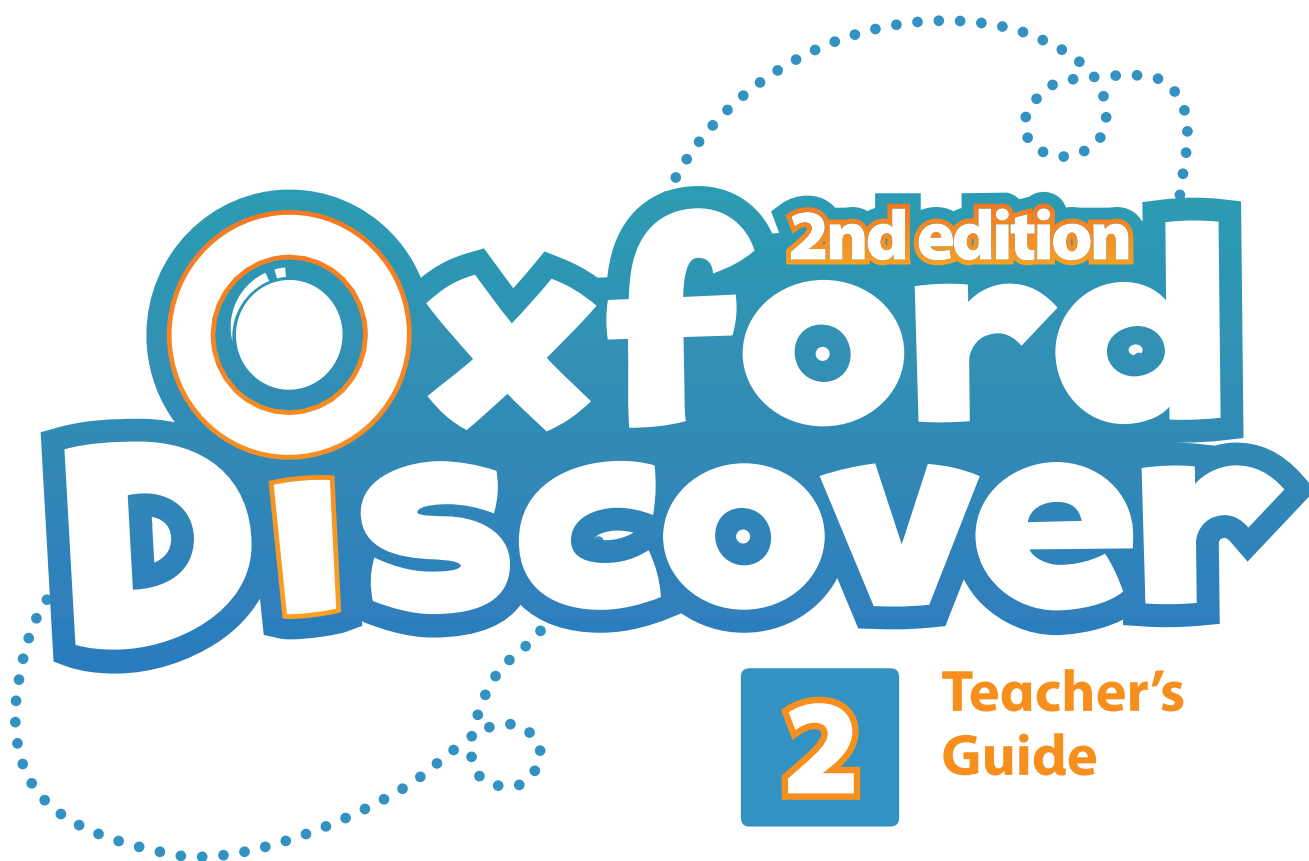




Oxford Discover

2nd edition

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Scope and Sequence

UNIT	READING	VOCABULARY	GRAMMAR
BIG QUESTION 1 How are animals different from one another? Life Science			
1 Page 6	Amazing Animals Informational Text (Nonfiction) Reading Strategy Compare and Contrast	Reading text words skin, mammals, eggs, amphibians, scales, gills, feathers, wings, fur Listening text words head, eye, ear, mouth, leg, body Word Study Compound Words	Subject and Object Pronouns <i>Fish</i> have gills. <i>They</i> have gills. Gills help <i>them</i> breathe.
2 Page 16	Leo and Lily's Adventure Story (Fiction) Reading Strategy Compare and Contrast	Reading text words worm, berries, hunt, escape, creep, fight, peck, pinecone, squawk Listening text words strong, gentle, patient, smart, calm, fierce	Adverbs of Frequency Lily <i>always</i> escapes. Lily is <i>usually</i> very nervous. Leo <i>sometimes</i> tries to catch Lily.
BIG QUESTION 2 How do things change? Physical Science			
3 Page 26	What Is Our World Made Of? Informational Text (Nonfiction) Reading Strategy Cause and Effect	Reading text words flow, solid, liquid, gas, heat, steam, ice, freeze, melt Listening text words ice pop, balloon, kettle, popcorn, icicle, candle Word Study Nouns and Verbs	Simple Past of Verb To Be <i>It was</i> a liquid. Now it's a gas. <i>They were</i> hard. Now they're soft.
4 Page 36	Let's Make Ice Cream! Play (Fiction) Reading Strategy Cause and Effect	Reading text words cream, sugar, salt, pour, plastic bags, mixture, open, closed, freezer Listening text words coffee, tea, salad, fruit, vegetables, pasta	Simple Past of Verb To Be <i>Was</i> the freezer door open? Yes, it <i>was</i> . <i>Were</i> the students happy? No, they <i>weren't</i> .
BIG QUESTION 3 How are things different now from long ago? Social Studies: History			
5 Page 46	Then and Now Informational Text (Nonfiction) Reading Strategy Main Idea and Details	Reading text words travel, communication, airplane, news, letter, text message, e-mail, radio, Internet Listening text words boat, bus, motorcycle, cable car, truck, horse Word Study Words in Alphabetical Order	Simple Past Regular Verbs People <i>listened</i> to the news on the radio. <i>They didn't watch</i> the news on TV.
6 Page 56	Tell Me a Story, Grandpa Historical Fiction Reading Strategy Sequence of Events	Reading text words arrive, ask, check, enter, poor, crowded, clerk, visit, sick Listening text words couch, chair, lamp, clock, bathtub, sink	Simple Past Regular Verbs <i>Did</i> they <i>travel</i> by ship? Yes, they <i>did</i> . <i>Did</i> they <i>arrive</i> in two days? No, they <i>didn't</i> .
BIG QUESTION 4 When do we use subtraction? Math			
7 Page 68	Subtraction Informational Text (Nonfiction) Reading Strategy Reread	Reading text words minus sign, subtraction, take away, column, row, test score, single-digit number, double-digit number, left Listening text words clean, dirty, tired, hungry, thirsty, full Word Study Syllables	Simple Past Irregular Verbs Alma <i>bought</i> five cookies. She <i>didn't buy</i> four. Olivia <i>gave</i> her sister twenty stickers. She <i>didn't give</i> her twenty-six.
8 Page 76	Bandar, the Greedy Monkey Fable Reading Strategy Beginning, Middle, and End of a Story	Reading text words let go, steal, dig up, hide, jar, greedy, bored, baker, cook Listening text words knee, nose, foot, arm, face, hand	Simple Past Irregular Verbs <i>Did</i> Bandar <i>go</i> to a candy store? Yes, he <i>did</i> . <i>Did</i> he <i>let go</i> of the candy? No, he <i>didn't</i> .

Billy



Gus



Layla



Dot



LISTENING

SPEAKING

WRITING

WRAP UP

Animal Body Parts

Descriptions of different animal body parts

Listening Strategy

Listening for specific information

Expressing Sympathy

Are you OK?
No. My leg hurts!
Oh, no!

Task

Talk and write about favorite animal groups. (Workbook)

• Big Question 1



Describing Animals

Descriptions of animals

Listening Strategy

Listening for details

Describing an Animal

Eagles have feathers and wings to help them fly.

Pronouns

Rabbits are very gentle. They are very gentle.

Task

Talk and write about an animal and what it is like. (Workbook)

• Review Story

• Project
Animal Picture Cards

• Big Question 1



How Things Change

Descriptions of changes in states

Listening Strategy

Listening for details

Accepting a Request

Please pass the juice.
Sure. Here you go.
Thanks.

Task

Talk and write about a thing that can change state. (Workbook)

• Big Question 2



Creating Mixtures

Descriptions of food and drink mixtures

Listening Strategy

Listening for specific information

Describing Food and Ingredients

Tell me about the party.
My friends were there. The ice cream was tasty.

Contractions

The ice pops weren't in the freezer. Water isn't a gas.

Task

Talk and write about a favorite food and drink mixture. (Workbook)

• Review Story

• Project
Mixture Book

• Big Question 2



Life Then and Now

An interview with Grandma

Listening Strategy

Listening for specific information

Asking for Something to Be Repeated

What country do you come from?
Would you repeat that, please?

Task

Talk and write about something people did long ago but they don't do now. (Workbook)

Big Question 3



In a Museum

Children discuss what they are looking at

Listening Strategy

Listening for details

Describing Travel and Transport

Where did you travel?
I traveled to Washington.
How did you travel there?

Adding -ed to Some Verbs

I visited my grandmother.
He arrived in New York yesterday.

Task

Talk and write about traveling to a place 100 years ago and traveling there today. (Workbook)

• Review Story

• Project
Interview an Adult

• Big Question 3



Subtraction Problems

Subtraction word problems

Listening Strategy

Listening for number details

Offering

Would you like some fruit?
No, thank you. I'm full.
How about some water?
Yes, please. I'm thirsty.

Task

Talk about and write an interesting subtraction problem. (Workbook)

• Big Question 4



Number Problems

Math problem poems

Listening Strategy

Listening for number details

Say a Math Problem

Twenty cows sat in some trees.
Five fell down and hurt their knees.
How many cows were left in the trees?

Contractions

Karen doesn't like fruit salad.
Bandar didn't let go of the candy.

Task

Talk and write about three things that were done last night. (Workbook)

• Review Story

• Project
Subtraction Board Game

• Big Question 4



UNIT	READING	VOCABULARY	GRAMMAR
BIG QUESTION 5 How do people get along with each other? Social Studies: Community			
9 Page 86	Following Rules Informational Text (Nonfiction) Reading Strategy Categorize	Reading text words traffic light, take turns, polite, clean up, litter, librarian, crossing guard, principal, lifeguard Listening text words kitchen, living room, cafeteria, classroom, swimming pool, crosswalk Word Study Phrasal Verbs	Possessive Pronouns Those are your things. Those things are <i>yours</i> . <i>Whose</i> book is this? It's <i>hers</i> .
10 Page 96	The Please and Thank You Book of Poems Poems (Fiction) Reading Strategy Theme	Reading text words knock, thoughtful, rude, grab, pass, put away, invite, wash, share Listening text words computer, laptop, camera, headphones, tablet, cell phone	Can and May <i>Can</i> I play? <i>Yes</i> , you <i>can</i> . <i>May</i> I come in? <i>No</i> , you <i>may not</i> .
BIG QUESTION 6 Why should we take care of the earth? Earth Science			
11 Page 106	Natural Resources Informational Text (Nonfiction) Reading Strategy Main Idea and Details	Reading text words resources, wood, landfill, land, trash, smoke, sunlight, reduce, reuse Listening text words camp, hike, ride a horse, surf, fish, ski Word Study Verbs, Nouns, Adjectives, and Pronouns	Prepositions of Place <i>There's</i> smoke in the air <i>above</i> the city. <i>The</i> landfill is <i>across from</i> the park. <i>The</i> trash can is <i>behind</i> the tree. <i>The</i> tree is <i>in front of</i> the trash can.
12 Page 116	A Juice Carton's Diary Diary Entries (Fiction) Reading Strategy Setting	Reading text words carton, diary, paper, blow, shelf, recycling plant, machine, stationery store, rescue Listening text words time, week, nine o'clock, nine-fifteen, nine-thirty, nine forty-five	Prepositions of Place <i>Where's</i> the fountain? <i>It's across from</i> the statue. <i>Is there</i> a trash can <i>behind</i> the tree? <i>Yes</i> , there is.
BIG QUESTION 7 How does music make us feel? Music			
13 Page 126	How Music Makes Us Feel Informational Text (Nonfiction) Reading Strategy Summarize	Reading text words high, low, excited, sleepy, wolf, feelings, right, wrong, trumpet Listening text words proud, smile, nervous, yawn, unhappy, cry Word Study Synonyms	Prepositions of Time <i>Pedro</i> listens to slow music <i>at night</i> . <i>When</i> does Amanda listen to slow music? <i>She</i> listens <i>in the morning</i> .
14 Page 136	Olga's Flute Story (Fiction) Reading Strategy Characters	Reading text words notes, wait, worried, the flu, tears, solo, hummingbird, record, musician Listening text words have lunch, give a concert, make a mistake, sign an autograph, talk to fans, do an interview	Adverbs of Time <i>This morning</i> , Olga goes to school early for extra practice. <i>When</i> did Mark go to music class? <i>He</i> went <i>yesterday morning</i> .
BIG QUESTION 8 What makes things move? Physical Science			
15 Page 146	Forces and Movement Informational Text (Nonfiction) Reading Strategy Cause and Effect	Reading text words push, pull, movement, ground, throw, speed, heavy, light, easy Listening text words computer mouse, stapler, suitcase, broom, door, desk drawer Word Study Antonyms	Comparative Adjectives <i>A ball</i> is <i>lighter than</i> a desk. <i>Is a desk heavier than</i> a ball? <i>Yes</i> , it is. <i>What's slower than</i> an airplane? <i>A train</i> is <i>slower than</i> an airplane.
16 Page 156	Two Stubborn Little Goats Fable (Fiction) Reading Strategy Theme	Reading text words stubborn, angry, goat, mountain, west, east, forward, horns, wet Listening text words basketball, soccer, tennis, baseball, hockey, golf	Superlative Adjectives <i>I'm</i> the <i>youngest</i> person in my family. <i>Is the juiciest</i> grass on East Mountain? <i>Yes</i> , it is.
BIG QUESTION 9 How do we make art? Art			
17 Page 166	Shapes in Art Informational Text (Nonfiction) Reading Strategy Text-to-Self Connection	Reading text words crescent, star, spiral, oval, straight, nature, collage, sculpture, pattern Listening text words photograph, origami, drawing, mobile, oil painting, mosaic Word Study Homophones	Quantifiers <i>There are a lot of</i> shapes. <i>There aren't any</i> triangles. <i>There is a lot of</i> paper. <i>There isn't any</i> red paint.
18 Page 176	Origami Panel Story (Fiction) Reading Strategy Text-to-Self Connection	Reading text words shiny, fold, edge, crane, seal, crumple, waves, climb, golden Listening text words markers, scissors, glue, watercolors, chalk, colored pencils	Quantifiers <i>Did Maki have any</i> pencils? <i>No</i> , she didn't. <i>How many</i> seals were there? <i>There was one</i> seal. <i>How much</i> paper was there? <i>There was a lot of</i> paper.

LISTENING	SPEAKING	WRITING	WRAP UP
Rules in Different Places Descriptions of rules in different places Listening Strategy Listening for specific information	Apologizing <i>It's my turn.</i> <i>No, it isn't. It's Felix's turn.</i> <i>Oh, you're right. I'm sorry.</i>	Task Talk and write about three rules in the home. (Workbook)	• Big Question 5 
Polite or Rude? Dialogues showing different kinds of behavior Listening Strategy Listening for specific information	Being Polite <i>Are you using that computer?</i> <i>Yes, I am. But we can share.</i> <i>Great. Thanks.</i>	Subject–Verb Agreement <i>He is careful with scissors and glue.</i> <i>They were tired yesterday.</i> Task Talk and write about a thoughtful person. (Workbook)	• Review Story • Project Rules Poster • Big Question 5 
Clean or Polluted? Descriptions of land and water states and how they affect activities Listening Strategy Listening for details	Reprimanding and Apologizing <i>Please don't litter. Use the trash can.</i> <i>Sorry. Where is it?</i> <i>It's in front of that tree.</i> <i>Oh, I see it. Thanks.</i>	Task Talk and write about three natural resources seen every day. (Workbook)	• Big Question 6 
Earth Awareness Week Descriptions of different conservation activities Listening Strategy Listening for specific information	Describing Conservation Activities <i>I recycled my milk cartons. Did you?</i> <i>Yes, I did. I recycled my milk cartons, too!</i>	Verb Tenses to Show Time <i>I go to school. I'm going to school. I went to school.</i> Task Talk and write about something that has been recycled. (Workbook)	• Review Story • Project Natural Resource Collage • Big Question 6 
The School Concert Descriptions of different feelings and reactions Listening Strategy Listening for details	Giving Opinions <i>Please turn down the music!</i> <i>Why?</i> <i>I don't like pop music.</i> <i>Really? It's my favorite.</i>	Task Talk and write about music and feelings. (Workbook)	• Big Question 7 
Interview with a Pop Star A reporter interviews a pop star Listening Strategy Listening for details	Describing Music and Emotions <i>I gave a concert. I was proud. Then I signed autographs. I was excited.</i> <i>I played the piano. I was nervous.</i>	Using And and But <i>I'm singing and playing the piano.</i> <i>Aden is excited, but I'm nervous.</i> Task Talk and write about favorite music and what it sounds like. (Workbook)	• Review Story • Project Music Mobile • Big Question 7 
Things We Push and Pull Descriptions of actions that require movement Listening Strategy Listening for specific information	Offering to Help <i>Phew! I can't move this. It's too heavy.</i> <i>Let me help you.</i> <i>Thanks. That would be great!</i> <i>No problem.</i>	Task Talk and write about pushing and pulling. (Workbook)	• Big Question 8 
Sport and Movement Descriptions of different sports and actions Listening Strategy Listening for details	Describing Sports <i>I run, jump, and throw the ball.</i> <i>You're playing basketball.</i>	Comparative and Superlative Endings <i>small...smaller...smallest</i> <i>heavy...heavier...heaviest</i> Task Talk and write about speed and movement in a sport. (Workbook)	• Review Story • Project Forces Poster • Big Question 8 
Art Class Descriptions of types of art and shapes Listening Strategy Listening for details	Complimenting <i>Wow! That's a really great mobile!</i> <i>Thank you.</i> <i>You're very good at art.</i> <i>Thanks. And you're good at math!</i>	Task Talk and write about favorite kinds of art and the shapes used in it. (Workbook)	• Big Question 9 
Making Art Descriptions of art and art tools Listening Strategy Listening for specific information	Describing Art <i>It's a picture of the rainforest. I used green and brown pieces of stone for the trees.</i> <i>You made a mosaic.</i>	Using Commas in Lists <i>My sister bought glue, a box of markers, colored pencils, scissors, and chalk.</i> Task Talk and write about art tools used in art projects. (Workbook)	• Review Story • Project Art Report • Big Question 9 

Welcome to Oxford Discover

Oxford Discover is a six-level course, created to address the evolving needs of young learners of English in the 21st century. Second language acquisition is now much more than an academic pursuit. It has become an essential skill for global cooperation and problem solving. *Oxford Discover* is centered on the belief that language and literacy skills are best taught within a framework of critical thinking and global awareness, and it aims to guide students toward the broader goals of communication.

Oxford Discover creates a positive and motivating learning environment by:

- providing content that is relevant, informative, and academic
- offering multiple perspectives on topics across the curriculum
- allowing students to consider key concept questions that they revisit as they gain more information
- challenging students to think critically about topics, issues, and questions
- developing strategies that help students perform well in tests
- fostering a love of reading and writing.

What's New for 2nd Edition?

- **NEW Oxford Discover App** reinforces students' learning in a fun way, both at home and at school.
- **ENHANCED Big Question Panels** in the Workbook promote discovery learning and autonomy by posing specific questions on the topic, and asking students to personalize their answers.
- **NEW Classroom Presentation Tool** with on-screen Student Book and Workbook, story animations and new grammar animations, enhanced Big Question videos, and embedded audio facilitates dynamic classes.
- **NEW Assessment for Learning** provides more comprehensive skills and language testing.
- **NEW 21st Century Skills Assessments**, to be used with the projects in the Student Book, will measure students' progress and achievement in the areas of collaboration, communication, creativity, and critical thinking.
- **NEW Teaching Strategies videos** provide teachers with practical lesson tips specific to *Oxford Discover* 2nd edition.
- **ENHANCED Reading Comprehension worksheets**, to be used with the *Oxford Discover* 2nd edition Student Book reading texts, focus on reading strategies and genre, and provide further comprehension activities.
- **ENHANCED teaching notes** for the Writing & Spelling Books and Grammar Books provide teachers with additional support.
- **NEW error correction strategies, and ENHANCED drafting and editing stages** in the *Oxford Discover* 2nd edition Writing & Spelling Books improve students' techniques in writing and encourage them to reflect on

their work, equipping them with important skills for the 21st century.

- **NEW What Do You Know? section** in the *Oxford Discover* 2nd edition Grammar Books supports students' progress by helping them review learning from the previous year.

Lifelong Learning with the Oxford Discover Family

Oxford Discover belongs to a family of Oxford courses which share the same inquiry-based methodology, with a focus on 21st Century Skills. These courses offer schools a continuous inquiry-based learning path, which evolves with students as they grow. Each course provides the right level of cognitive challenge to support lifelong learning and success. For more information about the other courses available, please talk to your local Oxford representative.



The Oxford Discover Author Team

Lesley Koustaff and Susan Rivers

Lesley is a passionate teacher trainer. She has conducted educational workshops all over the world. Lesley has more than thirty years of experience in writing and editing ESL/EFL material to teach children English.

Susan has over 30 years' experience teaching English in Asia and the United States. Susan is the author of *Tiny Talk* and co-author of *English Time*, as well as many other ESL/EFL preschool, primary, and secondary teaching materials.



Kathleen Kampa and Charles Vilina

Kathleen and Charles are the authors of *Oxford Discover*, levels 3 and 4. They have taught young learners in Japan for over 25 years, and conduct workshops for primary teachers globally. Kathleen and Charles are also co-authors of *Magic Time* and *Everybody Up*, primary courses published by Oxford University Press.



Kenna Bourke

Kenna Bourke is the author of *Oxford Discover*, levels 5 and 6. Kenna has also written several grammar, literacy, and graded reading books for Oxford University Press, as well as other publishers. She has a particular interest in grammar and books for children. Kenna currently lives and works in Oxford.



The Key Principles of *Oxford Discover*

I. Inquiry-based Learning

Inquiry-based learning maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking. These guidelines will help you create the most effective classroom environment for *Oxford Discover*.

1. Facilitate student-centered learning

Student-centered learning gives students an active role in class. The teacher acts as facilitator, guiding the learning and ensuring that everyone has a voice. Students work to achieve the goals they have set for the lessons. As a result, student participation and dialogue are maximized.

2. Wonder out loud

Curious students are inquirers, ready to look beyond the information on a page. As new ideas, stories, or topics are encountered, encourage students to wonder:

I wonder why / how ... I wonder what happens when / if ...

3. Let student inquiry lead the lesson

When students are presented with a topic, invite them to ask their own questions about it. In doing so, they are more motivated to seek answers to those questions. In addition, as students find answers, they take on the added role of teacher to inform others in the class.

4. Take time to reflect

Every *Oxford Discover* lesson should begin and end with student reflection. The lesson can begin with the question *What have we learned up to now?* and end with *What have we learned today?* The answers are not limited to content, but can also explore methods, strategies, and processes. As students become more aware of how they learn, they become more confident and efficient in their learning.

5. Make connections

Deep learning occurs when students can connect new knowledge with prior knowledge and personal experiences. Give your students opportunities to make connections.

6. Cooperate instead of compete

Competitive activities may create temporary motivation, but often leave some students feeling less confident and valued. By contrast, cooperative activities build teamwork and class unity while boosting communication skills. Confident students serve as a support to those who need extra help. All students learn the value of working together. Cooperative activities provide win-win opportunities for the entire class.

II. 21st Century Skills

We live in an age of rapid change. Advances in communication and information technology continue to create new opportunities and challenges for the future. As our world becomes increasingly interconnected, today's young students must develop strong skills in critical thinking, global communication, collaboration, and creativity. In addition, students must develop life and career skills, information and technology skills, as well as an appreciation and concern for our planet and cross-cultural understanding. *Oxford Discover* helps students build these skills in order to succeed in the 21st century.

1. Critical Thinking

Students in the 21st century need to do more than acquire information. They need to be able to make sense of the information by thinking about it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems, and more. *Oxford Discover* encourages students to think deeply and assess information comprehensively.

2. Communication

Oxford Discover offers students plentiful opportunities to become effective listeners, speakers, readers, and writers. Every unit has two pages devoted to communication, but these skills are also utilized throughout. In addition, digital resources such as Online Practice promote online communication and computer literacy, preparing students for the demands of the new information age.

3. Collaboration

Collaboration requires direct communication between students, which strengthens listening and speaking skills. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Oxford Discover* offers opportunities for collaboration in every lesson.

4. Creativity

Creativity is an essential 21st Century Skill. Students who are able to exercise their creativity are better at making changes, solving new problems, expressing themselves, and more. *Oxford Discover* encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgment.

III. Language and Literacy Skills

1. Vocabulary

Students need to encounter new words in different contexts a number of times, before they can recognize the words and produce them. This is why words are presented and practiced with a focus on meaning before they are highlighted in the reading texts. Vocabulary is then rigorously recycled throughout the entire series, so that students can feel confident when meeting those words again in different situations.

2. Grammar

The grammar in *Oxford Discover* comes from the texts in each unit. By providing grammar in context, students are exposed to meaning as well as form. *Oxford Discover* integrates structural input into a meaningful syllabus, utilizing familiar vocabulary and situations. More explicit grammar practice is provided in the Workbook to help students apply it in more contexts and to internalize the rules and forms.

3. Literacy

Oxford Discover teaches essential literacy skills through the introduction of reading and writing strategies in each unit. These practical strategies encourage students to read critically and efficiently through a broad range of fiction and nonfiction text types and genres.

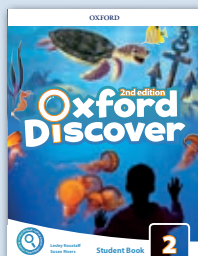
Component Overview

For the Student



Student Book

The Student Book contains 18 units. Each pair of units presents students with a different Big Question, encouraging students to examine the world more critically within an inquiry-based learning environment.



Workbook

The Workbook provides students with extra practice of the language and structures taught in class.



Oxford Discover App

The *Oxford Discover* App is a fun trivia app based on the Big Questions of the course. It encourages learner autonomy, enhances motivation and supports an inquiry-based methodology. The app can be used in class or at home.

Online Practice

The Online Practice is a blended approach to learning where students can use online, interactive activities to further practice the language and ideas taught in the Student Book.

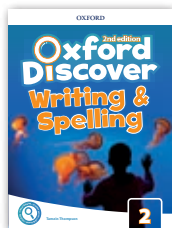
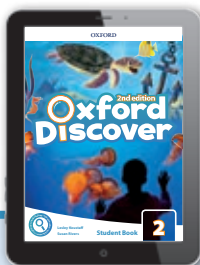


Oxford Discover Grammar

A six-level companion series which follows and supports the grammar syllabus and provides further practice opportunities.

e-Books

The Student Book and Workbook e-Books allow students to complete activities on the page, make notes, record themselves, and play the audio and video materials in context.



Oxford Discover Writing & Spelling

A six-level companion series which supports students throughout the writing process and introduces them to spelling patterns and strategies.

For the Teacher



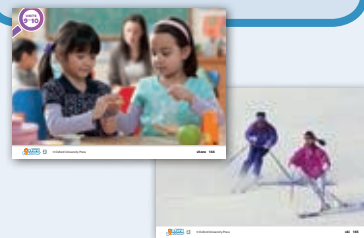
Posters

The posters initiate and support classroom discussions and act as visual aids, provide support for learning, and document evidence of learning.



Picture Cards

The picture cards include all the main unit vocabulary from the Student Book. They can be used to present and recycle vocabulary.



Class Audio CDs

The Class Audio CDs support teaching in class and contain recordings of all the listening texts, reading texts, songs, and speaking dialogues from the Student Book.



Teacher's Pack

Teacher's Guide

The Teacher's Guide is a clear guide for the teacher in all aspects of the course.



Classroom Presentation Tool

The *Oxford Discover* Classroom Presentation Tool is an interactive classbook with autocorrect functionality, interactive games, videos, and animations:



Big Question Videos

The Big Question Videos cover each Big Question in the Student Book. Each pair of units has:

- an Opener video
- a Talking Point video
- a Wrap Up video.

Grammar Animations

The grammar animations cover each grammar point in the Student Book. They further consolidate students' understanding of the grammar.

Story Animations

There are story animations to accompany each Wrap Up page in the Student Book. They support students' understanding and bring the stories to life.

The Classroom Presentation Tool can be downloaded from Oxford Learner's Bookshelf and used offline, online, or via a web browser.

Teacher's Resource Center

Teachers have access to a range of resources, including assessment, Online Practice and professional development videos, all in one place.

Professional Development Videos

- Teach 21st Century Skills with Confidence videos provide tips to help you develop your students' skills in critical thinking, communication, collaboration and creativity.
- Teaching Strategies for Oxford Discover videos provide practical lesson demonstrations and course-specific teaching guidance.

Assessment for Learning

Students' progress can be evaluated through continuous assessment, self-assessment, and more formal testing.

Online Practice

Teachers have complete access to students' Online Practice, with a gradebook that enables instant marking.

Additional Teaching Resources

The Teacher's Resource Center provides additional materials for students and teachers to supplement all the other components available.

Teacher's Website

The Teacher's Website provides additional materials to support the course content.

Supplementary Resources

Every teacher and learner is different and here you will find a range of titles which best complement *Oxford Discover*, whether you want additional resources for your students, or to expand your own knowledge of teaching and learning.

Readers

Oxford Read and Imagine



Oxford Read and Discover



Find readers that match the level, language and topic of each unit of *Oxford Discover*.

Using Graded Readers will:

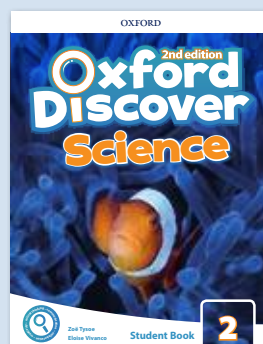
- Increase contact with English
- Add variety to the course book
- Develop all language skills

Find out more at:

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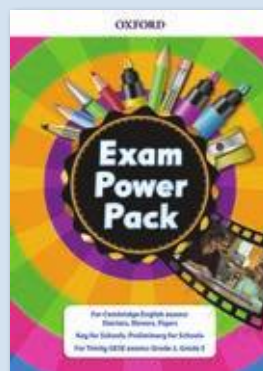
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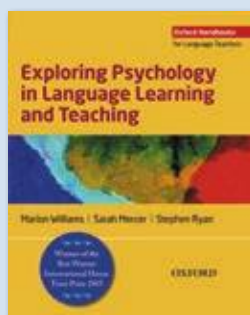


Teaching Young Language Learners

BY A. PINTER

This fully updated second edition provides a comprehensive and readable introduction to teaching young learners. It gives an accessible overview

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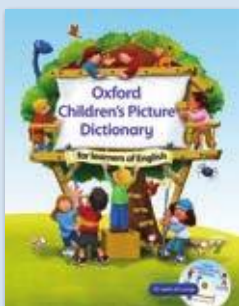


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Unit Tour

Big Question

These pages present the theme and objectives of the following two units. The Big Picture acts as an introductory visual representation of many of the ideas and language that students will go on to discover in the following pages.

Classroom Presentation Tool

Show the Big Picture on screen to create a stronger impact in class.



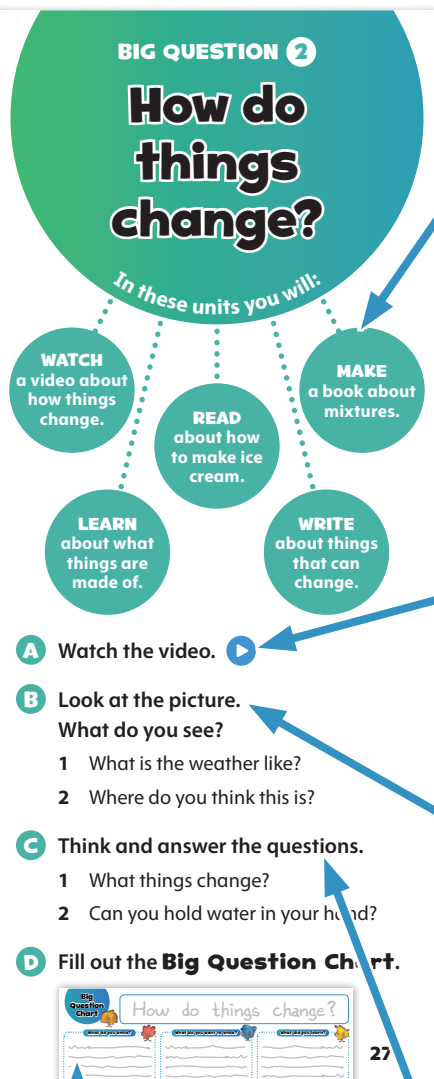
Discover Poster

Students look at the Discover Poster, brainstorm known vocabulary, and think about what they know about the topic.

Workbook

Students answer specific questions, which help them to express what they already know about the Big Question topic.





Preview

Students are introduced to the theme and main objectives of the Big Question. Students also understand what they will do and learn throughout the following two units.

A. Big Question Video (Opener)

Students watch the Opener video about the Big Question, in order to stimulate their thinking about the topic. The video can be used to elicit vocabulary and to introduce the theme of the following two units. This first viewing of the video is silent, as students are encouraged to respond individually to the clips and images. This will also help the teacher determine what students already know and what they want to know.

B. The Big Picture

Students look at the Big Picture. The Big Picture helps students to think about what they already know, and what they want to know about the topic. It can be used to elicit familiar vocabulary and to motivate students about the theme of the following two units.

C. Answer the Questions

Students answer questions that ask about their personal knowledge and life experiences. This helps students to interact personally with the theme of the units and encourages them to make connections to help their learning.

D. The Big Question Chart

Students share what they already know and what they want to know about the Big Question. Their ideas are recorded on the Big Question Chart.

Get Ready

This page teaches and helps students practice a vocabulary set. It also encourages students to think critically about the language.

A. Words

Students are introduced to new vocabulary, and have the opportunity to connect the words to the pictures and hear them spoken on the Audio CD.

B. Critical Thinking

Students complete a critical thinking activity that measures their understanding of some or all of the words.

Additional Activity (if applicable)

Students complete an additional vocabulary activity that measures their understanding of some or all of the words. This activity may involve critical thinking, or it may measure simple comprehension.

UNIT 3

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-17

		
flow	solid	liquid
		
gas	heat	steam
		
ice	freeze	melt

B Write the correct words to complete the sentences.

- Water is a _____.
- We put _____ in drinks to make them cold.
- On a hot day, ice cream can _____.
- We can't hold a _____ in our hands.
- We _____ cold water to make it hot.
- Water in a river can _____ over stones.
- A book is a _____.
- You can see _____ on very hot water.
- On a very cold day water can _____.

liquid / solid
gas / ice
melt / freeze
solid / gas
freeze / heat
melt / flow
gas / solid
steam / ice
freeze / melt

28 Unit 3 Vocabulary: Forms and States

Workbook

Students complete a variety of activities that build and test their knowledge of the new vocabulary.

UNIT 3

Get Ready

Words

A Check (✓) the correct picture.

- flow



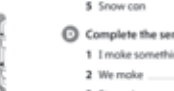

☐ a
 ☒ b
- gas




☐ a
 ☐ b
- melt




☐ a
 ☐ b
- freeze

☐ a
 ☐ b

B Look at the picture. Write the words.

liquid steam melt ice heat solid

- _____
- _____
- _____
- _____
- _____ liquid
- _____

C Match the beginnings of the sentences to the ends.

- A drum is _____ a liquid.
- Soda is _____ b freeze.
- Air is _____ c melt.
- Water can _____ d a solid.
- Snow can _____ e a gas.

D Complete the sentences.

- I make something hot. I _____ heat _____ it.
- We make _____ by heating water.
- Steam is a _____.
- I _____ water. It is now ice.

29 Unit 3 Vocabulary: Forms and States Student Book page 28

Before You Read

Students are introduced to a reading strategy, which they will then apply to help them understand the text on the following pages. They are also introduced to the text type, and information about genre.

Before You Read

Think Are there any liquids in your backpack?
What solids are in your kitchen at home?

Learn Cause and Effect

Cause and effect tells how one event makes another event happen.
A **cause** is why something happens.
The **effect** is what happens after the cause.

Cause	Effect
I water the plants.	They grow.
The ice cream is in the sun.	It melts.

Read the sentences. Match the causes and effects.

In the winter, it's sometimes cool and rainy. When it's very cold, it snows. When there's a lot of snow, children don't go to school. They stay home and they're happy. In winter, there's often ice on the streets, and sometimes people slip and fall.

Cause

- 1 It's very cold.
- 2 There's a lot of snow.
- 3 Children stay home.
- 4 There's often ice on the streets.

Effect

- a Sometimes people fall.
- b It snows.
- c Children don't go to school.
- d They're happy.

D Look at the pictures on pages 30–31. What do you think the text is about?

Reading: Cause and Effect Unit 3 29

Think. Critical Thinking

Students use their personal knowledge and life experiences to answer these questions, which act as a lead into the reading text. This activates interest in the topic of the text, and immediately connects it to the students' own lives.

C. Reading Strategy

Students learn and practice a reading strategy that they will apply to the upcoming reading. This helps students to develop reading skills which can be applied to any text, and to learn how to focus on the micro and macro meanings contained, whether in class or at home.

D. Before Reading

Students answer a pre-reading question that builds interest in the upcoming reading. This question also activates students' existing knowledge about the text's subject matter, which helps overall understanding of the text. When a predictive reading strategy is used, it is applied here.

Reading Preview

Students read a preview sidebar about the upcoming reading. This provides information about the text and helps to build interest. Children are introduced to the text genre and begin to understand how texts fulfil different learning needs.

Read

The reading texts are either fiction or nonfiction. Students are encouraged to focus on meaning, before focusing on the reading strategy. This is followed by general comprehension. The vocabulary presented on the *Get Ready* page is highlighted in yellow, to help students understand the words in context.

Before Reading

Students are introduced to a text. They engage in pre-reading activities and examine the reading's features (such as the title) and visuals in order to familiarize themselves with the text before reading it.

During Reading

Students read and listen to the unit's text. Each unit has either a fiction or a nonfiction reading that helps students find answers to the Big Question. The texts are designed to supplement students' learning in different subject areas and to help them make connections between other cultures and their own lives. They are graded to an appropriate vocabulary and grammatical level. Students are encouraged to take different approaches to reading the text.



Classroom Presentation Tool

Click on specific sections of text to enlarge them.

Vocabulary

Students focus on language in context and the meaning of the text by working with the *Get Ready* vocabulary, which is highlighted in yellow throughout the text.

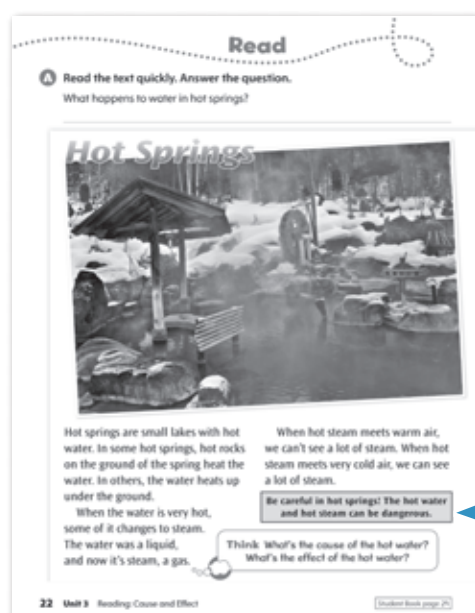


Vocabulary

Students need to feel confident dealing with a variety of texts and text types where there are some unfamiliar words. Passive vocabulary has been carefully integrated so that it does not impede understanding of meaning, and is often part of collocations or common chunks of language.

After Reading

Students can work individually or together to complete an activity that relates to the reading. This will exploit the text in regard to meaning as well as form. It helps students have a deeper understanding of the content, and to engage more actively with the written word.



Workbook

Students read an additional fiction or nonfiction text featuring vocabulary and the reading strategy from the Student Book text.

Understand

This page checks students' understanding of the text through personal response, application of the reading strategy, general comprehension and critical thinking.

Think. A. Personal Response

Students answer personal response questions that allow them to discuss their opinions and feelings about the reading.

B. C. Reading Comprehension

Students demonstrate their comprehension of the reading through an additional activity. This will show the teacher and the student the level of understanding gained through reading the text. When a post-reading strategy is taught, it is applied here.

Think. Critical Thinking

Students answer critical thinking questions that encourage them to think further about the text.

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

- Why Leo and Lily don't like each other ☐
- Their adventure in the woods ☐
- How Leo escapes from the fox ☐
- Why Leo and Lily are friends at the end ☐

A Ask and answer the question.

What's your favorite part?

Lily pecks the pinecone. It's funny!

B Compare and contrast Leo and Lily. Write the words in the Venn diagram.

- can fly
- scared
- clever
- can run
- friendly

C Number the events in the correct order.

- ☐ Leo carries Lily home.
- ☐ Leo tries to fight the fox.
- ☐ Leo and Lily wait in a tree.
- ☐ Leo chases Lily.
- ☐ Leo and Lily are lost.
- ☐ Lily shows Leo the way home.

Think What do you think?

- Which animals can be pets?
- Can animals help each other?

20 Unit 2 Comprehension

Workbook

Students complete activities that build and test knowledge of the Workbook reading and the reading strategy. Students also answer a personalized question that encourages them to consider their knowledge of the topic within their own context.

Understand

Comprehension

A What part of the text do you like? Check (✓).

The lakes ☐ The hot rocks ☐ The steam ☐

B Read the causes and effects. Circle True or False. Correct the false statements.

Causes	Effects
1 The water is very hot.	Some of it changes to steam. ☒ True ☐ False
2 Hot steam meets warm air.	We can see a lot of steam. ☐ True ☐ False
3 Hot steam meets very cold air.	We can't see a lot of steam. ☐ True ☐ False

C Answer the questions.

- How does water in hot springs get hot? Name two ways.
 - Hot rocks on the ground of the spring heat the water.
- What is a solid at a hot spring?
- What is a liquid at a hot spring?

About You Answer the questions.

- When do you see steam in your house?
- What causes the steam in your house?

Comprehension Unit 2 23

Students are introduced to a grammar structure through the context of a song, before working with the structure more closely via a grammar presentation and practice activities that allow them to produce the language in a collaborative situation.

Workbook Grammar pages 19-21

Grammar in Use

B Listen and sing along. Cats and Birds 1-11

Meow! Squawk! Meow! Squawk!
My cat and bird always fight.
They never get along together.
And fighting isn't right.

Meow! Squawk! Meow! Squawk!
I hardly ever sleep at night.
Why can't my cat and bird be friends
And treat each other right?

Meow! Squawk! Meow! Squawk!
I usually have to shout...
I sometimes say they must be friends
Or I won't let them out!

E Learn Grammar Adverbs of Frequency

Lily **always** escapes.
Lily is **usually** very nervous.
Leo **sometimes** tries to catch Lily.
Leo **hardly ever** tries to catch Lily now.
Leo and Lily **never** fight now.

Practice with your partner.

Me	Name ...
I always ...	He / She always ...
I usually ...	He / She usually ...
I sometimes ...	He / She sometimes ...
I hardly ever ...	He / She hardly ever ...
I never ...	He / She never ...

F Now tell the class about your partner.

I always eat ice cream in the summer. He sometimes watches TV in the evening.

Grammar: Adverbs of Frequency Unit 2 21

D. Grammar in Context

Students are introduced to the grammar model in a song. The aim of the song is to present and teach the grammar model through its meaning and its use, and to encourage students to relate to the language in a fun and enjoyable way.

E. Learn Grammar

Students learn about the unit's grammar point. The grammar is explained clearly in a *Learn Grammar* box, using examples from the reading when possible. The focus is on the grammar's meaning and use. Students then practice what they have learned in an activity.



Classroom Presentation Tool

Play the grammar animation here to further consolidate students' understanding of the grammar point.

Practice

Students personalize what they have learned. This activity involves the productive skills of writing and speaking, while using the target language to express ideas in the students' own words.

Workbook

Students complete extra grammar practice activities, with a grammar table to use as reference. The full form of the structure is presented and practiced extensively.

Grammar in Use

A Study the grammar.

Learn Grammar Simple Past of Verb To Be

Now		Then	
I	am	I	was
He	is	He	wasn't
She	isn't	She	wasn't
You	are	You	were
We	aren't	We	were
They		They	were

B Circle the correct words.

- The water was / were very hot.
- The feathers was / were soft.
- The boy wasn't / weren't happy.
- My friends was / were in the classroom.
- My sister and I wasn't / weren't scored.
- The snowman was / were a solid.

C Change the underlined word. Write was, wasn't, were, or weren't.

- I am very happy. was
- It isn't a cold day.
- Lucy is at my house.
- Lucy and I are good friends.
- Her brothers aren't here.
- They are at the playground.

D Look at the pictures. Write true sentences using was, wasn't, were, or weren't.

- Kevin / in the park. Kevin wasn't in the park.
- The water / very cold. The water was very cold.
- Debbie and Ann / sad. Debbie and Ann were sad.
- The sneakers / new. The sneakers were new.
- The music / loud. The music was loud.
- The cookies / hot. The cookies were hot.

E Complete the sentences about yesterday.

- I was happy.
- I wasn't in the park.
- I was in the classroom.
- My parents were at home.
- My friends were sad.
- My friends were in the park.

24 Unit 2 Grammar: Simple Past of Verb To Be Student Book page 20 Grammar: Simple Past of Verb To Be Unit 2 25

Communicate

This page teaches and helps students practice a vocabulary set. Students then hear the vocabulary in context through listening to different text types, and complete an activity to help them focus on meaning, and an activity to help them develop more listening strategies.

A. Words

Students are introduced to new vocabulary and have the opportunity to connect the words to the pictures and hear them spoken. All of these words will appear in the upcoming listening.

B. Critical Thinking

Students complete a critical thinking activity that measures their understanding of some or all of the words.

C. D. Listening

Students listen to a script that continues to help them find answers to the Big Question. Students always answer a gist question with the first listening, which helps them to focus on overall understanding. They then complete an activity which encourages them to listen for detail or specific information, in this way helping them to develop the micro skills of listening.

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-20

ice pop

balloon

kettle

popcorn

icicle

candle

B Read the clues. Write the word.

- 1 People think I'm fun to play with. If I get too big, I pop! What am I? balloon
- 2 I help people heat water for drinks. What am I? _____
- 3 I can grow on a house when it's very cold outside. What am I? _____
- 4 I get noisy when people make me hot. People eat me. What am I? _____
- 5 People use me to see in the dark. Be careful! I'm hot. What am I? _____
- 6 I'm very cold and people eat me on a hot summer day. What am I? _____

Listening

Think What's inside a balloon?

C Listen. What happens to popcorn? 1-21

D Listen again and number the words in the order you hear them. 1-22

a ☐ balloon

b ☐ icicle

c ☐ candle

d ☐ ice pop

e ☐ kettle

f ☐ popcorn

34 Unit 3 Vocabulary: Nouns • Listening: Details

Workbook

Students complete a variety of activities that build and test their knowledge of the new vocabulary.

Communicate

Words

A Circle the correct words.

1
 popcorn / balloon

2
 candle / icicle

3
 candle / kettle

4
 icicle / ice pop

5
 ice pop / popcorn

6
 icicle / kettle

B Complete the chart with words from A.

Things We Eat	Things We Don't Eat
1 _____	3 <u>balloon</u>
2 _____	4 _____
	5 _____
	6 _____

26 Unit 3 Vocabulary: Nouns Student Book page 20

Students are introduced to functional language through a dialogue or situation which they can experiment with, in regard to intonation and transposition of key vocabulary in pairs. They then focus on either Word Study or Writing Study to think about word patterns and writing strategies.

E. Speaking

Students develop their functional speaking skills in this section. They can read and understand a dialogue which presents useful chunks of language, before practicing the dialogue by either choosing substitute words or expressing their own ideas.

Speaking

- E** Listen and repeat. Then practice with your partner.
Use the words in the box to help. 1-23



Word Study

F Learn Nouns and Verbs

Remember, some words can be **nouns** and **verbs**.

Noun: **Steam**
Is a gas.



Verb: **boil**
the water.

Read the sentence. Write the word.

- Look! The eagle chicks can fly!
- My friend and I play video games to relax.
- We swam at the pond in the summer.

Write Tell your partner about a thing that can change state.
Write about it in your **Workbook**. page 27

BIG QUESTION 2 How do things change?

- Watch the video.
- Think about the Big Question. Talk about it with a partner.



I think solids can become liquids.

I think liquids can become gases.



Speaking: Accepting a Request Words That Can Be Nouns and Verbs Unit 3 35

Writing Study

F Learn Subject-Verb Agreement

When you're writing, check that you have the correct form of the verb.

He is careful with scissors and glue.

They were tired yesterday.

Read and circle the correct subject.

- Owen / The boys were in the living room.
- I / We am at school today.
- She / They is very excited about the party.
- My test score / Their test scores weren't very good.



Write Tell your partner about a thoughtful person.

Now write about him or her in your **Workbook**. page 89

F. Word Study / Writing Study

In different units students find a Word Study or Writing Study section. Each Word Study section focuses either on spelling or word patterns. This complements and often provides links between vocabulary and grammar learning. In the Writing Study, students learn about different writing strategies to help them write fluently and accurately.

Write

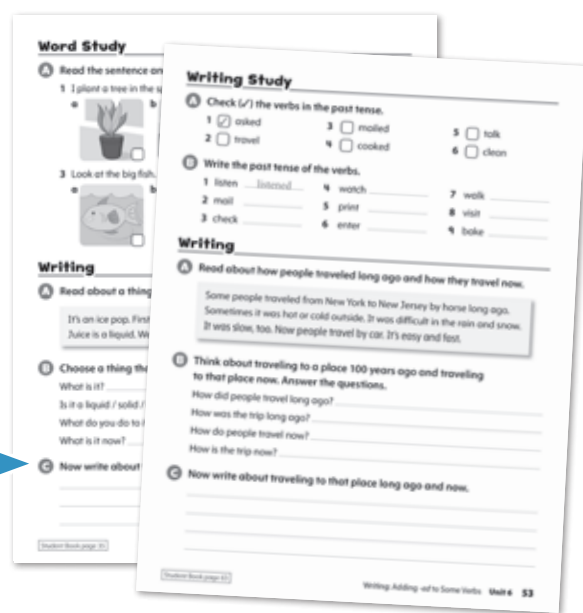
Students write about one aspect of the Big Question, using vocabulary and structures taught within the unit.

A. Big Question Video (Talking Point)

Students watch the Talking Point video in order to refocus their attention on the Big Question and elicit responses on what they have learned about it so far.

Workbook

Students complete one page of activities that build and test knowledge of the Word Study or Writing Study. Students then complete activities that focus on writing output.



Wrap Up – Review

These pages always come at the end of the two units which focus on a Big Question. Students are exposed to vocabulary and grammatical structures learned throughout the previous two units.

A. Review Story

This story recycles vocabulary, structures, and ideas from the previous two units. Students will be exposed to the language in a new but familiar context. The characters each have separate and distinct personalities which students can relate to, and the stories take place in contexts that are connected to the students' own world.



Classroom Presentation Tool

Play the Review Story animation here to bring the story to life.

Wrap Up

A Listen and read along. 1-31

44 Review

Workbook

Students do a number of review activities to recycle the language from the previous two units. They are also asked to reflect on the Big Question and what they've learned.

Online Practice

Students complete further activities on Online Practice to consolidate their learning and monitor their progress.

BIG QUESTION 2

How do things change?

Look back through Units 3 and 4:

Which reading text was more interesting? Why?

Write a question to ask for more information about the reading text you chose.

Complete the sentences.
My favorite hot food is _____
My favorite cold food is _____

Review

A Check (✓) the things we can eat or drink.

1 ☒ cream	3 ☐ ice pop	5 ☐ balloon	7 ☐ pasta
2 ☐ gas	4 ☐ coffee	6 ☐ sugar	8 ☐ kettle

B Complete the sentences.

Solid melt freeze pour mixture heat

1 Liquids can flow, but solids can't.	2 When we _____ liquids, they change to solids.
3 When we _____ water, some of it can change to steam.	4 We can _____ a liquid, but not a solid or a gas.
5 Soup is a _____ of liquids and solids.	6 Ice pops _____ when we don't put them in the freezer.

C Circle the correct words.

- The ice pops wasn't / weren't in the freezer.
- Was / Were you at the library?
- His cousins was / were very happy.
- It was / were a solid, but now it's a liquid.
- The guitar wasn't / weren't loud.
- Where was / were Wendy and Andy?
- Was / Were your mother at the supermarket?
- How was / were the cookies?

D Complete the sentences. Write was, were, wasn't, or weren't.

- _____ Were _____ the girls in the restaurant?
No, they _____ They _____ in the movie theater.
- How _____ the pasta? It _____ awful.
- _____ Kevin happy? Yes, he _____.
- Where _____ the ice pops?
They _____ in the freezer.
- _____ you at the beach?
No, I _____ I _____ at the park.
- It's a liquid now. What _____ it?
It _____ a solid: ice cream.

E Circle the short forms. Then underline the words that can be nouns and verbs.

- There wasn't a lot of snow on the tree.
- The plant isn't very big.
- There weren't any fish in the pond.
- The fly isn't brown. It's black.

36 Units 3-4 Review Review Units 3-4 37

Wrap Up – Project

Students complete a project which recycles the language and ideas of the previous two units and leads to a productive outcome.

Project: Make a Mixture Book

B Write about three food mixtures.

- Draw or find pictures.
- Write sentences about the mixtures.

C Display your Mixture Book. Tell the class about one of the mixtures in your book.

This is soup. It's a mixture of solids and liquid.

D Walk around the room. Look at the books. Choose your favorite mixture. Say why it's your favorite.

Ice cream is a mixture of cream, fruit, and ice. I like it!

How do things change?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Mixture Book Big Question 2 45

B. Project

Students work on a hands-on project with a creative outcome, which showcases the previous two units' input of language and ideas. Students use collaborative and communicative strategies to complete their projects. Projects provide opportunities for consolidating learning using all four skills and a focus on accuracy, as students feel pride in presenting their productive output.

21st Century Skills Assessment

Evaluate students' performance in the areas of communication, collaboration, creativity and critical thinking based on the Project in every module. Rubrics for these assessments are available on the Teacher's Resource Center.

C. Share projects

Students show their projects to each other and talk about them. They are exposed to more target language examples, read for further understanding, and speak about different aspects of the Big Question.

D. Discuss projects

Students look at all the different projects and discuss them in more detail. They are encouraged to express opinions and to compare and contrast information.

Oxford Discover App

Students use the app to test their knowledge of and further explore the Big Question, either in class or at home.

The Big Question, Discover Poster, Big Question Chart, and Big Question Video

Students return to the Big Question with new answers in order to describe the images with newly gained knowledge and vocabulary. They then complete the final column in the Big Question Chart with what they have learned. This provides a summing up of learning points throughout the previous units, and helps students to critically examine their own learning path.

Speaking and Listening

Oxford Discover utilizes an inquiry-led approach to learning English. This means that students are encouraged to ask questions and explore answers for themselves. To do this, they need to develop good oral skills that help them formulate discussions and express opinions confidently, and strong listening skills that help them to understand language of discussion and participate effectively.

Promoting Successful Classroom Discussions

Discussions in the classroom can involve student pairs, small groups, or the entire class.

What makes these class discussions successful? First of all, the questions should be interesting and engaging for students. They should relate to their personal experiences. The teacher needs to act as a moderator, keeping the discussions on track and ensuring that each student is given an opportunity to speak.

There are two kinds of questions that are commonly used in the classroom: close-ended and open-ended questions. Close-ended questions can be answered with one word or with a few words. Yes / No questions and multiple-choice questions are examples of this type of question.

Open-ended questions usually require a longer response to answer the question. They prompt more discussion time, and often lead to more questions.

Here are some possible open-ended questions you could ask about the topic of healthy eating:

1. What was the last thing you ate? Describe it.
2. Does something have to taste good to be good for you?
3. What are some things that you didn't like to eat, but now you like?
4. How are healthy foods the same?
5. Why is pizza popular?
6. What can students do to improve school lunch?
7. How do you decide if a food is healthy or not?

The above questions not only generate strong discussions, but encourage students to ask their own questions and think critically as well.

Here are some discussion starters that can be used to introduce a variety of topics. Don't hesitate to bring in hands-on materials to get students thinking.

What do you think this is, and how would it be used?

What do you think would happen if _____?

How many different ways can you _____?

How are _____ and _____ the same? Different?

How is _____ similar to something that happened in the past?

Why is _____ the way it is?

What should we do to take care of _____?

How do we know this is true?

If you could have a conversation with anyone about _____, who would it be? What would you ask them?

If you could change one thing about _____, what would it be?

Setting up Pairs and Groups

Many activities in this course encourage students to work in pairs or small groups (three or four students). These structures maximize speaking time in a classroom. Students are encouraged to be active rather than passive learners. In groups, they develop collaborative and cooperative skills. At the beginning of the class year, consider several ways of setting up pairs or small groups. Use one type of grouping for a few classes before changing to a new one. Change groupings throughout the year, so that students interact with many different classmates and have a chance to listen to different vocabulary and structures in different contexts.

Setting up pairs

Side-by-Side Partners

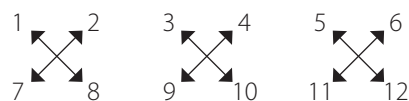
If the classroom is set up with desks in rows, students may work with a partner next to them. If there is an odd number of students, make a group of three.

Front and Back Partners

Instead of working with partners next to each other, students work with the partner in front of (or behind) them.

Diagonal Partners

Students work with a partner located diagonally in front of (or behind) them. For ease in discussion, a student may wish to trade seats with the student next to him / her. For example, students 1 and 8 will be partners. Students 1 and 2 might switch seats.



Setting up small groups

Double Partner Groups

Using the partner groups established in pair work above, students form groups of four.

Random Groups

Create random groups of four students by dividing the class size by four, and then having students count off up to that number. For example, if there are 24 students in class, $24 \div 4 = 6$. Students count off from 1 to 6, and then begin again until all have counted off. Point out where each group will have their discussion in the classroom.

Picture Card Groups

Create a set of picture or word cards. Make five of the same card. Pass four out to students and put the fifth card in the location where those students will work. One card per student will be needed. Use topics from the units, such as instruments, colors, biomes, and explorers. Topic cards are fun to use throughout the unit. This grouping is particularly successful with younger students.

Level Groups

Grouping students of similar ability level to work together is a strategy for differentiation. Leveled groups can be created based on teacher assessments from the Assessment Grid and from your class observations. There are differentiated

tasks in the Teacher's Guide to allow all students to work at their appropriate level.

Teacher's Role in Setting up Pairs and Groups

1. Explain the task and form groupings. Write the amount of time students will have to complete this task on the board, or set a timer.
2. As students are discussing the prompt or are involved in the activity, walk around the classroom. First of all, be aware of any groups that may have difficulties. If there are personality conflicts or difficulties, deal with this immediately. Secondly, assess student work. Stop and listen to each group. Are students on task? Can errors be corrected individually? Are there any points that need revision with the entire class?
3. On the Assessment Grid, note the level the students are at for this task. Some students may require additional practice.
4. Take note of points for discussion with the entire class.
5. Keep track of the time. Use a signal, such as a raised hand 'quiet signal', to stop small group discussion.
6. Check in with the entire class. Some questions to use:
What was the most interesting thing your partner shared with you?
What was difficult for you, and did you find a solution?
What new questions do you have?

Working in groups may be new for students. The student poster models some effective ways for students to interact. Student "agreements" should be created together with students, but here are some ideas to get started.

Student Agreements

We will...

1. Take turns speaking.
2. Listen to our partner or group members.
3. Stay on task.
4. Raise our hand when we see the 'quiet signal' and stop talking.
5. Treat each member of the class with respect. We are a class community.

Functional Language

Students need to learn how to discuss issues and express opinions, but they also need to learn the different elements of functional language. Functional language includes areas such as apologizing, offering and receiving help, transactions, and clarification and explanation.

Learning functional language helps students to understand language 'chunks' and that language often has a very specific purpose. The main function of language is to help students interact and communicate. Dialogues provide models through which students can see and hear authentic communication. Transposition and substitution of vocabulary then allow students to personalize the dialogues through meaningful oral production.

Reading

Literacy is the ability to read and write and think critically about the written word. *Oxford Discover* promotes greater literacy through a focus on interesting and engaging texts, both fiction and nonfiction, about a variety of subjects.

The texts have been carefully graded so that they are at an appropriate reading level for students. The word length, vocabulary, and structures used gradually increase in difficulty throughout each level.

Text types

Students need to be exposed to different types of texts. In its broadest form this is a focus on introducing them to both fiction and nonfiction. In *Oxford Discover* each Big Question has two texts to help students find their own answers to the question. One text is nonfiction and corresponds to a school subject such as math, life science, or music. The other one is fiction and is written in a particular genre, encouraging students to relate to and enjoy the content.

The nonfiction texts are presented through different text types such as a brochure, magazine article, or website. This helps students understand not only that writing comes in many forms in daily life, but also that tone and register (formal and informal language) change depending on the way the information is presented.

The fiction texts come from a variety of genres. This includes fairy tales, fables, historical fiction, and realistic fiction. These genres reflect the types of stories that students are exposed to reading in their native language and provide variety throughout the course.

Authentic texts

In every level of *Oxford Discover* there is a range of authentic texts. These have been carefully chosen to add more information to the Big Question. They come from a variety of sources and from well-respected writers and authors. Authentic texts expose students to real contexts and natural examples of language. The texts chosen are of an appropriate language level and encourage students to read with a focus on meaning and understanding language in context.

Reading Strategies

Reading strategies help students approach a text, improve their comprehension of the text, and learn how to read for specific and detailed information. Strategies such as prediction, compare and contrast, summarizing, and focusing on characters can inspire students to not only master the meaning of unfamiliar concepts but expand their own vocabulary as well.

Reading strategies tie in closely to critical thinking as they encourage students to reflect on what they are reading. As students grow more comfortable using a variety of reading strategies they learn to make conscious decisions about their own learning process.

Multimodality

Multimodal texts help to support students' literacy. Texts which include words, images, and explicit design are a very effective way of engaging children in purposeful interactions with reading and writing.

Multimodal is the use of 'two or more communication modes' to make meaning; for example, image, gesture, music, spoken language, and written language.

In everyday life, texts are becoming increasingly visual or multimodal in nature. Websites, magazines, advertisements, and informational literature are relying more and more upon visual stimulation and clear use of design, in headlines, through different types of fonts, and in stylized images.

Oxford Discover has included multimodality in its use of videos and posters to support the Student Book, but even

within the texts themselves, the use of words, images and design, and the way they interact with each other, helps to keep students stimulated while reading and also helps to exemplify meaning.

Intensive Reading

Intensive reading generally occurs in the classroom and focuses not only upon meaning and strategies used to deduce meaning, but language acquisition in the form of understanding new vocabulary or new grammatical structures. Texts need to be at the correct level and long enough to convey enough information or plot to be interesting, but not so long as to tire the student. *Oxford Discover* takes the approach that intensive reading should be instructional but enjoyable and should encourage students to do more extensive reading.

Extensive Reading

Extensive reading generally occurs outside the classroom and is all about reading for pleasure. Students are encouraged to choose to read about topics that interest them and to employ reading strategies explicitly taught through intensive reading, to help them understand the text more effectively. Reading the different genres and text types in *Oxford Discover* will inspire students to read more in their own time.

Extensive reading is often most effective when students are reading at a level that is appropriate and comfortable for them. If students are reading a book that is too high in level, they quickly lose interest. It can be helpful to provide students with access to a collection of graded readers that they can read at their own pace. The recommended readers for use with *Oxford Discover* are the nonfiction selection of *Read and Discover* and the fiction selection of *Read and Imagine*.

Both sets of readers have been developed with similar themes to those in the Student Book and there is a selection of titles for each level of *Oxford Discover*.

Writing

Oxford Discover encourages a joy of reading through a variety of texts and text types. However, students also need to be encouraged to produce their own texts and this requires a step-by-step process, helping students to graduate from sentence to text-level output.

Oxford Discover provides many opportunities for students to write. The Word Study and Writing Study sections in the Student Book present the strategies and language focus that help students become more successful writers, and the Workbook provides a four-step writing process (brainstorming, organizing ideas, writing, editing) which helps students to create their own writing output.

Process and Product

Writing tasks are often broken down into process or product from level 3 onwards. The process is all about how students develop and implement writing strategies such as paragraph development, focusing on formal or informal language, and general text layout. The process often includes stages of input, practice, and reflection. The product is the actual writing output that students create. It is often said that the former, process writing, provides a focus on fluency whereas product writing focuses on accuracy. Students need to have both to learn to write confidently and correctly.

Oxford Discover has a process approach with clear and

definable product outcomes that can easily be marked against established criteria.

Brainstorming ideas

Too often, teachers expect students to write without giving them adequate time to prepare or strategies to help them develop their ideas. The *Oxford Discover* team believe that encouraging students to plan ideas creatively will create more interest in the process, as well as the final product.

Modelling the writing process

Students are provided with a model text for every writing task. This text is designed to show how topics can be approached, but also how discourse markers, paragraph organization, punctuation, and general textual layout can help to sew a text together.

Personalization

As much as possible, students should be asked to write about things that are of personal relevance to them. This means that although the model in the Student Book or the Workbook may relate to something that is outside their everyday world, the writing task itself will be flexible enough for students to respond using their own ideas and experience. In this way it becomes authentically communicative and a more interesting experience overall.

For a further focus on literacy, *Oxford Writing and Spelling* provides more textual input and encourages students to use the reading strategies they have acquired as they study *Oxford Discover*.

Assessment for Learning

Overview of the Assessment Program

The *Oxford Discover* approach to assessment offers teachers and students the tools needed to help shape and improve the students' learning, as well as a means to monitor learning goals, through a shared ongoing and creative process. The *Oxford Discover* assessment program includes seven categories of tests for each level of *Oxford Discover*: diagnostic placement tests, unit progress tests, 21st Century Skills assessments, review tests, final achievement tests, four-skills assessments, and portfolio self-assessments. The items in these tests have been reviewed by assessment experts to ensure that each item measures what it is intended to measure. As a result, each test provides an accurate assessment of students' ability in English and their progress in *Oxford Discover*.

Oxford Discover levels 1–4 correspond to Cambridge English Qualifications: Young Learners exams.

Oxford Discover level 5 corresponds to Cambridge English Qualifications: A2 Key for Schools.

Oxford Discover level 6 corresponds to Cambridge English Qualifications: B1 Preliminary for Schools.

The assessment audio is found on the Teacher's Resource Center.

1. Entry Test and Entry Review Worksheets

- The four-page Entry Test is administered at the beginning of each level and is designed to serve as a diagnostic placement test.
- The test assesses mastery of the key grammar topics from the preceding level that will be reintroduced and expanded on in the new level curriculum. Testing these

points on entry can help identify each student's readiness for the new level and thus serve as a baseline for individual student performance as well as class performance.

- There is one Entry Review worksheet for each of the grammar points on the Entry Test.
- The review worksheets can be used to give individualized instruction to students or classes that, based on the Entry Test, have not mastered material from the previous level.
- The worksheets can also be used as additional review and practice throughout the course, even for students or classes that have demonstrated success on the Entry Test.

2. Unit Tests

- The Unit Tests are language and skills progress tests.
- There is one Unit Test after each unit.
- Each test is two pages long.

3. 21st Century Skills Assessments

- The 21st Century Skills Assessments measure students' achievement in the areas of communication, collaboration, creativity and critical thinking.
- These assessments should be completed while students are working on their projects in the Student Books.
- Guidance on the assessments is outlined in the Teacher's Guide in the project sections. Assessment criteria and marking schemes are provided for the teacher.
- There is one 21st Century Skills Assessment for each project (at the end of each module).

4. Review Tests

- The Review Tests are language and skills accumulative tests.
- There is a Review Test after Unit 6 and Unit 12.
- Each test focuses on the language of the preceding six units.
- Each test is four pages long.

5. Final Test

- This is a Final Achievement Test for the level.
- It is administered after Unit 18.
- It focuses on the language of the entire level.
- This test is four pages long.

6. Skills Assessments

- The Skills Assessments are contextualized four-skills tests using the vocabulary, grammatical structures, and themes in the Student Book.
- These assessments measure acquisition of listening, reading and writing, and speaking.
- The assessments are based on the style of the Cambridge English Qualifications: Young Learners exams, A2 Key for Schools, and B1 Preliminary for Schools.
- There is a Skills Assessment after Units 6, 12, and 18.
- Each assessment is four pages long.

7. Portfolio Assessment

- The Portfolio Assessment is a continuous and ongoing formative assessment and self-assessment.
- The purpose is to allow students to be creative, collaborative, communicative, and to be critical thinkers – all 21st Century Skills.

- Portfolio items can include: projects, tests and quizzes, self-assessment worksheets, writing samples, lists of books read, audio, or video.
- In addition, the Assessment for Learning program contains Self-Assessment worksheets for students to create their own portfolio cover, and to assess their own learning every two units by using can-do statements and responding to Big Question cues.

Answer Keys

- A simple answer key for all tests is provided.

Differentiation

Differentiation helps to ensure that all students find success in the classroom. There are many ways to differentiate instruction. In *Oxford Discover*, differentiation strategies are built into the structure of the course to help you instruct your students in the most effective way possible.

The goal is to:

- offer a clear pathway for students who are at different levels, with regular checking stages to assess progress against a list of competences at the end of every unit.
- offer both whole-group work and small-group differentiated activities in the first language tradition to meet the needs of varied teaching styles.

Each lesson spread in the Teacher's Guide provides an activity to vary the content difficulty for below-level, at-level and above-level students. These differentiated activities build upon each other. The below-level activity provides support and scaffolding for less confident students before moving on to a task that is at-level. The at-level task then provides support for students to deal with the greater challenge of above-level. This is a practical way of dealing with classroom management of mixed abilities. Teachers may choose to teach the whole class with one activity, and then continue with the additional activities. Alternatively, three separate simultaneous activities can be set up, as in L1 classrooms. To help teachers meet the needs of students with varying ability levels, differentiation strategies are found consistently throughout the following strands:

- An Entry Test, taken at the start of the year and useful for diagnostic and placement testing, will result in a level diagnosis (below-level, at-level, and above-level).
- Review worksheets (grammar and reading) are provided for below-level students to bring them up to the level needed.
- Additional differentiation strategies are found throughout the course. The Wrap Up projects invite students to express their ideas through different learning styles (visual, auditory, kinesthetic). Throughout the course, students have opportunities to work alone, in pairs, and in small groups to support differentiated instruction.

Big Question Resources

The videos and posters are key to reinforcing the content of the Student Book. They stimulate interest in the Big Question, and they help students to predict, infer, and check the meaning of the main learning points. The learning points are about content not language. Students will think critically and more fully about the process of language when they see interesting and thought-provoking images.

The images in the videos and posters encourage students to recall, recognize, and acknowledge new concepts and vocabulary. Students analyze the images themselves to understand the meaning. This leads to a greater impact upon the long-term memory as students continue to make associations between pictures and language.

Big Question Video



Students watch videos about the Big Question in order to stimulate their thinking about the topic and revise what they have learned. This will help the teacher determine what students already know and what they want to know.

The videos should be used in three places in each pair of units. Play the Opener video at the beginning of the first unit to activate background knowledge and encourage interest in the topic. Play the Talking Point video at the end of the first unit to refocus their attention on the topic and review what they've learned so far. Play the Wrap Up video at the end of the second unit to help students summarize their understanding of the topic and to underscore all the learning points which have been studied during the two units.

Beginning of First Unit: Opener

- Explain that students will watch a video about the Big Question, and that it will have pictures but no words. Ask students to write in their notebooks one or more things that they find interesting in the video as they watch it. Explain that words and phrases are acceptable and that full sentences are not necessary.
- Play the video.
- Ask students to compare what they wrote with a partner.
- Elicit some of students' ideas. Write these on the board.
- (Optional) Play the video a second time. Ask students to write down one new thing they see in the video as they watch it. After the video, students talk to their partners and then share their thoughts with the class.

End of First Unit: Talking Point

- Explain that students will see the video again, and that this time it will have pictures and some conversation.

- Play the video.
- Ask students to tell a partner what they have learned so far about the Big Question.
- Elicit some of the students' ideas and write this on the Big Question Chart.
- Elicit further questions they have about the topic and add these to the What do you Want to Know? section of the Big Question Chart.

End of Second Unit: Wrap Up

- Explain to students that they will now see the video once more, this time with a presenter. Play the video. It can be played more than once.
- Ask students to discuss what they learned from the video with a partner.
- Ask students to share what they learned from the video with the whole class.
- Write this information on the Big Question Chart.

Expansion ideas

- Elicit and write useful chunks of language which students can use in discussions about the learning points. Put students into groups and have them make posters with the language and illustrations to help them understand and remember the meaning. Put the posters on the wall and draw students' attention to them before future discussions.
- Have students work in small groups to write a list of their own learning points for the units. Tell them to find or draw pictures to represent the learning points visually. Have each group present their ideas to the class, or create a poster to be put on the wall.
- Make a class video based on the Big Question videos, showing images which represent the learning points. Have different students act as the presenter on camera.

Posters

Discover Posters



There is a Discover Poster for every Big Question in the Student Book. They all have the main learning points for two units with accompanying pictures to illustrate the learning points.

The Discover Poster should be used at the beginning of each pair of units to motivate students' interest in the topic and to elicit existing knowledge around the Big Question. It can also be referred to throughout the units to remind students of the learning points as they come up and to build upon the knowledge they are gaining. Finally, it should be used at the end of each pair of units to summarize all of the learning that has come out of the units and to help students prepare to fill in the Big Question Chart.

It is a good idea to have a list of questions which help students to think critically about the images and learning points. Students can answer individually, or be encouraged to share their ideas in pairs or small groups before participating in a general class discussion.

General Discussion Questions

- What can you see in this picture?
- How many... can you see?
- Where do you think it is?
- What do you think is happening?
- What does it mean?
- What does this learning point mean?
- Can you see the learning point in the picture?
- Do you know about this already?
- What else would you like to know?

Big Question Chart

The Big Question Chart has been designed to follow the KWL methodology. K = What do you know about the topic? W = What do you want to know about the topic? L = What did you learn or what have you learned about the topic?

The Big Question Chart can be written on with board pens and then wiped clean so that it can be reused. If possible, keep it displayed on the classroom wall.

Refer to and update the Big Question Chart with your students at key points over the course of each pair of units:

Beginning of First Unit

- Have students brainstorm what they already know about the topic surrounding the Big Question. This can be done individually by writing ideas down, or by setting up pair or small group discussions.
- Elicit the ideas and write them on the poster.
- Ask each student to think about something they would like to know about the topic. These could be grouped into categories or headings to help students learn to classify more effectively.
- Write some of the ideas on the chart.
- Don't fill in the final column, as this will be completed once learning has taken place.

End of First Unit

- Look closely at the middle column: *What do you want to know about the topic?* Ask students if they now know the answer to some of those questions. If they do, this information can be moved over to the first column.
- Some ideas can also be elicited to start filling in the third column so that students can see that learning has already taken place around the theme of the Big Question.

End of Second Unit

- Have students look at the middle column and decide if they can answer any more questions they had about the topic. If they have learned about aspects they expressed interest in, this information can be moved over to the column on the right: *What did you learn or what have you learned about the topic?*
- Elicit more information about what they have learned and add it to the third column.

Talk About It! Poster



This poster should be used when students are having a discussion in pairs or groups. If possible, keep it on the wall so that students can refer to it themselves.

In the Student Book it can be used during the Communicate reading pages when students are practicing speaking skills, but also during post-reading discussion tasks and during the Wrap Up Project section.

Remind students about the language often, and drill the language and practice the intonation. Students begin to acquire authentic language to then help them express their own ideas and opinions. When introducing it for the first time, elicit possible ways to substitute different opinions while using the sentence frames from the poster. Explain that these prompts can help them to present ideas and to agree and disagree politely with others.

When students are participating in a discussion, point to the sentence frames on the poster and ask them to express their own ideas after using the language indicated.

Picture Card Activities



The picture cards are useful for presenting and recycling vocabulary items from the Student Book. They can be used to drill pronunciation and to encourage recognition and production of words. It is important to vary picture card activities so that students interact with language in different ways and contexts. Picture cards are very useful for visual learners, as students will associate the word with the picture on the card. Aural learners will benefit from hearing the words spoken aloud and kinesthetic learners enjoy moving around and touching or interacting with the cards.

Students need to see and hear new words a number of times before the vocabulary moves from their short-term to their long-term memory. Make sure you go back and recycle vocabulary presented in previous lessons, as this can be a motivating and fun way to either start or finish a class.

Suggested Activities

What's Missing?

- Put six to eight picture cards on the board. Point to each one and have students say the words.
- Tell children to turn around so they can't see the cards.
- Remove a card and for extra challenge, change the order of the remaining cards.
- When students have identified the missing card, shuffle them again and repeat the procedure.

Card Relay

- On the board write four lists of words from different picture cards.
- Put students into four teams and have them stand in lines, each one in front of one of the lists of words.
- Put a set of picture cards (the same cards as on the list in front of the team) on the floor a few meters away from each team.
- When they hear 'go' the first student from each team runs to the set of cards and finds the first one on the list.
- They take the card back to their team and pass it from one student to another until it reaches the final student in the line. The first student then runs to the back of the line.
- The next student in the line then goes to find the next word on the list and repeats the procedure until all the cards have been passed down the line in the correct order.

- The winning team is the team which finishes first in the correct order.

Boardslap

- Stick a selection of picture cards on the board or wall.
- Put the class, or a group of students, into two teams and have each group stand in front of the board in a line.
- Define or describe the meaning of one of the picture cards.
- The first student from each team races to be the first to touch the correct picture card.
- The first student to touch the correct card wins a point for their team.
- Continue until every student has had a turn or all the cards have been described.

What's Your Word?

- Put students into pairs and stick or peg a picture card onto each student's back.
- Each pair of students stand up and face each other with their hands behind their backs.
- Give each pair of students one minute to try to see each other's word without letting their partner see theirs.
- The winner is the student who sees and says their partner's word first.

Jump

- Have students stand next to their desks.
- Hold up a picture card and say a word.
- If the word is the same as the picture card, the students jump. If it isn't the same, they keep still.

Act the Word

- Ask a student to come to the front of the class. Show that student a picture card, making sure not to show the rest of the class.
- The student acts out the word for the class.
- The first student to guess the word correctly becomes the next player.
- This game can also be played in teams where two players look at the same card and the first team to guess the word correctly wins a point.

Musical Cards

- Place the picture cards in a circle. Try to make sure there are one or two fewer cards than students.
- Students walk around the cards on the outside of the circle as music is played.
- When the music stops, students must try to pick up a card.
- Every student who holds a card wins a point if they can say the word, and the game continues.

Guess the Card

- Hide a picture card behind your back and ask students to guess the word.
- Less confident students can call out the words they think it might be.
- More confident students can ask questions such as *Is it a ball? Is it yellow?*
- The first student to guess the correct word wins a point.

Question and Answer

- Choose a number of picture cards.
- Drill target question and answer forms. For example, *Do you have a...? Yes, I have a... and No, I don't have a...*
- Show students three different signs. Hold up one finger, two fingers, and then three fingers.
- Tell students that one finger means they must say the question. Two fingers mean they give an affirmative answer and three fingers mean a negative answer.
- Model the activity by showing a card, holding up two fingers and saying, *Yes, I have a...* (and saying the word on the card).
- Show a number of different cards accompanied by different signs to elicit the target language.

Whispers

- Arrange students into groups of between six and ten.
- Show a picture card to one student in each group.
- This student then whispers the word to the student next to him / her.
- Students continue whispering the word around the group until it reaches the final student.
- The last student says the word aloud, and the first student holds up the picture card to see if the word and the card are the same.
- To make this more challenging, the word could be used in a target sentence structure.

Snap

- Write one of the picture card words on the board, or say it out loud, and ask students to repeat it.
- Take a selection of picture cards and hold them up one by one for students to see.
- When students see the picture of the target word they shout *Snap!*
- The first student to say *Snap!* wins a point.
- Repeat with different words.

Do you have a...?

- Put a line of six to eight picture cards on the floor.
- Have students come and stand by the cards, one student on each side of every card.
- When you say 'go', all the students on one side of the cards say *Do you have a...?* finishing with the vocabulary item on the card.
- The students on the other side of the cards reply, *Yes, I do* or *No, I don't*.
- Every student then moves to the left, to stand by the next card. The student at the end of each line crosses to the other side of the cards.
- Repeat the procedure until all students have asked and answered the question about each card.

Pass the Card

- Put students into groups of five or six and have them sit in a circle.
- Give each group a picture card.
- Play music and students pass the card around the circle.
- Stop the music. The student holding the card says a sentence which includes the picture card word.
- Give each group a different card and continue.

Say a Sentence

- Put students into two or three teams.
- Display a selection of picture cards on the board or on the wall.
- One student from each team chooses a picture card and says a sentence using the word from the card.
- Continue the game, but include a time element by giving each team only ten seconds to come up with a sentence.
- Reduce the time on each round.
- Give each team a point for every correct sentence.

Projects

Project: Make Animal Picture Cards

B Make animal picture cards.

- Draw or find a picture of one animal for each card.
- Write the name of the animal below the picture.
- Write three facts about the animal group on the back of the card.



Mammal Group
Mammals have fur or hair covering their bodies.
Most mammals have two or four legs.
Mammal babies drink milk from their mothers.

C Put your Animal Picture Cards on the wall. Tell the class about an animal.

This is a rabbit. Rabbits have fur all over their bodies.

D Play a game with your partners. Place your Picture Cards picture-side down on a desk. Partners read the sentences on the backs of the picture cards and guess the animals.



BIG QUESTION 1

How are animals different from one another?

- Watch the video.
- Think more about the Big Question.
- Complete the Big Question Chart.



Project: Animal Picture Cards Big Question 1 25

Project: Make a Natural Resource Collage

B Make a natural resource collage.

- Why is this natural resource important?
- Draw or find pictures.
- Write about three things in the collage.

C Put your collage on the wall. Tell the class about your collage.



This is my tree collage. Trees are an important natural resource. We make paper, chairs, and houses from trees.

D Walk around the room. Look at the collages. Say one thing about each collage.

I learned that sunlight helps the plants grow.



BIG QUESTION 6

Why should we take care of the Earth?

- Watch the video.
- Think more about the Big Question.
- Complete the Big Question Chart.



Project: Natural Resource Collage Big Question 6 125

How Projects Help Develop 21st Century Skills

Projects are a motivating way for students to demonstrate what they have learned, as well as providing a concrete outcome which helps them focus on accuracy. The projects in *Oxford Discover* have been designed to cover the 21st Century Skills of creativity, collaboration, communication and critical thinking. These areas are clearly referenced in the teaching notes of the project sections so teachers can see the main focus of each stage.

Project-based learning is a method of teaching as part of which a student or a group of students conduct a study of a particular topic. When this level of instruction is managed by a teacher, students are effectively engaged **collaboratively** and **creatively**. There is a **communicative** element as students negotiate meaning and make decisions together. Conducting research for the project engages students in **critical thinking** techniques.

Projects and Learning Styles

- Most primary students enjoy learning **kinesthetically**. This means that they learn through *doing*. Children enjoy manipulating things and working with concrete items such as paper, glue, markers, and different materials. Creating something helps children to interact more with the language, helps them to place it more firmly in context, and ultimately leads to greater recall of the target language.
- Primary projects are usually very **visual**. Posters, picture cards, mobiles, and structures usually have elements of

color and images. Many students are visual learners and remember vocabulary items and grammatical structures by connecting them to images. Having students work with drawings and other types of art projects will help them to draw associations with language that will last long after the project is finished.

- **Auditory** learners tend to pick up chunks of language very naturally. Projects are often collaborative and communicative in nature, which means that students have an opportunity to not only produce the target language but listen to it being spoken as well. Presenting and sharing projects is also an important part of the learning process, and this is another opportunity for students to listen to authentic language which focuses directly on the topic being taught.

Variety of Projects

Projects come with a variety of outcomes and processes. The projects in *Oxford Discover* are all related to the school subject that has been focused on while students consider the Big Question. For example, a Venn diagram might be part of the project within a science-based question, or a music-themed mobile for a question about music. When students work with such a wide variety of projects, in content, preparation, and presentation they will broaden their creative processes and develop a deeper understanding of how they learn.

Setting Up Projects

Instructions

Sometimes projects are very straightforward and students find it easy to understand not only what they should be producing, but how to go about it. However, the process of producing a project is where much of the learning takes place, so it is important to make sure that students are on-task at all times and understand not only what they are doing, but why they are doing it.

- It is important to **stage** instructions. This means not telling students to do too many things at once, or explaining the entire process of a project at the beginning. Explain one stage and then stop. Check that students have followed instructions before moving onto the next stage.
- Sometimes it is not easy to explain a particular process. It can be useful to **model** the instructions, or ask a confident student to do so. This may mean demonstrating how to do something physically, or setting up the communicative stage of an activity when you expect students to work together in pairs or groups.
- Finally, **concept-checking** instruction makes sure that students are on the right track. Concept-checking means that once instructions have been given, students are asked questions to check understanding. This may be as simple as asking a student to say what they have to do in their own words, or it may be a series of questions that check overall comprehension. In this way, the next stage of the project should proceed smoothly and all students should be on-task, confident that they know what they are supposed to be doing.

Displaying Projects

Why Display Projects?

- Projects brighten up a classroom and provide color and interest. A good learning environment is one that stimulates interest in the subject matter. If children are comfortable in the classroom and enjoy being there, they are much more likely to remember language input and feel confident about producing output.
- It is important to encourage students to focus on accuracy as well as fluency. When students know that their work will be displayed for other people to see, they feel more pride in their work and concentrate on producing the target language accurately.
- Recycling language is an important part of learning and students need to be exposed to target language a number of times before they can be expected to recall and naturally use it. When projects are placed around the classroom, students can read them and focus on the target language, as well as other chunks of language used, again and again.
- Sometimes it can be a good idea to invite parents to see students' work. A project display allows parents to see a lot of work at once and to understand what their children are studying and how they are working. This can be motivating for both adults and children.

How to Display Projects?

- Have a dedicated wall space and have students decide how and where they would like to display their projects. In this way students understand the value of their work and can create a visual space that they enjoy looking at, thereby being exposed to the target language even after the process of creating the project is finished.
- A hanging tree can be a useful way of finding space in a crowded classroom. Put rope across the room above head-height. Use clothes pegs or clips to hang the projects.
- Take photographs of projects and put them on the school's web page. This allows students and parents to look at all the projects and to access them even after they have been taken down in the classroom.
- Make a project book when the project is paper-based, such as reports, interviews, or questionnaires. Collating the projects allows students to see their work and read other students' work easily, and is a great way of saving space in a crowded classroom.

Assessment and Learning Outcomes

If students are compiling a learning portfolio, projects are a useful addition as they can demonstrate various learning outcomes in a particular area and encourage students to focus on language accuracy as well as creativity. Projects often form part of a continuous assessment process, where students are marked on different elements of language output, both individually and as part of a group.

21st Century Skills Assessments can be completed while students do the projects. They can indicate students' performance and progress in the areas of communication, collaboration, creativity, and critical thinking. Both Portfolio Assessments and 21st Century Skills Assessments can be found on the Teacher's Resource Center.

Bandar, the Greedy Monkey pages 186–187

Characters (18+ total)

- Bandar: monkey
- Baker
- Candy Maker
- Gardener
- Cook
- Narrators: 10
- Chorus: 3+

Props

- Signs saying: Town, Bakery, Garden, Restaurant, Candy Store
- A tree
- A plate of cookies
- Some carrots
- A plate of sausages
- Two jars of candy
- A spade for the gardener
- Aprons for the baker and the cook

Preparation

- Have students count the characters in the play. Decide as a class how many characters you need. Each narrator line can be assigned to a different student. Students can also be in the play holding the props such as signs.
- Have students recall and summarize the story.
- Read the play and check understanding by asking questions about the characters and plot.
- Put students into groups of four or five and assign characters to each student in the group. Some students will play more than one character. In groups, students practice saying the lines of the dialogue.
- Assign a character or role to each member of the class.
- Read through the play while children sit in their seats. Focus on intonation and pronunciation.
- Allow students time to practice their parts, both alone and as a whole cast.
- Make the props that you will need for the play. Have a small group of students make and decorate a paper plate mask for Bandar the monkey. Cut large eye holes in the mask and attach string so it can be tied on.
- Have other groups of students make hats for the Baker, the Gardener, the Cook, and the Candy Maker.
- Ask students if they can think of any other props that would help them show the story.

playscript 1



Bandar, the Greedy Monkey

Characters (19 + total): Bandar (the monkey), Baker, Candy maker, Gardener, Cook, Narrators x10 (holding signs), Chorus 3+
Props: signs for The Town, Bakery, Garden, Restaurant, Candy Store

Bandar sits by the tree on the left of the stage. The Narrator enters holding the Town sign and stands on the right of the stage.

Narrator: This is a play about Bandar, a very greedy, little monkey.
 Bandar lives in the woods near a small town.

Bandar: I'm very bored and I'm very hungry. What can I do?

Bandar looks around and sees the town.
 Aha! I have a good idea.

Bandar runs to the Town sign, then walks around the stage.

Narrator: Bandar goes to the town. He walks around the town and sees a bakery.
The Narrator holds up the Bakery sign, and the Baker, holding a plate of cookies, enters.

Bandar: Cookies, cookies, I can see.
 Cookies, cookies, more than three.
 Cookies, cookies all for me.

Bandar grabs some cookies, then runs away, eating cookies as he runs.

Chorus: Bandar is greedy as can be. He stole fifteen cookies as you can see.
The Baker chases Bandar.

Baker: You greedy, little monkey. I had thirty cookies. How many do I have left?

Narrator: You have fifteen cookies left.

The Narrator holds up the Garden sign and the Gardener enters. The Gardener digs up some carrots in the garden.

Bandar: Carrots, carrots, I can see.
 Carrots, carrots, more than three.
 Carrots, carrots all for me.

Bandar grabs some carrots, then runs away, eating carrots as he runs.

Chorus: Bandar is greedy as can be. He stole sixteen carrots as you can see.
The Gardener looks at his carrot patch, then chases Bandar.

Gardener: You greedy, little monkey. I had sixty carrots. How many do I have left?

Narrator: You have forty-four carrots left.

The Narrator holds up the Restaurant sign, and the Cook, holding a plate of sausages, enters.

186 Playscript

COLLABORATIVE LEARNING

- Have the class talk about the different characters in the play. Ask *Have you ever seen a gardener? Have you ever been to a candy store? Which character do you like best? What are some other people who grow or sell things?*
- Brainstorm different people who grow and sell things. (For example: store clerk, butcher, farmer.) Write them on the board.
- Put students into groups of four or five.
- Each group chooses different characters to substitute in the play.
- Have students practice the play in their groups using the new characters.
- Have students who are making props make props for the new characters.

Bandar: Sausages, sausages, I can see.
Sausages, sausages, more than three.
Sausages, sausages all for me.

Bandar grabs some sausages, then runs away, eating sausages as he runs.

Chorus: Bandar is greedy as can be. He stole twelve sausages as you can see.
The Cook chases Bandar.

Cook: You greedy, little monkey. I had forty-two sausages. How many do I have left?

Narrator: You have thirty sausages left.
The Baker, Gardener, and Cook enter and chase Bandar. Then they all leave the stage.

Narrator: The baker, the gardener, and the cook are angry. They chase Bandar all over town.
The Narrator holds up the Candy Store sign and the Candy maker enters.

Candy maker: How can we catch greedy little Bandar?

Narrator: The candy maker has a very good idea!
The Candy maker puts two jars on the stage and leaves. Bandar enters.

Bandar: Candies, candies, I can see.
Candies, candies, more than three.
Candies, candies all for me.

Bandar puts his hands in the jars and grabs as much candy as he can. The Candy maker enters.

Candy maker: You greedy little monkey! Let go of the candies and you can run away!
Bandar tries to get his hands full of candy out of the jars.

Bandar: No! No! I want the candies.

Candy maker: Silly, greedy monkey! I can catch you now!

Chorus: Bandar is greedy as can be. He doesn't let go as you can see.

Narrator: The candy maker catches Bandar.

Candy maker: Back to the woods you go. And NEVER come back to town again, you silly, greedy little monkey.
The Candy maker and Bandar leave the stage.

Narrator: And Bandar the greedy monkey never went to that town again.
Everyone enters.

Narrator: The lesson of this story is ...

Everyone: It's not good to be greedy. It's not good to steal.

Playscript 187

Putting on the play

- Make sure that there is enough room for the students to be on stage where they need to be and for the props to be used effectively.
- Allow students to keep their scripts with them for the entire play. Run through the play a couple of times before doing it before an audience. Make sure that students are not just in control of their dialogue, but understand the stage directions and how to follow them.

DIFFERENTIATION

Below level:

- The narrator should be a confident student, several confident students, or the teacher. Tell the narrators to point and gesture as they speak as this will help the actors.

At level:

- Have students with speaking parts copy their lines onto small cards. Make sure they write the line that comes before theirs and number the cards so they can follow the order.
- Include extra students on either side of the stage. Give them a copy of the script so they can whisper directions to students regarding motion and their lines.

Above level:

- Set up the stage so students can move through it and read their lines. Put large numbers on different parts of the stage so actors know where to go. Put a script or write the lines on large cards on the stage so students can easily read their lines.
- Narrators can be at the edges of the stage to help direct students to the correct spots.
- Have the chorus sing their lines to a tune.

Extension Activities

- Have students think about different or extra props that could help them put on the play. Write a list on the board and bring in or make these props and add them to the play. Examples may include making character masks, more food for the different stores, or cardboard pictures of the background setting.
- Have students write a new or different ending for the play in small groups. They can then either act out this ending in their groups in front of the class, or vote upon the best ending and add it to the play.
- Have students write a similar play with the same overall message about not being greedy, using different characters and a different setting. For example, it could be set in a place and with characters and an animal that would be more commonly found in the country the students live in.
- Put students into small groups and have them do a project about an important element of the play. For example, they could write about the different characters in the play, or why it is important not to steal or be greedy.

Two Stubborn Little Goats pages 188–189

Characters (21+ total)

- Mother Goat
- Father Goat
- White Goat
- Black Goat
- Brown Goat
- Narrators: up to 16
- Chorus: 3+

Props

- Cardboard goat masks
- Cardboard cutout for small patch of grass
- Cardboard cutout for bridge and river
- Cardboard cutout for a pond
- Sign saying East Mountain
- Sign saying West Mountain

Preparation

- Have students count the characters in the play. Decide as a class how many characters you need. Each narrator line can be assigned to a different student. Students can also be in the play holding the props such as signs.
- Have students recall and summarize the story.
- Read the play and check understanding by asking questions about the characters and plot.
- Put students into groups of four or five and assign characters to each student in the group. Some students will play more than one character. In groups, students practice saying the lines of the dialogue.
- Assign a character or role to each member of the class.
- Read through the play while children sit in their seats. Focus on intonation and pronunciation.
- Allow students time to practice their parts, both alone and as a whole cast.
- Make the props that you will need for the play. Have a small group of students make and decorate paper plate masks for the goats. Cut large eye holes in the mask and attach string so it can be tied on.
- Have other groups of students make cardboard cutouts for the locations in the play.
- Ask students if they can think of any other props that would help them show the story.

playscript 2



Two Stubborn Little Goats

Characters (21 total): Mother Goat, Father Goat, White Goat, Black Goat, Brown Goat, **Narrators:** Up to 16

Props: cardboard goat masks, cardboard cutout for small patch of grass, cardboard cutout bridge, (cardboard cutout river), cardboard cutout for a pond, signs for East Mountain and West Mountain

Mother, Father, and White Goat enter from the right. Brown Goat and Black Goat enter from the left.

Narrator: A long time ago, a goat family lived on East Mountain. Two of the brothers, Black Goat and Brown Goat, always fought about who was the best in the family.

Narrator: They were very stubborn and they never said "sorry" or "I'm wrong."

Chorus: Two very stubborn goats.
They fight all day long.
Black Goat's always right.
Brown Goat's never wrong.

Adult goats and White Goat move to the far right of the stage. Brown Goat and Black Goat move to the grass patch.

Narrator: One day, they were at a small patch of the greenest grass on East Mountain.

Narrator: Only one goat could eat at a time.

Brown Goat: I'm the oldest brother in the family so I should eat the grass!

Black Goat: I'm the smartest brother in the family so I should eat the grass!

Brown Goat and Black Goat push each other with their horns. They don't move.

Narrator: They pushed each other with their horns. They pushed with the same force so they didn't move forward or backward.

Narrator: They pushed for a long time and then they both got tired and fell down.
Black Goat and Brown Goat fall down.

Chorus: They pushed each other with their horns.
They pushed all day long.
Black Goat's always right.
Brown Goat's never wrong.

Black Goat gets up and crosses the bridge. He looks angrily at Brown Goat.

Narrator: Black Goat was angry so he moved to West Mountain.

188 Playscript

COLLABORATIVE LEARNING

- Have the class talk about where the play is set. Ask *Have you ever climbed a mountain? Have you ever crossed a bridge across a big river? Where would you like to live?*
- Brainstorm different places where the play could be set, and different animals that would live there. (For example: the desert, the jungle, snakes, parrots.) Write them on the board.
- Put students into groups of four or five.
- Each group chooses different places and characters to substitute in the play.
- Have students practice the play in their groups using the new characters and place.
- Have students who are making props make props for the new characters and place.



Putting on the play

- Make sure that there is enough room for the students to be on stage where they need to be and for the props to be used effectively.
- Allow students to keep their scripts with them for the entire play. Run through the play a couple of times before doing it before an audience. Make sure that students are not just in control of their dialogue, but understand the stage directions and how to follow them.
- In this play, it is important to remind the students who are playing the parts of the Brown Goat and the Black Goat to be gentle when they are pushing each other.

DIFFERENTIATION

Below level:

- The narrator should be a confident student, several confident students, or the teacher. Tell the narrators to point and gesture as they speak as this will help the actors.

At level:

- Have students with speaking parts copy their lines onto small cards. Make sure they write the line that comes before theirs and number the cards so they can follow the order.
- Include extra students on either side of the stage. Give them a copy of the script so they can whisper directions to students regarding motion and their lines.

Above level:

- Set up the stage so students can move through it and read their lines. Put large numbers on different parts of the stage so actors know where to go. Put a script or write the lines on large cards on the stage so students can easily read their lines.
- Narrators can be at the edges of the stage to help direct students to the correct spots.
- Have the chorus sing their lines to a tune.

Extension Activities

- Have students think about different or extra props that could help them put on the play. Write a list on the board and bring in or make these props and add them to the play. Examples may include making character masks, signs for the different characters, or cardboard pictures of the background setting.
- Have students write a new or different ending for the play in small groups. They can then either act out this ending in their groups in front of the class, or vote upon the best ending and add it to the play.
- Have students write a similar play with the same overall message about not being stubborn, using different characters and a different setting. For example, it could be set in a place and with animals that are more commonly found in the country the students live in.
- Put students into small groups and have them do a project about an important element of the play. For example, they could write about the different animals or places in the play, or why it is important not to be stubborn.

World Map

How to use the World Map in the classroom

The World Map is designed to help students understand that stories and texts come from all around the world.

The page numbers on the map refer to the relevant page for the text in the Student Book. The accompanying illustration comes from that text and is placed near the country where the text or story is set.

The texts in the Student Book are set in different regions and countries around the world. Draw students' attention to this and follow up reading tasks with a focus on the country or culture where the text is set.

Guiding students to ask questions about other countries and cultures and to seek information will encourage inquiry-based learning. Students utilize collaboration and communication skills as they work together to discuss and compare cultural points that come out of the texts.

Other benefits of using the World Map in the classroom include:

- Children can learn what the different shapes on a map actually represent.
- Children can identify their own region and country and see where it is in relation to other regions and countries around the world.
- Children can begin to understand how different geographical features (water, land, mountains) are represented on world maps.

Procedure

Before reading

- Have students find the text they have read on the map by looking for the page number and accompanying picture.
- Have students identify the region or country where the text is set.



Olga's Flute
Page 138



Tell Me a Story, Grandpa
Page 58





During reading

Discussion questions:

- Can you point to different areas where English is spoken?
- Can you see where the mountains are?
- What do you know about this area or country?
- Why do you think the text is set in this country?
- What parts of the text helped you decide that?
- How do you think your country and this country are different?
- What parts of the text helped you decide that?
- Have you been to this region or country?
- Would you like to visit this country? Why or why not?

After reading

- Brainstorm existing knowledge about the region or country.
- Research the country, choosing parts of the text about, for example, cities, towns, people, animals, and plants.
- Write a similar story set in the students' own country.
- Think about how a character from the story lives and what they do in their country. Ask questions:
What do they eat?
What do they do in their free time?
What is the weather like?
What is their school like?
- Have students research and draw flags for the countries where the texts and stories are set.
- Have students research different animals that come from the different regions and countries where the texts and stories are set.
- Have students make a poster or do a pair or group presentation about the country, comparing and contrasting with the students' own country.
- Have students make their own maps of the world around them. This can include the classroom or their neighborhood. Focus on helping students understand common map symbols, such as using arrows for directions and understanding different scales.



Units 1 and 2



6 Big Question 1

BIG QUESTION 1

How are animals different from one another?

In these units you will:

WATCH
a video about animals.

READ
a cat and bird adventure.

MAKE
animal picture cards.

LEARN
about animal groups.

WRITE
about what animals are like.

A Watch the video.

B Look at the picture.
What do you see?

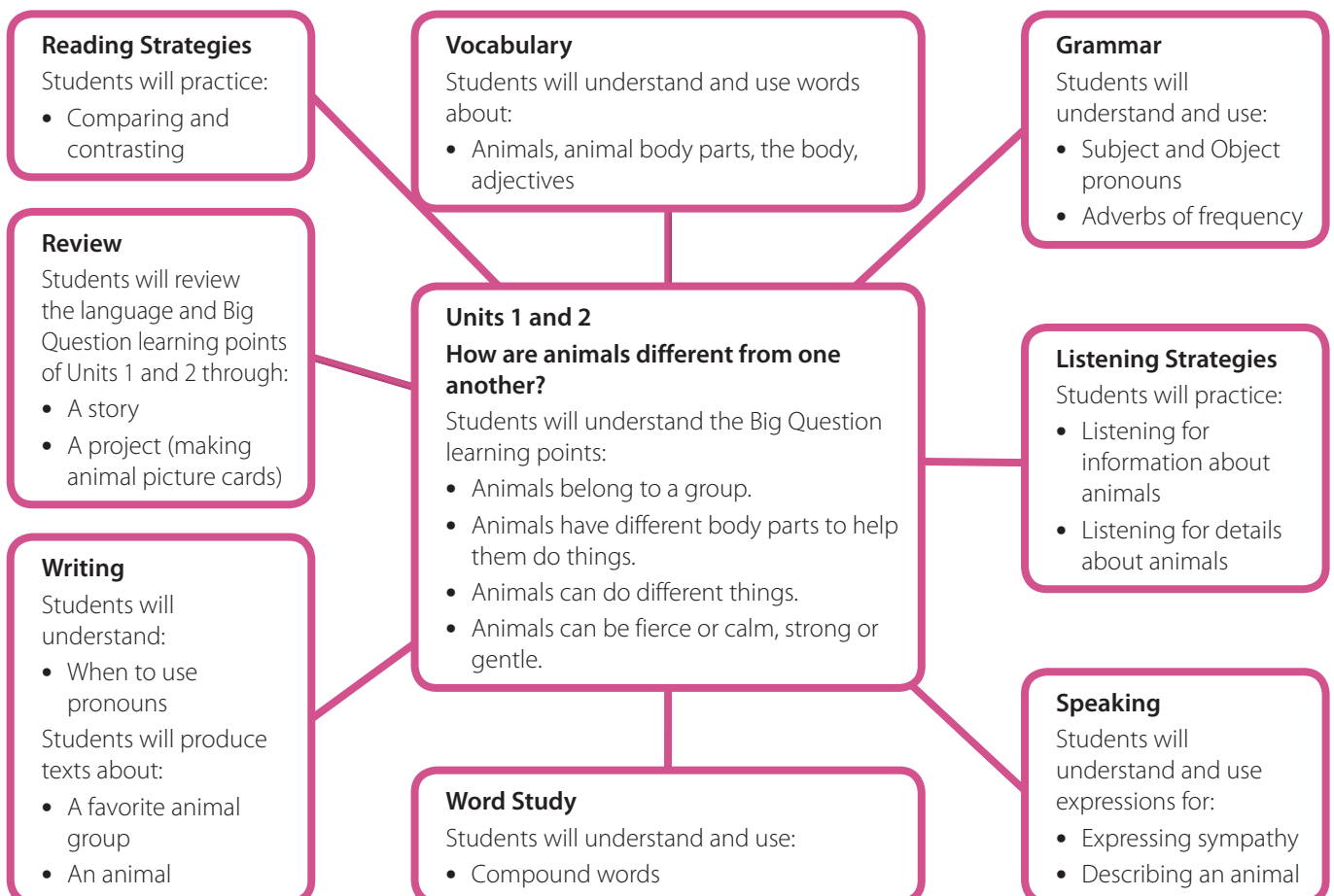
- 1 How many animals can you see?
- 2 Where do you think they are?

C Think and answer the questions.

- 1 What animals do you like?
- 2 Which animals help us?

D Fill out the **Big Question Chart**.

7



Units 1 and 2 Big Question

page 6

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 1, Big Question Chart

Introducing the topic

- Read out the Big Question *How are animals different from one another?* Write individual words from students on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? Do you like it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video.
- Ask them to say why they chose to draw this to the class.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words and ask students to help you add more to each category (e.g., *animals, colors, places*, etc.).

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up, mingle, and find someone else with the same sentence. Students should focus on the meaning of the sentence rather than using exactly the same words.
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Say *What do you see?*

POSSIBLE ANSWERS

elephant, deer, birds, water, ground

- Ask additional questions: *What country do you think this is? Why are they at the same place? What are they doing? Have you seen any of these animals in the wild?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question, *What animals do you like?* To give them ideas, draw different animals on the board, or show pictures from books or magazines, and ask which animals they like the best.

- Ask *Which animals help us?* Have students raise their hands if they can share ways in which different animals help us.
- Put students in small groups to discuss the questions.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 1** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying, *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read aloud the words they chose for their picture.
- Ask the class if they can add any more words.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Display the **Big Question Chart**.
- Ask the class *What do you know about animals? How are they different?*
- Draw two mind maps on the board. Put *Animals* and *How are animals different?* in the middle of each. Add the words from students around these words.
- Ask students to write what they know and what they want to know in their Workbooks.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about animals.
- Point to animals and other things in the big picture and on the poster and ask *What is this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about animals.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about animals and have students spell out some of the words as you write them on the board.

Discover Poster 1

1 Large shoal of fish in the ocean; 2 Bald eagle; 3 Capuchin monkey breaking a nut; 4 Lioness and her cub

Further Practice

Workbook Unit 1 page 2

Online practice • Big Question 1

Classroom Presentation Tool • Big Question 1

UNIT 1

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-02


skin


mammals


eggs


amphibians


scales


gills


feathers


wings


fur

B Read the sentences. Write the words from A.

- Birds have two of these. Orangutans don't have these. _____ wings _____
- Chickens lay these. Some people eat them in the morning. _____
- These are all over animals' bodies. _____
- An elephant and an orangutan are part of this group. _____
- Frogs are part of this group. _____
- Many animals that live in water have these to help them breathe. _____

Before You Read

Think What do you know about fish?
Do you like frogs? Why / Why not?

Learn Compare and Contrast

To **compare** things, we tell how they're the same.
Honeybees and birds both have wings.

To **contrast** things, we tell how they're different.
Honeybees make hives. Birds make nests.

Read the text. What's the same? What's different?
Check (✓) the correct column.

Mice and hamsters are both mammals. They both have fur, four legs, and run fast. Hamsters live inside, and mice usually live outside. Both animals are small.

	Same	Different
1 Fur?	✓	
2 Four legs?		
3 Inside or outside?		
4 Big or small?		

D Look at the title on page 10. What do you think the text is about?

PREVIEW



In this text, we learn about different kinds of animals and the groups they belong to.

This text is an informational text. Informational texts tell us about our world.

Life Science



Summary

Objectives: To understand words about animals; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: skin, mammals, eggs, amphibians, scales, gills, feathers, wings, fur

Reading strategy: Compare and contrast

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-02

- Play the first part of the audio. Ask students to point to the words as they hear them.
- Play the rest of the audio and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *amphibian*. Count and clap the syllables.
- Do a Picture Card activity from pages 30 and 31. Show the cards one by one and ask students to remember them.
- Choose a card but don't reveal it to the class. Write the letters in jumbled order on the board, and ask students to guess which word it is. Choose a volunteer to come to the board and write the word correctly, or tell you the letters for you to write, then point to the correct picture card.

CRITICAL THINKING

- Ask the following questions to check understanding:
Which of these show animal body parts? Which show different types of animals? What might be inside the eggs? What other animals might be in eggs like this?

B Read the sentences. Write the words from A.

- Tell students to read the sentences and work out which word from A is being described. Look at the example together, then let students complete the exercise. Point out that for question 3, they will need to write four words.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 wings 2 eggs 3 skin, scales, feathers, fur
4 mammals 5 amphibians 6 gills

COLLABORATIVE LEARNING

- Draw a quick and simple picture of some different mammals and amphibians on the board.
- Ask *What can you see?* Then ask *Mammal or Amphibian?*
- Put students into pairs and tell them to draw pictures of more mammals and amphibians.
- When they have finished, tell the pairs to swap their pictures with another pair and to write or say the animals that they see.
- Pairs check their answers with each other.

DIFFERENTIATION

Below level:

- Ask students to draw and label a made-up animal, showing all of the new body parts they have learned. Give each child a list of the words to copy as they label their picture. Then they can present it to the class.

At level:

- Ask students to draw and label a made-up animal, showing all of the new body parts they have learned. Give each child a list of the new vocabulary presented as gapped words, e.g., *w _ _ g _*. Students copy and complete the words to label their picture. Then they can present it to the class.

Above level:

- Ask students to draw and label a made-up animal, showing all of the new body parts they have learned. Ask students to work independently to label their picture.
- They can also add and label different body parts, drawing on their existing knowledge. Then they can present it to the class.

Before You Read

Think

- Ask students what they know about fish. Encourage them to use language from the *Get Ready* section.
- Write their ideas on the board.
- Ask one or two students *Do you like frogs? Why? Why not?*
- Students discuss the question in small groups.
- Ask *Who likes frogs? Who doesn't like frogs?* Students put up their hands.

C Learn: Compare and Contrast

- Read the box and the examples for the students.
- Have students read the text to check their answers.

Read the text. What's the same? What's different? Check (✓) the correct column.

CRITICAL THINKING

- Ask the following questions to check understanding about the text: *What kind of animals are mice and hamsters? Is this house like your house? Why or why not?*
- Ask students to read the phrases comparing mice and hamsters, then put a check in the correct column.
- Students check their answers in pairs.

ANSWERS

1 Same 2 Same 3 Different 4 Same

DIFFERENTIATION

Below level:

- Using the model text in the Student Book as an example, students should choose two other animals to make sentences about, e.g., horse and cow, frog and toad, owl and eagle.
- Ask students to work in pairs and discuss their animals.

At level:

- Ask students to choose two more animals, draw them, and write sentences about them, using the model text in the Student Book as an example.
- Remind them to identify what is the same and what is different about the animals they describe.

Above level:

- Ask students to choose two more animals, draw them, and write sentences about them, using the model text in the Student Book as an example.
- Ask students to swap their texts with a partner and use the information to make a chart like the one on page 9 of the Student Book.

D Look at the title on page 10. What do you think the text is about?

- Have students look at the title on page 10.
- Ask *What is this text about?*
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title in the preview bar.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* (Informational) Ask *What does this type of text do?* (It tells us about our world.)

Further Practice

Workbook Unit 1 pages 2–3

Online practice Unit 1 • Get Ready

Classroom Presentation Tool Unit 1 • Get Ready

Read 1-03

Amazing Animals

All animals can breathe and move, but they're different in many amazing ways. Here, we look at how they are the same and how they are different. This helps us put them into groups.

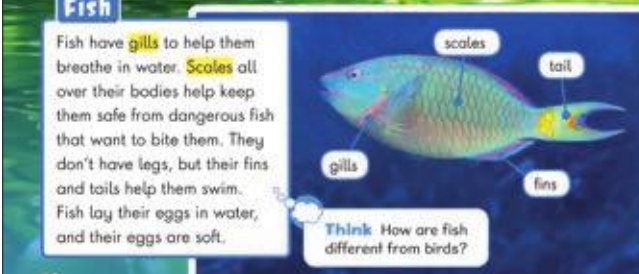
Birds



feathers wings

All birds have two legs, two wings, and feathers, and most birds can fly. The wings and feathers help them fly, and the feathers help keep them warm. Birds lay eggs with hard shells. They keep the baby birds inside safe from animals that want to eat them.

Fish



scales tail fins gills

Fish have gills to help them breathe in water. Scales all over their bodies help keep them safe from dangerous fish that want to bite them. They don't have legs, but their fins and tails help them swim. Fish lay their eggs in water, and their eggs are soft.

Think: How are fish different from birds?

Amphibians



wet skin legs

Amphibians are very interesting because they can live on land and in water. Amphibians need to have wet skin, so they live in wet places. They lay their soft eggs in water. They have gills when they're young and the gills help them breathe in water. Most amphibians, like frogs, have legs that help them walk and jump on land.

Think: How are amphibians the same as fish?

Mammals



fur

Some mammals live on land and some live in water. Whales are water mammals, and cats, rabbits, and lions are land mammals. Hair or fur covers most land mammals' bodies and this helps keep them warm. People are mammals too! Mammals don't lay eggs. Their babies drink milk from their mothers.

Think: How are mammals different from amphibians?

Summary

Objectives: To read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Life Science

Text type: Informational text (nonfiction)

Reading strategy: Compare and contrast

Big Question learning point: *Animals belong to a group.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *How are animals different?*
- Ask students to tell you what they see in the pictures.
- Have students point to a bird, a fish, an amphibian, and a mammal.
- Ask *Which picture shows scales and gills?*
- Ask *Which picture shows fur and hair?*

During Reading

1-03

- Ask a gist question to check overall understanding of the text, and allow students a few minutes to skim the text, e.g., *How many different animal groups are described in the text?* (four)
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *What makes mammal babies special?*

DIFFERENTIATION

Below level:

- Go round the class and ask students to read out sentences from the text individually. Model the correct pronunciation and encourage them to repeat it. Help the less confident students to sound out the words and phrases correctly.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a sentence out loud as the text is read around the circle.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on reading for detail. Put students into groups of four.
- Give each student in each group a letter, A, B, C, or D.
- Ask all the A's to read about birds, the B's to read about fish, the C's to read about amphibians, and the D's to read about mammals.
- Tell students to read their section.

- Tell students to close their books and in their groups take turns retelling the main information from their reading section to each other, e.g., (Birds): *Birds have two legs, two wings, and feathers.*
- Students open their books and read the entire text to check.

CRITICAL THINKING

- Discussion questions:
Can you think of any birds that can't fly?
Why do scales keep a fish safe?
Why do you think amphibians need to have wet skin?
Why do baby mammals stay with their mothers?

After Reading

- Have students look again at the text, and focus on the *Think* boxes. Read each one out, and ask students for their ideas. Encourage them to use sentences with *and... both* for comparisons. For contrast sentences, encourage them to focus on the same element, such as body covering or place the animals live.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and comparing and contrasting.
- Put students into pairs to discuss how animals are different.
- Have students say one thing about every animal in the reading text.
- Put students into small groups of three or four.
- Have students discuss the ways in which animals are the same and different. Ask *Can birds fly? Can mammals fly? Can fish swim? Can mammals swim?*

DIFFERENTIATION

Below level:

- Have students draw and label one of the animals they read about in the text.
- In groups, students describe their animal and point to the different body parts.

At level:

- Have students draw and label one of the animals they read about in the text.
- In groups, students describe their animal. They point to the different body parts, explain what they do, and say why they are important.
- Share some of the examples with the class.

Above level:

- Have students draw and describe one of the animals they read about in the text.
- Ask students to write sentences describing their animal. They should say what each of the body parts does, and why each one is important.
- Have individual students stand up, share their picture with the class, and read their sentences.

CULTURE NOTE

There are an estimated 10 million different species of animals, including vertebrates (animals with backbones), and invertebrates (animals with no internal skeleton).

An animal class is a group of animals that share characteristics. There are many different animal classes. Among vertebrates, the five classes are mammals, birds, fish, reptiles, and amphibians.

Mammals and birds are warm-blooded. Fish, reptiles, and amphibians are cold-blooded.

Reptiles, which aren't covered in the reading text, include turtles, crocodiles, snakes, and lizards. They have dry, scaly skin, and they usually lay eggs with a leathery shell. Reptiles are more common in warm countries because they need the sun to warm them.

Invertebrates include insects, crustaceans, arachnids, and molluscs. Insects are the single biggest animal group – about half of all the animals on Earth are insects.

Further Practice

Workbook Unit 1 page 4

Online practice Unit 1 • Read

Classroom Presentation Tool Unit 1 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

- | | |
|---|--|
| 1 The bird group ☐ | 3 The amphibian group ☐ |
| 2 The fish group ☐ | 4 The mammal group ☐ |

A Ask and answer the question.



What's your favorite part?

Frogs have wet skin. That's cool!

B How are birds and fish the same? How are they different? Circle *Same* or *Different*.

- | | |
|---|--|
| 1 How they breathe
<i>Same</i> Different | 3 What covers their bodies
<i>Same</i> Different |
| 2 How they lay eggs
<i>Same</i> Different | 4 How they move
<i>Same</i> Different |

C Answer the questions.

- Where do amphibians live? _____
- How do amphibians move? _____
- What helps amphibians breathe in water? _____
- What do mammals have all over their bodies? _____
- What land mammals are in the text? _____
- What do baby mammals drink? _____

Think What do you think?

- Why can't birds live under water?
- Why do frogs need to live near water?

Grammar in Use

D Listen and sing along. *We Love Animals!* 1-04

Fish have gills to help them breathe.
They have gills to play in the sea!
Birds have wings to help them fly.
They have wings to play in the sky!
Animals! Animals! We love animals!

How do mammals keep warm?
Do you know?
They have fur to play in the snow!
How do amphibians breathe when they swim?
Believe it or not, they use their skin!
Animals! Animals! We love animals!



E **Learn Grammar** Pronouns

Fish have gills. *They* have gills. Gills help *them* breathe.
Do gills help *fish* breathe? Yes, gills help *them* breathe.
How do gills help *fish*? Gills help *them* breathe.

What animals have these things? Practice with your partner.



Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Pronouns

Grammar practice: Workbook exercises

Grammar production: Personalized exercises

Materials: Audio CD

Comprehension

Think

- Have students check the different animal groups they liked in the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time.
- Ask one or two individual students to give reasons for their answers. Students can then discuss their ideas in pairs.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question in front of the class.
- Put students into pairs to take turns asking and answering the question.
- Ask some students to tell the class what they liked.

B How are birds and fish the same? How are they different? Circle *Same* or *Different*.

- Remind students that the text explains things that are different / the same about different animals and animal groups.
- Explain that they will focus on two groups here – birds and fish.
- Look at the example together and ask *How do fish breathe?* Ask *How do birds breathe?*
- Let students complete the rest of the exercise individually, referring back to the text to find the answers.

ANSWERS

1 Different 2 Different 3 Different 4 Different

- Ask follow-up questions: *What covers a bird's body?* *What do feathers do?* *What covers a fish's body?* *What do scales do?*

C Answer the questions.

- Tell students that they will now focus on two other animal groups from the text – amphibians and mammals.
- Ask students to look back at the text and find the answers to the questions.
- Read out the questions and check answers.

ANSWERS

1 in wet places 2 they walk and jump 3 gills
4 hair or fur 5 cats, rabbits, and lions
6 milk from their mothers

DIFFERENTIATION

Below level:

- Read each question to the students. Ask them to point to the section of the text where they think they will find the answer. Ask if they can identify any words in the text that will give them a clue to the answer.
- Discuss the answers with the students.

At level:

- Ask students to work in pairs, taking turns to read each question out, then finding the correct section of the text together. Discuss the answers with the students.

Above level:

- Ask students to complete the exercise individually, then check answers.

Think

- Ask students to think individually about the two questions.
- When they have had time to think and make notes, ask students to share their ideas. Write their ideas on the board.

COLLABORATIVE LEARNING

- Put students into groups of four, and give each student in the group one of the animal groups to represent.
- Give students two minutes to read their section of the text again, then close their books.
- In their groups, students tell each other what is special about their animal group, e.g., *I'm a bird. I have two legs, wings, and feathers.*

CRITICAL THINKING

- Ask further questions to exploit the reading text. Ask *What kind of animal is a whale / a shark?* Draw or show pictures to represent the animals. Ask *What is the same / different about sharks and whales?* Discuss their ideas.
- Then focus attention on the bird group. Ask students to think about an eagle and describe what it looks like and what it can do. Then ask them to think about a penguin. Draw or show pictures to represent the animals. Ask *Can a penguin fly? Can a penguin swim? What is the same about penguins and eagles? What is different?* Discuss their ideas.

Grammar in Use

D Listen and sing along. 1:04

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Number students in the class from 1–4 until all students have a number. Write the numbers across the board and write the name of a different animal group under each. Tell the class that each number is a different animal group in the song.
- Tell students to sing the song again. They sing the *Animals! Animals! We love animals!* lines all together, but the other lines are sung by the different animal groups, who stand up when they sing their line.

E Learn Grammar: Pronouns

- Draw students' attention to the highlighted words.
- Ask *What animal is this about?* Point to the second sentence and ask *What does They mean in this sentence?* Point to the third sentence. Ask *What does Them mean in this sentence?*
- Write the words *They* and *Them* on the board. Show how the pronoun changes depending on whether *fish* is the subject of the sentence (*They have gills.*) or the object (*Gills help them breathe.*)
- Write more examples of sentences using subject and object pronouns, e.g., *Birds have feathers. They have feathers. Feathers keep them warm.*
- Point out the two different question forms, for *Yes / No* questions and *Wh-* questions. Explain that it is more natural to use a pronoun in the answer to a question, rather than repeating the noun.

What animals have these things? Practice with your partner.

- Look at the first photo and identify with the class what it is.
- Model the question and answer with a confident student.
- Let students ask and answer in pairs, then ask individual pairs to describe one photo each for the class. Check they have identified all the photos correctly.

COLLABORATIVE LEARNING

- Put students in a large circle, standing up or sitting down. Start with a sentence, such as *Fish have scales.* Prompt the student next to you to repeat the sentence with the subject pronoun, *They have scales.* Prompt the next student to continue the pattern, adding the information *Scales keep them safe.*
- Depending on how confident your class is, you can start another sentence yourself, or ask the next child in the circle to start one, using the photos in E for ideas. Alternatively, you could write examples on the board for support, e.g., *Birds lay eggs. / Fish lay eggs. / Amphibians have gills when they are young. / Amphibians have legs.*

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar, and coverage of all pronoun forms.

Further practice

Workbook Unit 1 pages 5–7

Online practice Unit 1 • Understand

Classroom Presentation Tool Unit 1 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-05



B Read the clues and write the words.

- Some animals have two of these and some have four. legs
- Eyes, ears, and mouth are on this for most animals. _____
- Most animals have two of these to see with. _____
- This body part can open and close. Most animals eat with this. _____
- Elephants have two big ones but fish don't have any. _____
- A tiger's legs help move this from place to place. _____

Listening

Think Are fish and bird body parts the same? Why / Why not?

C Listen. How many of these animals live in the ocean? 1-06

D Listen again and circle the correct animal. 1-07

1 goldfish / starfish	4 mice / spiders
2 cats / rabbits	5 lizards / frogs
3 whales / elephants	6 honeybees / eagles



Speaking

E Listen and repeat. Then practice with a partner.
Use the words in the box to help. 1-08



Word Study

F Learn Compound Words

Compound words are two words put together to make a new word.
star + fish = starfish honey + bee = honeybee

Look at the pictures and complete the compound words.

		jelly	butter	snow	bird
		1 _____	flake	3 _____	house
		2 _____	fly	4 _____	fish

Write Tell your partner three things about your favorite animal group. Write about it in your **Workbook**. page 5

BIG QUESTION 1 How are animals different from one another?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.



Animals belong to different groups.
Animals have different body parts.

Speaking: Expressing Sympathy • Compound Words Unit 1 15

Summary

Objectives: To learn and understand words about the body; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for expressing sympathy and compound words.

To review what students have learned about the Big Question so far.

Vocabulary: ears, eyes, mouth, body, head, legs

Listening strategy: Listening for information about animals

Speaking: Expressing sympathy

Word Study: Compound words

Writing task: Writing about a favorite animal group

Big Question learning point: Animals have different body parts to help them do things.

Materials: Picture Cards, Discover Poster 1, Big Question Chart, Audio CD, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 1-05

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *eye* and *head*. Drill the sound /aiz/, and remind students to use the short sound /e/ in *head*.
- Do a Picture Card activity from pages 30 and 31.

CRITICAL THINKING

- Ask if the students can identify the animal. Ask the following questions to check understanding: *How many legs does a hamster have? How many eyes and ears does it have? Where is its mouth? Where are its legs?*

B Read the clues and write the words.

- Look at the example together and show students how to use the clue to identify the word.
- Have students do the activity and complete the words.
- Put them in pairs to discuss their answers and check.

ANSWERS

1 legs 2 head 3 eyes 4 mouth 5 ears 6 body

Listening

Think

- Read the question with the class and discuss ideas.

C Listen. How many of these animals live in the ocean? 1-06

- Explain that students are going to listen to a recording of a radio science program.
- The first time they listen, they should try to answer the gist question, *How many of these animals live in the ocean?*

ANSWER

two

D Listen again and circle the correct animal. 1•07

- Encourage students to read the answer options carefully before they listen, so they know what they are expected to do. Explain that they should choose which animal is being described.
- Play the audio again. Ask students to circle the correct animal.

ANSWERS

1 starfish 2 rabbits 3 whales 4 spiders 5 frogs
6 honeybees

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. 1•08

COMMUNICATION

- Say each line of the dialogue with students echoing.
- Model the dialogue with a confident student in front of the class.
- Put students into pairs to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise using different body parts, changing the main information to make it more personal. Elicit examples of problems and ways to express sympathy, and demonstrate the dialogue with a confident speaker before pairs attempt the activity.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Compound Words

- Draw and label pictures on the board to illustrate the examples. Draw the complete items – a starfish, and a honeybee.

Look at the pictures and complete the compound words.

- Have students complete the gap-fill exercise, then check their answers with a partner.
- Ask students for their answers.

ANSWERS

1 snowflake 2 butterfly 3 birdhouse 4 jellyfish

- Extend the activity by challenging students to think of more compound words. To give more support with this, write each half on a separate piece of paper and ask students to match them up, e.g., *sea, shell, sun, hat, rain, forest*.

COLLABORATIVE LEARNING

- Have students stand in a large circle.
- Take a ball and throw it to a student to catch, saying *jelly* at the same time.
- When he / she catches the ball, say *Complete the compound word*. The student says *fish*, and then says the first part of a word from exercise F; then throws the ball to someone else in the circle who catches it and says the second part of the word.
- The game continues until every student has had the opportunity to throw and catch the ball and the words have been said numerous times.

Write: Tell your partner three things about your favorite animal group. Write about it in your Workbook.

- Prompt students to think and make notes about the topic.
- Recap what students have learned about animal groups. Write each group on the board as the center of a word web. Ask students to say what they remember about each one.
- Encourage them to look back through their books for information.
- Refer students to the Workbook to complete the writing task.

DIFFERENTIATION

Below level:

- Ask students what they have learned about animals in this unit. Put the words and expressions on the board.
- Put students into small groups to take turns saying one fact about an animal.

At level:

- Write the following sentence prompts on the board: *Fur? Wings? Ears? Legs? Swim? Fly?* etc.
- Put students into pairs. Ask each student to choose an animal and use the prompts to tell their partner what their animal is, and what it can and can't do.

Above level:

- Tell students to think of an animal, but to keep it a secret.
- Put students into pairs. Say *You will talk about this animal and your partner will guess what it is*.
- When each person has taken a turn to describe an animal and guess their partner's, they write one or two sentences about their partner's animal in their notebook.

Big Question 1 Review

A Watch the video.

- Play the video and when it is finished ask students to give some example answers to the Big Question.

B Think about the Big Question. Talk about it with a partner.

How are animals different from one another?

- Display **Discover Poster 1**. Point to familiar vocabulary items and elicit them from the class.
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 1 which are written on the poster and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**.
- Ask students what they have learned about animals and animal groups while studying this unit. Ask students to share their answers in pairs.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 1 pages 8–9

Online practice Unit 1 • Communicate

Classroom Presentation Tool Unit 1 • Communicate

UNIT 2

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-09











B Complete the sentences. Write the words.

- Birds _____ at their food to eat it.
- A _____ grows on a pine tree.
- Strawberries are my favorite kind of _____.
- Some animals in the rainforest _____ for their food.
- The dog and the cat don't like each other. They often _____.
- A _____ is a long, thin animal. It lives underground.
- Bobby's pet bird can _____ out of the window.
- Cats can _____ very quietly. Other animals can't hear them coming.
- Birds can _____ loudly. It's a funny sound!

Before You Read

Think How can animals help people?
Do you help at home?

Learn Compare and Contrast

Remember, to **compare** things, we tell how they're the same. To **contrast** things, we tell how they're different.

Read the text. What's the same? What's different?
Write the words in the Venn diagram.

Hugo and Ivan are ten years old. Hugo lives in a big house in the country and Ivan lives in a small apartment in the city. They both have pets. Hugo has a big dog and Ivan has a small goldfish.



D Look at the title and pictures on pages 18–19. Guess the things that happen.

PREVIEW

Leo and Lily's Adventure

In this story, we read about the adventure of a cat, Leo, and a bird, Lily.

This story is an adventure story. Adventure stories are usually exciting because a lot of things happen.

Summary

Objectives: To read a story; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: worm, berries, hunt, escape, creep, fight, peck, pinecone, squawk

Reading strategy: Compare and contrast

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-09

- Play the first part of the audio. Ask students to point to the words as they hear them.
- Play the rest of the audio and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *squawk*.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding:
Which pictures show animals? What kind of animal is a parrot? Which pictures show actions?

B Complete the sentences. Write the words.

- Tell students to look at the vocabulary set again.
- Complete the first question with the class. Ask *How do birds eat their food? Do they eat like us?* Say *They peck their food*. Ask students to mime pecking. Have students complete the other questions individually.
- Put students into pairs to check their answers.
- Elicit the answers from the class.

ANSWERS

1 peck 2 pinecone 3 berry 4 hunt 5 fight
6 worm 7 escape 8 creep 9 squawk

COLLABORATIVE LEARNING

- Draw a quick and simple picture of some pets and wild animals on the board, or show pictures from magazines.
- Ask *What can you see?*
- Put students into pairs and tell them to draw a picture of a pet or a wild animal, using vocabulary from the course so far or their earlier knowledge.
- When they have finished, tell the pairs to swap their pictures with another pair and to write or say the animal that they see.
- Pairs check their answers with each other.

DIFFERENTIATION

Below level:

- Focus on the action words in the vocabulary set. Mime one of the actions.
- Ask students to guess the action, then repeat the mime and say the word.

At level:

- Focus on the action words in the vocabulary set. Mime one of the actions.
- With books closed, ask students to guess the action, repeat the mime, then say the word. Write the correct number of dashed lines for each letter in the word, and ask students to spell it correctly.

Above level:

- Focus on the action words in the vocabulary set. Mime one of the actions.
- With books closed, ask students to guess the action, then say and spell the word.

Before You Read**Think**

- Ask students to think about the ways in which animals can help people. Elicit answers such as horses, which work on farms.
- Students compare their ideas in small groups.
- Ask *Can animals help people?* Write their ideas on the board.
- Ask students to think about ways in which they help at home. Ask *Do you clean your bedroom? Do you help your parents?* Discuss ways in which students can help adults at home.

C Learn: Compare and Contrast

- Ask students to tell you what they see in the picture. Read through the strategy with the class, and remind students how the informational text in Unit 1 compared and contrasted different animal groups.

Read the text. What's the same? What's different?
Write the words in the Venn diagram.

- Explain that some things about the boys are the same, and some are different. Look at the Venn diagram and point out the different sections and the example.
- Students read the text and complete the diagram with the information.
- Draw a copy of the diagram on the board and ask students for their ideas to complete it.

ANSWERS

Hugo: 1 big house 2 lives in country

Both: 1 ten years old 2 pets

Ivan: 1 small apartment 2 lives in city

CRITICAL THINKING

- Ask the following questions to check understanding about the first text: *How is a house different from an apartment? How is life in the city different from life in the country? Is this house like your house? Why or why not?*

DIFFERENTIATION**Below level:**

- Ask students to work in pairs and to list all the things that are the same about the boys.

At level:

- Ask students to use their Venn diagram to make sentences about the boys in pairs.

Above level:

- Ask students to use their Venn diagram to make a short paragraph about one of the boys.
- Let students work individually to write their paragraph, then present it to the class.

D Look at the title and pictures on pages 18–19.
Guess the things that happen.

- Ask students to look at the pictures on pages 18 and 19.
- Point to different animals in the pictures and ask *What is this?* Elicit the words *cat, bird, garden*.
- Read the title and ask *Who do you think is having an adventure?*
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title in the preview bar.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it? Ask Is this fiction or nonfiction? What is special about this type of text?*

Further Practice

Workbook Unit 2 pages 10–11

Online practice Unit 2 • Get Ready

Classroom Presentation Tool Unit 2 • Get Ready

Read 1-10

Leo and Lily's Adventure



Leo and Lily live in a big garden near a forest. Lily is red and yellow. She's friendly, but she is usually very nervous. Lily flies from tree to tree in the garden, and she hops in the grass. She eats worms, nuts, and berries. Leo is black and white. He is very fast and very clever. He's brave, too. He climbs trees in the garden, and he hunts for mice ... and birds! Leo sometimes tries to catch Lily, but Lily always escapes. Leo can run fast, but Lily can fly. This makes Leo angry!

Think How is Leo different from Lily?



One day, Leo sees Lily in the garden. Leo wants to catch Lily. He creeps through the garden very slowly and quietly. But Lily sees Leo, and she flies away into the forest. Leo chases Lily. Lily flies and flies, and Leo runs and runs. Soon they are a long way from the garden, and they don't know the way home. It's dark in the forest. Leo and Lily are scared.

Think How are Leo and Lily the same?

Leo and Lily hear a noise. It's a fox! The fox is hungry. It wants some dinner. It wants to eat Leo! Leo tries to fight the fox, but the fox is very big.

Lily is in a tree. She pecks a pinecone. The pinecone falls and hits the fox on the head! Leo escapes and climbs up the tree. The fox is angry. It can't climb trees.




Leo and Lily wait in the tree for a long time. At last, the fox goes away. Leo and Lily are safe, but they want to go home now. Lily flies up very high. She sees the garden! She squawks happily. Lily shows Leo the way home. But Lily is small and her wings are tired. She sits on Leo's back, and Leo carries Lily home.

Leo and Lily are safe at home in their garden again. They're friends now. Lily flies around the garden, and Leo never tries to catch her ... Well, hardly ever!



Summary

Objectives: To read, understand, and discuss a fiction text; to apply a reading strategy to improve comprehension.

School subject: Life Science

Text type: Adventure story (fiction)

Reading strategy: Compare and contrast

Big Question learning point: *Animals can do different things.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *How are cats different from birds? Do cats and birds usually like each other?*
- Have students tell you what they see in the pictures. Ask *Where do pets sometimes live or spend time? Which picture shows the animals doing something? What are they doing?*
- Ask *Do you think it is safe for pets to be out without their owners? Discuss ideas as a class.*

During Reading 1-10

- Ask a gist question to check overall understanding of the text, e.g., *How do Leo and Lily start their adventure? (They run out of the garden and into the forest.)*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *Why is the fox angry?*

DIFFERENTIATION

Below level:

- Play the audio as the students read, and pause after each paragraph. Check understanding by asking comprehension questions each time you pause the audio, e.g., *Does Leo like Lily? Does Leo like his home?*

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a paragraph out loud as the text is read around the circle. Pause after each paragraph and ask comprehension questions.

Above level:

- Ask students to read the text individually, then ask different students to summarize each paragraph in the story.

COLLABORATIVE LEARNING

- Focus on reading for understanding. Put students into groups of three.
- Give each student in each group a role in the story: Leo, Lily, or the fox.
- Tell students to read the story again and think about what their character does.
- Tell students to close their books and in their groups take turns acting out the story. Remind them that they don't have to repeat the text word for word, but just act out the main behavior of the character – they can interpret their character and invent actions or behavior they think would fit the story.
- Let them practice in their groups, then take turns performing to the class.

CRITICAL THINKING

- Discussion questions:
In the first picture, where are Leo and Lily? How do we know?
Why do cats and birds sometimes not like each other?
How do you think Leo and Lily feel when they see that they are lost?
How do Leo and Lily help each other?
How do you help your friends?

After Reading

- Have students look again at the story, and focus on the *Think* boxes. Read each one out, and ask students for their ideas.
- Prepare a chart on the board listing the characters from the story: *Leo, Lily, the fox*.
- Look at the highlighted words in the text. Decide which column each word should go in (some may go in more than one column).
- Call out the words individually, and ask students to find and read out the relevant sentence from the story.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss the animals in the story.
- Then put students into small groups of three or four.
- Have students discuss how the animals behave in the story.

DIFFERENTIATION

Below level:

- Have students draw a picture of each character in the story: Leo, Lily, and the fox. Ask them to write words from the story to describe each character.
- In groups, students describe their pictures and say what words they have chosen to go with each character.

At level:

- Have students draw pictures of the story characters, and write sentences about each one.
- Share some of the examples with the class.

Above level:

- Have students write their own sentences containing the highlighted words from the text, e.g., *Leo creeps in the garden when he hunts Lily*.
- Ask students to read their sentences to the class.

CULTURE NOTE

The bird in the story is a parrot. There are approximately 372 species of parrots, and most are very colorful and have a curved bill.

Parrots are found in all tropical and sub-tropical continents. Australia is home to the greatest variety of parrot species in the world. Some of the most well-known are parakeets, lorikeets, cockatoos, and rosellas.

Although Lily is small, parrots vary in size and some are quite large. They eat seeds, nuts, buds, fruit, and plant material. Some parrots eat worms.

Parrots are among the most intelligent birds in the world. Some parrots can imitate human voices and they are popular pets.

Parrot populations in the wild have declined in recent years as they are sometimes hunted or trapped. As cities grow, they also lose their natural habitat.

Further Practice

Workbook Unit 2 page 12

Online practice Unit 2 • Read

Classroom Presentation Tool Unit 2 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

- | | |
|---|--|
| 1 Why Leo and Lily don't like each other ☐ | 3 How Leo escapes from the fox ☐ |
| 2 Their adventure in the woods ☐ | 4 Why Leo and Lily are friends at the end ☐ |

A Ask and answer the question.

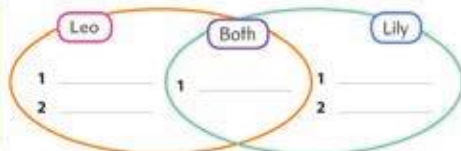


What's your favorite part?

Lily picks the pinecone. It's funny!

B Compare and contrast Leo and Lily. Write the words in the Venn diagram.

- can fly
- scared
- clever
- can run
- friendly



C Number the events in the correct order.

- | | |
|---|---|
| ☐ Leo carries Lily home. | ☐ 1 Leo chases Lily. |
| ☐ Leo tries to fight the fox. | ☐ Leo and Lily are lost. |
| ☐ Leo and Lily wait in a tree. | ☐ Lily shows Leo the way home. |

Think What do you think?

- 1 Which animals can be pets?
- 2 Can animals help each other?

Grammar in Use

D Listen and sing along. **Cats and Birds** 1-11

Meow! Squawk! Meow! Squawk!
My cat and bird always fight.
They never get along together.
And fighting isn't right.
Meow! Squawk! Meow! Squawk!
I hardly ever sleep at night.
Why can't my cat and bird be friends
And treat each other right?

Meow! Squawk! Meow! Squawk!
I usually have to shout.
I sometimes say they must be friends
Or I won't let them out!



E **Learn Grammar** Adverbs of Frequency

Lily **always** escapes.
Lily is **usually** very nervous.
Leo **sometimes** tries to catch Lily.
Leo **hardly ever** tries to catch Lily now.
Leo and Lily **never** fight now.

always ✓✓✓
usually ✓✓✓
sometimes ✓✓
hardly ever ✓
never X

Practice with your partner.

Me	Name ...
I always ...	He / She always ...
I usually ...	He / She usually ...
I sometimes ...	He / She sometimes ...
I hardly ever ...	He / She hardly ever ...
I never ...	He / She never ...

F Now tell the class about your partner.

I always eat ice cream in the summer.

He sometimes watches TV in the evening.

Summary

Objectives: To demonstrate understanding of a story; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Adverbs of frequency

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the story.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time, and ask students to give their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Compare and contrast Leo and Lily. Write the words in the Venn diagram.

- Remind students of the Venn diagram they used in Get Ready, page 17, to compare and contrast Hugo and Ivan.
- Read through the words in the box, and ask students to complete this diagram in the same way.

ANSWERS

Leo: 1 can run 2 clever

Both: 1 scared

Lily: 1 can fly 2 friendly

DIFFERENTIATION

Below level:

- Write the words from the box on separate pieces of paper.
- Take two hoops and demonstrate placing the pieces of paper in the correct section. Explain the reason for placing each piece where it is.

At level:

- Let students work in pairs to complete the Venn diagram in their books.
- Point to each section and ask students to give you the words for each part of the diagram.

Above level:

- Once students have completed the Venn diagram, ask them to write sentences about the information in it, showing what is the same and what is different about Leo and Lily. They can refer to page 17 for a model of this.
- Ask students to read their sentences to the class.

C Number the events in the correct order.

- Look at the sentences and focus on the example. Explain that out of these sentences, this is the event that happens first in the story.
- Working individually or in pairs, students order the rest of the sentences.
- Check answers by asking students to read the sentences out in the correct sequence.

ANSWERS

(top to bottom, left to right) 6, 3, 4, 1, 2, 5

- Ask follow-up questions: *How does Lily help Leo get away from the fox? How does Lily find the way home? How does Leo help Lily get home?*

Think

- Ask students to think individually about the two questions.
- When they have had time to think and make notes, ask students to share their ideas. Write their suggestions on the board.

Grammar in Use

D Listen and sing along. 1•11

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Put the students into three groups, for verse 1, verse 2, and verse 3.
- Tell students to sing the song again. They sing the *Meow! Squawk! Meow! Squawk!* lines all together, but the other lines are sung by the different groups, who stand up when they sing their lines.

E Learn Grammar: Adverbs of Frequency

- Draw students' attention to the highlighted adverbs of frequency in the box.
- Demonstrate how the number of checks shows how often something happens, and the cross shows that it doesn't happen.
- Read out the sentences and ask students to look back at the story and find each sentence.
- Write more examples of sentences using adverbs of frequency.

Practice with your partner.

- Look at the chart. Ask students to first think of information to complete each row in the first column about themselves. Encourage them to look at the examples and to be inventive about the information they give – it doesn't have to follow the story.
- Then ask students to complete their partner's name at the top of the second column. They take turns to read their sentences to each other, and complete the second column with information about their partner.

F Now tell the class about your partner.

- Model the activity with a confident student.
- Say *Tell me about your partner*. He / she replies, saying sentences about how often his / her partner does different activities.

- Ask more students to describe their partners.

COLLABORATIVE LEARNING

- Put students in a large circle. They can be standing up or sitting down. Start the chain by saying *always*. Choose a student in the circle and ask him / her to make a sentence using *always* – it can be about himself / herself, or another student.
- Then ask the student to say another adverb of frequency, and to choose another student to make up a sentence.
- Continue until all the students have had a turn at saying a sentence with an adverb of frequency.

CRITICAL THINKING

- Draw a time line on the board, with *always* at one end, and *never* at the other.
- Ask students to suggest activities that can go under each of the headings. Make a note of their ideas on the board.
- Add *usually* and *hardly ever* to the time line, and ask for further suggestions.
- Finally, add *sometimes*, and ask for their suggestions.
- Ask students if they agreed about which activities go under each heading, or whether their ideas are different.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

Further practice

Workbook Unit 2 pages 13–15

Online practice Unit 2 • Understand

Classroom Presentation Tool Unit 2 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-12








strong gentle patient smart calm fierce

B Circle True or False.

1 An elephant can be big and strong.	True	False
2 A lion is always gentle and calm.	True	False
3 A dog can be fierce and patient.	True	False
4 A monkey can be smart.	True	False
5 A mouse is always strong and fierce.	True	False

Listening

Think What animals do you think are smart? Why?

C Listen. Where are the children? 1-13

D Listen again and check (✓) the correct animal. 1-14

1 

2 

3 

4 

Speaking

E Describe an animal. Your partner tells you the animal group it belongs to. Use the words in the boxes to help. 1-15

Eagles have feathers and wings to help them fly. What animal group are they in?

Eagles are in the bird group.

These animals have ...

They can ...

They're in ...

Word Study

F **Learn** Pronouns

Some words can take the place of nouns. These words are called **pronouns**.

Rabbits are very gentle. They are very gentle.

Write the pronouns for the underlined words.

- My friends and I are playing.
- The dog is barking at Tom.
- The drums are very loud.
- The city is dangerous.
- Lions can be fierce.

Write Tell your partner about an animal that you know. Say what it is like. Now go to your **Workbook** and write about it. page 17

22 Unit 2 Vocabulary: Adjectives • Listening: Details
Speaking: Describing an Animal • Writing: Pronouns Unit 2 23

Summary

Objectives: To learn and understand adjectives; to apply a listening strategy to help comprehension of a listening text. To understand and use expressions for describing an animal and pronouns.

To review what students have learned about the Big Question so far.

Vocabulary: *strong, gentle, patient, smart, calm, fierce*

Listening strategy: Listening for details about animals

Speaking: Describing an animal

Word Study: Pronouns

Writing task: Writing about animals

Big Question learning point: *Animals can be fierce or calm, strong or gentle.*

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-12

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *patient* and *calm*. Drill the sound /sh/ in *patient* and model the silent l in *calm*.

CRITICAL THINKING

- Ask the following questions to check understanding: *Which of these animals could you get close to? Does an animal have to be big in order to be strong? The tiger in the picture is calm. Are tigers always calm?*

B Circle True or False.

- Look at the example, and discuss why this is true.
- Let students complete the activity, then put them in pairs to discuss their answers and check.
- As an extension, ask students to correct the false sentences. Suggested answers are (2) *A lion is strong and fierce.* (5) *A mouse is calm and gentle.*

ANSWERS

1 True 2 False 3 True 4 True 5 False

DIFFERENTIATION

Below level:

- Write the adjectives on the board. Ask students to suggest people or animals to go with each word.
- Ask students to make up their own true / false sentences, using one adjective in each sentence.

At level:

- Using the Student Book page as a model, ask students to make their own true / false sentences about the animals shown here or those in Unit 1.
- Ask students to swap their sentences with a partner to answer and discuss.

Above level:

- Using the Student Book as a model, ask students to think of three animals and write two sentences about each one – one true and one false.
- Students swap sentences with a partner to work out which sentence is true and which is false.

Listening

Think

- Read the questions to the class and discuss ideas. Write their suggestions on the board.

C Listen. Where are the children? 🎧 1•13

- Explain that the students are going to hear someone talking.
- Tell them that the first time they listen, they should try to answer the gist question *Where are the children?*

ANSWER

They are on a farm.

D Listen again and check (✓) the correct animal.

🎧 1•14

- Explain that this time the students should listen carefully to the details and select the correct picture in each pair.
- Play the audio again.
- Check answers by asking students which picture is correct, and why.

ANSWERS

1 second picture 2 second picture 3 second picture
4 first picture

Speaking

E Describe an animal. Your partner tells you the animal group it belongs to. Use the words in the boxes to help. 🎧 1•15

COMMUNICATION

- Say each line of the dialogue with students echoing as they hear each line.
- Model the dialogue with a confident student in front of the class.
- Put students into pairs and tell them to choose and draw an animal, then practice the dialogue, taking turns to speak the different roles.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Pronouns

- Remind students of the subject and object pronouns they studied in Unit 1. Read out the example sentences and ask what *They* means in the second sentence. Elicit *rabbits*.

Write the pronouns for the underlined words.

- Do the first item together as an example, then ask students to complete the activity and check their answers in pairs.

- To check answers, choose individual students to read out the whole sentence with the pronoun in place.

ANSWERS

1 We 2 It 3 They 4 It 5 They

- As an extension, ask students to identify whether the sentences use subject or object pronouns (*They are all subject pronouns*).

COLLABORATIVE LEARNING

- Have students stand in a line.
- Start the chain by saying a phrase, e.g., *My brother and I – subject*. The next student in the line says the subject pronoun *we*.
- The next student says another phrase, e.g., *School – object*. The next student in the line says the object pronoun *it*.
- The game continues until all the students in the line have spoken.

Write: Tell your partner about an animal that you know. Say what it is like. Now go to your Workbook and write about it.

- Prompt students to think and make notes about the topic. They can use their work from E to help them.
- Discuss ideas with the class. Ask different students to suggest animals and say what they know about them.
- Let students discuss the topic in pairs, then refer them to their Workbook to complete the task.

Further practice

Workbook Unit 2 pages 16–17

Online practice Unit 2 • Communicate

Classroom Presentation Tool Unit 2 • Communicate

Wrap Up

A Listen and read along. 1-16

The students are learning about animal groups.

Billy, come here and tell us about your pet.

Billy's pet is a fish.

Boo doesn't have legs but she has fins. She's very smart!

Wonderful!

Layla's pet is an amphibian.

Lovely!

Toby has big eyes. He has gills like Boo and is always very calm.

Dot's pet kitten is a mammal.

Interesting!

This is Charlie. He has beautiful white fur. He's very strong!

Gus's pet is a bird.

Amazing!

Zak has a pet lizard.

Help! Run!

Eddie has beautiful feathers. He likes to fly around my room.

Lizzy is usually gentle, but sometimes she's fierce!

Project: Make Animal Picture Cards

B Make animal picture cards.

- Draw or find a picture of one animal for each card.
- Write the name of the animal below the picture.
- Write three facts about the animal group on the back of the card.

rabbit

Mammal Group
Mammals have fur or hair covering their bodies.
Most mammals have two or four legs.
Mammal babies drink milk from their mothers.

C Put your Animal Picture Cards on the wall. Tell the class about an animal.

D Play a game with your partners. Place your Picture Cards picture-side down on a desk. Partners read the sentences on the backs of the picture cards and guess the animals.

This is a rabbit. Rabbits have fur all over their bodies.

BIG QUESTION 1

How are animals different from one another?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Summary

Objectives: To show what students have learned about the language and learning points of Units 1 and 2.

Reading: Comprehension of review story

Project: Make Animal Picture Cards

Writing: Write about animals

Speaking: Talk about the picture cards

Materials: Big Question Video, Discover Poster 1, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 1-16

- Ask students a gist question before reading and listening to check overall understanding, e.g., *Where are Billy and Zak?*
- Play the audio for the students to listen and read along.
- Ask students to point to the teacher, Layla, Dot, Gus, Billy, and Zak.

CRITICAL THINKING

- Ask the following questions to check understanding: *What are the children doing in this story? Do the children all have the same pets? Which pet is calm? What animal group does Dot's pet belong to? Which animal is different today to how it usually is?*

COLLABORATIVE LEARNING

- Ask the students to think about their pet, or make one up. Ask them to draw it and describe what it is like, using adjectives.
- As a class, re-create the scene from the story, with the students coming up to the front to show and describe their animal.
- Respond to the animals in the same way as the teacher in the story.

Project

21ST CENTURY SKILLS

B Make animal picture cards.

- Tell students to make an animal card for each animal group they have studied in this unit. **CREATIVITY**
- Read through the instructions. You could make magazine pictures available to help students with the cards, or encourage them to draw an animal of their choice. **COLLABORATION COMMUNICATION**
- Students label the picture with the name of the animal on the front of the card, then write three facts about the animal group on the back. **CRITICAL THINKING**
- Remind students not to write the name of the animal they have drawn on the back of the card, because they will play a game with the cards later. **COMMUNICATION**
- Put students into pairs or small groups. They can discuss what they remember about each animal group. **COLLABORATION CRITICAL THINKING**

DIFFERENTIATION

Below level:

- Give out a colored sheet of card to each student and tell students to stick or draw their pictures on the card. **CREATIVITY**
- Students label the animals below the pictures and write single words to describe the group it belongs to on the back. **CRITICAL THINKING**

At level:

- Give out a colored sheet of card and tell students to stick or draw their pictures on the card. **CREATIVITY**
- Students label the picture on the front and write sentences about each animal group on the back. **CRITICAL THINKING**

Above level:

- Have students write a paragraph for each animal group. **CRITICAL THINKING**
- Put students in pairs to check each other's writing and make peer corrections. **COLLABORATION** **COMMUNICATION** **CRITICAL THINKING**
- Write some student sentences on the board, and correct if necessary.
- Give out a colored sheet of card and tell students to stick or draw their pictures on the card, and copy the final version of their paragraph on the back. **CREATIVITY**

C Put your Animal Picture Cards on the wall. Tell the class about an animal.

- Display the students' work around the classroom.
- Students take turns to present one animal from their set of cards. Encourage them to describe what is special about that animal. **COMMUNICATION** **COLLABORATION** **CRITICAL THINKING**

D Play a game with your partners. Place your Picture Cards picture-side down on a desk. Partners read the sentences on the backs of the picture cards and guess the animals.

- Check students understand how the game works. Model an example with a student. **COLLABORATION** **COMMUNICATION**
- If time is short, you could limit each student to three guesses for each turn. If they are unable to guess the animal from the description of the animal group, their partner can give them clues about the specific animal he / she has drawn. **CRITICAL THINKING** **COMMUNICATION**

Units 1 and 2 Big Question Review

How are animals different from one another?

A Watch the video.

- Play the video. When it is finished ask students what they know about animals and animal groups now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 1**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students, *What do you see?* Ask *What does that mean?*

- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about animals and animal groups while studying this unit.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Review pages 18–19

Online practice • Wrap Up 1

Classroom Presentation Tool • Wrap Up 1



UNITS
3-4

26 Big Question 2

BIG QUESTION 2

How do things change?

In these units you will:

WATCH
a video about how things change.

READ
about how to make ice cream.

MAKE
a book about mixtures.

LEARN
about what things are made of.

WRITE
about things that can change.

A Watch the video.

B Look at the picture.
What do you see?

- What is the weather like?
- Where do you think this is?

C Think and answer the questions.

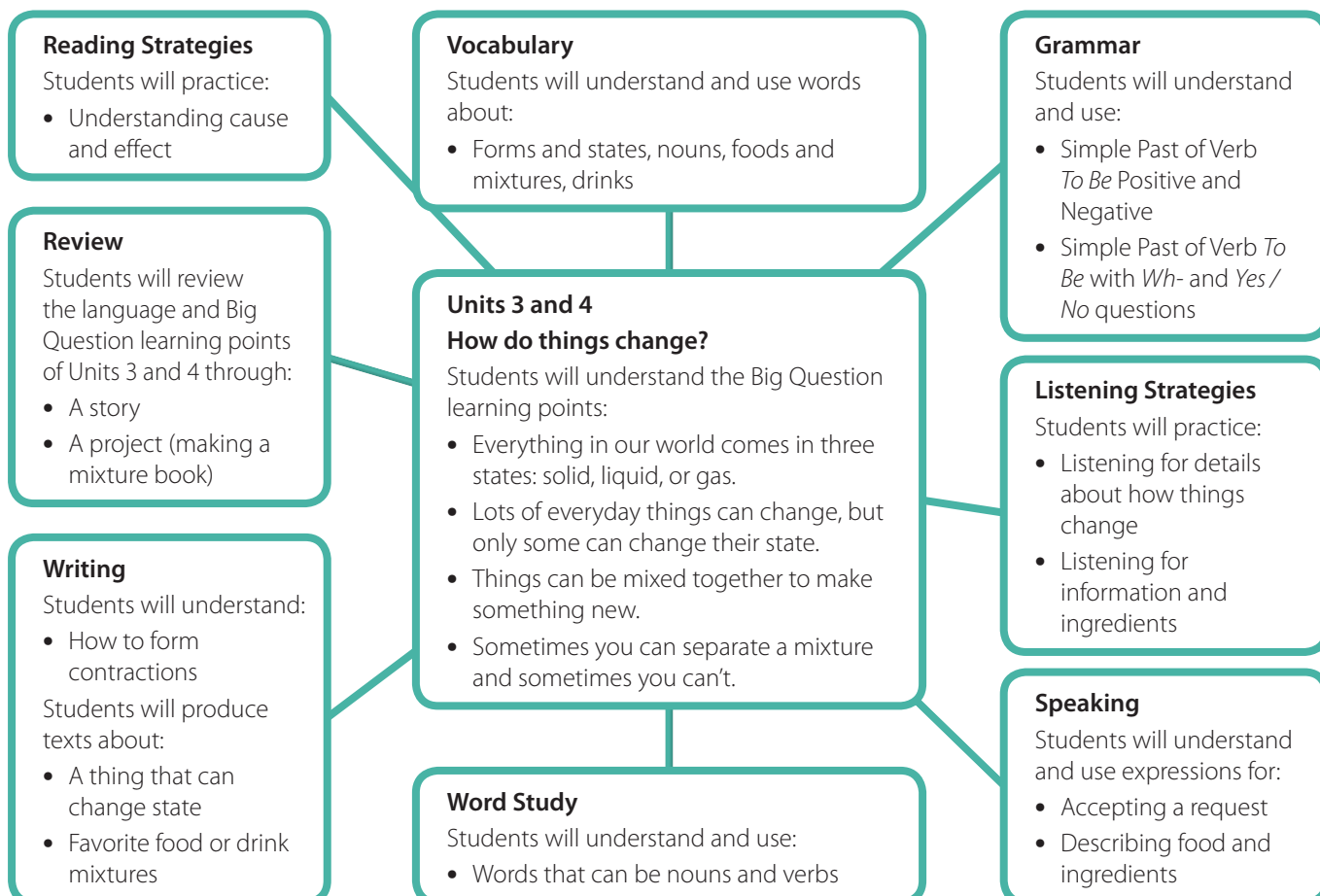
- What things change?
- Can you hold water in your hand?

D Fill out the Big Question Chart.

How do things change?

--	--

27



Units 3 and 4 Big Question page 26

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 2, Big Question Chart

Introducing the topic

- Read out the Big Question. Ask *How do things change?* Write individual words from students on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? Do you like it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students write down three things they saw in the video.
- Ask them to tell the class about the items they chose.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g., *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up, mingle, and find someone else with the same sentence. (Focus on the meaning of the sentence rather than using exactly the same words.)
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Ask *What do you see?*
- Ask additional questions: *Where do you think the person is? Is it hot or cold? Explain your answer. Why do you think the person is there? Have you been anywhere like this?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question, *What things change?*
- Ask *Does water change? How does it change?*
- You could bring an ice cube into class for the students to pass around. Then point out the steam in the photo and see if students know what it is.
- Think about the second question, *Can you hold water in your hand?* If you have a sink in the classroom, you

could do a demonstration and encourage students to try holding water.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 2** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Display the **Big Question Chart**.
- Ask the class *What do you know about how things change?*
- Draw a two-column chart on the board. Ask if students can think of words for both columns, e.g., *water* and *ice*.
- Ask students to write what they know and what they want to know in their Workbooks.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about how things change.
- Point to the water, ice, and steam in the big picture and on the poster and ask *What is this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about how things change.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about how things change, and have students spell out some of the words as you write them on the board.

Discover Poster 2

1 The Wai-O-Tapu Thermal Wonderland in New Zealand;
2 Boiling kettle; 3 Vegetables and soup; 4 Chocolate and strawberry sundae

Further Practice

Workbook Unit 3 page 20

Online practice • Big Question 2

Classroom Presentation Tool • Big Question 2

UNIT 3

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-17


flow


solid


liquid


gas


heat


steam


ice


freeze


melt

B Write the correct words to complete the sentences.

- Water is a _____.
- We put _____ in drinks to make them cold.
- On a hot day, ice cream can _____.
- We can't hold a _____ in our hands.
- We _____ cold water to make it hot.
- Water in a river can _____ over stones.
- A book is a _____.
- You can see _____ on very hot water.
- On a very cold day water can _____.

liquid / solid

gas / ice

melt / freeze

solid / gas

freeze / heat

melt / flow

gas / solid

steam / ice

freeze / melt

Before You Read

Think Are there any liquids in your backpack?
What solids are in your kitchen at home?

Learn Cause and Effect

Cause and effect tells how one event makes another event happen.
A **cause** is why something happens.
The **effect** is what happens after the cause.

Cause	Effect
I water the plants.	They grow.
The ice cream is in the sun.	It melts.

Read the sentences. Match the causes and effects.

In the winter, it's sometimes cool and rainy. When it's very cold, it snows. When there's a lot of snow, children don't go to school. They stay home and they're happy. In winter, there's often ice on the streets, and sometimes people slip and fall.

Cause

- It's very cold.
- There's a lot of snow.
- Children stay home.
- There's often ice on the streets.

Effect

- Sometimes people fall.
- It snows.
- Children don't go to school.
- They're happy.

D Look at the pictures on pages 30–31. What do you think the text is about?

PREVIEW

What is our WORLD made of?

In this text, we learn about what things are made of.

This text is an informational text. Remember, informational texts tell us about our world.

Physical Science

Summary

Objectives: To understand words about forms and states; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: flow, solid, liquid, gas, heat, steam, ice, freeze, melt

Reading strategy: Cause and effect

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-17

- Play the first part of the audio. Ask students to point to the words as they hear them.
- Play the rest of the audio and have students repeat the words when they hear them. Pay particular attention to drilling the pronunciation of *ice* and *liquid*. Model the soft /s/ sound in *ice* and the /kw/ sound in *liquid* if students are finding it difficult.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words. Display all the cards on the board, and give students time to look at them. Then ask students to close their eyes while you take one card away. Students then look at the board and try to say which card is missing.

CRITICAL THINKING

- Ask the following questions to check understanding:
Which pictures show something cold? Which pictures show something hot? Which pictures show something you can hold? Are these things the same or different?

B Write the correct words to complete the sentences.

- Look at the example with the class, and show how the correct word has been chosen to complete the sentence.
- Ask students to complete the rest of the sentences.
- Check answers with the class.

ANSWERS

1 liquid 2 ice 3 melt 4 gas 5 heat 6 flow
7 solid 8 steam 9 freeze

COLLABORATIVE LEARNING

- In a group, ask students to go around a circle naming an item. The other students respond *solid*, *liquid*, or *gas*.
- Alternatively, write *solid*, *liquid*, and *gas* on pieces of card. Go around the class with the cards face down, and ask students to pick one at random. They have to read the word on the card and give an example of the appropriate item.

DIFFERENTIATION

Below level:

- Draw symbols to represent *solid*, *liquid*, and *gas* on the board. Point to the pictures and ask students to say the correct word.
- Display all the picture cards for this set and drill the sounds with the class. Say the words and have students point to the picture cards on the board and the words in the Student Book.
- Find magazine pictures of items which are solid, liquid, and gas. Play a sorting game with the students, asking them to put the pictures into the correct group, using the picture cards as headings.

At level:

- Draw symbols to represent *solid*, *liquid*, and *gas* on the board. Put dashed lines with the correct number of letters for *solid*, *liquid*, and *gas*, and ask students to spell out the different words as you write them on the board.
- Have individual students stand up and spell the words as you point to them on the board.

Above level:

- Draw symbols to represent *solid*, *liquid*, and *gas* on the board and elicit the words from the class. Write the words on the board letter by letter as the students say and spell them.
- Have students write, draw, or find magazine pictures of their own solid, liquid, and gas items.
- Have some students stand up, show their pictures to the class, and describe them.

Before You Read

Think

- Show or tell students about any liquids you have in your bag, and any solids you have in your kitchen at home.
- Ask one or two students to tell the class what liquids and solids they have in their backpacks and at home.
- Ask if all the answers are the same.
- Students compare their answers in small groups.

C Learn: Cause and Effect

- Read through the explanatory sentences in the box with the students.
- Have students read the sentences in the chart which give examples of causes and effects.

CRITICAL THINKING

- Ask the following questions to check understanding about the chart: *Why do we water plants? Why does ice cream melt in the sun?*
- Ask students to think of other causes and effects that could go in the chart e.g., *I heat cold water. (The water gets hot.) I don't water the plants. (The plants don't grow.)*

Read the sentences. Match the causes and effects.

- Look at the picture with the students and ask what they can see. Ask *What is the weather like here?*
- Ask students to read through the text, then ask questions to check understanding, e.g., *What can happen when it's cold? What can happen when there is ice on the street?*
- Look at the activity and the example. Ask students to match the causes and effects.
- Check answers by asking one student to read the cause aloud and another student to read the effect. Go around the class asking a variety of students to contribute.

ANSWERS

1 b 2 c 3 d 4 a

DIFFERENTIATION

Below level:

- Ask students to work in pairs to think about effects.
- Call out a cause, e.g., *The lollipop is in the sun*. Students respond with the effect. (*It melts.*)

At level:

- Ask students to work in pairs. They take turns to say a cause, e.g., *I water the plants*. The other responds with the effect. (*They grow.*)
- Encourage them to think of different examples.
- Share some of the ideas with the class.

Above level:

- Ask students to work individually to write true and false cause and effect sentences.
- Students then pair up and read each other's sentences. They decide whether they are true or false. If they are false, have students correct them.
- Ask one or two pairs to perform their dialogues for the class.

D Look at the pictures on pages 30–31. What do you think the text is about?

- Have students look at the pictures on pages 30 and 31.
- Point to different scenes in the pictures and ask *What is this?* Elicit the words: *water, flow, ice, snow, melt, heat, and steam.*
- Ask *What is this text about?*
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

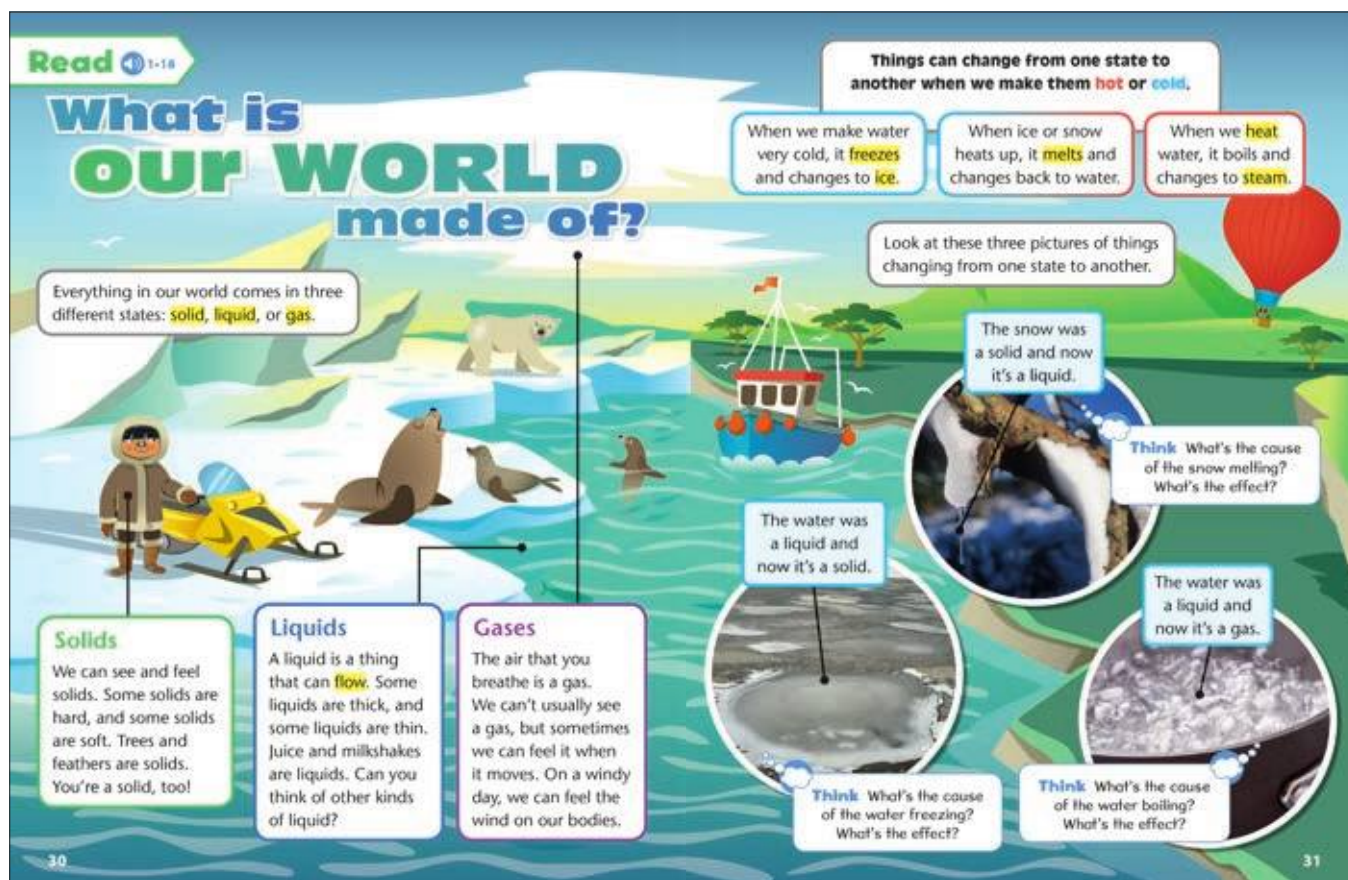
- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask, *What type of text is it?* Ask *What does this type of text do?*

Further Practice

Workbook Unit 3 pages 20–21

Online practice Unit 3 • Get Ready

Classroom Presentation Tool Unit 3 • Get Ready



Summary

Objectives: To read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Physical Science

Text type: Informational text (nonfiction)

Reading strategy: Cause and effect

Big Question learning point: *Everything in our world comes in three states: solid, liquid or gas.*

Materials: Picture Cards, Talk About It! Poster, Audio CD

Before Reading

- Ask *What is our world made of?* Encourage students to contribute their ideas.
- Ask students to tell you what they see in the pictures.
- Have students point to a tree, water, grass, ice, and snow.
- Ask *Which things in the picture are solids? Which things in the picture are liquids? Where could we find gas in this scene?*

During Reading 1-18

- Ask a gist question to check overall understanding of the text, e.g., *What do the three photos on page 31 show? (Water as a solid, a liquid, and a gas.)* Allow students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *What happens when we make water very cold?*

DIFFERENTIATION

Below level:

- Work with the less confident students in small groups. Encourage them to read out one sentence at a time, and help with pronunciation.
- Ask students to find all the highlighted words. Hold up the picture cards for the unit one by one, and ask students to say the word, find it in the text, then read out the sentence it is in.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a paragraph out loud as the text is read around the circle.
- Ask students to find the highlighted words in the text. Check understanding by asking them to define each word.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Use the information in the text to play a game revising the different states.
- Explain to the students that there are three different actions – *freeze*, *melt*, and *heat*.
- For *freeze*, the students will mime being solid ice, and they have to stand still on the spot. For *melt*, the students will mime being liquid water, flowing around the classroom smoothly. For *heat*, the students will mime being steam, waving their arms as they pretend to float around the classroom.
- Students stand up as you call out the first of the actions, e.g., *heat*. Allow them a little time to mime each state, then call out the next action so they change state.
- Remember to only change from solid to liquid, liquid to gas, or liquid to solid – not from solid to gas (*freeze* / *heat*) or gas to solid (*heat* / *freeze*).

CRITICAL THINKING

- Discussion questions:
In the main background picture, what solids can you see?
How are they the same, and how are they different?
A tree is solid, but how is the trunk different from the leaves?
What is the water in the river doing? Do you think it's moving quickly or slowly? Why?
What are the clouds made of?
Look at the small pictures. What is different about them?

After Reading

- Have students look again at the text and focus on the *Think* boxes. Read each one out and ask students for their ideas. Check understanding of how water changes from one state to the next.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they know about the causes and effects they have studied in the reading text.
- Have students say one thing about each state – *solid*, *liquid*, and *gas*.

DIFFERENTIATION

Below level:

- Have students draw the process of water changing state, either from a solid to a liquid, or a liquid to a gas.
- In groups, students show and describe their pictures.

At level:

- Have students draw the process of water changing state, either from a solid to a liquid, or a liquid to a gas.
- Ask students to label their pictures with the correct words.
- In groups, students show and describe their labelled pictures.

Above level:

- Have students draw and label the process of water changing from a solid to a liquid, then to a gas.
- Tell students to write a short paragraph to accompany the picture, describing the changes.
- Have individual students stand up, share their picture with the class, and read their paragraph.

CULTURE NOTE

Although the world is made up of solids, liquids, and gases, there is a lot of water on the Earth's surface. Approximately 70 percent of the world is covered in water. Most of this is salt water, and only 3 percent is fresh water, which is suitable for drinking.

Both ends of the world are covered in ice, the North and South Poles. In the north, the Arctic is a large ice-covered ocean which is surrounded by land. The Antarctic, in the south, is actually a covered landmass which is surrounded by ocean. About 85 percent of the world's permanent ice can be found in Antarctic glaciers.

The gases in the atmosphere surrounding Earth help to keep the world from experiencing extreme temperatures. The gases also help to protect Earth from ultraviolet radiation from the sun.

Further Practice

Workbook Unit 3 page 22

Online practice Unit 3 • Read

Classroom Presentation Tool Unit 3 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

1 Solids ☐ 2 Liquids ☐ 3 Gases ☐

A Ask and answer the question.

What's your favorite part?

Water can change to a solid or a gas. It's interesting.

B Match the causes and effects.

Cause	Effect
1 Snow melts.	a It changes to steam.
2 We heat ice.	b It changes to water.
3 Water boils.	c It changes to ice.
4 Water freezes.	d It melts.

C Complete the statements.

- We can see and feel this. It can be hard or soft. This is a solid.
- This flows. It can be thick or thin. It's a liquid.
- We cannot usually see this. Sometimes we can feel it. It's a gas.
- When we freeze juice, it changes to a solid.

Think What do you think?

- Why do we boil liquids?
- Can all solids change to liquids?

Grammar in Use

D Listen and sing along. The Snowman

This was my snowman.
My wonderful snowman.
But now he's melting away!
His name was Joe, my man
of snow,
And now he's melting away!

Those were his black eyes,
And that was his red nose,
But now he's melting away!
He wasn't small, he was
very tall,
And now he's melting away!

E Learn Grammar Simple Past of Verb To Be

It **was** a liquid. Now it's a gas.

They **were** hard. Now they're soft.

What was it then? What is it now? Practice with your partner.

Then

Now

It was an orange.
Now it's orange juice.

F Look around the classroom. Find something that has changed from one thing to another. Tell your partner about it.

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Past of verb *To Be*

Grammar practice: Workbook exercises

Grammar production: Writing sentences

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Match the causes and effects.

- Consolidate understanding of the text by asking students to match the key points.

ANSWERS

1 b 2 d 3 a 4 c

C Complete the statements.

- Check students' understanding of the different states by asking them to complete the definitions with the correct words.

ANSWERS

1 solid 2 liquid 3 gas 4 freeze

Think

- Ask students to think about the two questions individually.
- When they have had time to think and make notes, ask students to share their ideas. Write their suggestions on the board.

COLLABORATIVE LEARNING

- Ask students to choose one question and to write it at the top of the page in their notebooks.
- Tell students to stand up and walk around the classroom.
- They need to talk to as many people as they can in five minutes, ask their question, and write down the person's name and answer.

CRITICAL THINKING

- Once students have collected their answers, they should sit down and review what they have learned.
- Provide an example on the board to help them understand how to do this. For example, write the question *Why do we boil liquids?* on the board and elicit answers from several students. Write these answers on the board, and ask students whether everyone gives the same answer, or whether the answers vary.
- Ask students to look for similarities and differences in the answers they have recorded.
- Ask students to find out whether most people agreed about the answers, or whether there was a range of responses.

Grammar in Use

D Listen and sing along. 🎧 1•19

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Put the students in two groups, for verse 1 and verse 2. Explain that you will have a class competition to see which team can sing their verse the loudest and the most clearly.
- Give the students time to read through their lines before they sing again.
- Play the audio again. Each team stands up when it is their turn to sing. See which team can sing the most clearly and with expression.

E Learn Grammar: Simple Past of Verb *To Be*

- Draw students' attention to the simple past forms of *To Be*.
- Write *is* on the board and elicit the simple past form from the class (*was*). Write *are* on the board and elicit the simple past form from the class (*were*).
- Write more examples of sentences using *was* and *were*.

What was it then? What is it now? Practice with your partner.

- Look at the photos with the students and check they understand that each one shows the same item in different states.
- Ask confident students to model the example exchange.
- Put students in pairs to discuss what the items were in the first picture, and what they are now.

F Look around the classroom. Find something that has changed from one thing to another. Tell your partner about it.

- Students use the model dialogue from E to choose and talk about things in the classroom that have changed state.

DIFFERENTIATION

Below level:

- Ask students to create flow charts of items that change state. They can draw pictures of each item, and add the word that describes the process of change, e.g., *ice cream / melts / liquid*.
- Students present their work to the class.

At level:

- Ask students to create flow charts of items that change state. They can draw and label each item, and write sentences using the simple past to describe the different states, e.g., *The ice cream was solid. Now it is a liquid*.
- Students present their work to the class.

Above level:

- Ask students to create flow charts of items that change state. They can draw and label each item, and write sentences using the simple past to describe the process of change and the different states, e.g., *The ice cream was solid. It melts, and now it is a liquid*.
- Students present their work to the class.

COLLABORATIVE LEARNING

- Arrange students in large groups of eight or ten. Give each group a soft ball or beanbag. Standing or sitting in a circle, students take turns to say an item, e.g., *orange*, then throw the ball to another student in the group who says something it can change into, e.g., *orange juice*.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

Further practice

Workbook Unit 3 pages 23–25

Online practice Unit 3 • Understand

Classroom Presentation Tool Unit 3 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-20


ice pop


balloon


kettle


popcorn


icicle


candle

B Read the clues. Write the word.

- People think I'm fun to play with. If I get too big, I pop! What am I? balloon
- I help people heat water for drinks. What am I? _____
- I can grow on a house when it's very cold outside. What am I? _____
- I get noisy when people make me hot. People eat me. What am I? _____
- People use me to see in the dark. Be careful! I'm hot. What am I? _____
- I'm very cold and people eat me on a hot summer day. What am I? _____

Listening

Think What's inside a balloon?

C Listen. What happens to popcorn? 1-21

D Listen again and number the words in the order you hear them. 1-22

a ☐ balloon	d ☐ ice pop
b ☐ icicle	e ☐ kettle
c ☐ candle	f ☐ popcorn

Speaking

E Listen and repeat. Then practice with your partner. Use the words in the box to help. 1-23

Please pass the juice.

Sure. Here you go.

Thanks.

You're welcome.

chips

cookie

OK.

Of course.

No problem.

Word Study

F **Learn** Nouns and Verbs

Remember, some words can be **nouns** and **verbs**.

Noun: **Steam** is a gas.



Verb: She **steams** the carrots.



Read the sentence. Write the word.

- Look! The eagle chicks can fly!
- My friend and I play video games together.
- We fish at the pond in the summer.

Write Tell your partner about a thing that can change state. Write about it in your **Workbook**. page 27.

BIG QUESTION 2 **How do things change?**

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

I think solids can become liquids.

I think liquids can become gases.

Summary

Objectives: To learn and understand different nouns; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for accepting a request and words that can be nouns and verbs.

To review what students have learned about the Big Question so far.

Vocabulary: *ice pop, balloon, kettle, popcorn, icicle, candle*

Listening strategy: Listening for details about how things change

Speaking: Accepting a request

Word Study: Words that can be nouns and verbs

Writing task: Writing about a thing that can change state

Big Question learning point: *Lots of everyday things can change, but only some change state.*

Materials: Picture Cards, Discover Poster 2, Big Question Chart, Audio CD, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 1-20

- Students point to the words as they hear them played.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *ice pop* and *icicle*. Drill the sound /s/ and point out the different /ai/ and /i/ sounds in *icicle*.

CRITICAL THINKING

- Ask the following questions to check understanding: *Which of these things are cold? Which of these things can be hot?*

B Read the clues. Write the word.

- Look at the example with the class. Ask students to read the definitions and write the correct words from A.
- Put them in pairs to discuss their answers and check.
- Check answers by reading out the clues and asking students to say the words.

ANSWERS

1 balloon 2 kettle 3 icicle 4 popcorn 5 candle
6 ice pop

Listening

Think

- Read the question to the class and discuss ideas. Write their suggestions on the board.

C Listen. What happens to popcorn? 1-21

- Ask students to listen to the audio, then discuss what they think happens to popcorn.

D Listen again and number the words in the order you hear them. 1-22

- Play the audio a second time after asking a gist question to focus on general meaning, e.g., *What happens to all the things in the audio? (They change.)*
- Ask students to listen and number the words in the order they hear them discussed.

ANSWERS

a2 balloon b5 icicle c4 candle d1 ice pop
e3 kettle f6 popcorn

Speaking

E Listen and repeat. Then practice with your partner. Use the words in the box to help.  1•23

COMMUNICATION

- Play the audio, pausing for students to echo each line.
- Model the dialogue with a confident student.
- Put students into pairs to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, changing the main information to make it more personal. Elicit different foods or drinks, and demonstrate with a confident speaker before pairs attempt the activity.
- Have three pairs stand and conduct their short dialogue for the class.

Word Study

F Learn: Nouns and Verbs

- Focus on the photos to demonstrate the meaning of *steam* as a noun and *steam* as a verb. Ask how many people use steaming as a way of cooking food at home.

Read the sentence. Write the word.

- Explain that the pictures show the words in the noun form. Students have to complete the sentences using the words as verbs.
- Have students complete the gap-fill exercise individually and check their answers with a partner.
- Check answers by asking individual students to read out the complete sentences.

ANSWERS

1 fly 2 play 3 fish

- To extend the activity, ask students to think of sentences that use the word in its noun form, e.g., *There is a fly on the window. The children are in a play. The fish is in the water.*

COLLABORATIVE LEARNING

- Have students work in groups of eight.
- Ask one student to start a chain with a sentence containing a word that can be a noun or a verb, e.g., *She steams the carrots.* The next student follows with a sentence using the same word in its other form, e.g., *Steam is a gas.*
- The next student continues the chain with a different word.
- The game continues until every student has had the opportunity to say a sentence with a noun or a verb, and the words have been said numerous times.

Write: Tell your partner about a thing that can change state. Write about it in your Workbook.

- Recap items which can change state. Ask for ideas and write students' suggestions on the board in a chart.
- Write the name in the column on the left, and ask students for information to go in the column on the right.
- Leave the notes on the board as students discuss the topics in pairs.
- Refer students to their Workbooks to complete the task.

DIFFERENTIATION

Below level:

- Ask students what they have learned about different states in this unit. Put the words and expressions on the board.
- Draw a chart on the board with three headings: *liquid, solid, gas*.
- Ask students if they can think of words to complete the chart to show the same thing in different states, e.g., *tomato / tomato soup; ice / water / steam*.

At level:

- Ask students to draw a chart in their notebooks with three headings: *liquid, solid, gas*.
- Ask students to complete the chart with different items, and choose one of these to write about in their Workbook.
- Put students into pairs and tell them to share their information and discuss what they remember.

Above level:

- Ask students to consolidate what they have learned by producing a poster about how water changes state from ice, to water, to steam.
- Let students work individually to produce their work, then display it for the class.

Big Question 2 Review

A Watch the video.

- Play the video and when it is finished ask students to give some example answers to the Big Question.

B Think about the Big Question. Talk about it with a partner.

How do things change?

- Display **Discover Poster 2**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see? What does that mean?*
- Refer to the learning points covered in Unit 3 that are written on the poster, and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**.
- Ask students what they have learned about how things change while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 3 pages 26–27

Online practice Unit 3 • Communicate

Classroom Presentation Tool Unit 3 • Communicate

UNIT 4

Get Ready

Words

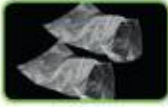
A Listen and point to the words. Listen again and say the words. 1-24


cream


sugar


salt


pour


plastic bags


mixture


open


closed


freezer

B Look at **A** and write the words.

- Food: _____ salt _____
- Things in a kitchen: _____

C Complete the sentences. Write the words from **A**.

- I _____ the milk into the mixture to make a milkshake.
- When the door is _____ I can see outside.
- When the window is _____ I feel hot.

Before You Read

Think Do you like ice cream?
Do you have parties with your friends?

Learn Cause and Effect

Remember, a **cause** is why something happens.
The **effect** is what happens after the cause.

Read the causes. Write the effects.

Omar feels awful. He's really cold.
His mother heats some water and makes him some lemon tea. Omar drinks the tea and feels warm. He takes a short nap and when he wakes up he's hungry! His mother heats water in a pot, and puts in some chicken, carrots, and onions. Omar eats the soup and feels good again!

Cause	Effect
1 Omar is really cold.	His mother makes him tea.
2 Omar drinks the tea.	
3 He's hungry.	
4 Omar eats the soup.	

E In the story, students make something that is cold and sweet. What do you think it is?

PREVIEW

Let's Make Ice Cream!

This story is a play.
A play is acted on a stage by actors.



Summary

Objectives: To read a play; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: cream, sugar, salt, pour, plastic bags, mixture, open, closed, freezer

Reading strategy: Cause and effect

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-24

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *sugar*, modelling the *sh* sound, and *pour*, as the vowel combination can appear confusing.
- Hold up each picture card in turn and elicit the words from the class.
- Hold the cards up again. This time, write the correct number of dashes for each word and ask students to spell the word letter by letter.

CRITICAL THINKING

- Ask the following questions to check understanding:
Name three things we can pour. Name three things that can be opened or closed. Why do we keep food in a freezer? Which of these things could we put in a mixture?

B Look at A and write the words.

- Tell students they can categorize five of the words from A in these categories. Look at the example, then ask them to complete the words individually.
- Have them compare with a partner, then check answers by reading the prompts and asking students to say the words.

ANSWERS

1 salt, sugar, cream 2 plastic bags, freezer

COLLABORATIVE LEARNING

- Prepare a piece of card for each student in the class, with the category (e.g., *food*) and the word (e.g., *salt*). Make sure each word has the same number of cards.
- Give each student a piece of card, and tell them to keep it hidden.
- When you say *Go!*, students have to find the other people with the same card, asking *Are you (food)?* If the student says *Yes*, the other student can ask *Are you (salt)?* If this is correct, the two students stay together, and try to find another student with the same word.
- Time how long it takes for the students to form their groups.

C Complete the sentences. Write the words from A.

- Ask students to read and complete the sentences individually.
- Check answers by asking individual students to read out the complete sentences.

ANSWERS

1 pour 2 open 3 closed

DIFFERENTIATION

Below level:

- Point to the words and drill the sounds with the class. Say the words and have students point to the words on the board and in the Student Book.

At level:

- Display the picture cards on the board and put dashed lines with the correct number of letters for each one.
- Point to each picture card and ask individual students to stand up and spell the word.

Above level:

- Say to the students *I'm thinking of a word. It starts with s. It's a food.*
- Students guess and spell the word.
- Ask another student to continue the game with another word from the set, and repeat until all the words have been covered.

Before You Read

Think

- Ask students around the class whether they like ice cream.
- Ask *When do we eat ice cream?*
- Tell students about occasions when you have parties with your friends (e.g. birthdays). Ask *Do you have parties with your friends? When?*
- Let students discuss their ideas in groups, then share ideas around the class.

D Learn: Cause and Effect

- Read the text in the box with the class. You could reinforce this information visually by drawing a simple diagram, linking the word *Cause* to the word *Effect* with an arrow. Remind students of the causes and effects they looked at in Unit 3. Write *It's very cold* under the heading *Cause*, and ask students to suggest the effect (*It can snow*). Repeat with the other items from Student Book page 29.

Read the causes. Write the effects.

- Ask students what they see in the picture. Ask *Why do you think he has a hot drink?* Discuss their ideas, but don't confirm or deny at this stage.
- Have students read the text, then repeat the question. Elicit the answer *Because he is ill.*
- Point out the chart under the text. Ask students to read the text again and complete the effects.

ANSWERS

1 His mother makes him tea. 2 He feels warm.
3 His mother makes him soup. 4 He feels good again.

CRITICAL THINKING

- Ask the following questions to check understanding of the text: *Why does the lemon tea make Omar feel better? In what way does Omar feel different when he wakes up? Is this a healthy soup?*

DIFFERENTIATION

Below level:

- Ask students to work in pairs and to say two sentences to each other about what they do when they are ill.
- Use the model text in the Student Book as an example to help structure the sentences.

At level:

- Ask students to draw a picture of themselves the last time they were ill, and to write two sentences about what they do when they are ill, using the text in the Student Book as a model.
- Share some of the sentences with the class.

Above level:

- Tell students to think about what they do when they are ill, and why it helps. Ask them to list the causes and effects in a chart like the one in the Student Book.
- Have students write a paragraph describing what they do when they are ill in their notebook.

E In the story, students make something that is cold and sweet. What do you think it is?

- Read the question to the class and ask for ideas. Write their suggestions on the board to use as reference after they have read the story.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What is special about this type of text?*

Further Practice

Workbook Unit 4 pages 28–29

Online practice Unit 4 • Get Ready

Classroom Presentation Tool Unit 4 • Get Ready

Read 1-25 Let's Make Ice Cream!

CAFETERIA FRIDAY 12th



Ms. Woods
Grade 3 teacher



Luis



Judy



Mark



Students



Mr. Jenkins
Science Teacher

Scene 1

Ms. Woods: Today is our school party. Let's go to the cafeteria and get the ice cream you bought yesterday. It's in the **freezer**.

Students: Oh, no! It's liquid!

Luis: Yuck!

Judy: That was our ice cream!

Mark: Was the freezer door **open**?

Ms. Woods: Yes, it was. It was open all night. Now there's no ice cream for the party.

Think: What is the cause of the ice cream melting?

Scene 2

Mr. Jenkins: What's wrong? Why's everyone so sad?

Ms. Woods: It was our job to bring the ice cream for the party, but it melted. Now we can't have ice cream.

Mr. Jenkins: Sure you can! You can make ice cream. I can teach you!

Students: Yippee!

Mr. Jenkins: OK, kids. Get big and small **plastic bags**, **cream**, **sugar**, **vanilla**, and **salt**. Then come to my classroom.

Scene 3

Students: Ready, Mr. Jenkins!

Mr. Jenkins: My freezer was **closed** all night, so I have ice. Now, let's make ice cream.

Students: Yes! Let's make ice cream!

Mr. Jenkins: Mix the sugar, and vanilla, and cream.

Students: Mix the sugar, and vanilla, and cream. Done!

Mr. Jenkins: **Pour** the cream, sugar, and vanilla **mixture** into the small bag.

Students: Pour the cream, sugar, and vanilla mixture into the small bag. Done!

Mr. Jenkins: Put the salt and the ice cubes into the big bag.

Students: Put the salt and the ice cubes into the big bag. Done!

Mr. Jenkins: Now put the small bag in the big bag.

Students: Put the small bag in the big bag. Done!

Mr. Jenkins: Now shake, shake, shake! What do you have?

Luis: Hey! Look! We have ice cream! And we didn't use a freezer!

Think: What is the effect of shaking the mixture?

Scene 4

Students: How is the ice cream, Mr. Jenkins?

Mr. Jenkins: It's great! Can I have some more?

Summary

Objectives: To read, understand, and discuss a fiction text; to apply a reading strategy to improve comprehension.

School subject: Physical Science

Text type: A play (fiction)

Reading strategy: Cause and effect

Big Question learning point: *Things can be mixed together to make something new.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *Where do we keep ice cream?*
- Ask why this is important.
- Look at the row of pictures down the left-hand side of the page. Explain that these are the characters in the play. Read out the names and ask students to find each name in the playscript.
- Ask *How many teachers are in the play? Say Name three students.*

During Reading 1-25

- Ask a gist question to check overall understanding of the play, e.g., *Did the students use a freezer to make ice cream?* Allow students a few minutes to skim the playscript before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *How does Mr. Jenkins help the students?*

DIFFERENTIATION

Below level:

- Put students in small groups. At this stage they take turns to read the lines straight through, as there will be an opportunity to perform the play as individual characters afterwards.
- As each student reads a line, ask all the students to find and point to the speaker in the row of pictures down the left-hand side of the page.
- Each time students come to a highlighted word, check understanding by referring them back to the picture cards for the unit, and ask them to identify the correct card.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a sentence out loud as the text is read around the circle.
- At this stage they take turns reading the lines straight through, as there will be an opportunity to perform the play as individual characters afterwards.
- Check understanding of the highlighted words.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on reading aloud. Put students into groups of eight.
- Give each student in each group a part in the play. There are five separate speaking parts. In each group, three less confident students can work together to take the part of "Grade 3 students", so that they can enjoy contributing.
- Ask the students to work in their groups to practice their parts in the play. Go round as they are working and help as necessary.
- You could help them to prepare props, such as school bags to shake, and blocks for ice cubes.
- Ask the groups to perform their plays for the class.

CRITICAL THINKING

- Discussion questions:
What does the poster show in the first picture?
Why does Ms. Woods say "It was our job to bring the ice cream for the party"?
Why are the children sad?
What does Mr. Jenkins need to make ice cream? Do you know how to make ice cream?
What do you take to parties?

After Reading

- Have students look again at the illustrations. Ask *How do the students feel at the beginning? How do they feel at the end?*
- Ask students to discuss how they feel about Mr. Jenkins as a teacher.
- Have students look again at the story, and focus on the *Think* boxes. Read each one out, and ask students for their ideas. Check understanding of the different causes and effects in the play.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they like about the play.
- Put students into small groups of three or four.
- Have students discuss how they feel about the characters in the play. Ask *Is Mr. Jenkins kind? Are the children happy?*

DIFFERENTIATION

Below level:

- Have students draw a picture of the children making ice cream.
- In groups students describe their picture and point to the different things being used to make ice cream.

At level:

- Have students draw and label a picture of the children making ice cream.
- In groups students describe their picture and talk about the different things being used to make ice cream, and why they are needed.

Above level:

- Have students draw and label a picture of the children making ice cream.
- Tell students to write a short paragraph to accompany the picture, describing how to make ice cream.

- Have individual students stand up and share their picture with the class and read their paragraph.

CULTURE NOTE

These instructions can be followed to make an individual serving of ice cream and is a great activity to try with children. The quantities required are:

enough ice cubes to half-fill a gallon-size bag

1 cup cream

1/2 cup of salt (big granules work best)

2 tablespoons sugar

1/2 teaspoon vanilla extract

1 pint-size plastic bag

1 gallon-size plastic bag

When making ice cream by hand, most recipes recommend using a freezer to freeze the ice cream mixture, and checking it regularly to break up the ice.

Many people use an ice cream machine to make ice cream – the advantage of using an electric machine is that the ice cream will be smoother and creamier. Ice crystals form during the freezing process, and these need to be broken up.

Further Practice

Workbook Unit 4 page 30

Online practice Unit 4 • Read

Classroom Presentation Tool Unit 4 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

1 Mr. Jenkins helps the students. ☐

2 The students make ice cream. ☐

3 People eat the ice cream. ☐

A Ask and answer the question.

What's your favorite part?

The students make ice cream. I like ice cream.

B Read the causes. Write the effects.

Cause	Effect
1 The freezer door was open all night.	a The ice cream melted.
2 The students don't have ice cream.	b
3 They make ice cream.	c

C Read the sentences. Circle True or False.

1 The students need to bring fruit to the party.

2 The mixture is milk, sugar, and vanilla.

3 The students pour the mixture into a bag.

4 The ice cream wasn't good.

True False

True False

True False

True False

Think What do you think?

1 Why did Mr. Jenkins help the students?

2 What was fun about this school party?

Grammar in Use

D Listen and sing along. Making Ice Cream 1-26

Where were you yesterday?
We were at a party.
It was fun to make ice cream
With all our friends!

Was the ice cream in the freezer?
No! It was quick to make.
Was the ice cream in a bag?
Yes! Shake, shake, shake!

Where were you yesterday?
We were at a party.
It was fun to make ice cream
With all our friends!

E Learn Grammar Simple Past of Verb To Be

Was the freezer door open? Yes, it **was**.

Were the students happy? No, they **weren't**.

Where **was** the ice cream? It **was** in the freezer.

Ask your partner questions about the picture. Use the words in the box.

yesterday

Was the window open?
No, it wasn't.

ice cream door window books students

F Think of a mixture. What things are in it? Ask your partner.

40 Unit 4 Comprehension
Grammar: Simple Past of Verb To Be with Was and Were / No Questions Unit 4 41

Summary

Objectives: To demonstrate understanding of a story; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Past of verb *To Be*

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the play.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time; ask students to give their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs to take turns asking and answering the question.
- Ask some students to say what they liked to the class.

B Read the causes. Write the effects.

- Look at the chart with the class and remind students of the link between the cause and effect.
- Ask students to complete the chart individually, then compare answers in pairs.
- Check answers by asking one student to read out a cause, and another to read the correct effect.

ANSWERS

- 1 a The ice cream melted. 2 b They are sad.
3 c They are happy.

CRITICAL THINKING

- Ask the following questions to help students think about the play: *What is the ice cream like when the children find it? Why did it melt? What does Mr. Jenkins tell the children to get?*
- Ask *Have you ever made ice cream like this?*

C Read the sentences. Circle True or False.

- Read the first sentence with the class and decide together whether it is true or false. Then let students complete the next three items individually.
- Check answers, and ask students to say a true sentence for 1.

ANSWERS

- 1 False (They need to bring ice cream to the party.)
2 False (The mixture is cream, sugar, and vanilla.)
3 True 4 False

DIFFERENTIATION

Below level:

- Discuss the true / false sentences with the students and help them identify the part of the play where they can find the answer.

At level:

- Ask students to write extra true / false sentences about the play.
- They can swap their sentences with a partner to answer.

Above level:

- Ask students to write extra true / false sentences about the play, focusing on the causes and effects, e.g., *The students are happy because the freezer door was open.*
- They can swap their sentences with a partner to answer, and suggest ways to correct the false sentences.

Think

- Ask students to think individually about the two questions.
- When they have had time to think and make notes, ask students to share their ideas. Write their suggestions on the board.

COLLABORATIVE LEARNING

- Ask students to choose one character from the play and write the name they have chosen on a piece of paper. They then have to choose one line from the play which is spoken by that character and memorize it.
- Tell students to stand up and walk around the classroom.
- Students have to talk to as many people as they can in five minutes, and find out which character each person has chosen to be.
- Each student has to say their line to another student, who has to identify the character correctly. If they guess correctly, the student confirms by showing the piece of paper.
- Students make a note of the other students they spoke to and which character they were pretending to be.
- At the end, gather all the answers and find out if all the characters were represented.

Grammar in Use

D Listen and sing along. 🎧 1:26

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Give each student a letter, A, B, C, D, E, F. Do this as many times as you need to until all students have a letter.
- Write the letters on the board and tell the class that each letter has to sing a different line in the song. Those in group A sing the first and third lines in verse 1, group B sings the second and fourth lines in verse 1. Group C sings the first and third lines in verse 2, and so on.
- Sing the song again, with each group singing the correct lines.

E Learn Grammar: Simple Past of Verb To Be

- Draw students' attention to the simple past forms of *was* and *were* in the questions and answers.
- Point out the agreement between the question and answer forms.
- Write more examples of questions and answers using *was / were*, giving positive and negative answers.

Ask your partner questions about the picture. Use the words in the box.

- Look at the scene in the picture with the class. Read out the words in the box and ask students to point to them in the picture. Elicit target vocabulary from the module, e.g., *open, closed, melt.*
- Ask students to think about what has happened, and to ask and answer in pairs.
- Model the dialogue with a confident student before students work in pairs.
- Remind them to use the correct form of *was / wasn't* and *were / weren't* in their questions and answers.

F Think of a mixture. What things are in it? Ask your partner.

- Allow students time to think individually about things they could put into a mixture. Encourage them to think of ingredients which could be mixed to make a familiar recipe.
- Monitor students as they ask and answer in pairs. Check their use of *was* and *were*, and also the items they choose to put in the mixture.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

Further practice

Workbook Unit 4 pages 31–33

Online practice Unit 4 • Understand

Classroom Presentation Tool Unit 4 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-27


coffee


tea


salad


fruit


vegetables


pasta

B Think about the words in **A** and add them to the chart.

We wash ...	We don't wash ...
1 salad	1
2	2
3	3

Listening

Think What foods do you like to mix?

C Listen. What liquids and solids do we heat? 1-28

D Listen again and check (✓) the ingredients you hear. Then circle the correct food. 1-29

1 ☒ water

☐ oranges

☐ milk

☐ juice

fruit /

tea

2 ☐ cucumbers

☐ tomato

☐ sausage

☐ avocado

salad /

coffee

3 ☐ tomatoes

☐ carrots

☐ sausages

☐ onions

vegetables /

pasta

Speaking

E Take turns to ask your partner about the school party yesterday. Use the words in the boxes to help. 1-30

Tell me about the party.

My friends were there. The ice cream was tasty. The games were fun.

It was ...

They were ...

Word Study

F **Learn** Contractions

Remember, **contractions** are two words joined together. We make contractions by taking away a letter and adding an apostrophe (').

is + not = isn't	was + not = wasn't
are + not = aren't	were + not = weren't

Read the sentence. Write the contraction.

- The ice pops weren't in the freezer. (were not)
- Water isn't a gas. (is not)
- Coffee and tea are not solids. (are not)
- The refrigerator was not on all night. (was not)

Write Tell your partner one of your favorite foods. Is it a mixture? Now write about it in your **Workbook**. PAGE 33

42 Unit 4 Vocabulary: Food • Listening: Specific Information

Speaking: Describing Food and Ingredients • Writing: Contractions Unit 4 43

Summary

Objectives: To learn and understand words about food; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for describing food and contractions.

To review what students have learned about the Big Question so far.

Vocabulary: coffee, tea, salad, fruit, vegetables, pasta

Listening strategy: Listening for information and ingredients

Speaking: Describing food and ingredients

Word Study: Contractions

Writing task: Writing about a favorite food or drink mixture

Big Question learning point: Sometimes you can separate a mixture and sometimes you can't.

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-27

- Ask students to point to the words as they hear them.
- Play the audio a second time for students to repeat the words when they hear them. Pay particular attention to the pronunciation of *fruit*. Drill the sound /u/ and underline the vowels in the middle of the word.
- Hold up the picture cards and ask students to name each item. Display all the cards for one minute, then ask students to close their eyes while you remove two of the cards. Ask students to look again and name the cards that are missing.

COLLABORATIVE LEARNING

- Ask students to choose one of the words from A, and draw a picture of it.
- When they have finished, ask them to stand up and turn the picture towards them so that other students can't see it.
- When you say *Go!*, students have to move around the classroom and try to guess as many pictures as they can. Each student has three guesses with each other student, e.g., *Are you fruit? No, I'm not. Are you pasta? No, I'm not. Are you coffee? Yes, I am!* The student shows their picture to confirm.
- When five minutes are up, find out who had the most correct guesses.

B Think about the words in A and add them to the chart.

- Check students understand the categories, then let them do the activity and add the words individually.
- Put them in pairs to discuss their answers and check.
- Draw the chart on the board, and elicit the answers from the class.

ANSWERS

We wash...
 1 salad 2 fruit 3 vegetables
 We don't wash...
 1 coffee 2 tea 3 pasta

CRITICAL THINKING

- Ask the following questions to check understanding: *Why do we wash fruit, vegetables, and salad? What do we do to pasta before we eat it?*

Listening

Think

- Read the question and ask students to think about their ideas. Ask them to share their ideas, and give their reasons.

C Listen. What liquids and solids do we heat?

🔊 1-28

- Play the audio after asking a gist question to focus on general meaning, e.g., *What are they making today?*
- Play the audio again and ask students to listen and say which liquids and solids we heat.

ANSWERS

Coffee, tea, tomatoes, onions, vegetables, sausages

D Listen again and check (✓) the ingredients you hear. Then circle the correct food. 🔊 1-29

- Ask students to read through the words in the list and check understanding and pronunciation.
- Play the audio again and let students check the words. When they have completed this, they can choose the correct food from the options.

ANSWERS

1 water; tea 2 cucumbers, tomato, avocado; salad

3 tomatoes, sausages, onions; pasta

Speaking

E Take turns to ask your partner about the school party yesterday. Use the words in the boxes to help. 🔊 1-30

COMMUNICATION

- Say each line of the dialogue. Students echo each line.
- Model the dialogue with a confident student.
- Read the sentence prompts on the side of the picture and ask the class for ideas to complete the sentences.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat the exercise, using different foods.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Contractions

- Read through the box with the students, and use a diagram on the board to demonstrate how two words are joined.

Read the sentence. Write the contraction.

- Point out the words in brackets at the end of each sentence, and refer back to your diagram on the board to show how to form a contraction.
- Have students complete the gap-fill activity individually and check their answers with a partner.

ANSWERS

1 weren't 2 isn't 3 aren't 4 wasn't

DIFFERENTIATION

Below level:

- Ask students to copy all the contractions into their notebook. Remind them to make a clear visual representation of how the words are joined, and which letter is removed each time.
- Ask students what the apostrophe is used for.
- Put students into small groups to take turns reading the sentences to each other, saying the correct contractions.

At level:

- Ask students to write more sentences with contractions, following the models in the Student Book, and using the themes of the unit.

Above level:

- Tell students to rewrite the sentences from F in their notebook, using the opposite form for the contractions (e.g., changing simple past to simple present, and vice versa: *The ice pops aren't in the freezer.*)

Write: Tell your partner one of your favorite foods. Is it a mixture? Now write about it in your Workbook.

- Prompt students to think and make notes about the topic. They can use their ideas from E to help them.
- Let students work in pairs to discuss their ideas first, then ask for suggestions from the class. Help with vocabulary as necessary, then refer students to their Workbooks to complete the writing task.

Further practice

Workbook Unit 4 pages 34–35

Online practice Unit 4 • Communicate

Classroom Presentation Tool Unit 4 • Communicate

Wrap Up

A Listen and read along. 1-31

Let's make dinner. We can have pasta, vegetables, fruit, and cream.

And ice pops!

Put the ice pops in the freezer, Gus. And heat the water, please, Dot.

Look at the water!

It's steam. It was a liquid and now it's a gas! Cool!

Where are the vegetables?

They're in the water. Now it's soup!

Dot looks for the cream, but the cream was in the freezer.

The ice pops weren't in the freezer.

Look! Ice cream. It was a liquid and now it's a solid! Cool!

The ice pops!

Oh, no, Gus!

Uh-oh! They were solids and now they're a liquid! Sorry!

44 Review

Project: Make a Mixture Book

B Write about three food mixtures.

- Draw or find pictures.
- Write sentences about the mixtures.

C Display your Mixture Book. Tell the class about one of the mixtures in your book.

This is soup. It's a mixture of solids and liquid.

This is vegetable soup. It's a mixture. It's liquid. It also has solid things in it.

Ice cream is a mixture of cream, fruit, and ice. I like it!

D Walk around the room. Look at the books. Choose your favorite mixture. Say why it's your favorite.

BIG QUESTION 2

How do things change?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Mixture Book Big Question 2 45

Summary

Objectives: To show what students have learned about the language and learning points of Units 3 and 4.

Reading: Comprehension of review story

Project: Make a Mixture Book

Writing: List and write about mixtures

Speaking: Talk about the mixture books

Materials: Big Question Video, Discover Poster 2, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 1-31

- Ask students a gist question before reading and listening to check overall understanding, e.g., *What are they making?*
- Give students a few minutes to read the text and answer the question.
- Ask students to point to Billy, to Dot, and to Gus.

CRITICAL THINKING

- Ask the following questions to check understanding: *Where are Billy, Gus, and Dot in this story? What happens to the water? What happens to the vegetables? Where did they put the cream? Why did the ice pops melt?*

COLLABORATIVE LEARNING

- Divide the class into groups of four.
- Each student in the group takes on the role of one of the characters in the story (Billy, Gus, Dot, and the narrator).
- Play the recording again. Students listen and act their role through mime. At this stage the narrator can observe and help.
- Repeat the procedure, this time asking each student to say his / her part.
- Ask one or two groups to perform the story to the class.

Project

21ST CENTURY SKILLS

B Write about three food mixtures.

- Look at the example Mixture Book with the class. Show how it has a picture of the mixture, and notes to explain what it is, and what form it is. **COMMUNICATION**
- Tell students to make a list of food mixtures for which they know the ingredients. **CRITICAL THINKING** **CREATIVITY**
- You could bring in food magazines to help them find pictures, or ask them to research individually. Alternatively, they can draw pictures for each stage of the mixture, as in the example on the Student Book page. **CREATIVITY**
- Ensure students have access to paper and card. Help as necessary with folding paper to create the books and covers. **CREATIVITY**

DIFFERENTIATION

Below level:

- Give out colored sheets of card to each student.
- Remind students to think about an image for the cover of their book, and suggest they choose their favorite mixture. Allow them time to prepare an attractive cover with the correct title. **CREATIVE THINKING** **CREATIVITY**
- Ask students to choose three mixtures, and to draw or stick one per page in their books. **CREATIVITY** **CRITICAL THINKING**
- Students label the mixtures and write the ingredients next to the pictures. **CREATIVITY**

At level:

- Give out colored sheets of card to each student.
- Remind students to choose an attractive image for the cover of their book. Allow them time to prepare an attractive cover with the correct title. **CRITICAL THINKING** **CREATIVITY**
- Ask students to choose three mixtures, and to draw or stick one per page in their books. **CREATIVITY** **CRITICAL THINKING**
- Students label the mixtures, and write sentences about each one next to the pictures, saying whether it is a solid or a liquid. **CREATIVITY** **COMMUNICATION** **CRITICAL THINKING**

Above level:

- Give out colored sheets of card to each student, and let students work on the cover and title of their book. **CREATIVITY** **CRITICAL THINKING**
- Ask students to choose three mixtures, and to draw or stick one per page in their books. **CREATIVITY** **CRITICAL THINKING**
- Students label the mixtures and write a paragraph about each one next to the pictures. They can say whether it is a solid or a liquid, and list the ingredients. **COLLABORATION** **CREATIVITY** **COMMUNICATION**

C Display your Mixture Book. Tell the class about one of the mixtures in your book.

- Let the students take turns to show their books to their friends, and talk about one of the mixtures. If you prefer, they could do this in small groups. **COLLABORATION** **COMMUNICATION**
- Encourage students to talk about the food they can make and the ingredients they need to use. **COLLABORATION** **CREATIVITY** **COMMUNICATION**

D Walk around the room. Look at the books. Choose your favorite mixture. Say why it's your favorite.

- Have students stand up and read each other's books. **COLLABORATION** **COMMUNICATION**
- Tell them that they need to choose one that interests them (not their own) and remember what is in the mixture. **CRITICAL THINKING**
- Put students into small groups to share what they remember from someone else's book. **COLLABORATION** **COMMUNICATION**
- Ask some students to share individually with the whole class. **COMMUNICATION**

Units 3 and 4 Big Question Review

How do things change?

A Watch the video.

- Play the video. When it is finished, ask students what they know about how things change now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display the **Discover Poster 2**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about how things change while studying this unit.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Review pages 36–37

Online practice • Wrap Up 2

Classroom Presentation Tool • Wrap Up 2



BIG QUESTION 3
How are things different now from long ago?
In these units you will:

- WATCH** a video about things now and long ago.
- READ** a story about a man who came to New York.
- WRITE** about something people did long ago.
- LEARN** about things now and long ago.
- MAKE** a report about an interview.

A Watch the video.

B Look at the picture. What do you see?

- How did people travel then?
- Why were there so many people?

C Think and answer the questions.

- Did your grandmother have a cell phone when she was young?
- Are you the same now as you were three years ago?

D Fill out the Big Question Chart.

46 Big Question 3 47

Reading Strategies

Students will practice:

- Understanding the main idea and details in a text
- Understanding the sequence of events in a story

Review

Students will review the language and Big Question learning points of Units 5 and 6 through:

- A story
- A project (interview an adult)

Writing

Students will understand:

- Adding *-ed* to some verbs

Students will produce texts about:

- Things people did long ago but they don't do now
- Traveling to a place 100 years ago and traveling there today

Vocabulary

Students will understand and use words about:

- Travel, communication, and news, transportation, travel nouns and verbs, furniture

Units 5 and 6

How are things different now from long ago?

Students will understand the Big Question learning points:

- News and communication were different a long time ago.
- There are different types of transportation now compared to long ago.
- Travel could be long and difficult a long time ago.
- Things in our houses are different compared to a long time ago.

Word Study

Students will understand and use:

- Words in alphabetical order

Grammar

Students will understand and use:

- Simple Past Regular Verbs Positive and Negative
- Simple Past Regular Verbs with *Wh-* and *Yes/No* questions

Listening Strategies

Students will practice:

- Listening for information about transportation
- Listening for details about household items

Speaking

Students will understand and use expressions for:

- Asking for something to be repeated
- Describing travel and transportation

Units 5 and 6 Big Question page 46

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 3, Big Question Chart

Introducing the topic

- Read out the Big Question. Ask *How are things different now from long ago?* Write individual words from students on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? Do you like it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video.
- Ask them to say why they chose to draw this to the class.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g., *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up, mingle, and find someone else with the same sentence. (Focus on the meaning of the sentence rather than using exactly the same words.)
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. *What do you see?*
- Ask additional questions: *Do you think the picture is from now or a long time ago? Why? Where are the people? Do people dress like this now? What is different about their clothes?*

C Think and answer the questions.

CRITICAL THINKING

- Discuss the first question with the class. Elicit *No, she didn't*. Ask *Did your parents have cell phones when they were young?* Then ask how this is different now.
- Put students into groups to discuss the second question. Ask them to share ideas about how they have changed. They could think about physical appearance, abilities, and likes and dislikes, and any other changes they think are important.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 3** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Display the **Big Question Chart**.
- Ask the class *How are things different now from long ago? What do you know about how things now are different from long ago?*
- Draw two mind maps on the board, putting *Now* in the middle of one and *Long ago* in the middle of the other. Add the words from students around these words.
- Ask students to write what they know and what they want to know in their Workbooks.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about what things were like long ago, and how things are different now.
- Point to vehicles and other things in the big picture and on the poster and ask *What is this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about life long ago and now.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about life long ago, and have students spell out some of the words as you write them on the board.

Discover Poster 3

1 Family with a radio in 1930; 2 Shinkansen bullet train in Japan; 3 Family traveling by horse and cart 100 years ago; 4 Modern family watching TV

Further Practice

Workbook Unit 5 page 38

Online practice • Big Question 3

Classroom Presentation Tool • Big Question 3

UNIT 5

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-32


travel


communication


airplane


news


letter


text message


e-mail


radio


Internet

B Read the sentences. Write the words.

- We fly on this to go somewhere far away. airplane
- We can send these to our friends. _____
- We listen to this to hear songs or news. _____
- This is something you do if you like to go to new places. _____
- E-mail and text messages are examples of this. _____
- This is something we use a lot to find information. _____
- We can turn on the TV or listen to the radio to hear this. _____

48 Unit 5 Vocabulary: Travel, Communication, and News

Before You Read

Think How do you get to school?
Can your grandparents use the Internet?

Learn Main Idea and Details

The **main idea** is what a text is about. There is one main idea. Other sentences in the text tell us more about the main idea. These are called **details**.

My neighborhood was very different long ago. There was a big farm, and it was quiet and safe. There weren't a lot of buildings or people. It's different now.

There was a big farm.

My neighborhood was very different long ago.

It was quiet and safe.

There weren't a lot of buildings or people.

Write the main idea and details.

Ali was different a long time ago. He was a naughty little boy. Now he's a good student. He was always late for school. Now he's always early.

D Look at the title on page 50. What do you think the text is about?

Reading: Main Idea and Details Unit 5 49

PREVIEW

Then and Now

This text is an informational text. It is on a website. Remember, informational texts tell us about our world.

Social Studies History



Summary

Objectives: To understand words about travel, communication and news; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: travel, communication, airplane, news, letter, text message, e-mail, radio, Internet

Reading strategy: Main idea and details

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-32

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *radio* and *communication*. Clap and count the syllables if students are finding it difficult. 'ra/di/o' and 'co/mu/ni/ca/tion'. Model and drill the pronunciation of *news*.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

B Read the sentences. Write the words.

- Tell students to read the clues and think about which word fits in each gap. Look at the writing lines and explain that some clues will fit more than one word.
- Have them work with a partner if they find it difficult.
- Check answers with the class by reading out the clues. Ask students to say and spell the answers.

ANSWERS

1 airplane 2 letter, text message, e-mail 3 radio
4 travel 5 communication 6 Internet 7 news

CRITICAL THINKING

- Ask the following questions to check understanding:
How do you keep in touch with your family and friends?
Do you write letters, or send text messages and e-mails?
Do you like receiving letters? Do you use the Internet to find out information, or do you use books? What is your favorite way to travel?

COLLABORATIVE LEARNING

- Divide the class into two teams.
- One person in each team chooses a word and writes the letters slowly on the board, pausing after each letter. They can use the picture cards for support.
- The other students in the team have to guess and spell the rest of the word.
- The team who is first to complete and correctly spell the set of nine words is the winner.

Before You Read

Think

- Read the first question to the class and find out what is the most popular way of getting to school. Ask students why they travel in the way they do – is it cheap, is it convenient, or is it the only option they have?
- Ask the second question and discuss ideas. Find out how many students' grandparents can use the Internet, and what they use it for.

C Learn: Main Idea and Details

- Look at the explanation with the students. Then allow time for students to read the text in bold.
- Use the diagram to demonstrate how the main idea is the focus of the text, and the details support it and add to it.

CRITICAL THINKING

- Ask the following questions to check understanding about the text: *Does the text describe the neighborhood now, or long ago? The text says the neighborhood is different now. What do you think it might be like? Do you like the description of the neighborhood long ago?*

Write the main idea and details.

- Let the students complete the text. Tell them to discuss any vocabulary they don't understand with a partner.
- Ask students *What is the main idea of this text?* Prompt them to complete this information in the center of the diagram.
- Let students discuss the details in pairs, then complete the details in the other boxes in the diagram.

ANSWERS

Main idea: Ali was different a long time ago.

Details: He was a naughty little boy. He was always late for school. Now he's a good student. He's always early.

DIFFERENTIATION

Below level:

- Ask students to look at both texts on this page again and to underline the main idea sentence in each text.
- Ask what they notice about this sentence. (*It is at the beginning of the text.*)
- Put students in pairs. Ask each student to take one of the texts and copy it out onto notepaper, so each sentence is on a separate line.
- Ask students to cut up their texts, then swap their pieces of paper with a partner.
- With books closed, students put the texts in the correct sequence, starting with the main idea.

At level:

- Ask students to look back at other short reading texts in the book and find the main idea.
- Students draw diagrams to summarize the main idea and details in the other texts.
- Students give their work to a partner to check.

Above level:

- Ask students to write a short text about their neighborhood now, using the text as a model.

- Students then complete the main idea and details in a diagram, following the example.
- Share some of the texts with the class.

D Look at the title on page 50. What do you think the text is about?

- Have students look at the title of the reading text.
- Ask *What do you think this text will do? Do you think it will show things that are the same, or things that are different? Why?*
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it? Ask What does this type of text do?*

Further Practice

Workbook Unit 5 pages 38–39

Online practice Unit 5 • Get Ready

Classroom Presentation Tool Unit 5 • Get Ready

Read 1-33

Then and Now

Today, **communication** and **travel** are fast, and it's easy to get **news**. But a long time ago, things were very different.

Communication

Long ago, people used **letters** to communicate. They mailed letters to friends and families. Letters were carried by horse and cart, and later by train or boat. Today, communication is different and letters are carried by **airplane**. We can use **e-mail**, **text messages**, or phone calls to communicate quickly with friends and family all over the world.

Think What's the main idea?

Think Find one detail of the main idea.

From Mary-Sue
Reading a Letter

My great-grandma mailed a letter to her friend in London. It took two months to get there.

I send e-mails to my friend in London. She can read them right away.

News

Before newspapers, people talked to each other to get news. Then people printed the news on paper and newspapers started. Later they listened to the **radio** for news. Today we can get news any time we want.

They listened to news on the radio at 6 o'clock every day.

They watch the news on TV and read it on the **Internet** anytime they want.

Travel

People long ago walked from place to place or traveled by horse and cart. When they traveled long distances they went by train or ship. It was slow and difficult. Today we can travel in cars, fast trains, buses, or airplanes to go to places that are far way. We can travel to places across the ocean, or across the world, in a day. Travel is fast and easy now.

People traveled for two days from New York to Boston.

Fast Ticket

It takes 30 minutes to travel from New York to Boston today.

How do you communicate with your friends and family?

Summary

Objectives: To read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Social Studies: History

Text type: Informational text (nonfiction)

Reading strategy: Main idea and details

Big Question learning point: *News and communication were different a long time ago.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *How are things different now from long ago?*
- Ask students to tell you what they see in the pictures. Have students point to the e-mail, the radio, the TV, the horse and cart, and the airplane.
- Ask *Which pictures show life long ago? Which pictures show life now?*
- Ask students to think about how the pictures support the text. Ask what this whole text looks like. (*A webpage.*) Ask *Why is this a good image for this text? (Because this is a very modern way of presenting information.)*
- Look at the pictures at the bottom of page 51 and ask what they show. (*Different ways of traveling, by cart and by airplane.*) Ask if students think the people are at the start or the end of their journeys.

During Reading 1-33

- Ask a gist question to check overall understanding of the text, e.g., *What parts of life is the text comparing?*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *How long does it take to go from Boston to New York City today?*

DIFFERENTIATION

Below level:

- Put students in groups to read the text one section at a time. Have students take turns to read one sentence each, and help each other with pronunciation.
- Each time students come to a highlighted word, check understanding of the key vocabulary.
- Let students take turns to read out the speech bubble sections in pairs, so that the contrast between the past and present is clear.
- After each main section, pause and recap what students have read. Check comprehension and ask students what is being compared in each section.

At level:

- Put students into groups of three. If possible, have them sitting in a circle.
- Have students take turns reading a paragraph out loud around the circle. The two students who aren't reading the main section can share the speech bubble text between them.

- Check understanding of the highlighted words.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on reading for detail. Put students into groups of three.
- Give each student in each group a letter, A, B, or C.
- Ask all the A's to read about Communication, the B's to read about News, and the C's to read about Travel.
- Tell students to read their section.
- Choose one of the sections, e.g., *News*, and tell all the students who read the *News* section to close their books. The other pair of students in the group ask questions about this part of the text, to see how much he / she can remember, e.g., *How did people get the news before newspapers? (They talked to each other.)*
- Students open their books and read the entire text to check.

CRITICAL THINKING

- Discussion questions:
What do you think it would be like to write a letter that doesn't arrive for two months? What would you tell your friend?
Do you like being able to e-mail people so that they can read your message now? Are there any problems with it?
Do you watch the news on TV? Do you think it's a good thing that we can find out the news any time we want?
Can you imagine what it is like to travel by horse? How do you think it feels to go on a two-day journey? Is it exciting, or boring?

After Reading

- Have students look again at the text, and focus on the *Think* boxes. Read each one out, and ask students for their ideas. Ask students to suggest details of the main idea, and write them on the board.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss how things are different now from long ago.
- Have students say one thing that might be good about life long ago, and one thing that might be bad.
- Put students into small groups of three or four.
- Have students discuss what communication, news, and travel were like long ago, and what they are like now.

CULTURE NOTE

In the last 150 years, travel has changed dramatically. Ships were used to make longer journeys overseas, until the steamboat became more common in the early 1800s.

The first successful airplane flight was accomplished by the Wright brothers in 1903, but it wasn't until the 1950s that airplanes became a common means of transportation for passengers. From the 1950s onwards, there have been increasing numbers of commercial flights, which have allowed people to travel all over the world.

Newspapers began to appear in different parts of the world in the 15th and 16th centuries, but they became more widespread in the 17th century. Before then, news took a long time to travel from one place to another. In 1830, a cheap form of newspaper was invented. It was called the Penny Press and this made them much more popular.

The first radio news broadcast was made by KDKA in the US on November 2, 1920, to cover election results.

Since the 1960s, TV has been an increasingly important medium for news, and the technology it uses has developed with more live reporting from news scenes.

Now, the Internet is a popular source of news, with websites updating throughout the day, and eye-witness accounts of events from around the world.

E-mail is replacing the letter as the most common form of correspondence, as well as social networking sites. The first e-mails were sent in the 1970s with the invention of the Internet. The Internet was the result of many years' work by a group of scientists, but Tim Berners Lee is credited with inventing the World Wide Web in 1991.

Further Practice

Workbook Unit 5 page 40

Online practice Unit 5 • Read

Classroom Presentation Tool Unit 5 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

- 1 Communication ☐
- 2 News ☐
- 3 Travel ☐

A Ask and answer the question.

What's your favorite part?

Travel long ago was slow and difficult. I'm glad we have planes now.

B Write the main idea of the text and three details.

Main Idea

Communication

News

Travel

C Answer the questions.

- 1 How were letters carried long ago? _____
- 2 How can people communicate quickly today? _____
- 3 Which came first: newspapers or the radio? _____
- 4 What was it like traveling by train and ship long ago? _____
- 5 What is traveling like today? _____

Think What do you think?

- 1 Long ago, people didn't usually go to places very far away. Why not? _____
- 2 How does a letter get from Australia to Egypt today? _____

Grammar in Use

D Listen and sing along. **Great Grandma** 1-34

Great Grandma traveled on a ship,
The trip was long and slow.
She moved here from a different land,
Many years ago.
Great Grandma walked from place
to place,
In sun or rain or snow.
She didn't use a car or bus,
Many years ago.

Great Grandma listened to the news,
On her old radio.
People didn't watch TV,
Many years ago.

E **Learn Grammar** Simple Past Regular Verbs

People **listened** to the news on the radio.
They **didn't watch** the news on TV.
People **traveled** by horse and cart.
They **didn't travel** by airplane.

What did you do last night? Write three things. Then tell your partner.

watch > watched	play > played	clean > cleaned	talk > talked
-----------------	---------------	-----------------	---------------

What I did last night.

- 1 _____
- 2 _____
- 3 _____

I cleaned my room.

I didn't clean my room. I talked to my friend.

F Tell your partner something you didn't do last night.

52 Unit 5 Comprehension

Grammar: Simple Past Regular Verbs Unit 5 53

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Past regular verbs

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat the question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Write the main idea of the text and three details.

- Remind students of the *Get Ready* activity, where they used a diagram to show the main idea and details.
- Let students complete the text, using their ideas from the after-reading discussion.
- Point out the headings in the boxes, and remind them to take one detail from each section.

POSSIBLE ANSWERS

Main idea: Today, communication and travel are fast, and it is easy to get news. A long time ago, things were very different.

Communication: Long ago, people used letters. Now we use e-mail, text messages, or phone calls.

News: Before newspapers, people talked to each other to get news. Today we can get the news any time we want.

Travel: People long ago walked from place to place. Travel is fast and easy now.

C Answer the questions.

- Tell students that they will need to find details in the text to answer the questions.
- Ask students to look back at the text and find the answers to the questions.
- Read out the questions and check answers.

ANSWERS

- 1 by horse and cart
- 2 e-mail, text messages, and phone calls
- 3 newspapers
- 4 slow and difficult
- 5 fast and easy

CRITICAL THINKING

- Ask students if they can make similar sentences to summarize the other sections of the text. For each part, Communication and Travel, ask students *What happened first? Then what changed? What do people do now?*

Think

- Ask students to think individually about the two questions.
- When they have had time to think and make notes, ask students to share their ideas. Write their suggestions on the board.

Grammar in Use

D Listen and sing along. 1:34

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Number students in the class from 1–3. Do this as many times as you need to until all students have a number. Write the numbers on the board and tell the class that each number is a different verse in the song.
- Tell students to sing the song again. Each group takes turns standing up and singing their verse.

E Learn Grammar: Simple Past Regular Verbs

- Draw students' attention to the highlighted simple past verb forms.
- Write *listen* on the board and elicit the positive form (*listened*) and the negative form (*didn't listen*). Repeat with *travel*.
- Show students how the verb doesn't change in the negative form, but we use *didn't* before the verb.

What did you do last night? Write three things. Then tell your partner.

- Look at the verbs in the box and elicit that it shows the base form and the affirmative simple past form of the verb.
- Ask students to think about what they did last night, using the verbs given. Model the activity by writing an example on the board, e.g., *I played a computer game*.
- Let students complete the sentences individually.
- Put students into pairs to talk about what they did last night. They take turns to read their sentences to each other.

COLLABORATIVE LEARNING

- Put students into pairs. Ask each pair to sit back to back.
- They take turns reading out their sentences and their partner listens and writes down what they hear.
- Then read the sentences to check for accuracy.

F Tell your partner something you didn't do last night.

- Ask students what the negative forms of the verbs in the box would be.
- Model the activity by reading out the example speech bubble. Show that it contains two ideas – what the boy didn't do, and what he did instead.
- Say another example, e.g., *I didn't watch TV. I listened to the radio*.
- Put students in pairs to share their sentences.
- Let one or two pairs perform their sentences for the class.

DIFFERENTIATION

Below level:

- Put students into pairs. Write the verbs *listen, watch, travel, play, clean, and talk* on slips of paper.
- Give each pair a set of slips. Tell students to turn the paper face down on the table.
- Let students take turns turning over a piece of paper and saying the positive and negative simple past forms.

At level:

- Put students into pairs. Write the verbs *listen, watch, travel, play, clean, and talk* on slips of paper.
- Give each pair a set of slips. Tell students to turn the paper face down on the table.
- Let students take turns to turn over a piece of paper and say a sentence using the positive and negative simple past forms.

Above level:

- Put students into pairs. Write the verbs *listen, watch, travel, play, clean, and talk* on slips of paper.
- Give each pair a set of slips. Tell students to turn the paper face down on the table.
- Let students take turns to turn over a piece of paper and write sentences using the positive and negative simple past forms.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

Further practice

Workbook Unit 5 pages 41–43

Online practice Unit 5 • Understand

Classroom Presentation Tool Unit 5 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-35








B Think about the words in A and add them to the chart.

A lot of people can travel on these at the same time.	Only one or two people can travel on these at the same time.
1 bus	1
2	2
3	3

Listening

Think Are there cable cars in your town?

C Listen. Who has a new motorcycle? 1-36

D Listen again and number the words in the order you hear them. 1-37

☐ cable car

☐ bus

☒ 1 truck

☐ horse and cart

☐ boat

☐ bicycle

☐ airplane

☐ motorcycle

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. 1-38

What country do you come from?

Would you repeat that, please?

Thanks.

Egypt. Mexico Korea Say that again. OK.

Word Study

F **Learn** Words in Alphabetical Order

Words in a dictionary are in **alphabetical order**. These three words all have the same first letter. Look at the second letters. They are in alphabetical order. If they're the same, too, we look at the third letter.

bark
boat
bus

Number the words in alphabetical order.

a ☐ apartment	b ☐ closed	c ☐ steam
1 ☐ amphibian	☐ cream	☐ stop
☐ animal	☐ coyote	☐ statue

Write Tell your partner about something people did long ago but they don't do now. Now write about it in your **Workbook**. page 55

BIG QUESTION 2 How are things different now from long ago?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

People didn't travel as much long ago.

We can read news on the Internet now.

Speaking: Asking for Something to Be Repeated • Words in Alphabetical Order Unit 5 55

Summary

Objectives: To learn and understand words about transportation; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for asking for something to be repeated and words in alphabetical order.

To review what students have learned about the Big Question so far.

Vocabulary: boat, bus, motorcycle, cable car, truck, horse

Listening strategy: Listening for details about people

Speaking: Introducing people

Word Study: Words in alphabetical order

Writing task: Writing about something people did long ago

Big Question learning point: There are different types of transportation now from long ago.

Materials: Picture Cards, Discover Poster 3, Audio CD, Big Question Chart, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 1-35

- Ask students to point to the words as they hear them.
- Play the audio a second time. Tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *motorcycle*, modelling the /s/ and /k/ sounds.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

B Think about the words in A and add them to the chart.

- Read the headings in the chart with the class and check understanding. Have students do the activity and add the words individually.
- Put them in pairs to discuss their answers and check.
- Draw the chart on the board; elicit the answers.

ANSWERS

A lot of people can travel on these at the same time:

1 bus 2 boat 3 cable car

Only one or two people can travel on these at the same time:

1 motorcycle 2 truck 3 horse

CRITICAL THINKING

- Ask the following questions to check understanding:
Which of these do you think is the oldest form of transportation? Which one can you travel the furthest on? Which is the fastest? Which of these are good in towns and cities? Which of these would be good on big roads?

Listening

Think

- Read the question to the class and discuss the answer. If there aren't cable cars in their town, ask if they know where the nearest ones are.

C Listen. Who has a new motorcycle? 🎧 1:36

- Read the question, *Who has a new motorcycle?* Tell students to listen and find the answer.
- Play the audio. Ask *Who is speaking in this conversation?*

ANSWER

Dad

D Listen again and number the words in the order you hear them. 🎧 1:37

- Give students time to read through the words.
- Play the audio again and ask students to listen and number the words in the order they hear them described.

ANSWERS

4 cable car 3 bus 1 truck 2 horse and cart
7 boat 6 bicycle 8 airplane 5 motorcycle

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. 🎧 1:38

COMMUNICATION

- Say each line of the dialogue with students echoing.
- Model the dialogue with a confident student.
- Put students into pairs to practice the dialogue, taking turns to speak the different roles and substituting the red, blue, and green words with words and phrases in the box.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Words in Alphabetical Order

- Read through the text in the box. Ask students *How often do you use a dictionary? Is it easy to find words?*
- Look at the examples in the box and show how the second letters are in alphabetical order.

Number the words in alphabetical order.

- Have students complete the numbering exercise individually and check their answers with a partner.
- Write the letters *a*, *c*, and *s* across the top of the board. Have students say and spell the word in the correct alphabetical order.

ANSWERS

a amphibian, animal, apartment
b closed, coyote, cream
c statue, steam, stop

- Ask students which letters they looked at in *a* and *b*. Ask which letter they had to look at in *c*.

COLLABORATIVE LEARNING

- Have students stand in a large circle. Take a ball and throw it to a student to catch, saying at the same time, *animal*.
- When the student catches the ball, say *Say a word beginning with b*. The student says any word they can think of beginning with *b*. He / She then throws the ball to someone else in the circle, who catches it and says a word beginning with *c*.
- Continue until every student has had the opportunity to catch the ball and you have worked through the alphabet.

Write: Tell your partner about something people did long ago but they don't do now. Now write about it in your Workbook.

- Prompt students to think and make notes about the topic. Then refer them to the Workbook to write their text.

DIFFERENTIATION

Below level:

- Ask students what they have learned about how things were a long time ago in this unit. Put the words and expressions on the board.

At level:

- Put students into small groups and have them take turns saying one thing about travel, communication, or news from long ago.

Above level:

- Tell students to write one sentence each about travel, communication, and news. Then students swap their sentences with a partner to compare and discuss.

Big Question 3 Review

A Watch the video. 📺

- Play the video and when it is finished ask students to give some example answers to the Big Question.

B Think about the Big Question. Talk about it with a partner.

How are things different now from long ago?

- Display **Discover Poster 3**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 5, which are written on the poster, and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**.
- Ask students what they have learned about how things are different now from long ago while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 5 pages 44–45

Online practice Unit 5 • Communicate

Classroom Presentation Tool Unit 5 • Communicate

UNIT 6

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-39


arrive


ask


check


enter


poor


crowded


clerk


visit


sick

B Complete the sentences. Circle the two correct words.

1 The ... checks something.
a doctor c balloon
b clerk

2 He wants to ... the zoo.
a visit c go to
b jump

3 She's sad because she is ...
a happy c poor
b sick

4 The ship is very ...
a sugar c big
b crowded

5 I like to ... questions.
a ask c answer
b walk

6 He arrives at school and ...
a enters c asks
b sees

Before You Read

Think Are there children from other countries in your school? Do you sometimes visit other towns?

Learn Sequence of Events

Sequence is the order of things, such as 1, 2, 3, 4 or a, b, c, d. Stories often have a sequence. Events in a story happen in an order:

- 1 Grace mailed a letter from Paris to her cousin in London.
- 2 The letter arrived in ten days.
- 3 Her cousin was happy to get the letter.

Put the events in the correct order. Write the numbers.

☐ Lucia was sad to say goodbye.

☐ She visited her aunt in the city.

☒ 1 Lucia lived in a village long ago.

☐ She and her aunt visited many fun places.

☐ She arrived in two days.



D Long ago, a boy and his family traveled to the United States from far away. How do you think they traveled?

PREVIEW

Tell Me a Story, Grandpa

This story is historical fiction. Historical fiction is a story about something that happened long ago.



Summary

Objectives: To understand words about travel; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: arrive, ask, check, enter, poor, crowded, clerk, visit, sick

Reading strategy: Sequence of events

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-39

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *crowded*. Model the /o/ sound and count the syllables if students are finding it difficult.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding:
Which pictures show people who aren't happy? Which pictures show a person helping another person? How do you think the people feel in "visit"?

B Complete the sentences. Circle the two correct words.

- Tell students to read the gapped sentences and then circle the two words, out of the three options, which fit the gap.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 doctor, clerk 2 visit, go to 3 sick, poor
4 crowded, big 5 ask, answer 6 enters, sees

COLLABORATIVE LEARNING

- Ask all the students to sit in a circle. Arrange all of the picture cards on the floor in the middle of the circle. Give students one minute to look at them. Then, tell them to close their eyes.
- Remove one of the cards. Students look and say which card is missing.
- When a student can identify the word, ask them to say it, then spell the word for the class.
- Ask students whether the word is a verb, a noun, or an adjective.

Before You Read

Think

- Read the questions to the class and discuss the answers.
- Students compare their answers to the second question in small groups. Ask how they travel and where they like to go.

C Learn: Sequence of Events

- Read through the sentences explaining sequence with the class.
- Have students tell you what they see in the picture. Ask *What do you think will happen to the letter?*
- Have students read the bold sentences to check their answers.

Put the events in the correct order. Write the numbers.

- Look at the sentences with the students and ask a confident student to read out the sentence numbered 1 as an example.
- Let students read through the rest of the sentences and think about the correct sequence of the rest of the events, and why things have to happen in this order.
- Ask individual students to read out one sentence each in the correct sequence.

ANSWERS

1 Lucia lived in a village long ago. 2 She visited her aunt in the city. 3 She arrived in two days. 4 She and her aunt visited many fun places. 5 Lucia was sad to say goodbye.

CRITICAL THINKING

- Explain to students that events in a story have to happen in a particular sequence, because one event or action leads to another event or action.
- Ask *Why did Lucia go on a two-day journey? Why were Lucia and her aunt able to visit fun places?*
- Explain that there is a logical sequence to events, and that they need to think about this in their writing.

DIFFERENTIATION

Below level:

- Give students some simple stories written out in single sentences, and cut up so each sentence is separate, e.g., *Joshua lived in the city long ago. He wanted to visit his friends in the country. He arrived in a week. He and his friends visited lots of fun places. Joshua was sad to say goodbye.*
- Ask students to work in pairs and put the sentences in the correct sequence.

At level:

- Put students into small groups and have them think about a simple story with a clear sequence of events.
- When they have had time to plan this, tell them to write out their story so that each sentence is on a separate line, then cut it up.
- Groups swap their sentences with another group to put in the correct sequence.

Above level:

- Ask students to think individually about a simple story with a clear sequence of events.

- When they have had time to plan this, tell them to write out their story so that each sentence is on a separate line, then cut it up.
- Students swap their sentences with a partner to put in the correct sequence.

D Long ago, a boy and his family traveled to the United States from far away. How do you think they traveled?

- Without looking at the story or the pictures, ask for suggestions from the class.
- Discuss their ideas and ask them to give reasons. Write their suggestions on the board.
- Ask *What do you think this text is about?*
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What is special about this type of text?*

Further Practice

Workbook Unit 6 pages 46–47

Online practice Unit 6 • Get Ready

Classroom Presentation Tool Unit 6 • Get Ready

Read 1-40

Tell Me a Story, Grandpa

"Tell me a story Grandpa!"

"Okay," says Grandpa. "I'll tell you a story about my grandfather, Carlo. In 1910, Carlo was ten years old. He and his family lived in Italy. They were very **poor**, so they came to the United States for a better life. This was the first time that Carlo traveled to a place far away."

"Really? I'm ten, too," says Henry. "And Mom, Dad, and I **visit** a different country every summer!"

"Yes, Henry. Things are different now," says Grandpa.

"How did they travel here?" asks Henry.

"They traveled by ship," says Grandpa. "It wasn't an easy trip because the ship was **crowded** and dirty. There wasn't much food, and many people got **sick**. Carlo was sick too. They **arrived** at Ellis Island in New York after ten days."

"Wow! That's slow!" says Henry. "Now it only takes about nine hours in an airplane."

"I know," says Grandpa. "It's very different today."

"What happened at Ellis Island?" asks Henry.

"Doctors **checked** everyone, and Carlo was very scared," says Grandpa.

"Why was he scared, Grandpa? Doctors help people," says Henry.

"Yes. But people who weren't healthy couldn't **enter** New York," says Grandpa. "The **clerks** asked them many questions."

"What questions, Grandpa?" asks Henry.

"Where are you from? Are you healthy or are you sick?" says Grandpa. "Luckily, Carlo was feeling better so they let him in. And that's why we live here today and not in Italy."

"That was a cool story, Grandpa!" says Henry. "I have an idea. Let's take a trip to Italy."

"That's a good idea, Henry," says Grandpa. "Let's go next summer."

"Awesome, Grandpa! But let's take an airplane, not a ship!"




Summary

Objectives: To read, understand, and discuss a historical fiction text; to apply a reading strategy to improve comprehension.

School subjects: Social Studies: History

Text type: Historical fiction

Reading strategy: Sequence of events

Big Question learning point: *Travel could be long and difficult a long time ago.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *Have you visited other countries? Have you ever lived in another country?*
- Discuss students' answers.
- Look at the pictures and ask students who they think is talking, and who is telling the story.
- Read the title and ask *Do you share stories with your grandparents and parents? Do you know any stories about your family history?*
- Ask *Do you know which country is shown in the small picture on page 58? How do you know?*

During Reading 1-40

- Ask a gist question to check overall understanding of the text, e.g., *Which pictures show the grandpa's grandfather as a young boy?*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time, if necessary.
- Ask *How did the boy travel to the United States?*

CRITICAL THINKING

- Discussion questions:
In the first picture, what are the boy and his grandpa looking at? What do you think it shows?
How are Carlo and Henry related? (Encourage students to answer in L1.)
Do you think Henry knows this family story, or is it new to him?
Do you think Carlo enjoyed the journey on the ship?
Why is it nice to talk to grandparents about their early life?
What can you learn?

DIFFERENTIATION

Below level:

- Put students in mixed-ability pairs. Have students take turns reading sections of the story aloud to each other, with the more confident reader helping the less confident one to sound out and pronounce the words and phrases.
- Ask students to discuss what each picture shows, and encourage them to use the pictures to help them understand the story.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a paragraph out loud as the story is read around the circle.
- Remind students to look out for dialogue within the story, and to use the punctuation to show them when to pause, when to add expression, and when to use question intonation.

Above level:

- Put students into pairs, each one reading half the story aloud.
- Remind students to look out for dialogue within the story, and to use the punctuation to show them when to pause, when to add expression, and when to use question intonation.
- Have students put circles around any words that they don't know or understand.
- Let students discuss the meaning of their circled words, and encourage them to use a dictionary for support if necessary.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

After Reading

- Have students look again at the story. Ask *Do you know any stories about your family?*
- Students discuss this idea in groups, then share their stories, if they have any, with the class.
- Ask students to imagine they are Carlo and to write a letter to a friend, describing his journey to the U.S.
- They should use the details in the story to think about how Carlo would have felt, and describe the things he saw.
- Let students write their letters individually, then display them around the class.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what life might have been like for their grandparents and great-grandparents.
- Have students say one thing that might have been good about their life, and one thing which might have been difficult.
- Put students into small groups of three or four.
- Have students discuss things which are the same and things which are different about life for people in their family long ago, and life now.

COLLABORATIVE LEARNING

- Focus on reading for detail. Put students in pairs.
- Give each student in each pair a character, Henry or Carlo.
- Ask each student to read the story again and to think about their character.
- Tell students to close their books and to compare and contrast their characters' lives. For example:
I'm Carlo. This is the first time I traveled to a place far away.
I'm Henry. I visit a different country with my family every year.
- Students can present their work in a chart to show the differences between the two boys.
- Students open their books and read the entire text to check for accuracy.

CULTURE NOTE

Immigration to the US began in the 17th century and gradually increased, bringing people from all over the world in search of a better life. From 1836 to 1914, over 30 million Europeans migrated to the US. The journeys could be dangerous, and many people died on the way.

Ellis Island was set up as a center to register people upon their arrival in the US, and people had to pass a medical test to show that they weren't ill. It was in use from 1892 to 1954, and millions of immigrants came through it. Ellis Island was made part of the Statue of Liberty monument in 1965, and there is a museum of immigration there.

Further Practice

Workbook Unit 6 page 48

Online practice Unit 6 • Read

Classroom Presentation Tool Unit 6 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

- The trip to the United States ☐
- Carlo and his family at Ellis Island ☐
- Henry's idea of a trip to Italy ☐

A Ask and answer the question.

What's your favorite part?
 The trip on the ship.
 It was dangerous.

B Number the events in the correct order.

☐ Carlo and his family traveled to the United States on a ship.

☐ Carlo and his family live in the United States.

☐ Carlo and his family arrived at Ellis Island.

☐ The clerks asked Carlo questions.

☐ Carlo and his family entered New York.

☒ Carlo and his family lived in Italy.

C Complete the sentences. Write the words.

- Henry and his family visit a different country every _____.
- Carlo is Grandpa's _____.
- Carlo's family wanted a better life because they were very _____.
- The ships from Italy were dirty and _____.

Think What do you think?

- Is Henry happy that he lives now, and not long ago? Why?
- Was it easy going to a new country long ago?

Grammar in Use

D Listen and sing along. What Did You Do Yesterday?

What did you do yesterday?	What did you do yesterday?
Did you visit May? Yes, I did.	Did you travel far? No, I didn't.
Did you walk there in the rain?	Did you climb up a tree?
Did you travel there by train?	Did you watch shows on TV?
What did you do yesterday?	What did you do yesterday?

E Learn Grammar Simple Past Regular Verbs

Did they travel by ship? Yes, they did.
 Did they arrive in two days? No, they didn't.
 What did they do? They lived with Carlo's uncle.

Where did they go? How did they travel there? Practice with a partner.

Where did he travel?
 Did he travel by ship?
 Is it ... ?

He traveled to New York.
 Yes, he did.

F Ask your partner a question about how he or she traveled to school today.

60 Unit 6 Comprehension
Grammar: Simple Past Regular Verbs with Yes- and No Questions Unit 6 61

Summary

Objectives: To demonstrate understanding of a historical fiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Past regular verbs

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying, *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs to take turns asking and answering the question.
- Ask some students to say what they liked to the class.

B Number the events in the correct order.

- Remind students of their work in the *Get Ready* section on the sequence of events in a story.
- Look at the example and ask *Where does this story start? What happens next?*
- Let students read the sentences, and think about the correct sequence. Remind them to refer back to the text to check their ideas, and to read the details of the journey carefully.

ANSWERS

- Carlo and his family lived in Italy.
- Carlo and his family traveled to the United States on a ship.
- Carlo and his family arrived at Ellis Island.
- The clerks asked Carlo questions.
- Carlo and his family entered New York.
- Carlo and his family live in the United States.

CRITICAL THINKING

- Ask follow-up questions: *Why did Carlo's family come to the United States? What does "a better life" mean? Do you think it was an easy decision for his family to make? What does Henry think about doctors now compared to long ago? What do you think it would be like for Henry and his grandpa to visit Italy now?*

C Complete the sentences. Write the words.

- Consolidate students' understanding of the story by asking them to focus on these details.
- Students complete each sentence with a word from the text.

ANSWERS

1 summer 2 grandfather 3 poor 4 crowded

DIFFERENTIATION

Below level:

- Draw two mind maps on the board. Put *Carlo's life* in the center of one, and *Henry's life* in the center of the other.
- Ask students to suggest words or phrases about each child's life. Write their suggestions on the board.

At level:

- Draw two mind maps on the board, as the previous level.
- Ask students to say sentences about each child's life. Write their suggestions on the board.

Above level:

- Draw two mind maps on the board, as the previous level.
- Ask students to think of information about each child's life, and to use this to write a short text about the similarities and differences between their lives.

Think

- Ask students to think individually about the two questions.
- When they have had time to think and make notes, ask students to share their ideas. Write their suggestions on the board.

COLLABORATIVE LEARNING

- Write the following questions on the board: *Why did Carlo come to the United States? Why does Henry want to visit Italy? How did Carlo feel about this journey? How does Henry feel about visiting other countries?*
- Divide the class into four groups and give each one a question to discuss.
- Tell students that each person in the group should make a note of their ideas.
- Mix the class up into new groups of four, with one person from each of the four original groups in each group.
- Students discuss all the questions. They share ideas from the discussion with their first groups with the other students.

Grammar in Use

D Listen and sing along. 🎧 1-41

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Show how it is made up of a question and answer sequence.
- Divide the class in two, one half to ask the questions and the other to answer.
- Tell students they are going to sing their lines of the song as a question and answer exchange. Play the audio for students to sing along.
- Repeat, swapping groups so that both groups have a turn singing the longer answer sections.

E Learn Grammar: Simple Past Regular Verbs

- Draw attention to the highlighted question and answer forms of the verbs.
- Read out the questions, asking a confident student to reply.
- Show that there are two types of questions: some require a *Yes / No* answer, others require more information and include a question word.
- Write more examples of questions and answers, using both the *Wh-* and *Yes / No* forms.

Where did they go? How did they travel there?

Practice with a partner.

- Discuss what the pictures show. Elicit the two countries and the different forms of transportation.
- Students take turns to choose a picture and talk about it with a partner.
- Model the question and answer exchange with a confident student, then let students ask and answer in pairs, discussing all the pictures.

F Ask your partner a question about how he or she traveled to school today.

- Ask for suggestions on how to form the question.
- Encourage students to use the phrases: *Did you travel by (bus)?* or *How did you travel to school?*

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Give students the words from the box in E, written on separate pieces of paper.
- Challenge students to put the words in order to make the questions and answers.

At level:

- Ask students to look at the questions and answers in E, and to think about what they practiced with a partner.
- Ask students to write out the full questions and answers for each picture in their notebook.

Above level:

- Ask individuals to think of two more people, and to draw pictures showing a person, a destination, and a method of transportation.
- Student pairs ask and answer about the people they have drawn.

Further practice

Workbook Unit 6 pages 49–51

Online practice Unit 6 • Understand

Classroom Presentation Tool Unit 6 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-42


couch


chair


lamp


clock


bathtub


sink

B Read the sentences. Write the words from **A**. You can use the same word more than once.

1 What are three things we can sit in or on?	couch
2 What are two things we wash in?	
3 What are three things we can see in a bedroom?	
4 What are two things we can see in a classroom?	

Listening

Think What are some old things in your home?

C Listen. Why were some things small a long time ago? 1-43

D Listen again and match. 1-44

1

2

3

4

5

6

a bathtub

a chair

a couch

a sink

a lamp

a clock

Speaking

E Imagine you traveled between two cities in your country a long time ago. Practice with your partner. Replace the words in bold. 1-45

Where did you travel?

I traveled to **Washington**.

How did you travel there?

I traveled by **train** from **New York**.

Word Study

F **Learn** Adding -ed to Some Verbs

When we talk about things in the past, we add **-ed** to some verbs.

If the verb ends in **e**, we just add **d**.

I **visited** my grandmother. He **arrived** in New York yesterday.

Complete the sentences. Write the past tense verbs.

- My grandfather **traveled** to New York in 1910. (travel)
- Lisa **was** late for school. (arrive)
- My brother **played** ball in the park. (play)
- We **entered** the building together. (enter)

Write Tell your partner about traveling to a place 100 years ago and traveling there today. Write about it in your **Workbook**. Page 57

62 Unit 6 Vocabulary: Furniture • Listening: Details

Speaking: Describing Travel and Transport • Writing: Adding -ed to Some Verbs Unit 6 63

Summary

Objectives: To learn and understand words about furniture; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for describing travel and transportation and adding *-ed* to some verbs.

To review what students have learned about the Big Question so far.

Vocabulary: *couch, chair, lamp, clock, bathtub, sink*

Listening strategy: Listening for details about household items

Speaking: Describing travel and transportation

Word Study: Adding *-ed* to some verbs

Writing task: Writing about traveling to a place 100 years ago and now

Big Question learning point: *Things in our houses are different from a long time ago.*

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-42

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Model the /ow/ sound in *couch*.

B Read the sentences. Write the words from A. You can use the same word more than once.

- Read the questions in the chart and show how the answer can include two or three items from A.
- Have students complete the chart individually, then check in pairs.
- Draw the chart on the board, elicit the answers from the class, and ask *Why did you choose this answer?*

ANSWER

- couch, chair, bathtub
- bathtub, sink
- chair, lamp, clock
- clock, chair

Listening

Think

- Read the question and encourage responses. Ask students whether they prefer old or new things, and why.

C Listen. Why were some things small a long time ago? 1-43

- Students read the question before listening to the audio.
- Read the question and check students' answers.
- Ask a further gist question to focus on general meaning, e.g., *Where are the children?*

ANSWER

People / Children were smaller a long time ago.

D Listen again and match. 1•44

- Look at the activity and explain that students should match the numbers on the left with the items being described.
- Remind students that they won't hear the name of the item, but that they should work it out from clues.

ANSWERS

1 a lamp 2 a bathtub 3 a chair 4 a clock
5 a sink 6 a couch

CRITICAL THINKING

- Ask the following questions to check understanding: *Why didn't people read at night? Why did people have to use cold water to wash things? Which of these things would you like to see?*

Speaking

E Imagine you traveled between two cities in your country a long time ago. Practice with your partner. Replace the words in bold. 1•45

COMMUNICATION

- Say each line of the dialogue with students echoing as they hear each line.
- Model the dialogue with a confident student in front of the class.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, changing the main information to make it more personal. Elicit examples of places and methods of transportation, and demonstrate the dialogue with a confident speaker before pairs attempt the activity.
- Have three different pairs stand up and conduct their short dialogue for the class.

COLLABORATIVE LEARNING

- Tell students to write the two questions in their notebook.
- Give students five minutes to walk around the classroom and ask the questions to different students.
- They should write down the name of each person they speak to, and the answers they give.
- With students back in their seats, ask them to say one sentence about a person they spoke to, where he / she went, and how he / she traveled.

Word Study

F Learn: Adding -ed to Some Verbs

- Remind students of the simple past verb forms and explain that one way to form the simple past with regular verbs is to add -ed.
- Model the pronunciation of the example words.

Complete the sentences. Write the past tense verbs.

- Look at the sentences and point out the words in brackets at the end.
- Students complete each sentence using the correct past form of the verb.

ANSWERS

1 traveled 2 arrived 3 played 4 entered

DIFFERENTIATION

Below level:

- Use these verbs and the ones from page 53 to practice the -ed spelling.
- Write jumbled letters to represent the words *watched, played, cleaned, talked, listened, traveled, asked, and entered* on slips of paper.
- Put students into small groups. Have them choose a slip and rearrange the letters to make the simple past verb form.

At level:

- Write the words *watch, play, clean, talk, listen, travel, ask, and enter* on the board.
- Ask students to choose five of the words and write sentences using the simple past form.
- Put students into pairs and tell them to compare their sentences.

Above level:

- Write the words *watch, play, clean, talk, listen, travel, ask, and enter* on the board.
- Ask students to write sentences using all of the verbs in the simple past form.
- Put students into pairs to compare their sentences.

Write: Tell your partner about traveling to a place 100 years ago and traveling there today. Write about it in your Workbook.

- Prompt students to think and make notes about the topic.
- They can use their ideas from E to help them.

Further practice

Workbook Unit 6 pages 52–53

Online practice Unit 6 • Communicate

Classroom Presentation Tool Unit 6 • Communicate

Wrap Up

A Listen and read along. 1-46

64 Review

Project: Interview an Adult

B Interview an adult.

- Ask him or her questions about life now and long ago.
- Write a report of the interview.
- Draw or find pictures.

C Put your interview on the wall.
Tell the class one interesting thing from the interview.

My grandmother listened to the radio a long time ago. She watches TV every night now.

D Walk around the room.
Look at all the interviews. Say one thing about each interview.

Tina's grandfather lived in New York a long time ago. He lives in Boston now.

My Interview

Me: How did you go to school, Grandma?

Grandma: We walked.

Me: Did you travel to places very far away?

Grandma: No, but we traveled to the city by bus. Many people didn't have cars then.

Me: Did you watch TV?

Grandma: No, we didn't. We listened to the radio.

Me: Thank you, Grandma.

BIG QUESTION 3

How are things different now from long ago?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Interview an Adult Big Question 3 65

Summary

Objectives: To show what students have learned about the language and learning points of Units 5 and 6.

Reading: Comprehension of review story

Project: Interview an Adult

Writing: Write a report of an interview

Speaking: Talk about the interview

Materials: Big Question Video, Discover Poster 3, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 1-46

- Ask students a gist question before reading and listening to check overall understanding, e.g., *What are the children doing in this story?*
- Give students a few minutes to read the text and answer the question.
- Ask students to point to Layla, Dot, Zak, and Gus.

CRITICAL THINKING

- Ask the following questions to check understanding: *What is the play about in this story? Which two topics from these units does the play describe? What does it show about letters? How does Zak travel from London to his cousin in New York?*

COLLABORATIVE LEARNING

- Divide the class into groups of six.
- Each student in the group takes on the role of one of the characters in the story Layla, Zak, Dot, Gus, the narrator, and the clerk.
- Play the recording again.
- Give students time to read the story and look at their lines again.
- Students act out the play in their groups, referring to the words from the Student Book as necessary.

Project

21ST CENTURY SKILLS

B Interview an adult.

- Tell students to think about an adult who might be able to tell them about life now and long ago. **CRITICAL THINKING**
- Once they have chosen whom they will interview, ask students to think carefully about what questions they want to ask. **CREATIVITY CRITICAL THINKING**
- Discuss ideas as a class, e.g., write the words *Communication*, *Travel*, and *News* at the center of three mind maps on the board, and ask students what questions they could ask about each topic. **COMMUNICATION COLLABORATION CRITICAL THINKING CREATIVITY**
- Help students complete their questions before they conduct their interviews at home.
- Remind them to record all of the answers.
- When all the students have completed their interviews and have brought their answers to class, ask them to work individually to write an account of the interview. **CREATIVITY CRITICAL THINKING**
- Look at the example and show how the interview is presented, with the speaker's name on the left and the speech on the right.
- Ask students to use their notes to write their interview in the same way. **CRITICAL THINKING CREATIVITY**
- They can draw or glue pictures of the person they interviewed and pictures which represent his or her life now and long ago. **CRITICAL THINKING CREATIVITY**

DIFFERENTIATION

Below level:

- If students are able to record their interview, for example on a cell phone, they could use the recording to help them write the interview report. **CREATIVITY COMMUNICATION**

At level:

- Remind students to ask a mixture of *Yes/No* and *Wh-* questions in their interview, to find out as much information as possible. **CRITICAL THINKING CREATIVITY**

Above level:

- Ask students to write questions, which cover all three topics, *Communication*, *Travel*, and *News*. **CRITICAL THINKING CREATIVITY**
- Remind students to ask a mixture of *Yes/No* and *Wh-* questions in their interview, to find out as much information as possible.
- Prompt students to ask questions, which compare life long ago with life now. **CRITICAL THINKING CREATIVITY**

C Put your interview on the wall. Tell the class one interesting thing from the interview.

- Have students stand up and talk about their own interviews. They should say who they interviewed, and one thing they found out about that person. **COMMUNICATION CRITICAL THINKING**

D Walk around the room. Look at all the interviews. Say one thing about each interview.

- Have students stand up and read each other's interviews. **COMMUNICATION COLLABORATION**
- Tell them that they need to choose one that interests them (not their own) and remember the important information. **CRITICAL THINKING CREATIVITY**
- Put students into small groups to share what they remember from someone else's interview. **COLLABORATION COMMUNICATION**
- Ask some students to share individually with the whole class. **COMMUNICATION CREATIVITY**

Units 5 and 6 Big Question Review

How are things different now from long ago?

A Watch the video.

- Play the video. When it is finished, ask students what they know about how things are different now from long ago.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 3**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students, *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- **Based on this unit**, ask students how things are different now from long ago.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Review pages 54–55

Online practice • Wrap Up 3

Classroom Presentation Tool • Wrap Up 3



66 Big Question 4

BIG QUESTION 4

When do we use subtraction?

In these units you will:

WATCH
a video
about
subtraction.

READ
about a
greedy
monkey.

MAKE
and play
a board
game.

LEARN
about
subtraction.

WRITE
a subtraction
word
problem.

A Watch the video.

B Look at the picture. What do you see?

- What does the girl have?
- What is she doing?

C Think and answer the questions.

- When do we use numbers?
- How much money did you have two days ago? How much do you have now?

D Fill out the Big Question Chart.

67

Reading Strategies

Students will practice:

- Rereading a text to aid understanding
- Understanding the beginning, middle, and end of a story

Vocabulary

Students will understand and use words about:

- Math, adjectives, people nouns and verbs, body

Grammar

Students will understand and use:

- Simple Past Irregular Verbs Positive and Negative
- Simple Past Irregular Verbs with *Wh-* and *Yes/No* questions

Review

Students will review the language and Big Question learning points of Units 7 and 8 through:

- A story
- A project (making a subtraction board game)

Units 7 and 8

When do we use subtraction?

Students will understand the Big Question learning points:

- Subtraction lets us know what we have left of something.
- We can use subtraction to solve problems.
- Sometimes you have to let something go to get something else.
- We use subtraction every day.

Listening Strategies

Students will practice:

- Listening for numbers

Writing

Students will understand:

- How to form contractions
- Students will produce texts about:

- An interesting subtraction problem
- Things they did last night

Word Study

Students will understand and use:

- Syllables

Speaking

Students will understand and use expressions for:

- Offering
- Describing a Math problem

Units 7 and 8 Big Question page 66

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 4, Big Question Chart

Introducing the topic

- Read out the Big Question *When do we use subtraction?* Write individual words from students on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? Do you like it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video.
- Ask them to say why they chose to draw this to the class.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g., *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up and mingle and find someone else with the same sentence. (Focus on the meaning of the sentence rather than using exactly the same words.)
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Ask *What do you see?*
- Ask additional questions: *What does the girl have in her hand? What do you think the girl will do?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question, *When do we use numbers?* Encourage different suggestions, and prompt ideas by asking: *Do we use numbers at school? Do we use numbers when we are playing? Do we use numbers when we are eating?*
- Read out the second question. Put students in small groups to compare their answers. Ask *What do you buy with your money?*

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 4** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Display the **Big Question Chart**.
- Ask the class *What do you know about subtraction?* Ask *What is the opposite of subtraction?*
- Draw a mind map on the board, putting *Subtraction* in the middle and adding the words from students around this word.
- Ask students to write what they know and what they want to know in their Workbooks.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about subtraction.
- Point to familiar objects in the big picture and on the poster and ask *What is this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about subtraction.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about subtraction, and have students spell out some of the words as you write them on the board.

Discover Poster 4

1 Child counting coins; 2 Girl with subtraction sum;
3 Boys trading baseball cards; 4 Gum drops

Further Practice

Workbook Unit 7 page 56

Online practice • Big Question 4

Classroom Presentation Tool • Big Question 4

UNIT 7

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 1-47


minus sign


subtraction


take away


column


row


test score


single-digit number


double-digit number


left

B Circle True or False.

- There are 43 apples. I **take away** 5 apples. There are 2 apples **left**.
True **False**
- These are **single-digit** numbers: 1, 4, and 9.
True **False**
- When your **test score** is bad, your teacher isn't happy.
True **False**
- These things are in a **column**.
True **False**
- This is a **subtraction** math problem.
True **False**
- This is a **minus sign**.
True **False**

Before You Read

Think Do you like math? What's your favorite number?

Learn Reread

To **reread** means to read a text again. You can reread something for many different reasons, such as when you don't understand something. When you reread, read slowly and think about what you're reading.

Read the text once. Answer the questions.

We use math every day. People use addition and subtraction when they buy and sell things. Your parents use math when they buy food and clothes for you, so they know how much money they need. You use math to keep score when you play a game with your friends.



- When do people use subtraction?
- When do you use math?

Now reread the text. Answer the question.

- Why do parents use math?

D The text on pages 70–71 is about subtraction. What are three words you think are in the text?

PREVIEW

Subtraction

In this text, we learn about subtraction. This text is an informational text. Remember, informational texts tell us about our world.

Math



Summary

Objectives: To understand words about math; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: minus sign, subtraction, take away, column, row, test score, single-digit number, double-digit number, left

Reading strategy: Rereading

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 1-47

- Play the first part of the audio. Ask students to point to the words as they hear them.
- Play the rest of the audio and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *column* and *digit*. Model the silent *n* and the soft /dz/ sound.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding:
Where do we write a minus sign? What do we write at the end of a math problem, before the answer? Which way does a column go? Which way does a row go?

B Circle True or False.

- Tell students to read the sentences carefully and work out whether they are true or false. Prompt them to look at the pictures on the right for items 4, 5, and 6.
- Let students work individually, then compare answers with a partner.
- Check answers with the class.

ANSWERS

1 False 2 True 3 True 4 False 5 True 6 True

- For an extra challenge, ask students to correct the false sentences.

COLLABORATIVE LEARNING

- Write some simple subtraction problems on the board, e.g., $6 - 3 =$ $10 - 4 =$ $12 - 6 =$
- Ask *What can you see?*
- Challenge students to solve the problems in pairs, then write further problems for their partner to solve.
- Pairs check their answers with each other.

Before You Read

Think

- Ask the first question to the class and find out how many students like math. Encourage them to answer *Yes, I do* or *No, I don't*, and to give reasons.
- Read aloud the second question and find out whether students have a favorite number. Ask if it is a low or a high number and why they like it, e.g., is it a birthday, or a special day?
- Ask if any of the answers are the same.

C Learn: Reread

- Look through the text with the students, and ask if they ever reread anything when they are reading a story in their own language.
- Ask *Why do you do it? Does it help you understand better?*

Read the text once. Answer the questions.

- Let students read through the text once only, and try to answer the questions.
- Students work individually, then compare answers in pairs.

ANSWERS

- 1 When they buy and sell things.
 - 2 When you play a game with your friends, to keep score and see who wins.
- Ask students if they agree with this idea, and when they use math in day-to-day situations.

Now reread the text. Answer the question.

- Prompt them to read a second time, applying the reading strategy by reading slowly and carefully, and to answer the next question.

ANSWER

- 3 When they buy food and clothes, so they know how much money they need.
- Ask students if they found it easier to answer the question the second time they read the text. Ask what was different about the second reading.

CRITICAL THINKING

- Ask the following questions to check understanding about the text: *What kind of math do you use when you keep score in a game? What kind of math do your parents use when they are shopping?*

DIFFERENTIATION

Below level:

- Look at the reading strategy again and ask students to think about why it is useful to reread things.
- Ask students to reread the text and underline any words they don't understand. Let them work in pairs to see if they can discover the meaning, and give any meanings they don't know.
- Point out that the first time they read a text, they may find that the difficult words make it hard to read. However, if they reread it, they may be able to work out the meaning, or have a chance to look it up or ask a partner.

At level:

- Ask students to look at the reading strategy again and think about what kind of texts they reread. For example, do they read stories in their own language once, or do they reread them? Do they read information in their schoolbooks once, or more than once?
- Put students in pairs to discuss their ideas and make notes.

Above level:

- Ask students to reread the text and write true or false sentences about it, like those in B.
- Students swap sentences with a partner to answer *true* or *false*.

D The text on pages 70–71 is about subtraction. What are three words you think are in the text?

- Without looking at the text on the next page, ask students for their ideas about which words might be in the text.
- Elicit *minus sign, subtraction, take away*. You could write the letters for each word in jumbled order on the board, and prompt students to say and spell the correct words.
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What does this type of text do?*

Further Practice

Workbook Unit 7 pages 56–57

Online practice Unit 7 • Get Ready

Classroom Presentation Tool Unit 7 • Get Ready

Subtraction

What is subtraction?

When we add things, we join them together. When we subtract things, we **take** them **away** from other things. Then we can see how many things are **left**.



There are 3 apples left.

Subtracting in Groups

When we count backward, we're subtracting 1 each time. Count backward from 50 to 1. Now count backward by fives, subtracting 5 each time. Now count backward by tens. How much are you subtracting each time now?

50 45 40 35 30 25 20 15 10 5 0

Subtraction Math Problems

All subtraction math problems have a **minus sign**.

This is the minus sign. The minus sign tells us to subtract 4 from 9.

This is the answer. It tells how many are left.

We write $9 - 4 = 5$.



We say "Nine minus four equals five."

Subtraction Math Problems in Rows and Columns

We usually write subtraction math problems for **single-digit numbers** in a **row**, and we usually write subtraction problems for **double-digit numbers** in a **column**.

$5 - 2 = 3$

$$\begin{array}{r} 50 \\ - 20 \\ \hline 30 \end{array}$$

Think Reread this part. Do you understand it?

Subtraction Word Problems

Let's use subtraction to solve these problems.

Alma bought five cookies. Her friends ate three. How many cookies were left?



$5 - 3 = ?$

Now think of some things that people subtract every day.

Olivia had thirty-five grapes. She gave twenty grapes to her little sister. How many grapes were left?



$$\begin{array}{r} 35 \\ - 20 \\ \hline = ? \end{array}$$

My teacher subtracts numbers from 100 for my **test score**!

Summary

Objectives: To read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Math

Text type: Informational text (nonfiction)

Reading strategy: Rereading

Big Question learning point: *Subtraction lets us know what we have left of something.*

Materials: Audio CD

Before Reading

- Ask *When do we use subtraction?*
- Ask students to tell you what they see in the pictures. Discuss *apples, cookies, and grapes*, and try to elicit *minus sign, numbers, single-digit, double-digit, and subtraction problem*. Have students point to these items as you say them.

During Reading 1-48

- Ask a gist question to check overall understanding of the text, e.g., *Why do we subtract things?*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *Why do we subtract things in rows and columns?*

DIFFERENTIATION

Below level:

- Put students in groups of five. If possible, have them sitting in a circle.
- Have students take turns reading one section out loud and continue reading around the circle. After each section, pause and check comprehension.
- In section 2, students count backwards from 50 to 1 together.
- Ask students to find and point to the highlighted words from the *Get Ready* section.
- When students come to counting backwards in tens, let students count together.
- Ask students to work together to try to solve the subtraction problems at the end.
- Check understanding by reversing the problems: $2 + 3 = 5$; $20 + 15 = 35$.

At level:

- Put students into small groups of three to read the text. They each read two sections – the final box can be split into two.
- In section 2, students take turns around the group to say ten numbers each as they count backwards from 50 to 1.
- Let students point out the highlighted words and take turns to explain the meaning to the group.
- Ask students to solve the subtraction problems individually and then check with the other group members.
- Check answers by asking *What's 2 + 3? What's 20 + 15?*
- For section 2, ask groups to work together to draw a similar diagram showing the process of counting backwards in tens.

Above level:

- Have students read the text and complete the subtraction problems individually. Ask them to rewrite the subtraction problems in reverse, as addition problems.
- For section 2, ask students to count individually from 50 to 1, then to draw a similar diagram showing the process of counting backwards in tens.
- Put students into pairs and have them summarize the content of each section in pairs. They can help each other with vocabulary at this stage.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

CRITICAL THINKING

- Discussion questions:
How does a subtraction problem work?
Why do we count backwards in fives and tens?
Why do we subtract double-digit numbers in columns?

After Reading

- Have students look again at the *Think* boxes. Remind them of the importance of rereading slowly to improve understanding.
- Ask students to reread each section carefully to check their understanding of it.
- At this stage, ask if there was any vocabulary they didn't understand the first time, which now makes sense as they understand the context of the text better.

COMMUNICATION

- Put students into groups. Give out large pieces of paper for them to write a series of subtraction problems, using single-digit and double-digit numbers.
- Swap sheets, so each group has a different set of problems to solve.
- Set a time limit for students to solve the problems in groups.
- Ask each group to read aloud a few of their problems and the answers. Check their answers, and check the correct use of the technical language.
- Ask whether they subtracted in rows or columns each time.

CULTURE NOTE

Subtraction is one of the four basic binary operations – addition, subtraction, multiplication, and division.

It has many practical everyday uses, e.g.:

- Taking away a given number from a quantity to see what is left.
- From a given measurement, taking away a quantity measured in the same units, e.g., $10\text{ cm} - 5\text{ cm} = 5\text{ cm}$.
- Comparing two quantities to find the difference between them, e.g., the difference between \$400 and \$300 is \$100.
- To find the distance between two locations, e.g., if there are two markers on a highway, one showing 100 miles and a later one showing 50 miles, it shows that you have traveled 50 miles.

Students are often taught to subtract in rows for single-digit numbers, but in columns for double-digit numbers, as it helps to show the correct unit within each number.

Further Practice

Workbook Unit 7 page 58

Online practice Unit 7 • Read

Classroom Presentation Tool Unit 7 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

- Counting backwards in fives and tens. ☐
- Subtraction math problems in rows and columns. ☐
- Subtraction word problems. ☐

A Ask and answer the question.

What's your favorite part?

Counting backwards in tens. It's fast.

B Answer the questions.

- When we count backward in twenties, how many do we subtract each time?
- What sign do all subtraction math problems have?
- How do we usually write subtraction problems for double-digit numbers?

C Use these numbers to write subtraction math problems in your notebook. Use rows and columns.

1

50

15

35

2

75

50

25

3

8

4

4

Think What do you think?

- When do we count backwards?
- Why can we write single-digit subtraction problems in rows?

Grammar in Use

D Listen and sing along. Cookies 1-49

Yesterday, Billy bought cookies at the store. He bought sixteen cookies, but his sister ate four. His mother ate three, and his brother had eight. How many cookies were left on Billy's plate?

Today, Billy didn't buy cookies at the store. But his mother bought three and his sister bought four. His brother bought sixteen, but he only had eight. How many cookies were left on Billy's plate?

E Learn Grammar Simple Past Irregular Verbs

Alma **bought** five cookies. She **didn't buy** four.
 Olivia **gave** her sister twenty stickers. She **didn't give** her twenty-six.

eat > ate

see > saw

buy > bought

What did they do? Practice with a partner.

May	eat		✓		✗	May ate three carrots.	She didn't eat six carrots.
Tam	see		✓		✗		
Jay	buy		✓		✗		

F Tell your partner something you did and didn't eat or drink yesterday.

72 Unit 7 Comprehension
Grammar: Simple Past Irregular Verbs in Negative Statements Unit 7 73

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Past irregular verbs

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time, and ask students to give their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Answer the questions.

- Ask students to read the questions and answer individually. They can compare answers in pairs.

ANSWERS

1 twenty **2** a minus sign **3** in a column

- As a follow-up, ask students to count backwards from 100 to 0 in twenties.

CRITICAL THINKING

- Ask *What happens if we try to take a bigger number away from a smaller number?* (Students may not know the term *minus number*, but they may answer that it is impossible, or that the number will be less than zero.)
- Ask *Why do we count backwards in different numbers?* Explain that if the first number is big, and we want to count backwards quickly, we use a bigger number. So if we want to count backwards from 1,000, we could count backwards in 100s. If we want to count backwards from 100, we could count in 10s. If we want to count backwards from 10, we could count in 1s.

C Use these numbers to write subtraction math problems in your notebook. Use rows and columns.

- Look at the numbers in lozenges and ask students again what we do in a subtraction problem.
- Ask whether these numbers are in the correct sequence for the subtraction problems.
- Let students rewrite the numbers as problems, reminding them to use rows or columns correctly.

ANSWERS

- 1 50
 - 15
 = 35
2 75
 - 50
 = 25
3 8 - 4 = 4

DIFFERENTIATION

Below level:

- Give students a set of up to nine beads or blocks and ask them to role-play subtraction problems in groups. As an example, give one student eight blocks, and ask them to take away six. Ask how many are left.
- Each time students solve a problem with the blocks, ask them to write out the subtraction problem in their notebook, using rows for single-digit numbers.

At level:

- Give students a set of up to thirty beads or blocks and ask them to role-play subtraction problems in groups. As an example, give one student twenty blocks, and ask them to take away eleven. Ask how many are left.
- Each time students solve a problem with the blocks, ask them to write out the subtraction problem in their notebook, using columns for double-digit numbers and rows for single-digit numbers.

Above level:

- Ask students to make a series of number lines, counting backwards from 1,000 in 100s, from 90 in 15s, and from 300 in 50s. Challenge students to see who can do this the fastest.

Think

- Ask students to think about the two questions individually.
- When they have had time to think and make notes, ask them to share ideas. Write their suggestions on the board.
- Explain that we can write single-digit subtraction problems in rows because we only have to subtract one number each time.

Grammar in Use

D Listen and sing along. 🎧 1•49

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Divide the class in half and say that they will sing one verse each, and there will be a competition to see which group can sing the loudest and the most clearly.
- Tell students to sing the song again. Each group stands up when it is their turn to sing. Encourage them to sing as loudly and as clearly as possible.

E Learn Grammar: Simple Past Irregular Verbs

- Draw attention to the highlighted simple past verbs forms in the sentences. Ask what they notice about them.
- Elicit that the verb changes in the first sentence, and that this sentence is positive. In the second sentence, the verb doesn't change, but we add *didn't*. This sentence is negative.
- Look at the positive sentence again. Write *buy* and *give*, and ask how the verb is different in these sentences.
- Explain that, unlike regular simple past verbs where we add *-ed*, some verbs have an irregular simple past form, and we have to learn this. Point out the further examples.
- Write more examples of positive and negative sentences, using *eat*, *see*, *buy*, and *give*.
- Suggest that students start a vocabulary list of simple past irregular verb forms in their notebook.

What did they do? Practice with a partner.

- Model the example dialogue with a confident student. Read out the positive sentence, and encourage the student to read the negative sentence back to you.
- Ask students to look carefully at the pictures and to form the positive and negative sentences. Help as necessary.

COLLABORATIVE LEARNING

- Put students in a large circle to practice these sentences and check that they are forming the negative correctly. Throw a ball / beanbag to one student, saying *I saw five birds yesterday*. The student catches the ball and replies *I didn't see (seven) birds*. He / She then throws the ball to another student, who says a different positive sentence and throws it to another student who says the corresponding negative statement.
- Correct any mistakes as the game progresses, but do not interrupt the game, simply remodel the sentence correctly and encourage them to continue.
- The game continues until everyone has had a chance to catch and throw the ball.

F Tell your partner something you did and didn't eat or drink yesterday.

- Refer students back to the song. Ask them to think about what they did and didn't eat or drink yesterday.
- Students discuss in pairs.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

Further practice

Workbook Unit 7 pages 59–61

Online practice Unit 7 • Understand

Classroom Presentation Tool Unit 7 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 1-50


clean


dirty


tired


hungry


thirsty


full

B Match the words to the sentences.

1 clean	a I ate ten cookies!
2 dirty	b I want some water, please.
3 tired	c I want chicken and rice, please.
4 hungry	d I have a new, white dress.
5 thirsty	e I want to sleep.
6 full	f I am washing my clothes.

Listening

Think How do you feel now?

C Listen. What do the kittens drink? 1-51

D Listen again and circle the correct subtraction problem. Then write the answer. 1-52

1 $\begin{array}{r} 60 \\ - 30 \\ \hline \end{array}$	2 $\begin{array}{r} 60 \\ - 13 \\ \hline \end{array}$	3 $\begin{array}{r} 40 \\ - 13 \\ \hline \end{array}$	4 $\begin{array}{r} 14 \\ - 13 \\ \hline \end{array}$	5 $\begin{array}{r} 16 \\ - 15 \\ \hline \end{array}$	6 $\begin{array}{r} 60 \\ - 50 \\ \hline \end{array}$
7 $\begin{array}{r} 19 \\ - 17 \\ \hline \end{array}$	8 $\begin{array}{r} 90 \\ - 17 \\ \hline \end{array}$	9 $\begin{array}{r} 18 \\ - 15 \\ \hline \end{array}$	10 $\begin{array}{r} 80 \\ - 50 \\ \hline \end{array}$	11 $\begin{array}{r} 17 \\ - 11 \\ \hline \end{array}$	12 $\begin{array}{r} 70 \\ - 11 \\ \hline \end{array}$

74 Unit 7 Vocabulary: Adjectives • Listening: Number Details

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. 1-53

Would you like some fruit? No, thank you. I'm full.

How about some water? Yes, please. I'm thirsty.

pasta salad soup
I'm not hungry. I don't like it.
I just ate some.
tea juice soda

Word Study

F **Learn** Syllables

A word can have more than one part. These parts are called **syllables**. Each syllable is a separate sound.

One-syllable words: *ate, test, soil*

Two-syllable words: *dou/ble, bath/tub*

Three-syllable words: *an/1/mol, sub/trac/tion*

Mark the syllables. Write the number.

1 fea / ther	2	3 instrument	4	5 liquid	6
2 ice	3	4 message	5	6 vacation	

Write Think of an interesting subtraction problem with your partner. Now write about it in your **Workbook**. (page 81)

BIG QUESTION **When do we use subtraction?**

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

People use subtraction every day.

People use subtraction when they buy things.

Speaking: Offering • Syllables Unit 7 75

Summary

Objectives: To learn and understand adjectives; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for offering and syllables in words.

To review what students have learned about the Big Question so far.

Vocabulary: *clean, dirty, tired, hungry, thirsty, full*

Listening strategy: Listening for numbers

Speaking: Offering

Word Study: Syllables

Writing task: Writing about a subtraction problem

Big Question learning point: *We can use subtraction to solve problems.*

Materials: Picture Cards, Discover Poster 4, Big Question Chart, Audio CD, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 1-50

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *tired*, modelling the *ire* sound.

B Match the words to the sentences.

- Have students do the activity and add the words individually.
- Put them in pairs to discuss their answers and check.

ANSWERS

1 d 2 f 3 e 4 c 5 b 6 a

Listening

Think

- Ask students to read the question, then to answer using full sentences.

C Listen. What do the kittens drink? 1-51

- Play the audio. Encourage students to listen for the answer to the question.

ANSWER

Milk

- Ask follow-up questions: *What do these sentences all show? Do they use double-digit or single-digit numbers? How are double-digit subtraction problems presented?*

D Listen again and circle the correct subtraction problem. Then write the answer. 🎧 1:52

- Give students a few minutes to look at the subtraction problems on the page.
- Remind them that it is a useful listening strategy to think about what you will hear before you listen, so ask them to say each number to themselves.
- Explain that they do not have to answer the problem as they are listening, as there will be time at the end to do this.
- Play the audio again and ask children to listen and circle the correct problem.
- Check answers, then let the students solve the problems.

ANSWERS

1 $60 - 30 = 30$ 2 $90 - 17 = 73$ 3 $14 - 13 = 1$
4 $18 - 15 = 3$ 5 $60 - 50 = 10$ 6 $17 - 11 = 6$

DIFFERENTIATION

Below level:

- Play the audio one section at a time, and write down each subtraction problem on the board as you hear it.
- Ask students to match the problem to the correct one in their books.
- Solve the problems together on the board.

At level:

- Once you have checked students' answers, ask them to solve the other subtraction problems on the page.
- Put students into pairs to check their answers together.

Above level:

- Tell students to write similar word problems, using a variety of settings as in the audio.
- Students swap their word problems with a partner to rewrite as subtraction problems and solve.

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. 🎧 1:53

COMMUNICATION

- Play the audio with students echoing as they hear each line.
- Model the dialogue with a confident student in front of the class.
- Repeat, substituting the colored words to change the main information, using the words in the box.
- Put students into pairs and tell them to practice the dialogue, changing the main information each time.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Syllables

- Read through the explanation and then read each example word, clapping to show each syllable. Encourage students to reread the words and clap again for practice.

Mark the syllables. Write the number.

- Ask students to look and write the number of syllables in each word.

ANSWERS

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

COLLABORATIVE LEARNING

- Have students stand in a large circle.
- Read out the words from F and ask students to clap the number of syllables to you.
- When you have covered all of these words, move on to different ones, e.g., *addition*, *backward*, *problem*, *buy*, *sell*.

Write: Think of an interesting subtraction problem with your partner. Now write about it in your Workbook.

- Remind students of the Listening activity and the different range of subtraction problems. Encourage them to think about a similar subtraction problem.
- Let them work in pairs to discuss ideas.

Big Question 4 Review

A Watch the video. ▶

- Play the video and when it is finished ask students to give some example answers to the Big Question.

B Think about the Big Question. Talk about it with a partner.

When do we use subtraction?

- Display **Discover Poster 4**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 7 which are written on the poster, and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**.
- Ask students what they have learned about subtraction while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 7 pages 62–63

Online practice Unit 7 • Communicate

Classroom Presentation Tool Unit 7 • Communicate

UNIT 8

Get Ready

PREVIEW

Bandar the Greedy Monkey

This story is a fable. A fable is a story that teaches us a lesson. Bandar means monkey, in Hindi. Some people in India speak Hindi.

Words

A Listen and point to the words. Listen again and say the words. 2-02


let go


steal


dig up


hide


jar


greedy


bored


baker


cook

B Look at **A** and write the words.

- People who work in a kitchen: baker
- Things we can do: _____

C Complete the sentences. Write the words from **A**.

- When it rains, I feel _____ and don't know what to do.
- He puts money in a _____ every day so he can save to buy a bike.
- Yesterday, Joe was _____ and ate too many cakes.

Before You Read

Think What kind of candy do you like? What animals can dig things up?

Learn Beginning, Middle, and End of a Story

Stories have three parts.

- a beginning:** Mary baked ten cookies for her friends.
- a middle:** Her brothers were hungry and ate eight cookies.
- an end:** Mary only had two cookies left for her friends.

Read the sentences. Number them in the correct order. Then write **B** (Beginning) for two sentences, **M** (Middle) for three sentences, and **E** (End) for two sentences.

- ☐ His test grade is good.
- ☐ She takes away ten points.
- ☐ He takes the test and writes the answers.
- ☒ 1 Aaron has a subtraction test today.
- ☐ He likes math now.
- ☐ Ms. Jackson grades Aaron's test.
- ☐ His score is 90.

B

E Look at the pictures on pages 78–79. What places do you think are in the story?

76 Unit 8 Vocabulary: People, Nouns and Verbs
Reading: Beginning, Middle, and End of a Story Unit 8 77

Summary

Objectives: To understand verbs and nouns about people; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: *let go, steal, dig up, hide, jar, greedy, bored, baker, cook*

Reading strategy: Beginning, middle, and end of a story

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-02

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Build on the Word Study section in Unit 7 by asking students to clap each syllable as they hear it.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

COLLABORATIVE LEARNING

- Tell students to choose one of the words from the set and to draw a simple picture to represent it.
- Give students five minutes to walk around the room and look at each other's pictures. They have to identify as many pictures as they can.
- With students back in their seats, write dashed letters for each word on the board. Complete the initial letter, adding the *o* or *a* for *bored* / *baker*, and ask students to say and spell the words.

B Look at A and write the words.

- Tell students to classify the vocabulary according to the headings given. Explain that these can be summarized as People and Actions.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 baker, cook 2 let go, steal, dig up, hide

C Complete the sentences. Write the words from A.

- Ask students to read through the sentences and complete them with the correct words from A.
- Let students check answers in pairs, then ask individual students to read out the complete sentences.

ANSWERS

1 bored 2 jar 3 greedy

CRITICAL THINKING

- Ask the following questions to check understanding: *What is the difference between a baker and a cook? What is the difference between greedy and hungry? What's the opposite of bored? What else can we put in a jar?*

Before You Read

Think

- Ask students around the class what kind of candy they like. Find out which is the most popular kind.
- Discuss with the class what kind of animals can dig things up. Write their ideas on the board.
- Ask *Why do animals dig things up?* Elicit that it is usually to find food.

D Learn: Beginning, Middle, and End of a Story

- Read through the text with the class and check understanding.
- Choose three students to read out the three sentences that make up the story.

Read the sentences. Number them in the correct order. Then write *B* (Beginning) for two sentences, *M* (Middle) for three sentences, and *E* (End) for two sentences.

- Look at the picture and ask students what they see.
- Explain that this story is in the wrong order. Remind students of their work on sequence in stories, and review the concept of writing in a certain order.
- Ask students to read the sentences and work in pairs to put them in order. Remind them to think about the cause and effect as they do this – what has to happen before the next thing can happen?
- Check answers before asking students to label the sentences B, M, or E.

ANSWERS

1 Aaron has a subtraction test today. B 2 He takes the test and writes the answers. B 3 Ms. Jackson grades Aaron's test. M 4 She takes away ten points. M 5 His score is 90. M 6 His test grade is good. E 7 He likes math now. E

- Show that the end is a result of what happens in the middle of the story.

CRITICAL THINKING

- Ask the following questions to check understanding about the sequence: *Why does Ms. Jackson take away ten points? Why does Aaron like math now? Is Ms. Jackson pleased with Aaron?*

DIFFERENTIATION

Below level:

- Ask students to work in pairs and to take turns to read the sentences to each other in the correct sequence.
- Let them prompt each other if they find this difficult.

At level:

- Ask students to work in pairs. They take turns to read out a sentence from the story. The other student closes his / her book and says *Beginning, Middle, or End*.

Above level:

- Tell students to write three sentences for a similar story, and to cut these up so they are out of sequence.
- Students swap sentences with a partner, who puts them in order and labels them *Beginning, Middle, or End*.
- Students share some of their stories with the class.

E Look at the pictures on pages 78–79. What places do you think are in the story?

- Have students look at the pictures on pages 78 and 79.
- Point to the pictures and ask *Who is this? Where do you think they are?* Elicit the words *baker, cook, steal, jar, and greedy*.
- Ask *What is this story about?*
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What is special about this type of text?*

Further Practice

Workbook Unit 8 pages 64–65

Online practice Unit 8 • Get Ready

Classroom Presentation Tool Unit 8 • Get Ready

Read 2-03

Bandar, the Greedy Monkey

A monkey called Bandar lived in the woods near a small town. One day, Bandar was **bored** and decided to go into the town.

Bandar went to a bakery and saw thirty beautiful cookies. He **stole** a cookie and ate it. It was good! He ate more and more cookies!

The **baker** saw Bandar and chased him. "You **greedy** little monkey!" he cried. "Now there are only fifteen cookies!"

Bandar ran up a tree and **hid** in the leaves. When he looked down, he saw sixty small carrots in a garden. When the gardener wasn't looking, Bandar ran down the tree, **dug up** a carrot, and ate it. It was good! He ate more and more carrots!

The gardener saw Bandar and chased him. "You greedy little monkey! Now there are only forty-four carrots!"

Bandar went to a restaurant and saw forty-two sausages. He stole a sausage and ate it. It was good! He ate more and more sausages!

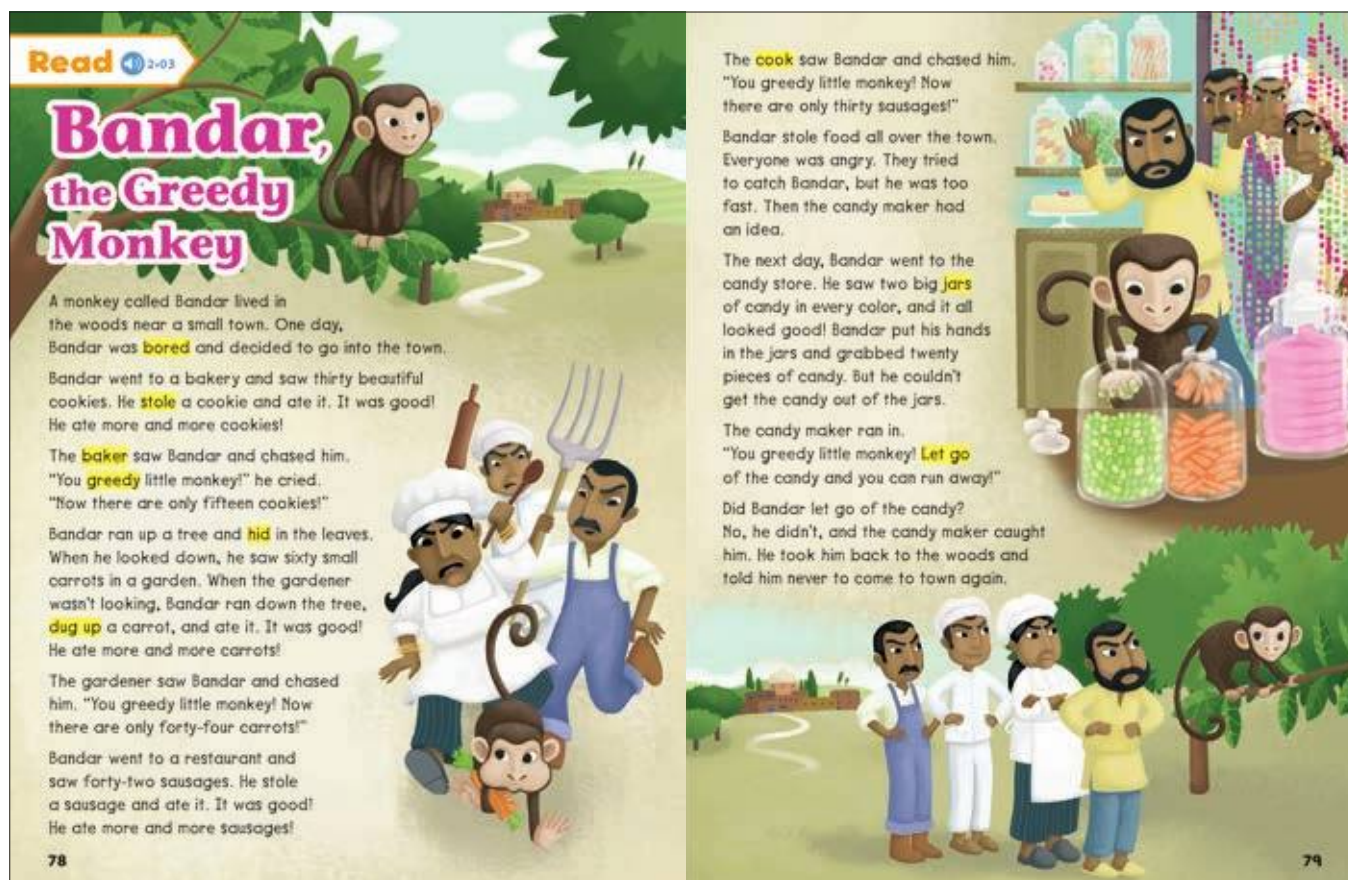
The **cook** saw Bandar and chased him. "You greedy little monkey! Now there are only thirty sausages!"

Bandar stole food all over the town. Everyone was angry. They tried to catch Bandar, but he was too fast. Then the candy maker had an idea.

The next day, Bandar went to the candy store. He saw two big **jars** of candy in every color, and it all looked good! Bandar put his hands in the jars and grabbed twenty pieces of candy. But he couldn't get the candy out of the jars.

The candy maker ran in. "You greedy little monkey! **Let go** of the candy and you can run away!"

Did Bandar let go of the candy? No, he didn't, and the candy maker caught him. He took him back to the woods and told him never to come to town again.



Summary

Objectives: To read, understand, and discuss a fiction text; to apply a reading strategy to improve comprehension.

School subject: Math

Text type: Fable (fiction)

Reading strategy: Beginning, middle, and end of a story

Big Question learning point: *Sometimes you have to let something go to get something else.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What does it mean to be greedy?*
- Ask students to tell you what they see in the pictures.
- Have students point to a monkey, a baker, a cook, and a jar.
- Ask *Are the people happy or angry in these pictures? Why do you think they are chasing the monkey?*

During Reading 2-03

- Ask gist questions to check overall understanding of the text, e.g., *Where does Bandar live? Where does he decide to go?*
- Allow students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask students to find and explain the meaning of the highlighted words. Ask students if they can identify the irregular simple past verb forms in the text, and match them to the verbs in *Get Ready* (*stole* = *steal*, *hid* = *hide*, *dug up* = *dig up*). Remind students that they have to learn irregular past forms.
- Prompt students to add these to a vocabulary list.
- Ask *Why is the gardener angry with the monkey?*
- Ask *Why was the candy maker able to catch Bandar?*

DIFFERENTIATION

Below level:

- Put students in a large circle. Have students take turns reading the story, one sentence at a time. Work with this group to model pronunciation.
- Pause at regular intervals, and ask questions to check understanding, e.g., *Why did Bandar take more cookies? Where did Bandar hide?*
- When students come to dialogue in the story, remind them to think about punctuation and expression.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a paragraph at a time, as the story is read around the circle.
- When students come to dialogue in the story, remind them to think about punctuation and expression.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

CRITICAL THINKING

- Discussion questions:
Why did Bandar decide to go to town? How does this show that he is greedy?
Why didn't Bandar let go of the candy?
What choice did Bandar have?

After Reading

- Have students look again at the pictures. Ask *Why couldn't the people catch Bandar?*
- Ask *What does the first picture show? What does the second picture show? What does the final picture show?*

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing their responses to the story.

DIFFERENTIATION

Below level:

- Have students draw a picture of one of the characters from the story – the baker, the gardener, the cook, or the candy maker.
- Ask students to draw in their picture the things that Bandar stole, and how the character felt.
- At this stage they don't need to think about drawing each item in the correct quantity, as this will be covered in the Understand page.
- Ask students to label their pictures. Write the following sentence frame on the board for them to follow: *The _____ is _____.*

At level:

- Have students draw a picture of a scene from the story and write a sentence explaining what is happening.
- Write some sentence frames on the board for them to use if they wish: *This is _____.* *He is _____.* *Bandar is _____.*
- Share some of the examples with the class.

Above level:

- Have students draw a picture of a scene from the story and write a short paragraph explaining what is happening, and explaining who the characters are.
- Ask them to try to include dialogue in their text, and to use the correct punctuation for this.
- Have individual students stand up and share their picture with the class and read their paragraph.

CULTURE NOTE

This is an Asian fable. Bandar means *monkey* in Hindi, which is a language spoken by many people in India. Like many fables, it appears in a variety of different forms, but the moral of the story is that it is bad to be greedy, and that people can be trapped by their own greed. In one version of the story, Buddha is reincarnated as a monkey at the point where the greedy monkey is trapped. He advises the greedy monkey to let go of the food, but he refuses to do so and is caught.

Further Practice

Workbook Unit 8 page 66

Online practice Unit 8 • Read

Classroom Presentation Tool Unit 8 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

1 Bandar at the bakery ☐

2 Bandar in the garden ☐

3 Bandar in the candy store ☐

A Ask and answer the question.

What's your favorite part?
 Greedy Bandar didn't let go of the candy. It's funny.

B Look at the pictures. Number them in the correct order. Then write B (beginning), M (middle), and E (end).

C Read the subtraction word problems. Answer the questions.

- The baker had thirty cookies. Now he has fifteen.
How many cookies did Bandar steal? _____ cookies
- The gardener had sixty carrots. Now he has forty-four.
How many carrots did Bandar dig up? _____ carrots
- The cook had forty-two sausages. Now he has thirty.
How many sausages did Bandar eat? _____ sausages

Think What do you think?

- Was Bandar a smart monkey?
- What is the lesson of the story? Give one idea.

Grammar in Use

D Listen and sing along. Where Are My Toys? 2-04

Where's my kite, and where's my ball?
 Did I leave them in the hall?
 What did I do with my toy train?
 Did I leave it out again?
 Where's my robot? Where's my car?
 I don't know where my toys are.
 Did I have them yesterday?
 Did I put them all away?

Here's my kite, and here's my ball!
 I didn't lose them after all!
 Mom put all my toys away!
 Here they are! It's time to play!

E Learn Grammar Simple Past Irregular Verbs

Did Bandar **go** to a candy store? Yes, he **did**.

Did he **let** go of the candy? No, he **didn't**.

What did Bandar **do** with the cookies? He **ate** them.

Follow the lines. Ask your partner the questions.

make > made buy > bought take > took sell > sold

80 Unit 8 Comprehension
Grammar: Simple Past Irregular Verbs with Wh- and Yes/No Questions Unit 8 81

Summary

Objectives: To demonstrate understanding of a fiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Simple Past irregular verbs

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time, and ask students for their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some students to say what they liked to the class.

B Look at the pictures. Number them in the correct order. Then write B (beginning), M (middle), and E (end).

- Ask students to number and label the pictures.

ANSWERS

2 M 3 E 1 B

- Ask follow-up questions: *What did Bandar steal first? Where was he when he saw the carrots? What couldn't he steal?*

CRITICAL THINKING

- Discussion questions:
Who is smarter, the candy maker or Bandar?
Do you think Bandar will come back to town?
If Bandar let go of the candy, would he stay in the town?

C Read the subtraction word problems. Answer the questions.

- Explain that these are the subtraction problems from the story.
- Ask whether students will need to use columns or rows to solve these problems, and why.
- Ask students to solve the problems, individually or in pairs.

ANSWERS

1 fifteen / 15 2 sixteen / 16 3 twelve / 12

DIFFERENTIATION

Below level:

- Write the problems from C on the board and work with the class to solve them together.
- To reinforce the subtraction, you could use beads or blocks to represent the cookies and carrots, and work out the subtraction problem with these.

At level:

- Ask students to find the other subtraction problem from the story.
- Ask them to write the problem out in columns, and complete the answer: $42 - 30 = 12$.
- Ask *How many sausages did Bandar steal?*

Above level:

- Ask students to find the other subtraction problem from the story.
- Ask students to write it out as a word problem, following the examples in C. Then they should work out the answer.

Think

- Ask students to think about the two questions individually. Discuss how Bandar was smart. Then discuss how he wasn't smart.
- When they have had time to think and make notes, ask students to share their ideas. Write their suggestions on the board.

Grammar in Use

D Listen and sing along. 2•04

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Divide the class into three groups to sing four lines each, following the sequence of the song.
- Ask students to sing as clearly as they can. Remind them to look at the punctuation carefully and to use good expression, following the example in the audio.

E Learn Grammar: Simple Past Irregular Verbs

- Draw attention to the highlighted question / answer forms.
- Look at the *Yes / No* questions. Point out how the verb doesn't change in the question, but we use *Did* in the question and positive answer form, and *didn't* in the negative form.
- Then look at the *Wh-* question. Show how the verb is used in the base form with *did* in the question, but the short answer needs the simple past form of the verb, as it gives more information.
- Write more examples of *Yes / No* and *Wh-* questions using irregular verbs.

Follow the lines. Ask your partner the questions.

- Look at the words in the box and elicit that these show the irregular simple past forms.
- Let students think about what the diagram shows.
- Model the dialogue with a confident student. Encourage students to find the balloon in the diagram, then follow the line to the verb and to the number.
- Explain that the student asking the question should choose a picture and start with this, then work back to the word. The student answering finds and supplies the number.
- Let them carry out the conversation in pairs. Check they are using the simple past or base form with *did* as appropriate.

COLLABORATIVE LEARNING

- Repeat this activity as a group. Find or draw pictures to show *sausage, carrot, cookie, ball, bike, robot, balloon, cake, and pencil*.
- Arrange these on the floor, face up, and ask the students to stand in a circle around them.
- Explain that students will work around the circle, asking and answering about the items in the middle. Point out that the person asking will have to choose an appropriate verb, and the person answering can choose the number.
- Model an example. Turn to the student on your left and ask *How many cookies did he eat?* Help the student to reply *He ate (10) cookies*.
- Work around the circle until everybody has had a turn. You can add more pictures of familiar, countable nouns to the pile in the middle.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Write the questions and answers from E on two sheets of paper. Cut them up, and ask students to match up the questions and answers.

At level:

- Ask students to write out the questions and answers from the matching activity in E in their notebook.

Above level:

- Ask students to make a diagram similar to the one in E, and give it to their partner to solve.

Further practice

Workbook Unit 8 pages 67–69

Online practice Unit 8 • Understand

Classroom Presentation Tool Unit 8 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 🔊 2-05



B Read the sentences. Write the words from **A**.

- Most animals don't have these, but orangutans have very long ones. ...arms...
- People and animals use it to smell. _____
- People use these to clap. We should keep them clean to stay healthy. _____
- Your eyes, nose, and mouth are on this body part. _____
- We put sneakers on these. _____
- This is in the middle of your leg. _____

Listening

Think How many noses can you see in your classroom?

C Listen. What animals do you hear about? 🔊 2-06

D Listen again and complete the subtraction problem. Write the answer. 🔊 2-07

1	2	3	4	5	6
35	35	35	70	60	60
- 20	-	- 15	-	- 10	-

Speaking

E Make a crazy subtraction problem poem by replacing the colored words with your own. Tell your partner. Use the words in the boxes to help. 🔊 2-08



Word Study

Learn Contractions

Remember, **contractions** are two words joined together. We make contractions by taking away a letter and adding an apostrophe (').

do + not = **don't** does + not = **doesn't** did + not = **didn't**
 can + not = **can't** should + not = **shouldn't**

Write the contractions.

- Karen doesn't like fruit salad. (does not)
- Bandar should not dig up carrots in the garden. (should not)
- Kamil can not play a musical instrument. (can not)
- Bandar did not let go of the candy. (did not)
- Mammals do not have wings or gills. (do not)

Write Tell your partner three things you did last night. Now write about them in your **Workbook**. page 71

82 Unit 8 Vocabulary: Body • Listening: Number Details
Speaking: Describing a Math Problem • Writing: Contractions Unit 8 83

Summary

Objectives: To learn and understand words about the body; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for describing a math problem and to form and use contractions.

To review what students have learned about the Big Question so far.

Vocabulary: face, nose, arm, hand, foot, knee

Listening strategy: Listening for numbers

Speaking: Describing a math problem

Word Study: Contractions

Writing task: Writing about what you did last night

Big Question learning point: We use subtraction every day.

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 🔊 2-05

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *face*. Model the long /a/ sound and the soft /s/.

COLLABORATIVE LEARNING

- As these are all short, one-syllable words, they can be practiced in the form of a game or chant.
- Point to each body part in turn, saying the word the first time, and asking students to clap.
- Repeat, this time with students clapping and saying the word with you.
- Repeat again, this time pointing to the parts of the body in a different order and without modelling for the students. Speed up the pointing and try to get the students working in a rhythm.

B Read the sentences. Write the words from A.

- Read the clues and let each student complete the words.
- Put them in pairs to discuss their answers and check.

ANSWERS

1 arms 2 nose 3 hands 4 face
 5 foot / feet 6 knee

Listening

Think

- Read the question and encourage the class to look around and count. Encourage them to be imaginative, looking at posters, books, and other places as well as the people in the room.

C Listen. What animals do you hear about? 🎧 2•06

- Read the gist question. Encourage the class to listen carefully for this information the first time they hear the audio.

ANSWER

Monkeys and honeybees

D Listen again and complete the subtraction problem. Write the answer. 🎧 2•07

- Ask students how many subtraction problems they heard.
- Play the audio again and ask students to listen and write the numbers to complete the problems.
- After they have completed the numbers, allow time to solve the problems, and compare answers in pairs.

ANSWERS

1 $50 - 20 = 30$ 2 $35 - 10 = 25$ 3 $45 - 15 = 30$
4 $70 - 20 = 50$ 5 $30 - 10 = 20$ 6 $60 - 55 = 5$

DIFFERENTIATION

Below level:

- Put the students in small groups. Pause the audio after each subtraction problem. Check they have written the numbers correctly. Let them work through the problems as a group.

At level:

- Put the following sentence frames on the board:
____ monkeys ____ in the street.
____ monkeys ____ their ____.
____ ____ monkeys with good feet ____ left in the street?
- Have students write the sentence frames in their notebooks.
- Play the first section of audio again and ask students to complete the sentences.

Above level:

- Play the first section of the audio and use it as a dictation.
- Ask students to listen carefully and write down what they hear.
- Let them compare answers in pairs, and check each other's spelling.

Speaking

E Make a crazy subtraction problem poem by replacing the colored words with your own. Tell your partner. Use the words in the boxes to help. 🎧 2•08

COMMUNICATION

- Read the task and the example dialogue with the students.
- Explain that this is another subtraction problem, similar to the ones in the audio.
- Say each line of the dialogue, students echoing each line.
- Model the dialogue with a confident student.
- Put students into pairs to practice the dialogue, taking turns to speak the different roles.
- Have them repeat this exercise, keeping the main rhyme outline, but changing the main information. Elicit examples of different animals and numbers. Demonstrate the dialogue with a confident speaker before pairs attempt it.

- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Contractions

- Use the board to demonstrate how two words are joined together in a contraction, and explain that the apostrophe takes the place of the missing letter.
- Review all the different verbs forms covered so far, and show how all of these examples can use contractions.

Write the contractions.

- Let students complete the sentences individually, then check answers in pairs.

ANSWERS

1 doesn't 2 shouldn't 3 can't 4 didn't 5 don't

COLLABORATIVE LEARNING

- Have students stand in a large circle.
- Take a ball and throw it to a student to catch, saying at the same time *do not*.
- When the student catches the ball, say *Say the contraction*. He / She says *don't*, and then says another pair of words from F, throwing the ball to someone else in the circle who catches it and says the contraction.
- The game continues until everybody has had the opportunity to throw and catch the ball and the words have been said numerous times.

Write: Tell your partner three things you did last night. Now write about them in your Workbook.

- Prompt students to think and make notes about the topic.
- Let students discuss their ideas in pairs, then ask for suggestions and write these on the board. Help with vocabulary as necessary, then refer students to their Workbook to complete the writing task.

CRITICAL THINKING

- Ask students what verb form they will use to talk about what they did last night.
- Ask *Do we need the negative or the positive form for this?*
- Ask students how to form the regular simple past. Ask *Why do we have to learn irregular forms?*

Further practice

Workbook Unit 8 pages 70–71

Online practice Unit 8 • Communicate

Classroom Presentation Tool Unit 8 • Communicate

Wrap Up

A Listen and read along. 2:09

The students' subtraction test scores were very good!

Good job, everyone! Let's have a picnic!

Yay!

The class sang and danced. Three students hid in the bushes. How many were left?

Uh-oh. Here comes Ms. Smart.

Let go!

Oh, no!

There were twenty-four cookies. Gus ate ten. How many cookies were left?

Where are all the cookies?

Gus ate them! Greedy Gus!

I'm full!

The class played a game. Two students let go. How many students were left?

Don't let go!

They had thirteen sandwiches. The birds stole eight. How many were left?

Ms. Smart took a picture of the class. They were tired, hungry, and thirsty, but they were happy.

Project: Make a Subtraction Board Game

B Make a subtraction board game.

- Draw the squares.
- Think of the subtraction problems.
- Write the problems in the squares.

C Switch games with another group. Play the board game. Write down your answers.

The baker baked 33 pies. He sold 29. How many pies were left? Four pies were left!

D Give your board game back to the group to check the answers.

BIG QUESTION 4

When do we use subtraction?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Subtraction Board Game

Big Question 4 85

Summary

Objectives: To show what students have learned about the language and learning points of Units 7 and 8.

Reading: Comprehension of review story

Project: Make a Subtraction Board Game

Writing: Write subtraction problems

Speaking: Talk about the subtraction problems

Materials: Big Question Video, Discover Poster 4, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 2:09

- Ask students a gist question before reading and listening to check overall understanding, e.g., *Where are the children in this story? How do we know this?*
- Give students a few minutes to read the text and answer the question.
- Ask students to point to Billy, to Layla, to Gus, to Dot, and to Ms. Smart.
- Ask students to solve the subtraction problems in the fourth and fifth pictures.

ANSWERS

Picture 4: $13 - 8 = 5$

Picture 5: $24 - 10 = 14$

CRITICAL THINKING

- Ask the following questions to check understanding: *Why do the children have a picnic? Why is Ms. Smart angry in picture 3? Why is Gus full? Why were the children hungry? Why were the children happy?*

COLLABORATIVE LEARNING

- Divide the class into groups of five.
- Each student in the group takes on the role of one of the characters in the story (Billy, Layla, Gus, Dot, Ms. Smart).
- Play the recording again. Students try to memorize their lines, then act out their role.
- Encourage the students to use appropriate props, for the sandwiches, birds, and cookies.

Project

21ST CENTURY SKILLS

B Make a subtraction board game.

- Tell students to work in a group to decide how many squares their board will have, and how many of these will be subtraction problems. **COLLABORATION** **CRITICAL THINKING**
- Let the groups think of subtraction problems like those in the example. **COLLABORATION** **CREATIVITY**
- Give out colored card and colored pencils or markers.
- Tell students to draw their grids and write out their problems. They should try to use both word presentation and number presentation for the different subtraction problems. **CREATIVITY** **CRITICAL THINKING**
- Let students decorate their games. They should try to use the appropriate number of items shown in their problems. **CREATIVITY** **CRITICAL THINKING**

C Switch games with another group. Play the board game. Write down your answers.

- In a mixed-ability class, ensure games are swapped across groups of a similar level. **COLLABORATION**
- Give out counters and dice and let students play the games in groups. **COLLABORATION**
- Remind them to write down their answers on a separate sheet of paper. **COLLABORATION** **CREATIVITY** **COMMUNICATION**
- If there is time, students can swap games with another group and play again.

DIFFERENTIATION

Below level:

- Encourage students to look back over their work in this module to give them ideas for subtraction problems. **CRITICAL THINKING**
- Remind students that they can use single-digit problems if they prefer, and ask how these are represented in number form. **CRITICAL THINKING**
- Tell the students to choose familiar items to count, and to check their spelling in the book. **CRITICAL THINKING** **CREATIVITY**

At level:

- Encourage students to look back over their work in this module to give them ideas for subtraction problems. **CRITICAL THINKING**
- Encourage students to use both single-digit and double-digit numbers in their word problems. **CREATIVITY** **CRITICAL THINKING**

Above level:

- Encourage students to look back over their work in this module to give them ideas for subtraction problems, and to use a variety of vocabulary items to ask about. **CRITICAL THINKING** **CREATIVITY**
- Encourage students to use double-digit problems, and to include more game squares than shown in the example. **CRITICAL THINKING** **CREATIVITY**

D Give your board game back to the group to check the answers.

- Students return the game and their answers to the original group. **COLLABORATION**
- Each group checks the answers they have been given, and makes a note of any corrections. **COLLABORATION** **CRITICAL THINKING**

Units 7 and 8 Big Question Review

When do we use subtraction?

A Watch the video.

- Play the video. When it is finished, ask students what they know about subtraction now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 4**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about subtraction while studying this unit.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have children complete the chart in their Workbook.

Further practice

Workbook Review pages 72–73

Online practice • Wrap Up 4

Classroom Presentation Tool • Wrap Up 4



UNITS 9-10

B6 Big Question 5

BIG QUESTION 5

How do people get along with each other?

In these units you will:

- WATCH a video about people getting along.
- READ poems about how to get along with people.
- MAKE a rules poster.
- LEARN about rules.
- WRITE about rules at home.

A Watch the video.

B Look at the picture. What do you see?

- What are the children doing?
- Where are they?

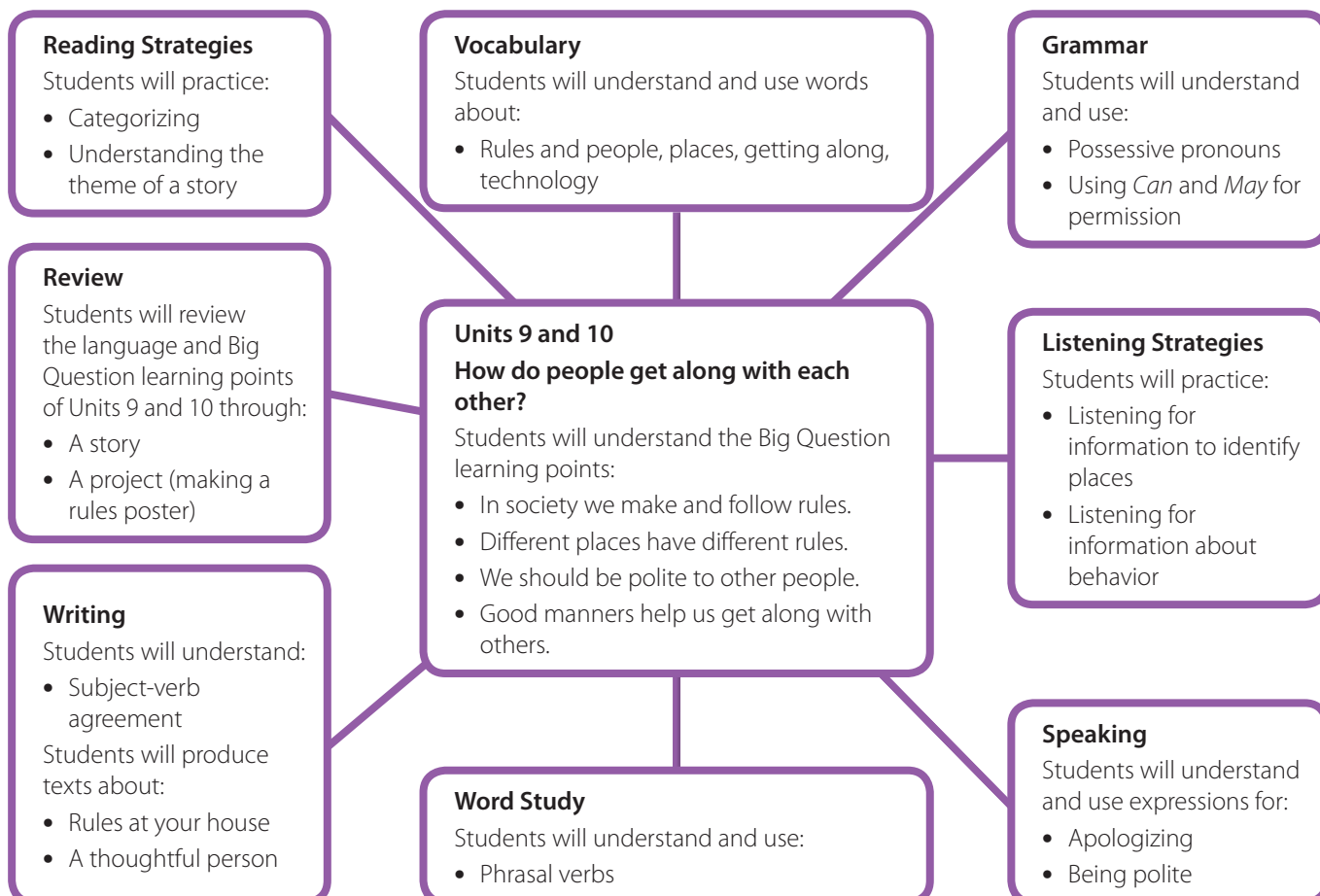
C Think and answer the questions.

- How can you help your teacher?
- What do your parents do for you?

D Fill out the **Big Question Chart**.



87



Units 9 and 10 Big Question page 86

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 5, Big Question Chart

Introducing the topic

- Read out the Big Question, *How do people get along with each other?* Write individual words from students on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? Do you like it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw and write down three things they saw in the video.
- Ask them to say why they chose to draw this for the class.

At level:

- After watching, have students draw and write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g., *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down five sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up, mingle, and find someone else with the same sentence. (Focus on the meaning of the sentence rather than using exactly the same words.)
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Ask *What do you see?*
- Ask additional questions: *Who do you think the people are? What are they doing? Where are they? Do they look happy?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question, *How can you help your teacher?* Prompt them to think about practical ways they can help in the classroom, e.g., giving out pens and paper. Also ask students how their behavior can help. Ask *Does it help the teacher if you talk a lot, or if you listen?* Encourage students to share their ideas about how they can help you. Write their ideas on the board.

- Look at the second question. Ask *What do your parents do for you?* Encourage students to think about ways in which their parents help them every day.
- Put students in small groups to discuss their ideas further.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 5** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Display the **Big Question Chart**.
- Ask the class *What do you know about how people get along with each other?*
- Draw a web on the board. Write *How people get along* in the middle. Add the words from students around these words.
- Ask students to write what they know and what they want to know in their Workbooks.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about how people get along with each other.
- Point to people and other things in the big picture and on the poster and ask *What is this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about how people get along with each other.
- Write the words and phrases on the board.

Above level:

- Ask students what they know about how people get along with each other. As you write their phrases and short sentences on the board, have students spell out some of the words as you write them.

Discover Poster 5

1 'Please keep off the grass' sign; 2 Museum guide and school children / swimming pool; 3 Boy in class putting up his hand; 4 People sharing and offering food

Further Practice

Workbook Unit 9 page 74

Online practice • Big Question 5

Classroom Presentation Tool • Big Question 5

UNIT 9

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2-10











B One of the words is incorrect. Cross out the wrong answer.

- She works in a school. She helps the students find books.
a ~~librarian~~ b ~~principat~~
- We see these on streets. They're red, yellow, and green.
a ~~litter~~ b ~~traffic lights~~
- The bus is full. A boy stands up so an old woman can sit down.
a ~~polite~~ b ~~patient~~
- The library is messy. The student puts the books away.
a ~~clean up~~ b ~~take turns~~
- He works at a swimming pool.
a ~~crossing guard~~ b ~~lifeguard~~

Before You Read

Think What things can you do at home? What things can't you do at school?

Learn Categorize

When we **categorize**, we put things that are similar into groups. After you read, think of the things you read about. How are they similar? Can they be put in one group? This helps you to remember them later.

Pasta, vegetables, and salad are in the **food group**.
Jackets, shorts, and T-shirts are in the **clothes group**.

Read the text. Complete the chart.

A reserve worker talks to some children. "Those are orangutans. They're mammals, and their bodies are covered in hair. They have two arms and two legs."

"Those orange-and-red tree frogs are amphibians and live in trees. They have wet skin on their bodies. They have long legs so they can jump high."



Animals	Body coverings	Body parts
1 mammals		
2 amphibians		

D Look at the title and pictures on pages 90-91. What do you think the text is about?

88 Unit 9 Vocabulary: Rules and People

Reading: Categorize Unit 9 89

PREVIEW

Following Rules

This text is an informational text. Remember, informational texts tell us about our world.

Social Studies: Community

Summary

Objectives: To understand words about rules and people; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: traffic light, take turns, polite, clean up, litter, librarian, crossing guard, principal, lifeguard

Reading strategy: Categorize

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-10

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *librarian*. Count the syllables and clap on each syllable if students are finding it difficult: li/ bra/ri/an. Model and drill the pronunciation of *crossing guard* and *lifeguard*, pointing out that the *u* is silent.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *How do traffic lights keep us safe? Which pictures show people working together? Which pictures show people who help other people? Which of these pictures is negative?*

B One of the words is incorrect. Cross out the wrong answer.

- Tell students to read the sentences and decide which of the two words is incorrect – demonstrate by looking at the example together.
- Let students work individually, then compare with a partner.
- Check answers with the class.

ANSWERS

1 b 2 a 3 b 4 b 5 a

COLLABORATIVE LEARNING

- Say to the class *I help people in the street. Who am I?*
- Elicit the correct answer, *crossing guard*.
- Ask students to choose one of the people in A and draw a picture. Then turn this to face them, so it can't be seen by other students. Tell the students to stand up and mingle.
- Students say clues to each other, following your example. If the other student guesses the person correctly, they get a point.
- At the end, ask for a show of hands to see how many points students got.

DIFFERENTIATION

Below level:

- Draw a chart on the board with the following headings: *People, Positive, Negative*.
- Display the picture cards for the unit and ask students to think about which column each one should go in. (*People* = librarian, crossing guard, principal, lifeguard; *Positive* = traffic light, take turns, polite, clean up; *Negative* = litter)

At level:

- Hold up each of the picture cards in turn. Put dashed lines with the correct number of letters for each word and ask students to spell out the different words as you write them on the board.
- Have individual students stand up and say, then spell, the words as you point to them on the board.

Above level:

- Ask students to look at the sentences in B again and to write a sentence that would correctly define the other option.
- Let students work individually, then compare their sentences in pairs.

Before You Read

Think

- Ask students to think about the things that they can and can't do at home – what are they allowed to do? Ask them to think about why they aren't allowed to do some things.
- Write their ideas on the board, and ask if all the answers are the same.
- Students compare their answers in small groups.
- Ask students to think about things they aren't allowed to do at school. Again, ask them to think of reasons why this is.
- Students compare their answers in small groups.

C Learn: Categorize

- Read through the text in the box with the class. Remind students of different ways they have categorized vocabulary in earlier units, e.g., Student Book page 42.
- Look at the examples and ask if students can think of any other items that can be included in the food group or the animal group.

Read the text. Complete the chart.

- Have students tell you what they can see in the picture (*an orangutan*) remind them of the word from Level 1 if necessary.
- Let students read through the text about animals. Look at the chart and explain that they should complete rows 1 and 2 about the two different animals described in the text.
- Students can discuss their ideas in pairs before you check answers as a class.

ANSWERS

- 1 mammals: hair; two arms, two legs
- 2 amphibians: wet skin; long legs

CRITICAL THINKING

- Ask the following questions to check understanding of the text: *In what ways are orangutans the same as humans? In what ways are they different? Is it unusual for frogs to live in trees? What does the orangutan use its arms for?*

DIFFERENTIATION

Below level:

- Give students some more familiar vocabulary items and ask them to categorize the words, e.g., *Body parts: head, eyes, ears; Transportation: boat, bus, truck; Actions: sniff, escape, fight.*
- Draw a three-column chart on the board for students to copy into their notebook, with the headings *Body Parts, Transportation, Actions*. Students work in pairs to categorize the words.

At level:

- Ask students to think of two more animals and add words to complete another two rows in the chart.
- They can draw the animals that they have chosen and present their work to the class.

Above level:

- Tell students to choose another animal and write a paragraph about it following the model in the Student Book. They should include vocabulary for each of the categories in the chart: *Animal group, Body coverings, and Body parts.*
- Students swap their paragraphs with a partner to check.

D Look at the title and pictures on pages 90–91. What do you think the text is about?

- Have students look at the title and pictures on pages 90 and 91. Check understanding of the word *Rules* and ask for examples of rules at school.
- Point to different people in the pictures and ask *Who is this?* Elicit the words *crossing guard, lifeguard, children.*
- Ask *What is this text about?*
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What does this type of text do?*

Further Practice

Workbook Unit 9 pages 74–75

Online practice Unit 9 • Get Ready

Classroom Presentation Tool Unit 9 • Get Ready

Read 2-11

Following Rules

We follow rules every day. There are rules for things we do at home, at school, and in a lot of other places.

Think about rules at home. Parents usually make these rules, and they make sure we follow them. Parents can ask us to wash our hands and **clean up**. They make other rules about eating unhealthy food, watching TV, or bedtime. What rules do you follow at home?

There are rules at school, too. Teachers and the principal make the school rules. We should always be **polite** and **take turns** when we play games. Librarians help us follow the rules in the school library. We can't eat, drink, or be noisy there. Outside school, the crossing guard helps us cross the road safely, and we should pay attention to the traffic light. These rules help keep us happy and safe. Can you think of more rules at school?

healthy food

wash hands

Zoo keeper says

at the zoo, don't feed the animals

Zoos and other fun places have rules, too. At the zoo, you can't touch or feed the animals. You should never throw things at the animals.

Think: How do these rules help the animals?

Swimming pools are fun places, too. These rules help make it safe for everyone there. You shouldn't run near the water and you can't eat, drink, or **litter** near the pool. You must always listen to the **lifeguards** because lifeguards make sure we follow the rules and that we are safe in and near the water.

Think: How can these rules help us have fun?

Rules tell us what we should and shouldn't do, and they help keep us safe, happy, and healthy. What rules do you think are important?

Summary

Objectives: To read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Community

Text type: Informational text (nonfiction)

Reading strategy: Categorize

Big Question learning point: *In society we make and follow rules.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *Where do we have to follow rules?*
- Ask students to tell you what they see in the pictures.
- Have students point to a crossing guard, a lifeguard, and a child cleaning up.
- Ask *Which picture shows children at home? Which picture shows children going to school? Which picture shows children in fun places?*

During Reading 2-11

- Ask a gist question to check overall understanding of the text, e.g., *Where do we have rules?* Allow students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *What do lifeguards do?*

DIFFERENTIATION

Below level:

- Put students in mixed-ability pairs. Have students take turns reading the text aloud to each other, with the more confident reader helping the less confident one to sound out and pronounce the words and phrases.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a sentence out loud as the text is read around the circle.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on reading for detail. Put students into groups of three.
- Give each student in each group a letter, A, B, or C.
- Ask all the A's to read about rules at home, the B's to read about rules at school, and the C's to read about rules in fun places.
- Tell students to read their section.
- Tell students to close their books and in their groups take turns retelling the main information from their reading section to each other, e.g., (rules at home): *Parents make sure we follow rules at home. We have to wash our hands and clean up.*
- Students open their books and read the entire text to check.

CRITICAL THINKING

- Discussion questions:
Look at the first picture. Do you do this at home? How often? Do you have a crossing guard at school? What does he or she tell you to do?
Why is it important to have rules in a zoo?
Why is it important to have rules near water?
Can you think of any other fun places that have rules? What are they?

After Reading

- Have students look again at the text, and focus on the *Think* boxes. Read each one out, and ask students for their ideas. Check understanding of how rules keep us and other things safe, and how they can help us have fun.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss which rules they have at school, at home, and at fun places.
- Put students into small groups of three or four to discuss what rules are common in their country or culture. Ask *Are they similar to the families in the text? Are they different? How are they the same or different?*

DIFFERENTIATION

Below level:

- Have students draw a poster about a rule they have at home or at school.
- In groups, students describe their poster and explain the rule.

At level:

- Have students write a list of rules they have at home and at school. They could categorize this into *I can...* and *I can't...*
- Share some of the examples with the class.

Above level:

- Have students make a poster about rules they would like to have at home and at school. They can draw pictures to illustrate their ideas and write a short paragraph explaining why they think these rules would be a good idea.
- Have individual students stand up and share their poster with the class and read their paragraph.

CULTURE NOTE

The first crossing guards started work in the US in 1923, in Omaha, Nebraska. In the UK and Australia, crossing guards are often called Lollipop Men or Lollipop Women because of the large round sign they hold which looks like an oversized lollipop.

Lifeguards supervise people swimming in swimming pools. They have to be strong swimmers and also know first aid. Sometimes lifeguards walk around the pool to see all the areas, but some lifeguards sit in tall towers next to the pool so they can see everything at once. Lifeguards usually carry a whistle, a first aid kit, and rescue aids such as a floating device to help any swimmers who are in trouble.

Further Practice

Workbook Unit 9 page 76

Online practice Unit 9 • Read

Classroom Presentation Tool Unit 9 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

1 Rules at home ☐

2 Rules at school ☐

3 Rules at fun places ☐

A Ask and answer the question.

What's your favorite part?
 Rules at the zoo help to keep animals safe. That's good!

B Complete the chart. Write the words from the text.

These people help keep us safe.	These places have rules.
1 parents	1
2	2
3	3
4	4
5	5

C Answer the questions.

- Who make rules at school?
- What should we do when we play games?
- Why do lifeguards make sure that we don't run near the pool?
- What do rules tell us?

Think What do you think?

- Are rules only for children?
- Can we follow rules and have fun, too?

Grammar in Use

D Listen and sing along. *Whose Shoes Are These?* 2-12

Oh dear, whose shoes are these?
 Help me clean up, please.
 These are mine and those are yours.
 Are these Layla's? Yes, of course.
 They are Layla's shoes.

No, no, that isn't right,
 No, no hers are white.
 These are mine and those are yours.
 Are these Layla's? Yes, of course.
 They are Layla's shoes.

E **Learn Grammar** Possessive Pronouns

Those are your things. Those things are **yours**.
 They aren't my toys. They aren't **mine**.
 Whose book is this? It's **hers**.
 Whose pencils are these? They're **his**.

Ask questions about what people in your group have.

Whose pencils are these?

They're **his**.

Whose notebook is this?

It's **mine**!

F Walk around the room with your partner. Point to three things in the classroom and ask questions about who they belong to.

92 Unit 9 Comprehension
Grammar: Possessive Pronouns Unit 9 93

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Possessive pronouns

Grammar practice: Workbook exercises

Grammar production: Writing sentences

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time.
- Ask students to explain their reasons for liking or not liking each part.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Complete the chart. Write the words from the text.

- Look at the chart and remind students how they categorized words in the *Get Ready* section. Look at the two headings in the chart and explain that students now have to identify *People who keep us safe*, and *Places which have rules*.
- Students can work in pairs to find the correct answers.
- Check answers by drawing the chart on the board and asking students for their answers.

ANSWERS

These people keep us safe:

1 parents 2 crossing guard 3 lifeguard

4 principal 5 librarian

These places have rules:

1 home 2 school 3 library 4 zoos

5 swimming pool

- Ask follow-up questions: *Why can't we eat, drink, or be noisy in a library? Why do rules about bedtime keep us healthy? Why shouldn't we feed animals at the zoo?*

C Answer the questions.

- Read out each question and let students discuss their ideas in pairs before writing their answers.

ANSWERS

1 Usually teachers or the principal 2 We should take turns. 3 So that we are safe. 4 Rules tell us what we should and shouldn't do.

DIFFERENTIATION

Below level:

- Let students work in pairs and identify the parts of the text where they will find the correct answer for each question. Accept one-word answers.

At level:

- Ask students further questions about the text, such as *Who makes rules at school? Why should we take turns when we play games? Why shouldn't you run near water?*
- Students answer the questions in pairs. Encourage full-sentence answers.

Above level:

- Ask students to think of and write more questions about the text.
- Students work individually, then swap questions with a partner to answer. Encourage full-sentence answers.

Think

- Ask students to think individually about the two questions.
- When they have had time to think and make notes, ask students to share their ideas. Write their suggestions on the board.

COLLABORATIVE LEARNING

- Set up a mini-debate about rules. Divide the class into two teams. Give each team a different point of view: We need rules to keep us safe, and fun places shouldn't have rules. Remind students that this is an imaginary situation, and they should present the point of view they are given, even if they don't agree with it.
- Let students prepare their ideas in their groups first, and choose a team leader.
- Give each team leader a minute to present their ideas, then open the discussion to the rest of the team members to put forward their points of view.

Grammar in Use

D Listen and sing along. 2.12

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Put the students in two groups, for verse 1 and verse 2. Explain that you will have a class competition to see which team can sing their verse the loudest and the most clearly.
- Give the students time to read through their lines before they sing again.
- Play the audio again. Each team stands up when it is their turn to sing. See which team can sing the most clearly and with expression.

E Learn Grammar: Possessive Pronouns

- Draw students' attention to the highlighted words and explain that these are possessive pronouns.
- Demonstrate on the board with a matching activity. On the left of the board, write *my, your, her, his, our, their*. On the right, write *ours, hers, mine, theirs, yours, his*.
- Ask students to say the matching words. Check their answers, and draw lines to follow their suggestions.

Ask questions about what people in your group have.

- Model the dialogue with two confident students, using a notebook and a pencil. Read through the examples in the Student Book, demonstrating which person owns each item.
- Put students into groups of three. Tell students to take different classroom items from their bags or drawers, and place them on the desk in the middle of the group. Each item should be in front of its owner, so it is clear who it belongs to.
- Students work through the dialogues, asking and answering questions about the things each person in their group has.
- Check students are using the correct subject pronoun (*it / they*) as well as the correct form of *be* and the possessive pronoun.

F Walk around the room with your partner. Point to three things in the classroom and ask questions about who they belong to.

- Put students into pairs. Encourage them to talk about different items as they walk around in the classroom in their pairs.
- Allow students time to talk and move around the room and practice using the possessive pronouns.
- Ask some pairs of students to perform their conversations for the class.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

Further practice

Workbook Unit 9 pages 77–79

Online practice Unit 9 • Understand

Classroom Presentation Tool Unit 9 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2-13


kitchen


living room


cafeteria


classroom


swimming pool


crosswalk

B Think about the words in **A** and add them to the chart.

Only at school	Only at home	Both
1 cafeteria	1	1
2		2
3		

Listening

Think Is there a crossing guard at the crosswalk at your school?

C Listen. Where is it dangerous to run around? 2-14

D Listen again and circle the correct places. 2-15

These are rules for the ...

1 cafeteria	<u>crosswalk</u>	4 library	cafeteria
2 living room	kitchen	5 kitchen	living room
3 zoo	swimming pool	6 classroom	library

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. 2-16

It's my turn. No, it isn't. It's Felix's turn.

Oh, you're right. I'm sorry. Sorry about that.

That's OK. My mistake. That's all right. Don't worry about it.

Word Study

F **Learn** Phrasal Verbs

Sometimes two words go together to make one verb that has a special meaning.

Clean up: Jenny **cleaned up** the kitchen for her mother.

Write the correct word.

- Leo and Nancy put _____ away the pencils and erasers.
- The rabbit dug _____ all the carrots.
- My sister fell _____ and hurt her arm.
- The cat ran _____ from the fox.

away
up
down

Write Tell your partner about three rules at your house. Does he or she have the same rules? Now write about them in your **Workbook**. page 81

BIG QUESTION **How do people get along with each other?**

A Watch the video.

B Think about the Big Question. Talk about it with a partner.



We need rules to help us get along.



Fun places, like zoos, need rules, too.

Speaking: Apologizing • Phrasal Verbs Unit 9 95

Summary

Objectives: To learn and understand different places; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for apologizing and phrasal verbs.

To review what students have learned about the Big Question so far.

Vocabulary: kitchen, living room, cafeteria, classroom, swimming pool, crosswalk

Listening strategy: Listening for information to identify places

Speaking: Apologizing

Word Study: Phrasal verbs

Writing task: Writing about rules at your house

Big Question learning point: Different places have different rules.

Materials: Picture Cards, Discover Poster 5, Big Question Chart, Audio CD, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 2-13

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *cafeteria*. Count and clap the syllables: ca/fe/te/ri/a. Drill the silent *l* in *crosswalk*.

B Think about the words in A and add them to the chart.

- Remind students of the strategy of categorizing vocabulary. Point out that this time there are three sections in the chart.
- Let students complete the chart individually, then compare answers in pairs.
- Draw the chart on the board, and elicit the answers.

ANSWERS

Only at school: 1 cafeteria 2 classroom 3 crosswalk

Only at home: 1 living room

Both: 1 kitchen 2 swimming pool

Listening

Think

- Read the question to the class and discuss the answer.

C Listen. Where is it dangerous to run around? 2-14

- Ask students to listen to the audio, then identify the place where it is dangerous to run around.

ANSWER

The swimming pool – children are told not to run near the road and in the cafeteria as well, but at the pool they are specifically told it is dangerous.

D Listen again and circle the correct places. 2-15

- Play the audio again after reading through the activity. Explain that students have to identify the correct place from the two options each time.

- Check answers, and discuss the fact that there can be different rules for different parts of the house, as well as different parts of school.

ANSWERS

1 crosswalk 2 living room 3 swimming pool
4 cafeteria 5 kitchen 6 classroom

CRITICAL THINKING

- Ask the following questions to check understanding: *Why are there rules in the living room? Why does the mom ask the boy to turn the lamps off? Why can the kitchen be dangerous?*

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help.  2•16

COMMUNICATION

- Play the audio and pause for students to repeat each line.
- Model the dialogue with a confident student at the front.
- Ask students what rule this dialogue is showing.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, using different words to apologize and to acknowledge the apology. Elicit examples using the words in the box and demonstrate the dialogue with a confident speaker before pairs attempt the activity.
- Have three different pairs stand up and conduct their short dialogue for the class.

COLLABORATIVE LEARNING

- Have students stand in a large circle. They are going to play a game to practice the different apologies and responses from the dialogue.
- Throw a ball to a student, saying at the same time *Sorry about that*.
- When the student catches the ball, they have to say *That's all right*, *That's OK*, or *Don't worry about it*. They throw it to another student who has to say *I'm sorry*, *Sorry about that*, or *My mistake*.
- Continue until every student has had the opportunity to throw and catch the ball and the phrases have been said numerous times.

Word Study

F Learn: Phrasal Verbs

- Refer students to the vocabulary item *clean up*. Show how it consists of two words. Make another sentence using *clean up* in this context.

Write the correct word.

- Point out the words in the box and tell students to complete the sentences. They can use each word once.
- Have students complete the gap-fill exercise in pairs.

ANSWERS

1 away 2 up 3 down 4 away

DIFFERENTIATION

Below level:

- Help students complete the activity. If they aren't sure which word would work, tell them to say each sentence with each option, to see which one makes the most sense.

At level:

- Ask students to write another sentence using each of the phrasal verbs correctly in their notebook.

Above level:

- Ask if students can think of any other phrasal verbs, and make sentences with them.
- Let them swap with a partner and compare their ideas.

Write: Tell your partner about three rules at your house. Does he or she have the same rules? Now write about them in your Workbook.

- Prompt students to think and make notes about the topic. They can use their ideas from E to help them.
- Let students discuss their ideas in pairs first, then ask for ideas around the class.
- Write students' ideas on the board, and leave these there for reference. Refer students to the Workbook to complete the writing activity.

Big Question 5 Review

A Watch the video.

- Play the video and when it is finished ask students to give some example answers to the Big Question.

B Think about the Big Question. Talk about it with a partner.

How do people get along with each other?

- Display **Discover Poster 5**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 9, which are written on the poster and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**.
- Ask students what they have learned about rules and being polite while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 9 pages 80–81

Online practice Unit 9 • Communicate

Classroom Presentation Tool Unit 9 • Communicate

UNIT 10

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2-17

knock

thoughtful

rude

grab

pass

put away

invite

wash

share

B Circle the one that does not belong.

1 wash:	my hands	a car	<u>gills</u>
2 grab:	steam	a hand	an apple
3 put away:	the books	the bus	the toys
4 knock on:	a cook	the window	the door
5 invite:	my aunt	my friend	traffic lights
6 pass:	the tea	the freezer	the salt
7 share:	the salad	popcorn	the candle
8 be:	scales	thoughtful	rude

Before You Read

Think How are you a good friend? How can you be nice to people?

Learn Theme

The **theme** of a story is the most important thing the writer wants you to understand. The writer is often showing something important.

Matthew and Dylan are different. Matthew likes math, art, and quiet places, but Dylan doesn't like them. Matthew can sing and dance but Dylan can't. They like each other and e-mail each other every day.

Theme: People who are very different can be friends.

Read the story. Circle the correct theme.

Mouse, Rabbit, and Opossum are hungry. They want dinner but their food is boring because they eat the same food every day. Mouse eats fruit, Opossum eats vegetables, and Rabbit eats carrots. They have an idea. They take their food to Mouse's house. They now have three different foods for dinner. They're happy!

- It's good to share things.
- We should eat the same food every day.

D Look at the pictures on pages 98-99. What animal is rude?

PREVIEW

THE PLEASE AND THANK YOU BOOK OF POEMS

These texts are poems. Poems use words to create a rhythm, or pattern, of beats. The words create pictures in our minds.

Barbara Shook Hazen is the author of over 70 books that children all around the world like to read! She enjoys traveling and writing about animals.

Summary

Objectives: To read poems; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: knock, thoughtful, rude, grab, pass, put away, invite, wash, share

Reading strategy: Theme

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-17

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *knock* and *thoughtful*. Model the silent *k* in *knock*. Practice the spelling by writing dashed lines for each letter on the board and going through it letter by letter.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

B Circle the one that does not belong.

- Tell students that for each black word, there are two colored words that can go with it to make a phrase, and one that can't. Focus on the example, then ask students, in pairs, to identify the word that doesn't match.
- Check answers by reading out each combination and asking students to say *yes* or *no*.

ANSWERS

1 gills 2 steam 3 the bus 4 a cook
5 traffic lights 6 the freezer 7 the candle 8 scales

CRITICAL THINKING

- Ask the following questions to check understanding and revise previous learning points: *Why can't we grab steam? Why can't we pass the freezer? What kind of bus could we put away? What other words can we use with "door" and "window"?*

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COLLABORATIVE LEARNING

- Mime one of the actions from the vocabulary set (you don't need to include *thoughtful* as this is hard to mime).
- Demonstrate how the students can respond with a thumbs-up if this is good behavior, and thumbs-down if it is bad behavior.
- Put students into small groups. They continue the activity of miming an action for the other members of the group to identify. The rest of the group then responds by putting their thumbs up or down.
- Let one or two groups perform their mimes for the class.

DIFFERENTIATION

Below level:

- Draw two mind maps on the board. Draw a smiley face in the middle of one, and a sad face in the middle of the other one.
- Hold up the picture cards and ask students to tell you where to put each one.

At level:

- Draw two mind maps on the board. Draw a smiley face in the middle of one, and a sad face in the middle of the other one.
- Put dashed lines with the correct number of letters for each word and ask students to spell out the different words as you write them on the board.
- Have individual students stand up, say, and spell the words as you point to them on the board.

Above level:

- Ask students to draw two mind maps in their notebooks, with a smiley face in one and a sad face in the other.
- Ask students to complete the mind maps with the positive and negative vocabulary. Ask if they can think of any words to add to the negative mind map, in addition to the two from the set (*grab* and *rude*).

Before You Read

Think

- Tell students about a good friend you have, and the kinds of things you do for your friends.
- Ask students to discuss the first question.
- Ask if all the answers are the same.
- Ask students to discuss the second question, and to think about what it means to be nice to people.

C Learn: Theme

- Read through the text in the box with the students and ask questions to check understanding: *Why does a writer want us to understand the theme? Are Dylan and Matthew the same or different? How do they keep in touch?*

Read the story. Circle the correct theme.

- Let students read through the story individually. Encourage them to use the picture to help them understand it.
- Students read the two options and decide which one is the best theme.
- Check answers and ask students to explain their answer.

ANSWER

1 It's good to share things. (It makes people happy.)

D Look at the pictures on pages 98–99. What animal is rude?

- Have students look at the pictures on pages 98 and 99.
- Before they read the text to find out all the animal names, ask them to look at the behavior shown in the pictures and use this to identify which picture shows an animal being rude.
- Point to different animals in the pictures and ask *What are they doing?* Elicit *put away*, *knock*, *share*, and *grab*. Ask *What animal is rude?*
- Ask *What are these poems about?*
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

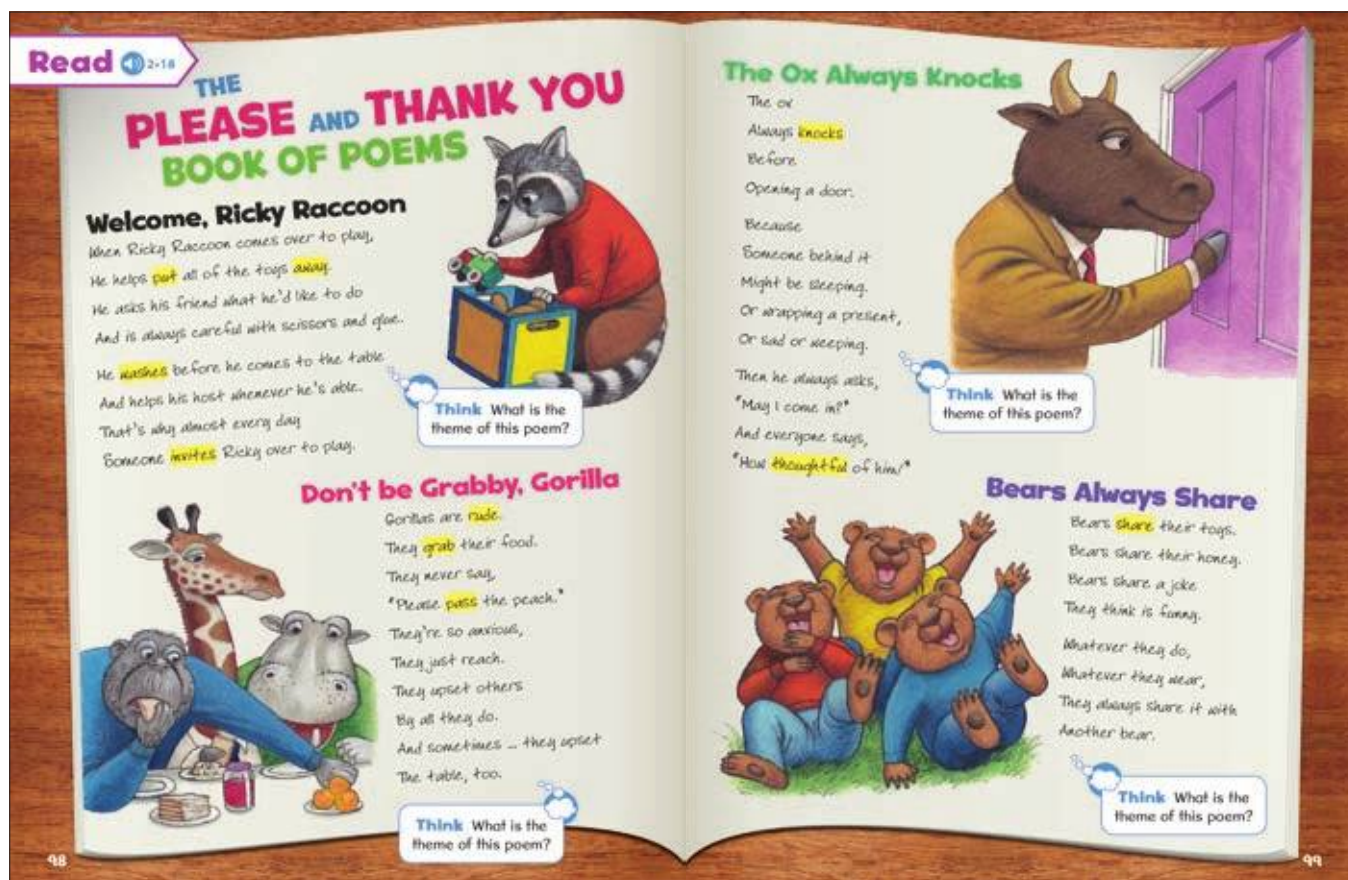
- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text are they?* Ask *What is special about this type of text?*

Further Practice

Workbook Unit 10 pages 82–83

Online practice Unit 10 • Get Ready

Classroom Presentation Tool Unit 10 • Get Ready



Summary

Objectives: To read, understand and discuss a fiction text; to apply a reading strategy to improve comprehension.

School subject: Social Studies: Community

Text type: Poems (fiction)

Reading strategy: Theme

Big Question learning point: *We should be polite to other people.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *Can you think of behavior that is polite? Can you think of behavior that is rude?*
- Tell students to explain what they see in the pictures.
- Have students point to *knock*, *put away*, and *grab*. Ask if they can identify any of the animals.
- Ask *Which picture shows polite behavior? Which picture shows rude behavior?*

During Reading 2-18

- Ask a gist question to check overall understanding, e.g., *Who is happy? Who isn't happy?*
- Give students a few minutes to skim the poems before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *Why do people like the ox?*

DIFFERENTIATION

Below level:

- Put students in pairs. Have students take turns reading the lines of each poem aloud to each other, helping each other with pronunciation.
- Ask students to make a note of any words they don't understand as they go through the poems.
- When they have been through all the poems, help them with the difficult vocabulary by offering a translation or a definition in English.

At level:

- Put students in groups of four. Have students take turns reading the poems aloud to each other, helping each other with rhythm and pronunciation.
- Ask students to make a note of any words they don't understand as they go through the poems.
- When they have been through all the poems, ask if anyone in the group can translate the difficult words. Ask for any words that students couldn't work out together and provide the meaning for the whole class.

Above level:

- Put students in pairs. Have students take turns reading the poems aloud to each other, helping each other with rhythm and pronunciation.
- Encourage them to use different 'voices' for the dialogue within the poems, to show the different characters.
- Ask students to make a note of any words they don't understand as they go through the poems.
- Students compare their lists of difficult words and try to work them out together.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on reading for detail. Put students into groups of four.
- Give each student in each group an animal – Raccoon, Gorilla, Ox, Bear.
- Ask each student to reread the poem about their animal.
- Tell students to close their books, and in their groups take turns retelling the main information from their reading section to each other, e.g., (Raccoon): *He's polite. He puts toys away. He asks his friend what he'd like to do.*
- Students open their books and read the poems to check.

CRITICAL THINKING

- Discussion questions:
In the first poem, why is it nice of Ricky to ask his friend what he'd like to do?
What do you do when you go to a friend's house? Do you help put things away?
Why do you think the gorilla is anxious? What does this mean?
What does it mean when the poem says the gorilla upsets the table? What two meanings does this word have?
Why should you not walk straight into a room if somebody is wrapping a present?
How do you think a person would feel if you walked in and he or she was weeping?
How do you share a joke? How is this different from sharing honey?

After Reading

- Have students look again at the four poems. Ask *Which of these things do you do? Which ones don't you do?*

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss which behavior in the poem is the most like their own, and like people they know.
- Have students say one thing about every poem which is the same as themselves, and one thing which is different.
- Put students into small groups of three or four.
- Have students discuss what behavior is polite or rude in their country or culture. Ask *Is it similar to the animals in the poems? Is it different? How is it the same or different?*

CULTURE NOTE

Animals are often used in literature to represent specific types of behavior, which are either desirable or not desirable in human beings.

Aesop's Fables is a famous example of this. This is a collection of stories where animals behave in particular ways with good or bad results.

The social behavior presented in the poems are all useful social skills for children of this age, who are starting to interact with other families as they visit their friends' houses. Polite behavior is a very valuable thing to learn.

Further Practice

Workbook Unit 10 page 84

Online practice Unit 10 • Read

Classroom Presentation Tool Unit 10 • Read

Understand

Comprehension

**Think** What do you like about the text? Check (✓). Why? Give a reason.1 The raccoon poem ☐2 The gorilla poem ☐3 The ox poem ☐4 The bear poem ☐**A Ask and answer the question.**

What's your favorite part?

The gorilla poem.
It's funny!**B Match the poems to the correct themes.**

1 Welcome, Ricky Raccoon

2 Don't be Grabby, Gorilla

3 The Ox Always Knocks

4 Bears Always Share

a We should think about other people before we do something.

b We should help friends and get along with them.

c It's good to share our things with friends.

d It's good to be polite when we eat.

**C Answer the questions.**

1 What does Ricky do before he comes to the table?

2 What do the gorillas grab?

3 What does the ox always do before opening a door?

4 What's one thing that bears share?

**Think** What do you think?

1 Do Grabby Gorilla's friends like to play with him? Why / Why not?

2 What is the theme of all the poems?

Grammar in Use

D Listen and sing along.

May I Come In? 2-19

May I come in?

Yes, you may.

Thank you for knocking.

Come in and play!

Can you please pass

That game to me?

Here you go.

We're friendly!

Don't be rude.

Please share your toys.

Be thoughtful of

Other girls and boys!

**E Learn Grammar**

Can and May

Can I play? Yes, you can. / No, you can't.

May I come in? Yes, you may. / No, you may not.

Role play with a partner. Use the words in the box or your own words.

watch TV have a cookie play outside have some juice
go to my friend's house go on the Internet

May I watch TV?

No, you may not.



Can I have some juice?

Yes, you can.

**F Tell your partner the things you need to ask to do at home.**
Which things are the same? Which things are different?

Summary

Objectives: To demonstrate understanding of poems; to understand the meaning and form of the grammar structure.**Reading:** Comprehension**Grammar input:** Can and May**Grammar practice:** Workbook exercises**Grammar production:** Writing personal information**Materials:** Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time, and ask students to give their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Match the poems to the correct themes.

- Remind students of the strategy of trying to understand the theme of a poem. Refer them back to page 97 and recap what the theme of the poem was. (*It's good to share things.*)
- Look at the example here and explain that students should match the title of the poem to the theme.
- Let students work individually, then check their answers in pairs.

ANSWERS

1 b 2 d 3 a 4 c

C Answer the questions.

- Read the questions to the class, and let students answer individually.
- Discuss their answers as a class.

ANSWERS

- He washes
- Their food
- He knocks
- One of: toys, honey, jokes

- Ask follow-up questions: *How does Ricky get along with his host? How does the gorilla's behavior make his friends feel? Do you always knock before opening a door? Do you like sharing things with your friends?*

Think

- Ask students to think individually about the two questions.
- When they have had time to think and make notes, ask students to share their ideas. Write their suggestions on the board.

COLLABORATIVE LEARNING

- Put students in small groups. Ask them to choose one of the characters from the poem and to take turns miming that animal's behavior for the group.
- The other students have to guess which animal they are miming.
- Ask one or two students to perform their mimes for the class.

Grammar in Use

D Listen and sing along. 2.19

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Show the students how the first two verses are made up of a conversation by different speakers.
- Ask if students can identify which lines are spoken by different people.
- Put students into four different groups for the different parts. If some students are less confident at singing, you can give them smaller parts. Group 1 sings verse 1 line 1, group 2 sings verse 1 lines 2–4, group 3 sings verse 2 lines 1–2, group 4 sings verse 2 lines 3–4. All students can sing verse 3.
- Play the audio for students to sing the song again. Each group can stand up when it is their turn to sing.

E Learn Grammar: *Can* and *May*

- Draw students' attention to the highlighted words *can* and *may*, and the question and answer forms.
- Point out that while it is possible to shorten *can not* to *can't*, we don't shorten *may not*.
- Write more examples of questions and answers using *May I...?* and *Can I...?*

Role play with a partner. Use the words in the box or your own words.

- Look at the words in the box and check understanding. Model the dialogues with a more confident student, swapping roles as in the photos.
- Students work in pairs to ask and answer.

DIFFERENTIATION

Below level:

- Put students in mixed-ability pairs, so the more confident student can help model the pronunciation.
- Write an example dialogue on the board using *Can I...? Yes, you can. / No, you can't.*
- Encourage students to follow the model dialogues first, then to move on to using *Can I...?* with the correct answer form, using the dialogue on the board for support.

At level:

- Let students complete the activity in pairs, and encourage them to substitute *may* for *can* as they work through the examples.
- Let one or two pairs perform their dialogues for the class.

Above level:

- Encourage students to think of different situations, and to alternate the use of *can* and *may*.
- Work in open pairs around the class. Select students to ask and answer each time, so that students have to remain focused and think and respond quickly when it is their turn.

F Tell your partner the things you need to ask to do at home. Which things are the same? Which things are different?

- Read the questions with the class and give an example, using the animals in the story. Ask *Does the gorilla ask permission to take food?*
- Ask *Do you have to ask before you take food?* Discuss answers as a class, then let students ask and answer in pairs.

CRITICAL THINKING

- Put students into pairs. Ask them to think more about the rules they have at home, using the cause and effect model. For each rule, ask them to think about why it is important, and why it is polite.
- Ask students to think about what rules they would like to have at home, and what things they wish they didn't have to ask permission for.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

Further practice

Workbook Unit 10 pages 85–87

Online practice Unit 10 • Understand

Classroom Presentation Tool Unit 10 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2-20


computer


laptop


camera


headphones


tablet


cell phone

B Write the words from A.

- We call and text our friends and families with this. _____
- We go on the Internet with this, but we don't often move it from place to place. _____
- We take pictures with this. _____
- This is smaller than a laptop. We can go on the Internet and play games with it. We don't open and close it. _____
- We put these on our ears and listen to music. _____
- We can go on the Internet and e-mail on this, and we can move it from place to place. _____

Listening

Think Do your friends use your things?

C Listen. What's in the bathtub? 2-21

D Listen again and check. Do they get along? 2-22

1 	2 	3 	4 
☐	☐	☐	☐
2 	3 	4 	5 
☐	☐	☐	☐

Speaking

E Take turns to ask for something in a polite way with your partner. Then act it out for the class. Use the words in the boxes to help. 2-23

Are you using that computer?

Yes, I am. But we can share.

Great. Thanks.

Writing Study

Learn Subject-Verb Agreement

When you're writing, check that you have the correct form of the verb.

He is careful with scissors and glue.

They were tired yesterday.

Read and circle the correct subject.

- Owen / The boys were in the living room.
- I / We am at school today.
- She / They is very excited about the party.
- My test score / Their test scores weren't very good.

Write Tell your partner about a thoughtful person. Now write about him or her in your **Workbook**. page 88

102 Unit 10 Vocabulary: Technology • Listening: Specific Information
Speaking: Being Polite • Writing: Subject-Verb Agreement Unit 10 103

Summary

Objectives: To learn and understand words about technology; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for being polite.

To review what students have learned about the Big Question so far.

Vocabulary: computer, laptop, camera, headphones, tablet, cell phone

Listening strategy: Listening for information about behavior

Speaking: Being polite

Writing Study: Subject-verb agreement

Writing task: Writing about a thoughtful person

Big Question learning point: Good manners help us get along with others.

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-20

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *headphones* and *cell phone*. Drill the sounds /f/ in *phone* and /s/ in *cell*.

B Write the words from A.

- Have each student read the clues and write the words.
- Put them in pairs to discuss their answers and check.
- Read out the clues and invite students to answer.

ANSWERS

1 cell phone 2 computer 3 camera 4 tablet
5 headphones 6 laptop

CRITICAL THINKING

- Look at the vocabulary items again and point out that some of the items can be used for more than one purpose.
- Ask *Which ones can we take photos with? Which ones can we send e-mails with? Which one can't play music? Which one doesn't move? Which one don't we use to keep in touch with people? Which two don't send e-mails?*

Listening

Think

- Read the question and ask students to think individually about their ideas, then discuss as a class.

CRITICAL THINKING

- Ask students how they feel when their friends use their things. Is it nice to share, or would they prefer not to? Ask students if their friends often let them borrow things.

C Listen. What's in the bathtub? 2.21

- Play the audio after asking a gist question to focus on general meaning, e.g., *What are the people talking about in these conversations?*
- Remind students to listen out for what's in the bathtub.

ANSWER
headphones

D Listen again and check. Do they get along?

2.22

- Play the audio again and ask children to think about each conversation and whether or not the people speaking get along with each other.
- Look at the chart and show students that they should check the column for either the happy face or the sad face.

ANSWERS
1 No 2 Yes 3 Yes 4 No

Speaking

E Take turns to ask for something in a polite way with your partner. Then act it out for the class. Use the words in the boxes to help. 2.23

COMMUNICATION

- Say each line of the dialogue with students echoing.
- Model the dialogue with a confident student at the front.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise asking about another item, so changing the main information to make it more personal. Remind the students to try to use the different forms in the box, but that if the question uses *May*, the answer should use *may* as well, and so on. Demonstrate the dialogue with a confident speaker before pairs attempt it.
- Have three different pairs stand up and conduct their short dialogue for the class.

Writing Study

F Learn: Subject-Verb Agreement

- Read through the text in the box with the class. Check understanding by saying the subject and prompting students to say the verb, e.g., *He – is; They – were.*

Read and circle the correct subject.

- Have students complete the exercise individually and check their answers with a partner.

ANSWERS
1 The boys 2 I 3 She 4 Their test scores

COLLABORATIVE LEARNING

- Write sentence halves on pieces of paper, ensuring they are split to test the subject-verb agreement, e.g., *She / was very happy. The children / are outside.*
- Put the pieces of paper face down on a table, with the subject section on one side of the table and the verb section on the other.
- Students take turns to pick up a piece of paper from each side and see if they can be combined to make a correct sentence. If they can, the student reads out the sentence. If not, they turn the paper over again.
- The game continues until every student has had a turn and all the pieces have been matched up.

DIFFERENTIATION

Below level:

- Demonstrate the subject-verb agreement on the board, using diagrams to help make it clear. Write *I* in a central lozenge, with the words *am* and *was* coming off it. Then write *You, We, They* in another central lozenge, and ask students which verb forms go with this. Elicit *are* and *were*. Repeat with *He, She, It*.

At level:

- Put the following sentence frames on the board: *My name _____. I _____ years old. My friend _____. He / She _____ years old. We _____.*
- Have students write the sentence frames in their notebooks and complete them with the correct verb form and personal information. Explain that they should add an adjective in the final gap, e.g., *happy*.
- Put students into pairs to listen to their partner's information and write the sentences again with it.

Above level:

- Tell students to write sentences like the ones in F but with the verb missing.
- Put students into pairs to swap and complete each other's sentences.

Write: Tell your partner about a thoughtful person. Now write about him or her in your Workbook.

- Prompt students to think and make notes about the topic. Let them discuss ideas in pairs first. Encourage them to think about what this person does which is thoughtful, and to give examples of his / her behavior.
- Ask students for their ideas, and write some suggestions on the board. Leave these up for reference, and refer students to the Workbook to complete the writing task.

Further practice

Workbook Unit 10 pages 88–89

Online practice Unit 10 • Communicate

Classroom Presentation Tool Unit 10 • Communicate

Wrap Up

A Listen and read along. 2-24

Project: Make a Rules Poster

B Make a Rules Poster.

- Write five of your own rules for the class to follow.
- Draw or find pictures.

C Put your Rules Poster on the wall. Tell the class about one rule.

D Walk around the room. Look at all the posters. Say one thing about each poster.

I like this rule: Ask people to pass things. Don't grab.

My Rules Poster

- Clean up your room and put away your things.
- Share your things with your friends.
- Always say "Please" and "Thank you!"
- Don't run around or talk in the library.
- Take turns on the play ground.

104 Review

BIG QUESTION 5

How do people get along with each other?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Summary

Objectives: To show what students have learned about the language and learning points of Units 9 and 10.

Reading: Comprehension of review story

Project: Make a Rules Poster

Writing: List and write about rules

Speaking: Talk about the rules posters

Materials: Big Question Video, Discover Poster 5, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 2-24

- Ask students a gist question before reading and listening to check overall understanding, e.g., *How does Layla's behavior make other people feel?*
- Give students a few minutes to read the text and answer the question.
- Ask students to point to Layla, to Gus, the teachers, and the principal.

CRITICAL THINKING

- Ask the following questions to check understanding: *Where are Layla and Gus at the beginning this story? Where do they go? What rules does Layla break at school? How do you think Layla is feeling today? Why? How do you think she feels at the end?*

COLLABORATIVE LEARNING

- In this story, all of the speaking parts are quite small, and there are a lot of speakers. Put the students into groups of nine and let them take one part each – Layla, Gus, Layla's mom, the crossing guard, Layla's friend, the cafeteria lady, two teachers, and the principal.
- Play the recording again. Students listen, playing close attention to the role they will be taking.
- Give students time to memorize their lines, then let them act out the play in their groups. Encourage the student acting as Layla to be rude when she is naughty, and to apologize clearly at the end.

Project

21ST CENTURY SKILLS

B Make a Rules Poster.

- Tell students to make a list of rules for the other people in the class. **CREATIVITY** **CRITICAL THINKING**
- Point out that these rules can be to follow in school or at home, as in the example.
- Have students work individually to make their lists, and to think about how to illustrate the rules, either by drawing or finding pictures. **CREATIVITY** **CRITICAL THINKING**

C Put your Rules Poster on the wall. Tell the class about one rule.

- Display all the posters. Let students take turns presenting their ideas, by telling the rest of the class one rule each. **COMMUNICATION** **CRITICAL THINKING**

DIFFERENTIATION

Below level:

- Write a list of possible rules on the board, and encourage students to choose their favorite ones. **CRITICAL THINKING**
COMMUNICATION
- Students copy the rules they want to use, and draw pictures to illustrate what they mean. **CRITICAL THINKING**
CREATIVITY

At level:

- Let students work in pairs first to discuss the rules and decide which ones are the most important. **COLLABORATION**
CRITICAL THINKING
- Students work individually to make their posters. **CREATIVITY**

Above level:

- Encourage students to think about a variety of rules, for home, school, and other fun places. **CRITICAL THINKING**
COLLABORATION
- Put students in groups to talk about their rules posters and say why each rule is important. **CRITICAL THINKING**
COLLABORATION **COMMUNICATION**
- Have children stand up and point to the pictures and read the labels. **COMMUNICATION**

D Walk around the room. Look at all the posters. Say one thing about each poster.

- Have children stand up and read each other's posters. **COMMUNICATION**
- Tell them that they need to choose one that interests them (not their own) and remember the important information. **CRITICAL THINKING**
- Put students into small groups to share what they remember from someone else's Rules Poster. **COLLABORATION** **COMMUNICATION** **CRITICAL THINKING**
- Ask some children to share individually with the whole class. **COMMUNICATION**

Units 9 and 10 Big Question Review

How do people get along with each other?

A Watch the video.

- Play the video. When it is finished, ask students what they know about how people get along with each other now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 5**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

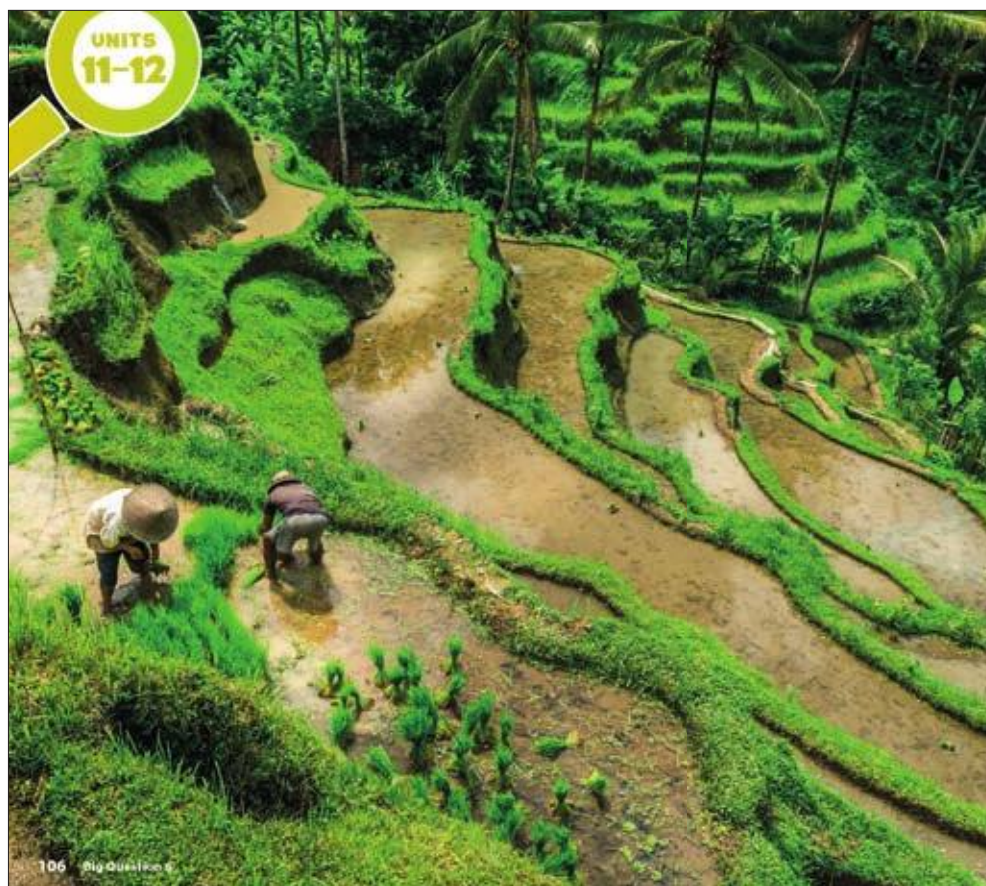
- Ask students what they have learned about how people get along with each other while studying this unit.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have children complete the chart in their Workbook.

Further practice

Workbook Review pages 90–91

Online practice • Wrap Up 5

Classroom Presentation Tool • Wrap Up 5



BIG QUESTION C
Why should we take care of the Earth?

In these units you will:

- WATCH** a video about taking care of the Earth.
- READ** about a juice carton that gets recycled.
- LEARN** about the Earth's resources.
- MAKE** a natural resource collage.
- WRITE** about natural resources you see every day.

A Watch the video.

B Look at the picture.
What do you see?
1 Where do you think this is?
2 What do people do here?

C Think and answer the questions.
1 Do you like to go outside?
2 Is the air in your town or city clean?

D Fill out the Big Question Chart.

Reading Strategies

Students will practice:

- Understanding the main idea and details of a text
- Understanding setting

Vocabulary

Students will understand and use words about:

- Land and resources, sports, recycling, time

Grammar

Students will understand and use:

- Prepositions of place
- Prepositions of place with *Wh-* and *Yes / No* questions

Review

Students will review the language and Big Question learning points of Units 11 and 12 through:

- A story
- A project (making a natural resources collage)

Units 11 and 12

Why should we take care of the earth?

Students will understand the Big Question learning points:

- The earth gives us natural resources that we need to live.
- Pollution is bad for our daily life.
- Recycling and reusing helps us care for the earth.
- We should try hard to keep the earth clean.

Listening Strategies

Students will practice:

- Listening for details about land and water states
- Listening for information about schedules

Writing

Students will understand:

Students will produce texts about:

- Three natural resources they see every day
- Something that was recycled

Word Study

Students will understand and use:

- Verbs, nouns, adjectives, and pronouns

Speaking

Students will understand and use expressions for:

- Reprimanding and apologizing
- Describing conservation activities

Units 11 and 12 Big Question

page 106

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 6, Big Question Chart

Introducing the topic

- Read out the Big Question *Why should we take care of the earth?* Write individual words from students on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? Do you like it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video.
- Ask them to say why they chose to draw this to the class.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g., *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up and mingle and find someone else with the same sentence. (Focus on the meaning of the sentence rather than using exactly the same words.)
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Ask *What do you see?*
- Ask additional questions: *Do you think it is hot or cold there? Do you like this place? Have you been anywhere that looks like this?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question, *Do you like to go outside?*
- Discuss as a class the reasons why people might or might not like to go outside.
- Ask the second question, *Is the air in your town or city clean?* Let volunteers answer, then ask for suggestions about why the air is the way it is in their town or city.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 6** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Display the **Big Question Chart**.
- Ask the class *What do you know about why we should take care of the earth?*
- Draw a mind map on the board, putting *The earth* in the middle and adding the words from students around these words.
- Ask students to write what they know and what they want to know in their Workbooks.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about why we should take care of the earth.
- Prompt by asking what we can do to take care of the earth, and why each thing is important.
- Point to the different natural features in the big picture and on the poster and ask *What is this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about why we should take care of the earth.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about why we should take care of the earth. Have students spell out some of the words as you write them on the board.

Discover Poster 6

1 Natural woodland; 2 Factory and pollution; 3 Girls recycling; 4 Children collecting litter on the beach

Further Practice

Workbook Unit 11 page 92

Online practice • Big Question 6

Classroom Presentation Tool • Big Question 6

UNIT 11

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2-25


resources


wood


landfill


land


trash


smoke


sunlight


reduce


reuse

B Think about the words in **A** and add them to the chart.

Things people can do	Things people can make	Things people can't make
1	1 landfill	1
2	2	2
	3	3
		4

Before You Read

Think What things do you need to live? What do you do with trash at school?

Learn Main Idea and Details

Remember, the **main idea** is what a text is about. The main idea is often the first sentence in a text. **Details** tell us more about the main idea.

Read the text. Answer the questions.

Rules in parks help to keep them clean and the animals safe. Some rules include:

- Don't litter.
- Don't walk on the flowers.
- Clean up after eating.
- Don't give food to the birds or squirrels.

These rules keep everyone in the park safe and happy.

1 What is the main idea?

2 What are two details of the main idea?

D Look at the pictures and captions on pages 110–111. What do you think the text is about?

PREVIEW

Natural Resources

In this text, we learn about natural resources. This text is an informational text. Remember, informational texts tell us about our world.

Earth Science

Summary

Objectives: To understand words about land and resources; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: resources, wood, landfill, land, trash, smoke, sunlight, reduce, reuse

Reading strategy: Main idea and details

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-25

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *resources* and *reduce*. Model the soft *c* sound /s/.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

B Think about the words in A and add them to the chart.

- Read aloud the headings in the chart. Look at the example and ask students to find the photo of landfill and explain what it is.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

Things people can do: 1 reduce 2 reuse

Things people can make: 1 landfill 2 trash 3 smoke

Things people can't make: 1 resources 2 wood 3 land 4 sunlight

CRITICAL THINKING

- Ask the following discussion questions: *How do people make landfill? What problems do you think it causes? What do you think it is like to be near landfill? What kinds of things can we reuse? How can we reduce trash?*

COLLABORATIVE LEARNING

- Put the students in groups to make a natural resources poster.
- Let them discuss whether they want to show a positive scene, a negative scene, or a combination of the two.
- Encourage students to show and label the items from Words exercise A.

Before You Read

Think

- Ask students to think about what we need to live. Ask *What do we need to live? What do we want? Is this the same thing?* Let them discuss in pairs, then share ideas around the class.
- Discuss with the class the different things that they can do with trash at school. Ask *Is this a good thing to do with trash, or a bad thing?*

C Learn: Main Idea and Details

- Read through the text with the students and check understanding. Ask *Where do we often find the main idea in a text?*

Read the text. Answer the questions.

- Have students tell you what they see in the picture.
- Allow students time to read the text individually, then answer the questions.
- Let students discuss answers in pairs, then ask the questions to the class and discuss their answers.

ANSWERS

- 1 There are rules in parks to keep them clean and safe.
- 2 Don't litter. / Don't walk on the flowers. / Clean up after eating. / Don't give food to the birds or squirrels.

CRITICAL THINKING

- Ask the following questions to check understanding about the text: *Why is it important to clean up after eating? Why shouldn't we feed birds and squirrels?*

DIFFERENTIATION

Below level:

- Write the following text on the board:
People can make lots of things. We can make good things, such as nice houses and clever machines. We can make bad things, such as trash and smoke.
- Say *We can make clever machines. Is that the main idea?*
- Say *We can make bad things. Is that the main idea?*
- Elicit that the main idea is *People can make lots of things.*
- Ask students to copy the text and underline the main idea in one color, and the details in a different color.

At level:

- Write the following text on the board:
People can make lots of things. We can make good things, such as nice houses and clever machines. We can make bad things, such as trash and smoke.
- Ask students to read the text and work in pairs to identify the main idea and two details.
- Then ask students to work in pairs to write a short paragraph with a main idea and two details.
- Then ask them to cut the paragraphs up into sentences, and swap with another pair.
- The pairs try to rearrange each other's texts into main idea and details.

Above level:

- Write the following text on the board:
People can make lots of things. We can make good things, such as nice houses and clever machines. We can make bad things, such as trash and smoke.
- Ask students to read the text and work in pairs to identify the main idea and two details.
- Then ask them to cut the paragraphs up into sentences, and swap with another student.
- The students try to rearrange each other's texts into main idea and details.

D Look at the pictures and captions on pages 110–111. What do you think the text is about?

- Have students look at the pictures on pages 110 and 111.

- Point to different items in the pictures and ask *What is this?* Elicit the words *landfill, trash, smoke, reuse, sunlight, and resources.*
- Ask *What is this text about?*
- Focus on the captions in the text and ask students what the purpose of a caption is (*to provide more information about a picture*).
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What does this type of text do?*

Further Practice

Workbook Unit 11 pages 92–93

Online practice Unit 11 • Get Ready

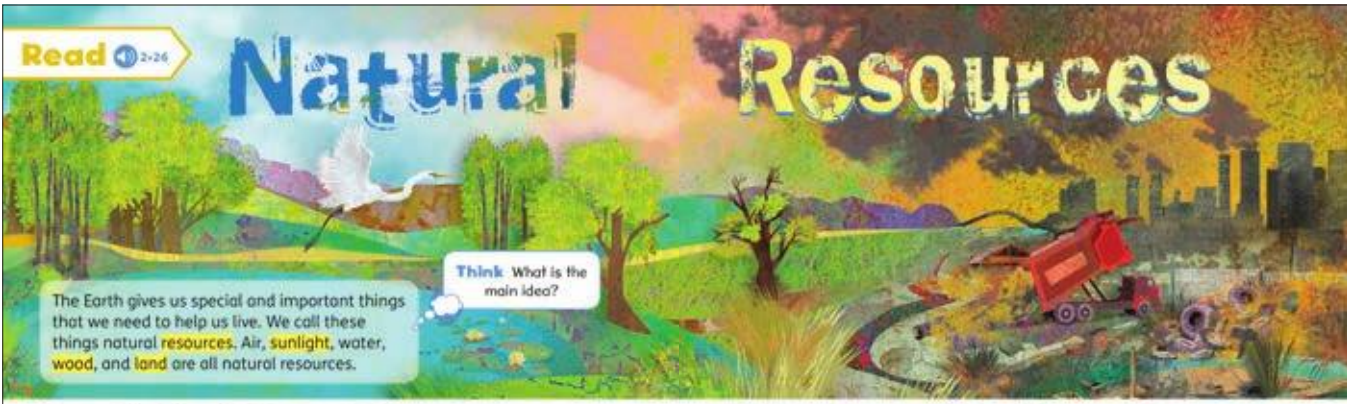
Classroom Presentation Tool Unit 11 • Get Ready

Read 2-26

Natural Resources

Think What is the main idea?

The Earth gives us special and important things that we need to help us live. We call these things **natural resources**. Air, **sunlight**, water, **wood**, and **land** are all natural resources.



People Need Natural Resources

Living things need clean air to breathe and clean water to drink. Plants need sunlight and land to grow, and we need plants for food. When plants breathe, they clean the air around them. We use the wood from plants and trees to make a lot of things, like paper, some houses, and furniture.



Hurting Our Natural Resources

We shouldn't hurt our natural resources because we can't usually make more of them. **Smoke** from cars and factories makes the air dirty. If the air is dirty, people can get sick and plants can't grow. If we cut down trees, we should plant new ones.

Trash is very bad for our natural resources. Sometimes people throw trash into water, but we can't drink dirty water, and plants can't grow near it.

Trash goes to places called **landfills**, and it stays there forever. Some landfills are dirty and they smell bad. People can't use that land, and farmers can't grow food on it.

Taking Care of Our Natural Resources

We can all take care of the Earth's resources. Here are some ideas:

- Use things until you can't use them anymore.
- Don't throw things away. **Reuse** them. Make toys from old things.
- **Reduce** the natural resources you use. Take your own bags to the store.

Think Find one detail of the main idea.

What can you do today to help take care of our natural resources?



Summary

Objectives: To read, understand and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Earth Science

Text type: Informational text (nonfiction)

Reading strategy: Main idea and details

Big Question learning point: *The earth gives us natural resources that we need to live.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What happens if we don't take care of the earth?*
- Read the title of the text aloud to the class, then read out each heading and ask students to point to the correct section.
- Encourage students to tell you what they see in the pictures.
- Have students point to smoke, trash, landfill, and objects which have been reused.
- Ask *Which picture shows a healthy environment? Which picture shows an environment that isn't healthy?*

During Reading 2-26

- Ask gist questions to check overall understanding of the text. Give students a few minutes to skim the text before answering. Ask: *What do living things need? When do plants clean the air? Why shouldn't we hurt our natural resources?*
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *What things can we reuse?*

CRITICAL THINKING

- Discussion questions:
Why is it important to plant new trees?
What do you notice about the landfill picture? Where do you think it is? What do you think it is like to live near this?
Why isn't the air above cities very healthy?

After Reading

- Read aloud the *Think* boxes. Identify the main idea of the text. Ask students to suggest different details of the main idea, e.g., *Wood is a natural resource. We use wood to make lots of things. Smoke from cars and factories make the air dirty. Farmers can't grow food on landfills.*
- Check understanding of the idea that we can't make natural resources. Recap the natural resources from *Get Ready*, and ask students to think about how they are different from resources such as food. (*We can grow food, but we need natural resources to do so.*)
- Look at the final picture and ask *Do you make anything at home?*
- If any students enjoy junk modelling, ask what they use and what kinds of things they make.
- Read the final question aloud and ask students to discuss it in pairs. Encourage them to think about simple, daily activities they do, or could do, which will make a difference.
- Write the question on the board and ask students for their suggestions. Write up their ideas, and ask students how often they do each of the things, and whether they are difficult or easy to do.

COLLABORATIVE LEARNING

- Bring in a selection of items students can use for junk modelling, e.g., cardboard tubes, egg cartons, plastic bottles, and cartons.
- Let students work in pairs or groups to make models.
- Display students' work and ask each group to talk about what they have made, and what they have used to make it. Give them the sentence frame *This was a _____ . Now it's a _____ .*

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss how they can take care of Earth's natural resources.
- Model a conversation, e.g., *I think it's important not to throw trash into water. I agree. Plants can't grow near dirty water.*
- Put students into small groups of three or four to discuss their ideas, then share with the class.

DIFFERENTIATION

Below level:

- Have students draw a picture of something which hurts natural resources.
- In groups, students describe their picture and describe how natural resources are being damaged.

At level:

- Have students draw and label a picture of something which hurts natural resources.
- Ask students to write captions explaining how natural resources are being damaged.
- Students describe their pictures in groups.

Above level:

- Have students draw and label a picture of something which hurts natural resources.
- Ask students to write sentences explaining how natural resources are being damaged, and what we should do instead.
- Have individual students stand up and share their picture with the class and read their sentences.

CULTURE NOTE

Recycling different items in fun ways encourages children's creativity and imagination. In classes in the UK and the US, teachers sometimes bring in different recyclable materials to show children how to reuse things to create something new. Common items to make are:

- *Recycled paper*: taking paper used in class, as well as newspaper, children can make new paper and use it as covers for notebooks and journals.
- *Plastic bottle people*: each child has an empty plastic water bottle. Using recycled paper they cut out ears, eyes, nose, and a mouth and stick them on to make a character. Sometimes they can use different items to create hair and clothes.
- *Pencil holders*: Children can bring in empty cans from home, cover them in used paper, and decorate them with other items to make pencil, pen, and marker holders for the classroom or their desk.

Further Practice

Workbook Unit 11 page 94

Online practice Unit 11 • Read

Classroom Presentation Tool Unit 11 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

1 Different natural resources ☐	3 How we hurt natural resources ☐
2 Why we need natural resources ☐	4 How we can take care of natural resources ☐

A Ask and answer the question.

What's your favorite part?

How I can reuse things.
I can help the Earth.

B Look back at the paragraph "People need natural resources." Answer the questions.

- What is the main idea? _____
- What are two details? _____

C Answer the questions.

- Why should we take care of the Earth's natural resources? _____
- What makes the air dirty? _____
- Why are landfills bad? Give one reason. _____

Think What do you think?

- When do people use natural resources? _____
- What can people do to reduce trash? _____

Grammar in Use

D Listen and sing along. The Tree 2:27

Behind the house There is a tree. It grows peaches Just for me.	Between the flowers There's a bee. It flies around In front of me.	Across from me, The eagles fly, Above the ground, Into the sky.
--	---	--

E Learn Grammar Prepositions of Place

There's smoke in the air **above** the city.
The landfill is **across from** the park.
The trash can is **behind** the tree.
The tree is **in front of** the trash can.

Where are all the things in the park? Practice with a partner.

F Look around your classroom. Say where things are. Practice with your partner.

112 Unit 11 Comprehension

Grammar: Prepositions of Place Unit 11 113

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Prepositions of place

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time, and ask students to give their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Look back at the paragraph "People need natural resources". Answer the questions.

- Explain that each separate section of the text has a main idea and details. Ask students to find and point to the correct section, and reread it.
- Read out the questions and ask students for their suggestions.

ANSWERS

- Living things need clean air to breathe and clean water to drink.
- Two from: Plants need sunlight and land to grow. / We need plants for food. / Plants clean the air around them when they breathe. / We use wood to make lots of things.

DIFFERENTIATION

Below level:

- Ask *What is the main idea of the section "Hurting Our Natural Resources"? What are the details?*
- Put students into groups to find and explain the main idea and details of this section. Ask for their suggestions and write them on the board.

At level:

- Ask *What are the main ideas of the sections "Hurting Our Natural Resources" and "Taking Care of Our Natural Resources"? What are the details?*
- Put students in pairs to find and explain the main ideas and details. Ask for their suggestions. Write them on the board.

Above level:

- Ask *What are the main ideas of the sections "Hurting Our Natural Resources" and "Taking Care of Our Natural Resources"? What are the details?*
- Students work individually to find the main ideas and details. Ask for their suggestions. Write them on the board.

C Answer the questions.

- Read each question in turn aloud to the class and discuss their ideas.

ANSWERS

- 1 We can't make more.
- 2 Smoke from cars and factories.
- 3 One of: People can't use that land. Farmers can't grow food on that land. Landfills smell bad. Landfills are dirty.

Think

- Ask students to think about the two questions individually.
- When they have had time to make notes, ask students to share their ideas. Write their suggestions on the board.

COLLABORATIVE LEARNING

- Reinforce students' understanding of the text by encouraging them to think of more comprehension questions. Put students in pairs to think of and write down two more questions about the text.
- Tell students to stand up and walk around the classroom to choose other students to exchange questions with, and answer from memory.
- Each student should make a note of the questions they answered. At the end, students can check whether they answered the questions correctly.

CRITICAL THINKING

- Ask students to think again about what living things need to live. They may suggest clean air and clean water, from the text, and food, shelter, warmth, using L1.
- Ask *What natural resources do we need to make food?*
- Ask *What natural resources can we use to make shelter?*

Grammar in Use

D Listen and sing along. 2:27

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Put students into three groups to sing one verse each.
- Play the audio again for them to sing along in their groups.
- Ask students *What does the tree do? What does the bee do? Why are they important?*

E Learn Grammar: Prepositions of Place

- Draw students' attention to the highlighted words.
- Read each sentence aloud, and draw a simple diagram on the board to demonstrate the meaning of each preposition.
- Write more examples of sentences using the prepositions.

Where are all the things in the park? Practice with a partner.

- Look at the picture with the class. Model the example with a confident student, and ask students to find and point to each item in the picture as they hear them.
- Let students work in pairs to complete the activity.
- Ask one or two pairs to say their sentences for the class.

F Look around your classroom. Say where things are. Practice with your partner.

- Choose an item in the classroom and say an example sentence about it, using the preposition.
- Ask students to suggest items for you to describe where they are.
- Put students in pairs to describe where things are, using the prepositions of place.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Demonstrate the meanings of the prepositions to small groups using physical objects, e.g., *The ruler is across from the computer. The bag is behind the door.*
- Give more examples, but without saying the preposition. Leave the words on the board to help students complete the correct word.
- Ask students to continue the activity in pairs.

At level:

- Give students a selection of small items, such as pens, pencils, erasers, and rulers. Say sentences, e.g., *The pen is in front of the pencil.*
- Ask students to arrange the items correctly, according to the instructions.
- Ask students to continue the activity in pairs.

Above level:

- Extend the activity by asking students to think about their own rooms at home.
- Put students in pairs to describe their bedrooms.

Further practice

Workbook Unit 11 pages 95–97

Online practice Unit 11 • Understand

Classroom Presentation Tool Unit 11 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2-28


camp


hike


ride a horse


surf


fish


ski

B One of the words is incorrect. Cross out the wrong answer.

1 You need an animal to do this.	a ~~ride a horse~~	b ~~hike~~
2 You do this in the ocean.	a ~~ski~~	b ~~surf~~
3 You go down the mountain very fast.	a ~~camp~~	b ~~ski~~
4 You can sit in a boat to do this.	a ~~fish~~	b ~~surf~~

Listening

Think Do you ever go camping? 2-29

C Listen. Where is the pollution? 2-29

D Listen again and number the activities in the order you hear them. Then circle *can* or *can't*. 2-30

☐ camp	can ~~can't~~	☐ fish	can ~~can't~~
☐ ski	can ~~can't~~	☐ ride a horse	can ~~can't~~
☐ surf	can ~~can't~~	☐ hike	can ~~can't~~



Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. 2-31

Please don't litter. Use the trash can.

Sorry, Where is it?

It's in front of that tree.

Oh, I see it. Thanks.

I apologize, I'm very sorry, behind near there it is.

Word Study

Learn Verbs, Nouns, Adjectives, and Pronouns

Remember, a **verb** is an action word. A **noun** is a person, place, or thing. An **adjective** tells more about a noun. A **pronoun** takes the place of a noun.

Verb: **reduce** Noun: **trash** Adjective: **healthy** Pronoun: **they**

Write verb, noun, adjective, or pronoun for the highlighted words.

1 The **clever** little **monkey** stole bananas from us.

2 **Mandy** wrote a **long** letter to her grandmother.

Write Tell your partner about three natural resources you see every day. Now write about them in your **Workbook**. page 98

BIG QUESTION C Why should we take care of the Earth?

A Watch the video. ▶

B Think about the Big Question. Talk about it with a partner.

Trash is bad for our natural resources.

We need clean air to breathe.

Speaking, Reprimanding and Apologizing • Verbs, Nouns, Adjectives, and Pronouns Unit 11 115

Summary

Objectives: To learn and understand words about sports; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for reprimanding and apologizing, and verbs, nouns, adjectives, and pronouns.

To review what students have learned about the Big Question so far.

Vocabulary: camp, hike, ride a horse, surf, fish, ski

Listening strategy: Listening for details about land and water states

Speaking: Reprimanding and apologizing

Word Study: Verbs, nouns, adjectives, and pronouns

Writing task: Writing about natural resources

Big Question learning point: Pollution is bad for our daily life.

Materials: Picture Cards, Discover Poster 6, Big Question Chart, Audio CD, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 2-28

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them.
- Do a Picture Card activity from pages 30 and 31 to reinforce the vocabulary.

B One of the words is incorrect. Cross out the wrong answer.

- Have students do the activity and cross out the words individually.
- Put them in pairs to discuss their answers and check.
- Draw the chart on the board, elicit the answers from the class and ask *Why did you choose this answer?*

ANSWERS

1 b 2 a 3 a 4 b

CRITICAL THINKING

- Ask the following questions to check understanding: *What is the same about all these activities? Which of these activities do you enjoy? Which would you like to try? Why?*

Listening

Think

- Read the question to the class, and ask for a show of hands to see who goes camping. Ask students what they like / don't like about camping.

C Listen. Where is the pollution? 2-29

- Explain that students will hear six conversations about activities in different places.
- Read out the gist question and explain that some of the places they will hear about have pollution. Play the audio for students to listen and identify the location.

ANSWERS

In the water (1), in the woods or forest (4), at the park (5)

D Listen again and number the activities in the order you hear them. Then circle *can* or *can't*. 2:30

- Give students time to read through the list of activities. Ask if they can remember where any of them took place.
- Play the audio again and ask students to listen and number the pictures in the order they hear them described, then to circle *can* if the people could do the activity, and *can't* if they couldn't.

ANSWERS

1 fish, *can't* 2 ski, *can* 3 ride a horse, *can*
4 camp, *can't* 5 hike, *can't* 6 surf, *can*

COLLABORATIVE LEARNING

- Put the class into two groups. Ask each student in one group to draw an activity from A, and each student in the other group to draw a location where people can do one of the activities from A.
- When they have finished, ask them to stand up and move around. The student with the activity picture shows it to a student with a location picture and says (*Surf*). The student with the location picture says (*Woods*). Model the question and answer *Can you surf in the woods?* *No, you can't*.
- The activities and locations will not all match up exactly, but encourage students to show their pictures and ask and answer with as many other students as possible.

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. 2:31

COMMUNICATION

- Play the audio with students echoing as they hear each line.
- Model the dialogue with a confident student at the front.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, changing the main information using the colored phrases in the box to make it more personal. Demonstrate the dialogue with a confident speaker before pairs attempt the activity.
- Have three different pairs conduct their short dialogue for the class.

Word Study

F Learn: Verbs, Nouns, Adjectives, and Pronouns

- Read out the text, drawing attention to the highlighted words.
- Ask students to give more examples of verbs, nouns, adjectives, and pronouns.

Write verb, noun, adjective, or pronoun for the highlighted words.

- Look at the example, and ask students to complete the activity in pairs.
- Read out each highlighted word in turn and ask students to say *verb*, *noun*, *adjective*, or *pronoun*.

ANSWERS

1 adjective, noun, verb, pronoun
2 noun, verb, adjective, pronoun

DIFFERENTIATION

Below level:

- Give students a selection of individual words on pieces of card, a mixture of verbs, nouns, adjectives, and pronouns.
- Ask them to work in pairs to sort the words into groups.

At level:

- Put students into pairs to write sentences containing a verb, a noun, an adjective, and a pronoun.
- They swap sentences with another pair to label the words.

Above level:

- Students work individually to write sentences containing a verb, a noun, an adjective, and a pronoun.
- They swap sentences and label the words.

Write: Tell your partner about three natural resources you see every day. Now write about them in your Workbook.

- Ask students to name natural resources. Write their ideas on the board.
- For each one, use the resource as the center of a word web, and ask where we see each one. Encourage students to think of as many ideas as possible.
- Write the following sentence frame on the board: *I see _____ in / at _____.*
- Give students time to make notes, then refer them to the Workbook to complete the activity.

Big Question 6 Review

A Watch the video.

- Play the video and when it is finished ask students to give some example answers to the Big Question.

B Think about the Big Question. Talk about it with a partner.

Why should we take care of the earth?

- Display **Discover Poster 6**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 11 that are written on the poster, and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**.
- Ask students what they have learned about why we should take care of the earth while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 11 pages 98–99

Online practice Unit 11 • Communicate

Classroom Presentation Tool Unit 11 • Communicate

UNIT 12

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2-32


carton


diary


paper


blow


shelf


recycling plant


machine


stationery store


rescue

B Think about the words in **A** and add them to the chart.

Places	Things	Things people can do
1 recycling plant	1	1
2	2	2
	3	
	4	
	5	

Before You Read

Think What do you do with clothes that are too small? What does your family reuse?

Learn **Setting**

The **setting** is the place where the story happens. It answers the question Where? Knowing where the story takes place helps you understand more about the story.

A Grade 2 class brings newspapers, bottles, and cans to the classroom to recycle.

Setting: School

Read the story. Circle the correct setting.

Antonio and his dad are in a beautiful place. They're looking at some trees and birds.

Antonio's dad says, "People cut down too many trees and don't plant new ones. Then there aren't enough trees for animals to make homes in. We need to take care of Earth's resources."



Setting: Rainforest / Beach

D The story on pages 118–119 is about a juice carton that gets recycled. What do you think it gets recycled into?

PREVIEW

A Juice Carton's Diary

This story is narrative fiction. In narrative fiction, a character tells a story that the author has made up.



Beth Cody Kimmel is a children's book writer. She lives in New York.

Summary

Objectives: To understand words about recycling; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: carton, diary, paper, blow, shelf, recycling plant, machine, stationery store, rescue

Reading strategy: Setting

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-32

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *blow*, *machine*, and *stationery store*. Model the pronunciation and clap the syllables for the longer items.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Look at each picture and ask students to think more about each one: *What can you get in a carton? What do you write in a diary? How often do you use paper? Can you blow bubbles? Have you got a shelf in your bedroom? What goes to a recycling plant? Where do you find machines? What do you buy in a stationery store? Why is the boy rescuing the cat?*
- Students can discuss the questions as a class or in small groups.

B Think about the words in A and add them to the chart.

- Read aloud the headings and ask *What type of word goes in column 3?*
- Let students complete the activity individually, then compare with a partner.
- Check answers with the class.

ANSWERS

Places: 1 recycling plant 2 stationery store

Things: 1 carton 2 diary 3 paper 4 shelf 5 machine

Things people can do: 1 blow 2 rescue

COLLABORATIVE LEARNING

- Write on the board *I'm made of wood. You can put books on me. What am I?*
- Let students read the question, then answer.
- Put students in pairs to choose a word from the set and write similar definitions.
- Put the pairs into larger groups to read out and solve each other's clues.

Before You Read

Think

- Read the questions to the class and ask students for their ideas.
- Ask if all the answers are the same.
- Ask *Do you think it is good to reuse clothes? Do you wear clothes that are reused, for example, from an older brother or sister?*
- Ask *Can you think of any other uses for old material?*
- Students compare their answers in small groups.

C Learn: Setting

- Read through the text in the box.
- Ask *In a story, why do we need to ask the question "Where?"* Ask a volunteer to read out the story extract. Ask *How do we know the setting is school?*

Read the story. Circle the correct setting.

- Have students tell you what they see in the pictures.
- Explain that only one of the pictures matches the text.
- Give students time to read through the story silently.
- Focus on the two options for the setting underneath the text, and ask students to identify the correct one.
- Ask students to find and point to the correct picture.
- Ask *In the text, is there a problem in the rainforest? What does Antonio's dad say we need to do?*

ANSWER Rainforest

CRITICAL THINKING

- Ask students to think about different settings for a story. Write their ideas on the board.
- Read the first paragraph of the text again and ask *What kind of word do we use to describe a setting? What is the adjective here?*
- Ask students to suggest other adjectives, which could be used to describe different settings.

DIFFERENTIATION

Below level:

- Ask students to work in pairs and to choose a setting for a story. You could give them ideas, such as *town, city, beach, rainforest, woods, field, or house*.
- Ask them to construct an ideas web based on this setting. Show them how to write the setting in the middle of the page, and to add their different ideas around the edge. Encourage them to use adjectives, but don't limit them to this.
- Speak to each pair and ask them to talk through their ideas.

At level:

- Ask students to choose a setting for a story and to develop this using an ideas web.
- Encourage students to think of adjectives to describe the setting, and a problem that could exist in this setting.
- Ask students to present their ideas to the class.

Above level:

- Ask students to choose a setting for a story and to develop this using an ideas web.
- Encourage students to think of adjectives to describe the setting, and a problem that could exist in this setting.
- Ask students to write a sentence describing their setting. Remind them that this should answer the question *Where?* Refer them to the sentence in the *Learn* box for support.
- Ask students to read their sentences to the class.

D The story on pages 118–119 is about a juice carton that gets recycled. What do you think it gets recycled into?

- Have students look at the pictures on pages 118 and 119.
- Point to different pictures and ask *What is this?* Elicit the words *carton, trash, rescue, recycling plant, and diary*.
- Ask *What is this story about?*
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What is special about this type of text?*

Further Practice

Workbook Unit 12 pages 100–101

Online practice Unit 12 • Get Ready

Classroom Presentation Tool Unit 12 • Get Ready

Read 2-33

A Juice Carton's Diary

January 15

Dear Diary,

I'm sitting on a **shelf** in a big store! I can see many wonderful things. The little carton in front of me has a picture of an orange on it. I think I know what I am. I'm an orange juice carton! I'm made of hard **paper**.

January 16

Dear Diary,

This morning, something great happened. A little girl looked at my shelf for a long time, and then she chose me! She's taking me to a picnic by the lake so I hope she's very thirsty.

January 17

Dear Diary,

I'm in a lake! The little girl drank the juice, but she left me in front of the lake. The wind **blew** me into the water. I don't like it here. There was a trash can behind the tree. Why didn't the little girl put me in it?

January 18

Dear Diary,

I saw a man taking litter out of the lake with a net. He saw my bright orange carton, and he **rescued** me! He caught me and a plastic bottle in his net. Now we're in the boat, and we aren't trash anymore! We're happy.

January 19

Dear Diary,

I'm at the **recycling plant**! It's a little scary here because there are large **machines** that make loud noises. Where's my plastic bottle friend? He's across from me. He's in a bin with other plastic bottles. I think this is a good place.

January 20

Dear Diary,

I'm sitting on a shelf in a **stationery store**! Everything here is made of paper! Yes, they recycled me into a notebook! I'm very happy and excited, and I really want to see the recycling plant again. Maybe next time I'll be a comic book!

118

119

Summary

Objectives: To read, understand and discuss a fiction text; to apply a reading strategy to improve comprehension.

School subject: Earth Science

Text type: Narrative fiction

Reading strategy: Setting

Big Question learning point: *Recycling and reusing helps us care for the earth.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What should you do with trash when you are out?*
- Encourage students to tell you what they see in the pictures.
- Have students point to a carton, a shelf, a girl, some trash, a recycling plant, and a notebook.
- Ask *What is the setting in each picture?*
- Read the title and say *Imagine that a juice carton could write. What do you think it would want to say?*
- Look at the format of the text and ask what each section starts with, and why this is.

During Reading 2-33

- Ask a gist question to check overall understanding of the text, e.g., *What did the girl do with the juice carton after she finished the juice?*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

- Ask *What does the man catch in his net?*

DIFFERENTIATION

Below level:

- Put students in mixed-ability pairs. Have students take turns reading the text aloud to each other, with the more confident reader helping the less confident one to sound out and pronounce the words and phrases.
- Ask students to find and point to the highlighted words. Check understanding and pronunciation.

At level:

- Put students into groups of six. If possible, have them sitting in a circle.
- Have students take turns reading a diary entry out loud as the text is read around the circle.
- When they have read the text, ask students to take turns to find and read out the highlighted words, and to explain what they mean.

Above level:

- Put students into small groups of three.
- Have students take turns reading a diary entry out loud as the text is read around the circle, so each student will read two entries.
- When they have read the text, ask students to take turns to find and read out the highlighted words, and to make a new sentence using that word.

CRITICAL THINKING

- Discussion questions:
How does the juice carton feel when it is in the big store?
How do we know?
How does it feel when the little girl chooses it?
Do you think the little girl was very thirsty?
Why do you think the girl doesn't put the carton in the trash can?
What do you think about the man who took the trash out of the lake?
What happens to the carton and the plastic bottle at the recycling plant? Are they in the same place? (No.) Why not?
How does the carton feel at the end of the story, when it is a notebook?

After Reading

- Have students look again at the pictures and the diary entries. Ask *What do you do with your juice cartons?*

COLLABORATIVE LEARNING

- Ask students to imagine that they are the plastic bottle in the story.
- Write some questions on the board to start students' discussion: *What was in the bottle? Where did it come from? Who left it in the park? What happened to it in the recycling plant?*
- Put students into groups to discuss their ideas and make notes.
- Ask students to construct a frame story, to include a picture and a sentence for each stage of the bottle's journey.
- Remind students to think about where each part of their story happens, and to describe the setting.
- Students can present their work to the class, or you can make a wall display of the stories.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they think about litter and recycling. Model the dialogue:
I think it's bad to litter.
I agree. It's good to recycle our trash.
- Put students into small groups of three or four.
- Have students discuss their opinions about the topic.

CULTURE NOTE

Recycling is a process that changes waste materials into new products in order to avoid wasting potentially useful materials. The aim is to reduce the use of new materials, cut down on energy usage, reduce air pollution from incinerating waste, and to reduce the use of landfills. Landfill sites have a very damaging effect on the environment, and the waste in them can take many years to decompose.

Glass, plastic, paper, cardboard, metal, textiles, and electronic items can all be recycled. Material for recycling can be collected as part of the trash collection in separate bags, or taken to a recycling center.

At a recycling center, items are sorted by material and processed separately into new items.

The main theory behind cutting down human production of waste is Reduce, Reuse, Recycle. This means we should consume less, therefore avoiding waste, reuse what we can, and recycle the rest.

Further Practice

Workbook Unit 12 page 102

Online practice Unit 12 • Read

Classroom Presentation Tool Unit 12 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

1 The girl buys the carton of juice. ☐	3 The carton in the recycling plant. ☐
2 The man on the lake. ☐	4 The carton is now a notebook. ☐

A Ask and answer the question.

What's your favorite part?
The carton was recycled into a notebook. That's interesting.

B Answer the questions.

- How many settings are in the story? _____
- Name each setting: _____

C Number the events in the correct order.

- ☐ The girl took the juice carton to a lake.
- ☐ The juice carton felt a little scared.
- ☒ 1 The juice carton sat on a shelf in the store.
- ☐ The wind blew the juice carton into the water.
- ☐ The juice carton was recycled into a notebook.
- ☐ A man rescued the carton with a net.

Think What do you think?

- What other things can a juice carton be recycled into?
- Why is it important to recycle things?

Grammar in Use

D Listen and sing along. Where is Charlie? 2-34

I'm looking for my cat Charlie.
He ran away from me.
Where is my cat Charlie?
Come and look with me.

Is he under the trash can,
Between the bench and the tree?
No, he isn't. He isn't there.
Oh, where can Charlie be?

Is he over there in the fountain,
Across from the big statue?
Yes, he is! Poor Charlie!
I'm here to rescue you!

E Learn Grammar Prepositions of Place

Where's the fountain? It's **across from** the statue.
Is there a trash can **behind** the tree? **Yes, there is.**

Where is it? Look at the picture and practice with a partner.

F Look for three things. Ask your partner where they are.

120 Unit 12 Comprehension
Grammar: Prepositions of Place with Wh- and Yes/No Questions Unit 12 121

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Prepositions of place

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time, and ask students to give their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Answer the questions.

- Read the questions aloud and encourage students to refer back to the story to answer them.

ANSWERS

1 Four 2 the store, the park, the recycling plant, the stationery store

- Ask follow-up questions: *What is the date of the (park setting)? How long was the carton in the lake for?*

C Number the events in the correct order.

- Give students time to read the sentences. Remind them of their earlier work on sequencing events in stories, and explain that these sentences summarize the story events.
- Students can order the sentences individually or in pairs.

ANSWERS

2, 5, 1, 3, 6, 4

Think

- Ask students to think about the two questions individually.
- When they have had time to think and make notes, ask students to share their ideas.
- See how many ideas they can suggest for what else a carton can be recycled into. Ask if anybody uses recycled paper products at home, such as notebooks, computer paper, or kitchen paper.
- Ask volunteers to suggest why it is important to recycle things.

DIFFERENTIATION

Below level:

- Ask students to choose a scene from the story and draw it.
- They should label the setting, and any characters who are included.
- Ask them to think of a title for their picture, and to give it the correct diary date.

At level:

- Ask students to choose a scene from the story and draw it.
- They should label the setting, and any characters who are included.
- Ask students to write a sentence describing what is happening in the scene from the story. They should also write the correct diary date.

Above level:

- Ask students to choose a scene from the story and draw it.
- They should label the setting, and any characters who are included.
- Ask them to write a paragraph describing what is happening in their picture. They should also write the correct diary date.

CRITICAL THINKING

- Ask further discussion questions: *What other kinds of things do you think the man takes out of the lake? Why did the juice carton feel scared? Are there lots of trash cans in your park? Do any trash cans help us recycle?*
- Students can discuss the questions in small groups before sharing ideas as a class.

Grammar in Use

D Listen and sing along. 🎧 2:34

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Put students into three groups, to sing a verse each.
- Play the audio again and let each group sing in turn. See which group can sing the loudest and most clearly.
- Encourage students to mime looking for a cat as they sing, and to look happy as they find it.

E Learn Grammar: Prepositions of Place

- Draw students' attention to the highlighted prepositions of place, and the word order in the question forms.
- Show how the question with *Where* doesn't include the preposition. It is asking for information, and the preposition is only given in the answer. The question with *Is there...* includes a preposition, and the answer will either be *Yes* or *No*.
- Model the dialogue with a confident student, encouraging them to read out the answer as you ask the question.
- Write more examples of questions and answers using prepositions of place and familiar objects.

Where is it? Look at the picture and practice with a partner.

- Look at the picture and ask *What is this?*

- Point to different items in the picture, e.g., bicycle, trash can, newspaper, clothes, toys. Ask students to name them.
- Ask two volunteers to model the example dialogue, while students find and point to the correct item in the picture.
- Let students continue the activity in pairs. Monitor as they are working and check they are using the question forms correctly.

F Look for three things. Ask your partner where they are.

- Explain that students should choose three items, and think about where they are in the classroom.
- It is important for students to practice both affirmative and negative answers, so remind them to ask questions about where each item is, to which their partner will answer *No, there isn't. There's a...*

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Write a series of *Yes / No* and *Wh-* questions and corresponding answers on a piece of paper, and cut it up so each element is separate.
- Ask students to match up the questions with the correct type of answer. The focus in this activity will not be on the prepositions, but on distinguishing the different types of questions and the answers each one needs, and where the preposition has to go.
- Ask students to read out the questions and answers.

At level:

- Give students, or ask them to draw, a simple picture of a park with a lake in the middle. They will each need two copies of the original picture.
- Each student adds a tree, a bench, and a trash can to one copy of the picture. They can choose where to put these, but they should think about how they will use the prepositions to describe the place.
- Students sit back-to-back and take turns to ask about where the items are in their partner's pictures.
- At the end, students compare pictures to see if they put each item in the correct place.

Above level:

- Ask students to draw a picture of a park with a tree, a lake, a bench, a trash can, and a statue.
- Students write questions and answers about their pictures underneath. Remind them to use both *Yes / No* and *Wh-* forms, and to use both positive and negative answers.

Further practice

Workbook Unit 12 pages 103–105

Online practice Unit 12 • Understand

Classroom Presentation Tool Unit 12 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 🔊 2:35



time



nine-fifteen / 9:15



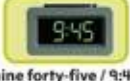
week



nine-thirty / 9:30



nine o'clock / 9:00



nine forty-five / 9:45

B Circle the correct word or times.

- There are seven days in a **time** / week.
- Mia goes to school at **7:30** / 2:30 in the morning.
- The girls go to bed at **3:00** / 9:00 at night.
- What **week** / time did you see the doctor? At 4:00.
- We usually come home from school at **3:15** / 8:15 in the afternoon.
- My mother cooks dinner at **5:30** / 11:30 in the evening.

Listening

🔊 **Think** What days do they pick up trash in your neighborhood?

C Listen. What did Lucas do after lunch? 🔊 2:36

D Listen again and circle the correct times. 🔊 2:37

1 **7:00** 11:30

2 **9:15** 9:30

3 **10:45** 10:00

4 **1:45** 1:00

5 **2:00** 3:00

6 **2:15** 2:30



Speaking

E What did you do last week to help keep the Earth clean? Find a partner who did the same thing. Use the words in the boxes to help. 🔊 2:38



I recycled my milk cartons. Did you?

Yes, I did. I recycled my milk cartons, too!

I reused ...

I recycled ...

I cleaned ...

Writing Study

Learn Verb Tenses to Show Time

Verbs show the time of an action. Look at the verb **go**.

I go to school.

I'm going to school.

I went to school.

go: usually happens

going: happening now

went: already happened

Write the correct verb form to complete the sentence.

- We ate cookies in the park this morning. (eat)
- Lisa is throwing her trash in the trash can. (throw)
- I usually reuse the paper in that bin. (reuse)
- The students are planting trees near the playground now. (plant)

Write Imagine you are something that was recycled. What were you? What are you now? Tell a partner. Now write about it in your **Workbook**. 📖 page 107

122 Unit 12 Vocabulary: Time • Listening: Specific Information

Speaking: Describing Conservation Activities • Writing: Verb Tenses to Show Time Unit 12 123

Summary

Objectives: To learn and understand words about time; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for describing conservation activities and verbs to show time.

To review what students have learned about the Big Question so far.

Vocabulary: time, week, nine o'clock / 9:00, nine-fifteen / 9:15, nine-thirty / 9:30, nine forty-five / 9:45

Listening strategy: Listening for information about schedules

Speaking: Describing conservation activities

Writing Study: Verb tenses to show time

Writing task: Writing about something that was recycled

Big Question learning point: We should try hard to keep the earth clean.

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 🔊 2:35

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Show how the times can be presented in two different ways and ask why this is.

B Circle the correct word or times.

- Have students circle the words individually.
- Put them in pairs to discuss their answers and check.
- Read each sentence aloud, and ask for the correct answer.

ANSWERS

1 week 2 7:30 3 9:00 4 time 5 3:15 6 5:30

CRITICAL THINKING

- Ask the following questions to check understanding: What time do you go to school? What time do you go to bed? What time do you come home from school? What time does your mother or father cook dinner?

Listening

Think

- Read the question to the class and discuss the answer. Ask about what happens when the trash is picked up: Are the trash collectors busy? Is it noisy? Does all the trash go in one bin, or does it go in separate ones?

C Listen. What did Lucas do after lunch? 🔊 2:36

- Ask a gist question to help the students focus on general meaning, for example, Why is Lucas tired?
- Play the audio, then ask students to answer the question.
- Ask further questions, such as What did they give to the little kids? What does his grandma tell him to do?

ANSWER

He walked to the park.

156 Unit 12 • Communicate

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D Listen again and circle the correct times. 🎧 2:37

- Play the audio again and ask children to listen out for the different times Lucas did each activity.
- Remind them that they should listen carefully to what Lucas says in reply to his grandma's questions.

ANSWERS

1 7:00 2 9:15 3 10:00 4 1:45 5 2:00 6 2:30

- Check understanding by asking students what activity Lucas and his classmates did at each time of day. Play the audio again if necessary, pausing at the end of each section.

Speaking

E What did you do last week to help keep the earth clean? Find a partner who did the same thing. Use the words in the boxes to help. 🎧 2:38

COMMUNICATION

- Say each line of the dialogue; students echo each line.
- Model the dialogue with a confident student.
- Put students into pairs to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, changing the main information. Elicit examples and demonstrate the dialogue with a confident speaker before pairs attempt the activity.
- In a confident class, you could also model a dialogue where the second speaker replies *No, I didn't*, and gives a different activity in their reply: *I recycled paper. Did you? No, I didn't, but I reused plastic bottles.*
- Have three different pairs stand up and conduct their short dialogue for the class.

Writing Study

F Learn: Verb Tenses to Show Time

- Look at the different examples of the verb *go*. Read out each sentence and ask students to say *usually happens*, *happening now*, or *already happened*.
- Write examples on the board using a different verb, e.g., *I play football. I'm playing football. I played football*. Ask students to respond with the same categories.

Write the correct verb form to complete the sentence.

- Look at the activity with the students. Ask them how they will know which verb forms to use. Go through each sentence, focusing on the word they will need to look at (*this morning*, *is*, *usually*, and *now*).
- Let students complete the activity, then check answers.

ANSWERS

1 ate 2 throwing 3 reuse 4 planting

COLLABORATIVE LEARNING

- Have students stand in a large circle. Take a ball and throw it to a student to catch, saying at the same time *go*.
- When the student catches the ball, say *Say the simple past of "go"*. The student says *went*, then throws the ball to someone else in the circle. When he / she catches it, say *Say the form of "go" for now*. The student replies *going* and throws the ball back to you.
- Start the process again with a different verb, e.g., *eat*, and using different students.
- The game continues until every student has had the opportunity to catch the ball. You can practice the verbs from F and other familiar items.

DIFFERENTIATION

Below level:

- Give students a list of verbs in the base form, and ask them to work in pairs to write out the past and the present progressive forms, e.g., *eat*, *see*, *play*, *read*, *reuse*, *recycle*.

At level:

- Ask students to write complete sentences like those in F, using different verbs and showing the same range of times.
- Students swap sentences with a partner. Each student identifies whether the sentence refers to *happening now*, *usually happens*, or *already happened*.

Above level:

- Ask students to write gapped sentences like those in F, and to supply the verb in the base form.
- Students swap sentences and complete each other's work using the verb in the correct form.

Write: Imagine you are something that was recycled. What were you? What are you now? Tell a partner. Now write about it in your Workbook.

- Refer students back to the juice carton story to reread it.
- Ask for suggestions of other items that could be recycled. Write their suggestions on the board, and prompt students to think about what each item was, and what it is now.
- Focus on how the story uses the first person, because it is told as if the juice carton is speaking. Remind students not just to describe what happens to the item, but to imagine they are that item.
- Ask what we knew about how the juice carton was feeling in the story. Remind students to use similar adjectives to describe their emotions in their writing.

Further practice

Workbook Unit 12 pages 106–107

Online practice Unit 12 • Communicate

Classroom Presentation Tool Unit 12 • Communicate

Wrap Up

A Listen and read along. 2-39

124 Review

Project: Make a Natural Resource Collage

B Make a natural resource collage.

- Why is this natural resource important?
- Draw or find pictures.
- Write about three things in the collage.

C Put your collage on the wall. Tell the class about your collage.

D Walk around the room. Look at the collages. Say one thing about each collage.

BIG QUESTION 6

Why should we take care of the Earth?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Natural Resource Collage Big Question 6 125

Summary

Objectives: To show what students have learned about the language and learning points of Units 11 and 12.

Reading: Comprehension of review story

Project: Make a Natural Resource Collage

Writing: Write about natural resources

Speaking: Talk about the collages

Materials: Big Question Video, Discover Poster 6, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 2-39

- Ask students a gist question before reading and listening to check overall understanding, e.g., *How is Dot helping Gus?*
- Give students a few minutes to read the text and answer the question.
- Ask students to point to Gus, to Dot, and to their mother.

CRITICAL THINKING

- Ask the following questions to check understanding:
Where are Gus and Dot in this story? Why does Gus have to clean his room? Is it kind of Dot to help? What does Dot tell him to reuse? What does Dot tell him to recycle? What do they do with old clothes? What do they enjoy about the camping vacation? What have they done to keep the earth clean?

COLLABORATIVE LEARNING

- Divide the class into groups of three.
- Each student in the group takes on the role of one of the characters in the story.
- Play the recording again.
- Help them to find suitable props to allow them to act out the story as a play.
- Give students time to try to memorize their lines, but let them use their books for support if necessary.
- Let students practice in their groups, then let each group perform to the class, or one or two groups if time is short.

Project

21ST CENTURY SKILLS

B Make a natural resource collage.

- Look at the example collage with the class. Read out the project, and ask students to think about what the pictures show. **CRITICAL THINKING**
- Tell students to choose a natural resource and think about why it is important. **CRITICAL THINKING**
- Refer students back to the reading text in Unit 11 to help them structure their ideas. **CRITICAL THINKING**
- Have students work individually to make notes. Remind them to think about what pictures they could use, and why these would be useful. **CRITICAL THINKING** **CREATIVITY**
- Explain that they should give three pieces of information saying why this natural resource is important.

CRITICAL THINKING **CREATIVITY**

- Students write their text, then illustrate their collage with photos, pictures, or drawings. **CRITICAL THINKING** **CREATIVITY**

C Put your collage on the wall. Tell the class about your collage.

- Display the collages on the wall, and let each student in turn present their work. **COMMUNICATION** **CRITICAL THINKING**

DIFFERENTIATION

Below level:

- Give out a colored sheet of card to each student. Ask them to write a title using the name of the natural resource. **CREATIVITY** **CRITICAL THINKING**
- They can then glue pictures of the natural resource they have chosen on the card. Students label the pictures. **CREATIVITY**
- Give students the sentence frame: _____ is / are an important natural resource because _____.
- Encourage students to complete this with the appropriate information. **CRITICAL THINKING**

At level:

- Give out a colored sheet of card and tell students to write the correct title for their collage. **CREATIVITY** **CRITICAL THINKING**
- Encourage students to make a word web before they start, to help develop their ideas. They should include all the things we can do or make with the natural resource, and why it is important. **CRITICAL THINKING** **CREATIVITY**
- When students have had time to plan their work, they can write it up into sentences for their collage. **CREATIVITY**

Above level:

- Give students the option of making a larger poster covering the different natural resources: wood, sunlight, and air. **CREATIVITY** **CRITICAL THINKING**
- They can find or draw pictures to show the natural resources, and the different things that can be made from them. **CREATIVITY** **CRITICAL THINKING**
- Give students time to plan their work using a word web, then write it up into sentences for their collage. **CREATIVITY** **CRITICAL THINKING**

D Walk around the room. Look at the collages. Say one thing about each collage.

- Have students stand up and read each other's collages. **COMMUNICATION**
- Tell them that they need to choose one that interests them (not their own) and remember the important information. **CRITICAL THINKING**
- Put students into small groups to share what they remember from someone else's collage. **COLLABORATION** **COMMUNICATION**
- Ask some children to share individually with the whole class. **COMMUNICATION** **CRITICAL THINKING**

Units 11 and 12 Big Question Review

Why should we take care of the earth?

A Watch the video.

- Play the video. When it is finished, ask students what they know about why we should look after the Earth now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 6**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about why we should look after the Earth while studying this unit.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have children complete the chart in their Workbooks.

Further practice

Workbook Review pages 108–109

Online practice • Wrap Up 6

Classroom Presentation Tool • Wrap Up 6



UNITS 13-14

126 Big Question 7

BIG QUESTION 7

How does music make us feel?

In these units you will:

- WATCH** a video about music.
- READ** about a concert.
- WRITE** about how a piece of music made you feel.
- MAKE** a music mobile.
- LEARN** about music and feelings.

A Watch the video.

B Look at the picture. What do you see?

- What is the girl doing?
- How do you think she feels?

C Think and answer the questions.

- Can you play a musical instrument?
- What's your favorite kind of music?

D Fill out the **Big Question Chart**.



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Reading Strategies

Students will practice:

- Summarizing
- Understanding character

Vocabulary

Students will understand and use words about:

- Music, feelings, actions, verb phrases

Grammar

Students will understand and use:

- Prepositions of time
- Adverbs of time

Review

Students will review the language and Big Question learning points of Units 13 and 14 through:

- A story
- A project (Make a music mobile)

Units 13 and 14

How does music make us feel?

Students will understand the Big Question learning points:

- Music can make you feel different things.
- Different feelings can make us do different things.
- We can enjoy music in different ways.
- People can feel many things when they make music.

Listening Strategies

Students will practice:

- Listening for information about movement and actions
- Listening for details about activities

Writing

Students will understand:

- Using *and* and *but*

Students will produce texts about:

- How a piece of music makes them feel
- Their favorite music and what it sounds like

Word Study

Students will understand and use:

- Synonyms

Speaking

Students will understand and use expressions for:

- Giving opinions
- Describing music and emotions

Units 13 and 14 Big Question page 126

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 7, Big Question Chart

Introducing the topic

- Read out the Big Question, *How does music make us feel?* Write individual words from students on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? Do you like it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video.
- Ask them to say why they chose to draw this to the class.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g., *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up, mingle, and find someone else with the same sentence. (Focus on the meaning of the sentence rather than using exactly the same words.)
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Ask *What do you see?*
- Ask additional questions: *Who do you think the people are? Why do you think the girl is playing music? What are they doing? Where are they? Does this look like a nice day?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question, *Can you play a musical instrument?* Ask for a show of hands, and ask students to say which instruments they can play, in L1 if necessary.
- Ask the second question, *What's your favorite kind of music?* You could bring in a selection of different kinds of music on CD, or use the Internet. Demonstrate different musical styles, such as classical, jazz, salsa, pop, and reggae. Ask students how each piece makes them feel and which is their

favorite. If any students have a particular favorite, which you haven't played, ask them to say it in L1 so you can give the translation.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 7** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Display the **Big Question Chart**.
- Ask the class *How does music make us feel? What do you know about music?*
- Draw a web on the board, putting *music* in the middle and adding the words from students around it.
- Ask students to write what they know and what they want to know in their Workbooks.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about music.
- Point to different items in the big picture and on the poster and ask *What is this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about music.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about music and have students spell out some of the words as you write them on the board.

Discover Poster 7

1 Boy with headphones; 2 Boy clapping at a concert;
3 Street entertainer in Havana, Cuba; 4 Girl playing the flute

Further Practice

Workbook Unit 13 page 110

Online practice • Big Question 7

Classroom Presentation Tool • Big Question 7

UNIT 13

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 2-40

high

low

excited

sleepy

wolf

feelings

right

wrong

trumpet

B Complete the sentences. Circle the two correct words.

1 Music can be ...
a high
b wrong
c low

3 His answers to the math problems were ...
a high
b right
c wrong

5 A dog is similar to ...
a a fox
b a lizard
c a wolf

2 I listen to music and I sometimes feel ...
a sleepy
b right
c excited

4 In the concert she played ...
a a drum
b a trumpet
c high

6 She is feeling ...
a happy
b excited
c trumpet

128 Unit 13 Vocabulary: Music and Feelings

Before You Read

Think What's your favorite song? Do you like fast or slow music?

Learn Summarize

To **summarize**, we tell the most important parts of the text. We don't use a lot of words, and we don't tell a lot of the details.

Children all over the world play musical instruments. They can have a lot of different feelings when they play. In the beginning, a lot of them feel excited. But then they need to practice every day, and sometimes they think music is boring.

Summary: Children can have a lot of different feelings when they play musical instruments.

Read the text. Then circle the correct summary.

There are a lot of different instruments in a band in a parade. The drums, cymbals, and trumpets can be loud. Some children feel excited when they hear loud music, but some children feel scared.

Summary:

- Some children feel excited when they hear loud music in a parade. Some feel scared.
- People at parades all feel excited, scared, and happy.

D The text on pages 130–131 is about music and feelings. What are three words you think are in the text?

Reading: Summarize Unit 13 129

PREVIEW

How Music Makes Us Feel

In this text we learn about music and how it makes us feel. This text is an informational text. Remember, informational texts tell us about our world.

Music

Summary

Objectives: To understand words about music and feelings; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: *high, low, excited, sleepy, wolf, feelings, right, wrong, trumpet*

Reading strategy: Summarizing

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 2-40

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *high* and *excited*. Count the syllables and model the stress, ex/'ci/ted.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *Which of these show things people feel? Which other words are adjectives? Which one can you play?*

B Complete the sentences. Circle the two correct words.

- Tell students to read the sentences and circle two out of the three words which could complete each one.
- Have them compare with a partner.
- Check answers with the class, and ask students why the remaining word doesn't fit.

ANSWERS

1 high, low 2 sleepy, excited 3 right, wrong
4 a drum, a trumpet 5 a fox, a wolf 6 happy, excited

COLLABORATIVE LEARNING

- Divide the class into three teams, A, B, and C. With books closed, write dashed lines for one of the words from the set on the board. Give the initial letter, then ask Team A to spell the rest of the word. Award one point for a correct answer, then repeat with a different word for Team B, then Team C.
- If the team cannot spell the word correctly, the other teams can try for a bonus point.
- Keep a note of the scores and see which team is the winner.

Before You Read

Think

- Tell students about your favorite song.
- Ask one or two students to tell the class about their favorite songs.
- Ask if anyone has the same favorites.
- Read out the second part of the question and find out whether fast or slow music is the most popular.

C Learn: Summarize

- Give students time to read through the first section of the text in the box. Ask questions to check understanding: *Do we use a lot of details in a summary? How many words do we use? What is a summary?*
- Ask a confident student to read out the longer example text, and another to read out the summary.
- Discuss with the class what information from the longer text has been left out of the summary.

Read the text. Then circle the correct summary.

- Look at the picture and ask students what they think it shows.
- Give students time to read through the text individually, then choose the best summary.

ANSWER

1

- Ask why 2 isn't the best summary. (*It is shorter than the other text, but some of the information is wrong – not all people feel excited, scared, and happy.*)

CRITICAL THINKING

- Ask the following questions to check understanding about the text: *Which information is in the text but isn't in the summary? Have you ever seen a parade? How did it make you feel? Do you like loud music? Why? Why not?*

DIFFERENTIATION

Below level:

- Ask students to work in pairs and to underline the sentences in the main text which are in the summary.
- Ask them to look at the summary and decide whether the sentences are the same, or slightly different, to those in the text.
- Ask which information has been added (*in a parade*), and which has been removed (*children*).
- Ask students to think about how they would feel at a parade. Give them a sentence frame to complete in their notebooks: *At a parade I feel _____. I like / don't like loud music.*

At level:

- Ask students to think about a parade and how they feel if they see one. Give them a sentence frame to complete in their notebooks: *At a parade I feel _____ because I _____ loud music.*
- Share some of the paragraphs with the class.

Above level:

- Ask students to work in pairs to write a short text about music (20–25 words).

- Students swap with another pair to write a summary of the text.
- Students give their summary back to the original pair, who decide whether it contains the most important information.

D The text on pages 130–131 is about music and feelings. What are three words you think are in the text?

- Without looking at the text, ask students to think of three words that might be in a text about music and feelings. Encourage them to think about this individually first, then share ideas with a partner.
- Ask *What is this text about?*
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it? Ask What does this type of text do?*

Further Practice

Workbook Unit 13 pages 110–111

Online practice Unit 13 • Get Ready

Classroom Presentation Tool Unit 13 • Get Ready

Read 2-41

How Music Makes Us Feel



Pedro listens to slow music at night so he can fall asleep.



Amanda listens to fast music in the morning so she can wake up.

People all around the world enjoy music. Some music is fast, and some music is slow. Some music is **high**, and some music is **low**. Listen to this piano music. What can you say about it? Is it fast or slow, high or low?

Music and Feelings

When we listen to music, we feel different things. Slow music can make us feel **sleepy**, and fast music can make us feel **excited**. The same music can make one person feel sad and another person feel happy. There are no **right** or **wrong feelings** about music.

Listen to this flute music. How does it make you feel? Mothers play this music for their babies at night because it helps the babies sleep. Now listen to this **trumpet** music. How does it make you feel?

Think What are the most important parts of the text so far?

Music and Imagination

Music can help us imagine things, like animals. When the music is fast, we can imagine an animal running. When it's slow, we can imagine an animal sleeping. When it's low and slow, we can imagine an animal that is in danger. Listen. What animal does this sound like, a duck or a **wolf**? What do you imagine the animals are doing?

Listen to this music. What did you hear, thunder or rain? Now listen again. What did you hear this time?

Next time you listen to music, draw a picture of what you imagine. Look at it a week later. Does it help you to remember the music?

Think What are the most important parts of the whole text?

Summary

Objectives: To read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Music

Text type: Informational text (nonfiction)

Reading strategy: Summarizing

Big Question learning point: *Music can make you feel different things.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Read out the title, *How music makes us feel*.
- Ask students to tell you what they see in the pictures.
- Have students point to a sleepy person and an excited person.
- Ask students to find and point to the highlighted words in the text. Remind them to check the meaning of these words before they read if they need support.

During Reading 2-41

- Ask a gist question to check overall understanding of the text, e.g., *Why do people play slow music at night?*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *How does music help us imagine animals?* (*When it's fast, we can imagine an animal running. When it's slow, we can imagine an animal sleeping. When it's low and slow, we can imagine an animal in danger.*)
- Ask *How many different pieces of music do you hear?*
- Pause the audio after each musical extract. The details of each piece are in the culture notes below. Tell students what each piece is, and who it is by. Ask how they feel about each piece.

DIFFERENTIATION

Below level:

- Put students in groups of four or five, and ask them to take turns reading a sentence each around the circle.
- Depending on how the class is set up, you may be able to play the audio at the correct time. If you have three groups working at different levels, ask each group to stop when they come to the part where the audio is played, so it can be played once for the whole class.
- Check pronunciation and understanding of the highlighted words.

- Tell students to pause each time they come to a *Think* box. Read the question to them and ask them to make notes of the most important parts of the text up to that point.

At level:

- Put students in pairs. Have students take turns reading a paragraph from the text out loud.
- Tell students to pause each time they come to a *Think* box. Read the question to them and ask them to make notes of the most important parts of the text up to that point.
- Ask students to put a circle around any words they don't know or understand, and to try to work out the meanings in their pairs.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Tell students to pause each time they come to a *Think* box. Read the question to them and ask them to make notes of the most important parts of the text up to that point.
- Encourage students to use dictionaries to look up the words, or try to guess the meaning from context.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

CRITICAL THINKING

- Discussion questions:
Do you agree that there are no right or wrong feelings about music? Do your friends feel the same about music as you do? Does the flute music make you feel sleepy? What else can music help us imagine, as well as animals and the weather? Does some music make you feel like dancing? Which kinds of music?

After Reading

- Have students look again at the pictures. Ask *What kind of music makes you feel sleepy? What kind makes you feel excited?*
- Ask some of the questions from the text and compare answers around the class: *What animal do you think the clip sounds like, a duck or a wolf? What did you imagine that the animals were doing? Did you hear thunder or rain?*

COLLABORATIVE LEARNING

- Play one of the pieces of music from the text again for the class, or bring in a new piece if you prefer.
- Ask students to draw a picture of what they imagine. Ask them to write a short sentence, using the frame: *This music makes me imagine _____.*
- Put students into small groups to present their work and compare their ideas. Ask if anyone imagined the same thing, and how many different things the students drew.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss how music makes them feel. Model the dialogue:
I like the flute music. It makes me sleepy.
I don't agree. It makes me sad.
- Have students say what kind of music they like, and what kind they don't like.
- Put students into small groups of three or four.
- Have students discuss how different kinds of music make them feel.

CULTURE NOTE

Brahms Lullaby is also known as *The Cradle Song*, because it is so well known for soothing children. It was published by Johannes Brahms in 1868.

William Tell Overture – March of the Swiss Soldiers was composed by Gioachino Rossini and first performed in 1829. It was the last of his 39 operas. The whole piece is 12 minutes long and is based in the Swiss Alps. This section is the finale to the piece, and it alludes to the story of the Swiss soldiers' battle to free their country from Austrian repression. It is often used to represent the idea of galloping horses.

Flight of the Bumblebees is an orchestral interlude written by Nikolai Rimsky-Korsakov for his opera *The Tale of Tsar Saltan*, composed in 1899–1900. In this piece, the main character is transformed from a bird to an insect.

Peter and the Wolf is a composition written by Sergei Prokofiev in 1936 in the USSR. It tells a children's story through a narrator. It combines music and text, and uses different instruments to represent different animals. It tells the story of a young boy called Peter on his grandfather's farm, and his adventure which leads to him catching a wolf.

Beethoven's sixth symphony is often known as the *Pastoral Symphony*, and was composed by Beethoven in 1808, but he had worked on it for many years and it reflects his great love of nature. It is used to conjure images of rural calm, and the rhythms of nature.

Further Practice

Workbook Unit 13 page 112

Online practice Unit 13 • Read

Classroom Presentation Tool Unit 13 • Read

Understand



Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

1 The different sounds of music ☐

2 Music helps us imagine things. ☐

3 How music makes us feel ☐

A Ask and answer the question.



What's your favorite part?

The music. I could imagine the animals.



B Circle True or False.

1 All music sounds the same.

2 People have the same feelings when they listen to music.

3 Slow music can help people fall asleep.

4 There are right and wrong feelings about music.

5 Music helps us imagine a lot of different things.

6 The music about bees was fast.

True False

True False

True False

True False

True False

True False

C Think of the most important parts of the text. Summarize the text.

Music makes people feel ...

Think What do you think?

1 How does music make us have different feelings?

2 We want to feel happy. What kind of music should we listen to?

Grammar in Use

D Listen and sing along. Music Day!

In the morning when Gus gets ready for school, He likes fast music ... it's so cool! He likes guitars and drums the best, While he brushes his teeth and gets dressed!

On Monday he goes to school with friends. In music class, he plays instruments. The high flute notes sound like birds in a tree, The low trombone, like whales in the sea!

He doesn't listen to loud music at night. He listens to music that's soft and light, Like the violin, when he rests his head, Closes his eyes and goes to bed.

E Learn Grammar Prepositions of Time

Pedro listens to slow music **at night**.

When does Amanda listen to slow music?

She listens **in the morning**.

Choose one of the girls. Your partner asks questions to guess.

Sandy

Morning: practice the piano

Afternoon: lunch with Grandma

Evening: trumpet lesson

Imani

Morning: practice the piano

Afternoon: lunch with Mom and Dad

Evening: dance lesson

Does she go to her trumpet lesson in the evening?

Yes, she does.

It's Sandy.

F Ask your partner about Saturdays.

What do you do in the morning?

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Prepositions of time

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time; ask them to explain their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask individual students to say what they liked to the class.

B Circle True or False.

- Ask students to read through the statements individually and decide whether they are true or false.
- Check answers, and ask students to say the correct sentence for those that are false.

ANSWERS

1 False 2 False 3 True 4 False 5 True 6 True

CRITICAL THINKING

- Ask follow-up questions: *What different things can music make us imagine? Why do some people listen to slow music at night time? What kind of music do some people listen to in the morning?*

C Think of the most important parts of the text. Summarize the text.

- Remind students of the technique of summarizing. They can look back at the notes they made in *During Reading*.
- Give students time to look back at the text. They can underline the main information if they find this useful.
- Remind students that they don't have to use the sentences from the text, they can make them shorter if necessary.
- Students work individually, then compare in pairs.
- Ask one or two students to read out their summaries.

POSSIBLE ANSWER

Music makes people feel different things. Some music makes people sleepy, and some music wakes people up. Music can help us imagine things, such as animals or the weather.

COLLABORATIVE LEARNING

- Put students in pairs and ask them to sit back-to-back.
- Students take turns to read out their summaries for their partners to write down.
- At the end, students can check their spelling and accuracy.

Think

- Ask students to think individually about the two questions.
- When they have had time to think and make notes, discuss their ideas. Write students' suggestions on the board.
- Ask if there is a right or wrong answer to the second question. Discuss ideas, and refer students to the text, which says that the same music can make one person feel sad and another person feel happy.

Grammar in Use

D Listen and sing along. 🎧 2:42

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Put students into six or twelve small groups, depending on the size of your class.
- Explain that each group will sing two lines each, so each group will change quite quickly. Encourage students to focus on the song so they know when it is their turn.
- Play the audio again and sing the song around the class.

E Learn Grammar: Prepositions of Time

- Read out the sentences and draw attention to the highlighted words. Ask students what information these words add to the sentence.
- Look at the question form and demonstrate how the question word *When* needs to be answered with a preposition of time. Ask students if they can remember what the question word *Where* needs to be answered with.
- Look at the words in the box and ask whether they are in the right order for the times of day.

Choose one of the girls. Your partner asks questions to guess.

- Look through the information in the table and ask students what it shows.
- Model the example dialogue with a volunteer. The rest of the students follow the information in the chart. Ask them to find the section *Evening*, read the two activities, and check that *Sandy* is the correct answer.
- Look at the section *Morning*. Ask *Does Sandy practice the piano in the morning? Does Imani practice the piano in the morning?* Explain that they will need to ask a further question to find out which girl their partner has chosen.
- Let students continue the activity in pairs, then ask one or two pairs to perform their dialogues for the class.

COLLABORATIVE LEARNING

- Put students into groups to create a different chart about two boys.
- Tell them to think of different activities for the different times of day, and to write these out in note form.
- The groups swap charts and read through the information in the new chart they have been given.

- Each person in the group takes turns to choose a person and answer questions for the rest of the group to guess.

F Ask your partner about Saturdays.

- Model the activity by asking the question to one or two confident students.
- Ask which question would be used to ask about different times of day.
- Let students ask and answer in pairs. Tell them to make a note of their partner's answers.
- Then ask individuals to report back on what their partners do at different times of the day on Saturday. Encourage them to use full sentences, e.g., *She plays tennis in the afternoon.*

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Give students three activities, e.g., *listen to music*, *practice guitar*, and *play football*.
- Ask students to write *morning*, *afternoon*, and *evening* on a piece of paper.
- Students choose which time of day they do each activity. They write the activity next to each time of day.
- In pairs, students ask and answer to find out which time of day their partner has chosen for each activity. Model the question form, *When do you (listen to music)?*
- They write their partner's answers in a different color on the piece of paper, next to the correct time of day.

At level:

- Ask students to think about their answers in F, and to write sentences about what they do on Saturdays.
- Give them the sentence frame *I _____ in the morning.* Students complete for each time of day.
- Ask volunteers to share their sentences with the class.

Above level:

- Ask students to think about the answers that they and their partner gave in F. Students will write sentences about what each of them does on Saturdays.
- Give them the sentence frame *I _____ in the morning. (Jamie) _____ in the morning.* Students complete for each person and each time of day.
- Ask volunteers to share their sentences with the class.

Further practice

Workbook Unit 13 pages 113–115

Online practice Unit 13 • Understand

Classroom Presentation Tool Unit 13 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 2-43

proud

smile

nervous

yawn

unhappy

cry

B Think about the words in **A** and add them to the chart.

Feelings	Actions
1 proud	1
2	2
3	3

Listening

Think When do you get nervous?

C Listen. Why are the students practicing music? 2-44

D Listen again and match. 2-45

Kevin

Ms. Potts

Mr. King

Penny and Charlie

Irene

proud

sleepy

happy

nervous

unhappy

smile

cry

yawn

clap

run away

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. 2-46

Please turn down the music! Why?

I don't like pop music.

Really? It's my favorite.

that song the radio that CD hate can't stand I love it. I think it's great.

Word Study

F **Learn** Synonyms

Some words mean the same thing. These words are called **synonyms**.

happy → glad trash → garbage

Match the words.

close

tired

strike

noisy

1 shut

2 sleepy

3 loud

4 hit

Write Think about a piece of music. Tell your partner about how it made you feel. Now write about it in your **Workbook**. page 117

BIG QUESTION 7 How does music make us feel?

A Watch the video.

B Think about the Big Question. Talk about it with a partner.

Music can make us feel happy and excited.

Music can make us imagine things, like the weather.

134 Unit 13 Vocabulary: Actions and Feelings • Listening: Details

Summary

Objectives: To learn and understand action and feeling words; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for giving opinions and words which are synonyms.

To review what students have learned about the Big Question so far.

Vocabulary: *proud, smile, nervous, yawn, unhappy, cry*

Listening strategy: Listening for details about feelings

Speaking: Giving opinions

Word Study: Synonyms

Writing task: Writing about families

Big Question learning point: *Different feelings can make us do different things.*

Materials: Picture Cards, Audio CD, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 2-43

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *proud* and *yawn*, modelling the pronunciation of the different vowel sounds.

B Think about the words in A and add them to the chart.

- Explain that some of the words are things people feel, and the others are things people do.
- Read aloud the example, and elicit an example of an action.
- Let students complete the activity individually, then compare answers in pairs.

ANSWERS

Feelings: 1 proud 2 nervous 3 unhappy

Actions: 1 smile 2 yawn 3 cry

CRITICAL THINKING

- Ask the following questions to check understanding: *What kinds of things make you feel proud? What kinds of things make you feel nervous? What kinds of things make you feel unhappy? When do you smile? When do you yawn? When do you cry?*

Listening

Think

- Read the question to the class. Talk about something that makes you nervous and explain why. Then ask students to discuss the question in pairs.
- Share ideas around the class. Do any students get nervous about the same things?

C Listen. Why are the students practicing music?

🔊 2•44

- Explain that students are going to hear a group of students practicing music. Ask them to think of possible reasons why they could be doing this. Discuss their ideas, then play the audio to see if they were right.

ANSWER

They are practicing for the school concert.

CRITICAL THINKING

- Ask further questions to check understanding: *Who helps the students? What do you think Ms. Potts is like? Why does Mr. King clap?*

D Listen again and match. 🔊 2•45

- Look at the activity with the students. Ask what kind of words are in the second column, and in the third column.
- Look at the example and explain that students need to match each name to a feeling and an action. Elicit or explain that this shows a cause and effect – the action in the third column happens because of the feeling in the second column.

ANSWERS

Kevin, sleepy, yawn

Ms. Potts, proud, smile

Mr. King, happy, clap

Penny and Charlie, unhappy, run away

Irene, nervous, cry

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. 🔊 2•46

COMMUNICATION

- Play the audio with students echoing as they hear each line.
- Model the dialogue with a confident student at the front.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, changing the colored information using the words in the box. Demonstrate a new dialogue with a confident speaker before pairs attempt it.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Synonyms

- Read through the text in the box and explain that there can be more than one word for the same meaning. Reinforce this concept by asking for examples in L1.

Match the words.

- Have students complete the matching exercise individually and check their answers with a partner.
- Write the words *close*, *tired*, *strike*, and *noisy* down the left side of the board. Have students say and spell the synonym for each one, and write them in a column on the right side.

ANSWERS

close: 1 shut

tired: 2 sleepy

strike: 4 hit

noisy: 3 loud

COLLABORATIVE LEARNING

- Have students stand in a large circle.
- Throw a ball to a student, saying at the same time *happy*.
- When the student catches the ball, say *Say a synonym for happy*. The student says *glad*, and then says another word from exercise F, throwing the ball to somebody else in the circle who catches it and says the synonym.
- The game continues until every student has had the opportunity to throw and catch the ball and the words have been said numerous times.

Write: Think about a piece of music. Tell your partner about how it made you feel. Now write about it in your Workbook.

- Discuss the question with the class. Start by suggesting a piece of music you know, and say how it makes you feel. Ask students for their ideas, and write them on the board.
- Give students the sentence frame *_____ makes me feel _____*.
- Refer students to the Workbook to complete the activity.

Big Question 7 Review

A Watch the video. 📺

- Play the video and when it is finished ask students to give some example answers to the Big Question.

B Think about the Big Question. Talk about it with a partner.

How does music make us feel?

- Display **Discover Poster 7**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 13 which are written on the poster, and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**.
- Ask students what they have learned about music and how it makes us feel while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 13 pages 116–117

Online practice Unit 13 • Communicate

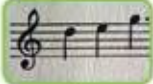
Classroom Presentation Tool Unit 13 • Communicate

UNIT 14

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 3-02


notes


wait


worried


the flu


tears


solo


hummingbird


record


musician

B Write the words to complete the sentences.

- This _____ has beautiful feathers.
- I sometimes _____ a long time for the train.
- When a _____ plays an instrument alone, he or she plays a _____.
- _____ come out of our eyes when we cry.
- Musicians often look at _____ on paper when they play.
- I am often _____ before an important test.
- When people get _____ they feel awful.
- We _____ songs so that we can listen to them later.

Before You Read

Think Does your school have concerts? What's your favorite musical instrument?

Learn Characters:

All stories have **characters**. Characters are the people, animals, or things that are in the story. There are main characters and secondary characters.

Main characters are the most important characters. The story is about them.

Secondary characters aren't as important as the main characters.

Laura and her baby sister, Clara, are listening to some soft and slow music. Laura loves the low notes. She feels calm. Clara falls asleep.

Main character: Laura **Secondary character:** Clara

Read the story. Write the names of the characters.

Sammy plays the trumpet but he doesn't like to practice. He plays a piece of music for his teacher, Mr. Green. The music is loud and awful. His teacher is unhappy. Sammy practices every day now.



- Main character: _____
- Secondary character: _____

D The title of the story is "Olga's Flute." How do you think Olga feels when she plays her instrument?

PREVIEW

Olga's Flute

This story is realistic fiction. Realistic fiction is a story that isn't true, but it could happen.



Beth Cody Kimmel is a children's book writer. She lives in New York.



Summary

Objectives: To understand action and feeling words; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: *notes, wait, worried, the flu, tears, solo, hummingbird, record, musician*

Reading strategy: Characters

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 3-02

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *record* as a verb. Model the stress pattern.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding:
Which of these words are actions? Which word is a feeling? Which word is a person?
- Ask if any students can read music. Ask *Is it difficult to read music? How do you learn?*

B Write the words to complete the sentences.

- Tell students to read through the sentences and complete the gaps with words from A.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 hummingbird 2 wait 3 musician, solo 4 Tears
5 notes 6 worried 7 the flu 8 record

DIFFERENTIATION

Below level:

- Hold up the picture cards for each word in turn and stick them on the board. Ask students to say each word.
- Ask students to close their eyes while you take two of the cards away. Then students look and identify the missing cards.

At level:

- Hold up the picture cards in turn and ask students to say and spell the words.
- Ask students to read out the correct sentence from B with the word in the correct place.

Above level:

- Hold up the picture cards in turn and ask students to say and spell the words.
- Ask students to work in pairs to think of new sentences using each of the words. Remind them to think about whether each word is a noun, verb, or adjective.
- Students read their sentences to the class.

Before You Read

Think

- Discuss with the class whether your school has concerts. Ask who plays in the concerts, and who comes to watch.
- If any students in the class have performed in concerts, ask them to say how it made them feel.
- Tell the class your favorite instrument. Suggest different musical instruments and ask for a show of hands. Encourage students to say *My favorite instrument is the _____*.
- Find out which instrument is the most popular.

C Learn: Characters

- Ask students if they can explain what a character is. If they can explain that it is a person in a story, suggest some books that the students know well, and ask who the main characters are in those stories.
- Read the text aloud up to the story extract. Ask a volunteer to read out this section.
- Check students' understanding of why Laura is the main character and Clara is the secondary character.

Read the story. Write the names of the characters.

- Students read through the text individually, then discuss their answers in pairs.
- Check answers, and ask students to explain their ideas.

ANSWERS

1 Sammy 2 Mr. Green

CRITICAL THINKING

- Ask the following questions to check understanding about the text: *At the beginning of the story, does Sammy often practice the trumpet? Why is Mr. Green unhappy? Why does Sammy practice every day now?*

DIFFERENTIATION

Below level:

- Ask students to read the story about Laura and Clara again, and to draw the scene.
- Give students a sentence frame to help them label their pictures: *This is _____. She is the _____ character.*

At level:

- Ask students to look back through the fiction texts in the Student Book and work in pairs to identify the characters in the different stories.
- Ask if students can identify the main character and the secondary characters.
- Students can make notes and share their ideas with the class.

Above level:

- Ask students to think about the characters in their favorite book and talk about them in pairs.
- Ask if students can identify the main character and the secondary characters in books they know well.
- Students can make notes and share their ideas with the class.

COLLABORATIVE LEARNING

- Put students into groups. Each student chooses one of the characters from the two stories on this page. Students mime being their character for the rest of the group to guess.
- When the other students guess, they say *You're _____*. *You're the _____ character.*

D The title of the story is "Olga's Flute". How do you think Olga feels when she plays her instrument?

- Read the question and look at the picture in the Reading Preview panel.
- Ask *Who do you think the main character is in this story?*
- Establish that it is Olga, the girl in the picture. Students suggest how she might feel when she plays her flute.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What is special about this type of text?*

Further Practice

Workbook Unit 14 pages 118–119

Online practice Unit 14 • Get Ready

Classroom Presentation Tool Unit 14 • Get Ready

Read 3-03

Olga's Flute

When Olga plays her flute she feels many things. High and slow **notes** make her feel happy and the low long notes can make her feel sleepy. When Olga plays a fast tune, she feels like she is flying.

Olga's school is having a big concert tonight. Olga plays second flute, so if the first flute player gets sick, Olga can play his or her part.

Think Which character is in this part of the story?

Today, Olga goes to school early for extra practice. Her music teacher is **waiting** for her.

"Alonso has **the flu**," Mr. Perez tells Olga. "You must play his part tonight."

Olga is very **worried**. "Alonso is the best flute player in the school," she says. "I'm not good enough."

Mr. Perez smiles. "You practice every day, Olga," he tells her. "Alonso plays well, but so do you. Please try, Olga."

Think Which characters are in this part of the story?

She closes her eyes and begins to play, but this morning she feels nervous. The high notes are hard to reach and the fast notes are difficult to play. The quiet part seems too loud. When Olga finishes, her eyes fill with **tears**.

"I wish I could play like Alonso," she says.

Mr. Perez pushes a button on his computer and Olga hears music. She thinks it is Alonso's flute **solo**. She imagines butterflies on the high notes. The fast notes sound like **hummingbirds** or rain. The low, quiet notes are like snow falling. "That's beautiful. I wish I played liked that!" Olga says.

Mr. Perez smiles.

"Olga, I **recorded** you just now. That's you playing!"

Olga is amazed. "Do I really sound like that?" she asks.

Mr. Perez laughs. "You should listen when you play."

"I do listen, but I'm often too nervous!" Olga says.

"Don't worry tonight," Mr. Perez tells her. "You work hard and you play well, but never forget to have fun and enjoy the music. You're a great **musician**!"

Summary

Objectives: To read, understand, and discuss a realistic fiction text; to apply a reading strategy to improve comprehension.

School subject: Music

Text type: Realistic fiction

Reading strategy: Character

Big Question learning point: *We can enjoy music in different ways.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- If lots of students in the class play an instrument, ask *How do you feel when you play?*
- If students don't have a lot of experience playing instruments, ask them to imagine what it would be like, and what would be good and bad about it. Point out that it is important to practice an instrument, and that it is often difficult at first.
- Ask students to tell you what they see in the pictures.
- Have students point to a flute, music notes, Olga feeling worried, and Olga feeling happy.

During Reading 3-03

- Ask a gist question to check overall understanding of the text, e.g., *What is Olga practicing for?*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.

- Ask *Why is Olga worried?*

DIFFERENTIATION

Below level:

- Put students in small groups to read the text aloud. Work with them to read through the story a paragraph at a time. Help with pronunciation and understanding of words they find difficult.
- Each time students come to a highlighted word, pause and check comprehension.
- Remind students to look at the pictures as they read, as these support the story.

At level:

- Put students in pairs and ask them to take turns reading a paragraph out loud.
- Remind them to pause and check understanding and pronunciation of the highlighted words.
- If there are words they don't understand, ask students to underline these and try to work out the meaning in their pairs.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Put students into pairs to ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on reading for detail. Put students into groups of four.
- Put the students into pairs within each group, and assign one page of the story to each pair.
- Students have to reread and memorize their section of the story, looking carefully at the details.
- Then ask students to look at the other page and think of questions to ask the other pair, e.g., (page 1) *How do the high and slow notes make Olga feel?* (page 2) *What does Mr. Perez push?*
- Ask students to close their books and take turns to ask and answer questions about the story.
- Students open their books and read the entire text to check.

CRITICAL THINKING

- Discussion questions:
Why does Olga feel like she is flying?
Why is it important to have a first and second player in a big concert?
How do you think Alonso feels about the concert?
Is Mr. Perez a kind person?
Was Olga right to be worried?
What is it important to remember when you are playing music?

After Reading

- Have students look again at the story and the pictures. Ask them to think about how Olga feels at each stage of the story.

COLLABORATIVE LEARNING

- Put students into six groups to develop their ideas about how Olga feels. Ask each group to write a short version of different parts of the story from Olga's point of view.
- Give each group a sentence to start their part of the story:
When I play my flute I feel...
There is a big concert at school today...
My music teacher is waiting for me. He says...
Today I feel nervous...
Mr. Perez plays some music for me...
The music was me!...
- When students have written their story, put the parts together. Ask a volunteer from each group to read their part of the story out in sequence, and see how it fits together. Has all the important information been included? Do we know how Olga feels at different parts of the story?

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss how they feel about performing in concerts or in similar situations.
- Give them an example dialogue:
I like playing concerts. It makes me happy.
I don't agree. It makes me nervous.
- Let students discuss the topic in pairs. Go around and help as necessary.
- You can ask one or two pairs to perform their dialogues for the class.

CULTURE NOTE

The flute is the earliest known musical instrument and it belongs to the woodwind family. Ancient flutes have been found that are approximately 35,000 years old.

The flute is reedless and the sound comes from the flow of air across its opening. Someone who plays the flute can be called a flute player, a flutist, a flautist, or even a fluter.

Flutes are different all around the world and many cultures have their own types of flute. In the US and the UK it is common for flutes to be shaped like an open tube and they are usually made of nickel, silver, or brass. Flutes from India and China are often made of bamboo.

Further Practice

Workbook Unit 14 page 120

Online practice Unit 14 • Read

Classroom Presentation Tool Unit 14 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

- How Olga feels when she plays her flute. ☐
- Mr. Perez records Olga. ☐
- Olga knows that Mr. Perez recorded her music. ☐

A Ask and answer the question.

What's your favorite part?

Mr. Perez plays Olga's music on his computer. I like that.

B Answer the questions.

- Who is the main character? _____
- Who are the secondary characters? _____

C Answer the questions.

- What notes make Olga feel happy? _____
- Why does Olga have to play Alonso's part at the concert? _____
- Does Mr. Perez think that Olga plays the flute well? _____
- Does Olga think she plays Alonso's part well? _____
- Whose music did Olga hear on Mr. Perez's computer? _____
- What does Mr. Perez say that Olga should not forget? _____

Think What do you think?

- Is Mr. Perez smart and kind? Why? Why not? _____
- How does Olga play at the concert? _____

Grammar in Use

D Listen and sing along. **The Concert** 3-04

Gus plays lots of instruments.
He practices each day.
He makes amazing music.
It's great to hear him play!

Last week Gus played the cymbals.
And then played the guitar.
Yesterday he played the trumpet.
His friends think he's a star.

Last night he played the piano.
And then played the drum.
This morning he played the tambourine.
He had a lot of fun.

E **Learn Grammar** Adverbs of Time

This morning, Olga goes to school early for extra practice.
When did Mark go to music class?
He went **yesterday morning**.

Who is it? Ask and answer questions with your partner.

Name	Last Week	Yesterday Morning	Yesterday Afternoon	Last Night
Mike				
Tim				

Key: practice the piano listen to music

F Tell your partner something you did yesterday and today.

140 Unit 14 Comprehension
Grammar: Adverbs of Time Unit 14 141

Summary

Objectives: To demonstrate understanding of a realistic fiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Adverbs of time

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time, and ask students to explain their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs to take turns asking and answering the question.
- Ask some individual students to say what they liked.

B Answer the questions.

- Remind students of the reading strategy of identifying main and secondary characters. Read out the question and let students answer.

ANSWERS

1 Olga 2 Mr. Perez, Alonso

CRITICAL THINKING

- Ask follow-up questions: *How can Alonso be a character if he isn't in the story? Do you think Olga would be as nervous if she only had to play her part, not Alonso's, at the concert? Did Mr. Perez know she would be worried?*

C Answer the questions.

- Let students read through the questions and work in pairs to answer them. Remind them to refer back to the story to check their ideas.
- Read the questions aloud and ask volunteers to answer.

ANSWERS

1 high and slow notes 2 Alonso has the flu. 3 Yes, he does. 4 No, she doesn't. 5 Olga's music. 6 to have fun and enjoy the music

DIFFERENTIATION

Below level:

- Give students some true and false sentences about the text and ask them to work in pairs to solve them:
Long low notes make Olga feel happy.
Olga's school is having a big concert tomorrow.
Olga goes to school early.
Olga practices every week.
When Olga plays, it seems too quiet.
When Olga listens, the fast notes sound like hummingbirds.

- Give students time to work, then check answers.

At level:

- Ask students to work in pairs to write three or four sentences about the story, some true and some false.
- Students swap their sentences with another pair, and say whether the sentences are true or false. They write a correct version for the false sentences.

Above level:

- Ask students to work individually to write three or four sentences about the story, some true and some false.
- Students swap their sentences with another student, and say whether they are true or false. They write a correct version for the false sentences.

Think

- Ask students to think individually about the two questions.
- When they have had time to make notes, ask students to share their ideas. Write their suggestions on the board.
- Ask *Do you think Mr. Perez is proud of Olga?*

Grammar in Use

D Listen and sing along. 🎧 3:04

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Put students into three groups to sing a verse each.
- Play the audio again and see which group can sing the loudest and most clearly.

E Learn Grammar: Adverbs of Time

- Read through the text in the box and point out the highlighted words. Explain that these show what time an action happened.
- Refer back to the song lyrics and ask students to find three adverbs of time.

Who is it? Ask and answer questions with your partner.

- Look at the chart and identify the two different activities.
- Ask students to read out the chart headings. Draw a time line on the board to show how long ago each adverb describes.
- Model the example dialogue with a confident student. Ask the others to find and point to the activity and the adverb of time in the chart.
- Let students continue the activity in pairs.

F Tell your partner something you did yesterday and today.

- Read the task and explain that students should use the adverbs of time to talk about what they did and when they did it. Ask *What adverbs of time do we use for today?*
- Monitor students as they talk, and help if necessary.

COLLABORATIVE LEARNING

- Put students into groups. Give them a large sheet of paper or card, and ask them to draw a chart like the one in E.
- They write all their names in the first column, and draw a simple self-portrait. Then students copy the adverbs of time across the top row.
- Each student takes a turn to say what he / she did at each time, and another student in the group writes the activity, and draws a picture to represent it.
- The next student in the group talks about his / her day, and a different student completes the chart.
- When the chart is complete, students present their work to the class. You could make a class display of the charts.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Write the adverbs *Last week, Yesterday morning, Yesterday afternoon, Last night, This morning* on a piece of paper. Make as many copies as you need, and cut the phrases up.
- Ask students to order the phrases, starting from the oldest to the most recent.

At level:

- Ask students to write sentences about what they did yesterday, using all of the adverbs of time.

Above level:

- Ask students to write sentences about what they did yesterday, using all of the adverbs of time.
- Then ask them to think about what their partner did yesterday, using their work in F. Ask students to write sentences about their partner's day.

Further practice

Workbook Unit 14 pages 121–123

Online practice Unit 14 • Understand

Classroom Presentation Tool Unit 14 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 3-05








have lunch give a concert make a mistake sign an autograph talk to fans do an interview

B Cross out the wrong answer.

- The popstar uses a pen to do this.
a **talk to fans** b **sign an autograph**
- Mia and Bea do this at 12:00 every day.
a **have lunch** b **give a concert**
- I don't like it when I do this. It makes me angry.
a **make a mistake** b **have lunch**
- The teacher wants her class to do this with instruments.
a **do an interview** b **give a concert**

Speaking

E Imagine you're a musician. Tell your partner something you did and how you felt. Use the words in the boxes to help. 3-08

I gave a concert. I was proud. Then I signed autographs. I was excited.

I played the piano. I was nervous.

I played ...

I sang ...

I was ...

Word Study

F **Learn** Using *And* and *But*

We can put two sentences together to make one sentence. We use **and** when the ideas are similar and **but** when they are not.

I'm singing. I'm playing the piano.
I'm singing **and** I'm playing the piano.
Aden is excited. I'm nervous.
Aden is excited, **but** I'm nervous.

Use *and* or *but* to make one sentence.

- I can play the low notes. I can't play the high notes.
I can play the low notes, **but** I can't play the high notes.
- He talks to fans. He signs autographs.
- We went to a concert. We didn't go to a ballet.

Write Tell your partner about your favorite music and what it sounds like. Now write about it in your **Workbook**. page 125

142 Unit 14 Vocabulary: Verb Phrases • Listening: Details

Speaking: Describing Music and Emotions • Writing: Using *And* and *But* Unit 14 143

Summary

Objectives: To learn and understand verb phrases; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for describing music and emotions and using *And* and *But*.

To review what students have learned about the Big Question.

Vocabulary: *have lunch, give a concert, make a mistake, sign an autograph, talk to fans, do an interview*

Listening strategy: Listening for details about activities and emotions

Speaking: Describing music and emotions

Word Study: Using *And* and *But*

Writing task: Writing about your favorite piece of music and what it sounds like

Big Question learning point: *People can feel many things when they make music.*

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 3-05

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *concert*. Model the hard and soft c. Look at the spelling of *sign* and ask which letter is silent (g). Model the /au/ sound in *autograph*.

COLLABORATIVE LEARNING

- Write the phrases on pieces of paper and cut them up, so the verbs are on their own.
- Put students into groups. Give each group a set of cut up words.
- Tell students they have one minute to pair all the phrases up correctly.

B Cross out the wrong answer.

- Have students do the activity individually and choose the incorrect answers.
- Put them in pairs to discuss their answers and check.

ANSWERS

1 a 2 b 3 b 4 a

Listening

Think

- Read the question to the class and discuss ideas. Ask if they have been to any kind of concert, or if they have seen any on television.

C Listen. What does Cameron do? 🎧 3•06

- Look at the photo and ask if students can guess what Cameron does.
- Play the audio for students to check their ideas.
- Ask a further gist question to focus on general meaning, e.g., *Who is interviewing Cameron?*

ANSWER

He's a popstar.

D Listen again and number the activities in the order you hear them. Circle the correct feeling. 🎧 3•07

- Look at the task and explain that students will hear all these activities but not in this order. They should listen and order, and also choose the correct feeling for each activity.
- Play the audio again and ask students to complete the activity.

ANSWERS

- 1 signed autographs, happy 2 gave a concert, nervous
3 did an interview, tired

Speaking

E Imagine you're a musician. Tell your partner something you did and how you felt. Use the words in the boxes to help. 🎧 3•08

COMMUNICATION

- Say each line of the dialogue. Students echo each line.
- Model the dialogue with a confident student at the front.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, changing the main information to make it more personal. Elicit some examples of different dialogues using the words in the box. Model an exchange with a confident speaker before pairs attempt it.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Using *And* and *But*

- Read through the text, then ask two volunteers to read out the example sentences.
- Check understanding. Say *I'm singing. I'm playing the piano. Is that similar? (Yes.) Aden is excited. I'm nervous. Is that similar? (No.)* Write further sentences using *and* and *but* on the board, and ask *Similar or different?*

Use *and* or *but* to make one sentence.

- Have students complete the exercise individually and check their answers with a partner.

ANSWERS

- 1 I can play the low notes, but I can't play the high notes.
2 He talks to fans and he signs autographs.
3 We went to a concert, but we didn't go a ballet.

DIFFERENTIATION

Below level:

- Give students more practice of this point by giving them simple sentences to complete with *and* or *but*, e.g.:
I like pasta ____ I like cheese.
Jake plays the guitar ____ I don't play an instrument.
She gave a concert ____ she signed autographs.
I made a mistake ____ he didn't make a mistake.
- Put students into pairs to complete the sentences with the correct words.

At level:

- Put students in pairs to think of further sentences that can be joined with *and* or *but*. Remind them to think of ideas which are similar, or which are different.
- Students swap sentences with another pair and complete.

Above level:

- Students work individually to think of further sentences that can be joined with *and* or *but*. Remind them to think of ideas which are similar, or which are different.
- Students swap sentences with another pair and complete.

COLLABORATIVE LEARNING

- Ask students what they have learned about music and feelings in this unit. Put the words and expressions on the board.
- Put students into small groups and have them take turns saying one thing about music and how it makes them feel.

Write: Tell your partner about your favorite music and what it sounds like. Now write about it in your Workbook.

- Prompt students to think and make notes about the topic. Encourage them to look back through their work in this unit for ideas.
- Ask students for suggestions and write these on the board.
- Ask *What does it make you imagine? Does it make you feel sleepy, excited, happy, or sad?*
- Let students discuss their ideas in pairs, and help each other with vocabulary as necessary.
- Refer students to their Workbook to complete the task.

Further practice

Workbook Unit 14 pages 124–125

Online practice Unit 14 • Communicate

Classroom Presentation Tool Unit 14 • Communicate

Wrap Up

A Listen and read along. 3-09

Laketown wants to find its best musicians.

In the morning, the children practice together.

We're so excited!

Gus is playing his trumpet solo. It's awful.

That's too low, Gus!

Don't be nervous, Dot.

Now Gus is sleepy. He's making mistakes.

Don't cry, Dot!

Sorry!

Gus practices every day. They play in the contest and win!

You should all be very proud!

They have fans now!

Please sign an autograph for me!

Me, too!

Project: Make a Music Mobile

B Make a music mobile.

- Choose five things about music.
- Write your feelings about them.
- Draw or find pictures.

C Hang your music mobile in the room. Tell the class about one of the pictures on your mobile.

D Walk around the room. Find one mobile, picture, or feeling that's the same as yours and one that's different.

144 Review

Project: Music Mobile Big Question 7 145

Summary

Objectives: To show what students have learned about the language and learning points of Units 13 and 14.

Reading: Comprehension of review story

Project: Make a Music Mobile

Writing: Write about music and feelings

Speaking: Talk about the mobile

Materials: Big Question Video, Discover Poster 7, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 3-09

- Ask a gist question before reading and listening to check overall understanding, e.g., *What do the children want to do?*
- Give students a few minutes to read the text and answer the question.
- Ask students to point to Dot, to Billy, to Layla, and to Gus.
- Play the audio and ask students to listen and read along. Tell them to point to each picture as they hear the text.
- Ask *Did you enjoy this story? What is your favorite part? Why?*

CRITICAL THINKING

- Ask the following questions to check understanding: *What is the concert for? How do the children feel at first? Why is Dot nervous? Why is Gus making mistakes? How do they win the contest? How do you think the children feel at the end of the story?*

DIFFERENTIATION

Below level:

- Put students in small groups and ask them to take turns reading out the narrator's line from the panel story.
- Different students within the groups can take the children's lines. Encourage them to choose their parts before they start.
- If there are any words they don't understand, let them discuss ideas in their group, and help as necessary.

At level:

- Put students in pairs and ask them to take turns reading out the narrator's line from the panel story.
- They can choose parts and divide the children's lines between them.

Above level:

- Let students read through the story silently, then ask them to think about the main information, and to write a summary of it.
- Refer students back to the Unit 13 Reading strategy to remind them about summaries.
- Ask students to share their summaries with the class.

COLLABORATIVE LEARNING

- Divide the class into groups of eight.
- Each student in the group takes on the role of one of the characters in the story (the narrator, Gus, Dot, Billy, Layla, the person giving prizes, and the fans).
- Play the recording again for students to listen.
- Give students time to read through their parts and mime the actions in the story. Help them find suitable props if possible.
- Ask one or two groups to perform their story for the class. If any child can play a particular instrument, they could substitute this for the trumpet and play this in the performance.

Project

21ST CENTURY SKILLS

B Make a music mobile.

- Read through the task with the class and look at the example mobile.
- Give out two pieces of wood, string, and paper to each student.
- Give them time to prepare their ideas before they put their mobiles together. Ask them to think about all the things they have covered in the unit, and to read the text in the example to see the kinds of information they can include. **CRITICAL THINKING** **CREATIVITY**
- Students work individually to write up their feelings on four separate pieces of paper, and to glue or draw pictures. **CREATIVITY** **CRITICAL THINKING**
- Demonstrate how to put the mobile together, using string to secure the cross shape and to hang the mobile. Provide sticky tape to glue each piece of paper to string, and attach one to each piece of wood.

C Hang your music mobile in the room. Tell the class about one of the pictures on your mobile.

- Create a class display of the mobiles, and have students take turns to choose one picture and talk about it. **COMMUNICATION** **CRITICAL THINKING**

D Walk around the room. Find one mobile picture, or feeling that's the same as yours and one that's different.

- Have students stand up and look at each other's mobiles. **COMMUNICATION**
- Tell them that they need to find one that is the same as theirs, and one that is different. **CRITICAL THINKING**
- Put students into small groups to share what they remember from those two collages. Remind them to use *and* and *but* in their descriptions. **CRITICAL THINKING**
COLLABORATION **COMMUNICATION**
- Ask some students to share their ideas with the whole class. **COMMUNICATION** **CRITICAL THINKING**

Units 13 and 14 Big Question Review

How does music make us feel?

A Watch the video.

- Play the video. When it is finished, ask students what they know about how music makes us feel now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 7**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about music and feelings while studying this unit.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Review pages 126–127

Online practice • Wrap Up 7

Classroom Presentation Tool • Wrap Up 7



BIG QUESTION 8

What makes things move?

In these units you will:

- WATCH** a video about forces and movement.
- READ** about two goats who didn't get along.
- WRITE** about things you push and pull.
- MAKE** a forces poster.
- LEARN** about forces and movement.

A Watch the video.

B Look at the picture. What do you see?

- Where are they?
- What are they doing?

C Think and answer the questions.

- Can a car move by itself?
- What things move slowly?

D Fill out the Big Question Chart.

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Reading Strategies

Students will practice:

- Cause and effect
- Understanding the theme of a story

Review

Students will review the language and Big Question learning points of Units 15 and 16 through:

- A story
- A project (making a forces poster)

Writing

Students will understand:

- Comparative and superlative endings

Students will produce texts about:

- Something you push and something you pull
- Speed and movement in a sport

Vocabulary

Students will understand and use words about:

- Forces, objects, descriptions of place, feelings, sports words

Grammar

Students will understand and use:

- Comparative adjectives
- Superlative adjectives

Units 15 and 16

What makes things move?

Students will understand the Big Question learning points:

- Push and pull are forces that cause movement and speed.
- We can see push and pull forces in daily life.
- Two opposite forces can mean that no movement happens.
- We use push and pull movements in sports activities.

Listening Strategies

Students will practice:

- Listening for information about movement and actions
- Listening for details about sports

Word Study

Students will understand and use:

- Antonyms

Speaking

Students will understand and use expressions for:

- Offering to help
- Describing sports

Units 15 and 16 Big Question

page 146

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 8, Big Question Chart

Introducing the topic

- Read out the Big Question, *What makes things move?* Write individual words from students on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? Do you like it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video.
- Ask them to say why they chose to draw this to the class.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g., *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up and mingle and find someone else with the same sentence. (Focus on the meaning of the sentence rather than using exactly the same words.)
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Ask *What do you see?*
- Ask additional questions: *Who do you think the people are? What are they doing? Where are they? Do they look happy?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question, *Can a car move by itself?* and discuss their ideas. Confirm that a car needs a person to make it move.
- Ask the second question, *What things move slowly?* Invite suggestions and write these on the board.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 8** and give students enough time to look at the pictures.

- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Display the **Big Question Chart**.
- Ask the class *What do you know about what makes things move?*
- Draw a web on the board and in the middle write *How things move*. Add the words from students around these words.
- Ask students to write what they know and what they want to know in their Workbooks.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about how things move.
- Point to people and other things in the big picture and on the poster and ask *What is this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about how things move.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about how things move and have students spell out some of the words as you write them on the board.

Discover Poster 8

1 Boy throwing a baseball; 2 Family at the airport; 3 Two boys playing ice hockey; 4 Two deer fighting

Further Practice

Workbook Unit 15 page 128

Online practice • Big Question 8

Classroom Presentation Tool • Big Question 8

UNIT 15

Get Ready

PREVIEW

Forces and MOVEMENT

This text is an informational text. Remember, informational texts tell us about our world.

Physical Science

Words

A Listen and point to the words. Listen again and say the words. 3-10


push


pull


movement


ground


throw


speed


heavy


light


easy

B Circle the correct word.

- 1 I did the math problems quickly. They were very ...
a long b easy
- 2 The horse is fast. The tortoise can't chase it, because the ... of the tortoise is too slow.
a speed b movement
- 3 The farmers ... carrots out of the ground.
a push b pull
- 4 Birds' feathers are very ...
a heavy b light
- 5 Farmers grow food in the ...
a landfill b ground
- 6 The boy ... the ball to his friend.
a throws b catches

Before You Read

Think How far can you kick a ball? Can you pick up a big table?

Learn Cause and Effect

Remember, a **cause** is why something happens. The **effect** is what happens after the cause.

Read the text. Write the causes and effects.

Chicks can't fly when they are very small, so parent birds get food for them. Chicks move their wings in the nest. Their wings get strong and when they get big, they leave the nest. They move their wings up and down and fly in the air.



Cause	Effect
1 Chicks can't fly.	a
2	b Their wings get strong.
3	c They leave the nest.
4 They move their wings up and down.	d

D Look at the title and headings on pages 150–151. What do you think the text is about?

148 Unit 15 Vocabulary Pages
Reading: Cause and Effect Unit 15 149

Summary

Objectives: To understand words about forces; to apply own experience and a reading strategy to help comprehend a text

Vocabulary: *push, pull, movement, ground, throw, speed, heavy, light, easy*

Reading strategy: Cause and effect

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 3-10

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time and have students repeat the words when they hear them. Pay particular attention to the different vowel sounds in *ground* and *throw*. Focus on the words *heavy* and *easy*, and show that although the vowels are the same, the pronunciation is different. Look at the word *light*, and ask if students can think of any other words with this *igh* spelling (e.g., *night, might, frightened*).
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

COLLABORATIVE LEARNING

- Ask students to draw a simple picture to represent one of the vocabulary items in the set.
- Give them time to complete this, then let them walk around the room and show their pictures to other students. The other student has to say and spell the word.
- At the end, ask three or four students to show their pictures for the whole class to guess.
- With books closed, hold up each picture card and ask students to spell the words, so you can check they do this part correctly. Write each word on the board, letter by letter, as the students say them. If there are any mistakes, pause and see if the students can correct them.

B Circle the correct word.

- Tell students to read the sentences and choose the best word to complete them.
- Have them compare with a partner.
- Check answers with the class by asking volunteers to read aloud the completed sentences.

ANSWERS

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

Before You Read

Think

- Read out the first question and ask for ideas. If suitable, you could take the students out into the playground to see how far they can kick a ball. Find out who thinks they can kick the furthest.
- Read out the second question. Ask for ideas, and confirm that it is very difficult to lift big items, and that students shouldn't try to do this.

C Learn: Cause and Effect

- Read through the text in the box. Check understanding.
- You can refer students back to Units 3 and 4 to revise what they know about causes and effects.
- Recap some of the earlier causes and effects about snow on page 29 of the Student Book.

COLLABORATIVE LEARNING

- Put students in groups to answer the following questions about causes and effects: *Why do we water plants? Why does ice cream melt in the sun? What happens when I heat cold water? What happens if I don't water the plants?*
- Let students discuss their ideas, then compare answers around the class.

Read the text. Write the causes and effects.

- Look at the picture and ask students what they see.
- Let students read through the text individually, and help with any vocabulary if necessary.
- Ask students to look at the chart and complete the missing cause or effect.
- Check answers by reading out the text supplied and asking students to say the missing part.

ANSWERS

- a Parent birds get food for them.
- 2 Chicks move their wings in the nest.
- 3 The chicks get big.
- d They fly in the air.

CRITICAL THINKING

- Ask the following questions to check understanding about the text: *Why can't chicks fly at first? Why do they need their wings to be strong? How do they practice flying?*

DIFFERENTIATION

Below level:

- Give students a copy of the completed chart, cut up into separate sections.
- Ask students to work in pairs to match the causes and effects correctly.

At level:

- Give students time to read through the chart again.
- In pairs, they take turns to read out a cause. The other student, with book covered, says the effect.

Above level:

- Tell students to copy the causes onto a separate piece of paper, then to cover their books and write all the effects from memory.
- Students swap their work with another student to mark for accuracy.

D Look at the title and headings on pages 150–151. What do you think the text is about?

- Have students look at the title and headings on the next page.
- Point to different people and objects in the pictures and ask *Who is this?* or *What's this?* Elicit the words *push*, *pull*, *throw*, *speed*, and *movement*.
- Point to other items, e.g., car, train, tortoise, and ask *What's this?*
- Ask *What do you think this text is about?*
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What does this type of text do?*

Further Practice

Workbook Unit 15 pages 128–129

Online practice Unit 15 • Get Ready

Classroom Presentation Tool Unit 15 • Get Ready

Read 3-11

Forces and MOVEMENT



We see things move every day. We see people walking, birds flying, and leaves falling to the ground on a windy day. Things move in many ways. They move up and down, right and left, and over and under things. Look around your classroom. What things are moving?

Force

A force makes something move. A **push** is a force, and it moves something away from you. We push people on swings. A **pull** is a force, too, and it moves something toward you. We pull things in wagons. Can you name something you push and something you pull?



push



pull

Think What's the cause of the wagon moving? What's the effect of the girl pulling the wagon?

MOVEMENT

A small force causes a small **movement**, and a big force causes a big movement. When we use a small force to **throw** a ball, it doesn't go far. When we use a big force to throw the same ball, it goes a long way. It is **easier** to move a **light** thing than a **heavy** thing. We can move a toy car with a small force because it's light. We need a big force to move a real car because it's heavy.



Speed

Speed is how fast things move. Some things, like a train, move fast and some things, like a tortoise, move slowly. Can you name some things that move fast?



Think What's the cause of the door opening slowly? What's the effect of the door being pushed with a small force?

A force can change the speed of things. When you push a door with a small force, it opens slowly, but when you push a door with a big force, it opens quickly.

The next time you see something moving, ask yourself, "What force is moving it, a push or a pull? Is the force small or big?"



Summary

Objectives: To read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Physical Science

Text type: Informational text (nonfiction)

Reading strategy: Cause and effect

Big Question learning point: *Push and pull are forces that cause movement and speed.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *Where do we see movement?*
- Ask students to tell you what they see in the pictures.
- Have students point to *push*, *pull*, and *throw*.
- Look at the picture at the top of page 151 and ask *Which one moves fast? Which one moves slowly?*

During Reading

3-11

- Ask a gist question to check overall understanding of the text, e.g., *What does a force do?*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary. Ask *How does the toy car move? How does a big car move?*

DIFFERENTIATION

Below level:

- Put students into mixed-ability pairs. Have students take turns reading the text aloud to each other, with the more confident reader helping the less confident one to sound out and pronounce the words and phrases.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a sentence out loud as the text is read around the circle.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on reading for detail. Put students into groups of three.
- Give each student in each group a section, Force, Movement, or Speed.
- Tell students to read their section aloud to their group, then to close their books. Students take turns retelling the main information from their reading section to each other, e.g., (Force): *A force makes something move.*
- Students open their books and read the entire text to check.

CRITICAL THINKING

- Discussion questions:
Where are the children in the first pictures? What are they doing?
What other light things are easy to move?
What other heavy things are difficult to move?
What is faster, a train, or a car?
What is the fastest means of transportation?

After Reading

- Ask students to find and point to the highlighted words in the text, and check pronunciation.
- Read aloud the question in the first paragraph and discuss what things are moving in the classroom now.
- Read aloud the question in the second paragraph and ask students to name something you can push and something you can pull.
- Read aloud the question in the fourth paragraph and ask students to name some things that move fast.
- Look at the question in the box and discuss whether a car can move faster than a horse.
- Read out each of the *Think* boxes and ask students for their ideas.

COLLABORATIVE LEARNING

- Put students into groups. Ask each group to choose one of the sections in the text, and to make a poster about forces, movement, or speed.
- They can draw pictures to explain the topic. Ask students to label the different parts of their poster and to write words or sentences explaining what is happening.
- Students can present their work to the class, or you can make a wall display of them.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what they know about forces and movement.

CULTURE NOTE

Sometimes people try to set world records for pulling the heaviest objects. Reverend Kevin Fast from the US has set many world records for pulling trucks, using nothing but his personal strength. In addition to this hobby, he set the world record for pulling a 208-ton airplane in 2009.

Sometimes things are so big that people build special machines to help them push and pull.

In Ancient Egypt, they built clever devices, called windlasses, which helped oxen and people to push and pull huge stones to make the Pyramids. Now, of course, we use highly mechanized machines to help us do this. People can drive bulldozers to push and pull earth, and we use cranes to pull heavy things into the air to build high structures.

Further Practice

Workbook Unit 15 page 130

Online practice Unit 15 • Read

Classroom Presentation Tool Unit 15 • Read

Understand

Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

1 How force makes things move ☐

2 How force changes speed ☐

3 Big and small forces cause different movements. ☐

Ask and answer the question.

What's your favorite part?
 Heavy things need a big force to move them. I didn't know that.

Complete the chart. Write the cause or effect.

Cause	Effect
1 We push something.	a
2	b It moves towards us.
3	c There is a small movement.
4 We open a door with a big force.	d

Circle True or False.

1 A force doesn't make things move.

2 Push and pull are forces.

3 A light object needs a big force to move it.

4 A force can change the speed of things.

True False

True False

True False

True False

Think What do you think?

1 What is heavy and needs a big force to move it?

2 Is it easier to push your father or your friend on a swing? Why?

Grammar in Use

Listen and sing along. The Horse, the Tortoise, and Me 3-12

A horse is faster than a tortoise,
And a horse is faster than me.
I'm slower than a horse,
So what is slower than me?

A horse is bigger than a tortoise,
And a horse is bigger than me.
I'm smaller than a horse,
So, what is smaller than me?

A horse is heavier than a tortoise,
And a horse is heavier than me.
I'm lighter than a horse,
So what is lighter than me?

Learn Grammar Comparative Adjectives

A ball is **lighter than** a desk.
Is a desk **heavier than** a ball? Yes, it is.
What's **slower than** an airplane? A train is **slower than** an airplane.

Look at the groups of things and compare them with your partner.

What's bigger than a car?

A bus is bigger than a car. Is a ship bigger than a bus?

Look around the room. Compare things with your partner.

Is a book bigger than a chair?

152 Unit 15 Comprehension
Grammar: Comparative Adjectives with -er and -er Grammar Unit 15 153

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Comparative adjectives

Grammar practice: Workbook exercises

Grammar production: Writing sentences

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time, and ask students to explain their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Complete the chart. Write the cause or effect.

- Read aloud the first cause and ask students to answer.
- Let students complete the activity individually.
- Check answers by reading out the cause and having students reply with the effect.

ANSWERS

a It moves away from us. 2 We pull something. 3 We use a small force. d It opens fast.

CRITICAL THINKING

- Ask follow-up questions: *What happens when we use a big force? What happens when we open a door with a small force?*

C Circle True or False.

- Read out the sentences and ask students to think about whether they are true or false.
- As an extension, you can ask students to correct the false sentences.

ANSWERS

1 False 2 True 3 False 4 True

Think

- Ask students to think individually about the two questions.
- When they have had time to make notes, ask students to share their ideas. Write their suggestions on the board.
- Ask students to suggest a range of ideas for items which need a big force to move. Ask them to explain why it is easier to push your friend than your teacher.

Grammar in Use

D Listen and sing along. 3•12

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Read the lines carefully and look at the picture. Ask students to work in pairs to answer the question asked in each verse.
- If students find this difficult, read the title again and draw simple pictures of a horse, a tortoise, and a child on the board. Read through each line in turn and identify which characters are being compared each time. Ask students which animal is needed to complete the puzzle each time.
- Give students around the class a number from 1 to 3. Explain that all the 1s will sing the first verse, all the 2s will sing the second verse, and all the 3s will sing the third verse.
- Play the audio again and encourage students to sing along at the correct time.

E Learn Grammar: Comparative Adjectives

- Read the text and draw attention to the highlighted words.
- Explain that comparative adjectives are used to compare the qualities of two items.
- Refer back to the song lyrics and ask students to find and read out the examples of comparative adjectives.
- Point out that the form of the comparative adjective doesn't change depending on whether it is a statement or a question.
- Write more examples of sentences using comparative adjectives.

COLLABORATIVE LEARNING

- Put students in a long line around the classroom. Start by saying *bigger*. The next student says *bigger, faster*. The next student in the line repeats the first two words and adds a third comparative adjective, and so on.
- The game continues until a student can't remember the whole chain. Restart the game with a new comparative adjective at this point in the line.

Look at the groups of things and compare them with your partner.

- Look at each set of four pictures and ask students to name each item.
- Think of adjectives they could use to describe each one, and write these on the board in the base form for support, e.g., *big, small, heavy, light, fast, slow*.
- Model the example dialogue with a confident student, and answer *Yes, it is* to the final question.

F Look around the room. Compare things with your partner.

- Read the task and look at the example. Explain that it is OK to ask questions which are easy to answer – the important thing is that they practice using the adjectives correctly.
- Model the example question and encourage a confident student to answer.
- Give a further example for students to answer in their pairs, to help them start their discussions.
- Let students talk about things in the room in pairs, then ask one or two students to perform their dialogues for the class.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Give students the comparative adjectives as jumbled words. Ask them to work in pairs to write the words correctly.
- You can advise them to write dashed lines for each letter they need, and to cross each letter out as they place it.

At level:

- Ask students to choose either the animals or the transportation pictures, and to write sentences comparing the things in the chart. They can use their ideas from E to help them.

Above level:

- Ask students if they can write another verse of the song, making a three-way comparison between themselves and two other items. Remind them to end with a question that the reader can answer.
- Suggest they use the items in the transportation or animal sets.
- Students present their ideas to the class.

Further practice

Workbook Unit 15 pages 131–133

Online practice Unit 15 • Understand

Classroom Presentation Tool Unit 15 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. 🔊 3-13


computer mouse


stapler


suitcase


broom


door


desk drawer

B Write the words from **A**.

- We use this to keep the kitchen floor clean. _____ broom _____
- We put clothes in this when we go on vacation. _____
- We can use this to go online or write an e-mail. _____
- We push or pull this when we go in or go out. _____
- We put pencils, pens, notebooks, and papers in this. _____
- We can keep papers together with this. _____

Listening

Think What things do you push every day? 

C Listen. How many of these things do you have? 🔊 3-14

D Listen again and match. 🔊 3-15

1 a broom

2 a door

3 a stapler

4 a computer mouse

5 a wagon

6 a suitcase

7 a swing

8 a desk drawer

Speaking

E Listen and repeat. Then practice with your partner. Use the words in the box to help. 🔊 3-16

Phew! I can't move this. It's too heavy.

Let me help you.

Thanks. That would be great!

Help! Oh, boy! cool awesome You're welcome. Don't mention it.

No problem.

Word Study

F 🔍 **Learn** Antonyms

Some words mean opposite things. These words are called **antonyms**.

heavy → light nervous → calm

Write the antonym.

1 safe _____	4 interesting _____
2 happy _____	5 polite _____
3 loud _____	6 high _____

Write Tell your partner about something you push and something you pull. Now write about them in your **Workbook**. 📖 page 155

BIG QUESTION **What makes things move?**

A Watch the video. 

B Think about the Big Question. Talk about it with a partner.



Things move in different ways.



We can push and pull things to make them move.

Unit 15 155

Summary

Objectives: To learn and understand different uses; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for offering to help and antonyms.

To review what students have learned about the Big Question so far.

Vocabulary: computer mouse, stapler, suitcase, broom, door, desk drawer

Listening strategy: Listening for information about movement and actions

Speaking: Offering to help

Word Study: Antonyms

Writing task: Writing about something you push and something you pull

Big Question learning point: We can see push and pull forces in daily life.

Materials: Picture Cards, Discover Poster 8, Audio CD, Big Question Chart, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. 🔊 3-13

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *broom* and *door*. Explain that

although they have the same letters in the middle, they are pronounced differently.

CRITICAL THINKING

- Ask the following questions to check understanding: *Where can you find a computer mouse, a stapler, and a desk drawer? Where can you find a broom? When did you last use a suitcase? What happens if you open a door with a lot of force?*

B Write the words from A.

- Have students do the activity and write the words.
- Put them in pairs to discuss their answers and check.

ANSWERS

1 broom 2 suitcase 3 computer mouse 4 door
5 desk drawer 6 stapler

Listening

Think

- Read the question and discuss ideas. Write suggestions on the board. If necessary, let students answer in L1, then tell them the translation and write it on the board.

C Listen. How many of these things do you have?

🔊 3-14

- Explain that students are going to listen to a description of some different items.
- Play the audio and ask students to think about the things they hear that they have and use every day.

D Listen again and match. 🎧 3•15

- Play the audio again and ask children to listen and match the item to the number of the conversation.

ANSWERS

1 a desk drawer 2 a computer mouse 3 a door
4 a broom 5 a stapler 6 a suitcase

Speaking

E Listen and repeat. Then practice with your partner. Use the words in the box to help. 🎧 3•16

COMMUNICATION

- Play the audio with students echoing as they hear each line.
- Model the dialogue with a confident student.
- Put students into pairs to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, changing the main information using the appropriately colored words in the box. Elicit a new dialogue and demonstrate with a confident speaker before pairs attempt the activity.
- Have three pairs stand up and conduct their short dialogue.

Word Study

F Learn: Antonyms

- Ask students to use gestures to demonstrate the idea of *heavy* and *light*. Ask *Are they the same?* Ask for examples of something heavy and something light. Repeat with *nervous* and *calm*, asking students to mime the feelings. Ask *Are they the same?* Ask for examples of things which make people nervous, and things which make people calm.
- Explain that these words are *antonyms*, words with opposite meanings.

Write the antonym.

- Have students complete the exercise, then check their answers with a partner.
- Write the numbered words down the left side of the board. Have students tell you the opposite words for each one and write them in a column on the right side of the board.

ANSWERS

1 dangerous 2 unhappy/sad 3 quiet 4 boring
5 rude 6 low

COLLABORATIVE LEARNING

- Have students stand in a large circle. Throw a ball to a student to catch, saying at the same time *safe*.
- When the student catches it, say, *Say the antonym*. He / She says *dangerous*, then says another word from F, throwing the ball to somebody else to catch it and say the antonym.
- Encourage students to use other familiar words.
- The game continues until every student has had the opportunity to throw and catch the ball and the words have been said numerous times.

Write: Tell your partner about something you push and something you pull. Now write about them in your Workbook.

- Prompt students to think and make notes about the topic. Encourage them to look back at the reading text for ideas.
- Make two word webs on the board, with *push* and *pull* at the center. Ask for ideas, and write these on the board.
- Refer students to the Workbook to complete the activity.

DIFFERENTIATION

Below level:

- Ask students what they have learned about forces and movement. Put the words and expressions on the board.
- Put students into small groups to take turns saying one thing about forces and movement.

At level:

- Ask students what they have learned about forces and movement in this unit. Encourage students to answer in complete sentences, and write these on the board.
- Put students into pairs to take turns describing what they know about forces and movement.

Above level:

- Ask students what they have learned about forces and movement in this unit. Encourage students to answer in complete sentences, and write these on the board.
- Ask students to work individually to write down things they know about forces and movement.

Big Question 8 Review

A Watch the video. ▶

- Play the video and when it is finished ask students to give some example answers to the Big Question.

B Think about the Big Question. Talk about it with a partner.

What makes things move?

- Display **Discover Poster 8**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 15 which are written on the poster, and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**.
- Ask students what they have learned about forces and movement while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 15 pages 134–135

Online practice Unit 15 • Communicate

Classroom Presentation Tool Unit 15 • Communicate

UNIT 16

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 3-17


stubborn


angry


goat


mountain


west east


forward


horns


wet

B Circle the one that does not belong.

1 feel:	angry	bird	stubborn
2 go up:	a hill	a mountain	a book
3 see:	a goat	a bird	stubborn
4 have:	west	a goat	horns
5 go:	backward	wet	forward
6 get:	wet	hot	mountain
7 travel:	ground	east	west
8 move:	forward	wet	fast

Before You Read

Think Are you sometimes stubborn? Is there a mountain near your town or city?

Learn Theme: Remember, the **theme** of a story is the most important thing the writer wants you to understand. The writer is often teaching something important.

Read the story. Then circle the theme.

It's a cold and rainy day and Josh can't play outside. His mom sees his sad face and says, "Let's make some fun things." They make a toy car and Josh pushes and pulls the car on the table.

"This is fun," he says. Then they make a toy boat. Josh pushes his boat across the water in the kitchen sink.

"This is fun, too," he says.

"Thanks for a great day, Mom."

a You can't play outside when it's rainy.
b It's good to play inside with your mom.
c It's good to think of things to do inside when it's rainy.

D The story on pages 158–159 is about two stubborn goats who don't get along. What do you think they fight about? Give one idea.

PREVIEW

Two Stubborn Little Goats

This story is a fable. A fable is a short story that teaches us a lesson.



Summary

Objectives: To read poems; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: stubborn, angry, goat, mountain, west, east, forward, horns, wet

Reading strategy: Theme

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 3-17

- Play the audio. Ask students to point to the words as they hear them.
- Play the audio a second time. Have students repeat the words when they hear them. Pay particular attention to the pronunciation of *stubborn*, *forward*, and *horns*. Explain that although *stubborn* has the same *or* spelling as *horns*, it is unstressed in this word. Model this, and compare it to the spelling of the final syllable in *mountain*, which is also unstressed and which has the same sound.
- Explain that *stubborn* means not changing your mind and refusing to do something you don't want to do. Ask if students know anyone who is stubborn.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask the following questions to check understanding: *Do you live in the east or the west of your country? Are stubborn and angry happy feelings? What other animals have horns? Are there lots of mountains in your country?*

B Circle the one that does not belong.

- Tell students to read the first word and think about the three colored words. Two of them can match the first word, and one can't.
- Ask students to complete the activity in pairs.
- Check answers by asking individuals to read out the first word and the two matching words in each set. Ask students to explain their answers.

ANSWERS

1 bird 2 a book 3 stubborn 4 west 5 wet
6 mountain 7 ground 8 wet

COLLABORATIVE LEARNING

- Draw a quick, simple picture of a mountain on the board.
- Ask *What can you see?*
- Put students into pairs to draw pictures of three more words from the set.
- When they have finished, tell the pairs to swap their pictures with another pair and to write or say the words that they see.
- Pairs check their answers with each other.

DIFFERENTIATION

Below level:

- Put students in pairs to dictate the words to each other.
- Display all of the picture cards on the board or wall. Student A closes his / her book. Student B chooses four of the words, and spells them letter by letter for Student A to write down.
- When they have finished, Student A points to the correct picture card for each word. Then they swap roles.

At level:

- Students test their knowledge of the matching words from B. Put students in pairs. Student A takes items 1–4, and Student B takes words 5–8. Each student makes a puzzle for his or her partner, for example:
feel: angry, _____
go up: a hill, _____
- When they have written these, students swap their puzzles and complete the missing words.

Above level:

- Ask students to look at B again, and to choose one of the correct phrases in each item.
- They use this to write a sentence using the words, e.g., *I sometimes feel stubborn when I'm tired.*
- Students can read their sentences to the class.

Before You Read

Think

- Read the first question and ask students if they are stubborn, and why. Ask what kinds of things they do or won't do when they are being stubborn. Ask *Is it good to be stubborn?*
- Write students' ideas on the board.
- Read out the second question. If there aren't any mountains near their town or city, ask if students know where the nearest ones are.
- You could look at a map of the country and show where the mountains are.

C Learn: Theme

- Read aloud the text in the box and check understanding. Ask *Is the theme the detail of the story? Why does the writer want us to understand this?*

Read the story. Then circle the theme.

- Ask students to look at the picture and say what they see.
- Give students time to read through the text silently, and help with vocabulary as necessary.
- Ask students to read the options carefully and circle the best theme.

ANSWER

C

CRITICAL THINKING

- Ask the following questions to check understanding about the text: *Why can't Josh play outside? Why does his mom help him? What does Josh make first? What does he make after that?*

DIFFERENTIATION

Below level:

- Ask *Is the story about rain, or is it about playing inside?* Explain that it is about playing inside – the rain is only mentioned at the beginning of the story. Show how this means that *a* is not the best answer.
- Ask *Does the story say that it is always good to play inside with your mom?* Discuss their ideas, and suggest that although Josh had a great day, he had wanted to play outside, so *b* isn't the best answer.
- Read *c* again and check that students understand why this is the best answer. (Josh was sad when he couldn't play outside, but he had a great day because he did fun things inside.)

At level:

- Ask students to look at options *a* and *b* and explain why they aren't the correct summaries.
- Students discuss in pairs, then share their ideas with the class.

Above level:

- Ask students to think about the last time it was a rainy day and they couldn't play outside.
- Have students write two sentences describing their day in their notebooks.
- Students write how they felt about their day – was it fun, or were they bored?
- Students swap sentences with a partner and compare ideas.

D The story on pages 158–159 is about two stubborn goats who don't get along. What do you think they fight about? Give one idea.

- Read the question and discuss ideas with the class. Ask students whether they have brothers or sisters, and whether they always get along with them. What kinds of things do they fight about?
- Write the words and phrases they use on the board and leave them there as they read the text.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What is special about this type of text?*

Further Practice

Workbook Unit 16 pages 136–137

Online practice Unit 16 • Get Ready

Classroom Presentation Tool Unit 16 • Get Ready

Read 3-18

Two Stubborn Little Goats

A long time ago, a family of goats lived on East Mountain. Two of the brothers, Black Goat and Brown Goat, always fought about who was the best in the family. They were very **stubborn**; they never said "sorry" or "I'm wrong."

One day, they were on a small patch of the greenest grass on East Mountain. It was only enough for one goat. Brown Goat said, "I'm the oldest brother in the family, so I should eat the grass." Black Goat said, "I'm the smartest brother in the family, so I should eat the grass."

They pushed each other with their **horns**. They pushed with the same force, so they didn't move **forward** or **backward**. They pushed for a long time and then they both got tired and fell down. Black Goat was **angry**, so he moved to **West Mountain**.

There was a very narrow bridge between East Mountain and West Mountain. Every day Brown Goat crossed it to drink from the coldest water in the pond on West Mountain. Every day Black Goat crossed it to eat the juiciest grass on East Mountain. Brown Goat always crossed early, and Black Goat always crossed late.

One day, Brown Goat got up late so both goats were on the bridge at the same time. Brown Goat said, "Go back! I'm the oldest so I should cross first." Black Goat said, "You go back! I'm the smartest so I should cross first."

They pushed each other with their horns. They pushed with the same force so they didn't move forward or backward.

They pushed for a long time and then they both got tired and fell into the river below the bridge.

The goats swam to the riverbank. Then they slowly walked home to their mountains. They were angry, tired, **wet**, cold, and hungry. And that's what happens to stubborn little goats.

Think What are the most important parts of the story so far?

Think What are the most important parts of the story?

Summary

Objectives: To read, understand and discuss a fiction text; to apply a reading strategy to improve comprehension.

School subject: Physical Science

Text type: A fable (fiction)

Reading strategy: Theme

Big Question learning point: *Two opposite forces can mean that no movement happens.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What does it mean to be stubborn?* Recap students' ideas from *Get Ready*, and write their suggestions on the board.
- Ask students to tell you what they see in the pictures.
- Have students point to a goat, horns, a family, a bridge, a river, and a mountain.
- Ask *What are the goats doing in the pictures?*
- Ask *How do you think the mother and father goats are feeling?*

During Reading

3-18

- Ask a gist question to check overall understanding of the text, e.g., *Why don't Black Goat and Brown Goat get along?*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *Why do the goats push each other?*

DIFFERENTIATION

Below level:

- Put students in groups of five or six. Have students take turns reading the text aloud, one sentence at a time, around the circle.
- Help with pronunciation and vocabulary as necessary.

At level:

- Put students into small groups of three or four. If possible, have them sitting in a circle.
- Have students take turns reading a sentence out loud as the text is read around the circle.
- Encourage students to help each other with pronunciation and vocabulary as much as possible.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

Above level:

- Put students in pairs and have them take turns reading one sentence at a time out loud.
- Have students put circles around any words that they don't know or understand. Have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Put students into groups. Ask them to draw a poster showing a scene from the story, and write a caption to explain what is happening.
- Students choose which scene to show together, and work together to ensure they can all contribute, e.g., one student can write the story title as a poster heading, another student can sketch the picture, and another student can color it in.
- Encourage students to make a rough draft of their sentences before they write them onto the poster, and to check them for accuracy.
- You can make a wall display of the posters.

CRITICAL THINKING

- Discussion questions:
What do you think the mother and father goat want the stubborn little goats to do?
Why does Brown Goat think he should eat the grass and cross the bridge first?
Why does Black Goat think he should eat the grass and cross the bridge first?
Why did Black Goat move to West Mountain?
Why did Brown Goat and Black Goat cross the bridge every day?
Why couldn't they cross the bridge at the same time?

After Reading

- Have students look again at the pictures and ask *Do you think the goats are happy?*

COLLABORATIVE LEARNING

- Ask students to imagine that they are writing a letter to Black Goat or Brown Goat.
- Put students in mixed-ability groups to think about what they would say to the goats, and what they think the goats should do.
- Give students the sentence frame: *It's good to _____.*
It isn't good to _____. Help with vocabulary as necessary.
- Ask students to present their letters to the class.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss what it means to be stubborn. Give an example dialogue:
I don't think it is good to be stubborn.
I agree. We have to say sorry sometimes.
- Put students into small groups of three or four.
- Have students discuss what it feels like to be stubborn, and whether it is better to say sorry.

CULTURE NOTE

This story is based on a Russian fable. It is used to show the moral lesson that stubborn people cannot solve problems or make progress, and that it does not bring happiness.

The physical fact that the goats push each other with an equal force explains why they cannot make any progress – they exert a balanced force.

Goats are traditionally seen as being stubborn animals, and the way they fight with locked horns models this behavior.

Further Practice

Workbook Unit 16 page 138

Online practice Unit 16 • Read

Classroom Presentation Tool Unit 16 • Read

Understand



Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

- Black Goat and Brown Goat push each other. ☐
- Black Goat moves to West Mountain. ☐
- Black Goat and Brown Goat get wet. ☐

A Ask and answer the question.



What's your favorite part?

They fall into the river. It's funny!



B Circle the correct theme of the fable.

a Brothers shouldn't be kind to each other. b People should share things. c Being stubborn doesn't make us happy.

C Answer the questions.

- Why didn't Black Goat and Brown Goat get along?
- Why didn't the goats move when they pushed each other?
- Why did the goats fall into the river?
- Did they like each other at the end of the story?

Think What do you think?

- Why can it be bad to be stubborn? Give one reason.
- Can you think of a good solution to Black Goat and Brown Goat's problem?

Grammar in Use

D Listen and sing along. Two Brother Goats 3:19

Two brother goats lived high in the mountains.
Whose voice was the best?
Each goat tried to shout the loudest,
Louder than all the rest.
"Yo da lay hee hoo, yo da lay hee hoo!"
Shouted one brother.
"Yo da lay hee hoo, yo da lay hee hoo!"
Shouted the other.
"You're the quietest goat! I'm the loudest goat!"
Shouted one brother.
"I'm the loudest goat! You're the quietest goat!"
Shouted the other.



E Learn Grammar Superlative Adjectives

I'm the **youngest** person in my family.
Is the **juiciest** grass on East Mountain? Yes, it is.



Look at the pictures. Ask questions with your partner.





Is the man the **oldest** person? Yes, he is.

F Talk about your family with your partner.

My father is the **biggest** person in my family.

Grammar: Superlative Adjectives with -est and -er Unit 16 161

Summary

Objectives: To demonstrate understanding of a fable; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Superlative adjectives

Grammar practice: Workbook exercises

Grammar production: Writing personal information

Materials: Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time, and ask students for their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individual students to say what they liked to the class.

B Circle the correct theme of the fable.

- Remind students of their work on understanding the theme of a story.
- Let students read through all the options and think carefully about each one.
- Check the answer, then ask the class to explain why the other two options don't fit the theme.

ANSWER

c

CRITICAL THINKING

- Ask follow-up questions: *Does the fable show that it is better to share things? Do you think brothers should be kind to each other? How do you feel if you argue with your brother or sister?*

C Answer the questions.

- Give students time to read through the questions carefully. They can discuss answers in pairs before writing individually.

ANSWERS

- They fought about who was best in the family, and they were very stubborn.
 - Because they pushed each other with the same force.
 - Because they got tired.
 - No, they didn't.
- Ask students to explain how the goats felt at the end of the story.

Think

- Ask students to think individually about the two questions.
- When they have had time to think and make notes, ask students to share their ideas.
- Read out the first question and go around the class, seeing how many different reasons the students can suggest. Write their suggestions on the board.
- Read out the second question. See how many different solutions the class can propose, and make a note. When everyone who wants to has contributed, look at all the ideas and discuss which one seems to be the best.

Grammar in Use

D Listen and sing along. 3•19

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Explain to the students that yodelling is a traditional form of singing in the mountains in Switzerland. If they are interested, you will be able to find video clips of people yodelling on the Internet.
- Divide the class into three groups to sing a verse each. Play the audio for each group to sing.
- Alternate the groups and repeat, so that each group gets a turn to sing the yodelling lines.

E Learn Grammar: Superlative Adjectives

- Read the text in the box and look at the highlighted words. Ask students if they can name the grammar point from the previous unit (*comparative adjectives*). Explain that superlative adjectives are used when we want to say that one thing is better or has the most of a particular quality, in a group of two or more things.
- Look at the picture, point to the smallest child as the speaker, and use this to demonstrate the meaning of the sentence, *I'm the youngest person in my family*.
- Refer students back to the song lyrics. Explain that this does use the superlative form of *good*, which is *best*, but that this has an irregular form.

Look at the pictures. Ask questions with your partner.

- Ask students to look at the photos and point to the man. Ask two confident students to model the exchange in speech bubbles.
- Say *Is the baby the biggest person?* Encourage a volunteer to answer, *No, he isn't*.
- You could write a selection of adjectives on the board for support, e.g., *happy, funny, young, old, small, big*.
- Let students continue the activity in pairs.

F Talk about your family with your partner.

- Ask a volunteer to read out the example sentence. Ask students for other suggestions and help them with the language to form ideas, e.g., they may want to say *I'm the oldest child in my family*. Write these prompts on the board.
- Go around the room and monitor as students talk in pairs.

COLLABORATIVE LEARNING

- Put students into a large circle, either standing up or sitting down. Have one student point to himself / herself and say *I'm the youngest person in my family*. The next student says, e.g., *I'm the oldest child in my family*. Go around the circle with each student saying a superlative sentence about himself / herself.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Give pairs of students the adjectives and the superlative forms on separate pieces of paper. Ask them to mix the cards up, and turn them face down on the desk.
- Students take turns to turn over two cards at a time, and try to find a matching pair.

At level:

- Ask students to look at the photos in E again and write one superlative sentence about each person.
- Remind students to use the *Learn Grammar* box to help with spelling.
- Students swap sentences with a partner to check for accuracy.

Above level:

- Ask students to write three or more superlative sentences about the people in their family.
- Students swap sentences with a partner to check for accuracy.

Further practice

Workbook Unit 16 pages 139–141

Online practice Unit 16 • Understand

Classroom Presentation Tool Unit 16 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. ▶ 3-20








B Think about the words in **A** and add them to the chart.

Played with a team		Not played with a team
1 basketball	3	1
2	4	2

Listening

Think What's your favorite sport?

C Listen. Which sport doesn't use a ball? ▶ 3-21

D Listen again and write. ▶ 3-22

They're playing ...

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Speaking

E Tell your partner about a sport you like. Act it out. Your partner guesses the sport. Use the words in boxes to help. ▶ 3-23



Writing Study

F Learn **Comparative and Superlative Endings**

When a word has one syllable, we add **-er** or **-est**.

small → smaller → smallest

When a word has more than one syllable and ends in a "y", we drop the "y" and add **-ier** or **-iest**.

heavy → heavier → heaviest

Write the comparative and superlative.

1 fast → faster _____

2 funny → _____

3 lonely → _____

4 clean → _____

5 hungry → _____

6 healthy → _____

Write Tell your partner about the speed and movement in a sport you like to play. Now write about it in your **Workbook**. ▶ page 163

162 Unit 16 Vocabulary: Sports - Listening: Details
Speaking: Describing Sports - Writing: Comparative and Superlative Endings Unit 16 163

Summary

Objectives: To learn and understand words about sports; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for describing sport.

To review what students have learned about the Big Question so far.

Vocabulary: *basketball, soccer, tennis, baseball, hockey, golf*

Listening strategy: Listening for details about sports

Speaking: Describing sports

Writing Study: Comparative and superlative endings

Writing task: Writing about a rude or a thoughtful person

Big Question learning point: *We use push and pull movements in sport.*

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. ▶ 3-20

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them.

B Think about the words in A and add them to the chart.

- Have students do the activity and add the words.
- Put them in pairs to discuss their answers and check.
- Draw the chart on the board. Elicit answers from the class.

ANSWERS

Played with a team: 1 basketball 2 soccer 3 baseball 4 hockey

Not played with a team: 1 golf 2 tennis

CRITICAL THINKING

- Ask students to look at the photos and say which sports they play, and which sports they enjoy watching.
- Discuss with students whether they prefer team sports or sports which aren't played in a team. Ask for a show of hands to find out which is most popular.
- Ask students what kind of force we use when we hit or throw a ball (*push*).

Listening

Think

- Read the question and ask students to think individually about their ideas, then discuss as a class.
- Ask students if they have any other favorite sports that haven't been covered yet. Give them any extra vocabulary they need and write it on the board.
- Find out what the most popular sport is.

C Listen. Which sport doesn't use a ball? 3•21

- Explain that students will hear children playing a range of different sports. Ask a gist question to focus on general meaning, e.g., *How many sports do you hear?*
- Read the question, *Which sport doesn't use a ball?*
- Play the audio and check answers.

ANSWER

hockey (it uses a puck, not a ball)

D Listen again and write. 3•22

- Play the audio again and ask students to listen and write the names of the sports as they hear them described.

ANSWERS

1 soccer 2 golf 3 basketball 4 baseball
5 (ice) hockey 6 tennis

Speaking

E Tell your partner about a sport you like. Act it out. Your partner guesses the sport. Use the words in boxes to help. 3•23

COMMUNICATION

- Say each line of the dialogue, students echoing each line.
- Model the dialogue with a confident student at the front.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, but this time changing the main information to make it more personal. Elicit examples of different sports and demonstrate the dialogue with a confident speaker before pairs attempt the activity.
- Have three different pairs stand up and conduct their short dialogue for the class.

Writing Study

F Learn: Comparative and Superlative Endings

- Read through the text and focus on the highlighted word endings.
- Write further examples on the board, *old* and *happy*, showing how we add *-er* and *-est* to the word with one syllable. Show that we remove the *y* and add *-ier* and *-iest* to the word with more than one syllable ending in *y*.

Write the comparative and superlative.

- Have students complete the exercise, then check their answers with a partner.
- Check answers by asking students to say and spell the comparative and superlative forms.

ANSWERS

1 faster, fastest 2 funnier, funniest 3 lonelier, loneliest
4 cleaner, cleanest 5 hungrier, hungriest
6 healthier, healthiest

COLLABORATIVE LEARNING

- Have students stand in a large circle.
- Throw a ball to a student, saying at the same time *fast*.
- When the student catches it, say *Say the comparative of fast*. The student says *faster*, then throws the ball to somebody else in the circle. When he / she catches it, say *Say the superlative of fast*. He / She says *fastest*, then throws the ball to another student who starts the process again with a new adjective.
- Continue until every student has had the opportunity to throw and catch the ball and the words have been said numerous times.

Write: Tell your partner about the speed and movement in a sport you like to play. Now write about it in your Workbook.

- Prompt students to think and make notes about the topic. They can use their ideas from E to help them.
- Make two word webs on the board, *speed* and *movement*. Ask students for their suggestions for adjectives they could use to describe each area, and write them on the board.
- Refer students to the Workbook to complete the writing activity.

DIFFERENTIATION

Below level:

- Ask students what they have learned about forces and movement in this unit. Put the words and expressions on the board.
- Have students think about how these things work in sports they enjoy.
- Put students into small groups and have them take turns saying one thing about forces and movement.

At level:

- Write the following categories on the board: *forces*, *speed*, *movement*, *sports*. Have students work in pairs to write a sentence about each topic in their notebooks.
- Put the pairs into groups to compare their sentences and discuss.

Above level:

- Write the following categories on the board: *forces*, *speed*, *movement*, *sport*. Have students write a sentence about each topic in their notebooks.
- Put the students into pairs to compare their sentences and discuss.

Further practice

Workbook Unit 16 pages 142–143

Online practice Unit 16 • Communicate

Classroom Presentation Tool Unit 16 • Communicate

Wrap Up

A Listen and read along. 3-24

Dot and her family were excited about their vacation.

Vacation time! We went to the mountains in the east.

My suitcase is the heaviest.

Where's Gus?

We played hockey with brooms on the frozen pond. But we couldn't find Gus!

This is fun!

I'm all wet!

But where's Gus?

Then we wanted to play soccer.

Where's the soccer ball?

Look in the suitcase.

We found the ball – and we found Gus! It was the best vacation ever.

Go forward!

I'm faster than all of you.

Project: Make a Forces Poster

B Make a forces poster.

- Write sentences about things that are easy and hard to push and pull.
- Find or draw pictures.

C Put your forces poster on the wall. Tell the class about your poster.

The hat is easy to pull onto my head. The wagon is hard to pull.

D Walk around the room. Look at the posters. Act out one of the actions on a poster. Your partner guesses.

164 Review

Project: Forces Poster Big Question 8 165

Summary

Objectives: To show what students have learned about the language and learning points of Units 15 and 16.

Reading: Comprehension of review story

Project: Make a Forces Poster

Writing: List and write about forces

Speaking: Talk about the forces posters

Materials: Big Question Video, Discover Poster 8, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 3-24

- Ask students a gist question before reading and listening to check overall understanding, e.g., *What are the children doing in this story?*
- Give students a few minutes to read the text and answer the question.
- Ask students to point to Layla, Dot, Billy, and Gus.

CRITICAL THINKING

- Ask the following questions to check understanding: *Where do the children go on vacation in this story? Why could they play hockey on the pond? What did they play on the hard ground? Where is Gus? Who is the fastest?*

COLLABORATIVE LEARNING

- Divide the class into four groups.
- Each group takes on the role of one of the characters in the story (Billy, Layla, Dot, Gus).
- Play the recording again. Students listen and repeat the lines for their character in their group as they hear them.
- Repeat the procedure so each group is familiar with the lines of their character. Then mix up the groups to make new groups of four, with one representative of each character in each group.
- Encourage students to act out the story. Give them boxes and balls to use as props.
- Give each group the chance to perform the story for the class.

Project

21ST CENTURY SKILLS

B Make a forces poster.

- Discuss with the class some ideas about things that are easy and hard to push and pull. **COMMUNICATION**
- Tell students to make a list of the things they want to write about on their posters. **CRITICAL THINKING**
- Look at the example, and show how it is divided into two sections, *Easy* and *Hard*. Tell students they can follow this layout, or present their work differently if they prefer. **CRITICAL THINKING** **CREATIVITY**
- Give students the sentence frame: *The _____ is easy / hard to _____.*
- Have students work individually to write sentences about the items they have chosen, and to find or draw pictures. **CREATIVITY** **CRITICAL THINKING**

DIFFERENTIATION

Below level:

- Give out a colored sheet of card to each student and tell students to glue or draw their pictures on the card. **CREATIVITY**
- Students label the items and write *push* or *pull*. **CRITICAL THINKING**
- Underneath this, ask students to write *easy* or *hard*. **CRITICAL THINKING**

At level:

- Give out a colored sheet of card and tell students to glue or draw their pictures on the card. **CREATIVITY**
- Students label and write a sentence about each item on their poster. **CREATIVITY** **CRITICAL THINKING**

Above level:

- Give students several pieces of paper and say that they can make a small book about forces if they wish. They can use the extra space to add more information about each item. **CREATIVITY** **CRITICAL THINKING**
- Encourage them to design a suitable cover. **CREATIVITY** **CRITICAL THINKING**

C Put your forces poster on the wall. Tell the class about your poster.

- Make a class display of the posters.
- Go around the room giving each student the chance to tell the class about different items on his / her poster. **COMMUNICATION** **COLLABORATION** **CRITICAL THINKING**

D Walk around the room. Look at the posters. Act out one of the actions on a poster. Your partner guesses.

- Have children stand up and look at each other's posters. **CRITICAL THINKING**
- Tell them that they need to think about the different actions on the poster and how they would act it out. **CRITICAL THINKING** **CREATIVITY**
- Put students into pairs to act out actions from a poster for their partners to guess. **COLLABORATION** **CREATIVITY** **COMMUNICATION**
- Ask some students to act out their actions for the class to guess. **CREATIVITY** **COMMUNICATION** **CRITICAL THINKING**

Units 15 and 16 Big Question Review

What makes things move?

A Watch the video.

- Play the video. When it is finished, ask students what they know about how things move now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 8**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about how things move while studying this unit.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have students complete the chart in their Workbook.

Further practice

Workbook Review pages 144–145

Online practice • Wrap Up 8

Classroom Presentation Tool • Wrap Up 8



BIG QUESTION 9

How do we make art?

In these units you will:

- WATCH** a video about art.
- READ** about a girl who makes origami.
- MAKE** an art report.
- LEARN** about where we see shapes in our world.
- WRITE** about shapes you use in art.

A Watch the video.

B Look at the picture. What do you see?

- What are the children doing?
- What are they using to make art?

C Think and answer the questions.

- What do you like to draw?
- Where can you see art?

D Fill out the **Big Question Chart**.

166 Big Question 9 167

Reading Strategies

Students will practice:

- Text-to-self connection

Vocabulary

Students will understand and use words about:

- Art, shapes, art tools

Grammar

Students will understand and use:

- Quantifiers
- Quantifiers with questions

Review

Students will review the language and Big Question learning points of Units 17 and 18 through:

- A story
- A project (making an art report)

Units 17 and 18

How do we make art?

Students will understand the Big Question learning points:

- We see shapes in nature and can use them in art.
- We can make different types of art.
- Art can help us make our own world.
- We can use different tools to make art.

Listening Strategies

Students will practice:

- Listening for details about actions and objects
- Listening for information about art and art tools

Writing

Students will understand:

- Using commas in lists

Students will produce texts about:

- A favorite kind of art and the shapes in it
- Art tools used in art projects

Word Study

Students will understand and use:

- Homophones

Speaking

Students will understand and use expressions for:

- Complimenting
- Describing art

Units 17 and 18 Big Question page 166

Summary

Objectives: To activate students' existing knowledge of the topic and identify what they would like to learn about the topic.

Materials: Big Question Video, Discover Poster 9, Big Question Chart

Introducing the topic

- Read out the Big Question, *How do we make art?* Write individual words from students on the board.

A Watch the video.

- Play the video. When it is finished, ask students to answer the following questions in pairs: *What do you see in the video? Who do you think the people are? What is happening? Do you like it?*
- Have individual students share their answers with the class.

DIFFERENTIATION

Below level:

- After watching, have students draw something they saw in the video.
- Ask them to say why they chose to draw this to the class.

At level:

- After watching, have students write down five things that they saw in the video.
- Elicit the words and phrases from the class and write the words on the board.
- If possible, categorize the words (e.g., *objects, colors, people*, etc.) and ask students to help you add more to each category.

Above level:

- After watching, have students write down three sentences about what they saw in the video.
- Tell students to choose one sentence.
- Tell students to stand up, mingle, and find someone else with the same sentence. (Focus on the meaning of the sentence rather than using exactly the same words.)
- Have students say their sentence to the class.

B Look at the picture. What do you see?

- Students look at the big picture and talk about it. Ask *What do you see?*

POSSIBLE ANSWERS

children, shapes, circles, red, yellow, blue, black

- Ask additional questions: *Where do you think the children are? Why are they making this? Do they look happy?*

C Think and answer the questions.

CRITICAL THINKING

- Ask students to think about the first question, *What do you like to draw?* Ask students for their suggestions. If necessary, prompt them by asking, *Do you like to draw animals? Do you like to draw the world around you?*
- Ask the second question, *Where can you see art?* Think about places in the town or city where students live, and suggest any public places where people can see art. Make a word web on the board with the question in the middle, and ask

students for as many ideas as possible. Encourage them to be creative by suggesting different kinds of art, in L1 if necessary, so students know that this can include sculpture, mosaics, collages, etc. as well as traditional paintings.

Expanding the topic

COLLABORATIVE LEARNING

- Display **Discover Poster 9** and give students enough time to look at the pictures.
- Elicit some of the words you think they will know by pointing to different things in the pictures and saying *What's this?*
- Put students into small groups of three or four. Have each group choose a picture that they find interesting.
- Ask each group to say five things that they can see in their picture.
- Have one person from each group stand up and read out the words they chose for their picture.
- Ask the class if they can add any more.
- Repeat until every group has spoken.

D Fill out the Big Question Chart.

- Display the **Big Question Chart**.
- Ask the class *What do you know about art?*
- Draw a web on the board, putting *Art* in the middle and adding the words from students around it.
- Ask students to write what they know and what they want to know in their Workbooks.
- Write a collection of ideas on the **Big Question Chart**.
- **Note:** students may discuss what they want to know in their native language.

DIFFERENTIATION

Below level:

- Elicit single-word answers from students about what they know about art.
- Point to objects in the big picture and on the poster and ask *What is this?* Write the answers on the board.

At level:

- Elicit single words and phrases about what students know about art.
- Write the words and phrases on the board.

Above level:

- Elicit phrases and short sentences from students about what they know about art and have students spell out some of the words as you write them on the board.

Discover Poster 9

1 Girl looking at leaf; 2 Boy making mosaic / Girl making a craft project; 3 Students painting a mural on the wall; 4 A craft cupboard

Further Practice

Workbook Unit 17 page 146

Online practice • Big Question 9

Classroom Presentation Tool • Big Question 9

UNIT 17

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 3-25


crescent


star


spiral


oval


straight


nature


collage


sculpture


pattern

B Circle the correct word.


1 nature / spiral


2 round / oval


3 straight / star


4 plain / pattern


5 collage / sculpture


6 crescent / round


7 spiral / straight


8 painting / sculpture


9 star / round

Before You Read

Think What shapes can you see in your classroom? What are your favorite shapes to draw?

Learn Text-to-Self Connection

When we read something, we can think about things in our lives that are similar to things in the text.

The story of two stubborn goats.
I am stubborn, too.

The text about rules.
My mom makes the rules of home.

Read the text. Think.

There's an interesting art park in New York. It only has sculptures. In good weather a lot of people come to the park. They enjoy the art and sometimes they have picnics.



- There's an interesting art park in New York. Think about what's in your city.
- In good weather a lot of people come to the park. Think about what you do in good weather.
- People enjoy the art. Think about what you enjoy.

D The text on pages 170–171 is about shapes. What shapes do you think are in the text? Think of five shapes.

PREVIEW

Shapes in Art

In this text we learn about shapes in art. This text is an informational text. Remember, informational texts tell us about our world.

Art



Summary

Objectives: To understand words about art and shapes; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: *crescent, star, spiral, oval, straight, nature, collage, sculpture, pattern*

Reading strategy: Text-to-Self Connection

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 3-25

- Play the first part of the audio. Ask students to point to the words as they hear them.
- Play the rest of the audio and have students repeat the words when they hear them. Pay particular attention to the pronunciation of *crescent* and *sculpture*. Model each word for students to repeat.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

CRITICAL THINKING

- Ask students to look around the class and find as many objects as they can in the different shapes.
- Ask students what they like best about nature. Ask whether they enjoy being outdoors, or whether they prefer the city.
- Ask students to think about collages they have made in their English lessons during this course. Ask what topics the collages were about.
- Ask students if they have seen a sculpture, and whether there are any sculptures in their town or city. Prompt as necessary.
- Ask students where they can see patterns (e.g., on clothes, furniture, curtains, bags). Ask *What animal is this?* If students don't know the English, they can answer in L1.

B Circle the correct word.

- Tell students to read both options and circle the correct word for each picture.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 nature 2 round 3 straight 4 pattern 5 collage
6 crescent 7 spiral 8 sculpture 9 star

COLLABORATIVE LEARNING

- Ask students to choose and draw one of the shapes on a piece of paper.
- Students walk around the room and try to find someone who has drawn the same shape.
- Each student shows his / her picture to other students, saying *It's a (star)*.
- When they find a match, the two students stay together and continue looking for other matches.
- Let students continue until the whole class is grouped up, then ask each group in turn to hold up their pictures and say *It's a (star)*!

DIFFERENTIATION

Below level:

- Display all the picture cards on one side of the board, and write all the words on the other side.
- Ask students in turn to come up to the board and draw a line to join each picture card to the correct word. Then ask all the students to say the word together.

At level:

- Put students in pairs, with books closed. Students take turns to choose and draw one of the items from the word set.
- He / She gives the picture to the other student to write the correct word.
- Let students do all the words in the set (they can include *round* so each student can have five turns).
- Students open their books and check their spelling together, correcting as necessary.

Above level:

- With books closed, ask students to draw each vocabulary item and write the word underneath.
- Students swap their work with a partner and open their books to check the spellings.
- Find out if anybody spelled all the words correctly.

Before You Read

Think

- Point out some different items around the classroom and ask students to identify the shapes.
- Draw some shapes on the board and elicit the names. Ask students which shapes they like to draw, and why.

C Learn: Text-to-Self Connection

- Read out the text and the examples and check understanding of this topic. Ask if any students can identify with the text-to-self examples given here.

Read the text. Think.

- Ask students to look at the picture and say what they can see.
- Have students read the text individually, then think about the statements. They should make notes about how they can relate the text to their own lives.
- Once students have made individual notes, let them compare ideas in pairs, then discuss as a class.

CRITICAL THINKING

- Go through the statements one by one and gather as many ideas as you can for how this text can relate to students' own lives. Ask *What's in your city? Are there any places you can see sculptures? Are there any places you can see different kinds of art? Are they always on display, or only sometimes?*
- Ask *What do you do when the weather is nice? Do you stay in the city, or do you prefer being in the countryside? What else can you do in parks in good weather?*
- Ask *What do you enjoy doing? If you don't enjoy art, do you enjoy sports, reading, making things?*

DIFFERENTIATION

Below level:

- Ask students to work in pairs and to say two sentences about where they live to each other.
- Use the model text in the Student Book as an example to help structure the sentences.

At level:

- Ask students to draw a picture of an interesting place where they live and to write two sentences about it, using the example text in the Student Book for support.
- Share some of the sentences with the class.

Above level:

- Ask students to draw a picture of an interesting place where they live and to write a short text about it, using the example text in the Student Book as a model.
- Share some of the sentences with the class.

D The text on pages 170–171 is about shapes.

What shapes do you think are in the text? Think of five shapes.

- Read the question and encourage students to suggest different shapes, without looking at the pictures on pages 170–171.
- Write their suggestions on the board and leave them there as they read the text.

Reading Preview

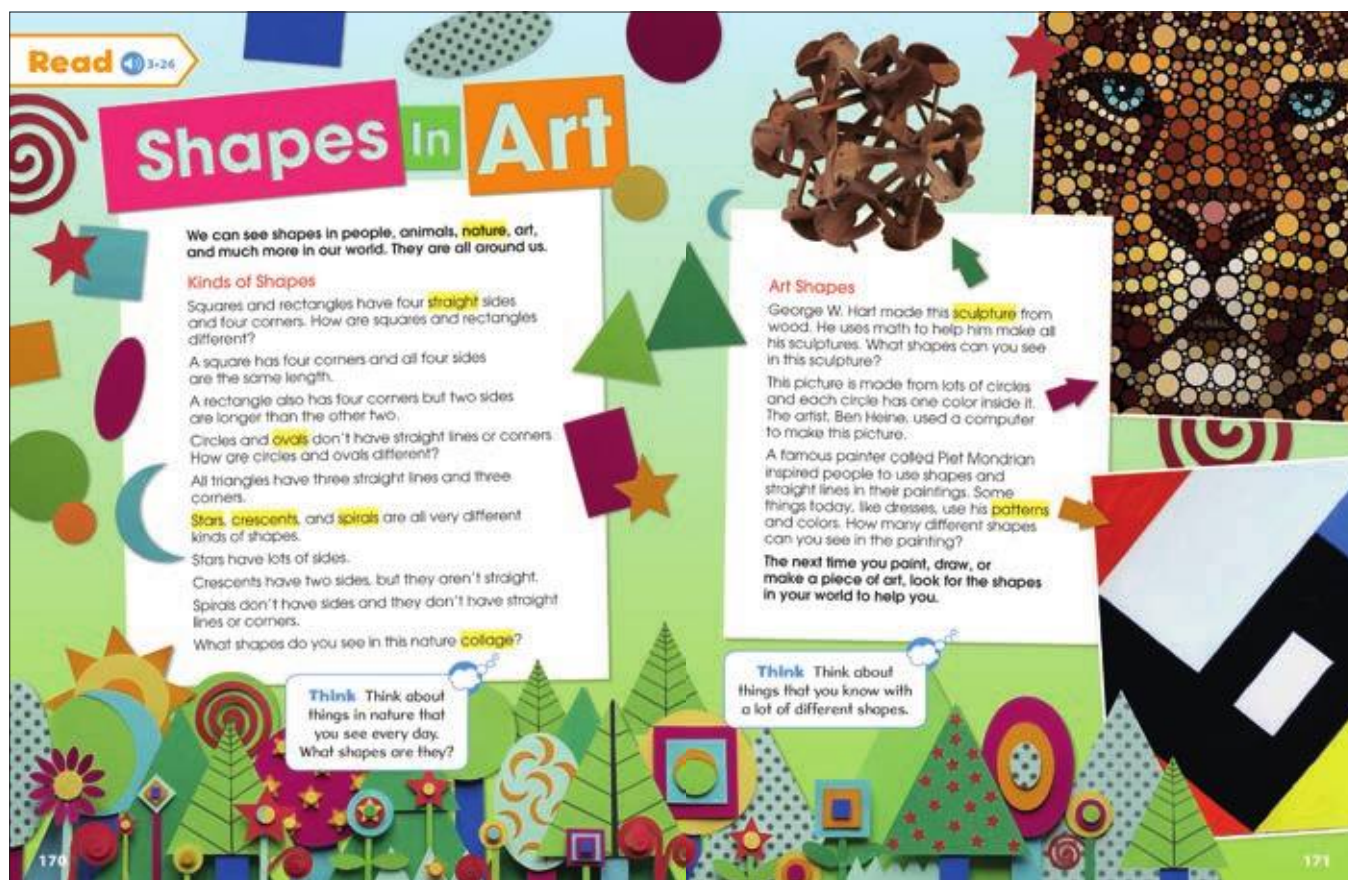
- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What does this type of text do?*

Further Practice

Workbook Unit 17 pages 146–147

Online practice Unit 17 • Get Ready

Classroom Presentation Tool Unit 17 • Get Ready



Summary

Objectives: To read, understand, and discuss a nonfiction text; to apply a reading strategy to improve comprehension.

School subject: Art

Text type: Informational text (nonfiction)

Reading strategy: Text-to-self connection

Big Question learning point: *We see shapes in nature and can use them in art.*

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *What shapes can we see around us?*
- Ask students to tell you what they can see in the classroom around them, and then what they can see in the pictures on the page.
- Have students point to a spiral, a star, a crescent, something straight, and something round.
- Ask *Which picture shows a sculpture? Which picture shows a collage?*

During Reading 3-26

- Ask a gist question to check overall understanding of the text, e.g., *What can we do to help us make a piece of art?*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along. Play the audio a second time if necessary.
- Ask *How does the artist make a picture from lots of circles?*

DIFFERENTIATION

Below level:

- Put students in mixed-ability pairs. Have students take turns reading the text aloud to each other, with the more confident reader helping the less confident one to sound out and pronounce the words and phrases.

At level:

- Put students into small groups of four or five. If possible, have them sitting in a circle.
- Have students take turns reading a sentence out loud as the text is read around the circle.

Above level:

- Have students read the text individually and put circles around any words that they don't know or understand.
- Put students into pairs and have them ask each other the meaning of their circled words.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

CRITICAL THINKING

- Discussion questions:
What everyday objects can you see in the picture? What shapes are they?
Do you use a computer to make pictures?
Which animal does the picture show? Do you like this picture?
What can you use to make a nature collage?

After Reading

- Go through the questions in the text:
Ask How are squares and rectangles different? Draw a square and two or three different shaped rectangles on the board. Ask Which has four corners and four sides? Which has four sides the same length? Which has two long sides and two short sides? Ask How are circles and ovals different? Draw a circle and an oval on the board and ask students to identify the difference.
- Look at the picture of the sculpture and discuss what shapes students can see.
- Look at the painting by Mondrian and ask how many shapes students can see.
- Read out each of the *Think* boxes and discuss with the class. Write their suggestions on the board.

COLLABORATIVE LEARNING

- Ask students to work in groups and to find out more about art done on a computer, sculptures, or paintings. They can use the section Shapes in Art to help them.
- You can give them reference material to look through, or use appropriate websites.
- Ask each group to choose a piece of art, find an image of it, and present it to the class. They should say what kind of art it is, and what shapes they can see in it.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss which pieces of art they like best.
- Have students say one thing about a piece of art shown in the text.
- Put students into small groups of three or four.
- Have students discuss what types of art they like and don't like.

DIFFERENTIATION

Below level:

- Give out different shaped pieces of colored paper, and ask students to make a shape collage.
- Let students choose and glue their shapes onto a piece of card.
- At the bottom of the collage, ask them to write the names of the shapes they have used.

At level:

- Give out different shaped pieces of colored paper, and ask students to make a shape collage.
- Let students choose and glue their shapes onto a piece of card.
- At the bottom of the collage, ask them to write a sentence giving the name of each shape, and how many of each they used.

Above level:

- Give out different shaped pieces of colored paper, and ask students to make a shape collage.
- Let students choose and glue their shapes onto a piece of card.
- At the bottom of the collage, ask them to write a short paragraph describing the shapes they used, how many of each kind they used, and what colors they are.

CULTURE NOTE

Ben Heine was born in 1983 in Abidjan, on the Ivory Coast, where he lived for seven years before the family returned home to Brussels. He is a Belgian artist who works in a range of different mediums. As he was growing up, he used his visual projects to help express his inner energy and emotions. He has exhibited his work all around the world. The picture of a leopard here is part of his new visual concept of Digital Circlism, where he creates images using only circles of various sizes, to create a picture which appears to be three-dimensional. Each circle has a single color and a single tone. He has used this technique to create portraits of celebrities such as Bob Marley, Lady Gaga, Marilyn Monroe, and Johnny Depp.

George W. Hart was born in 1955. He is an American mathematical sculptor, who uses principles of balance and symmetry in his work. He uses a variety of materials including paper, wood, plastic, and metal, to construct a range of intricate geometric forms. He also creates computer images, toys, and puzzles, and works as a research professor in computer science at the State University of New York.

Piet Mondrian (1872–1944) was a Dutch artist who helped establish geometric abstract art. His early work was traditional landscape pictures, and he studied at the Amsterdam Academy from 1892–1894. He began to use a more abstract style in around 1908, and moved to Paris in 1912, where he was influenced by Cubism. When he returned to Holland in 1914 he began to develop his simplified abstract style of the three primary colors and a grid of black lines, and called it Neo-Plasticism. In later life he moved to New York and began to develop a more colorful style.

Further Practice

Workbook Unit 17 page 148

Online practice Unit 17 • Read

Classroom Presentation Tool Unit 17 • Read

Understand



Comprehension

Think What do you like about the text? Check (✓). Why? Give a reason.

- | | |
|---|--|
| 1 Different shapes ☐ | 3 Shapes in art ☐ |
| 2 Shapes in nature ☐ | |

A Ask and answer the question.



What's your favorite part?

The leopard picture with circles. It's cool!



B Read the clues. Write the shapes.

1 It has four corners, four straight sides, and all four sides are the same length.	square
2 It has three straight sides, three corners, and the sides can be different lengths.	
3 It has no straight sides, no corners, and the shape is like an egg.	
4 It has two sides, but the sides aren't straight.	

C Answer the questions.

- What shapes did Ben Heine use to make his picture?
- What did George Hart use to make his sculptures?
- What artist uses straight lines to make the shapes in his paintings?

Think What do you think?

- Were George Hart's sculptures easy to make?
- Can we see shapes in all paintings?

Grammar in Use

D Listen and sing along. **Triangles** 18 2-27

Your collage has green triangles,
And yellow, orange, and blue.
It has a pattern like a star,
And it has some stickers too.

There is a lot of pasta,
And a lot of paper there.
But there aren't any spirals,
Not a crescent, not a square.

The triangles in your art work
Are big and tall and small.
But don't look for any ovals,
That shape isn't there at all!



E **Learn Grammar** Quantifiers

Things we can count

There are **a lot of** shapes.
There aren't **any** triangles.

Things we can't count

There is **a lot of** paper.
There isn't **any** red paint.



Look at the shape collages. What can you count? What can't you count?



F Look again at the shape collages. Practice with your partner.

There's a lot of snow
in this collage.

But there aren't
any flowers.

Summary

Objectives: To demonstrate understanding of a nonfiction text; to understand the meaning and form of the grammar structure.

Reading: Comprehension

Grammar input: Quantifiers

Grammar practice: Workbook exercises

Grammar production: Personalized exercises

Materials: Audio CD, lollipop sticks, glue, string, and strips of cardboard, water in a jug, a cup

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time, and ask students to give reasons for their answers.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to choose another student to ask the same question to in front of the class.
- Put students into pairs to take turns asking and answering the question.
- Ask some students to say what they liked to the class.

B Read the clues. Write the shapes.

- Read through the first clue and look at the example.
- Let students complete the exercise individually, then compare answers in pairs.

ANSWERS

1 square 2 triangle 3 oval 4 crescent

CRITICAL THINKING

- Ask follow-up questions: *What objects are square? What objects are triangle-shaped? What objects are oval-shaped? What other shapes are mentioned in the text?*

C Answer the questions.

- Let students complete the questions individually, then discuss answers as a class.

ANSWERS

1 circles 2 wood 3 Piet Mondrian

Think

- Ask students to think individually about the two questions.
- When they have had time to make notes, ask students to share their ideas. Write their suggestions on the board.
- You could direct students to the Internet to find out more information about George Hart, and explain that he uses mathematical principles in his work. Show that the ideas behind his sculptures are very detailed and intricate.
- Discuss different pictures where we can and can't see shapes.

COLLABORATIVE LEARNING

- Put students in small groups, and give out wooden sticks such as lollipop sticks, glue, string, and strips of cardboard.
- Ask students to try to make a sculpture similar to the one shown by George Hart.
- You could refer to the Internet to find more images of his work for students to look at.
- Remind students that their work doesn't need to be as complex as this, but that they should try to create a three-dimensional shape using the material supplied.

Grammar in Use

D Listen and sing along. 3•27

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Number students in the class from 1–3. Do this as many times as you need to until all children have a number. Write the numbers on the board and tell the class that each number will sing a different verse in the song.
- Tell students to sing the song again. Encourage them to sing as clearly as possible.
- Ask what shapes are in the collage. Ask what shapes aren't in the collage.

E Learn Grammar: Quantifiers

- Read out the example sentences and draw attention to the highlighted words.
- Ask *Can we count shapes?*
- Explain that we can't count paper as a group, we can only count individual sheets of paper.
- Explain that we can't count paint, because it comes in liquid form. Ask what other things come in liquid form that we can't count (*e.g., water, juice, milk*).
- Refer students back to the song lyrics to find and read out examples of the quantifiers.
- Explain that we can use *a lot of* to show a high amount of things we can count and things we can't count. When we want to say that there isn't a particular thing, we use *aren't any* for things we can count, as it is plural, and *isn't any* for things we can't count, because we treat it as singular.

Look at the shape collages. What can you count? What can't you count?

- Reinforce the concept of countable and uncountable nouns by holding up a quantity of crayons, books, and pencils and counting them. Then pour water from a jug into a cup, and say *A lot of water*.
- Look at the pictures with the class and explain that you can count some of the items, but not others.
- Go through the pictures and identify the items.
- Let students complete the task in pairs, then discuss ideas around the class.

ANSWERS

- 1 We can count the stars, the eggs, a piece of pie, a pizza.
We can't count the tomato sauce on the pizza.
- 2 We can count everything: the balloons, the ball, the books, the triangle, the squares / the window.
- 3 We can count the orange, the starfish, the spiral, the triangles, the flags, and windows in the building. We can't count the snow around the pyramid.

F Look again at the shape collages. Practice with your partner.

- Model the dialogue with a confident student, then ask one or two pairs to practice the exchange. Ask which collage it refers to.
- Say *There are lots of stars in this collage*. Ask which collage this refers to. Ask for volunteers to give an answer following the model.
- Let students work in pairs to talk about what is / isn't in the collages, using quantifiers to say how many there are of each thing.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Put students in a circle. In the center of the circle, place pictures of a range of different items, some countable and some uncountable, face down. Each student takes a turn to choose a picture and say *We can count it* or *We can't count it*.

At level:

- Ask students to draw a shape collage like those in E, combining things we can count and things we can't count.
- Students swap their pictures with a partner and take turns to talk about what they can and can't see in each other's work.

Above level:

- Ask students to draw a shape collage like those in E, combining things we can count and things we can't count.
- Students write sentences about what is in their shape collages, using the appropriate quantifiers.

Further practice

Workbook Unit 17 pages 149–151

Online practice Unit 17 • Understand

Classroom Presentation Tool Unit 17 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. ▶ 3-28

photograph origami drawing mobile oil painting mosaic

B Look at the things we use to make art. What kind of art is it?

1 mosaic

2

3

4

5

6

Listening

Think What do you like better, paintings or photographs? Why?

C Listen. Where is the boy taking photographs? ▶ 3-29

D Listen again and circle the correct answer. ▶ 3-30

They're talking about ...

1 a collage / <u>a photograph</u> / a drawing	4 a drawing / a photograph / an oil painting
2 a mosaic / a mobile / origami	
3 a sculpture / a mosaic / an oil painting	5 a mobile / an oil painting / a mosaic
	6 a drawing / a mobile / a sculpture

174 Unit 17 Vocabulary: Art • Listening: Details

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. ▶ 3-31

Wow! That's a really great **mobile**!

Thank you.

You're very good at art.

Thanks. And you're good at **mobile**!

sculpture

oil painting

Thanks a lot. What a nice thing to say.

sports

singing

Word Study

F **Learn** Homophones

Some words sound the same but aren't spelled the same. These words are called **homophones**. flower → flour

Write the homophones.

1 right	4 road
2 one	5 two
3 eight	6 bee

Write Tell your partner about your favorite kind of art and the shapes you use. Now write about it in your **Workbook**. page 133

BIG QUESTION **How do we make art?**

A Watch the video. ▶

B Think about the Big Question. Talk about it with a partner.

There are different kinds of art.

We can use lots of different shapes to make art.

Speaking: Complimenting • Homophones Unit 17 175

Summary

Objectives: To learn and understand words about art; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for complimenting and homophones.

To review what students have learned about the Big Question so far.

Vocabulary: *photograph, origami, drawing, mobile, oil painting, mosaic*

Listening strategy: Listening for details about actions and objects

Speaking: Complimenting

Word Study: Homophones

Writing task: Writing about a favorite kind of art and the shapes it uses

Big Question learning point: *We can make different types of art.*

Materials: Picture Cards, Discover Poster 9, Audio CD, Big Question Chart, Big Question Video

Words

A Listen and point to the words. Listen again and say the words. ▶ 3-28

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *origami* and *mosaic*. Drill the sounds and clap the number of syllables.

CRITICAL THINKING

- Ask the following questions to check understanding:
Do you have a mobile in your bedroom? Do you like taking photographs? Where can we see mosaics? Can you make origami?

B Look at the things we use to make art. What kind of art is it?

- Have students do the activity and add the words.
- Put them in pairs to discuss their answers and check.

ANSWERS

1 mosaic 2 photograph 3 origami 4 mobile
5 drawing 6 oil painting

Listening

Think

- Read the question with the class and discuss ideas. Ask for a show of hands to see which kind of art most students prefer. Ask one or two students to give their reasons.

C Listen. Where is the boy taking photographs?

▶ 3-29

- Explain that students are going to hear descriptions of people doing different art projects. The first time they listen they should identify which one is a boy taking photographs, and where he is.

ANSWER

He is at the park.

D Listen again and circle the correct answer. 🎧 3•30

- Play the audio again and ask children to listen and identify which type of art is being described each time.

ANSWERS

1 a photograph 2 origami 3 a mosaic 4 an oil painting 5 a mobile 6 a drawing

Speaking

E Listen and repeat. Then practice with a partner. Use the words in the box to help. 🎧 3•31

COMMUNICATION

- Play the audio, with students echoing each line.
- Model the dialogue with a confident student at the front.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, but this time changing the main information using the colored words in the box. Elicit examples of dialogues with different types of art and compliments, and demonstrate the dialogue with a confident speaker before pairs attempt the activity.
- Have three different pairs stand up and conduct their short dialogue for the class.

Word Study

F Learn: Homophones

- Read through the words in the box and check understanding. Point to each word and say *flower* and *flour* to model how they sound the same. Draw a picture of a flower and ask students which spelling it has. Draw a sack or pile of flour, and ask students for the spelling.

Write the homophones.

- Have students complete the exercise individually and check their answers with a partner.
- Write the words *right*, *one*, *eight*, *road*, *two*, and *bee* down the left side of the board. Have students tell you the homophones for each one and write them in a column on the right side of the board.

ANSWERS

1 write 2 won 3 ate 4 rode 5 too 6 be

Write: Tell your partner about your favorite kind of art and the shapes you use. Now write about it in your Workbook.

- Prompt students to think and make notes about the topic. Ask *What is your favorite kind of art?* Write all of their suggestions on the board.
- Ask students to think about the different kinds of shapes you can see in art, e.g., squares of glass in mosaics, or triangles in geometric sculptures.
- Let students discuss their ideas in pairs, and make notes.
- Refer students to their Workbooks to complete the writing activity.

DIFFERENTIATION

Below level:

- Ask students what they have learned about art in this unit. Put the words and expressions on the board.
- Put students into small groups and have them take turns saying one thing about the different kinds of art they like.

At level:

- Put the following sentence frames on the board: *I like _____. There are _____ in it. You need _____ to make it.*
- Have students write the sentence frames in their notebook, and complete the details with information about a kind of art.
- Put students into pairs and tell them to listen to their partner's information and complete the sentences.

Above level:

- Tell students to think of a shape, but to keep it a secret.
- Put students into pairs. Say *You will describe your shape and your partner will guess what it is.*
- Let students describe their shapes in pairs. They could move on to describing different kinds of art.

Big Question 9 Review

A Watch the video. ▶

- Play the video and when it is finished ask students to give some example answers to the Big Question.

B Think about the Big Question. Talk about it with a partner.

How do we make art?

- Display **Discover Poster 9**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to the learning points covered in Unit 17, which are written on the poster, and have students explain how they relate to the different pictures.
- Return to the **Big Question Chart**.
- Ask students what they have learned about shapes and different kinds of art while studying this unit.
- Ask what information is new and add it to the chart.

Further practice

Workbook Unit 17 pages 152–153

Online practice Unit 17 • Communicate

Classroom Presentation Tool Unit 17 • Communicate

UNIT 18

Get Ready

Words

A Listen and point to the words. Listen again and say the words. 3-32

		
shiny	fold	edge
		
crane	seal	crumple
		
waves	climb	golden

B Look at **A** and write the correct words.

- Animals: _____ crane _____
- Things we can do: _____
- How things look: _____

C Complete the sentences. Write the correct words from **A**.

- The _____ are big in the sea today.
- The ball falls off the _____ of the table.

Before You Read

Think Do you ever draw pictures for the stories you write? What do you like to draw?

Learn Text-to-Self Connection

Remember, when we read something, we should think about things in our lives that are similar to things in the text.

Read the text. Then write sentences.

Finn loves art. He goes to art class on Thursdays. Finn likes music, too, and he's good at it. One day in art class, he made a musical instrument collage. It was beautiful. He took the bus home. "Where's your collage?" asked his mom. "Oh, no!" he said. "I left it on the bus." He was really sad.



- Think about what **you** like.
- Think about what **you're** good at.
- Think about things **you** forgot.

E In the story a girl makes a lot of paper animals. What kinds of animals do you think she makes?

PREVIEW

ORIGAMI

In this story we read about a little girl who likes to make things. This story is a panel story. A panel story has a lot of scenes. Each scene has a picture and some words.



Susanah Appelbaum is the author of the famous *Potions of Catus* series for young readers. She loves using her imagination to create fun, new worlds.

176 Unit 18 Vocabulary: Art
Reading: Text-to-Self Connection Unit 18 177

Summary

Objectives: To read a story; to apply own experience and a reading strategy to help comprehend a text.

Vocabulary: shiny, fold, edge, crane, seal, crumple, waves, climb, golden

Reading strategy: Text-to-self connection

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. 3-32

- Play the first part of the audio. Ask students to point to the words as they hear them.
- Play the rest of the audio and have students repeat the words when they hear them. Pay particular attention to the pronunciation of the long 'i' in *shiny* and the soft 'j' in *edge*. Ask what letter is silent in *climb*.
- Do a Picture Card activity from pages 30 and 31 for further practice of the words.

B Look at A and write the correct words.

- Tell students to categorize the new vocabulary items using the headings given.
- Have them compare with a partner.
- Check answers with the class.

ANSWERS

1 crane, seal 2 fold, crumple, climb 3 shiny, golden

C Complete the sentences. Write the correct words from A.

- Tell students to read the sentences and complete them with words from A.
- Check answers by asking volunteers to read out the complete sentences.

ANSWERS

1 waves 2 edge

COLLABORATIVE LEARNING

- Give students a series of clues to solve in groups:
 - This is an animal with feathers.*
 - You can do this to paper when you don't want it.*
 - You do this to get to a high place.*
 - This is an animal. It can swim.*
 - Glass or metal can be this.*
 - You have to be careful near one of these.*
 - The sun can be this.*
 - You see these in the water. They can be very big.*
- Set a time limit to see which group can solve the questions first, and spell all the words correctly.

Before You Read

Think

- Ask the first question to the class and find out how many students enjoy writing their own stories and drawing pictures. Ask if any students would be willing to show their stories and pictures to the class.
- Ask the second question, and let students tell a partner what they like to draw.

D Learn: Text-to-Self Connection

- Remind students of the Reading strategy from Unit 17 and ask how they applied it to the nonfiction text.
- Explain that they will now apply this strategy to a fiction text.

Read the text. Then write sentences.

- Let students read through the text. Remind them to look at the picture to help with comprehension.
- Students answer the questions individually, then discuss ideas in pairs.
- Read out each sentence. Ask students to respond to the text personally by saying what they like. Ask how many students like the same things as Finn.
- Encourage students to say what they are good at, and to talk about any special hobbies, interests, or talents they have. Provide the vocabulary as necessary.
- Ask students if they have forgotten things in this way. What happened – did they get the item back?

CRITICAL THINKING

- Ask the following questions to check understanding about the text: *Why did Finn make a musical instrument collage? How do we know Finn didn't leave his collage in art class? How do you think Finn's mom feels about the collage? What could Finn and his mom do to try to get the collage back?*

COLLABORATIVE LEARNING

- Put students into groups. Ask each group to choose one of the questions and to make notes about each student's answer to it within the group.
- Ask students to prepare a presentation about their group, showing either what they like, what they are good at, or things they forgot and where they left them.
- Give students card and colored pencils to help them create their work.
- When students have finished, let each group present their work to the class.

DIFFERENTIATION

Below level:

- Break the text down into smaller sections to help students form a text-to-self connection more easily.
- Read the first sentence. Say *Do you love art?* Let students discuss their answers. Read out the second question and say *Do you go to art class? Do you go to any classes outside of school?*
- Prompt students to continue through the text this way in pairs, and to make notes about their answers.

At level:

- Ask students to look at their answers and write them up into a short paragraph.
- Encourage them to refer back to the original text to reinforce the strategy of text-to-self connection, e.g., *Finn loves art. I love _____. Finn likes music, and he's good at it. I like _____ and I'm good at it.*
- Share some of the paragraphs with the class.

Above level:

- Tell students to think of a different character and to write a short story, using the one in the Student Book as a model.
- Encourage them to make notes first, and to think about what their character is good at, what he / she likes, something he / she makes, and what happens to it.
- Students give their stories to a partner to check, then present their work to the class.

E In the story a girl makes a lot of paper animals. What kinds of animals do you think she makes?

- Read the question to the class and ask what kinds of animals can be made from paper. Ask *Can you make anything from paper?*
- Write their suggestions on the board and leave them there as they read the text.

Reading Preview

- Read the title of the unit's reading text.
- Have students silently read the content of the preview bar.
- Ask *What type of text is it?* Ask *What is special about this type of text?*

Further Practice

Workbook Unit 18 pages 154–155

Online practice Unit 18 • Get Ready

Classroom Presentation Tool Unit 18 • Get Ready



Summary

Objectives: To read, understand, and discuss a fiction text; to apply a reading strategy to improve comprehension.

School subject: Art

Text type: Adventure story (fiction)

Reading strategy: Text-to-self connection

Big Question learning point: Art can help us make our own world.

Materials: Talk About It! Poster, Audio CD

Before Reading

- Ask *Do you know how to make anything from paper?*
- Revise the word *origami* from Unit 17 and ask students what you do to make origami. (*Fold paper in a special way.*)
- Ask if any students know how to make origami.
- Ask students to look through the pictures and think about what they can see.
- Ask *Who do you think the main character is? What is she doing? What are the different settings for this story? Do you think this looks like a good story?*

During Reading 3-33

- Ask a gist question to check overall understanding of the text, e.g., *What different world does Maki get into?*
- Give students a few minutes to skim the text before answering.
- Play the audio. Students listen as they read along, and point to the correct picture. Play the audio a second time if necessary.

- Ask *What different kinds of animals are in the story?*

DIFFERENTIATION

Below level:

- Put students in groups of seven. Have students take turns reading the story out, one frame at a time.
- If students have trouble with pronunciation, encourage other group members to try to help.
- Look at the highlighted words and check pronunciation and comprehension.
- Ask students to pause and discuss the *Think* sentences at the appropriate times.

At level:

- Put students into small groups of three or four. If possible, have them sitting in a circle.
- Have students take turns reading the story aloud, one frame at a time. If this doesn't work evenly, the sentences in the odd frame or frames can be divided among the readers.
- Help with any vocabulary as necessary.
- Ask students to pause and discuss the *Think* sentences at the appropriate times.

Above level:

- Put students in pairs to read the story aloud, frame by frame. They can divide the sentences in the odd frame between them.
- Ask students to pause and discuss the *Think* sentences at the appropriate times.

- Have students put circles around any words that they don't know or understand, and try to work out the meanings in their pairs.
- Move throughout the room and provide help as necessary.
- Ask for any words that students couldn't work out together and provide the meaning for the whole class.

COLLABORATIVE LEARNING

- Focus on reading for detail. Put students into groups of three.
- Each student has two frames each, not in consecutive order in the story. The first frame can be used as an example.
- Ask students to look at the first frame and read the accompanying text. Then tell students to close their books. Ask them questions about the frame, e.g., *When did Maki wake up? Why was her room quiet? Where was her sister? What does she decide to do? What was on the table?*
- Students answer from memory.
- Tell students to read their sections carefully.
- Each student closes his / her book, and the other students in the group ask him / her detailed questions about the frame.
- At the end, students open their books and read the entire text to check.

CRITICAL THINKING

- Discussion questions:
When does Maki enter the origami world?
Why does Maki make a ball for the seal?
Does the seal like playing with Maki?
Is Maki happy when she is playing in the sea?
How do you think Akiko got into the origami world?
How do you think the girls feel as they look at the golden sun?

After Reading

- Read out the sentences in the *Think* boxes which students discussed as they were reading.
- Ask students to share their ideas, and explain that these sentences help them think about the text-to-self connection.
- Write each sentence up on the board as the center of a word web. Ask students for their ideas, and find out what things they share with Maki, and what things they feel differently about.

COMMUNICATION

- Display the **Talk About It! Poster** to help students with sentence frames for discussion and expressing personal opinions.
- Put students into pairs to discuss which animals they like, what they like to play, and what they like to do.
- Give students the dialogue frame:
I like seals, but I don't like cranes.
I don't agree. I think cranes are beautiful.
- Monitor as students discuss in pairs.

DIFFERENTIATION

Below level:

- Have students draw a picture of a scene from the story and write a sentence explaining what is happening.
- Put students in groups to present their pictures and read out their sentences.

At level:

- Have students draw a picture of a scene from the story and write one or two sentences explaining what is happening. They should include a level of text-to-self connection in their description, e.g., *Maki is playing with her sister. I like playing with my sister.*
- Have individual students stand up and share their picture with the class and read their sentences.

Above level:

- Have students draw a picture of a scene from the story and write a short paragraph explaining what is happening.
- They should include a level of text-to-self connection in their paragraph, e.g., *Maki makes origami seals. I can't make origami, but I like seals.*
- Have individual students stand up and share their picture with the class and read their paragraph.

CULTURE NOTE

The word *origami* is from the Japanese *ori* meaning folding, and *kami* meaning paper. A single square of paper is folded in different ways to make things such as animals, plants, flowers, crabs, butterflies, and trees.

Papermaking came to Japan from the Asian continent at the start of the seventh century. It began gradually, as the art of folding paper to wrap important gifts or religious offerings.

Origami as a pastime became more popular from the 17th century, when mass production of paper increased. In 1797, a book called *How to Fold a Thousand Cranes* was published – this is the oldest book on origami and contains detailed instructions for folding paper cranes. Later, origami began to be taught in schools and art classes, and gradually it has become popular all over the world.

Further Practice

Workbook Unit 18 page 156

Online practice Unit 18 • Read

Classroom Presentation Tool Unit 18 • Read

Understand

Comprehension

**Think** What do you like about the text? Check (✓). Why? Give a reason.

- 1 Maki makes origami cranes and a seal. ☐
- 2 Maki plays in the water with the animals. ☐
- 3 Maki misses her sister. ☐
- 4 Maki makes a golden sun. ☐

**Ask and answer the question.**

What's your favorite part?

Maki makes an orange seal.
That's my favorite color!**Number the events in the correct order.**

- | | |
|--|---|
| ☐ Maki makes origami animals. | ☐ 1 Maki wakes up. |
| ☐ Maki makes a golden sun. | ☐ Maki enters the origami world. |
| ☐ Maki plays in the sea. | ☐ Maki sees a boat. |

**Answer the questions.**

- 1 When Maki woke up, what did she see? _____
- 2 What animals did she make? _____
- 3 What color ball did Maki make? _____
- 4 What did Maki make with blue paper? _____
- 5 Why did Maki get onto the sailboat? _____

**Think** What do you think?

- 1 Did Maki really have this adventure? _____
- 2 Do we need a lot of toys to have fun? _____

Grammar in Use

D Listen and sing along. Let's Paint Together

Do you have any green paint?

No, but I have some blue.

How much blue paint do you have?

A lot – here's some for you.

Let's paint together – art is fun to do!

Do you have any paper?

Yes, and paintbrushes, too.

How many paintbrushes do you have?

A few – here's one for you.

Let's paint together – art is fun to do!

**Learn Grammar** QuantifiersDid Maki have **any** pencils? No, she didn't.How **many** seals were there? There was **one** seal.How **much** paper was there? There was **a lot of** paper.

How much is there? How many are there? Practice with your partner.



How much snow is there in the drawing?

There's a lot of snow.

**F Look around the classroom. Ask your partner about the things you can see.**

Summary

Objectives: To demonstrate understanding of a story; to understand the meaning and form of the grammar structure.**Reading:** Comprehension**Grammar input:** Quantifiers**Grammar practice:** Workbook exercises**Grammar production:** Writing personal information**Materials:** Audio CD

Comprehension

Think

- Have students check the parts they liked about the text.
- Ask *Who liked this part?* Read out the sentences. Ask for a show of hands each time, and ask students to give their reasons.

A Ask and answer the question.

- Model the activity first by choosing a confident student and saying *What's your favorite part?*
- Ask this student to repeat this question to another student in front of the class.
- Put students into pairs and tell them to take turns asking and answering the question.
- Ask some individuals to say what they liked to the class.

B Number the events in the correct order.

- Give students time to read through the sentences and recap the order of events in the story.
- Check answers by asking students to read out the sentences in sequence.

ANSWERS

2, 6, 4, 1, 3, 5

C Answer the questions.

- Remind students to look back at the panel story to help them find the answers to the questions.

ANSWERS

1 Colored paper on the table next to her bed. 2 Cranes and a seal. 3 Purple 4 Water 5 To see her sister, Akiko.

CRITICAL THINKING

- Ask follow-up questions: *Where do you think the fish came from? Why did Maki make more cranes? Why did Maki make a ball for the seal? What is good about the origami world? What is missing from it?*

Think

- Ask students to think individually about the two questions.
- When they have had time to think and make notes, ask students to share their ideas.
- Ask *What did Maki use to have this adventure?* Elicit or supply the word *imagination*. Ask students if they enjoy reading imaginative stories. Ask if they use their imagination to think about new places or people.
- Write their suggestions on the board.
- Read out the second question and ask for ideas. Refer back to the story to show that with imagination, you can create a fun and exciting world without any toys.

COLLABORATIVE LEARNING

- Try some origami with the class. Put students into groups and give each group instructions for different animals. These are widely available on the Internet or in art books.
- Ask students to discuss what they are doing in English as they work, e.g., *I'm folding paper. I'm using shiny blue paper.*
- Let students work in their groups and help each other with their animals.
- You can make mobiles to display each piece, or display them individually. Let students look around the classroom and say what animals or other objects they can see.

Grammar in Use

D Listen and sing along. 🎧 3•34

CREATIVITY

- Listen to the song once and then sing it together as a class.
- Go around the class giving each student a letter, A or B.
- The A's will sing the question lines, and the B's will sing the answer lines. All students will sing the final line in each verse together.
- Tell students they have to try to sing their lines as loudly and as clearly as they can, and that you will see which team is the winner.
- Play the audio for the students to sing in their groups.

E Learn Grammar: Quantifiers

- Draw students' attention to the highlighted words.
- Remind students of the difference between countable and uncountable nouns and ask for examples of each.
- Look at the examples and ask students to identify which word is countable (*seal*) and which is uncountable (*paper*).
- Explain that we use *How many* when we can count the item, and *How much* when we can't.

How much is there? How many are there? Practice with your partner.

- Look at the third picture with the class and model the dialogue, asking a confident student to take the other part.

COLLABORATIVE LEARNING

F Look around the classroom. Ask your partner about the things you can see.

- Model an example with a confident student, e.g., hold up six pencils and ask *How many pencils are there?* Help the student to reply, *There are six pencils.*
- With a different volunteer, hold up a bottle of water with a lot of water in, and ask *How much water is there?* Help the student to reply, *There's a lot of water.*

COLLABORATIVE LEARNING

- Put students into pairs. Ask each pair to sit back-to-back.
- They take turns saying sentences about things in the classroom. Their partner writes down what he / she hears.
- They then read the sentences to check accuracy.

Workbook Grammar

- Direct students to the Workbook for further practice of the grammar.

DIFFERENTIATION

Below level:

- Give students a series of gapped sentences and questions and answers for them to complete with the correct quantifier, e.g., *Do you have _____ pencils? How _____ cranes are in the story? How _____ paper is on the desk? There is _____ paper on the desk.*
- Let students complete the sentences in their notebook, then compare their answers with a partner.

At level:

- Ask students to choose one of the pictures in E and write questions and answers about it, to reinforce their work in the speaking activity.
- They swap their sentences with a partner to check for accuracy.

Above level:

- Ask students to draw a picture of their bedroom with different items in it, e.g., pens, books, toys. They should use things they can count and things they can't count.
- In pairs, students look at each other's pictures and ask and answer questions about it.

Further practice

Workbook Unit 18 pages 157–159

Online practice Unit 18 • Understand

Classroom Presentation Tool Unit 18 • Understand

Communicate

Words

A Listen and point to the words. Listen again and say the words. ▶ 3-35


markers


scissors


glue


watercolors


chalk


colored pencils

B Think about the words in **A** and add them to the chart.

Use to draw		Don't use to draw
1 markers	3	1
2	4	2

Listening

Think What art do you make at home?

C Listen. What does Grant make? ▶ 3-36

D Listen again and check the things they use or need. Then circle. ▶ 3-37

1    

2    

3    

a mosaic
b collage

a mobile
b sculpture

a origami
b mosaic

Speaking

E Describe a piece of art. Ask a partner to guess what kind of art it is. Use the words in boxes to help. ▶ 3-38

It's a picture of the rainforest. I used green and brown pieces of stone for the trees.

I used ...

It has ...

You made ...

You made a mosaic.

Writing Study

Learn Using Commas in Lists

We use **commas** in a sentence to separate three or more items in a list.

My sister bought glue, a box of markers, colored pencils, scissors, and chalk.

Write Write commas in the sentences below.

- You can take a bus a train or an airplane.
- My sister made ice cream with cream salt sugar and peaches.
- The students were hungry thirsty and tired.
- My friend is friendly polite and thoughtful.

Write Talk about the art tools you usually use in your art projects. Now write about them in your **Workbook**. ▶ page 161

182 Unit 18 Vocabulary Art Tools • Listening Specific Information
Speaking Describing Art • Writing Using Commas in Lists Unit 18 183

Summary

Objectives: To learn and understand words about art tools; to apply a listening strategy to help comprehension of a listening text.

To understand and use expressions for describing art and commas in lists.

To review what students have learned about the Big Question.

Vocabulary: markers, scissors, glue, watercolors, chalk, colored pencils

Listening strategy: Listening for information about art and art tools

Speaking: Describing art

Writing Study: Using commas in lists

Writing task: Writing about art tools used in art projects

Big Question learning point: We can use different tools to make art.

Materials: Picture Cards, Audio CD

Words

A Listen and point to the words. Listen again and say the words. ▶ 3-35

- Ask students to point to the words as they hear them.
- Play the audio a second time and tell students to repeat the words when they hear them. Pay particular attention to the pronunciation of *scissors* and *chalk*.

CRITICAL THINKING

- Ask the following questions to check understanding:
Which of these do you use at home? Which of these do you use at school? Do you need to keep your clothes clean when you use these things?

B Think about the words in A and add them to the chart.

- Have students do the activity and add the words.
- Put them in pairs to discuss their answers and check.

ANSWERS

Use to draw: 1 markers 2 watercolors 3 chalk

4 colored pencils

Don't use to draw: 1 scissors 2 glue

Listening

Think

- Read the question to the class and discuss ideas. Find out what art the students enjoy making at home, and how often they do this.

C Listen. What does Grant make? 3•36

- Explain that students will hear three different art projects being described. They have to identify which one Grant is in, and what he is making.
- Play the audio after asking a gist question to focus on general meaning, e.g. *Are the art projects at home, at school, or both?*
- Ask *What does Grant make?*

ANSWER

He paints a forest and makes origami animals.

D Listen again and check the things they use or need. Then circle. 3•37

- Play the audio again and ask children to check the materials each child needs, and to circle the art project they make.

ANSWERS

- 1 scissors, glue, collage
- 2 chalk, glue, sculpture
- 3 watercolors, colored pencils, origami

COLLABORATIVE LEARNING

- Put students into three groups, and give each group one project to concentrate on.
- Play the audio again. Ask students to listen carefully and make notes about what they hear in their section. They should write down as much as they can – who is in the conversation, where they are, what they are making, etc.
- When they have listened again, move students into new groups of three, made up of one person from each original group.
- Each student in the new group tells the others as much as they can about what they heard. Students make notes.
- Play the audio again for everyone to listen and check.

Speaking

E Describe a piece of art. Ask a partner to guess what kind of art it is. Use the words in boxes to help. 3•38

COMMUNICATION

- Say each line of the dialogue, students echoing each line.
- Model the dialogue with a confident student in front of the class.
- Put students into pairs and tell them to practice the dialogue, taking turns to speak the different roles.
- Have students repeat this exercise, changing the main information to make it more personal. Elicit examples of different art projects. Make up a description of an art project, and describe it to the class, e.g., *It's on paper, I used special paint and brushes.* Ask a volunteer to say what you made (*an oil painting*).
- Go around and help as pairs work through the activity.
- Have three pairs stand up and conduct their short dialogue.

Writing Study

F Learn: Using Commas in Lists

- Look at the example and point out the commas in the list.
Ask *When do we use commas?*

Write commas in the sentences below.

- Have students complete the exercise individually and check their answers with a partner.
- Write the sentences on the board without commas, and ask individual students to come up and add the commas.

ANSWERS

- 1 You can take a bus, a train, or an airplane.
- 2 My sister made ice cream with cream, salt, sugar, and peaches.
- 3 The students were hungry, thirsty, and tired.
- 4 My friend is friendly, polite, and thoughtful.

DIFFERENTIATION

Below level:

- Focus on the lists of materials. Give students individual words, e.g., *tree birds animal sun*, and ask them to copy the words out, adding commas between them.
- Put students into pairs to write the words out with commas between them and using *and* before the final item.

At level:

- Put students in pairs to think of new sentences following the ones in the book, and to write them out without commas.
- Pairs swap sentences with another pair to add the commas.

Above level:

- Ask students to think of new sentences following the ones in the book, and to write them out without commas.
- They give their work to a partner to add the commas.

Write: Talk about the art tools you usually use in your art projects. Now write about them in your Workbook.

- Prompt students to think and make notes about the topic.
- Draw a chart on the board with *Art Projects* as the heading for the left column and *Art Tools* as the heading for the right column.
- Ask students to suggest a project, then the tools you would need for each one.
- Students can copy all of the chart if they want to, or just the sections they want to use.
- Refer students to the Workbook to complete the activity.

Further practice

Workbook Unit 18 pages 160–161

Online practice Unit 18 • Communicate

Classroom Presentation Tool Unit 18 • Communicate

Wrap Up

A Listen and read along. 3:39

The children are at their Art Club.

Dot made an animal mobile.

I painted some straight lines for the long legs of my crane.

Layla made a sculpture of the sky at night.

I like shapes. I made a crescent and a lot of stars.

Billy made a drawing of a golden horse in the sunlight.

How many ovals and circles can you see in my drawing?

Zak made an origami boat.

I folded the paper to make the boat, and I crumpled paper to make the sea.

Gus made an oil painting.

Uh, that's very interesting, Gus. But what is it? It's me!

Project: Make an Art Report

B Make an art report.

- Choose a favorite piece of art and write about it.
- Bring or draw a picture of it to show the class.

C Put your art report on the wall. Tell the class about the piece of art.

I like this painting because of all the different shapes and colors.

The Starry Night Report

I like this painting very much. It's called *The Starry Night*. It's an oil painting. Vincent van Gogh painted it in 1889. I like the shapes in the painting. The stars are circles, the moon is a crescent and the clouds are spirals. I think the colors are beautiful, too.

D Walk around the room. Look at all the reports. Find one you like. Tell your partner.

I like the mosaic in Maria's report. The shapes are very interesting.

BIG QUESTION 9

How do we make art?

A Watch the video.

B Think more about the Big Question.

C Complete the Big Question Chart.

Project: Art Report Big Question 9 185

Summary

Objectives: To show what students have learned about the language and learning points of Units 17 and 18.

Reading: Comprehension of review story

Project: Make an Art Report

Writing: Write about a favorite piece of art

Speaking: Talk about the report

Materials: Big Question Video, Discover Poster 9, Talk About It! Poster, Big Question Chart, Audio CD

Review Story

A Listen and read along. 3:39

- Ask students a gist question before reading and listening to check overall understanding, e.g., *Where are the children in this story?*
- Give students a few minutes to read the text and answer the question.
- Ask students to point to Layla, Dot, Gus, Billy, Zak, and to the teacher.

CRITICAL THINKING

- Ask the following questions to check understanding: *What are the children making? What shape did Layla make for her sculpture, and why? What does Billy use ovals and circles for in his picture? How many pieces of paper did Zak use?*

COLLABORATIVE LEARNING

- Divide the class into groups of seven.
- Each student in the group takes on the role of one of the characters in the story (Billy, Zak, Gus, Layla, Dot, the teacher, and the narrator).
- Play the recording again. Students listen and try to memorize the lines for their character, and follow the expression.
- Let students work in their groups to act out the story. Help them find or create suitable props.
- Let students practice in their groups, then let each group perform for the class.

Project

21ST CENTURY SKILLS

B Make an art report.

- Tell students to think about their favorite piece of art. **CRITICAL THINKING**
- Help them find a picture of it to bring to class.
- Look at the example with the class. Read the text, or ask a confident student to read it out. **COLLABORATION** **COMMUNICATION**
- Put students into pairs or small groups. They tell each other about their favorite pieces of art and decide what kind of information they should include in their report. Help them to identify the key information (name of the picture, name of the artist, when it was painted, what type of painting it is, the shapes used, and why the writer likes it). **CRITICAL THINKING** **COLLABORATION** **COMMUNICATION**
- Students write about the picture they have chosen. **CREATIVITY** **CRITICAL THINKING**

DIFFERENTIATION

Below level:

- Give out a colored sheet of card to each student and tell students to glue their pictures on the card. **CREATIVITY**
- Students label the piece of art. **CREATIVITY**
- Look at the sections identified as the main information, and encourage students to write words or phrases to complete each part of the information. **CREATIVITY** **CRITICAL THINKING**

At level:

- Give out a colored sheet of card and tell students to glue their pictures on the card. **CREATIVITY**
- Students label the piece of art they have chosen. Look at the main information they identified, and encourage students to write a chart in their notebooks before they complete their poster. They can complete each piece of information in note form first. **CRITICAL THINKING** **CREATIVITY**
- Students write up their sentences onto the card. **CREATIVITY**

Above level:

- Give out a colored sheet of card and tell students to glue their pictures on the card. **CREATIVITY**
- Have students write one or two sentences about their piece of art in their notebook. Remind them to think about the main information they identified, and try to include all the details. **CRITICAL THINKING** **CREATIVITY**
- Put students in pairs to check each other's writing and make peer corrections. **COLLABORATION** **COMMUNICATION**
- Let students write up their sentences onto the card. **CREATIVITY**

C Put your art report on the wall. Tell the class about the piece of art.

- Organize a class display of the reports. Allow time for each student to stand in front of their report and tell the class about the piece of art they have chosen. Remind them not to read out the whole report, but just to give the main information. **COMMUNICATION** **CRITICAL THINKING**

D Walk around the room. Look at all the reports. Find one you like. Tell your partner.

- Have children stand up and read each other's reports. **COMMUNICATION**
- Tell them that they need to choose one that interests them (not their own) and remember the important information. **CRITICAL THINKING** **COMMUNICATION**
- Put students into pairs to tell each other which report they liked and why. **COLLABORATION** **COMMUNICATION** **CRITICAL THINKING**
- Ask some children to share individually with the whole class. **COMMUNICATION** **CRITICAL THINKING**

Units 17 and 18 Big Question Review

How do we make art?

A Watch the video.

- Play the video. When it is finished, ask students what they know about how we make art now.
- Have students share ideas with the class.

B Think more about the Big Question.

COMMUNICATION

- Display **Discover Poster 9**. Point to familiar vocabulary items and elicit them from the class. Ask *What is this?*
- Ask students *What do you see?* Ask *What does that mean?*
- Refer to all of the learning points written on the poster and have students explain how they relate to the different pictures.
- Ask *What does this learning point mean?* Elicit answers from individual students.
- Display the **Talk About It! Poster** to help students with sentence frames for discussion of the learning points and for expressing their opinions.

C Complete the Big Question Chart.

- Ask students what they have learned about how we make art while studying this unit.
- Put students into pairs or small groups to say two new things they have learned.
- Have students share their ideas with the class and add their ideas to the chart.
- Have children complete the chart in their Workbook.

Further practice

Workbook Review pages 162–163

Online practice Units 17 and 18 • Wrap Up 9

Classroom Presentation Tool Units 17 and 18 • Wrap Up 9

Here are the listening transcripts from all the listening sections of the Student Book. It can be useful to ask students to read along as they listen to the audio CD, as it provides support for listening skills.

Unit 1

Page 14

C. Listen. How many of these animals live in the ocean?

D. Listen again and circle the correct animal.

Welcome to Amazing Animals. People have body parts, and animals do, too! Today I'm talking about animal body parts that are different from ours.

One.

These animals live in the ocean but they're not in the fish group! They don't have fins or gills. Their eyes are on their arms. They have one eye spot on each arm. They can see light and dark. These animals usually have five arms but can have up to forty!

Two.

These animals are in the mammal group. They have very long ears! This helps them hear very well. This is good because they can't see very well. The ears also help them keep their body cool and warm.

Three.

These animals are mammals but they don't have any fur or hair. They live in the ocean! They don't have any legs, but they have very big mouths. About one hundred people can stand in this animal's mouth!

Four.

These are very small animals but many people are scared of them. They have eight legs. They don't have ears but they hear sound with the hairs on their legs. Most of them have eight eyes but they can't see very well.

Five.

These animals are amphibians. Their babies come from eggs and look like fish. Their eyes are on top of their heads so they can see when they're under the water. Their eyes are open all the time, even when they're sleeping! And they sleep all winter.

Six.

These animals have wings but they're not birds. They have five eyes. There are three small eyes on top of their head and two big eyes in front of their head. They have six legs. Be careful when you see one. If it gets angry, it can hurt you!

Unit 2

Page 22

C. Listen. Where are the children?

D. Listen again and check (✓) the correct animal.

Hello, kids! Welcome to our farm. Let's walk around and I can introduce you to some of the animals here.

One.

OK everyone. Here we are at the cow barn. My sons, Alan and Frank, are milking the cows now. This is Bessie. It's easy

for Alan to milk her. She's always very calm. She's very gentle too. She likes people.

Two.

Oh, look everyone! Do you see Toby, one of our farm cats? We need cats here to help us.

To chase birds?

No. Look at Toby. Can you see him? He's very patient.

Yes! He's hunting that mouse.

Good. The mice eat our corn. Uh-oh! The mouse is running away!

Three.

Now everybody, come with me over here. We have two farm dogs to help us, too. This is Maggie. She's usually very gentle, but now she's very fierce. Do you know why?

Because she has puppies?

That's right. She wants to keep her puppies safe.

Four.

Now let's go and look at the horses. We have a lot of horses on this farm but Sadie is my favorite. She's very smart. She always comes when I call her name. And she's also...

I know! She's strong!

Yes, that's right. She works hard and she's very calm and gentle. Who wants to ride her?

Me! Me!

Unit 3

Page 34

C. Listen. What happens to popcorn?

D. Listen again and number the words in the order you hear them.

Let's talk about how solids, liquids and gases can change. I have some things we see every day. See if you can guess what they are.

One.

A lot of people like this very much. It was a liquid but now it's a solid. How do we make this thing? We freeze it to make it very cold so it changes to a solid. You should eat it fast on a hot day!

Two.

This thing is a solid, and small and soft. But when we put some gas in it, it gets big and is like a ball. We shouldn't add too much gas to it or it can pop! We often see these at parties.

Three.

This is a container and we heat water in it. When the water is hot, it changes from a liquid to a gas and we see steam. If we heat it for a long time, all the water changes to steam.

Four.

This is a solid. But if we make it hot on top, it melts, the top changes to a liquid, and this thing gets short. When it gets cold again, the liquid part changes back to a solid.

Five.

This is in a very cold place. When it gets very, very cold on a house, the water dripping down on the side of the house freezes, and changes from a liquid to a solid. When it gets warm this melts and changes to water again.

Six.

This is a solid. When we make them hot, it doesn't change to a liquid or gas. It stays a solid and gets big... Look! They were very small, and now they're big. Mmm. It smells good! I'm hungry.

Unit 4

Page 42

C. Listen. What liquids and solids do we heat?

D. Listen again and check (✓) the ingredients you hear.

Then circle the correct food.

Hello, everyone! Today we're making some great foods and drinks. Is everybody hungry?

One.

Some people drink coffee in the morning, but some people like this drink more. We boil the kettle and get the cup ready. We put leaves in the cup and add the hot water. Be careful, this can be very hot!

Two.

We wash the cucumbers and the tomatoes, and then we cut them. Put them together, add some avocado and mix them. We can put in other vegetables or even fruit. Yum! This food is very good on a hot day.

Three.

We heat tomatoes and onions and other vegetables, and then we add the sausages and cook this mixture for a short time. Then we put another food into very hot water and cook it. OK, it's ready, and we put it on a plate. Then we put the tomato sauce, sausages, and onion mixture on top of it. That smells good!

Unit 5

Page 54

C. Listen. Who has a new motorcycle?

D. Listen again and number the words in the order you hear them.

Look! They're delivering a lot of fruit and vegetables to the supermarket in that big truck. We didn't have trucks when I was a little girl.

What did you have then?

Well, farmers delivered their fruit and vegetables to markets by horse and cart.

Really? I didn't know that. How did you go to school, Grandma?

Well, we didn't go to school by bus back then. There weren't any buses! We traveled to school in cable cars. It was slow but it was fun.

There aren't any cable cars now. We go to school by bus now. Guess what, Grandma! Dad has a new motorcycle! Did people travel by motorcycle long ago?

Oh, no! We didn't have motorcycles like people do now. We traveled to places nearby on bicycles.

How did you travel when you wanted to go far away?

We didn't often go far away. But if we needed to go to another city, we traveled by boat on the river.

We never go by boat now. We travel by airplane. It's fast and fun.

Unit 6

Page 62

C. Listen. Why were some things small a long time ago?

D. Listen again and match.

One.

Students, this is a great museum. We can see things that people used a long time ago here.

Look at this. How do you turn it on?

You don't turn it on. There's a candle inside it.

A candle! How did they read at night a long time ago?

Most people didn't read at night, Emily!

Two.

Did people sit in that and wash, Ms. King? It's very small.

Yes, they did, a very, very long time ago.

Where did the water come from?

They poured water in it from a big container. But first they heated the water!

Good!

Three.

Look at that! It's really small. And it's so plain!

Did students sit on them all day?

Yes, they did. Children were smaller a long time ago.

Four.

Look at those numbers. They're very fancy.

Yes. They used those numbers a long, long time ago.

Hey, I know what time it is. I can't read the numbers, but they're in the same place as the ones we have now.

Five.

Everything in here is small but look at that! It's big.

Yes, it is. People used it to wash their hands and face. But there was no hot water then.

I don't want to wash with cold water! I'm glad we have hot water now!

Six.

Look at that! It's small. Today they're big!

Yes. I fall asleep on ours sometimes!

Long ago two people could sit on that! And it wasn't long enough to sleep on.

Unit 7

Page 74

C. Listen. What do the kittens drink?

D. Listen again and circle the correct subtraction problem. Then write the answer.

One.

There were sixty hungry people. Thirty ate pasta and salad. How many hungry people are there now?

Two.

There were ninety dirty buses. A man washed seventeen. How many dirty buses are there now?

Three.

There were fourteen tired girls. Thirteen took a nap. How many tired girls are there now?

Four.

There were eighteen thirsty kittens. Fifteen drank some milk. How many thirsty kittens are there now?

Five.

There were sixty clean pots in the restaurant. The cook used fifty pots. How many clean pots are there now?

Six.

There were seventeen hungry boys. They ate some sandwiches. Eleven boys were still hungry. How many boys were full?

Unit 8

Page 82

C. Listen. What animals do you hear about?

D. Listen again and complete the subtraction problem.

Write the answer.

One.

Fifty monkeys jumped in the street.

Twenty monkeys hurt their feet.

How many monkeys with good feet were left in the street?

Two.

Thirty-five monkeys smelled some roses.

Honeybees bit ten monkeys' noses.

How many monkeys with good noses were left near the roses?

Three.

Forty-five monkeys sat in trees.

Fifteen fell down and hurt their knees.

How many monkeys with good knees were left in the trees?

Four.

Seventy monkeys ran around on farms.

Twenty monkeys hurt their arms.

How many monkeys with good arms were left on the farms?

Five.

Thirty monkeys walked around town.

Ten hurt their hands when they fell down.

How many monkeys with good hands were left in town?

Six.

Sixty monkeys played in fun places.

Fifty-five monkeys got very dirty faces.

How many monkeys with clean faces were left in fun places?

Unit 9

Page 94

C. Listen. Where is it dangerous to run around?

D. Listen again and circle the correct places.

One.

Look at the traffic light. Cross the street when the light is red. Look both ways for cars, trucks, buses, and motorcycles. You should always walk, and never run! Wait for the crossing guard to help you.

Two.

Don't put your feet up on the couch and don't leave your backpack and jacket on the chair. Put your video games away and don't turn the TV on too loud. Turn off the lamps when you go out.

Three.

Your mother or father should come with you if you are under 16 years old. Don't run around. It's dangerous and you can fall and get hurt. Don't bring food or drinks here. Don't bring toys into the water.

Four.

There should be no running or jumping. And don't be too noisy. You can talk to your friends but please speak quietly. Get your lunch and sit down and eat it. Then after you eat, you should always clean up.

Five.

Don't touch that pot. It's very hot. When you see steam, it's very dangerous. Always keep the refrigerator door closed. And always wash your fruit and vegetables. Wash your hands and food so we can all stay healthy.

Six.

Students! Sit down at your desks. Keep your books, pencils, and notebooks in your desk. Keep your backpacks on your chairs. Clean up your desks when it's time to go home.

Unit 10

Page 102

C. Listen. What's in the bathtub?

D. Listen again and check. Do they get along?

One.

Hey! I'm using the tablet now.

Well, I need it now.

You don't need it! You're playing games.

Well, you're just looking at the Internet. Use the laptop for that.

I'm doing homework. Give it back to me now! Mom!

Two.

May I borrow your cell phone? Mine's not working.

Of course. Here you are.

Thank you.

No problem.

Three.

Oh, no. I don't know how to use this desktop computer.

I can show you. It's easy.

Really? Thanks!

See, this is how you do it. Now you try.

Hey! I can do it.

Four.

Can you give me my headphones back?

Sorry. I can't find them. I don't know where they are.

Really? But I want them back!

I think my little brother has them. He put them in the bathtub with your camera.

That's not OK! You can never use my things again.

Unit 11

Page 114

C. Listen. Where is the pollution?

D. Listen again and number the activities in the order you hear them. Then circle *can* or *can't*.

One.

Are you ready, Callie? Hurry up and get your fishing pole!
Let's go!

OK, OK. I'm coming. Eeewww! Michael, look at all that trash in the water!

Oh, no! We can't fish now. It's dirty! We don't want to get sick.
Yeah, let's go home.

Two.

It's a beautiful day in the mountains. Lots of sunlight, blue sky and ...

... a lot of snow! It's great weather to ski.

And it's so beautiful here. Look at the snow on the trees in the woods in front of the mountain. The trees, the animals, and the snow are just lovely.

It's great. Dad! Look at that rabbit between the trees! We don't see any rabbits at home.

You're right. The air is so clean here, too.

The air at home in the city is dirty.

Are you ready to ski down this mountain, Amelia?

Yes, Dad, let's go!

Three.

OK, Colin. Let's take the horses over to that field behind the barn.

Sure, Grandpa. Then can we ride the horses?

Let's see if the field is clean now. There was a lot of litter in that field.

Oh, no! Then we can't ride the horses!

I think it's OK. Yes! Look! They cleaned it up!

Yes! Can I ride the big one, Grandpa?

Four.

Here we are, kids. Let's take everything out of the car.

This is exciting. It's fun to camp.

Wait a minute, Mom. What's that? Above the trees?

It looks like smoke. Let's go look.

Yuck! What a mess! People were cooking here.

There's trash everywhere!

Yes, and the air doesn't smell good.

I'm sorry, kids. We better go home.

Awww...

Five.

Are you ready?

Yes, I have my new hiking boots on.

OK, we're almost at the park. Here we are. Oh! Do you smell that?

Yes, it's awful! I can't hike! I can't breathe!

The air is really bad here.

There are too many cars and trucks on the road in front of the park. It's not healthy.

Yeah, let's go.

Six.

Get your things, Nathan. Let's go look at the water!

Wow! The water is beautiful, Dad. I can see the bottom!

Yes, the water at this beach is very clean.

I can see a fish between those two seashells! Dad, can we surf now? Please?

Wait one minute, Nathan. Let me get ready. OK, let's go!

Yeah! This is fun!

Unit 12

Page 122

C. Listen. What did Lucas do after lunch?

D. Listen again and circle the correct times.

One.

Hello?

Hi, Lucas! This is Grandma. Are you OK?

Hi, Grandma. Yeah, I'm fine. I'm just very tired.

Tired? It's only 7:00! Why are you so tired?

Because today is Earth Day, Grandma, and we were very busy at school.

Tell me about it.

We picked up a lot of trash behind the school. But it didn't take too much time.

Two.

Well, that was a good thing to do.

Yes, and we visited the recycling plant. We saw them recycle plastic cartons.

Well, that sounds interesting. That was at 9:30 in the morning?

No, that was at 9:15.

Was that all?

Three.

Oh, no. We reused glass jars and milk cartons and made them into a container for pens and pencils. Mine is purple and black. We did that at 10:00.

Sorry, Lucas, did you say 10:45?

No, Grandma. I said 10:00. I can make one for you too.

That's lovely, Lucas!

Four.

After lunch at 1:45, we walked to the park. It took about 15 minutes. Then we cleaned up the park.

Was it very dirty?

Yes, it was.

Well, that was a very nice thing to do for the town.

Five.

Each class from our school planted a tree in front of the park. It was fun. That was at 2:00. The principal came, too.

That was at 3:00?

No, Grandma. 2:00. It was a lot of hard work!

And was that all?

Six.

Yeah. No! I forgot! We had a toy and book give away, too! We brought our old toys and books in for the little kids. That was at 2:30.

Good for you! Now I know why you're so tired. I think you should go to bed now, Lucas.
You're right, Grandma. See you next week! Bye.
Bye-bye!

Unit 13

Page 134

C. Listen. Why are the students practicing music?

D. Listen again and match.

The students are practicing for their school concert. They are noisy. Their teacher, Ms. Potts, is very patient and calm. She asks the students to be quiet.

One.

Kevin is practicing the trumpet. He's very sleepy and he's yawning. Ms. Potts talks to him. She tells him to have a rest. Kevin feels good now. He's practicing again.

Two.

Irene is practicing the piano. She has a solo. She plays the piece of music too fast. She is very nervous and cries. Ms. Potts talks to her. She tells her she is very good. She tells her to slow down a little. Irene plays more slowly and the music sounds good.

Three.

Penny and Charlie are singing their song. They sing too slowly. They feel unhappy and they run away. Ms. Potts finds them and talks to them. She tells them to sing again, and sing faster this time. Penny and Charlie are singing again.

Four.

The principal, Mr. King, comes in. He listens to the students practice. He's very happy. He's clapping! He tells the students they performed very well.

Five.

Ms. Potts is very proud. She knows the students are ready for the concert. She's smiling.

Unit 14

Page 142

C. Listen. What does Cameron do?

D. Listen again and number the activities in the order you hear them. Circle the correct feeling.

Hello. My name is Julie Jones and I'm talking to the popular Cameron Barber.

Wow! Your fans really like you, Cameron! How are you?

Yeah, thanks everyone! I'm great Julie, but I'm very busy.

Tell us about it, Cameron.

One.

This afternoon I had lunch. Then I talked to fans outside the hotel. I was really happy. I signed lots of autographs.

That's great!

Two.

I gave a concert in the evening and it was amazing. But I was nervous. We played a lot of new songs.

The fans loved the concert!

Yes, they did.

Three.

What did you do after the concert was over?

Well, I'm giving this interview now and then I want to go home. I'm very tired!

Thanks for talking to us, Cameron.

You're welcome. Good night, everyone!

Unit 15

Page 154

C. Listen. How many of these things do you have?

D. Listen again and match.

Good morning. Today's class is about forces. Try to guess the things I'm talking about.

One.

This is something we push and pull. We pull it to open it and we push it to close it. But it's not a door or a window. We put things like pens and erasers in this. What do you think it is?

Two.

Now this is a thing we push but we never pull. You need this to work on a computer. It's also the name of an animal. Do you know what it is?

Three.

Sometimes we push this and sometimes we pull it. We need to use a force if we want to come in or go out of a place or room.

Four.

We usually pull this but there are big ones you can push. We use this in our homes and school to keep them clean. Maybe you use this at home or at school when you help your parents or your teacher.

Five.

We always push this and we always push it down. We can put a lot of papers together with one little push. What is it?

Six.

We always pull this with one hand. It can be heavy and it's a lot easier to pull it than to carry it. You use it when you take a vacation or visit your grandparents.

Unit 16

Page 162

C. Listen. Which sport doesn't use a ball?

D. Listen again and write.

One.

I'm running fast and I want to kick the ball. Uh-oh! Julian kicked the ball the other way. He kicked it really hard! Wow! Tom has the ball now and he hit the ball with his head!

Two.

It's my turn now. Sometimes it's hard to hit the ball because it's so small. I hit the ball very hard and, oh!... it went far. I can't see it now! OK, there it is. It's Elena's turn now. She hit the ball harder than me! It's going further than my ball.

Three.

OK, there are five people on each team. The ball's in my team's end of the court now and Alice is jumping up and throwing the ball in the hoop. Yes! That's two points for my team.

Four.

Now their team is up to bat. Ali's throwing the ball very hard. Strike 1! Yes! OK, Ali's throwing the ball again. This time he's

throwing the ball too slow and, oh, no!... He hits it. They're running and.... That's one run for their team.

Five.

Dan's skating towards the hockey puck and he hits it very hard and it goes very far. Now the other team has it and they hit it hard, too. But my team gets it back. Yusuf's skating very fast. He's getting close to the goal. He hits it hard! Yes! He hits the puck into the goal! We win!

Six.

Donna's running backwards and she hits the ball really hard. Now Sarah is running backwards and she hits the ball back to Donna. She misses the ball. That's a point for Sarah.

Unit 17

Page 174

C. Listen. Where is the boy taking photographs?

D. Listen again and circle the correct answer.

One.

I'm at the park now. There are beautiful red and pink flowers near the fountain. They look like stars. I'm taking out my camera now. Look! These are good!

Two.

I'm using colorful pieces of square paper. I'm folding them into different shapes. I really like to make animals. I made a beautiful bird yesterday so today I want to make a tree.

Three.

I'm using a lot of small pieces of glass. I'm using oval green pieces for the grass and yellow and orange pieces for the flowers. I put them on the board with glue. Wow! It looks great!

Four.

I'm using this special paint and a paintbrush to paint this picture of a mountain. I'm mixing yellow and blue paint to make green. I'm painting the leaves on a big tree now.

Five.

I painted two small pieces of wood, one red and one blue. Now I'm tying the ship and airplane to the red piece of wood, and the train, motorcycle and speedboat to the blue piece of wood. I want to hang this over my desk in my room!

Six.

I'm sitting on a bench in the rainforest and I have my special pencils and paper with me. I'm starting my picture of this cloudy day in the rainforest. Look! Now it's time to do the trees in the forest. Finished!

Unit 18

Page 182

C. Listen. What does Grant make?

D. Listen again and check the things they use or need.

Then circle.

One.

OK, Aisha. Do you remember what you need to get?

Yes, Mom. I need a lot of glue.

OK. What else do you need? Markers?

No, I don't need markers. I need new scissors.

OK. Is that everything?

Yes, Mom. Let's go home so I can start my project.

Two.

OK, class. Did everyone draw on their plastic containers with chalk?

Yes, Ms. Peters.

Great. Please bring them over here.

Now let's start putting the containers on top of each other with glue.

It's getting very tall.

Yes, Mina. This will show everyone how many plastic containers our class uses in one day. Good job, everyone.

Three.

Hi, Grant. What's that?

It's the ground of the forest. I painted it with watercolors and then colored the mountains and the pond with colored pencils.

It looks good, Grant.

Thanks, Dad. Now I'm making animals to go in the forest. I'm using these papers to make them. Look at this one. Do you know what it is?

Of course! It's a wolf! Wow! Did you use scissors?

No, I didn't.

Workbook Answer Key

Unit 1

Page 2

A

- 1 scales, gills
- 2 mammal, fur
- 3 eggs, wings
- 4 amphibians, skin

Page 3

B

- 1 gills
- 2 feather
- 3 wing
- 4 scales
- 5 eggs
- 6 skin

C

- 1 feathers
- 2 fur
- 3 scales
- 4 eggs

D

Fish: 1 scales, 2 gills
Mammal: 3 fur
Bird: 4 wings, 5 feathers

Page 4

A

Lions live on land. Whales live in the ocean.

Page 5

A

Students' own answers

B

	Same	Different
1 Where they live		✓
2 What covers their bodies		✓
3 What they eat		✓
4 How they move		✓
5 The animal group	✓	
6 The number of legs they have		✓
7 What their babies drink	✓	

C

- 1 False
- 2 False
- 3 False
- 4 True
- 5 False
- 6 True

D

Students' own answers

Page 6

B

- 1 f 2 a 3 c 4 e 5 d 6 b

Page 7

C

- 1 c f
- 2 e h
- 3 d g
- 4 b i
- 5 a j

D

- 1 them
- 2 him
- 3 it
- 4 me
- 5 us
- 6 you

E

- 1 Yes, I know him. / No, I don't know him.
- 2 Yes, I help her. / No, I don't help her.
- 3 Yes, I like them. / No, I don't like them.
- 4 Yes, I like it. / No, I don't like it.
- 5 Yes, he knows us. / No, he doesn't know us.

Page 8

A

- 1 c 2 f 3 b 4 e 5 a 6 d

B

- 1 mouth
- 2 legs
- 3 eyes
- 4 ears
- 5 head
- 6 body

Page 9

A

- 1 starfish
- 2 backpack
- 3 rainforest
- 4 bluebird
- 5 butterfly
- 6 sunflower

Writing

Students' own answers

Unit 2

Page 10

A

- 1 peck
- 2 worm
- 3 pinecone
- 4 berries
- 5 escape
- 6 hunt

B

Things animals eat: 1 worm, 2 berries
Things animals do: 3 creep, 4 fight, 5 squawk

Page 11

C

- 1 d 2 b 3 c 4 a

D

- Across
- 1 escape
 - 5 berries
 - 7 hunt
 - 8 worm
 - 9 peck
- Down
- 2 pinecone
 - 3 fight
 - 4 creep
 - 6 squawk

Page 12

A

The cat sees rabbits.

Page 13

A

Students' own answers

B

Molly: 1 loud, 2 big
Both: 3 gentle
Rabbits: 4 small, 5 quiet

C

- 1 False
- 2 False
- 3 True

D

Students' own answers

Page 14

B

- 1 F 2 F 3 T 4 F

Page 15

C

- 1 sometimes
- 2 never
- 3 sometimes
- 4 always
- 5 hardly ever
- 6 usually

D

- 1 hardly ever
- 2 never
- 3 hardly ever
- 4 always
- 5 never
- 6 usually
- 7 usually
- 8 always
- 9 usually
- 10 never

E

Students' own answers

Page 16

A

a 2 b 3 c 6 d 5 e 1 f 4

B

- 1 calm
- 2 strong
- 3 gentle
- 4 fierce

Page 17

A

- 1 d Fur keeps them warm.
- 2 e She is giving me a cookie.
- 3 f You like us.
- 4 b They help the honeybee / it fly.
- 5 a He is very strong.
- 6 c We like her.

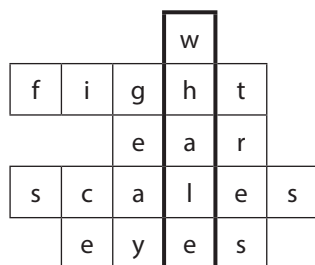
Writing

Students' own answers

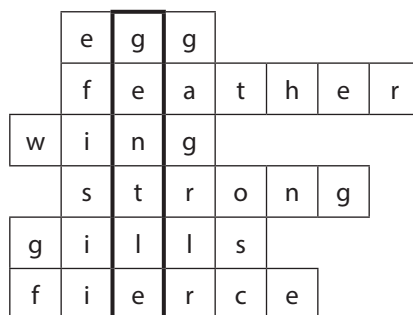
Page 18

A

1



2



Page 19

B

yizgillspeberriescrtaesapewqoui
headvxerwquietdrofightxolp

C

- 1 Fur keeps them warm.
- 2 Leo and Lily / Lily and Leo never fight.
- 3 Billy sometimes plays ball with us.
- 4 The teacher gives us books.
- 5 That bird hardly ever squawks.
- 6 You like him.

D

- 1 pronouns: he, her
compound word: goldfish
- 2 pronouns: They, us
compound word: snowman
- 3 pronouns: We, her
compound word: bedroom
- 4 pronouns: me
compound word: storybook
- 5 pronoun: him
compound word: football
- 6 pronoun: you
compound word: gingerbread

Unit 3

Page 20

A

1 b 2 a 3 a 4 b

Page 21

B

- 1 solid
- 2 melt
- 3 ice
- 4 steam
- 5 liquid
- 6 heat

C

1 d 2 a 3 e 4 b 5 c

D

- 1 heat
- 2 steam
- 3 gas
- 4 freeze

Page 22

A

It heats up. / It changes to steam.

Page 23

A

Students' own answers

B

- 1 True
- 2 False. We can't see a lot of steam.
- 3 False. We can see a lot of steam.

C

- 1 a Hot rocks on the ground of the spring heat the water.
b Water heats up under the ground.

2 a rock / the ground

3 water

D

Students' own answers

Page 24

B

- 1 was
- 2 were
- 3 wasn't
- 4 were
- 5 weren't
- 6 was

C

- 1 was
- 2 wasn't
- 3 was
- 4 were
- 5 weren't
- 6 were

Page 25

D

- 1 Kevin wasn't in the park.
- 2 The water was very cold.
- 3 Debbie and Ann weren't sad.
- 4 The sneakers weren't new.
- 5 The music was loud.
- 6 The cookies were hot.

E

Students' own answers

Page 26

A

- 1 balloon
- 2 candle
- 3 kettle
- 4 ice pop
- 5 popcorn
- 6 icicle

B

Things we eat: 1 ice pop, 2 popcorn
Things we don't eat: 3 balloon,
4 candle, 5 kettle, 6 icicle

Page 27

A

1 b 2 a 3 a 4 b

Writing

Students' own answers

Unit 4

Page 28

A

- open
- plastic bags
- sugar
- salt
- closed
- pour

Page 29

B

- freezer
- open
- plastic bag
- closed
- mixture
- cream
- sugar

C

- False
- False
- True
- True
- False
- False

D

- pour
- sugar; cream; salt
- mixture
- open; closed
- freezer

Page 30

A

Because they are thirsty.

Page 31

A

Students' own answers

B

- They run a lot.
- They go home. They want soda.
- They make ice pops from juice.
- They're happy.

C

- No, it isn't.
- Three (things).
- It changes from a liquid to a solid.
- Students' own answers

D

Students' own answers

Page 32

B

- Was, wasn't
- Were, was
- Was, was
- Were, weren't
- Were, were
- was, was
- Was, wasn't

Page 33

C

- 1 c 2 d 3 f 4 b 5 a 6 e

D

- Yes, they were.
- No, they weren't.
- Yes, it was.
- No, it wasn't.

E

Students' own answers

Page 34

A

- 1 d 2 c 3 e 4 f 5 a 6 b

B

- vegetables
- tea
- salad
- coffee
- fruit
- pasta

Page 35

A

- weren't
- aren't
- isn't
- wasn't

Writing

Students' own answers

Page 36

A

- cream
- ice pop
- coffee
- sugar
- pasta

B

- flow
- freeze
- heat
- pour
- mixture
- melt

Page 37

C

- weren't
- Were
- were
- was
- wasn't
- were
- Was
- were

D

- Were; weren't; were
- was; was
- Was; was
- were; were
- Were; wasn't; was
- was; was

E

Short forms: wasn't, isn't, weren't, isn't.

Words that can be nouns and verbs: snow, plant, fish, fly.

Unit 5

Page 38

A

- travel
- news
- text message
- radio
- e-mail
- communication

Page 39

B

- communication e
- Internet d
- airplane b
- radio c
- letter a

C

- radio
- Internet
- Travel
- text messages

D

- airplane
- letter
- e-mail
- text message
- radio

Page 40

A

No, they weren't safe. (They were dangerous.)

Page 41

A

Students' own answers

B

Main idea: airplanes now and long ago are very different

Details:

Airplanes long ago were very small. (Now airplanes are very big.)

Not many people traveled by plane long ago. (Now airplanes carry a lot of people.)

The first airplanes were dangerous. (Today airplanes are very safe.)

The first airplanes were slow and didn't fly very far. (Airplanes now are very fast and can fly to places far away. They carry people, letters, food, and other things to many places around the world.)

C

- 1 False
- 2 False
- 3 True
- 4 False

D

Students' own answers

Page 42

B

- 1 mailed
- 2 didn't watch
- 3 traveled
- 4 didn't listen
- 5 walked
- 6 didn't clean

Page 43

C

- 1 mailed
- 2 send
- 3 travel
- 4 walked
- 5 watch
- 6 listened
- 7 talked

D

- 1 My friend and I didn't use e-mail.
- 2 My sister talked to her friend on the phone.
- 3 Olivia didn't watch TV with her brother.
- 4 We played a game in the park.

E

Students' own answers

Page 44

A

wheels: cable car, truck, motorcycle, bus
no wheels: horse, boat

B

- 1 Across: horse. Down: motorcycle
- 2 Across: truck. Down: cable car
- 3 Across: bus. Down: boat

Page 45

A

- 1 bake
- 2 beach
- 3 beetle
- 4 bench
- 5 bicycle
- 6 bird
- 7 body
- 8 bus

Writing

Students' own answers

Unit 6

Page 46

A

arrive, ask, check, enter, visit

B

- 1 sick
- 2 crowded
- 3 poor
- 4 clerk
- 5 enter
- 6 arrive

Page 47

C

1 d 2 e 3 b 4 a 5 f 6 c

D

- 1 park
- 2 berries
- 3 horse
- 4 radio

E

- 1 visit
- 2 crowded
- 3 checks
- 4 arrive
- 5 ask
- 6 walk

Page 48

A

(She went to New York) because she missed Wendy's grandpa.

Page 49

A

Students' own answers

B

- 2 Grandpa Charles traveled to New York.
- 4 Grandma Betty arrived in New York.
- 1 Grandpa Charles and Grandma Betty lived in England.
- 3 Grandma Betty traveled to New York by ship.

C

1 a 2 b 3 a

Page 50

B

1 b 2 g 3 h 4 a 5 d 6 c
7 e 8 f

Page 51

C

- 1 Yes, they did.
- 2 No, she didn't. (She listened to the radio.)
- 3 They played ball (in the park).

- 4 No, he didn't. (He talked to his father.)
- 5 She lived in England.
- 6 (She cooked) soup.

D

Students' own answers

Page 52

A

5 sink, 4 chair, 2 lamp, 1 clock,
6 bathtub, 3 couch

B

Things we sit on or in: chair, couch, bathtub
Things we don't sit on or in: sink, lamp, clock

Page 53

A

1, 3, 4

B

- 1 listened
- 2 mailed
- 3 checked
- 4 watched
- 5 printed
- 6 entered
- 7 walked
- 8 visited
- 9 baked

Writing

Students' own answers

Page 54

A

- 1 trip
- 2 boat
- 3 sink
- 4 news
- 5 clerk
- 6 Internet
- 7 couch
- 8 radio

B

t	r	u	c	k	g	h	z
r	a	r	r	i	v	e	t
a	f	h	b	a	q	z	t
v	s	c	o	u	c	h	l
e	i	p	u	r	j	k	e
l	n	r	c	m	e	y	z
g	k	x	d	i	o	r	h
w	b	a	t	h	t	u	b

Page 55

C

- 1 F
- 2 T
- 3 F
- 4 T

- D**
- 1 Did Stevie travel by ship? No, he didn't.
 - 2 Where did Stevie walk to? He walked to the park.
 - 3 Did Rosie watch a movie? No, she didn't.
 - 4 What did Stevie watch? He watched a movie.
 - 5 What did Rosie bake? She baked a cake.
 - 6 Did Stevie bake a cake? No, he didn't.

Unit 7

Page 56

- A**
- 1 test score
 - 2 take away
 - 3 left
 - 4 subtraction
 - 5 row
 - 6 column

Page 57

- B**
- 1 row
 - 2 minus sign
 - 3 single-digit number
 - 4 column
 - 5 double-digit number

- C**
- 1 d 2 c 3 a 4 b

- D**
- 1 minus sign
 - 2 subtraction; row
 - 3 subtraction; column
 - 4 take away
 - 5 left
 - 6 single-digit
 - 7 double-digit

Page 58

- A**
- He has fifteen minutes left.

Page 59

- A**
- Students' own answers

- B**
- Paragraph 1
 $10 - 4 = 6$
 Paragraph 2
 $45 - 30 = 15$
 Paragraph 3
 $50 - 10 = 40$

- C**
- 1 False. We subtract to find out how much money we have left.
 - 2 True
 - 3 False. It still needs to bake for forty minutes.

- D**
- Students' own answers

Page 60

- B**
- 1 bought
 - 2 had
 - 3 went
 - 4 drank
 - 5 ate
 - 6 saw
 - 7 flew
 - 8 sold
 - 9 gave

- C**
- 1 c 2 d 3 b 4 a

Page 61

- D**
- 1 drank
 - 2 see
 - 3 had
 - 4 go
- E**
- 1 bought; twenty (dollars were left).
 - 2 ate; twenty-six (cookies were left).
 - 3 sold; fifteen (balloons were left).
 - 4 flew; five (birds were left).
 - 5 went; eight (boys were left).

- F**
- Students' own answers

Page 62

- A**
- 1 b 2 c 3 d 4 a

- B**
- 1 hungry
 - 2 tired
 - 3 clean
 - 4 thirsty

Page 63

- A**
- 1 full
 - 2 number
 - 3 Internet
 - 4 check
 - 5 amphibian
 - 6 dangerous

Writing

- Students' own answers

Unit 8

Page 64

- A**
- let go, hide, steal, dig up, visit
 Letter: V

- B**
- 1 dig up
 - 2 hide
 - 3 let go
 - 4 steal
 - 5 greedy
 - 6 bored
 - 7 cook
 - 8 baker
 - 9 jar

Page 65

- C**
- 1 b 2 e 3 d 4 c 5 a

- D**
- 1 c 2 c 3 b 4 b 5 c

Page 66

- A**
- He digs up acorns.

Page 67

- A**
- Students' own answers
- B**
- 1 "Get ready for winter!" said Sammy Squirrel to Lazy Larry. B
 - 2 Sammy ran off to dig up more acorns. M
 - 3 There were acorns missing from Sammy's house. M
 - 4 Sammy saw acorns all over Lazy Larry's house. M
 - 5 Sammy wasn't happy with Larry. M
 - 6 Larry gave back the acorns. E

- C**
- 1 No, they don't.
 - 2 He had one hundred acorns.
 - 3 He steals them (from Sammy).
 - 4 Students' own answers

Page 68

- B**
- 1 run; Yes
 - 2 What; drank
 - 3 steal; didn't
 - 4 How many; bought
 - 5 make; No

Page 69

- C**
- 1 They went to the bakery.
 - 2 No, he didn't.
 - 3 They ate three.
 - 4 Yes, he did.

D
1 b 2 d 3 c 4 a

E
Students' own answers

Page 70

A
3 arm, 5 knee, 1 face, 4 hand, 6 foot, 2 nose

B
1 e 2 b 3 d 4 a 5 c

Page 71

A
1 can't
2 shouldn't
3 don't
4 doesn't
5 didn't
6 isn't

B
1 did not; didn't
2 should not; shouldn't
3 does not; doesn't
4 cannot; can't

Writing

Students' own answers

Page 72

A
1 subtraction; row; single-digit
2 column; double-digit
3 tired; dirty
4 greedy; stole

Page 73

B
1 had; ate
2 made; sold
3 hid; ran
4 bought; flew

C
1 Did Anna buy ten pencils? Yes, she did.
2 Did the cook make soup? No, he didn't.
3 How many pies did you eat? I ate four.
4 What did Andy drink? He drank soda.

Unit 9

Page 74

A
1 take turns
2 polite
3 clean up
4 litter
5 librarian
6 lifeguard

Page 75

B
People: librarian, crossing guard, principal, lifeguard
Actions: take turns, clean up, litter

C
1 True
2 True
3 False
4 True
5 True
6 False

D
1 librarian
2 clean up
3 lifeguard
4 crossing guard
5 take turns
6 litter
7 principal

Page 76

A
We can ask a guard.

Page 77

A
Students' own answers

Things we should do	Things we shouldn't do
be quiet	shout or be too loud
be thoughtful	run
take turns (so everyone can look at the things)	jump on things
be safe	touch things that aren't yours
ask a guard when you need help	litter
listen to your teacher	eat in the museum
keep the museum clean	drink in the museum
eat and drink only in the museum cafeteria	
clean up after you eat	

C
1 safe
2 thoughtful
3 good
4 quiet
5 safe

Page 78

I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
they	their	theirs

Page 79

C
1 hers
2 mine
3 theirs
4 his
5 yours
6 ours

D
1 It's hers.
2 They're theirs.
3 It's hers.
4 It's his.
5 It's ours.

Page 80

A
a 6 b 3 c 5 d 1 e 4 f 2

B
1 swimming pool
2 living room
3 crosswalk
4 cafeteria
5 classroom
6 kitchen

Page 81

A
1 away
2 up
3 up
4 down

Writing

Students' own answers

Unit 10

Page 82

A

- 6 wash
- 1 knock
- 4 put away
- 5 grab
- 3 pass
- 2 share

Page 83

B

- 1 pass
 - 2 wash
 - 3 put away
 - 4 grab
 - 5 invite
- Word: share

C

- 1 b 2 a 3 a 4 b

Page 84

A

Turtle did. / Turtle shared all the food at lunch.

Page 85

A

Students' own answers

B

3

C

- 1 False. Frog invited Turtle and Lizard.
- 2 False. Lizard didn't bring anything.
- 3 True.
- 4 True.
- 5 False. Turtle and Frog had lunch together the next day.

D

Students' own answers

Page 86

B

- 1 d 2 b 3 e 4 g 5 a 6 c
7 h 8 f

Page 87

C

- 1 Can we watch TV? No, you can't.
- 2 May I use your ruler? Yes, you may.
- 3 Can I have a sandwich? Yes, you can.
- 4 May I go outside? No, you may not.
- 5 Can we play a video game? No, you can't.
- 6 May we go to the playground? Yes, you may.

D

Students' own answers

Page 88

A

- 1 computer
- 2 camera
- 3 tablet
- 4 headphones
- 5 cell phone
- 6 laptop

B

We can play games on it: 1 computer, 2 laptop, 3 cell phone, 4 tablet
We can't play games on it:
5 headphones, 6 camera

Page 89

A

- 1 was; is
- 2 was; am
- 3 were; are
- 4 were; are
- 5 was; is
- 6 was; is

Writing

Students' own answers

Page 90

A

- 1 wash b
- 2 traffic light c
- 3 knock d
- 4 cell phone a

B

- 1 d 2 f 3 b 4 a 5 e 6 c

Page 91

C

- 1 (Can we go) to the swimming pool? No, you can't.
- 2 (Whose) headphones are these? They're hers.
- 3 (May I use) your laptop? No, you may not.
- 4 (Is this) camera yours? No, it isn't.

D

- 1 up
- 2 are
- 3 away
- 4 was
- 5 down
- 6 were

Unit 11

Page 92

A

- 1 resources
- 2 wood
- 3 landfill
- 4 trash

Page 93

B

Natural Resources: 1 water, 2 land, 3 sunlight, 4 wood
Hurting Natural Resources: 5 trash, 6 smoke, 7 landfill

C

- 1 c 2 e 3 a 4 b 5 d

D

- 1 throw – reduce
- 2 landfill – land
- 3 steam – smoke
- 4 pasta – wood
- 5 landfills – resources
- 6 good – bad

Page 94

A

It comes from rain.

Page 95

A

Students' own answers

B

Main idea: Water is a very important natural resource, and we need to take care of it.
Details: People, animals, plants, and trees all need water to live and grow. People also need water to keep us clean and healthy and to wash our things.

C

- 1 False. nonliving – living
- 2 True
- 3 False. should – shouldn't
- 4 True

D

Students' own answers

Page 96

B

- 1 between
- 2 in front of
- 3 above
- 4 across from
- 5 behind
- 6 between

Page 97

C

- 1 between
- 2 above
- 3 across from
- 4 behind
- 5 between
- 6 in front of

D

Students' own answers

Page 98

A

a 3 b 4 c 5 d 2 e 6 f 1

B

Things people do in the ocean: 1 fish, 2 surf

Things people don't do in the ocean: 3 camp, 4 hike, 5 ski, 6 horse ride

Page 99

A

Verbs: reuse, share, make

Nouns: sunlight, wood, city

Adjectives: rude, dirty, tired

Pronouns: us, yours, theirs

B

Verbs: 1 ate, 2 gave, 3 used, 4 played

Nouns: 1 dog, sandwich; 2 Eddie, pencil; 3 computer; 4 park

Adjectives: 1 greedy, 2 red, 3 old, 4 big

Pronouns: 1 my, 2 me, 3 We, 4 I, them

Writing

Students' own answers

Unit 12

Page 100

A

1 carton

2 land

3 landfill

4 trash

5 landfill

6 trash

B

1 carton

2 shelf

3 paper

4 machine

5 diary

6 rescue

Page 101

C

1 True

2 True

3 False

4 False

5 True

6 True

D

1 stationery store

2 recycling plant

3 paper

4 shelf

5 machine

Trash

Page 102

A

They're littering.

Page 103

A

Students' own answers

B

3

C

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

Page 104

B

1 Is; No; isn't

2 Where; They're

3 are; They're

4 Is; No; isn't

5 Was; Yes; was

C

1 Yes, there was.

2 No, there aren't.

3 No, there isn't.

4 Yes, there were.

5 Yes, there were.

6 No, there isn't.

7 Yes, there was.

8 Yes, there are.

Page 105

D

1 No, it wasn't.

2 It's across from the park.

3 Yes, there are.

4 Yes, they were.

5 Yes, it is.

6 It's between the / two parks.

E

Students' own answers

Page 106

A

1 times

2 two o'clock

3 eleven o'clock

4 eleven-thirty

5 two-thirty

6 one o'clock

B

1 (They visited a recycling plant) at nine-thirty.

2 (They picked up trash at school) at nine-fifteen.

3 (They walked to the park) at eleven-fifteen.

4 No, they didn't.

5 No, they didn't.

6 No, they didn't.

Page 107

A

1 cleaned

2 recycle

3 rescued

4 is blowing

5 am walking

6 played

Writing

Students' own answers

Page 108

A

1 F. It's three forty-five.

2 F. This is land.

3 T

4 F. This is a landfill.

Page 109

B

1 The park is across from the stationery store.

2 The clock was above the couch.

3 The teacher is between Joey and Frank.

4 The roses were in front of the benches.

C

1 c 2 d 3 b 4 a

D

1 Turtle is above the carton.

2 Turtle is between the plants.

3 Turtle is behind the tree.

4 Turtle is in front of the tree.

Unit 13

Page 110

A

1 trumpet

2 wrong

3 sleepy

4 high

Page 111

B

a feelings 3

b wolf 1

c excited 5

d low 2

e sleepy 4

C

1 False

2 False

3 True

4 True

D

1 sleepy

2 trumpet

3 excited

4 wrong

Page 112

A

Soft music.

Page 113

A

Students' own answers

B
People listen to music when they go places or do things. People often listen to music with others. There are many different types of music. We can hear music in a lot of places.

- C**
1 They jog or run.
2 In any order:
At concerts.
At parties.
When they get together with friends and family.
3 In any order:
They sing along.
They dance.
4 In any order:
Happy.
Excited.
Calm.

D
Students' own answers

Page 114

- B**
1 morning
2 two-thirty
3 evening
4 Saturday
5 four-fifteen
6 Saturday

- C**
1 on
2 at
3 in the
4 at
5 in the
6 in the

Page 115

- D**
1 In the evening.
2 At 7:30.
3 At 9:00.
4 At 13:00.
5 On Sunday(s).
6 On Thursday(s).

E
Students' own answers

Page 116

- A**
4 proud
5 crying
3 unhappy
2 yawning
6 smiling
1 nervous

- B**
1 unhappy
2 nervous
3 proud
4 yawning
5 smiling

Page 117

- A**
1 c 2 g 3 a 4 f 5 b 6 e
7 d

Writing

Students' own answers

Unit 14

Page 118

- A**
1 i 2 b 3 d 4 g 5 a 6 c
7 f 8 e 9 h

Page 119

- B**
1 e 2 c 3 f 4 a 5 b 6 d
C
a hummingbird
b notes
c tears
d worried
e musician
f solo

- D**
1 hummingbird
2 musician
3 solo
4 worried
5 notes
6 tears

Page 120

A
Sarah and her friends (listened to music on the school bus / did).

Page 121

A
Students' own answers

- B**
1 Main character: Sarah
2 Secondary characters: her best friend, her soccer friends

C

Sarah had ...	Sarah felt ...	Sarah listened to ...	Sarah felt ...
1 a fight with her best friend.	sad.	happy music.	good.
2 a math test.	bored.	fast music.	happy.
3 an important soccer game.	worried.	slow music.	calm.

- D**
1 Yes, it does.
2 Yes, she did.
3 No, she isn't.

E

Students' own answers

Page 122

- B**
1 yesterday afternoon
2 yesterday morning
3 this morning
4 last week
5 today
6 last night

Page 123

- C**
1 Did she practice the drums yesterday evening?
2 Did you play with your friends last night?
3 Did you go to the ballet last week?
4 Did they bake cookies yesterday?
5 Did he go to music class this morning?
6 Did you do subtraction problems today?

D

Students' own answers

Page 124

- A**
1 c, k
2 d, i
3 e, l
4 a, h
5 f, g
6 b, j

B

- 1 gave
2 talked to
3 did an
4 had
5 made
6 signed

Page 125

- A**
1 e 2 d 3 b 4 a 5 c

Writing

Students' own answers

Page 126

A
Feelings: excited, proud, worried, unhappy
Actions: smile, record, wait, cry

B

- 1 have lunch
2 make, mistake
3 give, concert
4 unhappy
5 record

Page 127

C

- 1 Lynne watches TV on Sunday.
- 2 Lynne read comic books yesterday afternoon.
- 3 Liz goes to the park in the afternoon.
- 4 Jill practiced the piano last night.
- 5 John watches TV at night.
- 6 Jill practices the piano in the afternoon.

D

- 1 Last night.
- 2 Last Sunday.
- 3 In the afternoon.
- 4 In the afternoon.
- 5 At night.
- 6 Last night.

Unit 15

Page 128

A

- 1 rescue
- 2 feelings
- 3 wait
- 4 high

B

- 1 push
- 2 movement
- 3 ground

Page 129

C

- 1 push
- 2 isn't
- 3 move
- 4 light
- 5 ground
- 6 pull

D

- 1 pulls
- 2 pushes
- 3 movement
- 4 heavy
- 5 push
- 6 ground
- 7 light
- 8 easy

Page 130

A

He knows a lot about forces.

Page 131

A

Students' own answers

B

- 1 a small force
- 2 heavy
- 3 big

C

- 1 False

2 True

3 False

D

- 1 the heavy / big box
- 2 the light / small box

E

Students' own answers

Page 132

B

- 1 faster than
- 2 slower than
- 3 smaller than
- 4 bigger than
- 5 lighter than
- 6 heavier than

C

- 1 bigger
- 2 slower
- 3 lighter
- 4 longer

D

- 1 A cat isn't smaller than a mouse.
- 2 Paper is lighter than wood.
- 3 A bush is shorter than a tree.
- 4 A liquid isn't lighter than a gas.

Page 133

E

- 1 The white car isn't bigger than the black car.
- 2 A horse is heavier than a goat.
- 3 The boys are shorter than the girls.
- 4 A honeybee is smaller than a hummingbird.
- 5 The ruler isn't longer than the pencil case.
- 6 An airplane is faster than a train.

F

Students' own answers

Page 134

A

- 1 stapler
- 2 desk drawer
- 3 broom
- 4 computer mouse
- 5 door
- 6 suitcase

B

Push: 1 computer mouse, 2 stapler
Both: 3 broom, 4 door, 5 desk drawer
Pull: 6 suitcase

Page 135

A

- 1 d 2 g 3 a 4 e 5 b 6 c
- 7 h 8 f

Writing

Students' own answers

Unit 16

Page 136

A

- 1 forward
- 2 goat
- 3 mountain
- 4 stubborn
- 5 horns
- 6 east
- 7 angry
- 8 west
- 9 wet

B

How are you?

Students' own answers

Page 137

C

- 1 b 2 a 3 b 4 b

D

- 1 forward
- 2 shelf
- 3 wet
- 4 mountain
- 5 fish
- 6 goat

E

- 1 mountain
- 2 stubborn
- 3 angry
- 4 wet
- 5 wolf
- 6 horns
- 7 forward
- 8 east

Page 138

A

They find an old wagon.

Page 139

A

Students' own answers

B

b

C

- 1 False. a town
- 2 False. park
- 3 True
- 4 True
- 5 False. are

D

Students' own answers

Page 140

B

- 1 the oldest
- 2 the slowest
- 3 the smartest
- 4 the tallest
- 5 the heaviest
- 6 the biggest
- 7 the youngest
- 8 the shortest

C

- 1 is; shortest
- 2 aren't; smallest
- 3 are; youngest
- 4 is; heaviest.

Page 141

D

- 1 No, he isn't.
- 2 Yes, he is.
- 3 No, it isn't.
- 4 Yes, it is.
- 5 Yes, it is.
- 6 No, it isn't.

E

Students' own answers

Page 142

A

- 1 soccer
- 2 golf
- 3 basketball
- 4 tennis
- 5 baseball
- 6 hockey

B

- 1 hockey
- 2 baseball
- 3 tennis
- 4 basketball
- 5 soccer
- 6 golf

Page 143

A

- 1 c 2 c 3 c 4 a 5 a 6 b
- 7 c 8 c

Writing

Students' own answers

Page 144

A

- 1 pull; heavy
- 2 goats; horns
- 3 wet, angry
- 4 easy; push

Page 145

B

- 1 younger
- 2 heaviest
- 3 bigger
- 4 slower
- 5 smallest
- 6 smarter

C

- 1 d 2 e 3 a 4 f 5 c 6 b

D

- 1 What is; than
- 2 Is; faster than
- 3 Is; the tallest
- 4 What is; than
- 5 Are; the youngest

Unit 17

Page 146

A

The picture is a guitar.

Page 147

B

- 1 pattern
- 2 nature
- 3 straight
- 4 collage
- 5 circle
- 6 corner

C

- 1 True
- 2 False
- 3 False
- 4 False
- 5 True
- 6 False

Page 148

A

He uses shapes / ovals, straight lines, triangles, circles, half a crescent, rectangles.

Page 149

A

Students' own answers

B

- 1 There are five shapes. (oval, circle, triangle, crescent, rectangle).
- 2 The head is (an) oval (shape).
- 3 You draw circles.
- 4 You draw a few triangles.
- 5 You draw four circles.
- 6 No, we don't.

C

Students' own answers

D

Students' own answers

Page 150

B

- 1 any
- 2 a few
- 3 any
- 4 a few
- 5 some
- 6 a lot of

C

- 1 some
- 2 a lot of
- 3 a lot of
- 4 any

Page 151

D

- 1 There is a lot of red paint.
- 2 There aren't any pens.
- 3 There is some yellow paint.
- 4 There is a little blue paint.
- 5 There isn't any green paint.

E

- 1 There are some vegetables on the table.
- 2 They don't have any paper.
- 3 There are some crayons in the classroom.
- 4 We have a little paint.

F

Students' own answers

Page 152

A

- 1 e 2 f 3 b 4 c 5 d 6 a

B

- 1 photograph
- 2 mosaic
- 3 drawing

Page 153

A

- 1 ate – eight
- 2 there – their
- 3 write – right
- 4 sea – see
- 5 too – two
- 6 Eye – I

Writing

Students' own answers

Unit 18

Page 154

A

- 1 shiny
- 2 crane
- 3 waves
- 4 climb
- 5 crumple
- 6 seal
- 7 fold
- 8 edge
- 9 golden

Page 155

B

- 1 shiny
 - 2 crumple
 - 3 climb
 - 4 crane
 - 5 waves
 - 6 seal
- spiral

C

- 1 c 2 e 3 a 4 b 5 d

Page 156

A

He uses pasta.

Page 157

A

Students' own answers

B

- 1 He likes art.
- 2 He asks his art teacher for help.
- 3 Because he doesn't know how to make his picture interesting.
- 4 Yes, he does.

C

- 1 True
- 2 False
- 3 True
- 4 True
- 5 False
- 6 True
- 7 False
- 8 True

D

Students' own answers

Page 158

B

- 1 Were; b
- 2 much; f
- 3 much; d
- 4 Was; a
- 5 many; c
- 6 many; g
- 7 many; e

Page 159

C

- 1 No, he didn't.
- 2 She made seven stars.
- 3 There were two cranes.
- 4 Yes, there was.
- 5 There was a lot of snow.
- 6 Yes, she did.

D

Students' own answers

Page 160

A

x	t	n	w	a	t	e	r	c	o	l	o	r	s	u	i
m	a	r	k	e	r	s	a	t	z	c	h	a	l	k	m
b	g	l	u	e	f	p	s	c	i	s	s	o	r	s	q
c	o	l	o	r	e	d	p	e	n	c	i	l	s	g	k

B

Things we use to color a picture:
watercolors, colored pencils, chalk,
markers

Things we don't use to color a
picture: scissors, glue

Page 161

A

- 1 ☒ Hank used colored pencils,
scissors, and glue for his collage.
- 2 ☒
- 3 ☒ My dog is smart, gentle, and
patient.
- 4 ☒ We saw oil paintings, mosaics,
and photographs at the museum.

Writing

Students' own answers

Page 162

A

Art supplies: watercolors, glue, chalk,
markers, scissors

Shapes: star, oval, crescent, spiral

Art projects: origami, sculpture,
collage, mobile, photograph, mosaic

Page 163

B

- 1 some
- 2 a little
- 3 any
- 4 many
- 5 a lot of
- 6 much

C

- 1 No, he didn't.
- 2 She made five origami animals.
- 3 No, there weren't.
- 4 He used a little paint.
- 5 Yes, there was.

Word List

Unit 1

body
ear
eye
head
leg
mouth
amphibians
eggs
feathers
fur
gills
mammals
scales
skin
wings
amazing
bite
different
fin
group
tail

Unit 2

worm
berries
hunt
escape
creep
fight
peck
pinecone
squawk
strong
gentle
patient
smart
calm
fierce
brave
adventure

Unit 3

flow
solid
liquid
gas
heat
steam
ice

freeze
melt
icicle
balloon
candle
ice pop
icicle
kettle
popcorn
container
drip
hard
shape
thick
thin
state

Unit 4

cream
sugar
salt
pour
plastic bags
mixture
open
closed
freezer
coffee
fruit
pasta
salad
tea
vegetables
great
ice cube
vanilla

Unit 5

travel
communication
airplane
news
letter
text message
e-mail
radio
Internet boat
bus
cable car
horse

motorcycle
truck
carry
deliver
difficult
listen
mail
nearby
print
ship
start

Unit 6

arrive
ask
check
enter
poor
crowded
clerk
visit
sick
bathtub
chair
clock
couch
lamp
sink (n)
happen
healthy
question

Unit 7

minus sign
subtraction
take away
column
row
test score
left
clean
dirty
full
hungry
thirsty
tired
double-digit number
single-digit number
backward

Unit 8

steal
dig up
hide
jar
greedy
baker
cook
arm
face (n)
foot
hand
knee
nose
bored
let go
decide
garden

Unit 9

traffic light
take turns
polite
clean up
litter
librarian
crossing guard
principal
lifeguard
cafeteria
classroom
crosswalk
kitchen
living room
swimming pool
attention
bedtime
follow
unhealthy
wash

Unit 10

camera
cell phone
computer
headphones
laptop
tablet
grab
invite

knock
pass
put away
rude
share
thoughtful wash
anxious
careful
joke
reach
upset
weep
wrap
host

Unit 11

camp (v)
hike
ride a horse
ski (v)
surf
fish (v)
land
landfill
reduce
resources
reuse
smoke
sunlight
trash
wood
bottom
factory
forever
furniture
important
special

Unit 12

o'clock
time
week
blow
carton
diary
machine
paper
recycling plant
rescue
shelf
stationery store
busy
choose
picnic

Unit 13

cry
nervous
proud
yawn
smile
unhappy
excited
feelings
high
low
right
sleepy
trumpet
wolf
wrong
flute
imagine
remember
thunder

Unit 14

do an interview
give a concert
have lunch
make a mistake
sign an autograph
talk to fans
(the) flu
hummingbird
musician
notes
record
solo (n)
tears (n)
wait
worried
dreamy
enjoy
laugh
popular
snowflake
tune

Unit 15

broom
computer mouse
desk drawer
door
stapler
suitcase
easy
ground
heavy

light
movement
pull
push
speed
throw
force
narrow
patch
toward

Unit 16

stubborn
baseball
basketball
golf
hockey
soccer
tennis
angry
east
forward
goat
horns
mountain
west
wet
basket
bridge
court
goal
hoop
puck
riverbank

Unit 17

drawing
mobile
mosaic
oil painting
origami
photograph
collage
crescent
nature
oval
pattern
sculpture
spiral
star
straight
corner
hang
length

point
speedboat

Unit 18

chalk
colored pencils
glue
markers
scissors
watercolors
shiny
fold
edge
crane
seal
crumple
waves
climb
golden
awake
bend
dive
voice

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