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Nguyễn Thị Xuân Lan – Phạm Nguyễn Huy Hoàng
Đào Xuân Phương Trang – Lê Nguyễn Như Anh

TIẾNG ANH 6

EXPLORE ENGLISH

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH

 NATIONAL
GEOGRAPHIC
LEARNING



National Geographic Learning,
a Cengage Company

Tiếng Anh 6 – Explore English
Sách giáo viên

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SCOPE AND SEQUENCE

Unit	Functions	Grammar	Vocabulary	Pronunciation	Read & Write
Page 8 1 What's Your Favorite Band?	Talking about popular movies, books, music, bands, etc. Real English: <i>Really?</i>	Wh- questions: <i>what</i> and <i>who</i> <i>What's his favorite movie?</i> <i>Who's her favorite singer?</i> <i>What's your favorite ... ?</i> Possessive adjectives Possessive pronouns Possessive 's and s'	Favorites People Sports	Contractions <i>What's/Who's</i>	Reading: My Favorite Things Writing: Personal letter
Page 18 2 Monkeys Are Amazing!	Identifying animal sounds Talking about favorite animals Real English: <i>Wow!</i>	Adjectives: <i>Are monkeys quiet?</i> <i>Jaguars are big.</i> <i>Frogs are noisy.</i> <i>Parrots are beautiful.</i> Comparatives: <i>Birds are smaller than dogs.</i> <i>Are they more beautiful than frogs?</i>	Animals Adjectives	Sounds of the letter <i>a: /æ/</i> and <i>/e/</i>	Reading: The Amazing Aye-aye Writing: Poster and short description
Page 28 3 Where's the Shark?	Talking about location of things Describing ocean animals Real English: <i>Look!</i>	Talking about quantity and location: <i>How many fish are there?</i> <i>Where's the crab?</i> Quantifiers: <i>any, some</i> Articles: <i>a/an, the</i>	Ocean animals Prepositions of place Quantifiers	<i>There are and They're</i>	Reading: Strange Sea Animals Writing: Short paragraph
Page 38 4 This Is My Family.	Introducing and identifying family members Talking about family members Real English: <i>Yeah!</i>	Family members and relationships: <i>Verb to have</i> <i>She has a brother.</i> <i>I have two sisters.</i> <i>Do they have any cousins?</i> <i>Do you have any brothers and sisters?</i>	Family	Reduction of <i>do</i> and <i>does</i> Sentence stress	Reading: Twins Days Festival Writing: Email
Page 48 5 I Like Fruit!	Expressing likes and dislikes Talking about one's favorite food Real English: <i>Me too. / Me neither.</i>	Expressing likes and dislikes: <i>I like chips. I don't like onions.</i> <i>They like rice, but they don't like sandwiches.</i> <i>She doesn't like vegetables.</i> <i>Do you like juice?</i> Giving reasons: <i>I like eating vegetables because they're healthy.</i>	Food and drinks	Final -s sounds	Reading: Foodscapes Writing: Short message
Page 58 6 What Time Do You Go to School?	Talking about routines and school subjects Real English: <i>See you later!</i>	Simple Present: <i>School (always) starts at 8.</i> Adverbs of frequency: <i>always, usually, often, sometimes, never</i> Asking about time: <i>What time does school start?</i> <i>What time do you get up?</i>	Verbs Times School subjects	Consonant blends	Reading: Kakenya's Dream Writing: Email

Unit	Functions	Grammar	Vocabulary	Pronunciation	Read & Write
Page 70 7 Can You Do This?	Talking about one's abilities Real English: <i>Sure!</i>	Expressing ability: <i>can, cannot</i> <i>What can you do?</i> <i>Can elephants swim?</i> Conjunctions and compound sentences: <i>Dave can ski, and Sherry can surf.</i> <i>No, he can't, but he can play golf.</i>	Verbs	<i>Can and can't</i>	Reading: Animal Smarts Writing: Short report
Page 80 8 How Much Is This T-shirt?	Talking about prices and what one likes to buy Real English: <i>Excuse me.</i>	Phrases for buying and selling: <i>How much is ... ? It is ... dollars.</i> <i>Would you like this baseball cap?</i> <i>Yes, please.</i> <i>No, thanks. I'd like that one.</i> <i>I'd like that T-shirt, please.</i> Imperatives: <i>Look at that T-shirt!</i> <i>Don't agree to the first price.</i>	Personal items Prices	Prices	Reading: Skiing in a Shopping Mall? Writing: Blog post
Page 90 9 What Are You Doing?	Talking about the forms of technology and communication that one often uses Real English: <i>just</i>	Present Progressive: <i>I am chatting with a friend.</i> <i>Are they watching a movie?</i> <i>What are you doing?</i>	Verbs Technology	Intonation in <i>Wh-</i> questions and <i>yes/no</i> questions	Reading: How Self-Driving Cars are Changing the Future Writing: Short paragraph
Page 100 10 What's the Weather Like?	Describing the weather and one's favorite weather/season Real English: <i>Cool!</i>	Weather-related vocabulary: <i>cold, dry, rainy, 30 degrees</i> Superlatives: <i>Winter is the most exciting season.</i> <i>July is the hottest month.</i> Simple Future: <i>It will be hot tomorrow.</i> <i>It won't be rainy.</i> <i>Will it be cold?</i>	Weather Seasons	Final <i>-y</i> sound	Reading: Storm Chaser Writing: Postcard
Page 110 11 I Went to Australia!	Sharing one's previous experience of a vacation or trip Real English: <i>That sounds great!</i>	Simple Past: <i>I had a great time.</i> <i>What did you do?</i> <i>Did you go to the museum?</i> Modal verbs: <i>You should go to the beach.</i> <i>You shouldn't go in the winter.</i> <i>It might be hot.</i>	Holiday Verb phrases	Sounds of <i>-ed</i>	Reading: Travelers of the Year Writing: Travel blog
Page 120 12 What Do You Usually Do for New Year's?	Describing what people do during festivals and parties Talking about celebrations Real English: <i>That's nice!</i>	Expressing time: <i>in, on, during</i> <i>I went to a festival during the holidays.</i> <i>What did you do on New Year's?</i> <i>What did you do in summer?</i> Recycling past tense: <i>We went to a party.</i> <i>I visited my family.</i>	Festival Verbs	Syllable stress	Reading: Harbin Ice and Snow Festival Writing: Postcard

WELCOME

Welcome to *Explore English*.

What is *Explore English*?

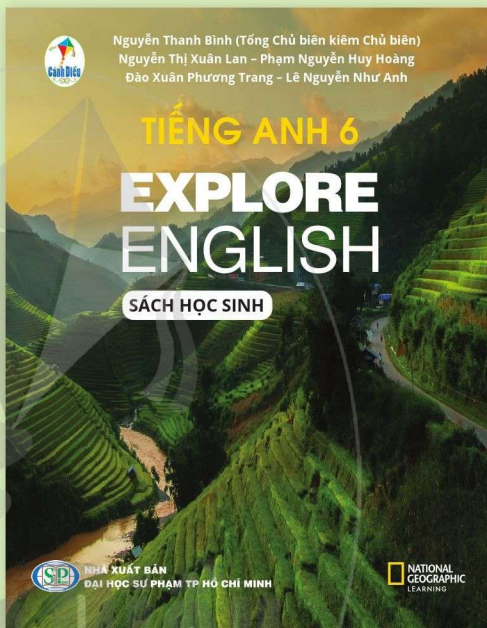
Explore English is a four-level, four-skills series that combines a communicative approach to learning English with up-to-date National Geographic content, designed to be engaging for all young students, from pre-teens to young adults.

How is the book organized?

Explore English follows a familiar grammatical syllabus, with simple structures introduced in the lower levels, followed by increasingly complex structures in later levels. However, *Explore English* also follows a rich thematic, content syllabus. Real-world content is used as a springboard for introducing the language that students need to become effective communicators in English.

As with the grammatical syllabus, *Explore English* teaches the highest-frequency vocabulary in the earlier stages of the course, with relatively lower-frequency vocabulary appearing only in the higher levels of the series. Along the way, more specialized vocabulary is occasionally introduced so that students can develop a meaningful understanding of it, as well as be able to talk about the real world topics and issues introduced in *Explore English*. Key vocabulary is recycled systematically throughout the series.

The vocabulary and grammar is well integrated throughout the series. For example, students might learn the grammatical structure “can” to talk about abilities in relation to a unit on animals, learning to talk about what animals can and can’t do, before going on to personalize the language and talk about themselves and their own abilities.



What are the principles behind *Explore English* and National Geographic?

1. English for International Communication

A key principle underlying *Explore English* is an awareness that we are living in an increasingly globalized world, with English fast-becoming a lingua franca, and that the distinction between “native” and “non-native” speakers of English is becoming less distinct than in the past. The majority of communication in English is now between so-called “non-native” English speakers. While *Explore English* uses standard American English as its basis—in terms of lexis, grammar, and model pronunciation—it also acknowledges, and embraces the fact, that English is gradually moving away from being a “Western” language, and toward becoming an international one. Rather than make the assumption that a “foreign” student learns English so that they can communicate with and learn about the cultures of “native” English speakers, *Explore English* positions students to be effective communicators in English in a world where English is a common means of international communication.

2. Inspiring People to Care About the Planet

In tandem with this is the belief that—in a globalized world—young people are increasingly less defined by national boundaries. National Geographic’s philosophy—“inspiring people to care about the planet”—is one that should resonate with many young people today, in not just its environmental mission, but also in its international perspective. Far from simply studying “Western” culture, students of *Explore English* learn about the world around them and its many varied cultures. Moreover, *Explore English* encourages the idea of the student as a world citizen, eager to understand people of all cultures and to learn about global issues and events affecting everyone, including historical discoveries, scientific developments, and the health of the environment and the planet’s inhabitants.

3. Authentic Real-World Content

It is also a key principle of *Explore English* that authentic, real-world content is more motivating, more relevant, and more respectful to students than content that is contrived or artificial. The majority of *Explore English*’s content, including its photography and videos, comes from the National Geographic archives. This high-interest content informs the entire *Explore English* series and provides motivation for students to think and learn about real issues, and gets students talking in English as early as possible. *Explore English* also provides many opportunities for personalization so students can apply the language they learn in wider contexts to talk about themselves and their own lives. For example, students may learn about extreme weather conditions—the hottest place on Earth, the coldest winters, the driest summers—but will also be able to use this language to talk about themselves and their everyday experiences.

4. Developing Technological Literacy

Another key principle of *Explore English* is the knowledge that young students today are more technologically savvy than any previous generation and that information is increasingly multimodal. *Explore English* uses a combination of text types—videos, photographs, illustrations, and listening materials.

TAKE A TOUR OF **EXPLORE ENGLISH**

Take a Tour of the *Explore English* Teacher's Edition

The Teacher's Edition of *Explore English* is full of suggestions on how to get the most out of your class time. The following pages will help you understand the vast resources at your disposal. (Don't forget to read about the other components on page xix.)



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Every level of *Explore English* is divided into **12 units**. Each ten-page unit is based on a particular theme, allowing students to learn about the world around them as they develop language skills.

The **How to Teach *Explore English*** section introduces techniques and tips to help you teach *Explore English* more effectively.

The **Review Games** allow students to review the previous six units of material in a friendly competition with their classmates.

The **Workbook** is an effective way for students to practice the language learned in *Explore English*. Page xix gives more information about the Workbook. Answer keys for all of the Workbook activities are on pages 136–141.

The **Audio Scripts** contain all of the Student Book's listening activities. The scripts may be photocopied and used in a variety of ways in class (for example, by whitening out some of the words to make a dictation exercise).

MEET THE **EXPLORE ENGLISH** TEAM

Maya



This is **Maya Santos** from Rio de Janeiro, in Brazil. She's into music, singing, and shopping.

Minh



This is **Minh Nguyễn** from Hà Nội, in Việt Nam. He likes sports and animals.

Nadine



This is **Nadine Barnard** from Cape Town, in South Africa. She loves nature, movies, and music.

Stig



This is **Stig Andersson** from Stockholm, in Sweden. He loves food, photography, and sports.

USING THE TEACHER'S EDITION EFFECTIVELY

The **Topic** box gives optional suggestions for things you may want to prepare before the class. **Additional Vocabulary** is related to the topic of the unit and is particularly helpful for learners who are slightly more advanced and need a further challenge.

The **reduced Student Book pages** show answers or example answers for each activity. "Answers will vary" is used to indicate where there is no single answer for a particular question or activity.

UNIT 7 CAN YOU DO THIS?

TOPIC: ABILITIES

Vocabulary: verb: rock climb, sing, paint, play the piano, swim, dance, do a handstand, skateboard, play the drums, drive

Grammar: can/can't (ability): conjunctions and compound sentences

Extra material: English magazines (particularly sports, fashion, and entertainment magazines); pictures of famous athletes; pictures of hymns, legends, and celebrities; pages from a phone book, or the index of a book; a map of the world

Other useful vocabulary: sports: table tennis, volleyball, instruments: guitar, trombone, trumpet, violin; verbs: drive, carve

Book works: Have students write their answers for any in-book activities on a separate piece of paper.

TEACHING NOTE: MODALS

Can and can't are modal verbs—verbs that work with other verbs to express ability, possibility, necessity, and permission. Can and can't do not change, no matter what the subject is (I, you, he, she, etc.).

Modal verbs are also called modals, modal auxiliary verbs, and modal auxiliaries, and they include could, might, must, should.

END OF UNIT PROJECT Tell students they are going to make a class magazine. Give students a few minutes to look through some English magazines (especially the sports, fashion, and entertainment magazines).

70 Unit 7

7 CAN YOU DO THIS?

Preview



Listen. Write the names in the box under what they can do.

Jennifer Christina Lucas

Talk with a partner. What can you do?

Can you ride a horse?

No, I can't.



A young girl riding a horse.

Explain that they will each write two paragraphs about someone they like who can do something amazing. If necessary, have students brainstorm the types of people they might include (athletes, musicians, artists, people with special abilities like Daniel Fish, Ima Machi, and Kevin Richardson, etc.).

As a class, talk about the kinds of information they might include in their stories: the person's name, the person's birthday, where the person lives, things the person likes to do, and some information about the person's special ability.

Ask students what they usually find in a magazine story (photos and the story). Emphasize that their magazine story should have one or more photos (at least four other magazines, printed from the Internet, sketched by the students) that make the reader more interested in the topic.

Point out that each story has a title, with the author's name usually next to or under the title. Ask students what else they notice about the title. (The title is usually in a larger font.) Tell them their magazine page should follow this pattern.

Point out that in magazines, the paragraphs aren't always right next to each other. Sometimes, for example, there is a photo between them. Tell them they should be creative and design the paragraphs and photos on it to be like a magazine story.

In order to give the class magazine more variety, have students decide who they will write about and make sure students aren't writing about the same person. Have students create their magazine pages. After students have finished their pages, ask

What can't I do?
By the end of this unit, you will be able to:
• talk about abilities
• use conjunctions and compound sentences
• pronounce can and can't

students and allow them to see each other's work.

Preview

Have students read the unit title to themselves as you read it aloud.

Explain that in this unit they will learn to talk about things they can do.

Read the photo captions as students follow along in their books. Ask students what place is shown in the photo. (It's Long Bay in Viet Nam). Ask students, *Would you like to try this? Does it look scary?*

A As students follow along, read the actions aloud. Ask, *What can he do?* while pointing to the climber in the picture. (look climb).

Explain to students that they will hear four conversations from people talking about their abilities and they should circle the things these people can do well.

B Play the CD. Play it again, if necessary. Check answers.

B Explain to students that there were three people in A (Jennifer, Christina, and Lucas). Have students write the person's name next to the thing they can do well.

Play the CD again and have students do the activity. Check answers.

C Tell students they will take turns asking and answering questions with a partner about what they can and can't. Explain that they should use their own answers. Model the conversation with a student.

Have students do the task.

Unit 7 71

The **End of Unit Project** section provides a suggestion for an extended project that learners can do either in or outside class to extend and personalize the language from the unit.

The **Content Note** boxes give additional details about the content being studied, which can be shared with students to widen their knowledge.

The Real World

Ask students to look at the pictures. As students follow along in their books, read the title and the introduction aloud.

CONTENT NOTE: SUPERHUMANS

Daniel Kish taught himself how to "see" when he was a small child. He uses pulsed clicks. Iwan Machi is a Japanese man who uses sounds that are hard enough to have a sharp edge but flexible enough to last through heavy fighting.

Kevin Richardson, a South African, has not only slept next to lions but has also fed and lived with them (and other wild animals).

A Ask students to look again at the three photos. Read the people's names aloud as they follow along in their books. Then, as students follow along, read the statements and answer choices about each person aloud. Have students guess what these people can do and circle their answers.

B Explain to students that they will listen to someone talking about Daniel Kish, Iwan Machi, and Kevin Richardson. Have them mark each statement with T for True or F for False.

1 Play the CD. Play it again, if necessary.

Check answers as a class. Have students check their answers from **A**.

OPTIONAL Ask students other comprehension questions.

- Can Daniel Kish cook? (Yes, he can.)
- How does Iwan Machi know where he can move? (He makes sounds and then listens for the sound comes back to him, just like a dolphin does.)

74 Unit 7

The Real World

Superhumans!

Superhumans are people who have read this report around! Look at the people on this page. These people can do amazing things!



Daniel Kish



Iwan Machi



Kevin Richardson

1 Look at the photos. What do you think these people can do? Choose the correct answers.

- Daniel Kish can ride a bicycle **(without seeing) or feel as comfortable.**
- Iwan Machi can **(be magic tricks with tools) / call Kish with his camera.**
- Kevin Richardson can **(speak from circus tricks) / live with dangerous animals.**

2 Listen. Circle T for True or F for False.

- Daniel Kish can swim. **T F**
- Kish was on a TV show. **T F**
- Iwan Machi can eat a tennis ball. **T F**
- Kevin Richardson is also called the "Circus Father". **T F**

Discussion. Which superhuman power do you want to have? Why?



Iwan Machi



Kevin Richardson

the questions aloud. Have students get into pairs and talk about their ideas.

Pronunciation

Tell students they will practice the pronunciation of can and can't. Explain how important the pronunciation of these words is because the two are easily misunderstood if not pronounced clearly.

- As students follow along in their books, play the CD.

Pronunciation

Can and can't?

1 Listen and repeat.

- can, can't
- can't, I can't play the piano
- can't, I can't see
- can't, I can't see the correct words
- can't, I can't see
- can't, I can't see

2 Work with a partner. Take turns to read these sentences.

- I can paint.
- I can't sing.
- I can speak French.
- I can't speak Vietnamese.
- I can't play tennis.
- I can't see.

Communication

Interview your classmates. Find out what they can or can't do.

Name _____

- Sing in English.
- Name five English-speaking countries.
- Count backwards from 20 to 0 in 20 seconds.
- Say your phone number forwards and backwards.
- Say the months of the year in backwards.
- Roll your tongue.
- _____
- _____

Get your partner's response! Yes No

Tell students they will play the CD again and they should repeat.

2 Play the CD again, stopping after each sentence. Have students repeat. Students may have a difficult time distinguishing can and can't, so you may need to play the CD a third time for additional practice.

3 Tell students to listen to the six sentences and decide whether the speaker uses can or can't, and to circle the correct answer.

- Play the CD. Play it again, if necessary.



DO YOU KNOW?

A free offer is someone who can live without _____
a. friends
b. something equipment
c. young

CONTENT NOTE: DIGITAL LITERACY

Digital literacy includes the ability to find, use, manipulate, and evaluate information. With the advent of modern technology, it is increasingly important for students to think critically about media, including photos, since they can be digitally altered to appear real.

Communication

Tell students they are going to do a survey. You might want to explain a survey in more detail. (See TEACHING NOTE.) Explain that they will stand up and move around the room, asking and answering questions with other students. If necessary, read each of the items aloud as students follow along in their books.

Have students look at the last two items. Tell students they should write their own (original) items here.

Remind students that they must turn the statements into questions.

Model an example question with a student. Say, Yes, I can. Students should write a tick next to the statement. Have another student ask a question, but this time say, No, I can't. Emphasize that the student should write a cross because you can't do it.

Have students move around the room and do the task.

TEACHING NOTE: QUESTIONNAIRES AND SURVEYS

Questionnaires and surveys are common in the United States. They are used to gather opinions on products, services, and politicians/candidates. Some market research companies administer these surveys (often by phone) and then consolidate and report the data.

Unit 7 75

The **Teaching Note** boxes contain tips for teachers and additional activity explanations, which explain language acquisition concepts in easy-to-understand language. These explanations can be used to explain the concepts to students.

USING THE TEACHER'S EDITION EFFECTIVELY

Three sections give suggestions for differentiated instruction. **Support** sections are useful to make activities easier (for weaker students), **Challenge** sections are useful to make activities more difficult (for stronger students), and **Optional** sections make activities longer.

Reading

Ask students to look at the picture. Have a student read the title and caption aloud.

CHALLENGE Tell students that smart is an adaptation of the adjective smart. Explain that smart is a slang term used mainly in the United States to mean intelligence or expertise.

CONTENT NOTE: BONOBOS CHIMPANZEES

Bonobo chimpanzees are an endangered species. They are only found in one place, along the banks of the Congo River in the Democratic Republic of Congo, Africa. Bonobos eat while they are in trees, consuming mostly fruits and vegetables such as buds and roots. Kanzi is the most famous bonobo chimpanzee.

A Tell students to read the article quickly and to pay attention to why Kanzi is special. Remind them that they shouldn't read every word. Tell them it is OK if they do not understand all of the text at this point.

Have students circle their answer.

B Have students read the article about Kanzi again and circle all of the things he can do. Check answers as a class.

Ask students if their answer to **A** was correct.

C Tell students that scanning is a reading technique used to look for specific information. It can be used to find information in a text (for example, the definition of a word, a phone number, the time a TV show starts, etc.).

Remind students that when they scan, it is not important to understand or read every word.

Have students suggest ways to find city names quickly when they scan, providing the answer if necessary.



Kanzi eats food from a pan.

(They should focus on words that start with capital letters.)

Have students scan the article to find out where Kanzi lives.

SUPPORT Show examples of pages from a phone book or the index of a book. In class, have racers to see who can find a piece of information the fastest.

OPTIONAL Have students find the Democratic Republic of Congo on the world map.

Additional Activities to Use with the Reading

Additional Comprehension Questions

1. Is Kanzi a boy (male) chimpanzee? (Yes, he is. The text refers to Kanzi by he, indicating he is male.)
2. Does Kanzi have children? (Yes, he does. The text talks about his son, Teco.)
3. Can Kanzi use a computer? (Yes, he can.)

Reading

1 Read the article quickly. What's special about Kanzi?

- a. He can write.
 - b. He can speak English.
 - c. He can communicate with humans.
 - d. He can do all the things Kanzi can do.
- 2** Read again. Where does Kanzi live? *He lives in the United States.*

ANIMAL SMARTS

This is Kanzi, a bonobo chimpanzee. Bonobo chimpanzees are from Africa. There are only about 10,000 to 20,000 bonobos in the world today.

Kanzi lives in a zoo in the United States. He is very smart. He can communicate with humans.

Kanzi can understand about 1,000 English words. He can speak, but he cannot use the computer to say about 500 words. He points to pictures on a computer to say these words. He uses between 30 and 40 words every day.

Kanzi can also think a little and solve math problems. He knows that five are not Kanzi's can't sing, but he can sing the song. Kanzi teaches his son Teco. Now Teco can use a computer, just like Kanzi.

CRITICAL THINKING

Question Construction

Have students get into pairs. Students take turns asking and answering factual questions about the reading. For example: Can Kanzi say about 500 words? Yes, he can.

Critical Thinking

Have students brainstorm other things Kanzi can (probably) do, writing them on the board as they are given. For example: Kanzi can jump. Kanzi can run.

CRITICAL THINKING

The main focus of this section should be on reading. However, the passage has also been recorded as optional audio which may be played if there is sufficient time.

TEACHING NOTE: SCANNING

Hints for teaching scanning include:

1. Think about the order of the information. Is it by date/time, alphabetical order, etc.?
2. Use header words or titles and headings to help you find the information quickly.
3. When searching for names and places, scan for capital letters.
4. Scan for numbers when looking for statistics.

To provide additional practice with scanning, explain it more detail by using the following steps to help students understand it.

1. Take out a dictionary. Tell students you want to find a word. (This could choose a word from the reading.)
2. Open to page one and, with great exaggeration, begin reading each word aloud. Explain to students what a waste of time this is.
3. Ask students how you can find the word more quickly. (Look at the headwords. Find the correct two pages. Then use alphabetical order to find the correct section. Finally, find the exact word.)
4. Explain that this is scanning and they already know how to scan and regularly use it.
5. Have students use scanning to find words in their dictionaries.

The Optional sections suggest additional activities that can be done to supplement activities in the Student Book. You can use these to provide your students with additional practice before moving on to new material, or may find these useful if you find your students are progressing quickly through Explore English.

Additional Activities to Use with the Reading suggest various activities to expand on the Reading to best meet the needs of your students and your time constraints. Activities include reinforcing vocabulary, increasing students' awareness of the way vocabulary is used, expanding on the grammar used in the reading, asking and answering questions, personalizing the material, and pronunciation and dictionary practice.

Comprehension

A Have students read the questions to themselves and circle the correct answers.

After they have finished, check answers as a class.

B Point to the chart and explain that it helps us visualize the things that Kanozi can and can't do. Have students follow along in their books as you read the item already written in the chart aloud.

Have students do the task. Check answers as a class.

C OPTIONAL Tell students they will play a game. Explain that they will get into small groups. The first person must say a sentence about Kanozi. (Kanozi can play the piano. Kanozi can't sing.) The third student says the first two sentences and then adds another sentence. If a student can't remember, the group members can use prompts to give hints. The game continues until the group has said everything they can remember about Kanozi, or you call time.

C As students follow along, read the questions aloud. Have students get into pairs and discuss them.

Writing

Tell students they are going to write a short report about things that a friend or family member can and can't do.

As students follow along, read the example report aloud.

Give them a time limit for finishing the report, and set a minimum number of sentences students must write (e.g., five).

Have them do the task.

78 Unit 7

Comprehension

A Choose the correct answers for *Animal Smarts*.

- 1. BINGO** What is the article about?
a. a smart animal b. bonobo chimpanzees c. a zoo in the United States
- 2. BINGO** Where are bonobo chimpanzees from?
a. Africa b. Europe c. Asia
- 3. BINGO** The word "understand" means _____. (line 6)
a. say b. use c. know the meaning of
- 4. BINGO** How does Kanozi communicate what he wants?
a. by pointing to pictures b. by writing words c. by making sounds
- 5. BINGO** According to the article, Kanozi can't _____.
a. make a fire b. use a computer c. play the piano

B Complete the chart. According to the article, what can Kanozi do? What can't Kanozi do?

Can do...	Can't do...
communicate with humans use the computer make a fire cook marshmallows play the piano	speak sing

C CRITICAL THINKING Talk with a partner. What would you teach your pet to do?

Writing

Write a short report about someone you know. Describe what they can and can't do in 40–60 words.

Answers will vary.

78 Unit 7

My friend Lucy is friendly and very smart. She can't sing, but she can play the piano. She can surf, but she can't do a handstand. She can paint, and she can draw well. Sometimes she draws pictures of me.

SUPPORT Have students find and in the example. Ask students to think about when and how we use it. Remind them that we use and to connect two ideas. Yield up a book and pencil. Say, This is my book, and this is my pencil. Point out that you repeated this in my. Then say, This is my book and pencil. Explain that both things are yours, so you can put them into one sentence. Call on some students to make some sentences.

Tell students that we can't use and when the ideas are very different. Say, This is

my book, and I can play the piano. Point out that the two ideas have nothing to do with each other. Tell them that in this case, they shouldn't use and to connect the ideas.

OPTIONAL After students have completed their reports, have them take turns reading them with a partner. As students do this, walk around the class, noting grammatical mistakes. For example, My friend plays tennis. Discuss these mistakes when students have finished.

VIDEO

Contact Juggling

ABOUT THE VIDEO
Contact juggling, a street juggling style, is how we'll see juggle.

BEFORE YOU WATCH

Circle the correct answer. Contact jugglers can _____.
a. roll balls on their bodies
b. play the piano and juggle
c. not talk with their fingers

WHILE YOU WATCH

A Check your answer to the Before You Watch questions.

Watch the video again. Circle T for True or F for False.

1. Contact juggling works in Seoul, Korea. **T**
2. Contact jugglers use balls made of glass. **F**
3. The balls look like soap bubbles. **T**
4. Contact juggling is very easy. **F**
5. Contact juggling is practiced for several hours a day. **T**
6. Contact juggling is also done and done magic tricks. **F**

AFTER YOU WATCH

Talk with a partner. What facts about contact juggling are interesting?

Do you think contact juggling is fun? **Answers will vary.**



A juggler practices contact juggling.

Unit 7 79

WHILE YOU WATCH

A Tell students they will watch the video and they should check their answers from BEFORE YOU WATCH.

B Play the video. Discuss the students' answers from A.

B Explain to students that they will watch the video again. Tell them that for each statement, they should circle T if they think it's true and F if they think it's false. As students follow along in their books, read the sentences aloud.

C Play the video. Play the video again, if necessary. Check answers as a class.

CONTENT NOTE: CONTACT JUGGLING

Contact juggling is described contact juggling as "the most beautiful entertainment that I've ever seen." Contact juggling is also called dynamic manipulation, orb rolling, and spherical balancing. It is a fairly new kind of juggling, although the basic ideas were developed in the early 1980s by the American Michael Moschen.

AFTER YOU WATCH

Tell students they are going to get into pairs and talk about the video.

As students follow along in their books, read the questions aloud.

Have them get into pairs and do the task. Check answers.

C CHALLENGE Give students additional questions to discuss. Encourage students to give reasons for their answers.

1. How are juggling and contact juggling similar? How are they different?
2. Do you think contact juggling will become popular in your school in the future?
3. Do you want to try contact juggling?

As students follow along in their books, read the questions aloud.

Unit 7 79

+ The **Support** sections are intended for students who are finding the *Explore English* material challenging, and should make the activities slightly easier. They provide additional classroom procedures to help students better learn and practice the language.

↑ The **Challenge** sections are particularly appropriate for students who are finding the material a little easy. They suggest ways to expand on the students' learning and challenge them.

UNIT WALKTHROUGH

Explore English is organized into twelve units, each comprising ten pages of material.

The units open with a selection of colorful pictures chosen from or inspired by National Geographic's rich photographic archives. These pictures introduce the unit topic and target vocabulary. In addition, they arouse students' interest in the topic and generate discussion, by presenting "real" people, places, and situations.

The **Preview** section introduces students to the unit theme, and previews some of the vocabulary and language structures found in the unit. The topics are always interesting and relevant to teenage learners. The section provides a good starting point for activating existing knowledge of the topic and recycling previously taught vocabulary. It also provides a stimulus for opening class discussion about the topic.

The audio recordings on the Classroom Audio CD provide authentic speaking models so students can improve their pronunciation and general communication skills. The audio icon indicates the disk and track number.

3

WHERE'S THE SHARK?

A reef shark and reef fish at Bora Bora Island, Fiji

UNIT GOALS

By the end of this unit, you will be able to:

- talk about the location of things
- ask about quantity
- pronounce there are and they're

28

Preview

A **Listen.** Circle the words you hear.

1. The dolphin is (quiet / beautiful).
2. The fish is (big / colorful).
3. The ray is (quiet / colorful).
4. The shark is (small / scary).

B **Complete the sentences.** Look at the photos. Use the words from the box.

quiet	big	small	beautiful	slow
shy	friendly	colorful	fast	scary

1. Dolphins are friendly and beautiful.
2. Rays are _____.
3. Fish are _____.
4. Sharks are _____.

C **Talk with a partner.** Read your sentences in B.

Dolphins are shy and quiet.

No, they aren't! They're friendly and noisy.

ray



dolphin



29

The cartoon stories, featuring the *Explore English* team, present the unit's target language in a humorous context. To help them master the new vocabulary, students are encouraged to role-play the story. Words in blue are substitution words. To build fluency and learner confidence, students can repeat the role-play, varying some words and the speaker parts.

The **Real English** box highlights a functional phrase or discourse marker that appears in the cartoon. All phrases are common in spoken English, so students can use them to sound more fluent.

The **Language Focus** activities practice and reinforce the unit's grammar and language, moving from controlled and contextualized practice to freer and more communicative practice.

The **Do You Know?** quizzes provide students with a fun, real-world fact related to the topic of the unit.

Language Focus

A **11-23** Listen and read. Then repeat the conversation and replace the words in **blue**.

B Practice with a partner. Replace any words to make your own conversation.



11-23

TALKING ABOUT QUANTITY AND LOCATION (P. 166)

The fish is **near** the crab.

The shark is **behind** the seaweed.

How many sea animals are there?

There's one (sea animal).
There are 20 (sea animals).

Where's the crab?

It's on / under / next to the rock.

Where are the sharks?

They're in front of / behind the rock.

Is there an octopus in the seaweed?

Yes, there is. / No, there isn't.

Are there any fish in the seaweed?

Yes, there are some fish in the seaweed.
No, there aren't any fish in the seaweed.

30 Unit 3

REAL ENGLISH Look!

C Look at picture 1 in the cartoon on page 30. Answer the questions using complete sentences.

1. How many dolphins are there? There's one dolphin.
2. How many colorful fish are there? _____
3. Is there an octopus in the aquarium? _____
4. How many crabs are there? _____
5. Are there any rocks in the picture? _____

D Look at the picture at the bottom of this page. Complete the sentences. Use the words from the box.

in between on under behind in front of

1. The seahorse is _____ the rock.
2. The crab is _____ the seaweed.
3. The octopus is _____ the shark.
4. The starfish is _____ the sand.
5. The fish are _____ the water.
6. The sea turtle is _____ the starfish and the crab.

E Play a game. Work in pairs. Student A: Choose something in the classroom. Student B: Guess what it is.

Is it on the table?

Yes, it is.

DO YOU KNOW?



What is this?

- a. a catfish
- b. a hornetfish
- c. a dogfish

The unit's target language is presented in a simple Language Focus chart, with the grammatical points color-coded to highlight their forms. More detailed grammar tables can be found at the back of the Student Book (pages 164–171).

The final activity in each Language Focus is a communicative activity, such as a game, role-play, or survey.

The Real World introduces students to more general knowledge about the world often through National Geographic content. National Geographic Explorers feature in every level, introducing students to exciting real-world content through personal stories and experiences, recent discoveries and research, and scientific experiments.

Students often express concern about their pronunciation. The **Pronunciation** section aims to build learner confidence, using a listen-notice-repeat sequence. This section introduces and practices the features of spoken English appropriate to learners of this level. The pronunciation syllabus is usually topic-related and often focuses on the unit's target language.

The **IDIOM** box presents an idiom related to the unit topic. These idioms are all common in spoken English.

The Real World

SAVE THE OCEAN

Mariana Fuentes is a National Geographic Young Explorer. She studies sea animals, like sea turtles and dugongs. One of her favorite places is the Torres Strait near Australia. She looks after turtles on the beach.



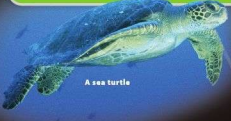
A Read the information about Mariana Fuentes. Then circle the correct answers.

- Mariana studies (sea turtles / horses).
- One of her favorite places is (the Torres Strait / France).
- She looks after turtles (on the beach / in the sea).

B Listen. Circle T for True or F for False.

- There are seven kinds of sea turtles. T F
- Leatherback sea turtles are really small. T F
- Dugongs live up to 100 years. T F
- Dugongs are also called sea cows. T F

Discussion. What sea animal do you want to look after? Why?



A sea turtle



A dugong

32 Unit 3

Pronunciation

There are and They're

A Listen and repeat.

- There are
- They're

B Listen. Circle There are or They're.

- (There are / They're) 800 fish in the tank.
- (There are / They're) in the seaweed.
- (There are / They're) between two rocks.
- (There are / They're) seven kinds of sea turtles.
- (There are / They're) two crabs on the rock.

C Work with a partner. Take turns to read the sentences in B.

IDIOM

If someone is "like a fish out of water," they are ____.

a. not comfortable
b. not well

Communication

Jaguar sea turtle dolphin shark crab howler monkey

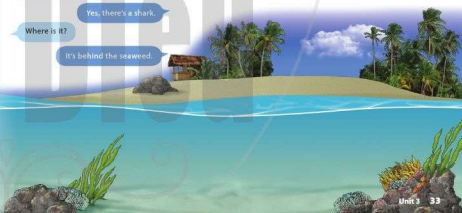
Draw and ask. Choose four animals from the box above and draw them on the beach picture. Ask a partner questions about the animals in his or her picture. Then draw your partner's picture on page 133. Compare the pictures.

What animals are in your picture?
Is there a shark?

Yes, there's a shark.

Where is it?

It's behind the seaweed.



The **Communication** section is the main communicative task of the unit. These pair or group activities allow students to use the language they have learned in a longer and less structured speaking activity. These sections include activities such as games, surveys, information gap activities, role-plays, and questionnaires.

Like the pictures in the Preview section, the photos on the Reading pages serve several purposes: they reflect the topic of the reading passage; they create interest and can generate discussion; and they can activate prior knowledge and language.

The **Reading** pages present a high-interest article, containing information that has been adapted from National Geographic or other sources. The reading passage introduces new vocabulary; however, the length and language level of each passage is carefully graded and controlled. This ensures students can understand the passage with little or no teacher support.



Leafy seadragon

Reading

A Look at the pictures. What things do you see? Check (✓) them.

☐ seaweed ☐ rocks ☐ fish

B Read the title. Why do you think these animals are strange?

C Read the article quickly. Underline the places where the animals hide.

34 Unit 3

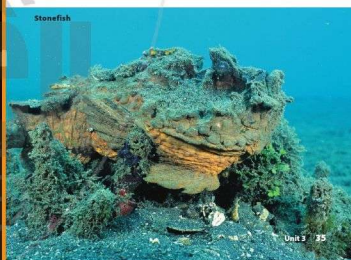
STRANGE SEA ANIMALS

Do you know that some animals are camouflaged? This means their color is the same as the colors around them. Some camouflaged animals hide in seaweed, rocks, and sand.

Look at the photo on the left. This looks like seaweed, but it's not! It's the leafy seadragon. It hides in the seaweed. It's the same color as the seaweed. Like the seaweed, its body is also in the shape of a leaf.

Look at the photo below. This is a stonefish. It hides on the sand, near rocks. It looks like a rock. Where are its eyes and its mouth?

LISTEN: OPTIONAL AUDIO



The **Reading** section uses a pre-, while-, and post-reading sequence to develop students' reading skills and engage them in the reading passage. The pre-reading tasks introduce and practice such skills as previewing, skimming for meaning, and scanning for detail.

Each Reading passage has also been recorded as **Optional Audio**, which may be played if there is sufficient time.

In the post-reading **Comprehension** section, students show how well they have understood the reading passage by answering questions in two sections.

Section A features multiple-choice questions to check students' basic comprehension. The multiple-choice questions follow the same format as many major external examinations. Question types include reading for gist and for detail, inferring, interpreting new words from context, and understanding reference words.

OPTIONAL

Each unit includes a short **optional video** related to the unit theme which may be played if there is sufficient time. The video is scripted to be level appropriate and to recycle the unit's target language. Videos are usually taken from the National Geographic video archives. Before, While, and After You Watch activities assess students' understanding of the video.

Comprehension

A Choose the correct answers for *Strange Sea Animals*.

- 1. Match.** What's this article about?
a. jungle animals b. animals that hide c. endangered animals
- 2. Match.** When animals hide in the same colors around them, they are _____.
a. covered b. camouflaged c. trapped
- 3. Match.** In line 6, "its" refers to _____.
a. a leaf b. seaweed c. the leafy seadragon
- 4. Match.** A stonefish hides _____.
a. on the sand b. under the sand c. under the rocks
- 5. Match.** A stonefish looks like _____.
a. seaweed b. a rock c. a seadragon

B Complete the chart.

What are their names?	What do they look like?	Where do they hide?
stonefish leafy seadragon		

C CRITICAL THINKING Talk with a partner. What other animals hide in the same colors around them?

Writing

Write a short paragraph. Find a photo of an animal. Then write 40–60 words about the animal.

Asian arowana fish are also called dragon fish. They live in rivers in Southeast Asia. They eat other fish and insects. There are different colors of arowana fish: green, gold, red, and blue.



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Section B contains a variety of **graphic organizers**, such as charts, word webs, and diagrams, to develop critical thinking skills, and to give students a deeper understanding of the reading passage.

Critical Thinking or Discussion questions provide an opportunity for students to engage critically with the article by asking and answering questions about the content.

In the **Writing** section, students demonstrate their newly gained language skills through a variety of writing tasks, including writing emails, letters, posters, articles, blog posts, and reports. A clear model is provided for each writing activity, and this acts as a springboard for students to create their own piece of personalized writing.

OPTIONAL VIDEO

Ocean Oddities

ABOUT THE VIDEO

Many strange creatures live in the ocean.

BEFORE YOU WATCH

What sea animals do you know? Make a list.

WHILE YOU WATCH

A Check. What animals on your list did you see?

B Watch the video again. Circle the words you hear.

- Sargassum fish hide in (seaweed / coral).
- Comb jellyfish are (colorful / bright).
- Beluga whales are very (quiet / noisy).
- Clams use their (foot / tongue) to push into the sand.

AFTER YOU WATCH

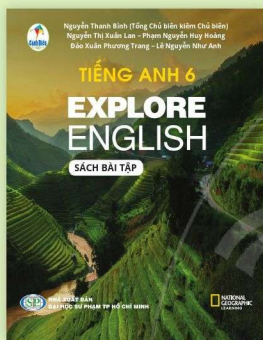
Talk with a partner. Describe the sea animals in the video. Are there strange animals in your country? Describe them.

Fish swimming near coral, Red Sea, Egypt



Unit 3 37

ADDITIONAL COMPONENT OF THE SERIES



Workbook

The *Explore English* Workbook is designed to provide students with additional practice in the language learned in the Student Book. You may choose to use the Workbook as additional class practice or set it as homework. Most activities in the Workbook are designed for self-study, though some tasks can easily be expanded into interactive speaking activities.

Workbook answer keys are available on pages 136–141.

HOW TO TEACH **EXPLORE ENGLISH**

This section aims to give you practical ideas for using *Explore English* and provide you with classroom activities that can get your learners interacting with the material and communicating in the classroom. First, we look at **teaching through content** in which we bring the outside world into the classroom to help our learners become more global. We then look at the importance of **vocabulary** as the building blocks of language and get learners to develop their **grammar** by actually using it. We also look at ways to make use of **listening** and **reading** material to maximize learner output and ideas for getting learners communicating to one another using the spoken or written form. After that, we turn to ways to integrate video into our classes to add new dynamics to classroom learning. We then discuss ways to help our learners to retain and use the language they have learned beyond the walls of the classroom. Finally, there are suggestions for further reading.

TIP

Throughout this section you will find tips to help get your students thinking critically.

Teaching Through Content

Modern developments in language teaching include Content-based Instruction (CBI) or Content and Language Integrated Learning (CLIL) in which learners are provided instruction in real-world content or subject matter via a foreign language. This helps students to learn about the content and to acquire target language at the same time. Although the primary aim of *Explore English* is to introduce the learner to English, the language is always contextualized helping the learner to develop an appreciation and understanding of world cultures, the environment, general knowledge, geography, health, history, science, sociology, and so on.

- Make full use of the National Geographic images to help learners understand more about their world. Have learners describe what they see in the photographs. Have them make connections between the photographs and the content of the unit.
- Have learners look up country or city names on a map to help develop their geographical awareness.
- Have learners find out more about the content you are teaching them. This could be given

The Real World

Animals from South America

Many amazing animals live in the rain forests of South America. Look at the pictures. Do you know any of these South American animals?

1. Listen. Label the pictures with the names of the animals in the order you hear them. Use the words in the box.

green iguana howler monkey macaw

2. Listen. Complete the chart. Then listen again and check your answers.

	Macaw	Howler monkey	Green iguana
Type of ...	1. _____	member	4. _____
What are they like?	beautiful and	black, brown, or 4. _____	long 7' and strong
How long do they live?	up to 3. _____ (years)	up to 5. _____ (years)	up to 8. _____ (years)

Discussion. Describe your favorite animal.

Pronunciation

Sounds like /m/ and /n/

1. Listen and repeat.

1. /m/ animal 2. /n/ name

2. Complete the chart below. Use the words in the box. Listen and check your answers.

	animal	name
Sound like /m/	giraffe	amazing
Sound like /n/	giraffe	amazing

3. Work with a partner. Take turns to read the words in B.

DO YOU KNOW?

This island is really small. It is the size of a coin. What's its name?

a. Madagascar
b. Thailand
c. Bali

Communication

Play a true/false game. Work in pairs. Take turns to describe an animal. Student A: Say two true sentences and one false sentence. Student B: Guess the false sentence.

Tigers are orange and black. *That's true!*

Tigers are from Africa. *That's false! They're from Asia.*

as a homework task (e.g., find out one fact about a sea turtle or dugong and share with the class next week).

TIP

Encourage learners to think critically by comparing and contrasting content with their own cultures.

CONTENT AND BECOMING GLOBAL

Teaching through content helps learners see a real need or purpose for using the language. Furthermore, using topics or content that can stimulate the interest of the learners can make learning the language a much more enjoyable experience. For example, imagine you prepare a lesson about “Favorites.” Your learners can learn:

- More about popular foreign bands, singers, shows, books, and movies (e.g., *The Hunger Games*).
- Country names (e.g., New Zealand, Uganda).
- National sports (e.g., Australia and rugby).
- Favorite things for people around the world (e.g., Wesley - Chelsea).
- *Wh-* questions (e.g., Who is your favorite singer?).
- To share information about their own culture (e.g., In Japan, baseball is the favorite sport. Koji Uehara is a very famous player.).

By becoming global learners, your students will understand more about the world they inhabit. Global learners will:

- Develop a deeper understanding of the world as a whole.
- Develop a deeper understanding, tolerance, and respect for other cultures.
- Develop a deeper understanding and appreciation of their own culture from a more global perspective.
- Develop a greater understanding of the issues the world faces.
- Think creatively about responding to global issues.
- Develop the skills needed to function in an ever-increasing global society.
- Realize a need for bilingualism or multilingualism and increase their motivation to study the target language.



Reading

1 Read the article quickly. What does Wesley talk about?
Check (✓) all correct answers.

☐ movies ☐ books ☐ sports

2 Read the information about Wesley. Underline the sports.

3 Make a list. Write any other sports you know.

get:

MY FAVORITE THINGS

Hi! My name is Wesley Thomas. I'm 13 years old. I'm from Kampala, Uganda. My hobbies are movies, sports, and music.

My favorite sport is soccer. I also play tennis and rugby. My favorite sports star is a tennis player. His name is Andy Murray.

My favorite singer is Taylor Swift. She's from the United States. My favorite movie is Thor, and my favorite actor is Chris Hemsworth.

<https://www.youtube.com/watch?v=...>

Unit 1 15

Teaching Vocabulary

1

WHAT'S YOUR FAVORITE BAND?

UNIT GOALS
 By the end of this unit, you will be able to:
 • talk about your favorite things
 • use wh- questions
 • use contractions what's/who's

A band playing in concert

Preview

A **Match.** Write the words in 1 under the pictures. Listen and check your answers.

movie
singer
band






1. TV show 2. 3. 4. 5.

B **Listen** to the questions. Circle the words you hear in each question. Then listen to the whole conversation and circle the students' answers.

QUESTIONS	ANSWERS		
1. What's your favorite (movie / <u>book</u>)?	Divergent	Wolf Brother	<u>The Hunger Games</u>
2. Who's your favorite (singer / <u>band</u>)?	Taylor Swift	Bruno Mars	Pharrell Williams
3. What's your favorite (band / <u>book</u>)?	Maroon 5	One Direction	Imagine Dragons
4. What's your favorite (TV show / <u>movie</u>)?	The X Factor	Glee	The Voice
5. What's your favorite (movie / <u>book</u>)?	Godzilla	The Maze Runner	The Amazing Spider-Man

C Talk with a partner. Ask and answer the questions in B. Take turns.

What's your favorite movie?
 My favorite movie is The Maze Runner.

Successfully knowing a word requires a learner to understand its meaning, its form, and its usage. In this respect, *Explore English* provides learners with the opportunity to encounter new words through incidental learning, repeated exposure to key vocabulary in different contexts, and by encouraging learners to produce the vocabulary in communication activities. Vocabulary is introduced in the **Preview tasks**, built on in the Language Focus, and reinforced in the listening and video tasks. Throughout each unit, learners are then given the opportunity to practice using the words for themselves via both spoken and written activities. Some tips for vocabulary learning are:

- Have learners keep a vocabulary notebook. Learners write the word, the part of speech, a definition in English, a definition in their first language, an example sentence using the word (e.g., singer – noun – a person who sings songs – ca sĩ – **My** favorite singer is **Miwa**).
- Review the vocabulary at the end of the unit. Give teams blank pieces of paper. Have them write words from the unit on each piece of paper. Put the pieces in a pile and shuffle. One student takes the first word and puts the paper on his or her forehead so the other group members can see the word but the student with the paper cannot. Group members try and get the student to say the word by giving hints in English (e.g., “favorite” – “**My** _____ color is green.” “Is the word, favorite?” “Yes, that’s correct.”). Repeat with the next student and so on until all the words have been guessed.

Teaching Grammar Communicatively

The aim of Communicative Language Teaching (CLT) is to develop the communicative competence of our learners. Beliefs behind the CLT classroom include:

Getting learners communicating with one another in the target language facilitates language learning.

Getting learners involved in meaningful tasks—tasks in which they need to use the target language—facilitates language learning.

Using language that is meaningful for learners facilitates language learning.

Errors are an important part of language learning and should be tolerated by the teacher.

The aim of teaching grammar is therefore to equip learners with the skills to communicate by using the target language in a meaningful way.

In *Explore English*, grammar is introduced in the Language Focus sections of each unit. First, the grammar is contextualized within a **conversation** to make it meaningful for learners. They can then focus on form by examining the **language chart**. Learners are then guided through the structures in several controlled activities until they communicate with one another in a final free **communicative activity**. Tips include:

- Have learners personalize the language to make it more meaningful.
- Have learners think of other contexts in which they can use the language (e.g., *How many fish are there?* → *How many learners are there in this class?* *How many learners are there in this school?*)
- Think of interesting ways to get learners to use the language (e.g., prepositions of place – talk about neighborhoods – *How many bookstores are there? There's one. Where is it? It's next to the train station.*)

conversation

Language Focus

REAL ENGLISH Look

DO YOU KNOW?

What is this?
It is a shark.
It is a fish.
It is a dolphin.

language chart

communicative activity

Teaching Listening and Reading Communicatively

LISTENING

Listening is, by its nature, a receptive skill, and many learners benefit from a receptive period of listening and working alone before being asked to communicate. Here are some ideas you can use to make the listening activities in *Explore English* more communicative:

- Start with the picture(s) for the listening task. Get learners to work in pairs and describe what they see to each other.
- Ask the learners questions that activate their schemata (gets them thinking about the topic they will listen to). Alternatively, have your learners make and ask each other questions. You could provide a preview word list and have learners make questions using specific words that will appear in the listening (e.g., fruits – *What fruits do you like? What fruits don't you like?*)
- Have your learners sit comfortably, close their eyes, and relax. Play the listening track without assigning a task. Have learners listen and share what they heard with a partner.
- Do the listening tasks. Have learners check their answers with a partner after each task (e.g., *What did you get for number 1?*)
- Expand listening with post-listening activities and games. For example, in Grade 6 Student Book, Unit 4, learners listen to family words. Have learners describe their own families to one another and have listeners draw their partner's family trees or confirm what was said (e.g., *My older brother is Keijiro and my twin brother is Shota. – I see! You have an older brother called Keijiro and a twin brother called Shota.*).



Reading

1 Look at the photo. What do you think the article is about?
Check (✓) the correct answer.

☐ Big families ☐ Families and cities ☐ Famous families

2 Read the article quickly. Underline the name of the town.

3 Make a list. Write the names of interesting festivals you know.

TWINS DAYS FESTIVAL

Every year, the small town of Twinsburg, Ohio, in the United States, has a special festival. It's called the Twins Day Festival. The festival takes place in August. It's three days long and is very popular. Thousands of brothers and sisters visit this festival. Most of them are twins. They go there to meet old friends and to make new ones.

Twins often look the same, with the same color hair and eyes, but sometimes there are quite a few differences. Identical twins, however, look exactly like each other. They also often have the same hobbies! (www.twinsday.com)

54 Unit 4 45

READING

Although reading is a receptive skill, it is very useful as a springboard to discussion in the communicative classroom. Here are some ideas you can use to get learners communicating:

- Once again, activate learners' schemata by writing the title of the reading on the board. Have learners predict what they will read about (e.g., *amazing animals in the rain forest*).
- Use the image and pre-reading questions also to get learners thinking about the topic they will read. Have learners share what they see in the photograph (e.g., *The aye-aye has yellow eyes.*).
- Have learners read the material quietly to themselves. Alternatively, photocopy the article and cut it into separate paragraphs. Put learners in groups and have each member read one of the paragraphs. Learners then have to explain the paragraph they have read to their group.
- Do the reading comprehension questions but have learners check their answers in groups. Alternatively, make the comprehension questions into a race between groups. Elect one member of the group as the writer and give them a marker or a piece of chalk. Group members shout out the answers to their writer, who writes the answers on the board. The first team with the correct answers is the winner.
- The final reading question aims to get learners talking about what they have read. The task can be made more difficult by putting learners into groups and asking them to give reasons for their answers (e.g., *I think aye-ayes are scary because they look like bats.*).



As you eyes to the next, Madagascar!

Reading

1 Look at the photo. Check (✓) all the facts you think are true.

☐ This animal is big. ☐ This animal is fat. ☐ This animal is shy.

2 Read the article quickly. Underline the adjectives.

3 Read again. Where do aye-ayes live?

24 Unit 1

THE AMAZING AYE-AYE

This amazing animal is an aye-aye. It's from Madagascar. It lives in the rain forest.

Aye-ayes are black or brown. They are very small. Their tails are long. Their eyes are big and so are their ears. They have really long, strong fingers. They catch food with their fingers. When they move, they're not fast—they're very slow.

Some people think aye-ayes are scary because they look strange. But aye-ayes are friendly animals!

THE AYE-AYE



Unit 1 24

Getting Students to Communicate

More often than not, we may find learners are reluctant to produce the language and to speak English in the classroom. Learners can be shy, reticent, afraid of making mistakes, fearful of appearing foolish in front of their classmates, and unwilling to take risks. So, to avoid too much teacher-talk, student silence, and little meaningful communication, how can you get your students communicating using *Explore English*?

- Create a classroom environment in which learners feel safe and willing to take risks.
- Treat errors as a natural part of the learning process.
- Bring the learners' own personal experiences into the speaking tasks whenever possible.
- Use the classroom space in innovative ways. Get your learners to stand facing each other in a line at the front or back of the room. Have them do the speaking task and then move to the next person. Have them repeat the speaking task with a new partner (e.g., *What's your favorite color? What's your favorite sport?*). Swap partners again and continue the activity.
- Encourage friendly competition among groups (e.g., Which group can keep the conversation going the longest? Which group is the first to get survey answers from 10 different students?).



Getting Students to Write

Each unit of *Explore English* has one short writing task that encourages learners to reproduce the key language they have learned through a piece of writing. This can further help develop learners' communicative competence as they need to remember the vocabulary, spelling, language structures, and to demonstrate an understanding of cohesion and coherence. The writing task also gives learners the opportunity to personalize the language and thus makes it more meaningful to them. Some tips are:

- Explain the **writing task** to your learners (e.g., Grade 6 Student Book, Unit 6 – Write a short email describing your school to a friend). Have groups predict the kind of information that would be included in the email (e.g., subjects studied, number of students in the school, what time school starts).
- Have learners read the model writing and check their predictions.
- Have learners write a first draft with their textbooks closed.
- Have learners open their textbooks, look at the model writing as a guide, and write a second draft.
- Have learners work with a partner. Swap their drafts and read them. Have learners write a comment under the partner's writing (e.g., *Wow! You get up at 5:30 in the morning. That's really early!*)
- Collect the paragraphs and spread them around the classroom. Have learners walk around the room and read them.
- Have a quiz about the group's writing (e.g., *What can you tell me about Takashi's school life? Takashi gets up at 5:30.*).

Comprehension

A Choose the correct answers for Kakenya's Dream.

- Header:** What is another title for this article?
a. Life after School b. Living in Kenya c. A School for Girls
- Total:** How many students are there in some village school classrooms?
a. 70 b. 90 c. 100
- Header:** Many schools in Kenya need more _____.
a. chairs b. teachers c. students
- Header:** "Especially true" means _____. (line 5)
a. not true b. only true c. more often true
- Total:** Why do some Maasai girls not finish school?
a. They move house. b. They get married. c. They leave Kenya.

B Complete the diagram. Look at the school subjects on page 64. Compare the school subjects at Kakenya's school with your school subjects.

Your school subjects	Both	Subjects at Kakenya's school
		Swahili

C CRITICAL THINKING Talk with a partner. What do you think of Kakenya's school? Is your school similar to or different from Kakenya's?

Writing

Write a short email. Describe your school to an online friend in 40–60 words.

66 Unit 6

Using Video in the Classroom

OPTIONAL

Video is an optional tool that can add a new and exciting dimension to classroom learning. There are many advantages to video. Learners can be exposed to a range of authentic material and encounter the target language in a natural context. Moreover, learners are aided in their comprehension of the material with the use of visual cues as well as audio ones. Also, video can accommodate learners with different learning styles—both visual and auditory. Finally, video may hold the learners' interest and attention for a longer time than listening to audio CDs and may facilitate learners' motivation. As Canning-Wilson (2000) suggests, learners may prefer learning language through the use of video. In their study of using video with Japanese university learners, Williams and Lutes (2007: p. 10) concluded that "video . . . not only served to motivate learners in the class, but also influenced students' behavior outside the classroom."

IDEAS FOR USING VIDEO IN THE CLASSROOM

BEFORE THE LESSON

Watch the video yourself. Make a note of language you feel may be difficult for your learners. Prepare activities to pre-teach the language.

OPTIONAL
VIDEO

Kakenya's School

ABOUT THE VIDEO
Kakenya's students enjoy their school life.

BEFORE YOU WATCH
Circle the correct answers. What do you already know about Kakenya's school?

1. This school is in (Kenya / Uganda).
2. The school is for girls living in (cities / villages).

WHILE YOU WATCH

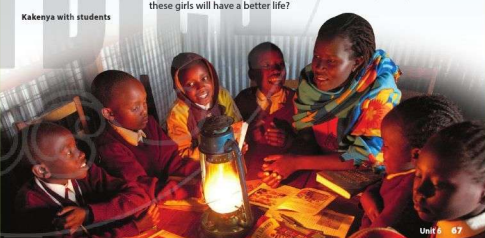
1 Check your answers to the Before You Watch questions.

2 Watch the video again. Circle T for True or F for False.

1. Kakenya's students live in the school.	T	F
2. They cook their own food in school.	T	F
3. School starts at 9 o'clock.	T	F
4. They study math and geography.	T	F

AFTER YOU WATCH
Talk with a partner. How would you describe Kakenya? Do you think these girls will have a better life?

Kakenya with students



Unit 6 67

BEFORE LEARNERS WATCH

Pre-teach any difficult language. For example, give learners a handout where they match target words to definitions or match target words into sentences (e.g., kayak – a small boat, like a canoe, people sit in it and use a paddle / I got very wet when my kayak overturned). Another idea is to make a list of questions that contain the target words for learners to ask one another (e.g., *Have you ever been kayaking?*)

Have learners predict the content of the video they are going to watch. For example, show learners pictures that are related to the video and have learners guess what the topic is.

Activate learners' schemata and background knowledge of the topic of the video. Write the "about the video" information on the board (e.g., three people talk about their favorite sports). Have learners ask each other questions to predict the content (e.g., *I think their favorite sports will be tennis, soccer, and canoeing. What do you think?*)

Have learners do the BEFORE YOU WATCH task in the book.

WHILE LEARNERS WATCH

Have learners sit back, relax, and watch the video once all the way through. Learners can experience the video as a whole and begin to develop a general understanding of what it is about. Have learners check their earlier predictions as to the topic of the video. An alternative idea is to put learners into pairs. Have Student 1 watch the first half of the video while Student 2 turns his or her back. Have Student 2 watch the second half of the video while Student 1 turns his or her back. Student 1 and 2 then explain to each other what they saw in the video.

Play the video a second time and have learners answer the WHILE YOU WATCH task in the book.

AFTER LEARNERS WATCH

Have learners check their WHILE YOU WATCH answers together.

Have learners retell what they saw and heard in the video.

Have learners answer the AFTER YOU WATCH discussion questions with a partner, small group, or as a class.

TIP

Encourage learners to think critically by doing role-plays based on the video.

Going Beyond the Classroom

Of course, homework is a great way to get learners to think about what they have learned in classes, to review lessons, and to practice the language outside of the classroom. Let's take Unit 1 in *Explore English* (on *Favorites*) as an example:

- Learners could write new words they have learned in the unit in their vocabulary notebook.
- Learners could practice the **Language Focus** conversations at home, with friends, in front of a mirror, or in front of their pet!
- Learners could do research about their own country and compare and contrast with **The Real World** section on page 12 (e.g., *This is Japan's flag. The country's national sport is sumo. The country's favorite sport is baseball. Ichiro Suzuki is a very famous baseball player.*).
- Learners could do a class survey with friends from other classes.
- Learners could write a short paragraph to describe their brother, sister, mother, or father.
- Learners could watch the unit video again, make some quiz questions, and test the class by asking them in the next lesson.
- Learners could get further practice by doing the *Explore English* Internet exercises.
- Learners can do activities from the workbook.

TIP

Encourage learners to think critically by offering them a choice of homework task, e.g., a writing, Internet, research, or video task.

Cánh Diều

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Nguyễn Thị Xuân Lan – Phạm Nguyễn Huy Hoàng
Đào Xuân Phương Trang – Lê Nguyễn Như Anh

TIẾNG ANH 6

EXPLORE ENGLISH

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN
ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH

 NATIONAL
GEOGRAPHIC
LEARNING

UNIT 1

WHAT'S YOUR FAVORITE BAND?

TOPIC: FAVORITES

Vocabulary: movie, singer, band, book, TV show

Grammar: *Wh-* questions—What, Who

Extra material: a world map

Other useful vocabulary: single, album, movie star, song, writer, player, team

Book work: Have students write their answers for any in-book activities on a separate piece of paper.

END OF UNIT PROJECT Have students make a poster about their favorite books, movies, TV shows, singers, and bands.

Tell them the poster should have pictures representing their favorites. The poster does not need to have any writing.

In class, have students work in pairs and use their posters to talk about themselves. Encourage students to ask questions about their partner's favorite things.

CONTENT NOTE: CULTURE

Divergent is the first book in a trilogy for young adults about people living in post-apocalyptic Chicago. *Wolf Brother* is the first book in a series of six books for teenagers set in the New Stone Age. Its main character is a 12-year-old boy who is a member of the Wolf Clan. *The Hunger Games* is a science fiction novel for young adults about a teenage girl living in a post-apocalyptic America. *The Hunger Games* trilogy has also been developed into a series of movies.

1

WHAT'S YOUR FAVORITE BAND?

UNIT GOALS

By the end of this unit, you will be able to:

- talk about your favorite things
- use *wh-* questions
- use contractions *what's/who's*

A band playing in concert

8

Taylor Swift is an American singer who was born in 1989. She is one of the world's best-selling musicians. Bruno Mars is an American singer and songwriter who was born in Hawaii in 1985. He also produces songs for other singers. Pharrell Williams is an American singer from Virginia, born in 1973. He is also a record producer and a fashion designer.

One Direction, a British band with four members, became popular after appearing on a British singing competition in 2010. Maroon 5 is an American rock-pop band that has had multiple hits around the world. Imagine Dragons is an American alternative rock band from Las Vegas. MTV called them the 'breakout band' of 2013.

Preview

- A** **Match.** Write the words in the box under the pictures. Listen and check your answers.

movie singer band book TV show



1. TV show



2. band



3. book



4. singer



5. movie

- B** **Listen to the questions.** Circle the words you hear in each question. Then listen to the whole conversation and circle the students' answers.

QUESTIONS

1. What's your favorite (movie / **book**)?
2. Who's your favorite (**singer** / band)?
3. What's your favorite (band / **book**)?
4. What's your favorite (TV show / **movie**)?
5. What's your favorite (**movie** / **book**)?

ANSWERS

- | | | |
|--------------|----------------------|-------------------------------|
| Divergent | Wolf Brother | The Hunger Games |
| Taylor Swift | Bruno Mars | Pharrell Williams |
| Maroon 5 | One Direction | Imagine Dragons |
| The X Factor | Glee | The Voice |
| Godzilla | The Maze Runner | The Amazing Spider-Man |

- C** **Talk with a partner.** Ask and answer the questions in B. Take turns.

What's your favorite movie?

My favorite movie is *The Maze Runner*.

Preview

Have students read the unit title to themselves as you read it aloud. Explain that in this unit they will learn to talk about things they like (their favorites). Point to the word *favorite* as you say this.

- A** Tell students they are going to write the words that match the pictures. Point to the example as you explain *TV show*. If necessary, read the other words aloud and have students follow along in their books.

Have students write the words.

Explain that they will hear the five words and they should check their answers.

- 1** Play the CD. Play it again, if necessary. Check answers as a class.

- + SUPPORT** Have students group the words into *people* (singer, band) and *things* (movie, book, TV show). Then ask students to name popular TV shows, bands, books, singers, and movies in their own country.

- B** Explain that students will hear five short conversations. Tell them to pay special attention to the question and circle the words they hear.

- 1** Play the CD.

Tell students you will play the CD again and they should check their answers. Have them listen to the answer and circle the students' responses. Have students follow along as you read the answer choices for each question aloud.

- 1** Play the CD. Play it again, if necessary. Check answers as a class.

- C** Ask students to take turns asking and answering the questions and answers in B.

- 1 CHALLENGE** Ask the students to say some other words they associate with music. (See **Other useful vocabulary**.)

Glee is an American TV show about the glee club in a fictional American high school. *The X Factor* and *The Voice* are television shows in which amateur singers compete against each other to win music contracts.

Godzilla is a movie based on the character from classic Japanese films and comic books. *The Maze Runner* is an action-thriller movie based on the book of the same name. *The Amazing Spider-Man* is a movie based on the comic book superhero, Spider-Man.

TEACHING NOTE: FIRST DAY OF CLASS

During the first day of class, tell students that it is OK to make mistakes when they practice their English. Explain that you want all students to speak in class, even if they feel they can't speak well. Practice is important! Remind them that even professional sports players have to practice to perfect their skills.

Language Focus

A Tell students they will listen to a conversation with four short exchanges.

1 Play the CD as students listen and follow along in their books. If necessary, play the conversation again, pausing after each exchange so students can repeat. Have students work in pairs and practice the conversation once.

Ask the students why the exchange is funny. (Maya and Stig have all of the same favorites.)

Point out the words in blue and read them aloud as students follow along in their books. You might want to have students repeat the words after you say them.

Remind them that this is conversation practice, not reading practice. Ask students how Stig sounds as the conversation continues (excited, surprised). Give students a funny example of reading out loud without showing any enthusiasm.

Tell students they will practice the conversation two more times, changing the blue words each time. Ask students to swap roles after they have practiced the conversation. Have them practice with both substitution choices.

B Have students practice the conversation again, substituting words to personalize it.

Real English

Direct students' attention to the expression in the Real English box. Explain that *Really?* is used in informal spoken English to show you are surprised by something. For example:

A: I woke up at five a.m. today!

B: Really? Don't you usually get up at seven?

Language Focus

A **1-03** Listen and read. Then repeat the conversation and replace the words in blue.

REAL ENGLISH Really?

B Practice with a partner. Replace any words to make your own conversation.



1-04

TALKING ABOUT FAVORITES (P. 165)

My favorite movie is *Godzilla*.
What's yours?

Mine is *Star Wars*.

My favorite TV show is *Glee*.
What's Maya's?

Hers is *The X Factor*.

What's *Peter's* favorite band?
What's *Lois's* favorite book?
What's your *parents'* favorite TV show?

His favorite band is *Maroon 5*.
Her favorite book is *Harry Potter*.
Their favorite TV show is *Friends*. /
Theirs is *Friends*.

Who's her favorite singer?

Her favorite singer is *Bruno Mars*.

What's = What is
Who's = Who is

10 Unit 1

Really? can also be used when someone is impressed or happy. For example:

A: I got 99% on the test!

B: Really? Great job!

+ SUPPORT Help students identify the words that can be substituted (the name of a book). Also ask students when they should use *she's* and when they should use *he's* in the fourth exchange. (They should use *she's* when talking about a female movie star and *he's* when discussing a male one.)

LANGUAGE FOCUS CHART

Ask students to look at the chart.

1 Have students follow along as they listen to the CD.

Explain that we use *What's* when we are talking about a thing (*What's your favorite book?*) and we use *Who's* when we are talking about a person (*Who's your favorite writer?*).

Ask students to look at the third question. Explain that when we use a person's name, we use an apostrophe *s* to show possession. (*Peter's favorite band*)

C Write the words in the correct columns.

band
movie
singer
song

book
movie-star
writer
TV show

People	Things
movie star writer singer	song book movie band TV show

D Complete the conversations. Write the correct words. Listen and check your answers.

1. Nadine: (1) What's Ana's favorite book?
Stig: (2) Her favorite book is *The Hunger Games*.
Nadine: (3) Who's her favorite writer?
Stig: Suzanne Collins.
2. Minh: (1) Who's Carl's favorite movie star?
Maya: (2) His favorite movie star is Jennifer Lawrence.
Minh: Hey! (3) She's my favorite movie star, too.
What's (4) Carl's favorite movie?
Maya: *Guardians of the Galaxy*.
3. Stig: (1) Who's your favorite singer?
Minh: (2) My favorite singer is Bruno Mars.
Stig: What's (3) your favorite band?
Minh: The Black Eyed Peas.
Stig: Wow! That's (4) my favorite band, too!

E Interview a famous person. Work in pairs. **Student A:** Imagine you are a movie star or singer. **Student B:** Ask your partner about his or her favorite things.

Hi, Bruno Mars. What's your favorite book?

What's your favorite movie?

Divergent.

Interstellar.

Unit 1 11

Ask a student about his/her favorite TV show. Using that student's name, write *What's _____'s favorite TV show?* Call on another student to answer.

Tell students that the question words *What's* and *Who's* are contracted (or shortened) forms of *What is* and *Who is*. Explain that both forms are correct, but when we speak, we usually use the contracted form, which is more informal.

Ask students to look at the board.

Write *What's = What is*.

Then write *What is _____ favorite _____?*
_____ favorite is X.

Circle *is* in both the question and the answer. Point out that *is* is used no matter who the subject is (*my, her, his, etc.*), as long as the subject is singular (e.g., *book, movie, TV show, etc.*).

+ SUPPORT Point to your book. Say *My book. The book is mine*. Point to a female student's book. Say *Her book. The book is hers*. (Student's name with apostrophe *s*) *book. The book is* (student's name with apostrophe *s*). Do the same with other female students.

Point to a male student's book.

Say *His book. The book is his*. (Student's name with apostrophe *s*) *book. The book is* (student's name with apostrophe *s*). Repeat with other male students' names. Continue with other objects as necessary. Point out that for singular nouns and names that end with *s* (as with *Lois* in *What's Lois's favorite book?*), we still add an apostrophe *s* to the end. With plurals, however, we simply add an apostrophe, e.g., *What's your parents' favorite TV show?*

- C** As students follow along in their books, read the words in the box aloud. Tell students they should group the words in the box into *people* and *things*. Check answers as a class.
- D** Ask students to read the conversations and write the correct words to complete them. Have students fill in the blanks.
- Tell students to listen to the conversations and check their answers.

1 Play the CD. If necessary, play it a second time. Check answers as a class, writing them on the board as they are given.

E Tell students they are going to get into pairs and pretend to interview someone famous.

Model the example conversation with a student. Point out that Student A pretends to be the movie star or singer and Student B is the interviewer.

Have the students do the task. Then have them swap roles and do the task again.

TEACHING NOTE:
POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS

Point out to students that there are different ways to talk about possession. Possessive adjectives (*my, her, his, your, etc.*) are used before a noun (e.g., *my house*). Possessive pronouns (*mine, hers, his, ours, theirs, its*) are used on their own. Have students look at the script for Track 1-04, put the possessives into two categories (adjective or pronoun), and mention any others they know.

The Real World

Ask students to look at the picture. Ask students what the young women in the picture are playing (soccer). As students follow along, read the title aloud.

Read the names of the six sports aloud as students follow along in their books.

CONTENT NOTE: SOCCER

Soccer, often called *football* outside of the United States, has both the most players and the most spectators of any sport in the world. Two teams of 11 players try to get the ball into the other team's goal. Only the goalkeeper (who stands in front of the goal) can touch the ball with his/her hands.

A Tell students they are going to listen to descriptions of flags and they should write the country names in the correct places. Read the country names aloud as students follow along.

1 Play the CD. Play the CD again if necessary. Check answers as a class.

B Explain to students that they should guess the most popular sport in each of the three countries in **A**. They should circle the correct answer.

Tell students they will listen to the answers and check their own.

1 Play the CD. If necessary, play the CD again.

Check answers as a class.

Discussion

As students follow along, read the questions aloud. Explain to students that their answers may not all be the same, particularly about who the most famous player is. Give students the opportunity to answer freely, but if no one is willing to provide an answer, call on several students.

The Real World

The World's Favorite Sports

Soccer is a very popular sport.

More than 3.5 billion people all over the world watch soccer.

Some other popular sports are cricket, rugby, and tennis.



rugby



soccer



baseball



basketball



cricket



tennis

A **1-06** Listen to the descriptions. Complete the sentences. Use the countries in the box.

New Zealand Spain Jamaica

1. This is Spain's flag.

This country's favorite sport is (tennis / baseball). Rafael Nadal is a very famous player.

2. This is Jamaica's flag.

This country's favorite sport is (cricket / basketball). Courtney Walsh is a very famous player.

3. This is New Zealand's flag.

This country's favorite sport is (tennis / rugby). The national team is the All Blacks.

B **1-07** Circle the correct answers in A. Then listen and check your answers.

Discussion. What's your country's favorite sport? Who's a famous player?

12 Unit 1

Pronunciation

A Tell students they will practice their pronunciation by repeating the words on the CD.

1 Play the CD. Play the CD again, stopping after each number. Have the students repeat. Students may have difficulties hearing the difference between the words with and without the contractions. Play the CD again, if necessary.

+ SUPPORT Before the activity, give

students more practice recognizing whether the speaker uses *is* or *'s*. Say *Who's* or *Who is*. Ask students who heard two words to raise their right hand and those who heard a contraction to raise their left hand. Continue to practice with continuously longer phrases until you are using full questions (e.g., *Who's your favorite soccer player?*).

Then have students get into small groups and take turns asking questions, with the other students indicating which phrase was used.

Pronunciation

Contractions: *What's / Who's*

A Listen and repeat.

1. What is, What's
2. Who is, Who's

B Listen. Write *Who's* or *What's*.

1. Who's your favorite movie star?
2. What's your favorite book?
3. Who's your favorite writer?
4. What's your favorite song?
5. Who's your favorite singer?

C Work with a partner. Take turns to read the questions in B.

DO YOU KNOW?



What sport is also the name of an insect?

- a. cricket
- b. rugby
- c. soccer

Communication

Do a class survey. Write your own questions for 4 and 5. Interview your classmates and complete the survey. Talk about the answers.

Bruno Mars

	1. What's your favorite number?	2. What's your favorite color?	3. What's your favorite song?	4. Who's _____	5. What's _____
Name _____	five	red	"Just the Way You Are"	_____	_____
Name _____					
Name _____					

Unit 1 13

- B** Tell students they will listen to five questions. Explain that for each, they must decide whether the speaker uses *who's* or *what's* and write the answer on the line.

- 1** Play the CD. Play it again, if necessary. Check answers as a class by having five students write them on the board.

- C** Have students get into pairs and take turns asking their partner the questions in **B**. Explain that they should use their own answers to respond.

DO YOU KNOW?

Read the question as students follow along in their books. Have them guess the answer before providing it. (a)

CONTENT NOTE: CRICKET

Cricket, England's national summer sport, is played all around the world, but it is particularly popular in countries with historical ties to England. Two teams of 11 players play on an oval field. Teams take turns batting and pitching (called bowling in cricket). Some aspects of the game are similar to baseball. The game has two "innings", and the team with the most runs at the end is the winner.

Communication

Tell students they are going to do a survey. Explain that they will go around the class and ask and answer the questions.

As students follow along, read the three questions and example answers aloud. If necessary, review the types of questions to use with *Who's* and *What's*.

Tell students to write two more questions (numbers 4 and 5). Model the task with a student.

Have students do the task.

When students have finished, randomly call on students and ask about their answers.

TEACHING NOTE: MODELING

It's a good idea to show students how to do a new activity by modeling it with a student. Choose a confident student who won't become shy or embarrassed, even if the task is difficult. Remind students that it's OK to make mistakes.

- 1 CHALLENGE** Have students think of other questions and also ask and answer them during the class survey. For example: *What's your favorite school subject? Who's your favorite teacher?*

Reading

Ask one student to read the title aloud.

Ask, *Who is this about?* (*Who is "my"?*) Have one student answer (one of the young people in the picture).

A As students follow along, read the three main ideas.

Ask students to read the article quickly to find out the main idea(s). Explain that this is a good way to understand a passage before reading it more closely.

Emphasize that they do not have to read every word because at this point they are just looking for the main ideas.

Have students do the task and check answers.

✳ **OPTIONAL** The text can also be used as a listening activity. Once you have completed A, have students close their books. Tell students they will listen to a short passage about a boy named Wesley Thomas. Explain that they should remember the sports that are talked about.

🎧 Play the CD. Ask students what sports were mentioned.

Play the CD again.

Have students open their books and start with C.

B Tell students that they will read the text again, and this time they can read more slowly to understand more details. Explain to the students that they should underline the sports.

Have students do the task. When all of the students have finished, check answers.

✳ **OPTIONAL** Have students find Uganda on the world map.



C Ask students to think of the names of other sports and write them on the lines. When students have finished, call on students and have them share their ideas, writing them on the board.

CONTENT NOTE: SPORTS

Popular sports around the world include soccer, tennis, golf, and gymnastics. It's good to remember that students may be familiar with other sports which are well-known and popular in their cultures. These may include baseball and volleyball in Latin America, badminton and table tennis in Asia, and horse racing, motor sports, and cycling elsewhere.



Reading

- A Read the article quickly.** What does Wesley talk about?
Check (✓) all correct answers.

☒ movies ☐ books ☒ sports

- B Read the information about Wesley.** Underline the sports.

- C Make a list.** Write any other sports you know.

golf

Answers will vary.

MY FAVORITE THINGS

Hi! My name is Wesley Thomas. I'm 15 years old. I'm from Kampala, Uganda. My hobbies are movies, sports, and music.

My favorite sport is soccer. I also play tennis and rugby. My favorite sports star is a tennis player. His name is Andy Murray.

- My favorite singer is Taylor Swift. She's from the United States. My favorite movie is *Thor*, and my favorite actor is Chris Hemsworth.

1-10 OPTIONAL AUDIO

Unit 1 15

TEACHING NOTE: DICTIONARY SKILLS

It is very useful to teach students how to use an English dictionary. When teaching dictionary skills, explain that dictionaries include not only the meaning of the word but also the pronunciation, the part of speech, and sometimes, example sentences.

Remind students that in a dictionary, words are organized alphabetically. So, when looking for the word *apple*, they must first find the *A* section, then look for words starting with *ap*, then look for *app* and continue in this manner until they have found the word.

Often, there is more than one definition for a word. Students should also look beyond the first definition. They should find the most appropriate meaning for the context.

Although students should not rely too much on dictionaries, being able to use them effectively is an important skill.

Additional Activities to Use with the Reading

Vocabulary Building

Readings sometimes have words that will be new for the students.

You can use these words in many ways. The following ideas can be used any time you are teaching new vocabulary.

1. Have students write the words in a vocabulary notebook. The notebook can be ordered by unit or alphabetically. If you choose the latter, students should leave several blank pages between each letter.

Provide opportunities for students to regularly review their notebooks and use the words they learned in previous lessons.

Have students write easy explanations in English or draw pictures to help them remember the meanings.

You can have students use the new words in example sentences that demonstrate their understanding of the meaning and the usage.

Encourage students to only use English in their notebooks.

Regularly collect in the notebooks to provide grades, feedback, and/or correction.

2. At the beginning of the next lesson, do warm-up activities using this vocabulary.

3. Include these new words on the students' spelling list.

4. Include these words on regular quizzes to test spelling, meaning, usage, and/or part of speech.

1-10 OPTIONAL AUDIO

The main focus of this section should be on reading. However, the passage has also been recorded as optional audio which may be played if there is sufficient time.

Comprehension

A Have students read the questions to themselves and circle the correct answers.

After they have finished, check the answers as a class.

OPTIONAL (Additional Comprehension Questions—True or False?)

1. Wesley's first name is Thomas. (F. His last name is Thomas.)
2. Wesley plays two sports. (F. He plays three sports—soccer, tennis, and rugby.)
3. Taylor Swift and Wesley are from different countries. (T. Taylor Swift is from the U.S., and Wesley is from Uganda.)
4. Chris Hemsworth is a singer. (F. He is an actor.)

B Tell students that we sometimes use a chart to help us compare two things more easily. Explain that when we compare things, we look at how they are similar and how they are different.

Point to the headings in the chart, and read them as students follow along in the book.

Explain to the students that they should use the text on page 15 to complete the left side of the chart. Tell them to write their own answers on the right side of the chart.

Have students do the task. Check the answers for Wesley's Favorite Things.

C As students follow along, read the question. Tell students they will use their charts in **B** to talk about the question.

Have students get into pairs and discuss the question.

Comprehension

A Choose the correct answers for *My Favorite Things*.

1. **Main Idea** What's this article about?
a. Kampala, Uganda b. a movie star **C** Wesley's favorite things
2. **Detail** What's Wesley's favorite sport?
C a. soccer b. tennis c. rugby
3. **Detail** Andy Murray is a _____ player.
a. cricket b. soccer **C** tennis
4. **Detail** Who's Wesley's favorite singer?
a. Beyoncé **C** Taylor Swift c. Bruno Mars
5. **Detail** What's Wesley's favorite movie?
a. *Avatar* b. *Godzilla* **C** *Thor*

B Complete the chart. Write Wesley's and your favorite things.

Wesley's Favorite Things	My Favorite Things
soccer Andy Murray Taylor Swift Thor Chris Hemsworth	Answers will vary.

C CRITICAL THINKING Talk with a partner. Compare your favorite things. How are you the same and different?

Dear Paul,

My name is Carla Lopez and I'm from Rio de Janeiro, Brazil. My favorite band is One Direction, and Harry Styles is my favorite singer. My favorite book is *Awaken*. Meg Cabot is my favorite writer. My favorite sport is tennis. My favorite player is Rafael Nadal.

Sincerely,
Carla

Writing

Write a short letter. Write 40–60 words about your favorite things.

Answers will vary.

16 Unit 1

IDIOm

As students follow along in their books, read the question and options aloud. Have them guess the answer before explaining that *be into* means to be very interested in something. For example:

He's really into Taylor Swift. He listens to her music all the time.

She's into tennis. She plays it every day.

Writing

Tell students that they are going to write a short letter to a new friend.

As students follow along, read the letter from Carla Lopez aloud.

Give them a time limit for finishing the task, and set a minimum number of sentences students must write (e.g., six).

Have them do the task. Ensure they open and end the letter with the correct greeting, i.e. *Dear* (friend's name) and *Sincerely*, (student). Point out that we break to the next line and write our name after *Sincerely*.

IDIOm

"I'm really into . . ." means _____
a. it's my favorite . . .
b. I really like . . .

My Favorites

ABOUT THE VIDEO

Three people talk about their favorite sports.

BEFORE YOU WATCH

Circle the correct answer. What do you know about sports?

Kayaking, rock climbing, and mountain biking are all _____.

- a. team sports
- ☒ b. extreme sports
- c. water sports

WHILE YOU WATCH

A Check your answer to the Before You Watch question.

B Watch the video again. Match each person to their favorite sport.

- | | | |
|------------|-----------------------|--------------------|
| 1. Dane | ☐ | a. mountain biking |
| 2. Rebecca | ☐ | b. rock climbing |
| 3. Alex | ☐ | c. kayaking |

AFTER YOU WATCH

Talk with a partner. What places do you remember from the video? What other extreme sports do you know?

Tennessee, Idaho, California, the United States of America, Spain, South Africa

A kayaker goes down a short waterfall.



Unit 1 17

- + SUPPORT** Read each of the sentences in the example paragraph aloud. Have students use the sentence as a model and make similar sentences about themselves.

Have students turn to page 138 in the Student Book for the Unit 1 Worksheet and do the exercises. For the Writing task, ensure they write at least five sentences.

TEACHING NOTE: PERSONALIZATION

The writing examples can provide a model but it's good to encourage students to personalize their writing. Also encourage them to use the other language presented in the unit.

OPTIONAL

Video

Activities are optional and may be completed if there is sufficient time.

Tell students they are going to watch a video. As students follow along, read the title and the sentence about the video aloud.

- * OPTIONAL** Tell students that thinking about a video before watching it will make it easier to understand.

Before watching the video, ask students to predict things they might see. For example: a person going swimming. After watching the video, ask students how many of their predictions were correct.

BEFORE YOU WATCH

As students follow along in their books, read the question, statement, and choices aloud. Have students circle their answer, but don't provide the answer yet.

- + SUPPORT** Explain to students that *extreme sports* are also called *action sports* and *adventure sports*. Ask them to say words that might describe these sports (fast, dangerous, high-energy).

WHILE YOU WATCH

A Tell students they will watch the video and they should check their answers from BEFORE YOU WATCH.

- (2)** Play the video. Check answers.

B Explain to students that they will watch the video again, and they should match the three people to their favorite sport. As students follow along in their books, read the people's names and the sports aloud.

- (2)** Play the video. Play it again if necessary.

Check answers as a class.

- * OPTIONAL** Download the video scripts from the *Explore English* website. Have students read along as you play the video. Play it again, stopping as necessary so students can repeat.

AFTER YOU WATCH

Tell students they will get into pairs and talk about the video.

As students follow along in their books, read the two questions aloud.

Have them get into pairs and do the task.

UNIT 2

MONKEYS ARE AMAZING!

TOPIC: ANIMALS

Vocabulary: animals: snake, frog, parrot, monkey, jaguar; **adjectives:** amazing, beautiful, colorful, quiet, noisy, big, small, scary, friendly

Grammar: Adjectives; Comparatives

Extra material: photos of lizards, a world map

Other useful vocabulary:
animals: lion, tiger, elephant; **adjectives:** fast, slow, strong, dangerous, cute

Book work: Have students write their answers for any in-book activities on a separate piece of paper.

END OF UNIT PROJECT Have students do some research about an animal from their country. Ask them to use their research to write a report.

To provide structure, ask students to answer the following questions: Say,

What animal is it?

What color is it? Is it one color or does it have a pattern?

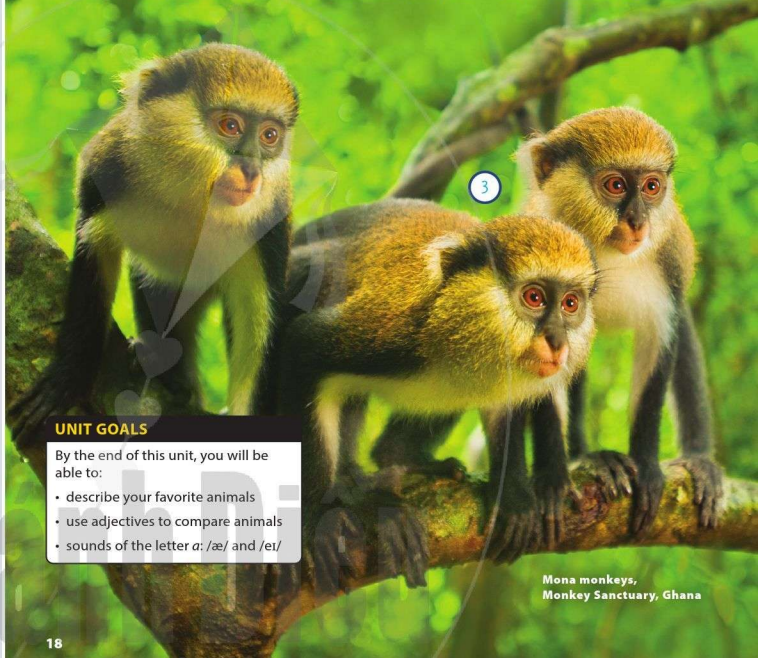
Where does it live? (Tell them to bring a map to show the other students.)

What is it like? (Is it shy? Is it big?)

In class, tell students to play a guessing game. Have them get into small groups and take turns reading their reports without saying the name of the animal. Other group members should listen and guess the name of the animal. After students have discovered what the animal is, tell group members to ask questions about their partners' animals.

2

MONKEYS ARE AMAZING!



UNIT GOALS

By the end of this unit, you will be able to:

- describe your favorite animals
- use adjectives to compare animals
- sounds of the letter a: /æ/ and /e/

Mona monkeys,
Monkey Sanctuary, Ghana

CONTENT NOTE: MONKEYS

The term *monkey* is a classification for most long-tailed primates. The majority of monkeys live in tropical forests, and they move on all four limbs. Along with other skeletal features, monkeys are different from apes because they have a tail and a narrow-chested body. *Apes* are tailless primates such as chimpanzees, gorillas, gibbons, and orangutans.

TEACHING NOTE: EXPECTATIONS IN CLASS

During the first few weeks of school, remind your students of your expectations in class.

Ask students to take notes.

Encourage them to speak in English.

Remind students not to text during class (and to put their cell phone and other technology away).

Preview

A ♣ 1-11 **Listen.** Number the animals.

B ♣ 1-12 **Match.** Write the words in the box under the animals. Listen and check.

snake frog parrot monkey jaguar



1. frog



2. jaguar



3. snake



4. parrot



5. monkey

C **Talk with a partner.** What's your favorite animal on this page?

What's your favorite animal?

My favorite animal is the parrot.



19

Preview

Have students read the unit title to themselves as you read it aloud. Explain that in this unit they will learn to talk about and describe animals.

A Explain to students that they will hear the sounds that animals make. Tell them they should listen and number the animals from 1 to 3.

1 Play the CD. Play it again, if necessary. Check answers.

B Direct students' attention to the words in the box. Read them aloud as students follow along in their books.

Tell students that they should write the words on the correct lines under the animals.

When students have finished, explain that students will hear five words so they can check their answers.

1 Play the CD. Play it again, if necessary. Check answers.

+ SUPPORT Ask students additional questions until they become comfortable with the vocabulary. For example: point to the frog. Ask, *What color is the frog?*

C Tell students to get into pairs and take turns asking and answering the question.

↑ CHALLENGE Ask students to name some other animals they may find in a rain forest. (See **Other useful vocabulary.**) Have students work with a partner again and talk about their favorite animal.

Language Focus

A Tell students they will listen to a conversation with four short exchanges.

1 Play the CD as students listen and follow along in their books. If necessary, play the conversation again, pausing after each exchange so students can repeat. Have students work in pairs and practice the conversation once.

Show the photo of the lizard to the students as they practice saying the word *lizard*.

Point out the words in blue and read them aloud as students follow along in their books. You might want to have students repeat the words after you say them.

Tell students they will practice the conversation two more times, changing the blue words each time.

Ask students to swap roles after they have practiced the conversation. Have them practice with both substitution choices.

1 CHALLENGE Point to the last exchange. Ask students to think about the conversation and guess what *argh* means. Then explain that we use *argh* when we are surprised, as in this situation. Tell students we can also use *argh* to show frustration or annoyance.

B Have students practice the conversation again, substituting words to personalize it.

Real English

Direct students' attention to the expression in the Real English box. Explain that the expression *Wow!* is used in informal spoken English to show you are surprised. For example:

A: I just saw a man walking down the street with a monkey!

B: Wow!

Tell students that *Wow!* can also be used when the speaker is impressed. For example:

Language Focus

A **1-13** Listen and read. Then repeat the conversation and replace the words in blue.

REAL ENGLISH Wow!

B Practice with a partner. Replace any words to make your own conversation.



1-14

DESCRIBING ANIMALS—ADJECTIVES AND COMPARATIVES (P. 165)

Lizards are **amazing**.

They're **quiet**.

They're **small**.

Jaguars are **big**.

Parrots are **noisy**.

Tigers are **beautiful**.

They're **quieter than** birds.

They're **smaller than** dogs.

They're **bigger than** lizards.

They're **noisier than** monkeys.

They're **more beautiful than** parrots.

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A: My dog won first prize in the pet show!

B: Wow! That's great.

LANGUAGE FOCUS CHART

Ask students to look at the chart.

1 Have students follow along as they listen to the CD.

Read out the first six sentences from the chart and point out the adjectives *amazing*, *quiet*, *small*, *big*, *noisy*, and *beautiful*.

Show the meanings of each of the adjectives by using facial expressions and gestures, e.g., looking impressed (*amazing*), whispering (*quiet*), and holding your palms close together (*small*).

Read the first comparative sentence: *They're quieter than birds*. Point to the photo of the bird and speak quietly, then point to the lizard and whisper even more quietly.

Repeat with the relevant gestures/facial expressions, pointing to pictures in the

C 1-15 **Listen.** Circle the words you hear.

1. Frogs are (**noisy** / quiet).
2. Jaguars are (**big** / small).
3. Parrots are (**ugly** / **beautiful**).
4. Monkeys are (**shy** / **friendly**).
5. Lizards are (**scary** / **beautiful**).

D **Write questions about the animals in C.** Then ask a partner to answer them.

1. monkeys / quieter / parrots Are monkeys quieter than parrots?
2. frogs / shier / jaguars Are frogs shier than jaguars?
3. jaguars / friendlier / parrots Are jaguars friendlier than parrots?
4. parrots / quieter / jaguars Are parrots quieter than jaguars?
5. lizards / more beautiful / monkeys Are lizards more beautiful than monkeys?

Are monkeys quieter than parrots?

Yes, they are.

E **Play a memory game.** Work in a group. Use the photos in this unit to help you.

Tigers are big.

Tigers are big, and frogs are ugly.

Tigers are big. Frogs are ugly, and monkeys are noisy.

Marine iguana

Unit 2 21

book or drawing simple sketches on the board as necessary.

Point out that, in general, we use *-er* for comparatives of adjectives with up to two syllables, and *more* for adjectives with three or more syllables. Also point out that we introduce the second part of the comparison using *than*.

- C** Tell students they should listen to the CD and circle the words they hear.

- 1** Play the CD. Play it again, if necessary. Check answers as a class.

IDIOM

What is a "teacher's pet"?

- a. the teacher's computer
- b. the teacher's favorite student

that they should give their opinion by answering *Yes, they are* or *No, they aren't*.

Have students get into pairs and take turns asking and answering the questions.

- 1** **CHALLENGE** Ask students to say some other adjectives to describe animals. (See **Other useful vocabulary**.) Have students work with a partner again and ask and answer questions about the animals in **B**.

- E** Tell students they are going to play a memory game in a group.

Explain that they will take turns adding new information to a sentence, but they must also remember the previous information.

Model the example exchange with a student. Then have another student read the second utterance. (*Tigers are big, and frogs are ugly*.) Point out that the second student repeated the first student's information before adding his or her own (about the frogs).

Check understanding of how the game works.

Have the students do the task.

- +** **SUPPORT** Making new sentences and remembering what was previously said can be quite difficult for students. To help them, give them time to write out several sentences that they can use for the game.

CONTENT NOTE: MARINE IGUANAS

Marine iguanas are sea-going lizards found only in the Galápagos Islands.

IDIOM

Read the question as students follow along in their books. Have students guess the answer before providing it.

Tell students that a student who is a *teacher's pet* can sometimes be disliked by other students because the class often feels the pet receives special treatment.

- D** Tell students to write questions about animals, and afterwards, they will practice these questions.

As students follow along in their books, say the words *monkeys quieter*. Then read the example question *Are monkeys quieter than parrots?* Explain that they should write similar questions for numbers two through five.

Check answers as a class.

Demonstrate the example exchange with a student. If necessary, remind students

The Real World

Ask students to look at the pictures. As students follow along in their books, read the title and then the short introduction aloud. Randomly call on a few students to answer the question.

- ✳ **OPTIONAL** Have students locate South America on the world map.

CONTENT NOTE: ANIMALS IN SOUTH AMERICA

- The **green iguana's** natural habitat is in the area between Mexico and Brazil. Male green iguanas can be over two meters long and weigh six kilograms. Iguanas often sun themselves on the branches of trees overhanging water so that if disturbed they can jump into the water to escape.
- Howler monkeys** are well-known for their loud calls, which can be heard throughout the forest. They have long tails that are almost the length of their bodies, which they wrap around tree branches while foraging for food.
- Macaws** are colorful, long-tailed parrots. Some species are considered critically endangered. They have large, strong, curved beaks for crushing nuts and seeds.

- A** Tell students they are going to listen for the names of three animals and they should use the words in the box to label the pictures.

- ① Play the CD. Play the CD again if necessary. Check answers.

- B** Read the categories aloud as students follow along. Explain to students that they will listen to information about the green iguana, the howler monkey, and the macaw and they should complete the chart.

- ② Play the CD. If necessary, play the CD again.

The Real World

Animals from South America

Many amazing animals live in the rain forests of South America. Look at the pictures. Do you know any of these South American animals?



1. macaw

- A** ①-16 **Listen.** Label the pictures with the names of the animals in the order you hear them. Use the words in the box.

green iguana howler monkey macaw

- B** ①-17 **Listen.** Complete the chart. Then listen again and check your answers.

	Macaw	Howler monkey	Green iguana
Type of ...	1. <u>parrot</u>	monkey	6. <u>lizard</u>
What are they like?	beautiful and 2. <u>colorful</u>	black, brown, or 4. <u>red</u>	long, 7. <u>bright</u> , and strong
How long do they live?	up to 3. <u>60</u> years	up to 5. <u>20</u> years	up to 8. <u>20</u> years

Discussion. Describe your favorite animal.



22 Unit 2

2. howler monkey

3. green iguana

To check answers, ask students to say their answers aloud. Write them on the board so students can check their spelling.

Discussion

Explain that they will study two ways of pronouncing *a*: /æ/ and /eɪ/. Tell them that the *a* in *say* is pronounced /eɪ/, while the *a* in *cat* is different and said /æ/.

Pronunciation

- A** Tell students that in English the vowel *a* can be pronounced in different ways, so they need to remember not only how new words are said but also how they are spelled.

Explain that they will study the sounds /æ/ and /eɪ/. Tell them that /eɪ/ is pronounced like the name of the letter, while /æ/ is different and said like the *a* in *cat*. Point out that the *a* they should listen for is underlined (the first *a* in *animal*).

Pronunciation

Sounds of the letter *a*: /æ/ and /eɪ/

A 1-10 Listen and repeat.

1. /æ/, animal 2. /eɪ/, name

B 1-19 Complete the chart below. Use the words in the box. Listen and check your answers.

parrot jaguar same
black favorite amazing

Sounds like /æ/ in animal

black
parrot
jaguar

Sounds like /eɪ/ in name

same
favorite
amazing

C Work with a partner. Take turns to read the words in B.

Communication

Play a true-false game. Work in pairs. Take turns to describe an animal.

Student A: Say two true sentences and one false sentence.

Student B: Guess the false sentence.

Tigers are orange and black.

That's true!

Tigers are from Africa.

That's false! They're from Asia!

Tiger

Unit 2 23

1 Play the CD. Play the CD again, stopping after each number so students can repeat. Students may have difficulties hearing the difference between the two. Play the CD a third time, if necessary.

B Explain that for each word in the box, they must decide whether the word has the /eɪ/ or the /æ/ sound, and write the word in the correct place in the chart. Have students write the words.

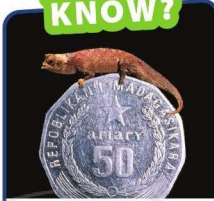
Tell students they will listen to the six words to check their answers.

1 Play the CD. Play it again, if necessary. Have students get into pairs and discuss their answers. Play the CD a third time so pairs can confirm their answers.

Check answers as a class. Slowly say any words that students had problems with.

C Have students get into pairs and take turns saying the words in B with their partner.

DO YOU KNOW?



This lizard is really small. It is the size of a coin. Where's it from?

- a. Madagascar
b. Thailand
c. Brazil

DO YOU KNOW?

Read the information and the question as students follow along in their books. Have a few students guess the answer before discussing it as a class.

This lizard is a chameleon (a type of lizard). About half of the more than 150 species of chameleons only live in Madagascar. The chameleon in this picture is the world's shortest chameleon, the *Brookesia micra*. The species has a maximum length of 29 millimeters.

Communication

Tell students they are going to play a true-false game. Remind them that *false* means not true. If necessary, demonstrate this by saying *I am a teacher. True*. After confirming that students understand, continue. *I am a student. False*.

Tell students that they will say two true sentences about an animal and one false sentence about it.

Explain that their partner has to guess which of the sentences are true and which is false. Ask the student to correct the false sentence.

As students follow along in their books, read aloud the examples from page 23 to model the activity with a student.

Give students a few minutes to write their sentences.

Have students do the activity.

When students have finished, check answers as a class.

+ SUPPORT Before students play the game, write the following words on the board: *beautiful, big, amazing, noisy, small, friendly, scary, ugly*. Have students work as a class to classify the adjectives as facts, negative opinions, and positive opinions. Students may disagree on how to classify the words, so allow them to discuss. Sample answer: fact (*big, small*), negative (*noisy, big, ugly*), positive (*amazing, beautiful, friendly*).

Reading

Have one student read the title aloud. Ask them if they have ever seen an aye-aye before. Do they think it's an *amazing* creature? Why?

- A** Ask students to look at the photos. Read the caption aloud as students follow along. Ask students to guess what the word *nest* means, providing the answer if necessary. (A nest is a type of animal home. We often think of birds when we think of nests.)

As students follow along, read the three facts in **A**. Have students check the facts they think are true.

Ask a few students which facts they checked. Discuss as a class.

- B** Have students read the text. Ask them to guess what *rain forest* means. Give them hints if necessary. (A rain forest is in a tropical area so it has a lot of rain. The trees in a rain forest are typically very tall.) Tell students to read the text and underline the adjectives. If necessary, remind students that an adjective is a word that describes a noun or pronoun. Have students do the task.

When all of the students have finished, check answers as a class.

- C** As students follow along in their books, read the question. Tell students they should read the article again and answer the question.

Have them do the task. Check answers.

You may want to give students time to read the text more closely before moving on to the Comprehension questions.

- ✳ **OPTIONAL** Have students find Madagascar on the world map.



Reading

- A** Look at the photo. Check (✓) all the facts you think are true. *Answers will vary.*
- ☐ This animal is big. ☐ This animal is fast. ☐ This animal is shy.
- B** Read the article quickly. Underline the adjectives.
- C** Read again. Where do aye-ayes live? *rain forests / Madagascar*

24 Unit 2

CONTENT NOTE: AYE-AYES

Aye-ayes are squirrel-like primates from Madagascar that are endangered. They are usually about 40 centimeters long, but with their bushy tail can be 95–100 centimeters long. Aye-ayes use leaves to make nests in trees. Their primary food is insects and fruit. To find the insects, they tap the tree with their long third finger. Scientists think they listen for places that are hollow because insects live there. They pull the insects out using their third finger.

Additional Activities to Use with the Reading

Question Construction

Have students get into pairs. Tell students to take turns asking and answering factual questions about the reading. Say,

Are aye-ayes fast? (No, they aren't. They're very slow.)

Are aye-ayes black or brown? (Yes, they are.)

Are aye-ayes big? (No, they aren't. They're small.)

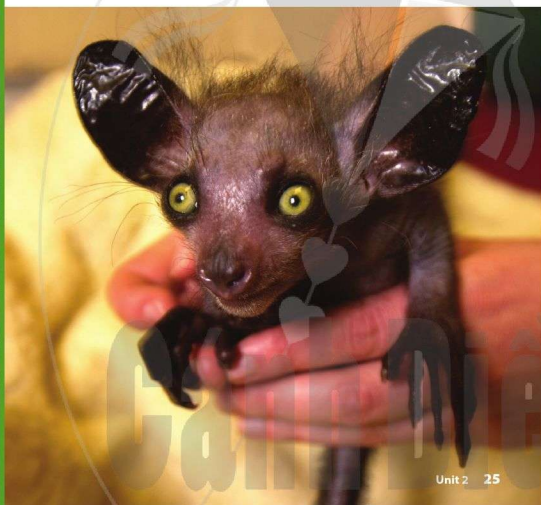
THE AMAZING AYE-AYE

This amazing animal is an aye-aye. It's from Madagascar. It lives in the rain forest.

Aye-ayes are black or brown. They are very small. Their tails are long. Their eyes are big and so are their ears. They have really long, strong fingers. They catch food with their fingers. When they move, they're not fast—they're very slow.

Some people think aye-ayes are scary because they look strange. But aye-ayes are friendly animals!

1-20 OPTIONAL AUDIO



Unit 2 25

Ask different students to read the sentences aloud. As students read them, group them on the board based on the sentence subject.

Group 1

Aye-ayes are black or brown.

They're small.

Aye-ayes are friendly animals.

Group 2

Their tails are long.

Their eyes are big and so are their ears.

Ask students how the sentences in the two groups are different, providing an explanation as necessary. (The subject of the Group 1 sentences is *aye-ayes* or *they*, but the subject of the Group 2 sentences is part of the animals' body—their tails, their eyes.)

Have the students put parentheses () around the phrase with *are not* (adjective).

They're not fast.

Ask students which group this example is like. (Group 1)

CHALLENGE Have students do research about another animal that lives in the Madagascar rain forest. Ask them to bring pictures of the animal and to prepare some basic information to present to the class. For example:

size (big or small)

color

any special characteristics of the animal's eyes, ears, tails, fingers

In class, have students get into small groups and take turns talking about their animals.

TEACHING NOTE: SOME

Draw students' attention to the word *some* on line 7. Ask students how the sentence changes if you remove it. (It would mean people in general think aye-ayes are scary, but using the word *some* means that a number of people, but not all, think aye-ayes are scary. Explain that using *some* is a useful way to talk about amounts when you don't know or don't want to say the exact number, e.g., *I have some pet fish at home* or *I saw some birds on the roof*.)

1-20 OPTIONAL AUDIO

The main focus of this section should be on reading. However, the passage has also been recorded as optional audio which may be played if there is sufficient time.

Comprehension

A Have students read the sentences to themselves and circle the correct answers.

After they have finished, have them get into pairs and check their answers. Then check answers as a class.

OPTIONAL (Additional Comprehension Questions—True or False?)

1. Aye-ayes are from Madagascar. (T)
2. Aye-ayes live in hot parts of their country. (T. A rain forest is in a tropical region.)
3. Aye-ayes have short tails. (F. Their tails are long.)
4. Aye-ayes have small eyes, but their ears are big. (F. Both their eyes and ears are big.)

B Have students follow along in their books as you read the words in the box aloud. Explain to the students that they should write the words to label the photo of the aye-aye.

Have students do the task. Check answers as a class.

C As students follow along, read the questions aloud. Have students get into pairs and discuss the questions. Tell them to give reasons for their answers.

Comprehension

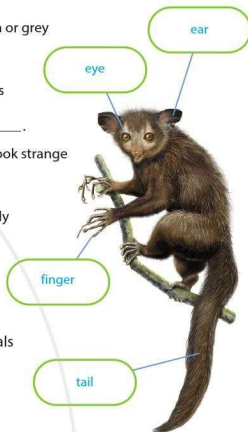
A Choose the correct answers for *The Amazing Aye-Aye*.

1. **Main Idea** What is this article about?
a. Madagascar b. rain forests **c. a strange animal**
2. **Detail** What color are aye-ayes?
a. brown or black b. black or white c. brown or grey
3. **Detail** Aye-ayes catch food with their long _____.
a. hands b. tails **c. fingers**
4. **Detail** Some people think aye-ayes are scary because _____.
a. they are slow b. they are small **c. they look strange**
5. **Detail** Aye-ayes are NOT _____.
a. small **b. fast** c. friendly

B Label the picture. Use the words in the box.

ear eye tail finger

C CRITICAL THINKING Talk with a partner. What animals do you think are scary? Why?



Writing

Make a poster about an amazing animal. Find a photo of the animal. Then show your poster to the class.

Answers will vary.

26 Unit 2



Jaguar

This big cat is called a jaguar. It lives in the rain forests. It is orange and white. It has black spots. It's very strong and fast. It's also shy. Some people think jaguars are scary.

Writing

Tell students they are going to make a poster about an animal that they think is amazing.

As students follow along, read the paragraph about jaguars aloud.

Point out that the example poster has a photo and some information and that their posters should have these things, too.

Explain to students that they will show their posters to the class and talk about their animal.

Give them a time limit for finishing the poster and a minimum number of sentences they must write (e.g., five).

Have them do the task.

OPTIONAL In class, have students take turns standing in front of the class to talk about their animals. In large classes, divide students into groups and have students present to the smaller groups. Remind students to talk more naturally and not just to read the information.

SUPPORT Ask students to identify the kinds of information in the example essay.

For example:

What is the name of the animal?

Where does it live?

What color is it?

What adjectives can we use to talk about it?

Have students turn to page 139 in the Student Book for the Unit 2 Worksheet and do the exercises.

Canopy Creatures

ABOUT THE VIDEO

Many interesting animals live in the forest on Barro Colorado Island, Panama.

BEFORE YOU WATCH

Look at the photo. Which animals do you think are in this rain forest? Make a list.

Answers will vary.

WHILE YOU WATCH

A Check. What animals on your list did you see?

B Watch the video again. Complete the sentences using the words in the box.

noisy big small long

- The rain forest on the island of Barro Colorado is very big.
- The howler monkey is really noisy.
- The coati's tail is very long.
- The red-eyed tree frog is small.

AFTER YOU WATCH

Talk with a partner. What animals live in rain forests? What interesting animals do you know?

Answers will vary.

A capuchin monkey in a rain forest



OPTIONAL

Video

Activities are optional and may be completed if there is sufficient time.

Tell students they are going to watch a video about animals in a forest.

As students follow along, read the title of the video aloud. Ask students what they think *canopy* means, giving the answer if necessary (the highest branches in the trees and forest).

Ask students to guess what *creatures* means before explaining it (animals).

As students follow along in their books, read the description about the video aloud.

✱ **OPTIONAL** Have students find Panama on the world map.

↑ **CHALLENGE** Ask students what they know about Panama. Have them name places, food, and any other things they are familiar with.

BEFORE YOU WATCH

As students follow along in their books, read the question aloud. Have students make a list of animals they think they will see in the forest.

WHILE YOU WATCH

A Tell students they will watch the video and they should check their answers from BEFORE YOU WATCH.

📺 Play the video.

Have students say the names of animals they see in the video and that are also on their lists.

✱ **OPTIONAL** Ask students to get into small groups and talk about the animals from their lists that they did and didn't see. Have them think about why they didn't see certain animals. For example: if they wrote *whale* on their list, you might want to remind them that in **About the Video**, they learned that the animals live in the forest.

B Explain to students that they will watch the video again. Have them complete the sentences using the words in the box. If necessary, as students follow along in their books, read the words aloud.

📺 Play the video. Play it again, if necessary.

Check answers as a class.

AFTER YOU WATCH

Tell students they are going to get into pairs and talk about the video.

As students follow along in their books, read the two questions aloud.

Have them get into pairs and do the task.

↑ **CHALLENGE** Ask, *Do you want to go to Panama? Do you want to see a capuchin and a coati?* Have students discuss their answers in pairs, small groups, or as a class, giving reasons for their answers.

UNIT 3

WHERE'S THE SHARK?

TOPIC: SEA ANIMALS & THE OCEAN

Vocabulary: sea animals/plants:

dolphin, fish, ray, shark, crab, seaweed, rock; **adjectives:** quiet, shy, big, friendly, small, colorful, fast, beautiful, slow

Grammar: prepositions of place: in, on, under, next to, in front of, behind, between; **quantity:** how many...;

quantifiers: any, some; **articles:** a/an, the

Extra material: a world map, pictures of animals using camouflage

Other useful vocabulary: sea

animals/plants: clam, clownfish, shrimp, jellyfish, lobster, sponge, squid, urchin, whale, coral; **oceans of the world:** Indian Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean, Arctic Ocean

Book work: Have students write their answers for any in-book activities on a separate piece of paper.

END OF UNIT PROJECT Have students do a research project about their favorite sea animal. Ask them to use their research to write a report.

To provide structure, suggest some questions for students to answer. Say,

What animal is it?

Where does it live?

What is it like? (Is it shy? Is it big?)

How long does it live?

Does it use camouflage?

In class, have students work in pairs and take turns reading their reports. Have students ask questions about their partner's animal.

3

WHERE'S THE SHARK?

A reef shark and reef fish at Beqa Island, Fiji

UNIT GOALS

By the end of this unit, you will be able to:

- talk about the location of things
- ask about quantity
- pronounce *there are* and *they're*

28

CONTENT NOTE: DOLPHINS

Dolphins are very intelligent marine mammals that are closely related to whales and porpoises. There are about 40 different kinds of dolphins and they are found in oceans and rivers all around the world. They are carnivores and eat fish, squid, and crustaceans. Dolphins are well-known for being playful and agile.

Preview

Have students read the unit title to themselves as you read it aloud. Explain that in this unit they will learn to talk about sea animals and the ocean.

+ SUPPORT Review the adjectives in Unit 2. Say an adjective and have students name or point to something. For example: if you say *big*, students might say *the school*. Continue with other adjectives.

Preview

A  1-21 **Listen.** Circle the words you hear.

- The dolphin is (quiet / beautiful).
- The fish is (big / colorful).
- The ray is (quiet / colorful).
- The shark is (small / scary).

B **Complete the sentences.** Look at the photos. Use the words from the box.

quiet	big	small	beautiful	slow
shy	friendly	colorful	fast	scary

- Dolphins are friendly and beautiful.
- Rays are Answers will vary.
- Fish are Answers will vary.
- Sharks are Answers will vary.

C **Talk with a partner.** Read your sentences in B.

Dolphins are shy and quiet.

No, they aren't! They're friendly and noisy.



29

OPTIONAL On the world map, ask students to identify the major oceans of the world (Arctic Ocean, Pacific Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean). Tell students that approximately 97 percent of the world's water is in oceans.

CHALLENGE Have students look at pages 28 and 29 and identify things they know. Present the words *dolphin*, *shark*, *ray*, and *fish* by pointing to each one and asking the students questions. For example: *What color is this fish?*

Do you know this animal? Do you think this ray is noisy? Do you think a dolphin is amazing? Is this shark big?

A Explain to students that they will hear four sentences. Tell them they should listen and circle the words they hear. If necessary, before playing the CD, read the sea animals' names aloud and have students follow along in their books. Ask the students to read the sentences before you play the CD.

1 Play the CD. Play it again, if necessary. Check answers.

CHALLENGE Randomly call on a few students and ask them if they agree with the statements. For example: *Do you think a dolphin is beautiful?*

SUPPORT Ask the students additional questions until they become comfortable with the vocabulary. For example, point to the dolphin. Ask, *Is a dolphin big?*

B Have students look at the pictures again. Then ask them to follow along as you read the words in the box aloud. Tell them to write the words from the box in the sentences. Point out that they may not need two of the words. Begin with the first sentence and have students follow along in their books as you read it.

Remind them that there may be more than one correct answer. Then have students do the task.

C Tell students to take turns reading their sentences from B. As students follow along in their books, model the example conversation with a student. Then have them get into pairs. Remind them that there may be more than one correct answer. Have students do the task.

TEACHING NOTE: MAKING PAIRS

Letting students pair themselves allows them to work together comfortably. On other occasions it may be better for you to choose partners.

You may want to choose partners in different ways so students have the opportunity to meet more classmates and work with a variety of students. One way to control the assigning of partners is to divide the class in half, group A and group B, and allow students to find their own partner from the opposite group.

CHALLENGE Ask students to say some other ocean vocabulary words. (See **Other useful vocabulary**.) Have students work with a partner again. Then have them make sentences about the animals using B as a model.

Language Focus

A Tell students they will listen to a conversation with four short exchanges.

1 Play the CD as students listen and follow along in their books. If necessary, play the conversation again, pausing after each exchange so students can repeat. Have the students work in pairs and practice the conversation once.

Ask the students where Minh and Maya are (in an aquarium). Have students point to the crab in picture 1. Ask them to identify the seaweed in picture 3.

Point out the words in blue and read them aloud as students follow along in their books. You might want to have students repeat the words after you say them.

Tell students they will practice the conversation two more times, changing the blue words each time.

Ask students to swap roles after they have practiced the conversation once. Have them practice with both substitution choices.

OPTIONAL Randomly select three pairs of students and have each pair present one of the conversations at the front of the class.

B Have students practice the conversation again, substituting words to personalize it.

Real English

Direct students' attention to the word in the Real English box. Explain that *Look!* is used in spoken English to get someone's attention. For example:

(A & B are walking down the beach.)

A: Look! It's a crab!

B: It's really big!

Language Focus

A **1-22** Listen and read. Then repeat the conversation and replace the words in blue.

REAL ENGLISH Look!

B Practice with a partner. Replace any words to make your own conversation.



1-23

TALKING ABOUT QUANTITY AND LOCATION (P. 166)

The fish is **near** the crab.

The shark is **behind** the seaweed.

How many sea animals **are there**?

There's one (sea animal).

There are 20 (sea animals).

Where's the crab?

It's **on / under / next to** the rock.

Where are the sharks?

They're **in front of / behind** the rock.

Is there **an** octopus **in the** seaweed?

Yes, there is. / No, there isn't.

Are there **any** fish **in the** seaweed?

Yes, there are **some** fish **in the** seaweed.
No, there aren't **any** fish **in the** seaweed.

30 Unit 3

LANGUAGE FOCUS CHART

Ask students to look at the chart. Explain that the words in parentheses are optional.

1 Have students follow along as they listen to the CD.

Read the first question in the chart aloud. Explain that this question asks about quantity. Point to an object in the classroom. Say, *There is (a book). / There are (two pencils).* Explain that these sentences tell us quantity (the number of things). Write the sentences on the

board. Point out that when there is one thing, we use *is* but when there are two or more things, we use *are*.

Using animals from **A**, ask students questions. For example, as you point to the first exchange, ask, *How many fish are there?* Continue until all students are comfortable answering the questions.

+ SUPPORT Have students get into pairs and practice asking and answering questions about things on their desks or in their schoolbags.

C Look at picture 1 in the cartoon on page 30. Answer the questions using complete sentences.

- How many dolphins are there? There's one dolphin.
- How many colorful fish are there? There are seven colorful fish.
- Is there an octopus in the aquarium? No, there isn't.
- How many crabs are there? There's one crab.
- Are there any rocks in the picture? Yes, there are (some rocks).

D Look at the picture at the bottom of this page. Complete the sentences. Use the words from the box.

in	on	behind
between	under	in front of

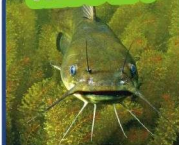
- The seahorse is in front of the rock.
- The crab is behind the seaweed.
- The octopus is under the shark.
- The starfish is on the sand.
- The fish are in the water.
- The sea turtle is between the starfish and the crab.

E Play a game. Work in pairs. **Student A:** Choose something in the classroom. **Student B:** Guess what it is.

Is it on the table?

Yes, it is.

DO YOU KNOW?



What is this?

- a catfish
- a horsefish
- a dogfish

Point out the words *any* and *some*. Explain that *any* is used when asking a question about the existence of things and when the answer to that question is a negative. If the answer is positive, plural, and we don't know or don't want to say the exact number, we use *some*, e.g., *Yes, there are some sharks*.

Have students get into pairs and take turns asking and answering the questions. Then ask them to replace words to make their own conversations.

C Tell students they should look at the first picture in the cartoon and answer the questions. Remind them to use complete sentences (not just to write a number). Check answers as a class.

D Ask students to look at the picture on pages 30 and 31 and to find the seahorse, providing hints if necessary. For example: *It's small. It's yellow.*
Do the same for the octopus, sea turtle, crab, fish, and starfish.

Then have students follow along as you read the words in the box aloud. Tell students they should look at the picture and complete the sentences. Check answers.

E Tell students they are going to play a guessing game with a partner.

Explain that they must each choose one thing in the classroom for the other student to guess.

Tell them that they will take turns asking and answering questions to find out what the object is.

Model the example conversation with a student.

Have the students do the task.

DO YOU KNOW?

Read the question as students follow along in their books. The catfish gets its name because of the cat-like whiskers on its face.

Using a classroom object, demonstrate *on*, *under*, *next to*. For example: *The book is on the desk*. Using other objects, ask students questions. For example: *Where's the pencil?* Randomly ask different students to answer.

Model the exchange with a student at the front of the class. Then, if students become confused about which object to say first, remind them of the example you modeled.

Point out the instances of *the* and *a* in the *Is there ...?* questions. Explain that we use *the* when we know what thing is being referred to. We use *a/an* in the first

reference, or when we are not referring to a specific thing (*a*n before words that start with a vowel sound and *a* before words that start with a consonant sound). Explain that the speaker said *the seaweed* because we can see the seaweed, but *an octopus* because the speaker is not sure whether there is an octopus.

Have students follow along as you read the last two questions and answers aloud. Point out that the questions are *yes/no* questions about location.

The Real World

Ask students to look at the pictures. As students follow along in their books, read the names of the two sea animals aloud. Ask students what the young woman in the picture is holding (a sea turtle).

CONTENT NOTE: MARIANA FUENTES

Mariana Fuentes was born in Brazil but now lives for most of the year in Australia. She is a marine biologist and ecologist, and is a National Geographic Young Explorer Grantee.

- A** Tell students to read the information about Mariana Fuentes, the young woman in the picture. Point to the paragraph on page 32. Have students follow along in their books as you read it aloud.

Ask students to answer the questions about Mariana Fuentes. Have students circle their answers. Check answers as a class.

- B** Explain to students that they will listen to information about sea turtles and dugongs. Check that students know which animal the dugong is (the one on the right).

- 1** Play the CD. Tell students they should circle **T** if they think the statement is true and **F** if they think it is false.

If necessary, play the CD again. Check answers as a class.

Discussion

As students follow along, read the questions aloud. Remind students to give reasons for their answers. Have students get into pairs and talk about their ideas.

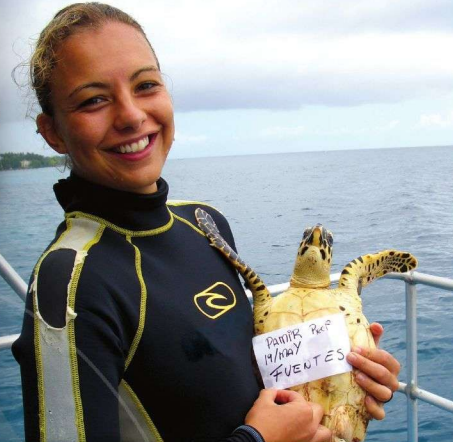
- 1** **CHALLENGE** Before playing the CD a second time, give students additional questions. (1. How big is a leatherback sea turtle? 2. How big is a dugong?)

The Real World

SAVE THE OCEAN

Mariana Fuentes is a National Geographic Young Explorer.

She studies sea animals, like sea turtles and dugongs. One of her favorite places is the Torres Strait near Australia. She looks after turtles on the beach.



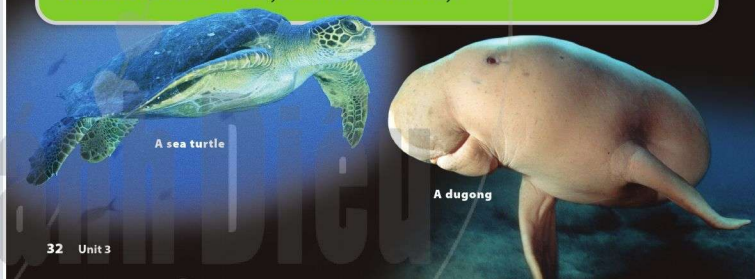
- A** Read the information about Mariana Fuentes. Then circle the correct answers.

- Mariana studies (sea turtles/ horses).
- One of her favorite places is (the Torres Strait/ France).
- She looks after turtles (on the beach/ in the sea).

- B** **1-24** Listen. Circle **T** for True or **F** for False.

- There are seven kinds of sea turtles. **T F**
- Leatherback sea turtles are really small. **T F**
- Dugongs live up to 100 years. **T F**
- Dugongs are also called sea cows. **T F**

Discussion. What sea animal do you want to look after? Why?



32 Unit 3

- Where do dugongs live? 4. Which animal is shy?) Have them listen for the answers. Check answers as a class. (1. Leatherback sea turtles are up to 2.5 meters long. 2. Dugongs are up to 3 meters long. 3. Dugongs live [in the oceans] near Australia. 4. Dugongs are shy.)

Remind them that *They're* is the contraction of *They are*. Explain that they will repeat the words they hear on the CD.

- 1** Play the CD. Play the CD again, stopping after each number. Have the students repeat. Play the CD a third time, if necessary.

- +** **SUPPORT** Point to *There are* and *They're*. Ask students when they are used, providing examples. (*There are six sharks. They're [They are] blue.*) Have students give other example sentences, providing

Pronunciation

- A** Tell students they will listen to the pronunciation of *There are* and *They're*.

Pronunciation

There are and They're

A 1-25 Listen and repeat.

1. There are
2. They're

B 1-26 Listen. Circle *There are* or *They're*.

1. (**There are** / **They're**) 800 fish in the tank.
2. (**There are** / **They're**) in the seaweed.
3. (**There are** / **They're**) between two rocks.
4. (**There are** / **They're**) seven kinds of sea turtles.
5. (**There are** / **They're**) two crabs on the rock.

C Work with a partner. Take turns to read the sentences in B.

IDIOM

If someone is "like a fish out of water," they are _____.

- a. not comfortable
b. not well

Communication

Tell students they are going to play a drawing game with a partner. As students follow along, read the names of the animals in the box aloud.

Model the activity on the board with a student.

Tell students they will choose four animals and have them draw them in the beach picture on page 33. Allow time for them to draw their animals.

When students have finished, have them get into pairs and ask and answer questions to find out about their partner's picture.

Then, have them use their partner's explanation to draw their partner's picture on page 133. Emphasize that they should not show their picture to their partner until they have finished. Remind them to use the correct articles as necessary.

When students have finished, allow them to compare their drawings on pages 33 and 133.

Check answers as a class.

Communication

jaguar sea turtle dolphin shark crab howler monkey

Draw and ask. Choose four animals from the box above and draw them on the beach picture. Ask a partner questions about the animals in his or her picture. Then draw your partner's picture on page 133. Compare the pictures.

What animals are in your picture?
Is there a shark?

Yes, there's a shark.

Where is it?

It's behind the seaweed.

assistance if necessary. (*There are lots of trees. There are three fish in the water. They're orange and white.*)

- B** Tell students they will listen to five sentences. Explain that for each, they must decide whether the speaker uses *There are* or *They're*. Tell them they should circle the answer.

- 1** Play the CD. Play it again, if necessary. Check answers as a class by having five students write them on the board.

- C** Have students get into pairs and take turns reading the sentences in **B** to their partner.

IDIOM

As students follow along in their books, read the question and answer options aloud. Have them guess the answer before providing it. Then explain that if someone is *like a fish out of water*, it means they don't feel comfortable somewhere or in a certain situation.

Reading

Ask one student to read the title aloud. Ask, *What is the text about?* Have one student answer (sea animals).

A Ask students to look at the pictures. As students follow along, read the question aloud and then the animal choices. Ask a few students which animals they can see in the photos.

B Ask students to guess why the animals are strange. Discuss as a class.

C Have them read the text quickly and underline the words about where animals hide.

Remind students that reading quickly is an important skill. It allows us to find specific information. Emphasize that students don't have to understand everything when they read a text quickly.

When all of the students have finished, check answers as a class.

Additional Activities to Use With the Reading

Grammar

If necessary, review the location words in the chart on page 30. Have students circle all of the location words (*on* in the third paragraph: *It hides on the sand*).

Ask students to identify the word that is most often used to give location (*in*). Randomly ask students to read the portion of each sentence with *in*. (For example: *It hides in the seaweed. . . . Some animals hide in seaweed. . . .*)

Tell students there is another word that is similar to *next to*. Have them find it, and ask one student to read the sentence. (*It hides on the sand, near rocks.*)



Reading

A Look at the pictures. What things do you see? Check (✓) them.

☐ seaweed ☐ rocks ☐ fish

Answers will vary.

B Read the title. Why do you think these animals are strange? Answers will vary.

C Read the article quickly. Underline the places where the animals hide.

34 Unit 3

Using Pronouns

Have students look at the first paragraph. Ask them to identify the word the writer uses rather than repeating the word *animals* (*they*).

Ask students to look at the second and third paragraphs. Ask them to find the word the writer uses to talk about the leafy seadragon and stonefish (*it*).

Ask students why the writer uses *it* and *they* rather than repeating the words *animals*, *leafy seadragon*, and *stonefish*.

After they have finished guessing, read through the third paragraph without using *it*. Ask students which version they prefer, and encourage them to provide reasons for their answers. (It's boring. It can actually make it more difficult to understand the meaning. Saying *stonefish's* is difficult.)

STRANGE SEA ANIMALS

Do you know that some animals are camouflaged? This means their color is the same as the colors around them. Some camouflaged animals hide in seaweed, rocks, and sand.

Look at the photo on the left. This looks like seaweed, but it's not! It's the leafy seadragon. It hides in the seaweed. It's the same color as the seaweed. Like the seaweed, its body is also in the shape of a leaf.

Look at the photo below. This is a stonefish. It hides on the sand, near rocks. It looks like a rock. Where are its eyes and its mouth?

1-27 OPTIONAL AUDIO

Stonefish



Unit 3 35

Have students get into pairs and make simple sentences using pronouns. Then ask some students to write them on the board. Correct the sentences and discuss each one.

1-27 OPTIONAL AUDIO

The main focus of this section should be on reading. However, the passage has also been recorded as optional audio which may be played if there is sufficient time.

CONTENT NOTE: LEAFY SEADAGON

Leafy seadragons are a kind of fish and form part of the same family as seahorses. They feed on plankton, crustaceans, and sea lice. They can grow to be up to 35 cm in length. Leafy seadragons are frequently taken by divers who want to keep them as pets. The species is now quite threatened. They also suffer from issues associated with pollution and loss of habitat.

Comprehension

- A** Have students read the sentences to themselves and circle the correct answers.

After they have finished, you may want to ask them to get into pairs and check their answers. Then check answers as a class.

OPTIONAL (Additional Comprehension Questions—True or False?)

1. Camouflaged animals hide in things that are different colors. (F. They hide in things that are the same color so they cannot be seen.)
2. A leafy seadragon is the same color as a stonefish. (F. A leafy seadragon is green, but a stonefish is many colors including red and white.)
3. A stonefish has stones on its body. (F. It looks like a stone.)
4. A stonefish doesn't have eyes. (F. It has eyes.)

- B** Have students follow along in their books as you read the questions on the chart aloud. Remind students to use the text on page 35 to complete the chart.

Have students do the task. Check answers as a class.

- C** As students follow along, read the question aloud. Have students get into small groups and discuss the question. If they are only talking about sea animals, ask, *Do you think only sea animals use camouflage?*

Writing

Tell students they are going to write a paragraph about an animal.

As students follow along, read the paragraph about the arowana fish aloud.

Point out that the paragraph has a photo of a sea animal and sentences about it, and that their paragraph should have the same.

Give them a time limit for finishing the task and set a minimum number of sentences they must write (e.g., five).

Comprehension

- A** Choose the correct answers for *Strange Sea Animals*.

1. **Main Idea** What's this article about?
a. jungle animals **b.** animals that hide c. endangered animals
2. **Vocabulary** When animals hide in the same colors around them, they are _____.
a. covered **b.** camouflaged c. trapped
3. **Detail** In line 6, "its" refers to _____.
a. a leaf b. seaweed **c.** the leafy seadragon
4. **Detail** A stonefish hides _____.
a. on the sand b. under the sand c. under the rocks
5. **Detail** A stonefish looks like _____.
a. seaweed **b.** a rock c. a seadragon

- B** Complete the chart.

What are their names?	What do they look like?	Where do they hide?
stonefish leafy seadragon	a rock seaweed	on the sand in the seaweed

- C CRITICAL THINKING** Talk with a partner. What other animals hide in the same colors around them?

Writing

Write a short paragraph. Find a photo of an animal. Then write 40–60 words about the animal.

Answers will vary.

36 Unit 3

Asian arowana fish are also called dragon fish. They live in rivers in Southeast Asia. They eat other fish and insects. There are different colors of arowana fish: green, gold, red, and blue.



Have students do the task.

- + SUPPORT** Ask students to identify the kinds of information in the example paragraph.

For example:

Where do arowana fish live?

What is another name for them?

What do they eat?

What do they look like?

- OPTIONAL** After students have finished writing their paragraph, ask them to create a chart like the one in **B**. Have them take turns reading their paragraphs aloud. Tell them to complete the chart with the other students' information.

Have them work in groups of three or four to do the task.

When they have finished, have students make new groups. Ask them to use the information from their chart to talk about each other's sea animals.

Ocean Oddities

ABOUT THE VIDEO

Many strange creatures live in the ocean.

BEFORE YOU WATCH

What sea animals do you know? Make a list.

Answers will vary.

WHILE YOU WATCH

A Check. What animals on your list did you see? *Answers will vary.*

B Watch the video again. Circle the words you hear.

- Sargassum fish hide in (seaweed / coral).
- Comb jellyfish are (colorful / bright).
- Beluga whales are very (quiet / noisy).
- Clams use their (foot / tongue) to push into the sand.

AFTER YOU WATCH

Talk with a partner. Describe the sea animals in the video. Are there strange animals in your country? Describe them.

Answers will vary.

Fish swimming near coral,
Red Sea, Egypt



Unit 3 37

Have students turn to page 140 in the Student Book for the Unit 3 Worksheet and do the exercises. For the Writing task, ensure they write at least five sentences.

Ask students to think about what *oddities* might mean, providing the answer if necessary (something or someone that is unusual or strange).

*** OPTIONAL** Have students name things they see in the picture (fish, rock, seaweed, sand).

BEFORE YOU WATCH

As students follow along in their books, read the question and sentence about the video aloud. Have students make a list of the sea animals they know.

WHILE YOU WATCH

A Tell students they will watch the video and they should check their answers from BEFORE YOU WATCH.

B Play the video.

Have students get into pairs and talk about which animals they did and didn't see.

B Explain to students that they will watch the video again. Have them circle the correct words in the sentences. As students follow along in their books, read the sentences and the choices aloud.

B Play the video. Play the video again, if necessary.

Check answers as a class.

CONTENT NOTE: SEA ANIMALS

- Sargassum fish** are masters of disguise and look almost exactly like the seaweed that they hide in.
- Comb jellyfish** are oval-shaped with eight rows of tiny tentacles that they use to move. As they swim, their bodies produce a colorful, rainbow effect.
- Beluga whales** are arctic whales that have white skin and big round bodies. They communicate noisily with their peers underwater.

*** OPTIONAL** Give students some additional comprehension questions.

B Play the video again, and have the students answer the questions.

- What does the fish look like? (a plant)
- What do comb jellyfish eat? (other jellyfish)
- Why do Beluga whales make noises? (to talk to each other)
- When do clams hide in the sand? (when they are scared)

AFTER YOU WATCH

Tell students to get into pairs and talk about the video.

As students follow along in their books, read the questions aloud.

OPTIONAL

Video

Activities are optional and may be completed if there is sufficient time.

Tell students that they are going to watch a video about ocean oddities.

UNIT 4

THIS IS MY FAMILY.

TOPIC: FAMILIES

Vocabulary: family members: mom, dad, brother, sister, cousin, son, daughter, husband, wife, children, parents

Grammar: verb to *have* (She has a brother.)

Extra material: pictures of several coats of arms, photos of your immediate family, a map of the United States

Other useful vocabulary:

extended family: mother-in-law, father-in-law, brother-in-law, sister-in-law, half-brother/sister, stepbrother/sister, stepmother, stepfather

Book work: Have students write their answers for any in-book activities on a separate piece of paper.

END OF UNIT PROJECT Show the pictures of coats of arms to the students. Then explain that a coat of arms usually has symbols or images of things that are important to a family or the family's history. Tell them these symbols can be anything, including animals, trees, rocks, houses, etc.

Draw a blank coat of arms on the board. Then ask students to draw the coat of arms onto a piece of paper.

Tell them to think of four symbols that represent their family and draw the symbols on their coat of arms.

When students have finished, have them work in pairs and take turns talking about their own coat of arms.

CONTENT NOTE: FAMILIES

The International Day of Families is on May 15. It was established by the United

4

THIS IS MY FAMILY.



Preview

A **1-28** Look at the photo. How many people are there in this family? Listen and check your answer. 18

B Match the words with the numbers. Use the words in the box.

mom dad brother sister

1. sister 2. brother 3. mom 4. dad

C Talk with a partner. Ask and answer questions.

How many people are there in your family?

There are five people in my family.

Nations to demonstrate the importance of families in communities around the world.

There is a pattern used to express family relationships outside the immediate family.

For example, *grand + parent = grandparent* (one generation removed from the immediate family). For additional generations, we consecutively add *great*, so your grandmother's mother is *your great grandmother*, her mother is *your great, great grandmother*. We continue adding *great* for

each generation. Similarly, speaking of younger generations, we say *son, grandson, great grandson, great, great grandson*, etc.

TEACHING NOTE: CULTURAL SENSITIVITY

Family situations vary in different societies, and what seems the norm in one place may not be relevant for students from a different country or background. Be aware of this in class.

The Cason family



UNIT GOALS

By the end of this unit, you will be able to:

- talk about family members
- use the verb *to have*
- pronounce reduced *do* and *does*

Many students may have non-traditional family structures, and some may be self-conscious about this. Another potential issue is that their families live far away and the students may be homesick.

Preview

Have students read the unit title to themselves as you read it aloud. Explain that in this unit they will learn to talk about the people in their family. Point to the word *family* as you say this.

CONTENT NOTE: CASON FAMILY

Christi and Dave Cason live in Lake Elsinore, California, in the United States. They had their 17th child on October 15, 2013. They now have 10 boys and 7 girls—Jessica, Chad, Dalton, Austin, Bailey, Gage, Kaylee, Harper, Emma, Rebekah, Trevor, Walker, Morgan, Laura, Sawyer, Nathaniel, and Vaughn. Although 17 children is a lot, they said they “are open to having more.”

- A** Ask students to look at the family in the photo and count how many people there are in the family. Explain that they will hear a short description of the family and they should pay attention to how many people there are in the family.

- B** Play the CD.

Check answers as a class.

- 1 CHALLENGE** Have students listen to the CD again and pay attention to how many brothers and sisters there are in the family (16). Ask them how they got this number (by adding 9 and 7).

- B** Explain that students should write the words in the box to match the people in the picture.

As students follow along in their books, read the words from the box aloud.

Have them do the task. Check answers.

- C** Tell students they will take turns asking and answering the question in **C**. Explain that they should use their own answers.

Model the conversation with a student. Tell students that when they count the number of people, they should include themselves, so a family with five members might have a mother, father, sister, brother, and the student.

Have students do the task. Check answers.

- * OPTIONAL** Have students suggest other questions to ask about family members, writing them on the board as they are given. For example:

How many brothers do you have? How many sisters do you have?

Tell students that when we count the number of brothers and sisters, we do not include ourselves. Give an example using photos of your own family.

Language Focus

A Tell students they will listen to a conversation with four short exchanges.

1 Play the CD as students listen and follow along in their books. If necessary, play the conversation again, pausing after each exchange so students can repeat. Have students work in pairs and practice the conversation once.

Point out the words in blue and read them aloud as students follow along in their books. You might want to have students repeat the words after you say them.

Tell students they will practice the conversation two more times, changing the blue words each time.

Ask students to swap roles after they have practiced the conversation. Have them practice with both substitution choices.

B Have students practice the conversation again, substituting words to personalize it.

Real English

Direct students' attention to the expression in the Real English box. Explain that *Yeah!* is used in informal spoken English to say *yes*.

For example:

A: Do you like Taylor Swift?

B: Yeah! I think she's great.

OPTIONAL Ask pairs to volunteer to present their own conversations at the front of the class.

LANGUAGE FOCUS CHART

Ask students to look at the chart. Read the first three sentences in the chart aloud.

1 Play the CD as students follow along in their books.

Language Focus

A **1-29** Listen and read. Then repeat the conversation, and replace the words in blue.

B Practice with a partner. Replace any words to make your own conversation.

REAL ENGLISH Yeah!



1-30

TALKING ABOUT FAMILY MEMBERS (P. 166)

I **have** two sisters.
She **has** a brother.
They **have** a brother.

Do you **have** any brothers and sisters?

Yes, I **do**.
No, I **don't**.

do not = don't
does not = doesn't

Does she **have** a brother?

Yes, she **does**.
No, she **doesn't**.

Do they **have** any cousins?

Yes, they **do**.
No, they **don't**.

40 Unit 4

Tell students that family relationships are usually discussed in terms of the speaker or the subject of the sentence so we use expressions like *my grandmother*, *his brother*, and *your sister*.

On the board, write *have* with *I* and *they* under it. Also write *has* with *she* under it. Say additional words and have students put them in the correct place in the chart (**have**: you, we, Bob and Connie; **has**: he, it, Bob).

SUPPORT Ask students to get into pairs and make sentences with these

new sentence subjects, using *has/have* correctly.

Draw students' attention to the contractions, and if necessary, have students repeat them.

Point out that the three questions in the chart all start with *Do* or *Does* so students should answer with *Yes* or *No*.

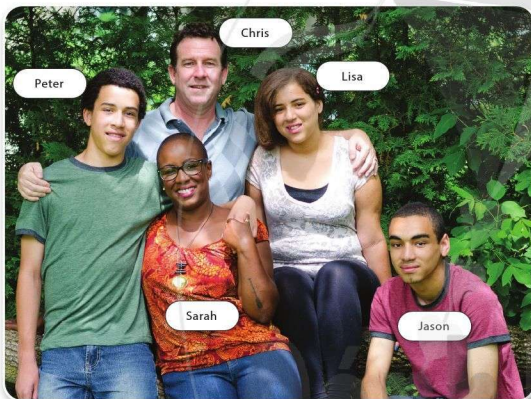
Explain to students that the first word of the second and third questions (*Does*, *Do*) and the subject (*she*, *they*) are repeated in the answer. Have them identify these elements of the responses.

C 41-51 Circle the correct answers. Listen and check.

- Do you have a brother? Yes, I **(do/ does)**.
- Does she have a sister? No, she **(don't / doesn't)**.
- Does he have a daughter? Yes, he **(does/ do)**.
- Do they have any brothers or sisters? Yes, they **(does/ do)**.
- Do you have any children? No, I **(doesn't / don't)**.

D Complete the questions. Write Do or Does. Then look at the photo below and answer the questions.

- Does Sarah have a husband? Yes, she does.
- Do Jason and Peter have two sisters? No, they don't.
- Does Lisa have two brothers? Yes, she does.
- Do Chris and Sarah have children? Yes, they do.
- Does Peter have a sister? Yes, he does.



E Work with a partner. Ask and answer questions to make your partner's family tree. Look at Lisa's family tree on page 133 to help you.

Ask students why *you* in the first question is not repeated in the response, providing the answer if necessary. (Because if we answer *yes, you do*, we are now talking about someone other than ourselves.)

Tell students to compare the first and third questions (after the word *have*) with the second question and decide how they are different. (The first and third use the plural *brothers and sisters/ cousins* while the second uses the singular *a brother*.) Ask students to think

about this difference and make a rule about when to use *any* in questions. (We use *any* in questions that ask about the existence of things. In these questions, we use the plural form.)

- + SUPPORT** Have the class make questions using *any* until they are comfortable with the new grammar.
- C** Tell students to circle the correct answer to each question.

Explain to students that they will listen and check their answers.

1 Play the CD. Check answers as a class.

*** OPTIONAL** Have students get into pairs and take turns asking and answering the questions.

D Ask students to write *Do* or *Does* to complete each question.

When students are finished, point out the photo at the bottom of the page. Tell students to use the photo to answer the questions.

Check answers as a class.

+ SUPPORT Ask students questions to confirm they understand the family relationships in the picture. Ask, *Who is the mother? How many children does she have?*

E Explain what a family tree is. (See **CONTENT NOTE**.)

Tell students they are going to ask and answer questions so they can draw their partner's family tree. Tell them to write the names of the people in their partner's family, and explain that the tree should demonstrate the relationships between the people.

Call on a few students to suggest questions they might use. *What is your mother's name? Do you have any brothers and sisters?*

Have them do the task. If some students finish more quickly, encourage them to add more generations to their family tree.

CONTENT NOTE: FAMILY TREE

A family tree is an easy way to show family relationships. It is called a tree, because like a tree, as it grows, it becomes larger and more extended. Each horizontal "branch" on the tree represents a generation. The youngest (current) generation is usually at the bottom and the older generations are at the top. Sometimes, a marriage is shown with an equals sign (=) or a line between two people, and children are shown by the lines coming down from this.

The Real World

Ask students to look at the picture. Ask them who they think the people are. As students follow along in their books, read the introduction aloud. Ask them if the picture is of an immediate family or an extended family (an extended family).

CONTENT NOTE: FAMILIES

The immediate family can also be called the *nuclear family*. *Nuclear*, in *nuclear family*, comes from *nucleus*, denoting a central point. This core unit of mother, father, and children represents the idea of a husband and wife starting a new family of their own, and is common in Western thinking.

In the phrase *extended family*, *extend* relates to the idea of *expanding*, representing family members including and beyond the immediate ones, such as aunts, uncles, cousins, grandparents, etc.

A Tell students they should group the words in the box according to whether the person is a member of the extended or immediate family. As students follow along in their books, read the words aloud. Explain that some words can be used twice.

When students have written their answers, check answers as a class.

+ SUPPORT Have students group the words in **A** into three categories: *she* for words referring to females (aunt, daughter, sister, grandmother, mom, niece), *he* for words referring to males (brother, grandfather, son, nephew, dad), and *they* for words referring to people of both sexes (parents, children, cousin, grandparents).

B Explain to students that they should use the words in **A** and answer the questions.

The Real World

Family Life

Do you know the difference between your immediate family and your extended family? Your immediate family includes your father, mother, brothers, and sisters. An extended family includes parents, their children, and other family members such as aunts, uncles, and cousins.



A Write the words in the correct column. Some words can be used twice.

		Extended Family		Immediate Family	
		cousin			
aunt	brother	aunt	mom	mom	
children	cousin	grandmother	children	children	
dad	daughter	grandfather	dad	dad	
grandmother	niece	grandparents	parents	parents	
grandfather	mom	niece	son	son	
parents	sister	nephew	brother	brother	
son	nephew	uncle	daughter	daughter	
grandparents	uncle		sister	sister	

B 41-52 Answer the questions. Then listen and check your answers.

- Who's your brother's mom? She's my mom.
- Who's your uncle's daughter? She's my cousin.
- Who's your dad's dad? He's my grandfather.
- Who's your sister's daughter? She's my niece.
- Who's your father's brother? He's my uncle.
- Who's your mom's sister? She's my aunt.

Discussion. Do you want to live with your immediate family or with your extended family? Give reasons.

42 Unit 4

When they have finished, tell them that they will listen to the questions and answers, and should check their answers.

1 Play the CD. Check answers as a class.

+ SUPPORT Have students get into pairs and take turns asking the questions. In order to help students remember the new vocabulary, tell students they shouldn't look at their books when they answer.

Discussion

As students follow along, read the question aloud. Remind students to give reasons for their answers. Have students get into pairs and talk about their ideas.

TEACHING NOTE: BECAUSE

Explain that we can use the word *because* between two independent clauses to give reasons. Give an example: *I want to live*

Pronunciation

Reduction: *do* and *does*

A 1-33 Listen and repeat.

1. Do you have a sister?
2. Do they have cousins?
3. Does he have a brother?
4. Does he have an aunt?
5. Does she have a nephew?
6. Does he have a niece?

B 1-34 Listen and answer. Circle the words you hear.

1. (Does she / Do they) have a cousin?
2. (Do they / Do you) have an aunt?
3. (Do they / Does he) have younger brothers?
4. (Does she / Do they) have a baby sister?
5. (Do they / Does she) have aunts and uncles?

C Work with a partner. Take turns to read the questions in B, stressing the correct words.



Communication

Play a game. Ask questions from the game board below. When someone answers "Yes", write their name in the box. The first person to complete all the boxes is the winner.

Find someone who ...

... has a big family. _____	... has a pet fish. _____	... has a brother and sister. _____
... has two brothers. _____	... has four cousins. _____	... has two sisters. _____
... has three aunts. _____	... has a brother. _____	... has a dog and cat. _____
... has a small family. _____	... has two uncles. _____	... has four grandparents. _____

Do you have a big family?

No, I don't.

*with my extended family because I enjoy spending time with my cousins. Encourage students to use *because* in their responses to the discussion question.*

Pronunciation

A Tell students that in speaking naturally, *do* and *does* are often blended with the next word. Explain that this is called *reduction*. Tell them they are going to practice this.

Explain to students that when we speak naturally, we do not always say each word clearly and distinctly. Give an exaggerated example with each word clear and distinct (with a slight pause between each word).

1 As students follow along in their books, play the CD. Play the CD again, stopping after each number so students can repeat. Students may have difficulties blending the first two words. Play the CD a third time, if necessary.

B Explain that for each question, students must decide which phrase the speaker uses and circle it.

1 Play the CD. Play it again, if necessary. Check answers as a class.

C Read the following question, stressing the underlined words: *Does he have a niece?* Ask students to identify the stressed words. Clap on the stressed words if students are not able to identify them. Repeat with another question from **A**, stressing the content words. Explain to students that we tend to stress content words (nouns, verbs, and other words that give key information), and not more minor words such as articles and auxiliary verbs.

Have students get into pairs and take turns reading the questions in **B** to their partner, stressing the content words (the pronoun, *have*, and the family member) and reducing *do* and *does* as appropriate. Have them clap the stressed words, noticing the rhythm in the sentences. If necessary, play the audio again and have students repeat, or model the questions yourself.

DO YOU KNOW?

Read the sentence aloud as students follow along in their books. Have them choose the correct answer. (a) (See **CONTENT NOTE** on page 44.)

Communication

Tell students they are going to play a game.

Explain to students that they will stand up and move around the room, asking and answering questions with many students. Remind them that they can only ask a classmate to write their name once, and then they should talk with a new person.

As students follow along in their books, model the game with a student.

Remind students to be truthful in their answers.

Have students move around the room and play the game. The winner is the first person to complete all the boxes.

Reading

Have one student read the title aloud.

CONTENT NOTE: TWINS

Identical twins are two siblings who are genetically identical, and are always the same sex.

Fraternal twins can be of the same sex or one of each sex, but they are not genetically identical.

- A** Ask students to look at the photo. Read the question and the answer choices aloud as students follow along in their books.

Ask a few students to guess what the text is about. Have them give reasons for their answers (because the children in the picture look like they are the same age and wearing the same clothes).

- B** Tell students that they will read the text quickly, and underline the name of the town.

Remind students that reading quickly is an important skill because it allows us to find specific information without spending a lot of time reading the text carefully.

Ask them to think about how they can find the name more quickly, providing hints as necessary. (The name will start with a capital letter.)

Have students do the task.

When all of the students have finished, check answers as a class.

- + SUPPORT** Help students understand new words without having to look them up in the dictionary. Explain that *identical* means *exactly the same*.



- * OPTIONAL** Have students find Ohio on the map of the United States.

- C** As students follow along, read the question aloud. Then have students write the names of any other interesting festivals they know about.

Discuss answers as a class.

- * OPTIONAL** Have students get into pairs and discuss any interesting festivals they know.

- ↑ CHALLENGE** Ask students to talk about whether they would like to be a twin.

Encourage them to give both the positive and negative reasons for being a twin.



Reading

- A Look at the photo.** What do you think the article is about? Check (✓) the correct answer.
- ☐ big families ☒ brothers and sisters ☐ famous families
- B Read the article quickly.** Underline the name of the town.
- C Make a list.** Write the names of interesting festivals you know.
Answers will vary.

TWINS DAYS FESTIVAL

Every year, the small town of Twinsburg, Ohio, in the United States, has a special festival. It's called the Twins Days Festival. The festival takes place in August. It's three days long and is very popular.

Thousands of brothers and sisters visit this festival. Most of them are twins. They go there to meet old friends and to make new ones.

Twins often look the same, with the same color hair and eyes, but sometimes there are quite a few differences. Identical twins, however, look exactly like each other. They also often have the same hobbies!

1-35 OPTIONAL AUDIO

1-35 OPTIONAL AUDIO

The main focus of this section should be on reading. However, the passage has also been recorded as optional audio which may be played if there is sufficient time.

CHALLENGE Have students use the Internet to find out statistics about twins. For example, ask them to find out whether there are more male or female twins. Also tell them to look at which countries have a lot of twins and whether the number of twins has been increasing in recent years. Encourage them to think of other facts and also research them. In class, have students tell each other what they found out.

Cánh Diều

Unit 4 45

Additional Activities to Use With the Reading

Comprehension Questions

- What season is the Twins Days Festival in?
a. summer b. fall c. winter
(It's in August, so it's in the summer.)
- How many twins go to the festival?
a. 100–200 b. 500–600
c. more than 1000

(Thousands literally means several thousand.)

- In the second paragraph, where is *there*? (They go there to meet old friends . . .)
a. the movies b. the festival
c. the twins' museum
(b.)

Comprehension

- A** Have students read the sentences to themselves and circle the correct answers.

After they have finished, have them get into pairs and check their answers. Then check answers as a class.

- B** Point to the diagram and explain that the main topic (Twins Days Festival) is in the center. Explain that the circles coming out from the center have more details about the main topic.

Have students follow along in their books as you read the four questions aloud. Explain that they should use the text on page 45 to complete the chart.

Have students do the task. Check answers as a class.

- C** As students follow along in their books, read the questions aloud. Have students get into pairs and discuss the questions. Tell them to give reasons for their answers.

- OPTIONAL** Provide additional questions to help the students talk about the topic of twins in more depth. *Say, Do they wear the same clothes? Are their eyes the same color? Do they like to do the same things?*

IDIOM

"Runs in the family" is an idiom we use when a characteristic, trait, quality, or ability is common among many or all members of a family.

For example:

None of us are good at sports. Athletic ability doesn't run in my family!

Writing

Tell students they are going to write an email about their family.

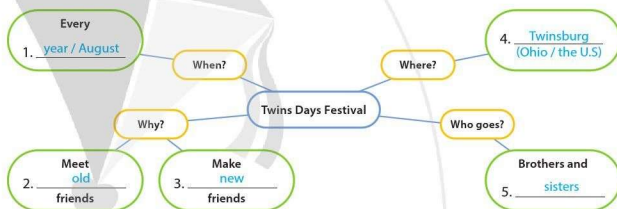
As students follow along, read the email

Comprehension

- A** Choose the correct answers for *Twins Days Festival*.

- Main Idea** What's another title for this article?
 (a) A Special Festival b. Visiting Ohio c. A Day Out with Friends
- Detail** The festival is ____ days long.
 a. two (b) three c. four
- Vocabulary** The word "popular" means people _____. (line 3)
 (a) like it b. don't like it c. think it's very long
- Inference** Who can go to this festival?
 (a) everyone b. only twins c. only twins from Ohio
- Vocabulary** What is the word for twins who look exactly the same?
 (a) identical b. similar c. different

- B** Complete the word web.



- C CRITICAL THINKING** Talk with a partner. Do you know any twins? Are they the same or different?

Writing

Write an email. Describe your family in 40–60 words.

Answers will vary.

about Joe's family aloud. Ask students how often they send emails. Then ask them who they usually send emails to. Ask who wrote it (Joe) and who received it (Emily).

Point out to students how the email starts (Hi) and then explain that this kind of greeting is used with an informal email. Their email should include suitable greetings.

Give them a time limit for finishing the email, and set a minimum number of sentences they must write (e.g., five).

Have students do the task.

IDIOM

My sister and I have red hair. It ____ in the family.

- (a) runs
b. walks
c. takes



- + SUPPORT** Ask students to identify the kind of information in the email.

For example: writer's name, age of person writing the email, where the writer lives, mom's and dad's names, number of brothers and sisters, their names, and their ages.

- OPTIONAL** After students have completed their emails, have them take turns reading them with a partner.

Then have two pairs get together to form a group of four students. Tell one person from each pair to introduce their partner's

Megafamily

ABOUT THE VIDEO

The Casons talk about life in a big family.

BEFORE YOU WATCH

Circle the words you think you will hear to describe the Cason family. *Answers will vary.*

happy small big fun unusual

WHILE YOU WATCH

A Check your answers to the Before You Watch question.

B Watch the video again. Circle T for True or F for False.

- Life in a big family is difficult.
- All children in the Cason family go to the same school.
- All the children have their own bedrooms.
- The younger brothers and sisters fight a lot.
- Dave Cason says his family is happy.

T F
T F
T F
T F

AFTER YOU WATCH

Talk with a partner. Do you know any big families? What are they like? Do you want to have a big family? *Answers will vary.*

The Cason family



family to the other pair. Then have them swap roles, so both students have the opportunity to introduce their partner's family to the new pair.

Have students turn to page 141 in the Student Book for the Unit 4 Worksheet and do the exercises. For the Writing task, ensure they write at least five sentences.

OPTIONAL

Video

Activities are optional and may be completed if there is sufficient time.

Tell students they are going to watch a video about a megafamily.

BEFORE YOU WATCH

As students follow along in their books, read the sentence about the video aloud. Point to the photo of the Cason family and ask students what they think *mega* means (very large, huge).

Tell students to choose three words that describe the Cason family. Have students do the task.

Explain to students that all of the words are correct, including *fun* and *unusual*.

WHILE YOU WATCH

A Tell students they will watch the video and they should check their answers from BEFORE YOU WATCH.

B Play the video. Check answers.

B Explain to students that they will watch the video again. Tell them that for each statement, they should circle T if they think it's true and F if they think it's false. As students follow along in their books, read the five sentences aloud.

B Play the video. Play the video again, if necessary.

Check answers as a class.

↑ CHALLENGE Provide students with additional comprehension questions.

B Play the video again. Have students work in pairs to give the answers.

- How many schools does Christi drive to each day? (four)
- What does Christi do after driving some of the children to school? (She goes home and takes care of the other children.)
- How many children stay home (don't go to school)? (seven: 16 minus the 9 who go to school)

AFTER YOU WATCH

Tell students they will get into pairs and talk about the video.

As students follow along in their books, read the questions aloud.

Have them get into pairs and do the task. Check answers.

↑ CHALLENGE Give students additional questions to discuss.

- Do you want to live in a family like this?
- Do you think a family can be too big or too small?

UNIT 5

I LIKE FRUIT!

TOPIC: FOOD

Vocabulary: fruit and vegetables: orange, grape, strawberry, mango, apple, carrot; hungry

Grammar: like/don't like; countable and uncountable nouns; because

Extra material: pictures of food you like and don't like, a bottle of water, menus from some restaurants students may know, a map of the United States

Other useful vocabulary: fruit: cherries, pears, melons, durians, jackfruits, pomelos; **vegetables:** lettuce, spinach, cabbage, corn, peas, yams, sweet potatoes

Book work: Have students write their answers for any in-book activities on a separate piece of paper.

END OF UNIT PROJECT Have students make a poster about the human footprint. Explain that in this unit, they will learn about the human footprint that they leave behind just by eating and drinking every day. At some point after you've studied the The Real World page, show students the Human Footprint Map (available on the National Geographic website).

Point out the legend. Make sure you have zoomed out to the global map. Ask *What areas are green?* (the places with fewer people, the places that are far from big cities, the places where it is hard to live — for example, because it's very cold)

Zoom in on the students' area. Ask students to use the legend and decide what it says about their area.

Show students the National Geographic Education page that shows how daily diets vary between countries. Have them compare

5

I LIKE FRUIT!



UNIT GOALS

By the end of this unit, you will be able to:

- talk about your favorite food
- use countable and uncountable nouns
- pronounce final -s sounds

A fruit market in South Tyrol, Italy

their country with two other countries. Say, *Which country eats more meat? Which country eats more grain?*

Have students get into pairs and make a poster about what they can do to decrease their carbon footprint. If some of the language is difficult, encourage students to use pictures as necessary.

Have two pairs get into a group and share their ideas.

CONTENT NOTE: WHAT YOU EAT

In this unit, students learn about their human footprint. When we eat an egg, we're not just eating an egg. We also have to consider the gas the truck used to deliver the egg to the store, the fuel used to make the energy to power the refrigerator to keep it cool, and the resources needed to cook it. All of these things together make up our human footprint—the impact we have on the planet and its resources.



Preview

- A** **Listen to the students.** What fruits do they like? Complete the *Like* column.

NAME	LIKE 😊	DON'T LIKE ☹️
Dino	apples	mangoes
Sophie	grapes	apples
Teresa	strawberries	grapes
Peter	strawberries	oranges

- B** **Listen.** What fruits don't the students like? Complete the *Don't Like* column.

- C** **Talk with a partner.** What foods do you like? What foods don't you like?

I like apples, but I don't like carrots.

I like fruit, but I don't like vegetables.

- 1** Play the CD. Play it again, if necessary.

Have students check answers with a partner and then elicit answers from the class, writing them on the board as they are given.

- + SUPPORT** Before playing the CD, explain *like* and *don't like*. Use the pictures you brought. Hold up a picture. Make a happy face as you say *I like X*. Hold up another picture. Make an unhappy face as you say *I don't like X*.

- B** Explain to students that the conversation will continue with the four students talking about the food they don't like. Tell them to write the food the students don't like in the chart.

- 1** Play the CD. Play it again, if necessary.

Check answers as a class.

- C** Tell students they will take turns asking and answering the questions in **C**. Explain that they should use their own answers.

Model the conversation with a student. Then have students do the task.

- ↑ CHALLENGE** Before students start **C**, have them brainstorm other fruits and vegetables. (See **Other useful vocabulary**.)

Students can compare their food consumption to Japanese, British, and American averages with an interactive calculator available through National Geographic. (Search "interactive human footprint" online.)

word *fruit* and some of the fruit in the photo as you say it.

Ask students to follow along in their books as you read the names of the foods in the picture aloud.

- A** Explain to students that they will hear a short conversation with four people talking about the fruit they like. Tell them to write the name of the fruit each person likes in the chart. As they follow along, read the names of the people aloud.

Preview

Have students read the unit title to themselves as you read it aloud. Explain that in this unit they will learn to talk about different foods, including fruit. Point to the

Language Focus

A Tell students they will listen to a conversation with four short exchanges.

1 Play the CD as students listen and follow along in their books. If necessary, play the conversation again, pausing after each exchange so students can repeat. Have students work in pairs and practice the conversation once.

Point out the words in blue and read them aloud as students follow along in their books. You might want to have students repeat the words after you say them.

Tell students they will practice the conversation two more times, changing the blue words each time.

Ask students to swap roles after they have practiced the conversation. Have them practice with both substitution choices.

+ SUPPORT Ask students which meal we usually eat in the morning (breakfast), in the middle of the day (lunch), and in the evening (dinner).

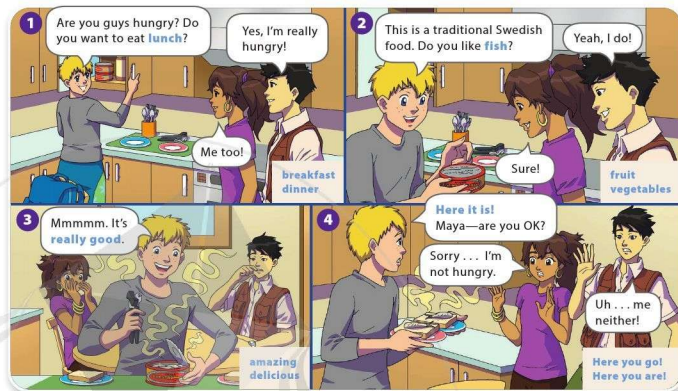
B Have students practice the conversation again, substituting words to personalize it.

Language Focus

A **1-38** Listen and read. Then repeat the conversation and replace the words in blue.

REAL ENGLISH Me too. / Me neither.

B Practice with a partner. Replace any words to make your own conversation.



1-39

TALKING ABOUT LIKES AND DISLIKES (P. 167)

I **like** fruit. I **don't like** vegetables.

They **like** rice, but they **don't like** sandwiches.

He **likes** pizza.

She **doesn't like** vegetables.

We **don't like** desserts.

He likes vegetables **because** they're healthy.

She doesn't like soda **because** it's very sweet.

Do you **like** juice?

Yes, I do. / No, I don't.

Does he **like** oranges?

Yes, he does. / No, he doesn't.

Countable
sandwich(es)
dessert(s)
vegetable(s)

Uncountable
milk
soup
bread

Real English

Direct students' attention to the expression in the Real English box. Explain that *me too* is used to show that we have something in common with other people, or that we agree with a statement. For example:

A: I like fruit a lot.

B: Me too!

Explain that for sentences using a negative (e.g., *I don't like pizza*), we use *me neither*.

LANGUAGE FOCUS CHART

Ask students to look at the chart.

1 Have students follow along in their books as they listen to the CD.

Explain that these are statements about likes and dislikes. If necessary, remind students that *you* can mean one person or many people.

Write *like/likes* and *don't like/doesn't like* on the board. Point out that they must be careful because the verb changes, depending on the subject of the sentence (*I like/She likes* ...).

Read the questions and answers from the

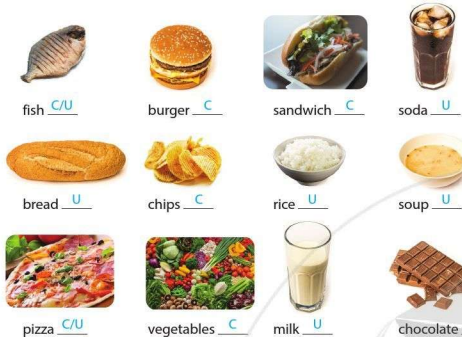
next section aloud as students follow along in their books.

Ask students to look at the questions and find *like* in each one. Point out that the verb does not change even though the subject does. Emphasize they must use *like* in all questions and should not use *likes*.

On the board, write *Does he like oranges?* *Yes, he does.* Circle *does* in both, pointing out that it is repeated in both the question and the answer.

Explain to students that in English, we

- C Countable or uncountable?** Are the foods below countable or uncountable? Write **C** for countable and **U** for uncountable. Then discuss which foods you like/don't like and why.



- D n-40 Complete the conversation.** Write *like* or *likes*. Then listen and check your answers.

Nadine: I'm hungry. Let's have lunch.
 Stig: OK. Do you like rice and beans?
 Nadine: Well, I like rice, but I don't like beans.
 Stig: How about Sarah? Does Sarah like rice?
 Nadine: Yes, she does. She likes beans, too.
 Stig: How about Tim?
 Nadine: He likes beans, but he doesn't like rice.
 Stig: Hmm... Let's eat soup. We all like soup!

- E Play tic-tac-toe.** Turn to page 134 and follow the instructions.

DO YOU KNOW?



What's this fruit called?

- a. snake fruit
 b. dragon fruit
 c. frog fruit

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refer to the person we are talking to by using *you/your* when asking questions. We would not ask Bob, *Does Bob like oranges?* Instead, we would ask him (Bob) *Do you like oranges?*

Point out *because* in the two sentences and explain that we use this word to give reasons for something.

Draw students' attention to the right side of the chart. Tell students that countable nouns are individual objects, people, or places that can be counted. Hold up a pen saying, *one pen*. Hold up two pens, saying *one, two; two pens*.

Explain that uncountable nouns are things that are not individual objects and cannot be counted. If you brought in a bottle of water, ask, *How can we count water?* Tell them we need another word: *a bottle* of water. Tell them uncountable nouns need other words to be counted. Explain that uncountable nouns are always expressed as singular (with no plural s).

- C** Tell students to look at the pictures and decide if the food is countable or uncountable and write **C** or **U**. Point out that some nouns may be both.

Check answers as a class.

Call on students to say which foods they like/don't like and why. Make sure they use *because* in their answers.

With higher level classes, point out that some words can be countable and uncountable. For example, *fish* as a food is uncountable, but as a species is countable. *Pizza* can be countable or uncountable, e.g., *I want some pizza* or *I want two pizzas*.

- D** Ask students to write *like* or *likes* in each blank to complete the conversation.

Tell students they will listen to the conversation so they can check their answers.

- E** Play the CD. Check answers as a class.

- E** Tell students they are going to play a game of tic-tac-toe in pairs. Explain that one student will be X and the other will be O. Explain that the goal is to get three symbols in a row vertically, horizontally, or diagonally.

Tell them they will take turns making sentences about what they think their partner likes/doesn't like. When their sentence is correct, they get to write their symbol (X or O) in the tic-tac-toe chart.

If necessary, draw a tic-tac-toe chart on the board and model the activity with a student.

Have students play the game. Encourage them to give reasons using *because* in their answers.

DO YOU KNOW?

Read the question as students follow along in their books. Ask students to guess the answer before providing it. (The fruit is a snake fruit.)

CONTENT NOTE: AN UNUSUAL FRUIT

Salak, also known as snake fruit, is a kind of palm tree fruit that is originally from Indonesia. The fruit got its name from the red-brown scaly skin on the outside. The inside of the fruit is an ivory color and is divided into three parts. The larger parts have an inedible seed inside.

The Real World

Ask students to look at the picture. Ask them to describe what they see (a house, a lot of cars, etc.). As students follow along in their books, read the title and the introduction aloud. You may want to explain the concept of the *human footprint* again. (See **CONTENT NOTE**.)

CONTENT NOTE: HUMAN FOOTPRINT

The human footprint represents the impact humans have on the Earth, taking into account everything we eat, use, wear, buy, and throw away in our lifetimes. Scientists look at the whole population to analyze the effect on the planet.

- A** As students follow along in their books, read the words in the box and the chart headings aloud. Tell students they should write the words from the box in the correct place in the chart.

Check answers.

- B** Explain to students that they will listen to some information about how much the average American eats and drinks from the time he/she is born until he/she dies (i.e. in his/her lifetime). Tell students to circle the correct answers.

- CD** Play the CD. Play it again, if necessary. Check answers as a class.

Discussion

As students follow along, read the question aloud. Have students get into small groups to talk about their ideas.

- CHALLENGE** Ask students what surprised them about the facts in **B**. Encourage them to explain their reasons.

Ask students to compare people in their country with Americans. Tell them to talk about whether they think people

The Real World

Human Footprint

In a lifetime, we eat and drink a lot. But how many things does one person eat and drink? What is our human footprint?

Things consumed by average Americans in their lifetime

- A Write.** Complete the table with the words from the box.

pizza candy milk soda bread chocolate

 a glass of	 a slice of	 a bar of	 a can of
milk soda	bread pizza	chocolate candy	soda

- B Listen.** Circle the correct words. Then listen again and check your answers.

In an average lifetime, Americans eat and drink about ...

- 14,500 bars of (candy / chocolate).
- 5,000 (bananas / apples).
- 43,000 cans of (soda / milk).
- 87,000 slices of (pizza / bread).
- 26,000 glasses of (milk / water).

Discussion. Talk about the things you eat and drink.

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eat more, less, or about the same of each item. Then ask them to work in groups and make lists of food that people in their country might eat more than Americans do.

Pronunciation

Tell students they will practice their pronunciation of final -s sounds (*drinks* /s/, *bananas* /z/, *glasses* /ɪz/).

- A** Have students look at the words. Tell them that even though all of the words end in s, the pronunciation of the -s sounds are not the same. Explain that there are three different pronunciations for the final -s sound, and they will practice all three of them.

- CD** As students follow along in their books, play the CD.

Play the CD again, stopping after each word. Have students repeat. Play the CD a third time, if necessary.

Pronunciation

Final -s sounds

A 1-42 Listen and repeat.

1. s, drinks 2. s, bananas 3. s, glasses

B 1-43 Complete the chart. Use the words in the box. Then listen and check your answers.

chips peaches grapes desserts
oranges slices vegetables likes

Sounds like s in <u>drinks</u>	Sounds like s in <u>bananas</u>	Sounds like s in <u>glasses</u>
chips grapes desserts likes	vegetables	peaches oranges slices

C Work with a partner. Take turns to read the words in B.

IDIOM

He's "the big cheese" means he's a _____.

- a. very noisy person
b. very important person

IDIOM

Read the idiom aloud as students follow along in their books. Ask several students to guess the answer before providing it.

"The big cheese" is an idiom we use to talk about a person who is influential or important in a group, an area, or a field of expertise. Some people use *big wig* instead of *big cheese*.

For example: (talking about the student body president) She's the big cheese around here. No one can get the student body to make decisions faster than her.

Communication

Make a menu. Complete the table below. In groups, discuss food you like and don't like. Then turn to page 134 and follow the instructions.

Meal	I Like	I Don't Like
Breakfast		
Lunch		
Dinner		

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- B** As students follow along, read the headings in the table and the words in the box aloud. Ask students to decide which column the words should be in, and have them write them. Point out that students should listen for the final -s sounds (i.e., not the first s in *slices* or double s in *desserts*).

Tell students they will listen to the answers, so they should check what they have written.

- 1** Play the CD. Play it again, if necessary. Check answers.
- C** Have students get into pairs and take turns reading the words in **B** to their partners. Remind them to be careful about using the correct -s pronunciation.

Communication

Tell students they are going to make a menu with their favorite foods.

Show students some menus and explain that a menu lists the food you can buy at a restaurant.

Point to the chart. Tell students that in order to make their menu, first they will make lists of the food they like and don't like to eat for specific meals. Have students complete their charts.

Explain to students that they should get into groups and talk about the food they've written in their charts.

Have students turn to page 134. Tell them they will work in groups to make a restaurant menu.

Have students do the task. When students have finished, check answers as a class.

- + SUPPORT** If students are having problems using *like* and *likes* when discussing their charts, ask them to form their own grammar rule. This is a good critical thinking skill.

like	I				
likes					

Reading

Have one student read the title aloud.

- A** Ask students to look at the photos. As students follow along, read the question and the choices aloud. Have students check their answer.

✱ **OPTIONAL** Have students get into pairs and talk about the things they can see in the photos (fish, an island with pineapples, etc.).

- B** Tell students that they will read the text quickly, and they should underline the food words. Emphasize that they should not underline the word *food*.

Have students do the task.

When all of the students have finished, ask students how many words they underlined (five). If several students missed some words, give them some more time to find the remaining food words.

Check answers as a class.

Ask them if their answer for **A** was correct.

After completing the task, give students the opportunity to read the article more slowly so they can fully comprehend it.

- ✱ **SUPPORT** Ask students additional questions to help them understand the text.

1. What are the fish made from? (fruits)
2. Is there real seaweed in the foodscape? (no)

- C** Tell students to get into pairs and think of a title for the photo of Carl. You might want to teach more about elements of a good title (See **TEACHING NOTE**).

Encourage students to have fun and be creative.



- ✱ **OPTIONAL** Have some pairs tell the class their title. If some titles are very long or vague, have the class work together to discuss how the titles can be improved.

TEACHING NOTE: A GOOD TITLE SHOULD . . .

- give a hint about the content.
- not be too long.
- be meaningful and related to the content.
- make readers want to know more.

CONTENT NOTE: CARL WARNER

Carl Warner makes many amazing foodscapes. If you look him up online, you can find photos of some of his work. His website also includes information about how and why he makes the foodscapes.



Reading

- A Look at the photos.** What are these photos made from? Check (✓) the correct answer.
- ☐ animals ☒ food ☐ paper
- B Read the article quickly.** Underline the food words.
- C Discuss with a partner.** Look at the photo with Warner. Think of a title for the photo. *Answers will vary.*

FOODSCAPES

Carl Warner takes photos of interesting things. He also makes beautiful landscapes using food. These are called “foodscapes”. It takes Warner four or five days to make each foodscape.

Look carefully at the photo with sea animals. What do you see?

- 5 There's an ocean with a lot of fish and rocks. There's seaweed, and there are sea animals. There's also sand. But what are the fish made from? The fish are made from fruit. There's an island and some trees. The trees are made from pineapples. In fact it's all made from food—fruit and vegetables! What other foods do you see in the photo? Do
- 10 you see apples and oranges? Now look at the photo with Warner. What foods do you see in that photo?

1-44 OPTIONAL AUDIO

1-44 OPTIONAL AUDIO

The main focus of this section should be on reading. However, the passage has also been recorded as optional audio which may be played if there is sufficient time.



Additional Activities to Use with the Reading

Paragraph Construction

The beginning of the paragraph introduces the idea. In the first paragraph, the introduction tells us *who* (Carl Warner) and *what* (Warner takes photos).

The middle of the paragraph explains the idea. In the first paragraph of “Foodscapes,” the middle of the paragraph tells us *how* Warner makes foodscapes (with food).

The end of the paragraph ties up the paragraph. In the first paragraph, we find out *how long* it takes to make a foodscape (four or five days).

Have students work in pairs and analyze the beginning, middle, and end of the second paragraph.

The beginning of the second paragraph describes the sea photo.

The middle of the paragraph tells us about some of the food used in the foodscape.

The end of the paragraph challenges us to use the new knowledge we just read to analyze another photo of a foodscape (the photo with Carl Warner).

Vocabulary

Help students understand new words without having to look them up in the dictionary. For example: explain that *landscape* means *a picture of how things look outside*. Have students try to reword *takes* (uses) and *A is made from B* (someone used B to make A), providing the answers if necessary.

Comprehension

- A** Have students read the questions to themselves and circle the correct answers.

After they have finished, check answers as a class.

- B** Point to the word web diagram. Have students follow along in their books as you read the words in the word web aloud.

Tell students that a word web can help us make connections between words and ideas. Explain that word webs can be used to help understand readings. Tell them that word webs can also be used to think of new ideas, and plan them out, before writing.

Remind students that the main word (the main topic) is in the center. Have students identify the color of the circle (blue) and the main topic (foodscapes).

Explain that the words that are directly related to the main topic are in the sub-circles connected to the main circle. Direct students to the yellow circles and the questions within (*Who makes them?*; *What are they?*).

Tell students that the green circles contain more specific details about the information in the yellow circles.

Explain that the further the word is from the center, the more detail it usually gives.

Have students use the text on page 55 to complete the diagram.

Tell students to do the task. Check answers as a class.

- C** As students follow along, read the question aloud. Have students get into pairs and discuss their ideas.

Comprehension

- A** Choose the correct answers for *Foodscapes*.

- Main Idea** What is the article about?
a. photos made using food b. how to make photos c. sea animals
- Inference** What is Carl Warner's job?
a. photographer b. gardener c. cook
- Vocabulary** What does the word "landscape" mean? (line 2)
a. how an area looks b. how a city looks c. a painting
- Detail** How long does it take Warner to make each foodscape?
a. 2 or 3 days b. 4 or 5 days c. 1 week
- Detail** What are the trees made out of?
a. apples b. oranges c. pineapples

- B** Complete the word web.



- C CRITICAL THINKING** Talk with a partner. How is food in your country different from food in other countries?

Writing

Write a short message to a friend.
Describe your favorite traditional food in 40–60 words.

Answers will vary.

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Hi. I'm Mario. I'm from Italy. My favorite traditional food is *pasta primavera*. It's pasta with a lot of fresh vegetables and cheese. I usually eat it on Saturday with my family. It's really delicious, and it's easy to make.

Writing

Tell students that they are going to write a short message to a friend about a traditional food from their country (that they really like). Have students name traditional food that is popular among students.

As students follow along, read the example paragraph aloud.

You may want to give some instructions about how to write a good message.

Give students a time limit for finishing the

paragraph and set a minimum number of sentences they should write (e.g., five).

- OPTIONAL** After students have completed their paragraphs, have them exchange their message with a partner. Have volunteers read their messages aloud without saying the name of the food. The rest of the class should guess what food it is.

Have students turn to page 142 in the Student Book for the Unit 5 Worksheet and do the exercises. For the Writing task, ensure they write at least five sentences.

A Strange Meal

ABOUT THE VIDEO

A hotel in New York hosts a very interesting dinner.

BEFORE YOU WATCH

Look at the photo. Why do you think the meal in this video is strange?

Answers will vary.

WHILE YOU WATCH

A Check your answer to the Before You Watch question.

B Watch the video again. Answer these questions.

- Gene Gurka is a _____.
a. hotel owner **b.** chef
- What do the people at the meal eat?
a. strange creatures b. vegetables that look like insects
- What does Gene say about this meal?
a. It's dangerous. **b.** It's tasty.
- What do the people think about the food?
a. They think it's bad. **b.** They think it's good.

AFTER YOU WATCH

Talk with a partner. What food in the video is strange? Do you want to eat the food in the video? Answers will vary.



Gene Gurka at the Explorers Club Dinner

Unit 5 57

OPTIONAL

Video

Activities are optional and may be completed if there is sufficient time.

Tell students they are going to watch a video about unusual food.

As students follow along in their books, read the title and the sentence about the video aloud.

BEFORE YOU WATCH

Tell students that they should get into small

groups and talk about why they think the meal in the video is unusual. Have students do the task, and then call on several groups to share their ideas.

OPTIONAL Have students find New York City on the map of the United States.

WHILE YOU WATCH

A Tell students they will watch the video and they should check their answers from BEFORE YOU WATCH.

B Play the video. Discuss the students' guesses and the correct answer.

OPTIONAL As a class, discuss the reactions of the people in the video. (At first, people were very surprised. They didn't look happy. But they looked happily surprised after they tried the food.)

B Explain to students that they will watch the video again. Tell them that for each statement, they should circle the correct answer. As students follow along in their books, read the sentences and answer choices aloud. Have them do the task.

B Play the video. Play the video again, if necessary.

Check answers as a class.

CONTENT NOTE: INSECTS AS FOOD

Insects remain a traditional food in many cultures across Africa, Asia, and Latin America. For example, in Ghana and South Africa, winged termites are fried, roasted, made into bread, or eaten with cornmeal porridge.

In Bali, dragonflies boiled in coconut milk with ginger and garlic are considered a delicacy, much like the cicadas, fire-roasted tarantulas, and ants that are prevalent in traditional Latin American dishes. Also quite well-known is the agave worm, which is eaten on tortillas and placed in bottles of liquor in Mexico.

AFTER YOU WATCH

Tell students they will get into pairs and talk about the video.

As students follow along in their books, read the two questions.

Have them get into pairs and do the task.

CHALLENGE Give students additional questions to discuss.

1. Have you ever eaten any insects or small creatures? Talk about what happened and how you felt.

2. Which creatures would you refuse to eat under any circumstances?

UNIT 6

WHAT TIME DO YOU GO TO SCHOOL?

TOPIC: DAILY ROUTINES (SCHEDULES)

Vocabulary: go to school, go to bed, do homework, get up, go home, have dinner

Grammar: talking about routines: When/What time do you ____?; **adverbs of frequency:** never, sometimes, often, usually, always; **Simple Present**

Extra material: a map of the world

Other useful vocabulary: take a shower/bath, clean, exercise, make dinner, go for a walk, read; **additional adverbs of frequency:** occasionally, seldom, rarely

Book work: Have students write their answers for any in-book activities on a separate piece of paper.

END OF UNIT PROJECT Have students make a clock showing their daily routine. Explain that they will draw a circle on a piece of paper and divide it into 24 evenly distributed spaces, one for each hour. Have them label some of the hours (for example: 6:00, 12:00). Explain to students that they are going to keep track of how they spend an entire day. Tell them to use the wheel to record everything they do for the next 24 hours—from the time they get up, all the way to the time when they go to bed. Tell them they can color or otherwise mark actions that last many hours (for example: the time when they are at school).

In class, tell students to get into pairs and take turns talking about their day. Explain that they should complete a wheel with their partner's information.

Have students draw another blank wheel and

6

WHAT TIME DO YOU GO TO SCHOOL?

Preview

A Match. Write the expressions in the box under the pictures.

go to school go to bed do homework get up go home have dinner



1. do homework 2. have dinner 3. get up 4. go to school 5. go home 6. go to bed

B 41-45 Complete the chart. Listen to three students talking about their school day. Write the correct times in the chart.

ACTIVITY	PAULO	IRA	THEO	YOU
get up	6:30	6 o'clock	7. <u>6:45</u>	Answers will vary.
go to school	1. <u>7:15</u>	8 o'clock	8. <u>8 o'clock</u>	Answers will vary.
go home	2. <u>11 o'clock</u>	4. <u>12 o'clock</u>	3:30	Answers will vary.
do homework	2 o'clock	3 o'clock	5 o'clock	Answers will vary.
have dinner	3. <u>7 o'clock</u>	5. <u>5:30</u>	9. <u>7:30</u>	Answers will vary.
go to bed	9 o'clock	6. <u>8:30</u>	9:30	Answers will vary.

C Complete the chart with your own times. Then compare your answers with a partner.

What time do you get up?

I get up at 6 o'clock.

do the task. When they've finished, have them compare how their days are similar and different.

CONTENT NOTE: TELLING THE TIME

Times that fall on the hour can be said in two ways. 8:00 can be said *eight o'clock*, but many speakers also omit the *o'clock*, saying only *eight*. (For example, *It's eight*.)

Twelve o'clock in the middle of the day is called *noon*, and 12 o'clock in the middle of

the night is called *midnight*. *Midnight* does not refer to a broad range of time within the middle of the night. Although schedules (such as plane and train timetables) use the 24-hour clock (for example: 18:00 to refers to six o'clock in the evening), the 24-hour clock is not commonly used in conversation. A person looking at a train timetable would say *The train leaves at six o'clock tonight* (not *18 o'clock*).

Ante meridiem (a.m.) is also written as *am* (without the periods), *AM*, or *A.M.* In the



A school in Hồ Chí Minh City, Việt Nam

UNIT GOALS

By the end of this unit, you will be able to:

- talk about routines and school subjects
- use adverbs of frequency
- pronounce consonant blends

United States, *a.m.* generally refers to the 12 hours between midnight and noon. Like *a.m.*, post meridiem (*p.m.*) is sometimes written as *pm* (without the periods), *PM*, or *P.M.* In the United States, *p.m.* generally refers to the 12 hours between noon and midnight.

The words *a.m.* and *p.m.* are more commonly used in written English than in spoken English. This is because, in speech, the context usually makes it clear whether a speaker means *a.m.* or *p.m.* When necessary, the speaker can use *in the morning* for *a.m.* and *in the afternoon/evening* instead of *p.m.*

Preview

Have students read the unit title to themselves as you read it aloud. Explain that in this unit they will learn to talk about things they do every day.

- ✳️ **OPTIONAL** Have students look at the picture and describe what they see. (There are some students. They are playing in a school courtyard.)

- A** Explain to students that they should write the activities under the appropriate pictures. As they follow along, read the expressions in the box aloud.

Check answers.

- B** Explain to students that they will listen to three students talking about their daily schedules and that they should write the times of those activities in the chart. As students follow along, read the names of the students aloud.

- 🎧 Play the CD. Play it again, if necessary.

Check answers.

- C** Tell students to write their own answers in the chart in **B**. Some students may be concerned because they don't do the activity the same time every day. Tell them to choose one of the times for the chart.

Explain to students that they will make pairs and take turns asking and answering questions about what time they do the activities in **B**.

Model the conversation with a student.

Have students do the task.

- 📌 **CHALLENGE** If some students finish quickly, have them brainstorm other daily activities and ask and answer questions about them. (See **Other useful vocabulary**.)

Language Focus

A Tell students they will listen to a conversation between Minh and Stig about their daily schedules.

① Play the CD as students listen and follow along in their books. If necessary, play the conversation again, pausing after each exchange so students can repeat. Have students work in pairs and practice the conversation once.

Point out the words in blue and read them aloud as students follow along in their books. You might want to have students repeat the words after you say them.

Tell students they will practice the conversation two more times, changing the blue words each time.

Ask students to swap roles after they have practiced the conversation. Have them practice with both substitution choices.

+ SUPPORT Ask students to look at the first exchange and decide what *It's* refers to (school). Then ask them to deduce when we use *It's OK*. (We use it when things aren't really good but also not really bad.) Finally, have them decide what *but* contrasts. (School is good, but getting up early isn't.)

*** OPTIONAL** Ask students how Minh and Stig are talking (via video chat). Have students discuss how often they use video chat, who they chat with, and why they like it. Encourage them to talk about any disadvantages of video chat.

B Have students practice the conversation again, substituting words to personalize it.

Real English

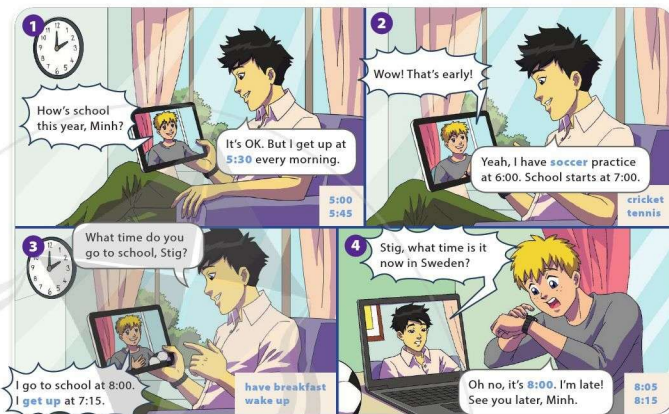
Direct students' attention to the expression in the Real English box. Explain that we use *you later* in spoken English to say goodbye. Tell students it means goodbye, until we meet again. For example:

Language Focus

A 1-46 Listen and read. Then repeat the conversation and replace the words in blue.

REAL ENGLISH See you later!

B Practice with a partner. Replace any words to make your own conversation.



1-47

TALKING ABOUT ROUTINES (P. 168)

What time do you get up ?	I always get up at 7 o'clock.	0% never sometimes often usually 100% always
When do you have breakfast?	I usually have breakfast at 7:30. I often have breakfast at 6:45.	
When does he do homework?	Sometimes he does homework at 1:15, and sometimes he does it at 2:30.	
What time does school start ?	It starts at 8 o'clock.	
When do they go home ?	They go home at 4 o'clock. They're never late.	

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A: I have to go.

B: Me too! See you later.

A: Yeah, see you.

Point out that in the questions, *do* and *does* follow the same pattern of use that they previously learned.

Have students look at the answers to the questions (right side of chart). Read the sentences aloud as students follow along in their books. On the board, write the following sentences: *I get up at 6:45. I am late.*

Explain that the adverbs of frequency, *always, usually, often, sometimes, and never*, come before verbs, except *be* verbs (*am, is, are, was, were*). Have students make three sentences with the adverbs

LANGUAGE FOCUS CHART

Ask students to look at the chart.

① Have students follow along in their books as they listen to the CD.

Read the questions in the chart aloud. Explain that questions with *What time* and *When* both ask about time. Point out that the verb after the subject (*you, he, school, they*) never has an *s*.

- C 431-48** Complete the sentences. Then listen and check your answers.

1. She always (get / gets) up at 8 o'clock.
2. He sometimes (has / have) breakfast at 7:15.
3. What time do they (has / have) dinner?
4. What time (do / does) he go to bed?
5. I always (do / does) homework at 4 o'clock.
6. He often (go / goes) home at 6 o'clock.

- D** Complete the sentences. Use words from the box to make true sentences about you.

always never sometimes often usually

1. I Answers will vary. get up at 6 o'clock.
2. I Answers will vary. have breakfast before school.
3. I Answers will vary. do my homework after school.
4. I Answers will vary. go to bed at midnight.

- E** Work in small groups. Choose one activity and one time and make a sentence. Say how often you do the activity. Take turns.

Activity	Adverb	Time
get up	never	1:30
have breakfast	sometimes	3:00
go to school	often	6:00
go home	usually	7:30
do homework	always	8:00
go to bed		9:00

I usually get up at 6 o'clock.



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and the first sentence on the board. (I always/usually/never get up at 6:45.)

Explain that the adverbs come after *be* verbs. Have students make three sentences with the second sentence on the board. (I am always/usually/never late.)

Help students to make a rule for *sometimes*. (It can also be used at the beginning of the sentence for all verbs.) Using the sentences that are still on the board, have students make two sentences with *sometimes*. (Sometimes I get up at 6:45. Sometimes I am late.)

Draw students' attention to the right side of the chart with the graphic representation of the adverbs of frequency. Read the words aloud as students follow along in their books. Explain that these words describe how often someone does something. Explain that *always* means 100 percent of the time. To help students understand how to use the expressions, explain that *usually* is roughly 80 percent of the time; *often* is about half of the time; *sometimes* is about 20 percent of the time; and *never* means 0 percent. Explain that these percentages are just general guidelines.

IDIOM

If you do something "against the clock" you do it _____.

- a) in a hurry
b. very late

- ↑ CHALLENGE** Have students give more adverbs of frequency and discuss where they would place them in the chart. (See **Other useful vocabulary**.) Have them use these adverbs in sentences about routines.

- C** Tell students to circle the correct word to complete each sentence.

Explain to students that they will listen to the sentences and should check their answers.

- ↑** Play the CD. Play the CD again, if necessary.

Check answers as a class.

- D** Tell students to use the words from the box to make true sentences about themselves. Emphasize that the information should be correct, and there are no wrong answers.

- ✱ OPTIONAL** Have students get into pairs and take turns saying their sentences.

- E** Tell students they are going to make sentences using the words in the chart.

Explain that each student should choose an activity, an adverb, and a time, and they should use these words to make a sentence.

Model the example with a student.

Have students take turns saying their sentences.

IDIOM

Read the idiom as students follow along in their books. Ask several students to guess the answer before providing it.

We use *against the clock* to emphasize that we are in a great hurry. To help students remember this, ask them to think about running a race. Racers try to be the fastest (with the shortest time). The clock keeps ticking as they run. They are racing *against the clock*.

For example:

My paper is due in two hours. I'm racing against the clock to get it done!

The Real World

Ask students to look at the map. As students follow along, read the title and the introduction aloud.

A Draw students' attention to the times across the bottom of the world map. If necessary, explain that it is not the same time in different countries around the world because the world goes around the sun while rotating on its axis.

Read the names of each of the cities, and ask students to find them on the map in their books.

Say, *It's 6:00 in Los Angeles. What time is it in New York?* Have a student answer. Do the same for Rio de Janeiro, etc.

Ask students to write the times for the other cities. Check answers as a class.

CONTENT NOTE: GMT

Greenwich Mean Time (GMT) is the name of the time at the place that astronomers decided to make 0° longitude. This designation was made in 1925 and helps avoid confusion that can result from local time zones. This meridian is also called the prime meridian, and it is located at the Royal Greenwich Observatory in London, U.K.

↑ CHALLENGE Tell students that another way of saying time is used only when the minutes are evenly divisible by five. Explain that a period of 15 minutes is referred to as *(a) quarter* and 30 minutes is expressed as *half*.

Explain that we use *past* or *after* to say the number of minutes past an hour. For example: 8:15 is said *(a) quarter past/after eight* and 8:25 is said *25 after/past eight*. Only *past* is used with *half* (8:30 is *half past eight*, not *half after eight*).

After half past the hour, we talk about

The Real World

What Time Is It?



Different places around the world have different times.

These are called time zones. Look at the chart. To calculate the time, you have to subtract or add the hours to Greenwich Mean Time (GMT). Look at the chart.

A Calculate. It's 2 p.m. in London (GMT). What time is it in these cities?

1. Los Angeles	6:00 a.m.	5. Nairobi	5:00 p.m.
2. New York	9:00 a.m.	6. New Delhi	7:00 p.m.
3. Rio de Janeiro	11:00 a.m.	7. Jakarta	9:00 p.m.
4. Madrid	2:00 p.m.	8. Sydney	12:00 a.m.

B Quiz. Guess the answers. Circle **T** for True or **F** for False. Then listen and check.

- | | | |
|--|----------|----------|
| 1. Large countries always have at least two time zones. | T | F |
| 2. There is a country that has 12 time zones. | T | F |
| 3. Some countries change their time when the season changes. | T | F |
| 4. Sometimes a country changes its time zone permanently. | T | F |

Discussion. Do you think time zones are a good idea? Why do you think countries don't all use the same time zone?

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the number of minutes until the next hour because the next hour is closer than the previous one. For example, 8:40 is *20 to nine* (meaning it is 20 minutes until it will be nine) and 8:45 is *(a) quarter to nine* (meaning it is a quarter of an hour until it will be nine o'clock).

Have students practice the time zones using this alternative way of saying time.

B Explain to students that they will take a quiz. As they follow along, read the four statements aloud. Have them decide if

they are true (**T**) or false (**F**) and choose their answers.

Tell students they will listen to some information about time zones, and they should check their answers.

① Play the CD. Play it again, if necessary. Check answers as a class.

Discussion

As students follow along, read the questions aloud. Have students get into pairs and talk about their ideas.

Pronunciation

Consonant blends

A 1-50 Listen and practice the words.

1. student 2. school 3. class 4. teacher

B 1-51 Write and check. Write the words in the chart below. Then listen and underline the consonant blends.

student	music	space	time
check	study	never	clock

Consonant blend

student
space check study clock

No consonant blend

music
time never

C Work with a partner. Take turns to read the words in B.

Communication

Do a survey. Write the times you do these activities. Then find two other students who do the activities at the same time as you.

What time do you ... ?	you	student name	student name
have breakfast			
go home			
do homework			
watch TV on school days			
go to bed on school days			
go to bed on the weekends			
have dinner			

What time do you have breakfast?

I have breakfast at 7 o'clock.

Me too!

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Pronunciation

Tell students they will practice saying consonant blends.

A Remind students of the difference between a consonant and a vowel. Explain that a consonant blend is a unique sound made by two or more consonants, one after the other, in a word.

Have students look at the words, notice the underlined digraphs, and say how they think the word is pronounced.

1 Play the CD. Play the CD again, stopping after each number so students can repeat.

B Explain that for each word in the box, students must decide whether or not the word has a consonant blend and write it in the correct place in the chart.

Tell students they will listen to the words being said to check their answers. Have students also underline the consonant blends as they hear them.

1 Play the CD. Play it again, if necessary.

Check answers as a class. Slowly say any words that students had problems with.

C Have students get into pairs and take turns saying the words in B with their partner.

DO YOU KNOW?

Read the statement as students follow along in their books. Have students find GMT on the map on page 62. (See **CONTENT NOTE**.)



Communication

Tell students they are going to do a survey.

Ask students to follow along as you read the questions in the chart aloud.

Tell students to write their answers in the *you* column.

Explain that they will interview other students and should try to find two students who do each of the activities at the same time as they do.

Point to the heading, *student name*. Tell them they should write the students' names in these columns. Emphasize that each column should have different names, and each line may have different names.

Model the example conversation with a student.

Have students do the activity. Encourage them to stand up, move around the room, and interview each other.

After students finish interviewing each other, ask a couple of students to share their results with the class.

Reading

As students follow along in their books, read the title aloud. Explain that *Kakenya* is the name of a woman.

- A** Ask students to look at the photo and think about what the article is about. As they follow along, read the choices aloud. Have students circle their answer.

✱ **OPTIONAL** The text can also be used as a listening activity. After finishing **A**, have students close their books.

- B** Play the CD. Then continue with **B**.

- B** Tell students to read the text quickly, and to find out what Kakenya's dream is. As students follow along, read the three answer choices aloud.

Check answers.

Ask students if their answer from **A** was correct.

After completing the task, you might want to give students the opportunity to read the article more slowly so they can comprehend it more fully.

✱ **OPTIONAL** Have students locate Kenya on the world map.

- C** Have students look at the symbols for each school subject. Read each subject name aloud as students follow along in their books. For each symbol, ask students if they study that subject.

Tell students to get into pairs and talk about which school subjects they think the girls at Ntaiya's school study. Discuss as a class.

✱ **SUPPORT** Using simple questions, reinforce the school subjects.
For example: *Do you like math? Who is your history teacher?*

Reading

- A** Look at the photo. What do you think the article is about?

a. city life b. a big family **C** a school in Kenya

- B** Read the article quickly. What is Kakenya's dream?

a. to write books
b. to help educate Maasai girls
c. to help girls get married

- C** Talk with a partner. Look at the subjects below. Which subjects do you think the girls study?



math



English



science



PE



art



music



geography

Answers will vary.

KAKENYA'S DREAM

In Kenya, school life is not easy for some local Maasai people. In some schools, classes have 70 students in one classroom. Schools don't always have books. There sometimes aren't enough teachers, or there isn't enough money.

- 5 This is especially true for Maasai girls. Not many Maasai girls in Kenya finish elementary school. Many Maasai girls leave school early to get married. Kakenya Ntaiya has a dream. She wants to help Maasai schoolgirls. She has an elementary school for girls.

Today, 170 girls go to her school, and they love it. They study English and Swahili (an African language). They also study math, science, geography, history, art, and PE. Ntaiya wants the students to have a better life.

631-52 OPTIONAL AUDIO

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- ✱ **OPTIONAL** After students have finished discussing the article, ask them if they would like to study in this way or go to a school like this. If possible, have them give you reasons for their answers.

CONTENT NOTE: EDUCATION IN RURAL KENYA

Ntaiya grew up in a rural part of Kenya where, even now, only 11 percent of the female students study beyond elementary school. In fact, for many families in rural Kenya, the value of seven cows outweighs the potential of a girl's future. As a result, the fathers decide to marry off their daughters by the age of 13. Although still children themselves, the girls almost immediately begin families of their own.





Kakenya and her students
outside Kakenya's school

Unit 6 65

Starting their life without education, these girls spend their days carrying water from the river, gathering firewood, and taking care of the livestock.

Additional Activities to Use with the Reading

Pronunciation

Have students read along as you play the CD.

Play it again, pausing as necessary, so students can repeat. Have them practice reading the article several times.

Play the CD a final time, and have students read along as they listen.

Critical Thinking

Have students compare their education environment with the one discussed in the school. Have students compare:

- the number of students in the school and in one classroom.
- the availability of textbooks.
- the possible shortage of teachers.
- the reasons for going to school.
- the proportion of female students who don't finish elementary school.

Linguistic Awareness

Tell students that a *lingua franca* is a language that people with different first languages (mother tongues) use to communicate with each other. Ask students what their first language is. Then ask them what languages they use as *lingua franca* (for example, English).

Tell students about Swahili. (See **CONTENT NOTE**.) Ask students to get into pairs and discuss why the area might need a *lingua franca*. (There are many tribes, each with its own dialect or language. Swahili helps people communicate.)

1-52 OPTIONAL AUDIO

The main focus of this section should be on reading. However, the passage has also been recorded as optional audio which may be played if there is sufficient time.

CONTENT NOTE: SWAHILI

Swahili is spoken as a first or second language by people living on the east coast of Africa, from Kenya in the north to the southern border of Tanzania. Swahili is often used as the *lingua franca* in the region.

Comprehension

- A** Have students read the questions to themselves and circle the correct answers.

After they have finished, check answers as a class.

- B** Point to the diagram. Explain to students that this type of diagram allows us to look at how two things are similar and different.

Ask students what two things are being compared in this diagram (the kinds of classes in the students' school and in Kakenya's school).

Point to the green area in the center. Ask students what they should write inside this area, providing the answer if necessary (school subjects that both they and the students in Kakenya's school study).

Similarly, ask students what they should write in the other two areas.

Have students do the task. Check answers as a class.

- C** As students follow along, read the questions aloud. Have students get into pairs and discuss them.

Writing

Tell students they are going to write an email to an online friend about their school.

As students follow along, read the example email aloud. Then, have students read Mai's email to themselves.

Give them a time limit for finishing the email and set a minimum number of sentences they must write (e.g., five).

Have students do the task.

- + SUPPORT** Teach students some of the important elements in an email.

Comprehension

- A** Choose the correct answers for *Kakenya's Dream*.

- Main Idea** What is another title for this article?
a. Life after School b. Living in Kenya **C. A School for Girls**
- Detail** How many students are there in some village school classrooms?
a. 70 b. 90 c. 100
- Inference** Many schools in Kenya need more _____.
a. chairs **b. teachers** c. students
- Vocabulary** "Especially true" means _____. (line 5)
a. not true b. only true **C. more often true**
- Detail** Why do some Maasai girls not finish school?
a. They move house. **b. They get married.** c. They leave Kenya.

- B** Complete the diagram. Look at the school subjects on page 64. Compare the school subjects at Kakenya's school with your school subjects.



- C CRITICAL THINKING** Talk with a partner. What do you think of Kakenya's school? Is your school similar to or different from Kakenya's?

Writing

Write a short email. Describe your school to an online friend in 40–60 words.
Answers will vary.

66 Unit 6

From: Mai@NGLstudent.com
To: anna.smith@mail.com

Subject: School life

Hi Anna,

Let me tell you about my school life. I usually get up at 6:30, and I go to school at 7:30.

There are 600 students at my school in Hà Nội. I study many subjects, including Vietnamese, English, science, history, geography, math, and art. I usually go home after school.

Mai

- Point to the greeting, *Hi Anna*. Tell students that when we write an informal email, we sometimes start with a greeting such as this.
- Point to the next line in the email. Tell students that the body of the email starts on the next line.
- Explain to students that we can finish the email with something friendly such as *Let's meet! / See you! / Talk to you soon!* Point out that Mai didn't do this, but that this is fine.
- Point to Mai's name. Tell students

that when we include our name, we write it on the last line of the email.
On the board, write:

See you!

Mai

Explain that when we write an email, we don't put our name on the same line as the closing.

Have students turn to page 143 in the Student Book for the Unit 6 Worksheet and do the exercises. For the Writing task, ensure they write at least five sentences.

Kakenya's School

ABOUT THE VIDEO

Kakenya's students enjoy their school life.

BEFORE YOU WATCH

Circle the correct answers. What do you already know about Kakenya's school?

1. This school is in (Kenya / Uganda).
2. The school is for girls living in (cities / villages).

WHILE YOU WATCH

A Check your answers to the Before You Watch questions.

B Watch the video again. Circle T for True or F for False.

1. Kakenya's students live in the school.
2. They cook their own food in school.
3. School starts at 9 o'clock.
4. They study math and geography.

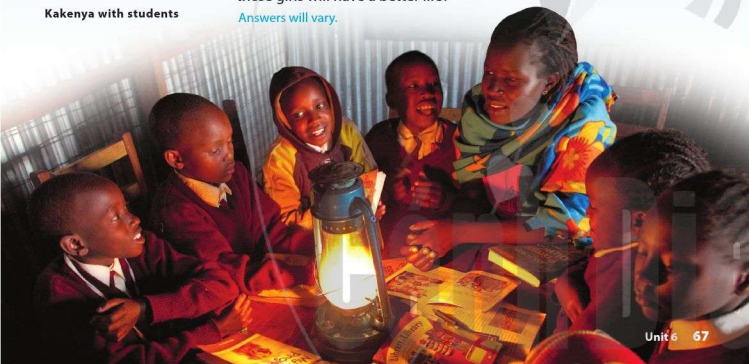
T F
T F
T F
T F

AFTER YOU WATCH

Talk with a partner. How would you describe Kakenya? Do you think these girls will have a better life?

Answers will vary.

Kakenya with students



OPTIONAL

Video

Activities are optional and may be completed if there is sufficient time.

Tell students they are going to watch a video about Kakenya's school.

BEFORE YOU WATCH

As students follow along in their books, read the title and the sentence about the video.

Remind students that they've already learned some things about Kakenya's school in the reading.

Tell students to answer the questions.

WHILE YOU WATCH

A Tell students they will watch the video and they should check their answers from BEFORE YOU WATCH.

B Play the video. Discuss the students' answers from **A**.

B Explain to students that they will watch the video again. Tell them that for each statement, they should circle **T** if they think it is true and **F** if they think it's false. As students follow along in their books, read the statements aloud.

D Play the video. Play it again, if necessary.

Check answers as a class.

+ SUPPORT On the board write, *It is a boarding school. All girls live there. They eat meals at the school.* Explain that we can often use the words around an unfamiliar word to understand it. Tell them this is called *using context*. Ask *What is a boarding school?* Have students use context to explain what a boarding school is (a school where the students eat and live instead of going home each night).

CONTENT NOTE: KAKENYA CENTER FOR EXCELLENCE

In addition to having high academic standards, the school also helps the girls develop the skills they need to be leaders. Because the school is a girls-only environment, the girls are empowered to make decisions, express their opinions, and demonstrate their intelligence.

AFTER YOU WATCH

Tell students they are going to get into pairs and talk about the video.

As students follow along in their books, read the two questions aloud.

Have them get into pairs and do the task.

Check answers.

+ CHALLENGE Give students additional questions to discuss.

1. What are some of the difficult things in the girls' lives?
2. How are the students' lives different and similar to other Kenyan girls' lives?

REVIEW GAME 1

Extra material: (1) Some coins for students to toss. (2) Objects that are smaller than the game board spaces, to use as game counters. Students will use these to move around the board. (3) An American coin.

Explain to students that they will play a board game in pairs or small groups, and that this will help them review the things they learned in the first half of the book. Tell students that the first person to reach Finish is the winner.

✳ **OPTIONAL** Have students look at the background picture and discuss it as a class. (e.g., *Where is it? What do you see?*)

Have students take out something small to move.

Tell students they will take turns tossing a coin to move their counter around the game board and then answer questions or follow instructions. Ask students to take out a coin.

If you brought an American coin, show it to the students. Explain that one side is called *heads* because it has a head on it. Tell students that the other side is called *tails*.

If students are unfamiliar with *tossing a coin*, explain it to them. (See **CONTENT NOTE**.)

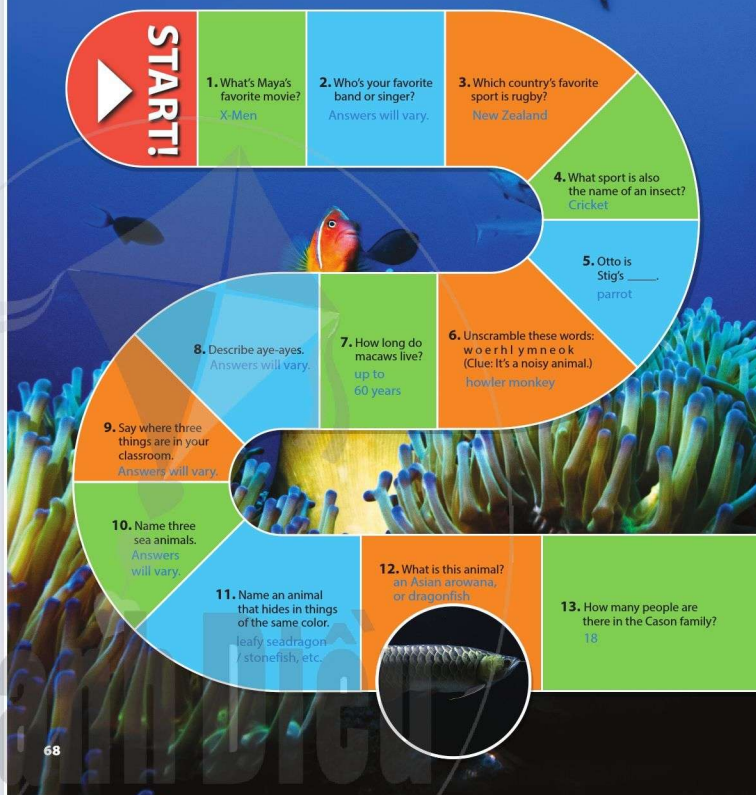
If some or all of the coins in your country do not have a *head*, tell students that they can randomly decide which side will be *heads* (so they can move forward two spaces) and which side will be *tails* (allowing them to move forward one space).

Explain that if they cannot do the task in the square, they *miss a turn*, which means they do not get to toss a coin the next time it is their turn.

Review Game 1

Play with 2–4 classmates. Take turns. Each classmate has a game counter. Toss a coin and move your counter.

Heads = move two squares
Tails = move one square
Can't answer? Miss a turn!

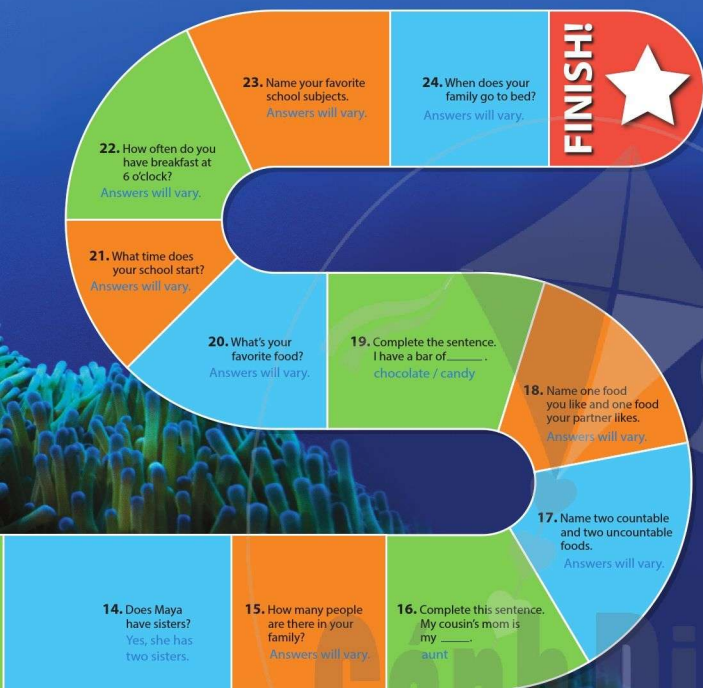


Tell students that it is not necessary to stop exactly on Finish. Tell students that, for example, if a student gets to move two squares and lands beyond Finish, they are still considered finished.

Have students start playing. As they play, walk around the classroom, providing assistance as necessary.

CONTENT NOTE: TOSSING A COIN

In the United States, decisions are sometimes made by tossing a coin in the air. For example, in a sporting event, the teams may decide who goes first by tossing a coin. Important decisions (for example, career decisions or who to marry) are not made by flipping a coin.



+ SUPPORT If all of the students in a group stop on a space and cannot answer the question, ask them to look up the answer in their books before resuming the game. Emphasize that they should do this quietly so other groups do not hear the answer.

↑ CHALLENGE Tell groups that after one student has stopped on a space and answered the question correctly, the question must then be amended so that the same answers are not repeated throughout the game. The next group member who stops on this space should make up a similar type of question and then answer it. Explain that this will make the game more interesting because students have to come up with original answers.

For example, Student 1 stops on space 10 and answers *whales, sharks, and rays*. Student 2 then rolls and also stops on space 10. Student 1 should first make a new question. (For example: *Name three animals*.) Student 2 then answers his or her own question.

Alternatively, Student 1, having answered the question correctly, could change this question for the next student in the group that stops on the same space. All questions must relate back to the items studied in the first half of the book.

Tossing a coin is also called *flipping a coin*.

To flip a coin, press your thumb lightly into your pointer finger. Place the coin on your thumb. Gently “flip” your thumb upward, causing the coin to go into the air. When the coin lands, you determine which side is showing, *heads* or *tails*.

If students are having trouble flipping coins or the coins are creating havoc in the classroom, show them how to hold a coin between two

fingers and spin it. When it stops spinning and lands flat, students can determine whether the coin is showing *heads* or *tails*.

TEACHING NOTE: REPEAT OF MISTAKES

If students are making many of the same mistakes, pause the game to explain these common errors to the class. Alternatively, explain them after the game has finished.

UNIT 7

CAN YOU
DO THIS?

TOPIC: ABILITIES

Vocabulary: verbs: rock climb, sing, paint, play the piano, swim, dance, do a handstand, skateboard, play the drums, drive

Grammar: can/can't (ability);
conjunctions and compound sentences

Extra material: English magazines (particularly sports, fashion, and entertainment magazines); pictures of famous athletes; pictures of hyenas, leopards, and cheetahs; pages from a phone book, or the index of a book; a map of the world

Other useful vocabulary:

sports: table tennis, volleyball;

instruments: guitar, trombone, trumpet, violin; **verbs:** draw, carve

Book work: Have students write their answers for any in-book activities on a separate piece of paper.

TEACHING NOTE: MODALS

Can and *can't* are modal verbs—verbs that work with other verbs to express ability, possibility, necessity, and permission. *Can* and *can't* do not change, no matter what the subject is (*I, you, he, she, etc.*).

Modal verbs are also called modals, modal auxiliary verbs, and modal auxiliaries, and they include *could, might, must, should*.

END OF UNIT PROJECT Tell

students they are going to make a class magazine. Give students a few minutes to look through some English magazines (especially the sports, fashion, and entertainment magazines).

CAN YOU
DO THIS?

Preview

A 432-01 **Listen.** Check (✓) the things they can do well.



swim

Lucas



play the piano

Jennifer



play the guitar



rock climb

Christina



sing

B **Listen.** Write the names in the box under what they can do in A.

Jennifer

Christina

Lucas

C **Talk with a partner.** What can you do?

Can you ride a horse?

Yes, I can.

A young girl riding a horse



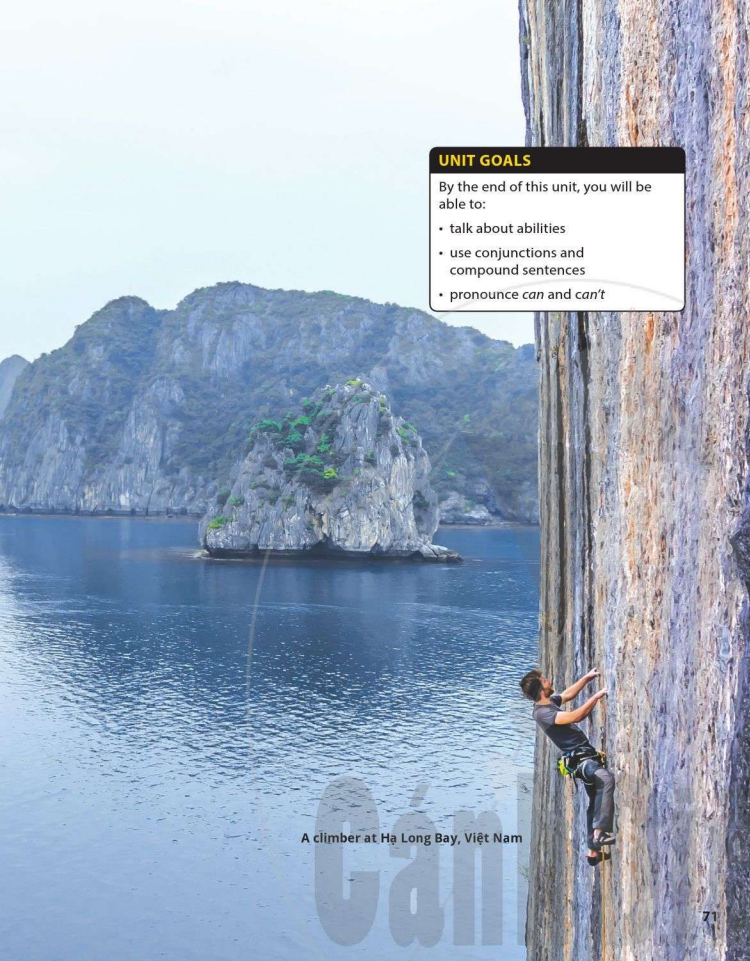
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Explain that they will each write two paragraphs about someone they like who can do something amazing. If necessary, have students brainstorm the types of people they might include (athletes, musicians, artists, people with special abilities like Daniel Kish, Sao Machii, and Kevin Richardson, etc.).

As a class, talk about the kinds of information they might include in their stories: the person's name, the person's birthday, where the person lives, things the person likes to do, and some information about the person's special ability.

Ask students what they usually find in a magazine story (photos and the story). Emphasize that their magazine story should have one or more photos (cut out from other magazines, printed from the Internet, sketched by the students) that make the reader more interested in the topic.

Point out that each story has a title, with the author's name usually next to or under the title. Ask students what else they notice about the title. (The title is usually in a larger font.) Tell them their magazine page should follow this pattern.



UNIT GOALS

By the end of this unit, you will be able to:

- talk about abilities
- use conjunctions and compound sentences
- pronounce *can* and *can't*

A climber at Hạ Long Bay, Việt Nam

Point out that in magazines, the paragraphs aren't always right next to each other. Sometimes, for example, there is a photo between them. Tell them they should be creative and design the paragraphs and photos so it is like a magazine story.

In order to give the class magazine more variety, have students decide who they will write about and make sure students aren't writing about the same person.

Have students create their magazine pages.

After students have finished their pages, ask

students what is on the cover of the magazines (photos and the magazine title). Have students work as a class and think of a title for their magazine.

After students write their magazine articles, grade them without making any marks on the actual magazine pages.

Before the next class, make a cover for the magazine, with the students' title and one or more appropriate photos. Also compile all of the students' pages to form the magazine.

In the next class, show the final result to the

students and allow them to see each other's work.

Preview

Have students read the unit title to themselves as you read it aloud.

Explain that in this unit they will learn to talk about things they can do.

Read the photo caption aloud as students follow along in their books. Ask students what place is shown in the photo. (Hạ Long Bay in Việt Nam). Ask students, *Would you like to try this? Does it look scary?*

A As students follow along, read the actions aloud. Ask, *What can he do?* while pointing to the climber in the picture. (rock climb).

Explain to students that they will hear four conversations from people talking about their abilities and they should circle the things these people can do well.

1 Play the CD. Play it again, if necessary.

Check answers.

B Explain to students that there were three people in **A** (Jennifer, Christina, and Lucas). Have students write the person's name next to the thing they can do well.

Play the CD again and have students do the activity. Check answers.

C Tell students they will take turns asking and answering questions with a partner about what they can and can't do. Explain that they should use their own answers.

Model the conversation with a student.

Have students do the task.

Language Focus

A Tell students they will listen to a conversation with four short exchanges.

1 Play the CD as students listen and follow along in their books. If necessary, play the conversation again, pausing after each exchange so students can repeat. Have students work in pairs and practice the conversation once.

Point out the words in blue and read them aloud as students follow along in their books. You might want to have students repeat the words after you say them.

Tell students they will practice the conversation two more times, changing the blue words each time.

Ask students to swap roles after they have practiced the conversation. Have them practice with both substitution choices.

+ SUPPORT Direct students' attention to the first exchange. Ask, *What does "good at" mean?* (able to do something well). Ask students what they are good at.

Tell students that *pretty good at* usually means a bit better than average. It can also be used to avoid bragging or sounding self-important. Explain that when used in these situations, the speaker may say *pretty good at*, even if they are excellent, because they want to be modest.

B Have students practice the conversation again, substituting words to personalize it.

Real English

Direct students' attention to the expression in the Real English box. Explain that *Sure!* is used in English as another way of saying *OK* or *Of course!* to agree to something.

Language Focus

A **12-02** Listen and read. Then repeat the conversation and replace the words in blue.

REAL ENGLISH Sure!

B Practice with a partner. Replace any words to make your own conversation.



12-03

TALKING ABOUT ABILITIES—COMPOUND SENTENCES (P. 168)

Dave **can** ski, and Sherry **can** surf.
Sherry **can** skateboard, **but** she **can't** sing.

Can you swim?	Yes, I can. / No, I can't.
What can parrots do?	They can sing, but they can't play the piano.
Can he play baseball?	No, he can't, but he can play golf.
Can they play an instrument?	Yes, they can, and they can sing, too.

can't = cannot

72 Unit 7

LANGUAGE FOCUS CHART

Ask students to look at the chart.

1 Have students follow along in their books as they listen to the CD.

Tell students that we use *can* with another verb to show ability. Have students identify the verbs in the statement (ski, surf), the questions (swim, do, play), and the responses (sing, play).

Draw students' attention to the second question in the chart. Explain that *What*

can parrots do? is a broad question and, when answering, any ability is acceptable. Remind them that it is not a *yes/no* question.

Contrast this with the next question, *Can he play baseball?* which is specific to one ability and requires a clear *yes* or *no* answer.

Ask a student *What can you do?* Randomly call on individual students to answer using full sentences. Then ask *Can you play tennis?* Continue asking and answering with other activities.

- C** **632-04** Complete the conversation. Write *can* or *can't*. Listen and check your answers.

Nadine: Hey Stig, look at this! It's a painting by Phong the elephant. Phong is from Thailand.

Stig: Wow! (1) Can elephants paint?

Nadine: Not usually, but Phong
(2) can . Phong
(3) can play music, too.

Stig: Amazing! What other things
(4) can Phong do? (5) Can he dance?

Nadine: No, he (6) can't dance, and he (7) can't skateboard either.
He's an elephant!



- D** Check (✓) the things you can do. Then ask a partner.

CAN YOU _____?	YOU	YOUR PARTNER
dance		Answers will vary.
do a handstand		Answers will vary.
skateboard		Answers will vary.
play the drums		Answers will vary.
ride a bike		Answers will vary.

- E** Play a true-lie game. Describe yourself to a partner. **Student A:** Say two true sentences and one lie. **Student B:** Guess the lie. Take turns.

I can paint. I can sing. I can speak Swahili.

Number 3 is a lie! You can't speak Swahili!

Wrong! I can speak Swahili, but I can't sing.

Have students look at the right side of the chart. Remind students about the contractions they encountered in previous units. On the board write *can't* = *cannot*. Point this out in the chart.

Give students some words and have them make sentences with *can/can't*.

TEACHING NOTE: COMPOUND SENTENCES

Write two sentences on the board:

- Mary can run, and Bill can swim.
- Val can play tennis, but she can't play golf.

Elicit the words that are used to join the ideas in both sentences (*and* and *but*). Explain that *and* is used to join two similar ideas and *but* to join two contrasting ideas. Finally, point out that the two ideas are independent clauses and separated by a comma.

+ SUPPORT Put pictures of famous athletes on the board. Point at one picture and say, *He can run and he can swim*. Point at another picture and say, *She can play tennis, but she can't play golf*. Have students create sentences with other pictures.

- C** Tell students they should write *can* or *can't* in each of the blanks to complete the conversation. Remind them that they should use context to know which word to use.

Tell students they will listen to the conversation and should check their answers.

- ①** Play the CD. Check answers.

CONTENT NOTE: PHONG THE ELEPHANT

In addition to painting, Phong is a member of the Thai Elephant Orchestra, a group of musical elephants living in northern Thailand. The orchestra was created by elephant conservationist Richard Lair, who worked with the American musician Dave Soldier to make huge instruments for the elephants to play.

- D** As students follow along, read the five questions from the chart aloud.

Tell students they should check the things they can do.

Then have students get together with a partner and take turns asking and answering the questions, checking the things their partner can do.

Have students make sentences using *and* and *but* to talk about how they are similar to and different from their partner. Check answers.

- E** Tell students they are going to play a true-lie game.

Explain that they should say three sentences about themselves, and that two of the sentences should be true but one should be a lie. Tell them that their partner must decide which sentence isn't true.

As the class follows along, model the game with a student.

Have students get into pairs and play the game.

- ① CHALLENGE** Before students start task **E**, have them brainstorm other abilities. (See **Other useful vocabulary**.)

The Real World

Ask students to look at the pictures. As students follow along in their books, read the title and the introduction aloud.

CONTENT NOTE: SUPERHUMANS

Daniel Kish taught himself how to “see” when he was a small child. He uses palate clicks.

Isao Machii is a Japanese man who uses swords that are hard enough to have a sharp edge but flexible enough to last through heavy fighting.

Kevin Richardson, a South African, has not only slept next to lions but has also fed and lived with them (and other wild animals).

A Ask students to look again at the three photos. Read the people’s names aloud as they follow along in their books. Then, as students follow along, read the statements and answer choices about each person aloud. Have students guess what these people can do and circle their answers.

B Explain to students that they will listen to someone talking about Daniel Kish, Isao Machii, and Kevin Richardson. Have them mark each statement with **T** for True or **F** for False.

1 Play the CD. Play it again, if necessary.

Check answers as a class.

Have students check their answers from **A**.

OPTIONAL Ask students other comprehension questions.

1. Can Daniel Kish cook? (Yes, he can.)
2. How does Kish know where he can move? (He makes sounds and then listens for how the sound comes back to him, just like a dolphin does.)

The Real World

Superhumans!

Superhumans are people who have real-life super powers! Look at the people on this page. These people can do amazing things!

Daniel Kish

A Look at the photos. What do you think these people can do? Choose the correct answers.

1. Daniel Kish can ride a bicycle (without seeing / as fast as a motorbike).
2. Isao Machii can (do magic tricks with fruit / cut fruit with his sword).
3. Kevin Richardson can (teach lions circus tricks / live with dangerous animals).

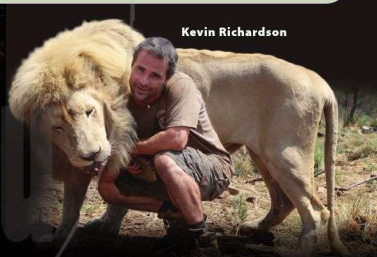
B **42-05** Listen. Circle **T** for True or **F** for False.

1. Daniel Kish can swim. **T** **F**
2. Kish was in a TV show. **T** **F**
3. Isao Machii can cut a tennis ball traveling as fast as a plane. **T** **F**
4. Kevin Richardson is also called the “Lion Talker.” **T** **F**

Discussion. Which superhuman power do you want to have? Why?



Isao Machii



Kevin Richardson

3. What records does Isao Machii have? (He has four Guinness World Records.)
4. What other animals does Kevin Richardson work with? (He works with hyenas, leopards, and cheetahs.)

the questions aloud. Have students get into pairs and talk about their ideas.

CHALLENGE Ask students what facts in **A** and **B** surprised them. Also ask them to talk about which person they think is most amazing. Remind them to explain their reasons.

Discussion

As students follow along in their books, read

Pronunciation

Tell students they will practice the pronunciation of *can* and *can't*.

Explain how important the pronunciation of these words is because the two are easily misunderstood if not pronounced clearly.

1 **A** As students follow along in their books, play the CD.

Pronunciation

Can and can't

A 2-06 Listen and repeat.

1. can, I can sing.
2. can't, I can't play the piano.

B 2-07 Listen. Do you hear *can* or *can't*? Circle the correct words.

1. can can't
2. can can't
3. can can't
4. can can't
5. can can't
6. can can't

C Work with a partner. Take turns to read these sentences.

1. I can paint.
2. I can't sing.
3. I can surf.
4. He can't speak Vietnamese.
5. She can speak French.
6. They can't play tennis.

DO YOU KNOW?



A free diver is someone who can dive without ____.

- a. friends
- b. breathing equipment
- c. paying

Communication

Interview your classmates. Find out what they can or can't do.

Name: _____

1. Sing a song in English.
2. Name five English-speaking countries.
3. Count backwards from 20 to 0 in 20 seconds.
4. Say your phone number forwards and backwards.
5. Say the months of the year in ten seconds.
6. Roll your tongue.
7. _____
8. _____

Can you roll your tongue?

Yes, I can.

Unit 7 75

Tell students you will play the CD again and they should repeat.

1. Play the CD again, stopping after each sentence. Have students repeat. Students may have a difficult time distinguishing *can* and *can't*, so you may need to play the CD a third time for additional practice.
2. Tell students to listen to the six sentences and decide whether the speaker uses *can* or *can't*, and to circle the correct answer.
3. Play the CD. Play it again, if necessary.

Randomly call on students to write their answers on the board. Check answers.

- C Have students get into pairs and take turns reading the sentences to their partner. Remind them to be careful about using the correct pronunciation.

DO YOU KNOW?

Read the question as students follow along in their books. Ask a few students to give their answer before providing the answer. (Free divers train very hard to dive deep into the water on a single breath.)

CONTENT NOTE: DIGITAL LITERACY

Digital literacy includes the ability to find, use, manipulate, and evaluate information. With the advent of modern technology, it is increasingly important for students to think critically about media, including photos, since they can be digitally altered to appear real.

Communication

Tell students they are going to do a survey. You might want to explain a survey in more detail. (See **TEACHING NOTE**.)

Explain that they will stand up and move around the room, asking and answering questions with other students. If necessary, read each of the items aloud as students follow along in their books.

Have students look at the last two items. Tell students they should write their own (original) items here.

Remind students that they must turn the statements into questions.

Model an example question with a student. Say, *Yes, I can*. Students should write a tick next to the statement. Have another student ask you a question, but this time say, *No, I can't*. Emphasize that the student should write a cross because you can't do it.

Have students move around the room and do the task.

TEACHING NOTE: QUESTIONNAIRES AND SURVEYS

Questionnaires and surveys are common in the United States. They are used to gather opinions on products, services, and politicians/celebrities. Some market research companies administer these surveys (often by phone) and then consolidate and report the data.