False
3. True

D. Write.

Students fill in the Venn diagram and answer the questions.

Answers

Wave Energy: wave turbines, **Tidal Energy:** tidal dams,
Both: clean; never runs out

1. Scientists have designed wave turbines that make electricity.
2. Scientists have designed tidal dams that make electricity.

E. Write.

Students answer the questions, writing sentences about themselves.

Answers

Review 4, page 74.

A. Write.

Students look at the pictures and complete the sentences.

Answers

1. I've been to Kenya.
I've never been to India.
Have you ever been to Peru?
No, I haven't.
2. He has seen the pyramids, but he hasn't gone scuba diving.
Has he ridden a camel before?
Yes, he has.
3. I've just turned up the volume.
I haven't logged in to the website yet.
Has she turned off the computer yet?
No, she hasn't
4. He's already written the email, but he hasn't sent it yet.
Has he played the music yet?
Yes, he has.

Bonus Skills, page 75.

A. Read and write.

Students read the passage and answer the questions.

Answers

1. Jenna's father is a scientist.
2. Jenna has hiked in five rainforests.
3. Jenna has uploaded the photos to her computer.

B. Circle *has* or *have*. Then rewrite.

Students complete the sentences by circling *has* or *have* and then rewrite the sentences.

Answers

1. Jenna and her father have hiked in rainforests all over the world.
2. Jenna has uploaded the photos to her computer.
3. Jenna's father has been to many countries.

C. Write. Then circle *has* or *have*.

Students answer the questions and then circle *has* or *have* words.

Worksheet Instructions

Unit 1, Lesson 3, page 114.

A. Write

Students complete the dialogue.

Answers

1. Come on! Let's learn how to dive. Sounds good. I'm tired of swimming. Great!
2. Come on! Let's act in a play. No, thanks. I'd rather read a lot of books.
3. Come on! Let's ride a roller coaster. Sounds fun! I'm tired of playing video games. Great!

B. Look at **A**. Are they brave? Circle.

Students look at the pictures in Activity A and circle *Yes* if they are brave, or *No* if they are not.

Answers

1. Yes
2. No
3. Yes

C. When were you brave? Write.

Students write about a time when they were brave.

Answers will vary.

Unit 1, Lesson 4, page 115.

A. Read. Scan for numbers. Then underline.

Students read about Marco Polo's life and underline the numbers.

Answers

1271, 17, three, 21, seventeen, 41, 70

B. Look at **A**. Write.

Students read the text and answer the questions.

Answers

1. Marco Polo left Italy in the year 1271.
2. He met Kublai Kahn when he was 21 years old.
3. When he was 41, Marco returned to Italy.
4. Marco lived to be 70 years old.

C. What about you? Write.

Students fill in their own timeline.

Answers will vary. Examples:

1. I was born in the year 20XX.
2. I started school in 20XX.
3. I got a pet rabbit in 20XX.

Unit 2, Lesson 3, page 116.

A. Read and write. Then number.

Students fill in the blanks in the story.

Answers

1. Mina and Sam are picking wild strawberries when they find some animal tracks. They follow the animal tracks to a big tree. Mina is identifying the tree when Sam finds the animal tracks again.
2. Then they follow the animal tracks to a bigger tree. Sam is identifying the tree when Mina follows the animal tracks to a cave.

3. "Let's explore it!" says Mina. "OK," says Sam. "But let's hurry. I'm hungry and tired." They explore the cave. But they don't find the animal.
4. "Let's go," says Mina. They look around but can't tell where they are. Then they hear something behind them.
5. "Hi Mr. Parker," says Sam. "Where were you all day?" asks Mr. Parker. "We got lost," says Mina. "Which way is the campsite?" "It's that way," says Mr. Parker. He points to some trees. The campsite is right in front of them! "Thanks a lot!" say Mina and Sam.

Students read the story again and write the numbers on the map.

Answers

1. strawberry bush
2. bigger tree
3. cave
4. Mr. Parker
5. campsite

B. When did you help someone find his or her way? Write.

Students write about a time when they were helpful.

Answers will vary.

Unit 2, Lesson 4, page 117.

A. Read and write the headings.

Students read and write the headings.

Answers

1. seeds
2. roots
3. stem
4. leaves
5. flowers
6. fruit

B. Look at **A**. Write the number.

Students look at A and number the pictures that match.

Answers:

- 3, 1, 2, 5, 4, 6

C. Write the words in the correct column.

Students write the words in the correct column.

Answers

Plants grass flower tree
Fruit apple orange tomato

Unit 3, Lesson 3, page 118.

A. Which one is safer? Circle.

Students circle the correct answer.

Answers:

1. A
2. A

B. Write a story. Use some of these words and sentences.

Students look at phrases and write a story. Answers will vary.

C. How do you stay safe? Write.

Students write about something they do to stay safe.

Answers will vary.

Unit 3, Lesson 4, page 119.

A. How do you celebrate? Write.

Students write what they do to celebrate in each season.

Answers will vary.

B. What is your favorite holiday? What do you like about it? Write.

Students write about their favorite holiday. Answers will vary.

C. Draw a picture of your favorite holiday.

Students draw a picture to illustrate their favorite holiday.

Answers will vary.

Unit 4, Lesson 3, page 120.

A. Match.

Students should draw a line from the picture to the description.

Answers:

1. "I want that one." "Good choice."
2. "I want this one." "How about this one, instead? It's nicer."
3. "I want this one. It's cheaper." "Good choice!"

B. Which is patient? Circle.

Students look at the pictures and circle the answer that explains which behavior is patient.

Answers:

1. A
2. A
3. B

C. Write.

Students write when they think it is good to be patient.

Answers will vary.

Unit 4, Lesson 4, page 121.

A. Unscramble and match.

Students unscramble the words and match to the pictures.

Answers:

1. forest – picture f
2. tundra – picture d
3. grassland – picture b
4. freshwater – picture e
5. ocean – picture a
6. desert – picture c

B. Look at **A**. Write a sentence about each biome. Then circle the subject.

Students use the facts from B to write a sentence about each biome. Then they circle the subject of each sentence.

Answers will vary.

Unit 5, Lesson 3, page 122.

A. Read the story and write.

Students fill in the blanks with the words from the box.

Answers:

Karen is taking piano lessons with her teacher.

"Are you ready for your recital?" her teacher asks.

"No, I'm not. I still need to practice," says Karen.

Her teacher tells her she needs to practice every day for an hour.

The next week, Karen practices for an hour each day.
At her next lesson, her teacher asks, "Are you ready for your recital?" "Yes, I practiced every day," says Karen.
Karen plays well at the recital. Her parents are proud. She learns that to be really good at something she has to work hard at it!

B. Write.

Students complete the conversations.

Answers:

- Are you ready for your guitar recital? Yes, I think so. I practiced all week.
- Are you ready for the karate competition? No, I'm not. I still need to practice.

C. When are you responsible? Write.

Students write about a time when they are responsible.

Answers will vary.

Unit 5, Lesson 4, page 123.

A. Write the words in the chart. Then add three more of your own.

Students write the words in the chart. Their own answers will vary.

Exercise: go for a walk, ride a bike

Eat Good Foods: fruit, vegetables

Healthy Habits: floss your teeth, go to bed early

B. Look at the chart. Write.

Students write the correct answer.

Answers:

- He goes for a walk three times a week.
- How often does she play tennis? How often does he go swimming?
He goes swimming twice a week.
- How often does she eat healthy meals?
She eats healthy meals every day.

C. How will you be healthy on Sunday?

Students write what they will do on Sunday to be healthy.

Answers will vary.

Unit 6, Lesson 3, page 124.

A. Read and write.

Students fill in the blanks with the words from the box.

Answers:

Haley and her family are looking for the famous building called the Parthenon.
Haley's dad is driving.
"Did we bring the map?" asks Haley's dad.
"I know I brought it," says Haley. "I put it in my backpack."
She looks around the car. "But where's my backpack? I can't find it."
Then Haley says "Stop the car!"
Her father stops the car.
"I remember putting my backpack on the roof!" Haley says.
She gets out of the car and looks on top.
"I found it!" she says. "The map is here in my backpack."

B. Write and match.

Students complete the conversations and match the pictures.

Answers:

- Bottom picture I don't remember.
- Top picture I'm not sure. Never mind, I found it.

Unit 6, Lesson 4, page 125.

A. Match

Students match the sentence halves.

Answers:

- people, stones, and time to build the Great Pyramid.
- stones and moved them.
- pulled by the builders.
- makes crafts, like jewelry or tools.
- they built the pyramid.
- farmers, workers, and artisans.

B. Read. Then underline the numbers.

Students read and underline the numbers in the paragraph.

There are about 100 pyramids in Egypt. You can see many of them in Giza. You can also visit the Great Sphinx there. It was built in approximately 2500 B.C. The Sphinx looks like a lion and a man. The Sphinx's body is 60 meters long and 20 meters tall. In 1798 it was covered in sand. It took around 140 years to clean the sand so everyone could see the Great Sphinx.

C. Look at B. Use the words to write three sentences.

Students use the words given to write sentences about the Great Sphinx.
Answers will vary.

Unit 7, Lesson 3, page 126.

A. Interview four classmates.

Students ask and answer the questions.
Answers will vary.

B. Look at A. Fill in the chart.

Students use the information they gather in exercise A to fill in the chart, then share the information with the class.
Answers will vary.

C. When were you friendly and showed someone how to do something? Write.

Students write about a time they were friendly and showed someone how to do something.
Answers will vary.

Unit 7, Lesson 4, page 127.

A. Write.

Students complete the sentences with the words in the box.

Answers:

- In 1924, George Mallory and Andrew Irvine tried to reach the top of Mount Everest, but they could not do it.
- Edmund Hilary and Tenzing Norgay left the camp on May 28th and reached the top the next day.
- All of them were grateful to Edmund Hilary and Tenzing Norgay for leading the way.
- Mount Everest in Nepal is the highest mountain in the world.

B. Scan the reading for dates. Fill in the timeline.

Answers:

Students scan the text and use the dates to complete the timeline.

1986, 2000, 2001, 2004

C. What about you? Fill in the timeline.

Each student makes a timeline of their own life.

Answers will vary.

Unit 8, Lesson 3, page 128.

A. Write and number.

Students complete the dialogue.

Answers:

- Picture 2
Are you almost done with the pencil? Yes, I just finished. Go ahead and use it.
Thanks!
- Picture 1
Are you almost done with the masking tape? Just a minute.
OK. Let me know when you're done.
- Picture 3
Are you almost done with the cardboard? Yes, I just finished. Go ahead and use it.
Thanks!

B. Write.

Students complete the sentence to show they are "almost done" with the item in the picture.

- I'm almost done with my sandwich.
- I'm almost done with my homework.

C. When were you fair? Write.

Students will write about a time when they were fair.

Answers will vary.

Unit 8, Lesson 4, page 129.

A. Fill in the diagram.

Students place the words in the box in the proper place in the chart.

Answers:

Wind Energy: wind turbines, wind
Water Energy: dams, moving water, rivers
Solar Energy: sunlight, solar panels

B. Look at A. Write.

Students answer the questions using the vocabulary and text.

Answers:

- Scientists have designed dams that make electricity from moving water.
- Scientists have designed solar panels to turn sunlight into electricity.
- Scientists have designed wind turbines that make energy from wind.

C. Read and write.

Students read the introduction and conclusion sentences and deduce what the topic is.

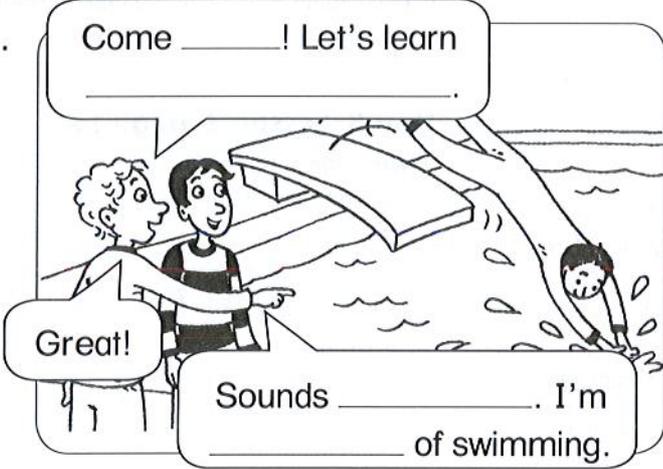
Answers:

- clean energy
- water energy

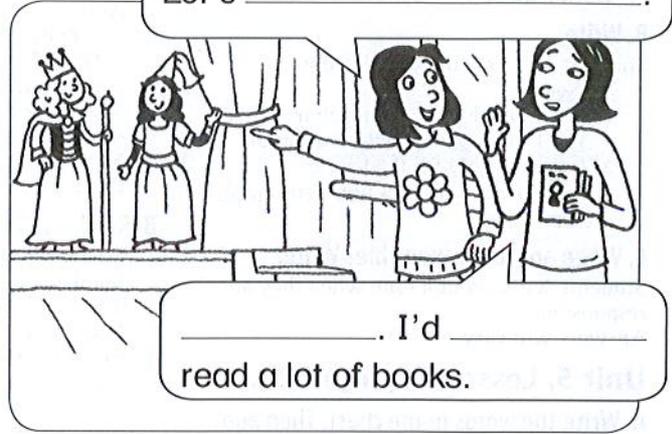
Be Brave.

A Write.

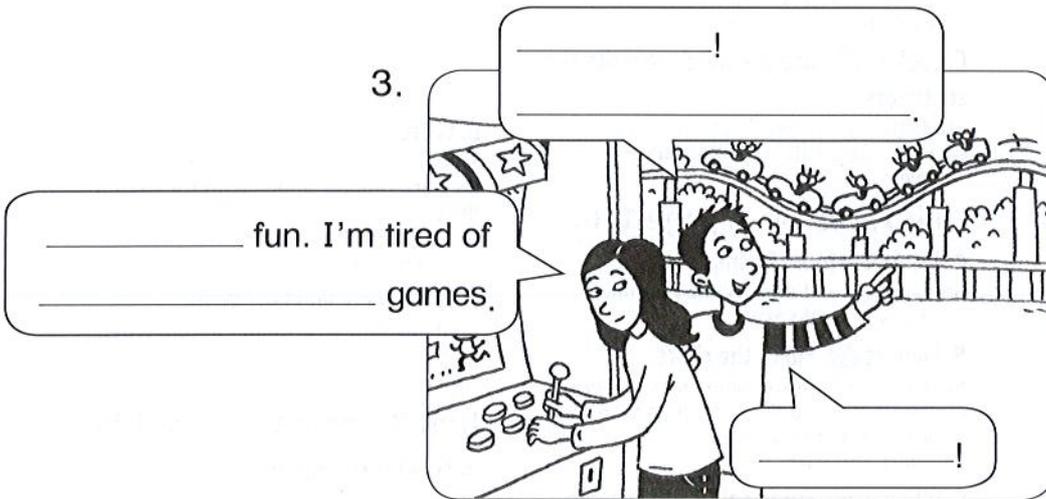
1. Come _____! Let's learn _____.



2. Let's _____!



3.



B Look at A. Are they brave? Circle.

1. Yes No 2. Yes No 3. Yes No

C When were you brave? Write.

I was brave when I _____



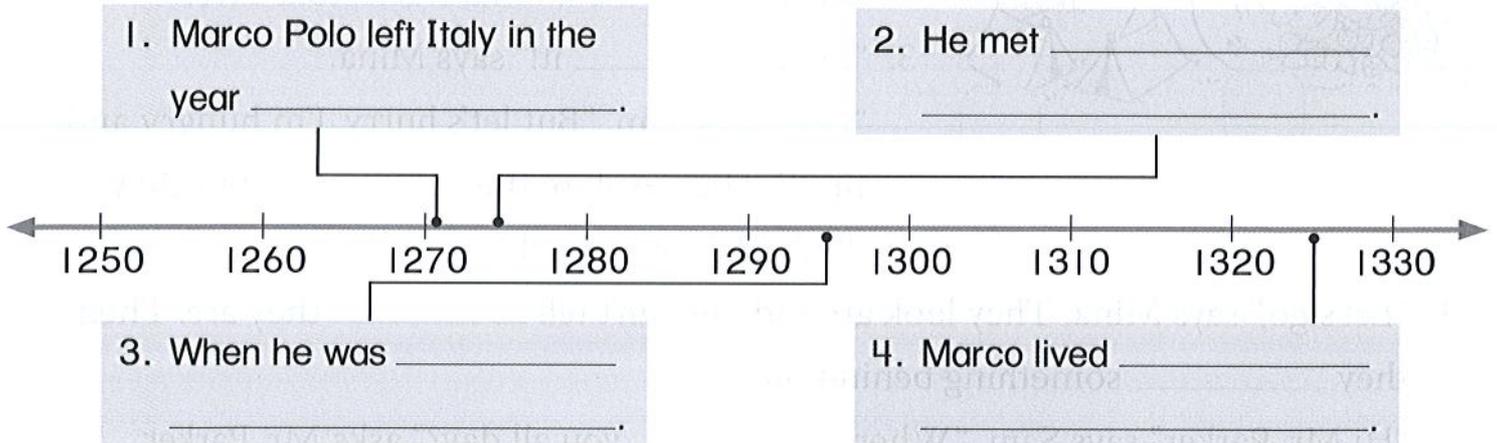
A Read. Scan for numbers. Then underline.



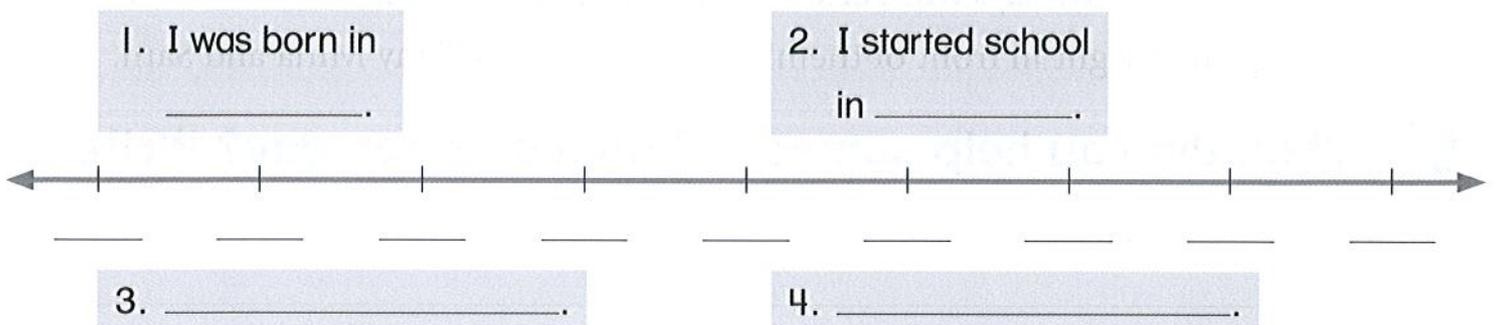
Marco Polo left Italy in the year 1271. He was 17 years old. He traveled on the Silk Road that goes across Europe and Asia. He saw many new things on this road. Many people traveled it to buy and sell silk and other goods. It was a difficult road to travel on, but Marco felt confident. He was on the Silk Road for three years. He met the ruler of China, Kublai Kahn, when he was 21. Then he lived in China for the next seventeen years.

When he was 41, Marco returned to Italy. Many people read the book *The Travels of Marco Polo* by Rustichello and Marco became famous. Marco lived to be 70 years old. You can still see his house in Italy today.

B Look at A. Write.



C What about you? Fill in the timeline. Write.



Be helpful.

A Read and write. Then number.

animal tracks cave explore hear identifying wild thanks
picking way that where were strawberries when



1. Mina and Sam are _____
_____ when they find some animal tracks. They follow the animal tracks to a big tree. Mina is _____ the tree when Sam finds the animal tracks again.
2. Then they follow the _____ to a bigger tree. Sam is identifying the tree _____. Mina follows the animal tracks to a cave.
3. "Let's _____ it!" says Mina. "OK," says Sam. "But let's hurry. I'm hungry and tired." They explore the _____. But they don't find the animal.
4. "Let's go," says Mina. They look around but can't tell _____ they are. Then they _____ something behind them.
5. "Hi Mr. Parker," says Sam. "Where _____ you all day?" asks Mr. Parker. "We got lost," says Mina. "Which _____ is the campsite?" "It's _____ way," says Mr. Parker. He points to some trees. The campsite is right in front of them! "_____ a lot!" say Mina and Sam.

B When did you help someone find his or her way? Write.

I helped _____



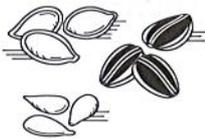
A Read and write the headings.

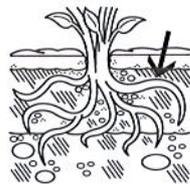
stem roots leaves flowers fruit seeds

1. _____ These come in many shapes and sizes. When they are in the earth, they grow and become new plants.
2. _____ They grow underground. They take in food and water for the plant.
3. _____ It grows up from the roots and helps the plant stand.
4. _____ These grow out of the stem. They use the sun to make food for the plant.
5. _____ These help the plant make seeds.
6. _____ Apples, oranges, and tomatoes have seeds in them.

B Look at **A**. Write the number.













C Write the words in the correct column.

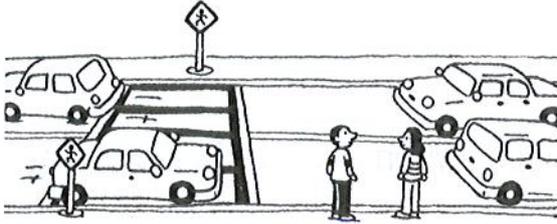
apple grass flower orange tomato tree

Plants	Fruit

Be safe.

A Which one is safer? Circle.

1.



- A. We should walk at the crosswalk.
- B. We should walk here.

2.



- A. We should wear helmets.
- B. We shouldn't wear helmets.

B Write a story. Use some of these words and sentences.

planning a party

cupcakes

juice

choose the music

go to the supermarket

"We're out of _____. Could you get some more?"

asks _____.

"Sure, no problem. says _____.

"Sorry, I can't right now. I'm busy."

"That's OK," says _____. "Thanks!"

C How do you stay safe? Write.

I stay safe by _____



A How do you celebrate? Write.

fall	winter
We celebrate _____	_____
We eat _____	_____
Our tradition is to _____	_____
spring	summer
_____	_____
_____	_____
_____	_____

B What is your favorite holiday? What do you like about it? Write.

My favorite holiday is _____

C Draw a picture of your favorite holiday.

Be patient.

A Match.



“I want this one.”
“How about this one,
instead? It’s nicer.”

“I want that one.”
“Good choice!”

“I want this one.
It’s cheaper.”
“Good choice!”

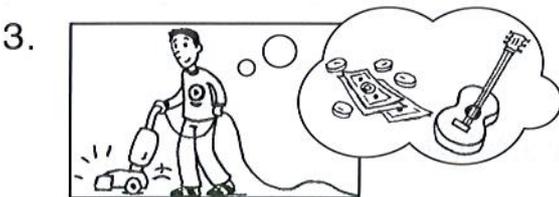
B Which is patient? Circle.



- A. It is patient to wait for your turn.
- B. It is patient to go first.



- A. It is patient to wait at the crosswalk.
- B. It is patient to cross the street quickly.



- A. It is patient to clean the house.
- B. It is patient to save money to buy something you want.

C Write.

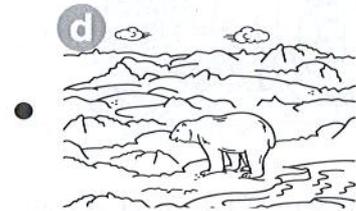
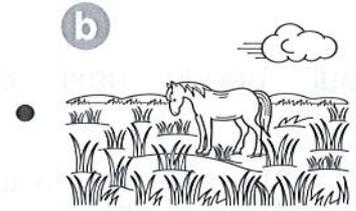
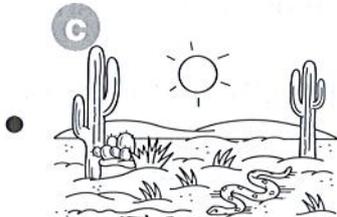
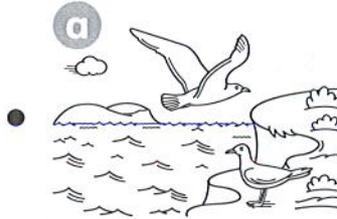
When it is good to be patient?

It is good to be patient when _____



A Unscramble and match.

1. ertofs _____ ●
2. udnrta _____ ●
3. dnslasarg _____ ●
4. ratserfwhe _____ ●
5. noeca _____ ●
6. stered _____ ●



B Look at **A**. Write a sentence about each biome. Then circle the subject.

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

Be responsible.

A Read the story and write.

hour needs next practice practiced proud recital taking



Karen is _____ piano lessons with her teacher.

“Are you ready for your _____?” her teacher asks.

“No, I’m not. I still need to _____,” says Karen.

Her teacher tells her she _____ to practice every day for an

hour. The next week, Karen practices for an _____ each day. At her _____

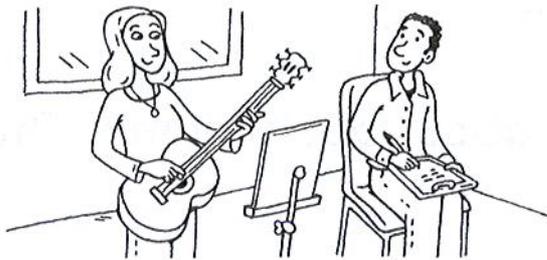
lesson, her teacher asks, “Are you ready for your recital?” “Yes, I _____ every

day,” says Karen. Karen plays well at the recital. Her parents are _____. She

learns that to be really good at something she has to work hard at it!

B Write.

1.



Are you ready for your guitar recital?

_____. I practiced
all week.

2.



Are you _____ for the karate

competition? No, _____.

I still _____.

C When are you responsible? Write.

I am responsible when I _____



A Write the words in the charts. Then add three more of your own.

floss your teeth fruit go for a walk go to bed early
 ride a bike happy successful vegetables

Exercise	
1.	_____
2.	_____
3.	_____

Eat Good Foods	
1.	_____
2.	_____
3.	_____

Healthy Habits	
1.	_____
2.	_____
3.	_____

B Look at the chart. Write.

		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	play tennis			X				
	eat healthy meals	X	X	X	X	X	X	X
	go for a walk	X	X			X		
	go swimming			X			X	

1. How often does he go for a walk? 2. _____?
- _____ . Once a week.
3. _____ go swimming? 4. _____
- _____ . meals? _____.

C How will you be healthy on Sunday?

On Sunday I will _____

Be prepared.

A Read and write.

bring brought find found map Parthenon roof stop



Haley and her family are looking for the famous building called the _____. Haley's dad is driving. "Did we _____ the map?" asks Haley's dad. "I know I _____ it," says Haley. "I put it in my backpack."

She looks around the car. "But where's my backpack? I can't _____ it." Then Haley says, "_____ the car!" Her father stops the car.

"I remember putting my backpack on the _____!" Haley says.

She gets out of the car and looks on top.

"I _____ it!" she says. "The _____ is here in my backpack."

B Write and match.

1. Did you bring the apron?

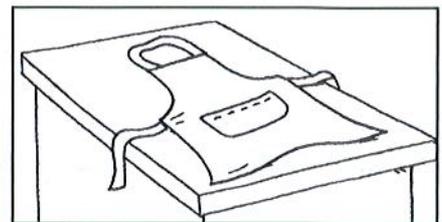
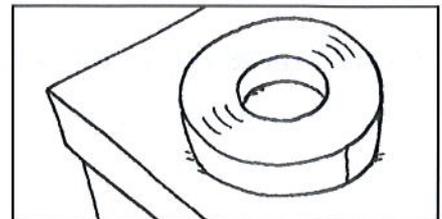
I don't _____.

I remember. It's in the kitchen.

2. Did we bring the masking tape?

I'm _____.

Never mind, _____.



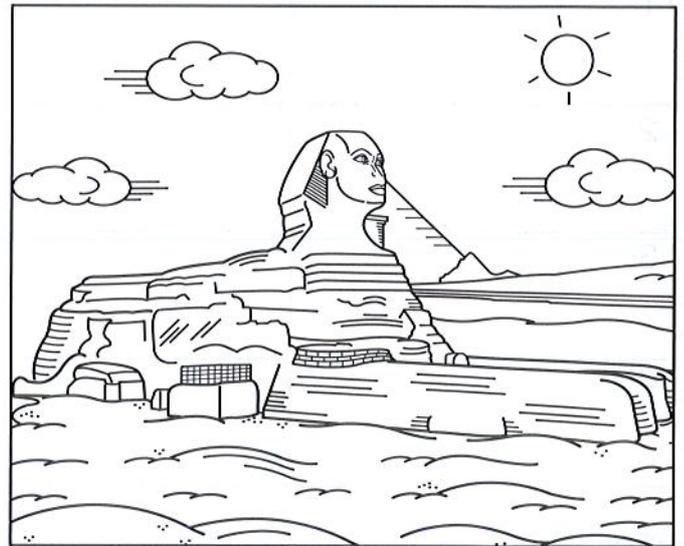


A Match.

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. It took a lot of ● 2. The builders cut the ● 3. The stones were ● 4. An artisan is someone who ● 5. The building site is where ● 6. The builders were probably ● | <ul style="list-style-type: none"> ● they built the pyramid. ● farmers, workers, and artisans. ● makes crafts, like jewelry or tools. ● people, stones, and time to build the Great Pyramid. ● pulled by the builders. ● stones and moved them. |
|--|---|

B Read. Then underline the numbers.

There are about 100 pyramids in Egypt. You can see many of them in Giza. You can also visit the Great Sphinx there. It was built in approximately 2500 B.C. The Sphinx looks like a lion and a man. The Sphinx's body is 60 meters long and 20 meters tall. In 1798 it was covered in sand. It took around 140 years to clean the sand so everyone could see the Great Sphinx.



C Look at B. Use the words to write three sentences.

1. about

2. approximately

3. around

Be friendly.

A Interview four classmates.

1. Do you like _____? 2. _____?

Yes, I do.

I'm not very good at it.

Cool. _____ after school.

_____?

Sure!

B Look at A. Fill in the chart.

Classmate's Name	An activity they like and are good at doing	An activity they like but aren't very good at doing
1.		
2.		
3.		
4.		

C When were you friendly and showed someone how to do something? Write.

I was friendly when I showed _____ how to _____

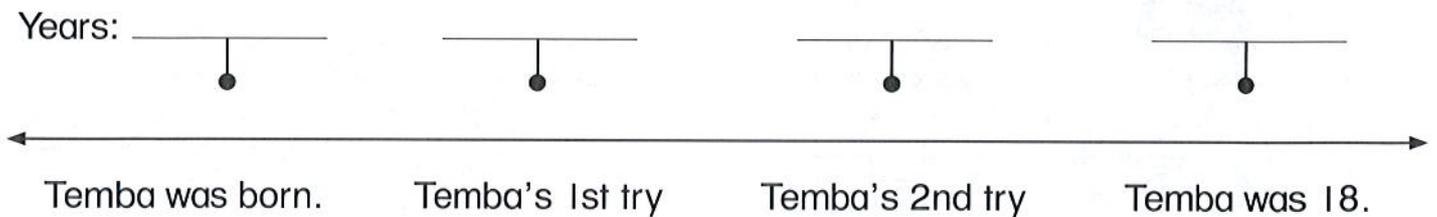


A Write. highest reach British leading grateful left

- In 1924, George Mallory and Andrew Irvine tried to _____ the top of Mount Everest, but they could not do it.
- Edmund Hillary and Tenzing Norgay _____ the camp on May 28th and reached the top the next day.
- All of them were _____ to Edmund Hillary and Tenzing Norgay for _____ the way.
- Mount Everest in Nepal is the _____ mountain in the world.

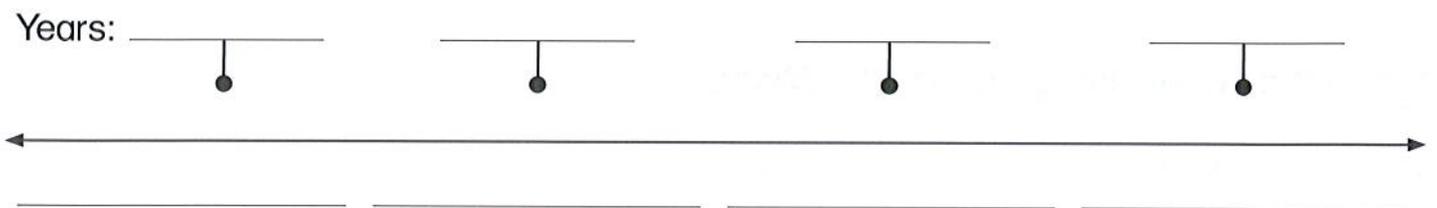
B Scan the reading for dates. Fill in the timeline.

Many people have climbed Mount Everest after Edmund Hillary and Tenzing Norgay. The youngest person to reach the top was Temba Tseri Sherpa. His first try was in 2000 when he was 14 years old. He was only 22 meters from the top, but he didn't finish because there was very bad weather. Then Temba was successful on his second try. He climbed the mountain on May 22, 2001. He was only 15 years old!



C What about you? Fill in the timeline.

My Life



Be fair.

A Write and number.

1. Are you almost done with the pencil?

Yes, I _____ use it.

Thanks!



2. _____ masking tape?

_____ minute.

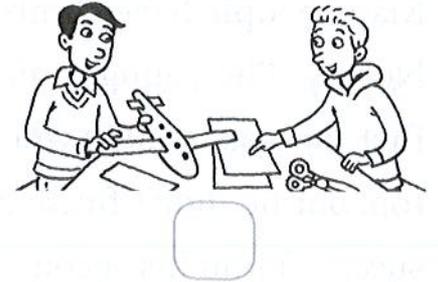
OK. Let _____.



3. _____ cardboard?

Yes, _____ finished. _____.

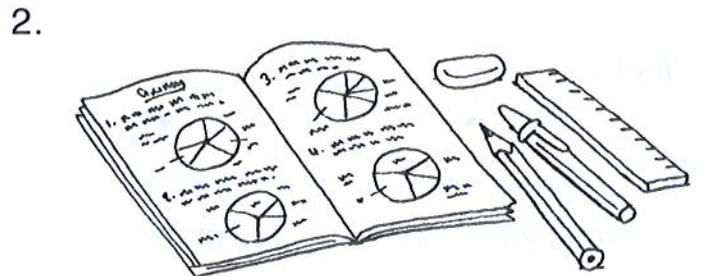
_____!



B Write.



I'm _____ with my _____.



I'm _____ with my _____.

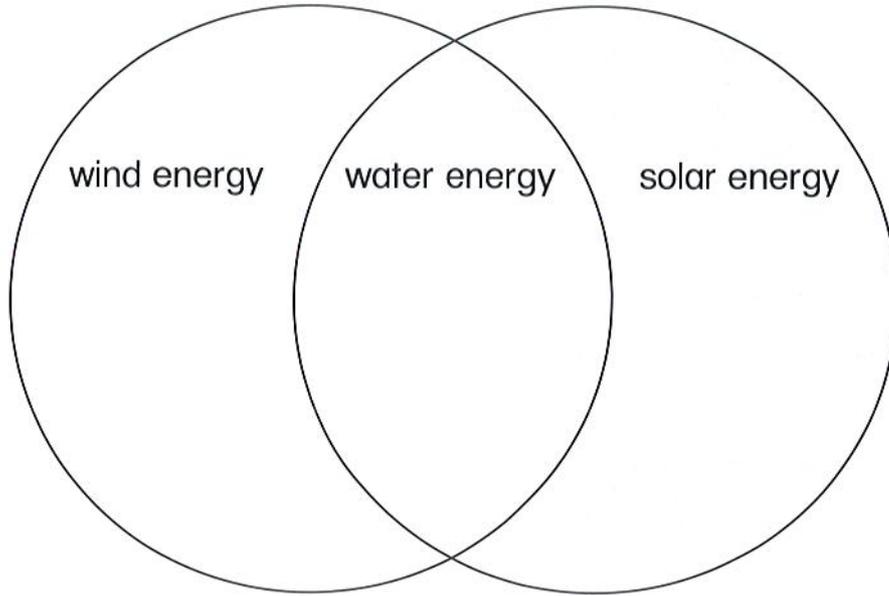
C When were you fair? Write.

I was fair when I _____



A Fill in the diagram.

- sunlight
- wind turbines
- wind
- dams
- moving water
- rivers
- solar panels



B Look at **A**. Write.

1. What have scientists designed to use water energy?

Scientists _____ that make electricity from _____

2. What have scientists designed to use solar energy?

3. What have scientists designed to use wind energy?

C Read and write.

1. Introduction: People are using more energy every day.

Conclusion: In the future, people will have more energy to use and help keep the Earth clean.

Topic: _____

2: Introduction: The Earth is covered in water.

Conclusion: Many countries have rivers they can use to produce electricity.

Topic: _____

Test Instructions

Test Center Test Center

All the testing materials found in the Teacher's Book can also be accessed from the Test Center. You can print the tests directly from the pdf files or you can open the editable files to customize the tests according to your needs. You can download the audio files to your mp3 player, or play them directly from the CD.

Written Tests

These tests are designed for group administration. Each test is divided into five parts and tests vocabulary and grammar. All the questions are multiple choice, matching, numbering, or fill in the blank. Some questions require the student to listen and answer the question.

Pause from time to time to make sure the students are following your directions and are working on the correct part of the test. You may wish to have students put their finger on each letter as you begin that part of the test.

Oral Tests

Each unit test has an oral component that determines how well the student uses the grammar and vocabulary from the unit. These oral questions are found on pages 130–131 for each unit. The questions are listed in italics and suggested answers are given in parentheses. Use the rubric below to assess the oral tests.

Rubric

4	Answers question completely and correctly with a complete sentence. Uses adjectives in sentence when appropriate.
3	Answers question with complete sentence and appropriate answer but requires a word or phrase as a prompt.
2	Answers question with an incomplete sentence.
1	Gives nonverbal answer by pointing, nodding, or shaking head.
0	No response given.

Midterm Test

The Midterm Test measures what has been learned in the first four units in vocabulary and grammar. There is a listening component in the midterm test.

Final Test

The Final Test measures what has been learned in all eight units in vocabulary and grammar. There is a listening component in the final test.

Oral Tests

As you administer the oral test, ask the student to answer each question with a complete sentence. If the student answers with one word, prompt them to use a complete sentence. If the student cannot answer the question, provide prompts such as the beginning of the correct answer. Have the student complete the sentence and then repeat the correct answer.

Unit 1

Materials: Student Book 5

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 4. In exercise B, point to the picture of the boy diving. *What did he do when he was on vacation?* (He learned how to dive.)
2. *What did you do on your last vacation?* (I rode a roller coaster.)
3. *How did you feel?* (I felt nervous/relaxed/confident.)
4. Turn to Student Book page 7. Point to exercise C, number 4. *How did she feel when she learned how to dive?* (She felt sleepy.)
5. *What road did Marco Polo travel on?* (He traveled on the Silk Road.)

Unit 2

Materials: Student Book 5

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 12. In exercise B, point to the picture of the girl collecting leaves. *What was she doing in the morning?* (She was collecting leaves.)
2. On Student Book page 12, exercise B, point to the picture of the boy studying insects. *Was he finding animal tracks in the afternoon?* (No, he wasn't. He was studying insects.)
3. *What were you doing this morning?* (I was getting ready for school.)
4. Turn to Student Book page 15. Point to exercise C, number 3. *What was she doing when she saw the deer?* (She was putting out the campfire.)
5. Turn to Student Book page 19. In exercise D, point to the roots of the plant. *Which parts of the plant are these?* (Those are the roots.)

Unit 3

Materials: Student Book 5

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 22. In exercise B, point to the picture of the girl buying balloons. *What will she do for the party?* (She'll buy balloons.)
2. Turn to Student Book page 24. In exercise B, point to the picture of the boy serving the pizzas. *Will he set up the music?* (No, he won't.)
3. On Student Book page 24, exercise B, point to the classroom scene. *Who will put up the decorations?* (He will. [pointing to number 5])
4. *What will people in Korea celebrate in the fall?* (They'll celebrate Chuseok.)
5. *What do you celebrate in the winter?* (I celebrate New Year's Day.)

Unit 4

Materials: Student Book 5

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 30. In exercise B, point to the pictures of the jaguar and the river dolphin. *Is the jaguar more dangerous than the river dolphin?* (Yes, it is.)
2. On Student Book page 30, exercise B, point to the pictures of the sloth and the spider monkey. *Is the sloth more energetic than the spider monkey?* (No, it isn't.)
3. Turn to Student Book page 32. In exercise B, point to the picture of the three puzzles. *Which puzzle is the most difficult?* (This puzzle. [pointing to number 2])
4. On Student Book page 32, exercise B, point to the picture of the three sandals. *Which sandals are the most uncomfortable?* (These sandals. [pointing to number 4])
5. *Which biome is the driest and the hottest?* (The desert.)

Unit 5

Materials: Student Book 5

I am going to ask you some questions. Answer each question with a complete sentence.

1. *Do you pack your schoolbag before you go to bed?* (Yes, I always/usually/often/sometimes do./No, I rarely/never do.)
2. *Do you iron your clothes before you go to bed?* (Yes, I always/usually/often/sometimes do./No, I rarely/never do.)
3. Turn to Student Book page 42. In exercise B, point to the picture of the boy writing carefully. *Is he writing carefully or carelessly?* (He's writing carefully.)
4. Turn to Student Book page 43. Point to exercise C, number 4. *How is she talking?* (She's talking loudly.)
5. *How often do you ride your bike?* (I ride my bike three times a week.)

Unit 6

Materials: Student Book 5

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 49. Point to exercise D, number 2. *How much cooking oil does he need?* (He needs six tablespoons of cooking oil.)
2. On Student Book page 49, exercise D, point to number 5. *Does she have enough baking soda?* (Yes, she does.)
3. Turn to Student Book page 51. Point to exercise C, number 2. *How much masking tape do they have?* (They have ten rolls of masking tape./They have a lot of masking tape.)
4. On Student Book page 50, exercise B, point to number 1. *How many aprons do they have?* (They have three aprons./ They have a few aprons.)
5. *How long did it take you to eat dinner last night?* (It took me about twenty minutes.)

Unit 7

Materials: Student Book 5

I am going to ask you some questions. Answer each question with a complete sentence.

1. *Have you ever been to the UK?* (Yes, I have./No, I haven't.)
2. *Where have you been?* (I've been to Italy.)
3. Turn to Student Book page 60. Point to exercise B, number 4. *Has she hiked in a rainforest before?* (Yes, she has.)
4. *Have you gone scuba diving before?* (Yes, I have./No, I haven't.)
5. *What happened to Edmund Hillary and Tenzing Norgay in 1953?* (They became the first people to climb to the top of Mount Everest.)

Unit 8

Materials: Student Book 5

I am going to ask you some questions. Answer each question with a complete sentence.

1. Turn to Student Book page 66. In exercise B, point to the boy in the orange shirt wearing headphones. *Has he turned down the volume yet?* (No, he hasn't.)
2. On Student Book page 66, exercise B, point to the girl whose computer is turned off. *Has she turned off the computer yet?* (Yes, she has.)
3. Turn to Student Book page 68. Point to exercise B, number 2. *What has he done?* (He's already downloaded the music, but he hasn't played it yet.)
4. Turn to Student Book page 69. Point to exercise C, number 3. *Has she sent the email yet?* (Yes, she's sent it.)
5. *What have scientists designed to use water energy?* (Scientists have designed dams that make electricity.)

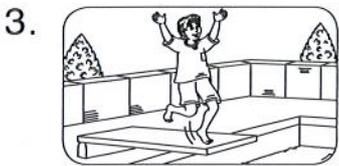
A Circle.



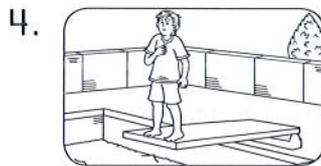
- (A) sleepy (B) nervous
(C) wide-awake (D) confident



- (A) wide-awake (B) sleepy
(C) relaxed (D) shy

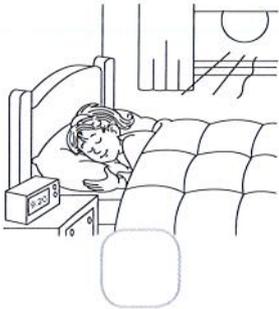


- (A) relaxed (B) shy
(C) sleepy (D) nervous



- (A) confident (B) wide-awake
(C) relaxed (D) nervous

B Listen and number. 



C Look at B. Write.

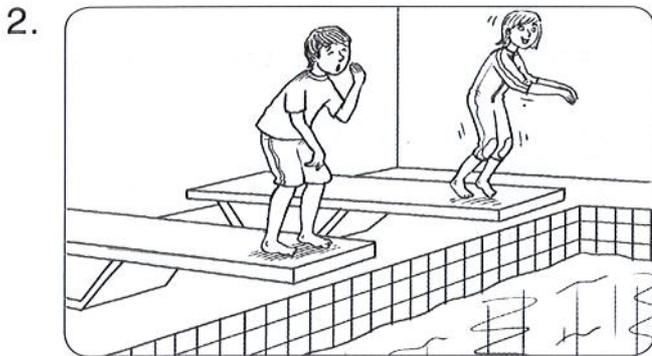
1. She acted _____ when _____.
2. He _____ was on vacation.
3. What did she _____? She _____.
4. What _____?

D Write. sleepy shy confident wide-awake



How did he feel when he acted in a play?

_____ but she
_____.



_____ she _____
_____?
_____ but he
_____.

E Match.

- | | |
|------------------|-------------------------------------|
| 1. Come on! ● | ● Let's learn how to dive! |
| 2. Sounds fun. ● | ● I'd rather play video games. |
| 3. No, thanks. ● | ● I'm tired of playing video games. |

F Write.

silk ruler returned difficult goods become famous

1. Many people traveled on the Silk Road to buy and sell _____ and other _____.
2. Marco Polo met the _____ of China, Kublai Khan.
3. It was a _____ road to travel on, but Marco felt confident.
4. Marco _____ to Italy when he was 41.

A Circle.

- | | |
|---|--|
| <p>1.  (A) roast fish
(B) identify trees
(C) pick wild strawberries
(D) find animal tracks</p> | <p>2.  (A) study insects
(B) explore a cave
(C) look at the stars
(D) put out the campfire</p> |
| <p>3.  (A) collect leaves
(B) set up the tent
(C) explore a cave
(D) roast fish</p> | <p>4.  (A) collect leaves
(B) put out the campfire
(C) pick wild strawberries
(D) find animal tracks</p> |
| <p>5.  (A) build a campfire
(B) study insects
(C) set up the tent
(D) tell stories</p> | <p>6.  (A) tell stories
(B) look at the stars
(C) build a campfire
(D) identify trees</p> |

B Look at A. Write.

1. What was she doing in the morning? _____.
2. What _____ in the afternoon? _____.
3. What _____ in the morning? _____.
4. Was he exploring a cave in the afternoon? No, _____.
He _____.
5. Was she putting out the campfire in the morning? No _____.
She _____.
6. _____ in the morning? Yes, she was.

C Listen and number.  03



D Write.

A.

2. Sorry, _____.

1. Which _____
_____ campsite?

3. _____ anyway.

B.

1. _____
is the campsite?

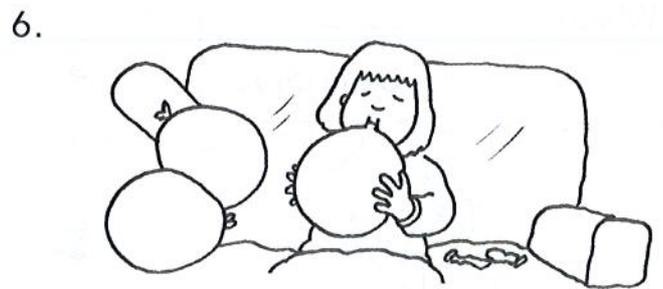
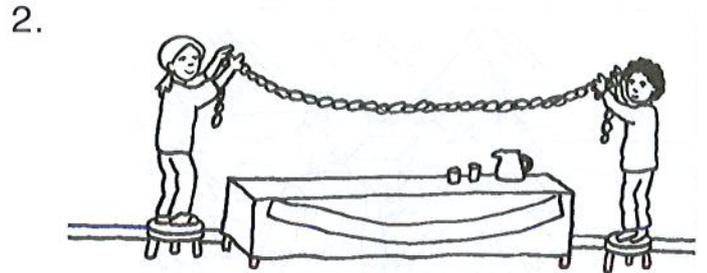
2. It's _____
_____.

3. Thanks _____!

E Write. underground stem oxygen sizes seeds roots

1. The _____ of a plant usually grow _____.
2. _____ come in many shapes and _____.
3. Plants give us food, clothing, and _____.

A Write.



B Look at A. Write.

1. I'll _____.

2. We'll _____.

3. _____.

4. What will _____ do? _____ bake cupcakes.

5. What _____?

6. What _____?

C Write.

1.  Will she pour the juice?

2.  Who will pour the juice?

3.  Who will serve the pizzas?

4.  Will he set up the music?

D Match.

- | | |
|-----------------------------------|----------------------------|
| 1. We're out of juice. ● | ● That's OK. |
| 2. Sure, no problem. ● | ● Thanks. |
| 3. I can't right now. I'm busy. ● | ● Could you get some more? |

E Listen and circle. 

- | | |
|------------------|------------------|
| 1. True False | 2. True False |
| 3. True False | 4. True False |

F Write.

1. What will people in _____ do in the spring?
They'll _____ Children's Day.
2. What will _____ China _____?
_____ celebrate the Lunar New Year.
3. What will people in Brazil _____ summer?

4. _____ Korea _____?
_____ Chuseok.

A Number.



friendly river dolphin

calm sloth

colorful macaw

plain egret

energetic spider monkey

dangerous jaguar

B Write.

1. Is the macaw _____ than the egret?

Yes, it is.

2. Is the sloth _____ than the spider monkey?

No, _____.

3. The river dolphin is _____ the jaguar.

4. _____ plainer than the macaw.

C Listen and circle. 

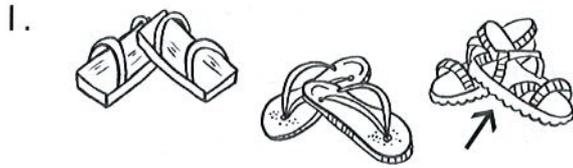
1. Yes, it is. No, it isn't.

2. Yes, it is. No, it isn't.

3. Yes, it is. No, it isn't.

4. Yes, it is. No, it isn't.

D Write.



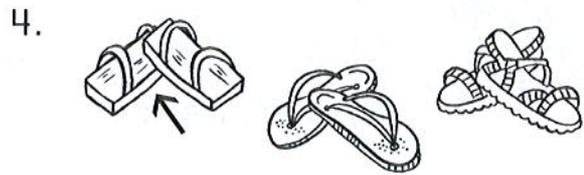
These _____ are the most comfortable _____.



This bracelet _____
_____.



Which _____ is the most _____?
_____ puzzle.



Which _____
_____?
_____.

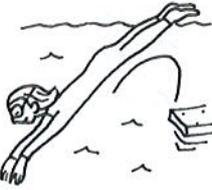
E Number.

- How about this one, instead? It's cheaper.
- Good choice!
- I want that one.

F Write. freshwater natural communities forests tundra deserts

1. Our lakes and rivers are _____.
2. _____ are the biggest biome on land.
3. Biomes are _____ of plants and animals.
4. _____ are the driest biome.

A Circle.

1.  (A) act in a play
(B) learn how to dive
(C) sleep late
(D) win a competition

2.  (A) confident
(B) sleepy
(C) wide-awake
(D) shy

3.  (A) find animal tracks
(B) explore a cave
(C) pick wild strawberries
(D) study insects

4.  (A) build a campfire
(B) put out the campfire
(C) set up the tent
(D) roast fish

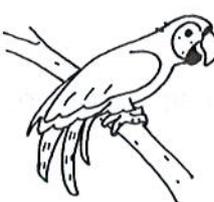
5.  (A) oxygen
(B) stem
(C) roots
(D) size

6.  (A) bring fruit juice
(B) order pizzas
(C) choose the music
(D) bake cupcakes

7.  (A) pour the juice
(B) set up the music
(C) serve the pizzas
(D) buy balloons

8.  (A) celebrate
(B) season
(C) child
(D) delicious

9.  (A) easy puzzle
(B) cheap bracelet
(C) expensive bracelet
(D) difficult puzzle

10.  (A) plain egret
(B) dangerous jaguar
(C) colorful macaw
(D) calm sloth

B Listen and write. 

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

C Write.

1.  What did she do when she was on vacation?

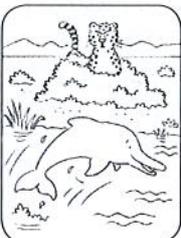
_____.

2.  What was he doing in the morning?

_____.

3.  What will she do?

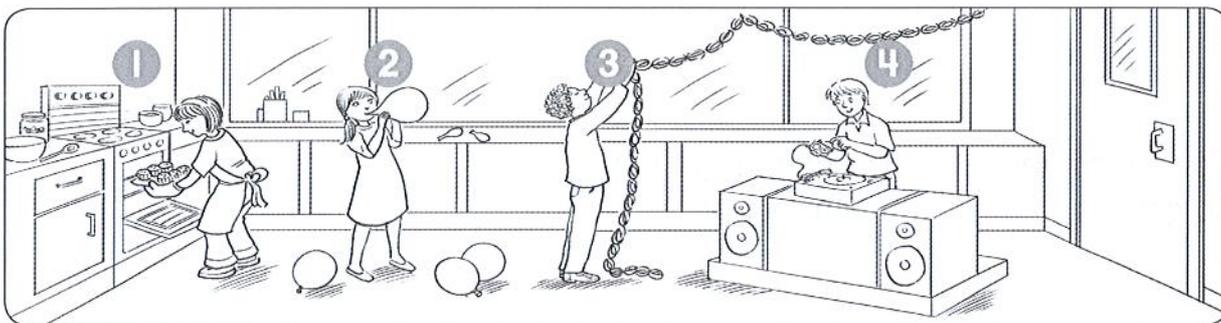
_____.

4.  Is the river dolphin friendlier than the jaguar?
_____.

5.  _____ vacation?
He acted in a play.

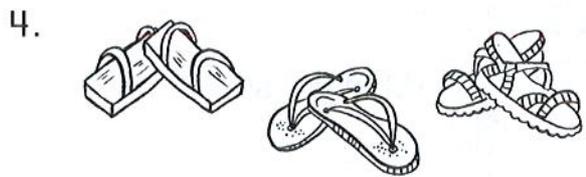
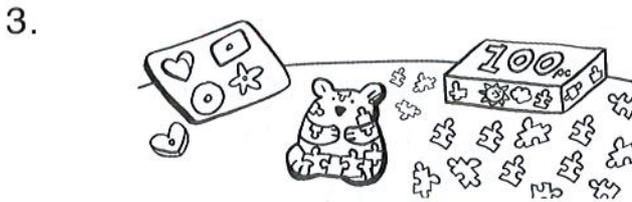
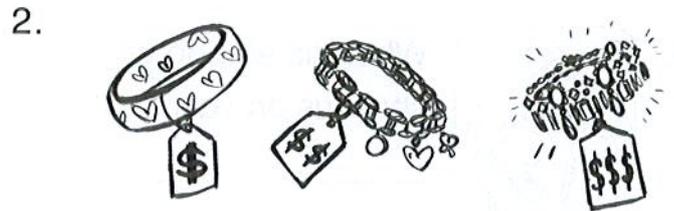
6.  _____ afternoon?
She was studying insects.

D Circle.



- | | | |
|-------------------------------------|-----------------------|----------------------|
| 1. What will she do? | She'll bake cupcakes. | She'll order pizzas. |
| 2. Will she pour the juice? | Yes, she will. | No, she won't. |
| 3. Who will put up the decorations? | They will. | He will. |
| 4. Will he set up the music? | Yes, he will. | No, he won't. |

E Listen and circle. 



F Number.

A. Come on! Let's learn how to surf.

OK.

No, thanks. I'd rather play video games.

B. That's OK.

We're out of juice. Could you get some more?

I can't right now. I'm busy.

C. Which way is the campsite?

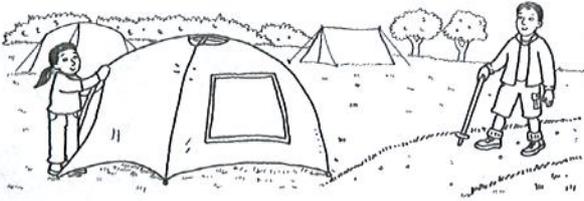
Thanks a lot!

It's that way.

G Circle.

- | | | |
|--|------|-------|
| 1. The Earth has forests in hot and cold places. | True | False |
| 2. The stem helps the plant to make seeds. | True | False |
| 3. Grasslands have many trees. | True | False |

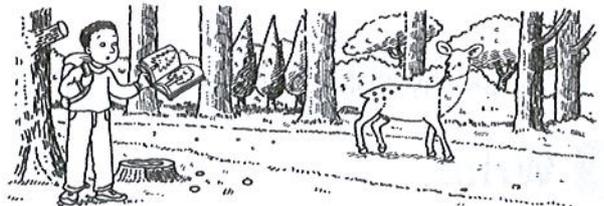
H Write.



1. When I arrived at the campsite, she was _____.

2. He was _____

when I arrived _____.



3. _____

4. What were you doing _____

_____ saw the deer?

saw the deer?

I was roasting fish.

_____.

I Circle.

1. The _____ are the biggest biome on Earth.

2. _____ get very little rain.

- (A) forests (B) freshwater
- (C) grasslands (D) oceans

- (A) deserts (B) tundras
- (C) forests (D) grasslands

3. The Earth has six _____.

4. The _____ is the coldest biome.

- (A) biomes (B) forests
- (C) tundras (D) natural communities

- (A) desert (B) freshwater
- (C) tundra (D) forest

A Match.

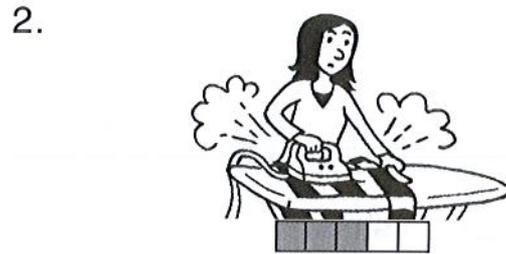
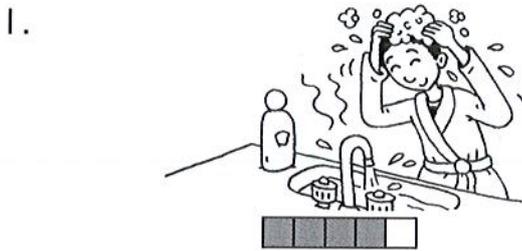


check my calendar

take a shower

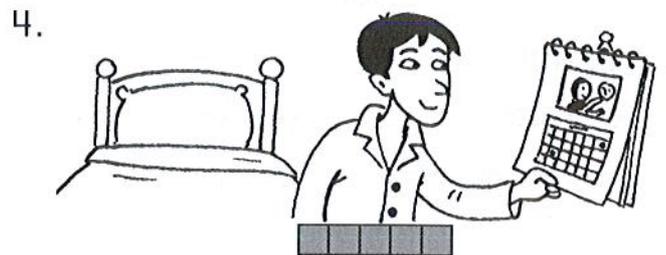
floss my teeth

B Write.



I _____
before I go to bed.

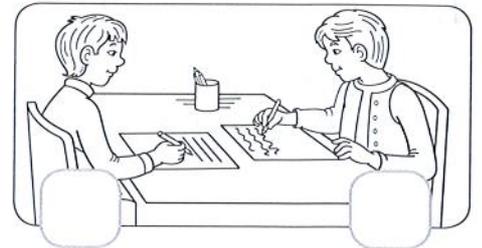
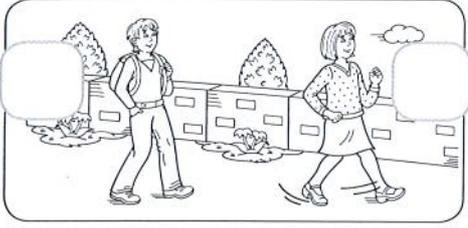
I _____
before I go to bed.



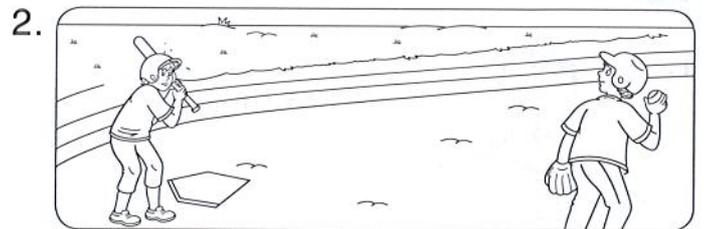
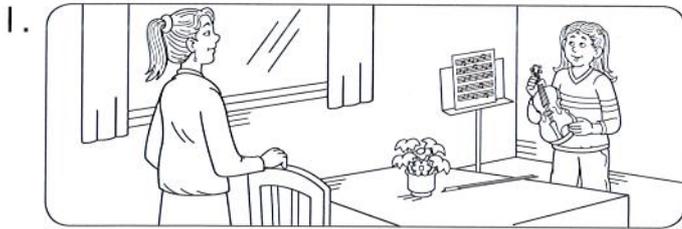
Do you _____
before you go to bed?
No, I _____ do.

Do you _____
before you go to bed?
Yes, _____.

C Listen and number. 



D Write. recital practice practiced ready



Are you ready for your _____?

Are you _____ for your baseball

Yes, I think so. I _____

game?

all week.

No, I'm not. I still need to _____.

E Write. successful balanced meals possible habits exercise early

1. To be a happy and _____ student, you need to stay healthy.

2. It is important for students to _____.

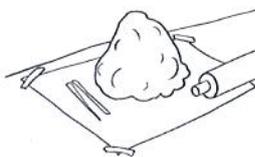
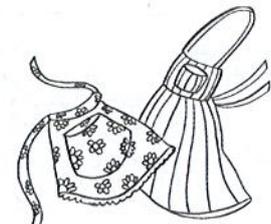
3. When _____, go for a walk or ride your bike to school.

4. Take a shower often and go to bed _____.

5. It's important to eat _____ three times a day.

6. Healthy _____ will help you do well every day.

A Write.

- | | | | | | | | |
|-------|---|----|---|----|--|----|---|
| 1. |  | 2. |  | 3. |  | 4. |  |
| _____ | | | | | | | |

B Write.

- | | | |
|----|---|--|
| 1. |  | How much _____ does he need?
_____ a cup _____. |
| 2. |  | How much _____ does she need?
_____ a teaspoon _____. |
| 3. |  | _____ does _____?
_____ a tablespoon _____. |

C Look at B. Write.

- Does he have enough flour? No, _____.
- Does she have _____? _____, she does.
- Does he have _____? Yes, _____.

D Circle.

1. How (many / much) aprons do we have?
We have (four / four sheets of) aprons.
2. How (many / much) masking tape do we have?
We have (six / six rolls of) masking tape.
3. How (many / much) modeling clay do we have?
We have (two / two bowls of) modeling clay.

E Listen and write. 

1. How _____ do they have? They have _____.
2. How _____?
They _____.
3. _____?

F Write. found bring remember under map did sure never mind seat

1. Did we _____ the _____?
I don't _____.
I remember. It's _____ the _____.
2. _____ we _____ the map?
I'm not _____.
_____, I _____ it.

G Match.

1. How many people did it take to build the Great Pyramid of Giza? ● ● It took about twenty years.
2. How much time did it take to build the Great Pyramid of Giza? ● ● It took approximately two million stones.
3. How many stones did it take to build the Great Pyramid of Giza? ● ● It took around thirty thousand people.

A Match.

1. go rafting

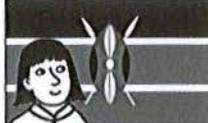
2. go scuba diving

3. climb a mountain



B Write.

1.  Has she ever been to the UK?
Yes, _____.

2.  Has _____ Kenya?
_____.

3.  Have you _____ Italy?
_____.

4.  Have you _____ Peru?
_____.

C Listen and circle. 

1. Yes, she has.
No, she hasn't.

2. Yes, he has.
No, he hasn't.

3. Yes, she has.
No, she hasn't.

D Write.

	Ride a camel	Hike in a rainforest	See the pyramids
	✓	X	✓
	X	✓	X

1. Has he _____ a camel before? Yes, _____.
2. Has she _____ the pyramids before? No, _____.
3. He has _____ the pyramids _____, but he _____.
4. She has _____, but _____ the pyramids.

E Number.

- | | |
|--|---|
| <p>A. <input type="checkbox"/> Sure!</p> <p><input type="checkbox"/> Do you like snowboarding?</p> <p><input type="checkbox"/> I'm not very good at it. Could you show me how?</p> | <p>B. <input type="checkbox"/> Do you like in-line skating?</p> <p><input type="checkbox"/> Cool! Let's go in-line skating after school.</p> <p><input type="checkbox"/> Yes, I do.</p> |
|--|---|

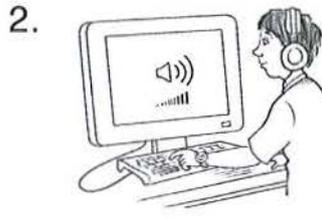
F Write. grateful British highest left leading reached

1. Mount Everest is the _____ mountain in the world.
2. In 1953, Edmund Hillary and Tenzing Norgay _____ their camp and _____ the top.
3. In 2000, 142 climbers were _____ to Edmund Hillary and Tenzing Norgay for _____ the way.

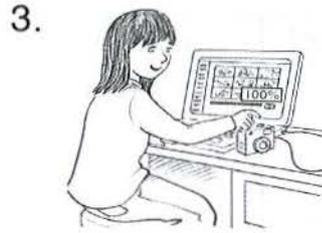
A Circle.



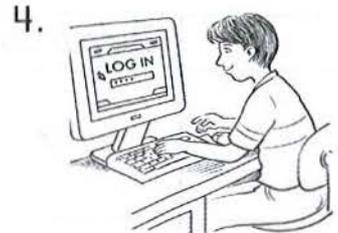
- (A) turn down the volume
- (B) log out of the website
- (C) turn off the computer
- (D) turn up the volume



- (A) turn on the computer
- (B) turn up the volume
- (C) log out of the website
- (D) send the email



- (A) download the music
- (B) turn down the volume
- (C) send the email
- (D) upload the photos

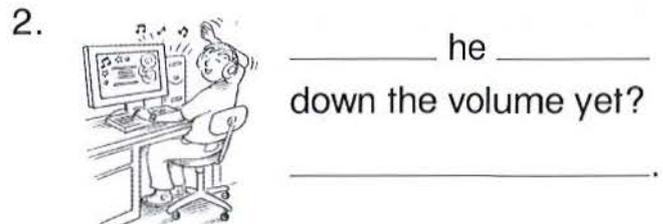


- (A) turn on the computer
- (B) print the photos
- (C) upload the photos
- (D) log in to the website

B Look at A. Circle.

- | | | |
|--|------|-------|
| 1. I've just turned off the computer. | True | False |
| 2. I haven't turned up the volume yet. | True | False |
| 3. I haven't uploaded the photos yet. | True | False |
| 4. I've just logged in to the website. | True | False |

C Write.



Name: _____

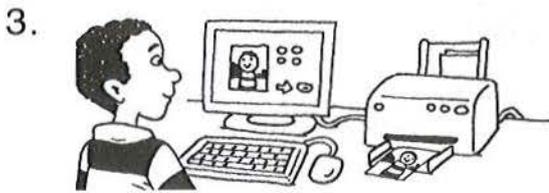
D Write.



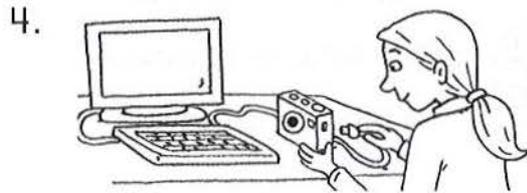
He's already _____ the email, but he hasn't _____ it yet.



She's _____, but she hasn't played it yet.



Has he printed the photos yet?
Yes, _____ them.



Has she _____?
No, _____ uploaded them.

E Match.

1. Are you almost done with the computer? ●
2. Yes, I just finished. Go ahead and use it. ●
3. Just a minute. ●

- Just a minute.
- OK. Let me know when you're done!
- Thanks!

F Listen and write. 

1. _____
3. _____
5. _____

2. _____
4. _____
6. _____

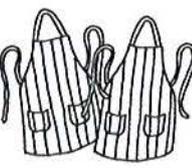
A Circle.

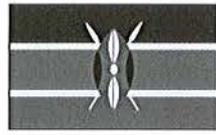
1.  (A) iron my clothes
(B) take a shower
(C) floss my teeth
(D) wash my hair

2.  (A) ride a camel
(B) hike in a rainforest
(C) go rafting
(D) go scuba diving

3.  (A) find animal tracks
(B) explore a cave
(C) pick wild strawberries
(D) study insects

4.  (A) slowly
(B) quietly
(C) loudly
(D) carefully

5.  (A) aprons
(B) cardboard
(C) toothpicks
(D) masking tape

6.  (A) Peru
(B) India
(C) the UK
(D) Kenya

7.  (A) a quarter cup of salt
(B) a teaspoon of baking soda
(C) a half cup of water
(D) a drop of food coloring

8.  (A) turn on the computer
(B) turn up the volume
(C) turn off the computer
(D) turn down the volume

9.  (A) play the music
(B) download the music
(C) print the photos
(D) write the email

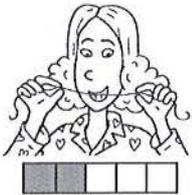
10.  (A) plain egret
(B) energetic spider monkey
(C) colorful macaw
(D) calm sloth

B Write.



1. Has he turned up the volume yet? Yes, _____.
2. Has she turned on the computer yet? _____.
3. _____ website _____? Yes, _____.
4. _____ the volume _____? Yes, _____.

C Write.



1. I _____ teeth before I go to bed.

□ □ □ □ □



2. I _____ wash my hair _____ bed.

□ □ □ □ □

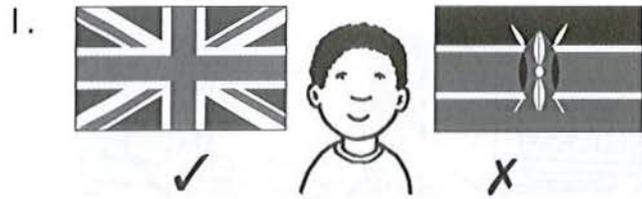


3. _____
go to bed.

□ □ □ □ □

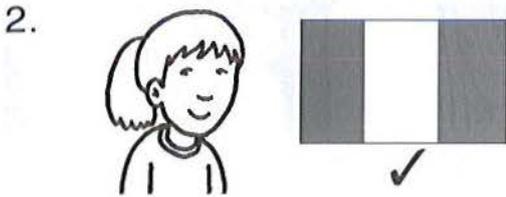
Name: _____

D Write.



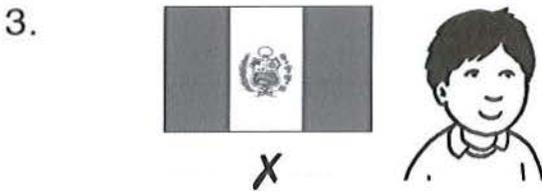
I've been to _____.

I've never _____.



Has she ever _____ Italy?

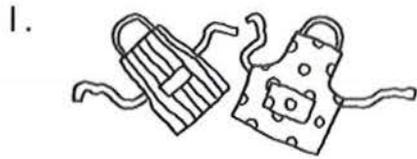
Yes, _____.



Has he _____?

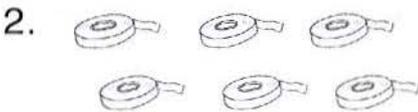
_____.

E Write.



How many aprons do we have?

_____.



_____ much _____.

_____?

We _____ a lot of _____.



_____.

_____?

We _____ a few _____.

F Listen and write. 

1. _____.

2. _____? _____.

3. _____? _____.

G Match.

- | | | |
|---|---|---|
| 1. Come on! Let's learn how to surf. | • | • Sure, no problem. |
| 2. We're out of juice. Could you get some more? | • | • Sounds fun. I'm tired of playing video games. |
| 3. Are you ready for your recital? | • | • I'm not sure. |
| 4. Did we bring the map? | • | • Yes, I think so. I practiced all week. |

H Listen and circle. 

- | | |
|---|-----------------------------------|
| 1. Yes, she's sent it.
No, she hasn't sent it. | 2. Yes, he has.
No, he hasn't. |
| 3. She'll choose the music.
She'll buy balloons. | 4. Yes, he has.
No, he hasn't. |

I Write.

site sources took became samba parade British children pulled

1. After Marco Polo returned to Italy, he _____ famous.
2. _____ will get a gift of money for the Lunar New Year.
3. People in Brazil will watch the _____.
4. It _____ a lot of people, stones, and time to build the Great Pyramid of Giza.
5. After the builders cut the stones, they _____ them to the building _____.
6. Twelve _____ climbers wanted to climb to the top of Mount Everest.
7. Scientists are excited about three _____ of natural energy.

Unit 1

A. Circle.

1. C 2. B 3. A 4. D

B. Listen and number. 02

1. She acted in a play when she was on vacation. (3rd picture)
2. He read a lot of books when he was on vacation. (2nd picture)
3. She slept late when she was on vacation. (1st picture)
4. He won a competition when he was on vacation. (4th picture)

C. Look at **B**. Write.

1. She acted in a play when she was on vacation.
2. He read a lot of books when he was on vacation.
3. What did she do when she was on vacation?
She slept late.
4. What did he do when he was on vacation?
He won a competition.

D. Write.

1. How did he feel when he acted in a play?
He felt confident, but she felt shy.
2. How did she feel when she learned how to dive?
She felt wide-awake, but he felt sleepy.

E. Match.

1. Come on! Let's learn how to dive.
2. Sounds fun. I'm tired of playing video games.
3. No, thanks. I'd rather play video games.

F. Write.

1. Many people traveled on the Silk Road to buy and sell silk and other goods.
2. Marco Polo met the ruler of China, Kublai Khan.
3. It was a difficult road to travel on, but Marco felt confident.
4. Marco returned to Italy when he was 41.

Unit 2

A. Circle.

1. D 2. A 3. C
4. A 5. C 6. A

B. Look at **A**. Write.

1. What was she doing in the morning?
She was finding animal tracks.
2. What was he doing in the afternoon?
He was studying insects.
3. What was she doing in the morning?
She was exploring a cave.
4. Was he exploring a cave in the afternoon?
No, he wasn't. He was collecting leaves.
5. Was she putting out the campfire in the morning?
No, she wasn't. She was setting up the tent.
6. Was she telling stories in the morning?
Yes, she was.

C. Listen and number. 03

1. When I arrived at the campsite, he was finding animal tracks.
2. She was roasting fish when I arrived at the campsite.
3. He was looking at the stars when I arrived at the campsite.
4. When I arrived at the campsite, she was building a campfire.

D. Write.

- A.
1. Which way is the campsite?
 2. Sorry, I don't know.
 3. Thanks, anyway.
- B.
1. Which way is the campsite?
 2. It's that way.
 3. Thanks a lot!

E. Write.

1. The roots of a plant usually grow underground.
2. Seeds come in many shapes and sizes.
3. Plants give us food, clothing, and oxygen.

Unit 3

A. Write.

1. order pizzas
2. put up the decorations
3. pour the juice
4. bake cupcakes
5. buy balloons
6. blow up the balloons

B. Look at **A**. Write.

1. I'll order pizzas for the party.
2. We'll put up the decorations for the party.
3. I'll pour the juice for the party.
4. What will he do?
He'll bake cupcakes.
5. What will he do?
He'll buy balloons.
6. What will she do?
She'll blow up the balloons.

C. Write.

1. Will she pour the juice?
No, she won't.
2. Who will pour the juice?
He will.
3. Who will serve the pizzas?
She will.
4. Will he set up the music?
Yes, he will.

D. Match.

1. We're out of juice. Could you get some more?
2. Sure, no problem. Thanks.
3. I can't right now. I'm busy. That's OK.

E. Listen and circle. 04

1. People around the world like to celebrate. True
2. In each season, there are different celebrations. True
3. In the spring, people in Japan will celebrate Carnival. False
4. In the fall, people in China will celebrate the Lunar New Year. False

F. Write.

1. What will people in Japan do in the spring?
They'll celebrate Children's Day.
2. What will people in China do in the winter?
They'll celebrate the Lunar New Year.
3. What will people in Brazil do in the summer?
They'll celebrate Carnival.
4. What will people in Korea do in the fall?
They'll celebrate Chuseok.

Unit 4

A. Number.

1. calm sloth
2. energetic spider monkey
3. dangerous jaguar
4. colorful macaw
5. friendly river dolphin
6. plain egret

B. Write.

1. Is the macaw more colorful than the egret?
Yes, it is.
2. Is the sloth more energetic than the spider monkey?
No, it isn't.
3. The river dolphin is friendlier than the jaguar.
4. The egret is plainer than the macaw.

C. Listen and circle. 05

1. Is the macaw plainer than the egret?
No, it isn't.
2. Is the jaguar friendlier than the river dolphin?
No, it isn't.
3. Is the spider monkey more energetic than the sloth?
Yes, it is.
4. Is the jaguar more dangerous than the river dolphin?
Yes, it is.

D. Write.

1. These sandals are the most comfortable ones here.
2. This bracelet is the most expensive one here.
3. Which puzzle is the most difficult?
This puzzle.

4. Which sandals are the most uncomfortable?
These sandals.

E. Number.

1. I want that one.
2. How about this one, instead?
It's cheaper.
3. Good choice!

F. Write.

1. Our lakes and rivers are freshwater.
2. Forests are the biggest biome on land.
3. Biomes are natural communities of plants and animals.
4. Deserts are the driest biome.

Midterm Test

A. Circle.

- | | | | |
|------|-------|------|------|
| 1. B | 2. B | 3. C | 4. D |
| 5. C | 6. B | 7. A | 8. A |
| 9. C | 10. C | | |

B. Listen and write. 06

1. tundra
2. plain egret
3. silk
4. wide-awake
5. study insects
6. oxygen

C. Write.

1. What did she do when she was on vacation?
She rode a roller coaster.
2. What was he doing in the morning?
He was exploring a cave.
3. What will she do?
She'll buy balloons.
4. Is the river dolphin friendlier than the jaguar?
Yes, it is.
5. What did he do when he was on vacation?
He acted in a play.
6. What was she doing in the afternoon?
She was studying insects.

D. Circle.

1. What will she do?
She'll bake cupcakes.
2. Will she pour the juice?
No, she won't.
3. Who will put up the decorations?
He will.
4. Will he set up the music?
Yes, he will.

E. Listen and circle. 07

1. This bracelet is the most expensive one here. (3rd picture)
2. Which bracelet is the cheapest?
This bracelet. (1st picture)
3. Which puzzle is the easiest?
This puzzle. (1st picture)
4. These sandals are the most comfortable ones here. (3rd picture)

F. Number.

- A.
1. Come on! Let's learn how to surf.
 2. No, thanks. I'd rather play video games.
 3. OK.

B.

1. We're out of juice. Could you get some more?
 2. I can't right now. I'm busy.
 3. That's OK.
- C.

1. Which way is the campsite?
2. It's that way.
3. Thanks a lot!

G. Circle.

1. The Earth has forests in hot and cold places. True
2. The stem helps the plant to make seeds. False
3. Grasslands have many trees. False

H. Write.

1. When I arrived at the campsite, she was setting up the tent.
2. He was telling stories when I arrived at the campsite.
3. What were you doing when you saw the deer?
I was roasting fish.
4. What were you doing when you saw the deer?
I was identifying trees.

I. Circle.

- | | | | |
|------|------|------|------|
| 1. D | 2. A | 3. A | 4. C |
|------|------|------|------|

Unit 5

A. Match.

1. take a shower
2. floss my teeth
3. check my calendar

B. Write.

1. I usually wash my hair before I go to bed.
2. I often iron my clothes before I go to bed.
3. Do you pack your schoolbag before you go to bed?
No, I rarely do.
4. Do you check your calendar before you go to bed?
Yes, I always do.

C. Listen and number.

1. Is he writing carefully or carelessly?
He's writing carefully.
(3rd picture, left)
2. How is she talking?
She's talking quietly.
(2nd picture, left)
3. How is he walking?
He's walking slowly. (1st picture, left)
4. How is he writing?
He's writing carelessly. (3rd picture, right)
5. Is she walking slowly or quickly?
She's walking quickly.
(1st picture, right)
6. Is he talking quietly or loudly?
He's talking loudly.
(2nd picture, right)

D. Write.

1. Are you ready for your recital?
Yes, I think so. I practiced all week.
2. Are you ready for your baseball game?
No, I'm not. I still need to practice.

E. Write.

1. To be a happy and successful student, you need to stay healthy.
2. It is important for students to exercise.
3. When possible, go for a walk or ride your bike to school.
4. Take a shower often and go to bed early.
5. It's important to eat balanced meals three times a day.
6. Healthy habits will help you do well every day.

Unit 6

A. Write.

1. modeling clay
2. masking tape

3. toothpicks

4. aprons

B. Write.

1. How much flour does he need?
He needs a cup of flour.
2. How much baking soda does she need?
She needs a teaspoon of baking soda.
3. How much cooking oil does he need?
He needs a tablespoon of cooking oil.

C. Look at . Write.

1. Does he have enough flour?
No, he doesn't.
2. Does she have enough baking soda?
Yes, she does.
3. Does he have enough cooking oil?
Yes, he does.

D. Circle.

1. How many aprons do we have?
We have four aprons.
2. How much masking tape do we have?
We have six rolls of masking tape.
3. How much modeling clay do we have?
We have two bowls of modeling clay.

E. Listen and write.

1. How many paper clips do they have?
They have a few paper clips.
2. How much cardboard do they have?
They have a lot of cardboard.
3. How much masking tape do they have?
They have a little masking tape.

F. Write.

1. Did we bring the map?
I don't remember.
I remember. It's under the seat.
2. Did we bring the map?
I'm not sure.
Never mind, I found it.

G. Match.

1. How many people did it take to build the Great Pyramid of Giza?
It took around thirty thousand people.
2. How much time did it take to build the Great Pyramid of Giza?
It took about twenty years.
3. How many stones did it take to build the Great Pyramid of Giza?
It took approximately two million stones.

Unit 7

A. Match.

1. (3rd picture)
2. (1st picture)
3. (2nd picture)

B. Write.

1. Has she ever been to the UK?
Yes, she has.
2. Has she ever been to Kenya?
No, she hasn't.
3. Have you ever been to Italy?
Yes, I have.
4. Have you ever been to Peru?
No, I haven't.

C. Listen and circle.

1. I've been to Italy. I've never been to the UK.
Has she ever been to Italy? Yes, she has.
2. I've been to Peru. I've never been to Kenya.
Has he ever been to Kenya? No, he hasn't.
3. I've been to New Zealand. I've never been to India.
Has she ever been to New Zealand?
Yes, she has.

D. Write.

1. Has he ridden a camel before?
Yes, he has.
2. Has she seen the pyramids before?
No, she hasn't.
3. He has seen the pyramids before, but he hasn't hiked in a rainforest.
4. She has hiked in a rainforest, but she hasn't seen the pyramids.

E. Number.

- A.
1. Do you like snowboarding?
 2. I'm not very good at it. Could you show me how?
 3. Sure!
- B.
1. Do you like in-line skating?
 2. Yes, I do.
 3. Cool! Let's go in-line skating after school.

F. Write.

1. Mount Everest is the highest mountain in the world.

- In 1953, Edmund Hillary and Tenzing Norgay left their camp and reached the top.
- In 2000, 142 climbers were grateful to Edmund Hillary and Tenzing Norgay for leading the way.

Unit 8

A. Circle.

1. C 2. B 3. D 4. D

B. Look at (A), Circle.

- I've just turned off the computer.
True
- I haven't turned up the volume yet.
False
- I haven't uploaded the photos yet.
False
- I've just logged in to the website.
False

C. Write.

- Has she logged out of the website yet?
Yes, she has.
- Has he turned down the volume yet?
No, he hasn't.

D. Write.

- He's already written the email, but he hasn't sent it yet.
- She's already downloaded the music, but she hasn't played it yet.
- Has he printed the photos yet?
Yes, he's printed them.
- Has she uploaded the photos yet?
No, she hasn't uploaded them.

E. Match.

- Are you almost done with the computer? Just a minute.
- Yes, I just finished. Go ahead and use it. Thanks!
- Just a minute. OK. Let me know when you're done.

F. Listen and write.

- source 2. energy
- electricity 4. wind turbine
- solar panel 6. dam

Final Test

A. Circle.

1. B 2. C 3. C 4. C
5. A 6. D 7. D 8. A
9. C 10. D

B. Write.

- Has he turned up the volume yet?
Yes, he has.
- Has she turned on the computer yet?
No, she hasn't.
- Has she logged in to the website yet?
Yes, she has.
- Has he turned down the volume yet?
Yes, he has.

C. Write.

- I sometimes floss my teeth before I go to bed.
- I always wash my hair before I go to bed.
- I never pack my schoolbag before I go to bed.

D. Write.

- I've been to the UK. I've never been to Kenya.
- Has she ever been to Italy?
Yes, she has.
- Has he ever been to Peru?
No, he hasn't.

E. Write.

- How many aprons do we have?
We have two aprons.
- How much masking tape do we have?
We have a lot of masking tape.
- How many toothpicks do we have?
We have a few toothpicks.

F. Listen and write.

- She read a lot of books when she was on vacation.
- What will he do?
He'll choose the music.
- Which bracelet is the cheapest?
This bracelet.

G. Match.

- Come on! Let's learn how to surf.
Sounds fun. I'm tired of playing video games.
- We're out of juice. Could you get some more? Sure, no problem.
- Are you ready for your recital? Yes, I think so. I practiced all week.
- Did we bring the map? I'm not sure.

H. Listen and circle.

- She's already written the email, but she hasn't sent it yet.
Has she sent the email yet?

No, she hasn't sent it.

- I haven't logged out of the website yet.
Has he logged out of the website yet?
No, he hasn't.
- I'll choose the music for the party.
What will she do?
She'll choose the music.
- He has climbed a mountain, but he hasn't gone scuba diving.
Has he climbed a mountain before?
Yes, he has.

I. Write.

- After Marco Polo returned to Italy, he became famous.
- Children will get a gift of money for the Lunar New Year.
- People in Brazil will watch the samba parade.
- It took a lot of people, stones, and time to build the Great Pyramid of Giza.
- After the builders cut the stones, they pulled them to the building site.
- Twelve British climbers wanted to climb to the top of Mount Everest.
- Scientists are excited about three sources of natural energy.

Word List

A	climb a mountain 60	friendly 31	meters 64	reach 64	study insects 12
about 54	climbed 60	friendly river dolphin . . . 30	modeling clay 50	read 5	successful 46
act 5	collect 13	G	more colorful 31	read a lot of books 4	summer 28
acted 5	collecting 13	go 60	more comfortable 32	recital 44	T
act in a play 4	collect leaves 12	gone 60	more dangerous 31	relaxed 6	Taekwondo 62
a cup of flour 48	colorful 31	goods 10	more difficult 32	reminds 70	take 54
a day 46	colorful macaw 30	go rafting 60	more energetic 31	report 70	take a shower 40
a drop of food	comfortable 32	go scuba diving 60	more expensive 32	research 70	tell 14
coloring 48	comfortable	grassland 36	more uncomfortable . . . 32	return 10	telling 14
afraid 8	sandals 32	grateful 64	most comfortable 32	ridden 60	tell stories 14
Africa 3	confident 6	H	most difficult 32	ride 5	the UK 58
a half cup of	Could you say that	habit 46	most expensive 32	ride a camel 60	three times 46
water 48	again, please? 3	hasn't 59	most uncomfortable . . . 32	ride a roller	toothpicks 50
almost 44	crosswalk 26	haven't 59	move 54	coaster 4	tradition 28
alone 62	D	he'll 23	N	roas 14	tundra 36
always 41	dam 72	he's (he has) 68	natural community . . . 36	roast fish 14	turn 67
Antarctica 3	dangerous 31	he's (he is) 43	nervous 6	roasting 14	turn down
approximately 54	dangerous jaguar 30	high 64	never 41	rode 5	the volume 66
aprons 50	delicious 28	highway 26	New Zealand 58	rolls of masking tape . . 50	turned 67
a quarter cup	desert 36	hike 60	North America 3	roof 52	turn off the
of salt 48	difficult 10	hiked 60	O	root 18	computer 66
around 54	difficult puzzle 32	hike in a rainforest . . . 60	often 41	ruler 10	turn on the
artisan 54	doesn't 49	hour 44	once 46	S	computer 66
Asia 3	down 26	How do you say this	order pizzas 22	samba parade 28	turn up the volume . . . 66
a tablespoon of cooking	download 68	in English? 3	oxygen 18	saves 34	twice 46
oil 48	downloaded 68	I	P	saw 60	U
a teaspoon of baking	download the music . . . 68	identify 13	pack my schoolbag 40	screen 8	uncomfortable 32
soda 48	E	identifying 13	paper clips 50	season 28	uncomfortable
Australia 3	each other 62	identify trees 12	Parthenon 52	see 60	sandals 32
a week 46	early 46	I'll 23	Peru 58	seed 18	underground 18
B	earn 34	India 58	Pick 13	seen 60	upload 68
bake cupcakes 22	easier 32	invite 62	picking 13	see the pyramids 60	uploaded 68
balanced meal 46	easiest 32	iron my clothes 40	pick wild	send 68	upload the photos . . . 68
battery is dead 8	east 3	isn't 31	strawberries 12	send the email 68	usually 41
become famous 10	easy 32	Italy 58	plain 31	sent 68	V
blow up the	easy puzzle 32	I've 59	plain egret 30	serve the pizzas 24	video games 8
balloons 24	electricity 72	K	plainer 31	set 14	W
bowls of modeling	energetic 31	Kenya 58	planning 26	setting 14	wash my hair 40
clay 50	energetic spider	L	play 68	set up the music 24	wasn't 13
bring fruit juice 22	monkey 30	lead 64	played 68	set up the tent 14	way out 16
British 64	energy 72	learn 5	play the music 68	sheets of	we'll 23
build 14	enough 34	learned 5	possible 46	cardboard 50	went 60
build a campfire 14	Europe 3	learn how to dive 4	pour the juice 24	she's (she has) 68	west 3
building 14	exercise 46	leave 64	print 68	she's (she is) 42	wide-awake 6
buy balloons 22	expensive 32	log 67	printed 68	shout 16	win 5
C	expensive bracelet . . . 32	logged 67	print the photos 68	shy 6	win a competition 4
calm 31	explore 13	log in to the	proud 44	silk 10	wind turbine 72
calmer 3	explore a cove 12	website 66	pull 54	site 54	winter 28
calm sloth 30	exploring 13	log out of the	put 14	size 18	won 5
cardboard 50	F	website 66	put out the campfire . . 14	sleep 5	won't 24
carefully 42	fall 28	look 14	put out the	sleep late 4	wrote 68
carelessly 42	far 16	look at the stars 14	cupcakes 24	sleepy 6	write the email 68
celebrate 28	farmer 54	looking 14	putting 14	slept 5	written 68
cheap 32	find 13	loudly 42	put up the	solar panel 72	wrote 68
cheap bracelet 32	find animal tracks . . . 12	M	decorations 24	sometimes 41	
cheaper 32	finding 13	make decorations 22	Q	source 72	
cheapest 32	floss my teeth 40	masking tape 50	quickly 42	south 3	
check my	follow 16	May I get a drink of	quietly 42	South America 3	
calendar 40	foot 64	water? 3	R	spring 28	
child 28	forest 36	May I go to the	rarely 41	stem 18	
choose the music 22	freshwater 36	restroom? 3		stops 52	
climb 60	friendlier 31			study 13	
				studying 13	