



Nguyễn Thanh Bình (Tổng Chủ biên kiêm Chủ biên)
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**

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National Geographic Learning,
a Cengage Company

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NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH
280 An Dương Vương, Phường 4, Quận 5,
TP. Hồ Chí Minh, Việt Nam
Điện thoại: (028) 38 301 303 - Fax: (028) 39 381 382
Email: nxb@hcmue.edu.vn
Website: <http://nxb.hcmue.edu.vn>

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Suite 1111, 11th Floor, Zen Plaza Building
54-56 Nguyen Trai Street, District 1,
Ho Chi Minh City, Vietnam

National Geographic Learning
200 Pier Four Boulevard
Boston, MA 02210
USA

Locate your local office at international.cengage.com/region

Visit National Geographic Learning online at ELTNGL.com
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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</i> : /æ/ and /eɪ/	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</i> and <i>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: Verb <i>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	Can and can't	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 -y 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 -ed	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*?

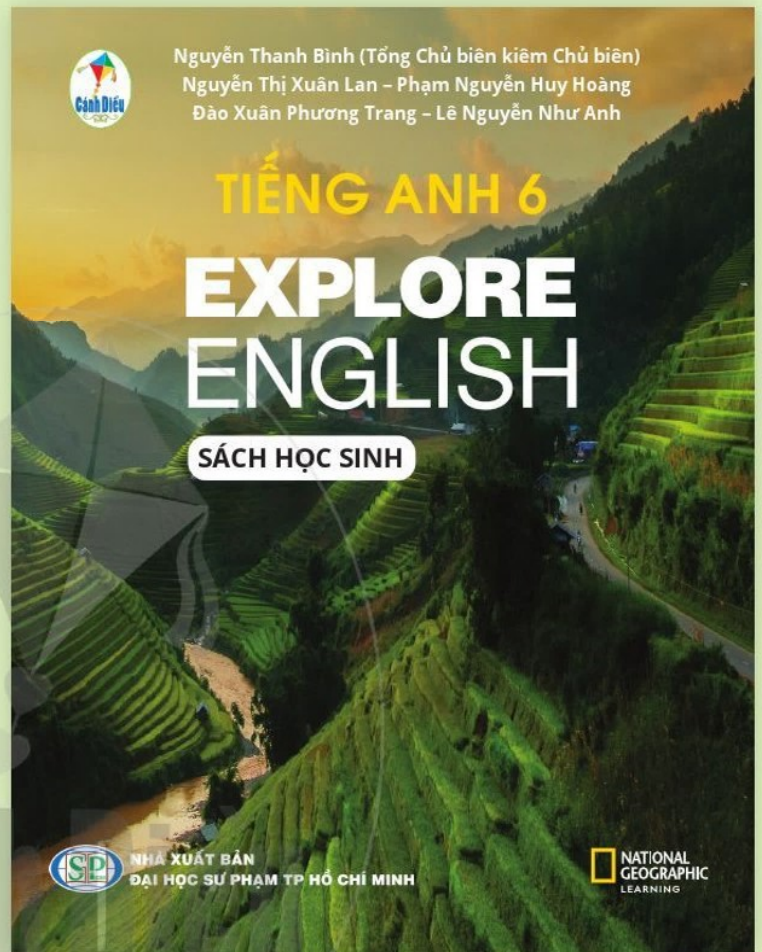
Explore English is a four-level, four-skill series that combines a communicative approach to learning English with up-to-date National Geographic content, designed to be engaging for all young students, from pre-teens to young adults.

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 component on page 19.)



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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 19 gives more information about the Workbook. Answer keys for all of the Workbook activities are on pages 160–169.

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 whiting 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: verbs: rock climb, sing, paint, play the piano, swim, dance, do a handstand, skateboard, play the drums, dive

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).

7 CAN YOU DO THIS?

Preview

A **12-18** Listen. Check (✓) the things they can do well.



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 climber at Ha Long Bay, Viet Nam

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*

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. (Ha 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. (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.

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 do. Explain that they should use their own answers.

Model the conversation with a student.

Have students do the task.

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

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 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!

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 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?



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.)

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

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.

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

Pronunciation

Can and can't

A Listen and repeat.

1. can, I can sing. 2. can't, I can't play the piano.

B 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't 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. 4. He can't speak Vietnamese.

2. I can't sing. 5. She can speak French.

3. I can surf. 6. They can't play tennis.

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.**

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.)

DO YOU KNOW?



A free diver is someone who can dive without _____.
a. friends
b. breathing equipment
c. paying

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.

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.

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

CONTENT NOTE: BONOBO 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 vegetation such as herbs 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.

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

- 3 **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

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

- a. He can write.
- b. He can speak English.
- c. He can communicate with humans.

- B Circle all the things Kanzi can do.

- C Read again. Where does Kanzi live? *In a zoo in the United States*

ANIMAL SMARTS

This is Kanzi, a bonobo chimpanzee. Bonobo chimpanzees are from Africa. There are only about 10,000 to 50,000 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 3,000 English words. He can't speak, but he can 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.

- 10 Kanzi can also make a fire and cook marshmallows. He knows that fires are hot. Kanzi can't sing, but he can play the piano. Kanzi teaches his son Teco. Now Teco can use a computer, just like Kanzi.

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4.5-4.8 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.

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 in 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. (You 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.

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.*

✳ 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 Kanzi 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.

OPTIONAL Tell students they will play a game. Explain that they will get into small groups. The first person must say a sentence about Kanzi. (Kanzi can play the piano.) The next person must say the first sentence and add another sentence without taking any notes. (Kanzi can play the piano. Kanzi 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 gestures to give hints.

The game continues until the group has said everything they can remember about Kanzi, or you call time.

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

Comprehension

A Choose the correct answers for *Animal Smarts*.

1. **Multiple Choice** What is the article about?
a. a smart animal b. bonobo chimpanzees c. a zoo in the United States
2. **True/False** Where are bonobo chimpanzees from?
a. Africa b. Europe c. Asia
3. **Text** The word "understand" means _____. (line 6)
a. say b. use c. know the meaning of
4. **Text** How does Kanzi communicate what he wants?
a. by pointing to pictures b. by writing words c. by making sounds
5. **True/False** According to the article, Kanzi's son Teco can _____.
a. make a fire b. use a computer c. play the piano

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

Kanzi can ...	Kanzi can't ...
communicate with humans understand about 3,000 English words use the computer make a fire cook marshmallows play the piano	talk 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 also draw well.
Sometimes she draws pictures of me!

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.

102 Unit 7

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. Hold up a book and pencil. Say, *This is my book, and this is my pencil*. Point out that you repeated *this is 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 play tennis*. Discuss these mistakes when students have finished.

VIDEO

Contact Juggling

ABOUT THE VIDEO
Okotanpe, a street juggler, shows us how well he can juggle.

BEFORE YOU WATCH

Circle the correct answer. Contact jugglers can ____.

- a. roll balls on their bodies
- b. play the piano and juggle
- c. cut balls with their fingers

WHILE YOU WATCH

- Check your answer to the Before You Watch question.
- Watch the video again. Circle T for True or F for False.

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

Okotanpe has 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.

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?

Unit 7 103

+ 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 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*

Preview

A 1-21 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

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 1-22 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.



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

REAL ENGLISH Look!

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? _____
- Is there an octopus in the aquarium? _____
- How many crabs are there? _____
- 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 on behind
between under in front of

- The seahorse is _____ the rock.
- The crab is _____ the seaweed.
- The octopus is _____ the shark.
- The starfish is _____ the sand.
- The fish are _____ the water.
- 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.



Unit 3 31

DO YOU KNOW?



What is this?

- a catfish
- a horsefish
- 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.



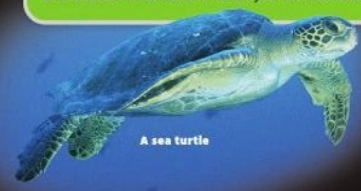
A Read the information about Mariana Fuentes. Then circle the correct answers.

- 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 41-44 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 41-25 Listen and repeat.

- There are
- They're

B 41-26 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 ____.

- not comfortable
- not well

Communication

jaguar sea turtle dolphin shark crab howler monkey

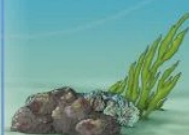
Draw and ask. Choose four animals from the box above and draw them on the beach picture. Ask a partner questions about the animals in his or her picture. Then draw your partner's picture on page 133. Compare the pictures.

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

Yes, there's a shark.

Where is it?

It's behind the seaweed.



Unit 3 33

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?

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*.

- Main idea** What's this article about?
a. jungle animals b. animals that hide c. endangered animals
- Vocabulary** When animals hide in the same colors around them, they are _____.
a. covered b. camouflaged c. trapped
- Detail** In line 6, "its" refers to _____.
a. a leaf b. seaweed c. the leafy seadragon
- Detail** A stonefish hides _____.
a. on the sand b. under the sand c. under the rocks
- 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		

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.

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.



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

- Check.** What animals on your list did you see?
- Watch the video again.** Circle the words you hear.
1. Sargassum fish hide in (seaweed / coral).
2. Comb jellyfish are (colorful / bright).
3. Beluga whales are very (quiet / noisy).
4. 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



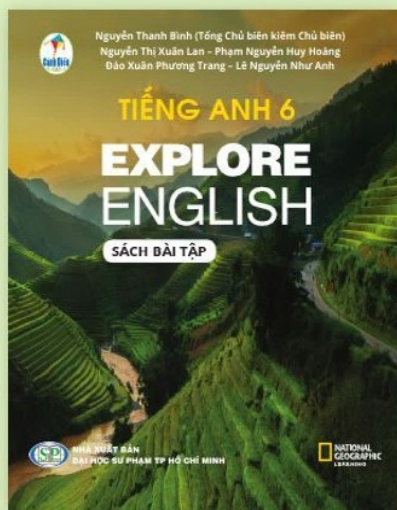
Unit 3 37

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.

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 160–169.

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. _____	monkey	2. _____
What are they like?	beautiful and 3. _____	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 of the letter *a*: /a/ and /æ/

1. Listen and repeat.

1. /a/ animal 2. /æ/ name

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

Sounds like /a/ in animal	Sounds like /æ/ in name
parrot	lizard
bird	favorite
	same
	amazing

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

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

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.

golf

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 *Joker*, and my favorite actor is Chris Hemsworth.

CLUB OPTION AUDIO

Unit 1 15

Teaching Vocabulary

Preview tasks

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 01-01 **Match.** Write the words in the box under the pictures. Listen and check your answers.

movie
singer
band


 1. TV show


 2. _____


 3. _____


 4. _____


 5. _____

B 01-02 **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 / band)?	Taylor Swift	Bruno Mars	Pharrell Williams
3. What's your favorite (band / book)?	Maroon 5	One Direction	Imagine Dragons
4. What's your favorite (TV show / movie)?	The X Factor	Glee	The Voice
5. What's your favorite (movie / book)?	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

TALKING ABOUT QUANTITY AND LOCATION (P. 166)

The fish is <u>near</u> the crab. The shark is <u>behind</u> the seaweed.	
How many sea animals are there?	There's one (sea animal). There are 20 (sea animals).
Where's the crab?	It's <u>on</u> / <u>under</u> / <u>next to</u> the rock.
Where are the sharks?	They're <u>in front of</u> / <u>behind</u> 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 <u>some</u> fish in the seaweed. No, there aren't <u>any</u> fish in the seaweed.

DO YOU KNOW?

What is this?
a. a catfish
b. a hornfish
c. a dogfish

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 Keiji and my twin brother is Shota. – I see! You have an older brother called Keiji and a twin brother called Shota.*).



Reading

- Look at the photo. What do you think the article is about? Check (✓) the correct answer.
☐ big families ☐ brothers and sisters ☐ famous families
- Read the article quickly. Underline the name of the town.
- 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 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!

www.twinsdays.com

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.*).



An aye-aye in its nest, Madagascar

Reading

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

☐ This animal is big. ☐ This animal is fast. ☐ This animal is shy.

2 Read the article quickly. Underline the adjectives.

3 Read again. Where do aye-ayes live?

24 Unit 3

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 3 25

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:

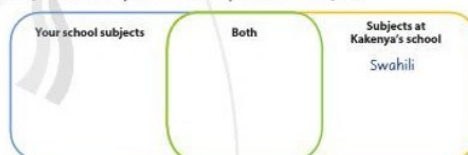
- Explain the **writing task** to your learners (e.g., Grade 6 Student Book, Unit 6 – Write a short email describing your school to a friend). Have groups predict the kind of information that would be included in the email (e.g., subjects studied, number of students in the school, what time school starts).
- 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*.

1. **Main idea** What is another title for this article?
a. Life after School b. Living in Kenya c. A School for Girls
2. **Detail** How many students are there in some village school classrooms?
a. 70 b. 90 c. 100
3. **Inference** Many schools in Kenya need more _____.
a. chairs b. teachers c. students
4. **Vocabulary** "Especially true" means _____. (line 5)
a. not true b. only true c. more often true
5. **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.

66 Unit 6



Writing task

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?

- This school is in (Kenya / Uganda).
- 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.	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

28 How to Teach Explore English

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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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 **1-01 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 **1-02 Listen to the questions.** Circle the words you hear in each question. Then listen to the whole conversation and circle the students' answers.

QUESTIONS

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

ANSWERS

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.

↑ **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 What's your favorite book, Maya? *Wolf Brother.* That's my favorite book, too! *Divergent The Hunger Games*

2 What's your favorite TV show? Um... *The X Factor.* Really? That's my favorite TV show, too! *The Vampire Diaries Glee*

3 What's your favorite movie? *X-Men.* Hey! That's my favorite movie, too! *The Amazing Spider-Man Twilight*

4 And who's your favorite movie star? *Chris Hemsworth.* Wow! *He's* my favorite movie star, too! *Scarlett Johansson / She's Leonardo DiCaprio / He's*

1-04

TALKING ABOUT FAVORITES (P. 165)

My favorite movie is <i>Godzilla.</i> What's yours?	Mine is <i>Star Wars.</i>
My favorite TV show is <i>Glee.</i> What's Maya's?	Hers is <i>The X Factor.</i>
What's Peter's favorite band? What's Lois's favorite book? What's your parents' favorite TV show?	His favorite band is <i>Maroon 5.</i> Her favorite book is <i>Harry Potter.</i> Their favorite TV show is <i>Friends.</i> / Theirs is <i>Friends.</i>
Who's her favorite singer?	Her favorite singer is <i>Bruno Mars.</i>

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	book
movie	movie-star
singer	writer
song	TV show

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

D 1-05 Complete the conversations. Write the correct words. Listen and check your answers.

- 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.
- 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*.
- 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.

 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.

 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.

 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 1-08 Listen and repeat.

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

B 1-09 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

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.

↑ 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?*

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.

🎧 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)

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.



14 Unit 1

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.

- 5 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

Cánh Diều

Unit 1 15

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.

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.

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?
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 **b. 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?

Writing

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

Answers will vary.

16 Unit 1

IDIOM

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

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

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*.

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.

D 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.

D 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!



Mona monkeys,
Monkey Sanctuary, Ghana

UNIT GOALS

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

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

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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.



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+ 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.

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.

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.

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

Language Focus

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

🎧 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.

🔺 **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.

20 Unit 2

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.

🎧 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/ beautiful*), 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).

IDIOM

What is a "teacher's pet"?

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

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.

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

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.

↑ 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.

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.

- 🎧 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.

- 🎧 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.



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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 1-18 Listen and repeat.

1. /æ/, animal
2. /eɪ/, ame

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 ame

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

A 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.

A 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

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.

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)

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.

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.

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.



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.

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

Unit 2 27

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.

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 Answers will vary.
3. Fish are Answers will vary.
4. 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

↑ 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.

*** 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.

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

Language Focus

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

🎧 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.

🎧 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.

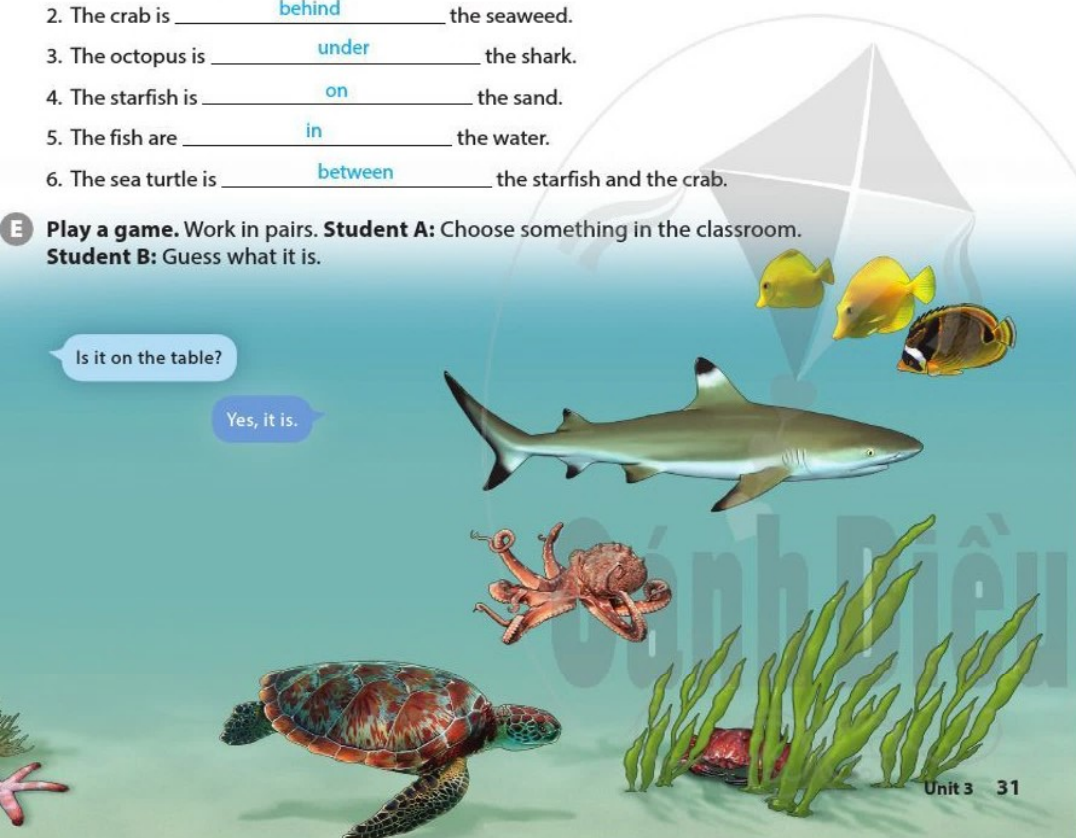
in	on	behind
between	under	in front of

- 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.



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.

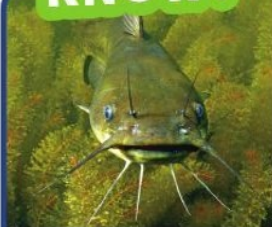
Model the exchange with a student at the front of the class. Then, if students become confused about which object to say first, remind them of the example you modeled.

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 (*an* 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.

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.

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).

-  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.

-  **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.



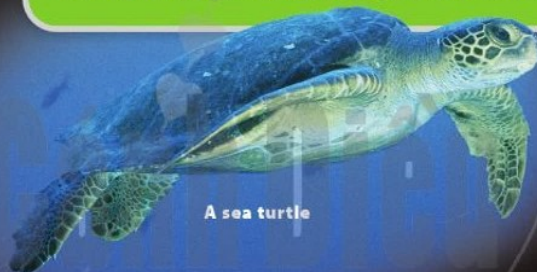
- A** Read the information about Mariana Fuentes. Then circle the correct answers.

- 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).

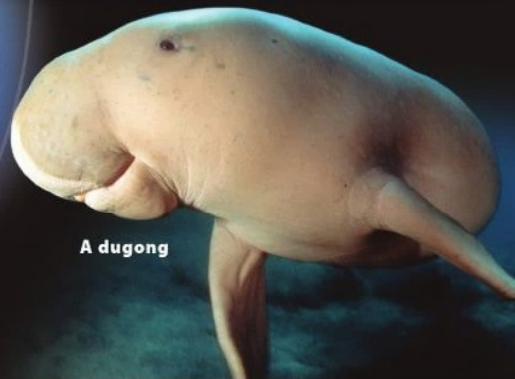
- B**  1-24 Listen. Circle **T** for True or **F** for False.

- 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?



A sea turtle



A dugong

32 Unit 3

- Where do dugongs live?
 - 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.

-  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

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.

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.

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.

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. Answers will vary.
☐ seaweed ☐ rocks ☐ fish
- 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.

1. Sargassum fish hide in (seaweed / coral).
2. Comb jellyfish are (colorful / bright).
3. Beluga whales are very (quiet / noisy).
4. 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.

▶ 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.

▶ 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.

▶ Play the video again, and have the students answer the questions.

1. What does the fish look like? (a plant)
2. What do comb jellyfish eat? (other jellyfish)
3. Why do Beluga whales make noises? (to talk to each other)
4. 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*

- 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.

- 🎧** Play the CD.

Check answers as a class.

- ↑ 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.

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 are a lot, they said they “are open to having more.”

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.

REAL ENGLISH Yeah!

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



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**.

Does she **have** a brother?

Yes, she **does**.
No, she **doesn't**.

Do they **have** any cousins?

Yes, they **do**.
No, they **don't**.

do not = don't
does not = doesn'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 1-31 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.

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	mom
aunt	brother	aunt	children
children	cousin	grandmother	dad
dad	daughter	grandfather	parents
grandmother	niece	grandparents	son
grandfather	mom	niece	brother
parents	sister	nephew	daughter
son	nephew	uncle	sister
grandparents	uncle		

B 1-32 Answer the questions. Then listen and check your answers.

1. Who's your brother's mom? She's my mom.
2. Who's your uncle's daughter? She's my cousin.
3. Who's your dad's dad? He's my grandfather.
4. Who's your sister's daughter? She's my niece.
5. Who's your father's brother? He's my uncle.
6. 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.

DO YOU KNOW?



Twins are brothers or sisters who _____.

- a. are born at the same birth
- b. look like each other

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.

- B** Explain that for each question, students must decide which phrase the speaker uses and circle it.
- B** 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 68.)

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.

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).

- B** 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.

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.

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.

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

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.

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IDIOM

My sister and I have red hair. It ____ in the family.

- (a.) runs
 b. walks
 c. takes

From: Joe@NGLstudent.com
 To: Emily@NGLstudent.com
Subject: Hello from London!
 Hi,
 My name is Joe Parker. I'm 14 years old and I live in London, in the United Kingdom. My mom's name is Julie, and my dad's name is Steven. I have one younger brother. His name is Andrew. He's 12 years old.
 Joe

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.

- + 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.

- | | | |
|--|------------------------------------|------------------------------------|
| 1. Life in a big family is difficult. | ☐ T | ☐ F |
| 2. All children in the Cason family go to the same school. | ☐ T | ☒ F |
| 3. All the children have their own bedrooms. | ☐ T | ☒ F |
| 4. The younger brothers and sisters fight a lot. | ☒ T | ☐ F |
| 5. Dave Cason says his family is happy. | ☒ 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



Unit 4 47

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.

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.

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

Check answers as a class.

CHALLENGE Provide students with additional comprehension questions.

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

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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 human 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** **1-36** 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** **1-37** 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.

- 🎧** 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.

- 🎧** 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**.)

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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.)

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

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.

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	Uncountable
sandwich(es)	milk
dessert(s)	soup
vegetable(s)	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 1-40 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: Hmmm... 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.

1 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.

- 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 1-41 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* /iz/).

- 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.

- 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 <i>s</i> in <u>drinks</u>	Sounds like <i>s</i> in <u>bananas</u>	Sounds like <i>s</i> 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.

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.



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✳ **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



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.

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.

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 Rurka 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 Rurka 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.

📺 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 their choices aloud. Have them do the task.

📺 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.

- Have you ever eaten any insects or small creatures? Talk about what happened and how you felt.
- 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  **1–45 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

- 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**.)

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.)

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 *See 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.	

A: I have to go.

B: Me too! See you later.

A: Yeah, see you.

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*.

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

1-48 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.

Complete the sentences. Use words from the box to make true sentences about you.

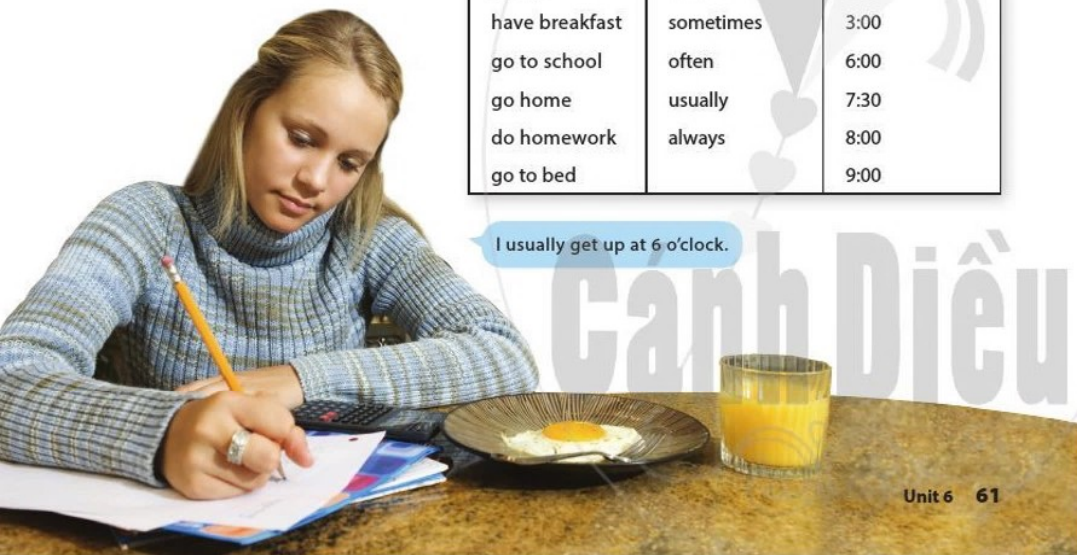
always never sometimes often usually

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.

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?

1:00 2:00 3:00 4:00 5:00 6:00 7:00 8:00 9:00 10:00 11:00 12:00 13:00 14:00 15:00 16:00 17:00 18:00 19:00 20:00 21:00 22:00 23:00
-11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5 +6 +7 +8 +9 +10 +11

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 41-49 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 Listen and practice the words.

1. student 2. school 3. class 4. teacher

B 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	No consonant blend
<u>st</u> udent	music
<u>sp</u> ace <u>ch</u> eck <u>st</u> udy <u>cl</u> ock	time never

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

DO YOU KNOW?



The International Space Station uses GMT. It's the same time as London most of the year.

- a. True
b. False

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** on page 86.)

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!

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.

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.

B 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.

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

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.

🎧 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.

¹⁰ 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.

🔊 1-52 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

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.

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.

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.

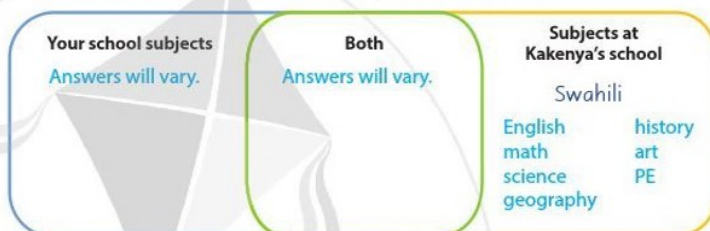
+ SUPPORT Teach students some of the important elements in an email.

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.

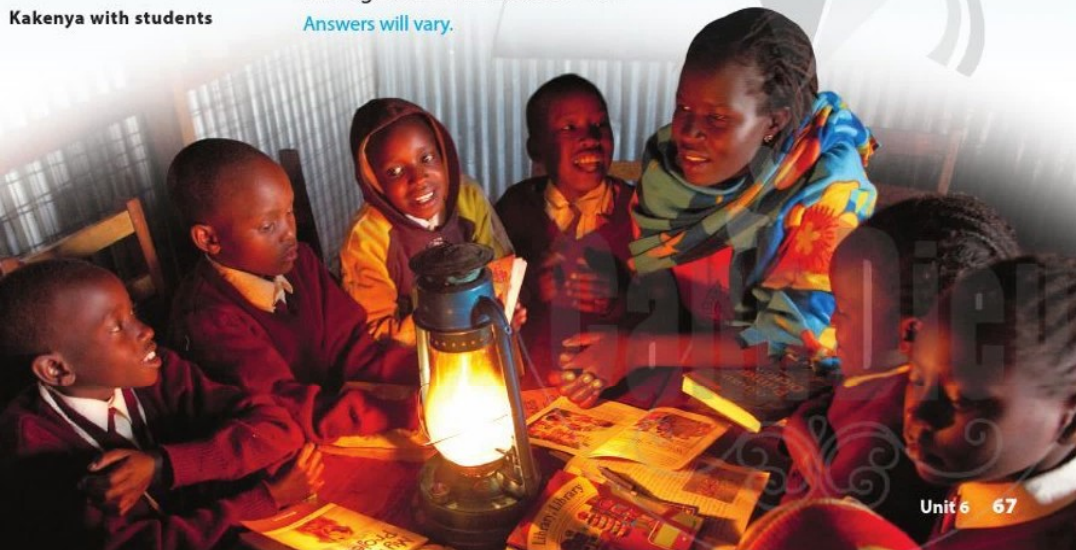
☒ T	☐ F
☐ T	☒ F
☐ T	☒ F
☒ T	☐ F

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



Unit 6 67

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.

- 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.

- 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).

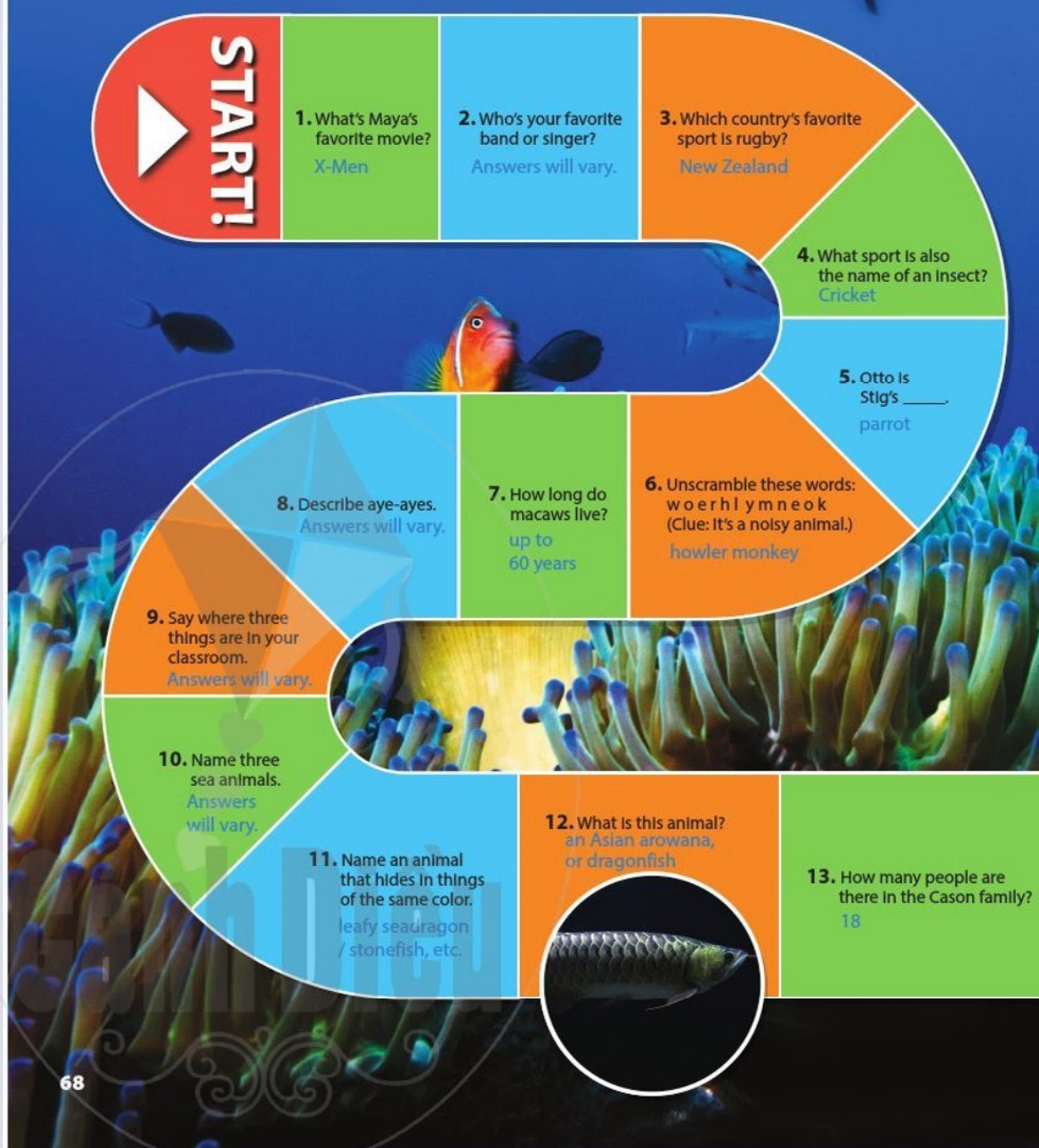
Explain that if they cannot do the task in the square, they *miss a turn*, which means they do not get to toss a coin the next time it is their turn.

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!



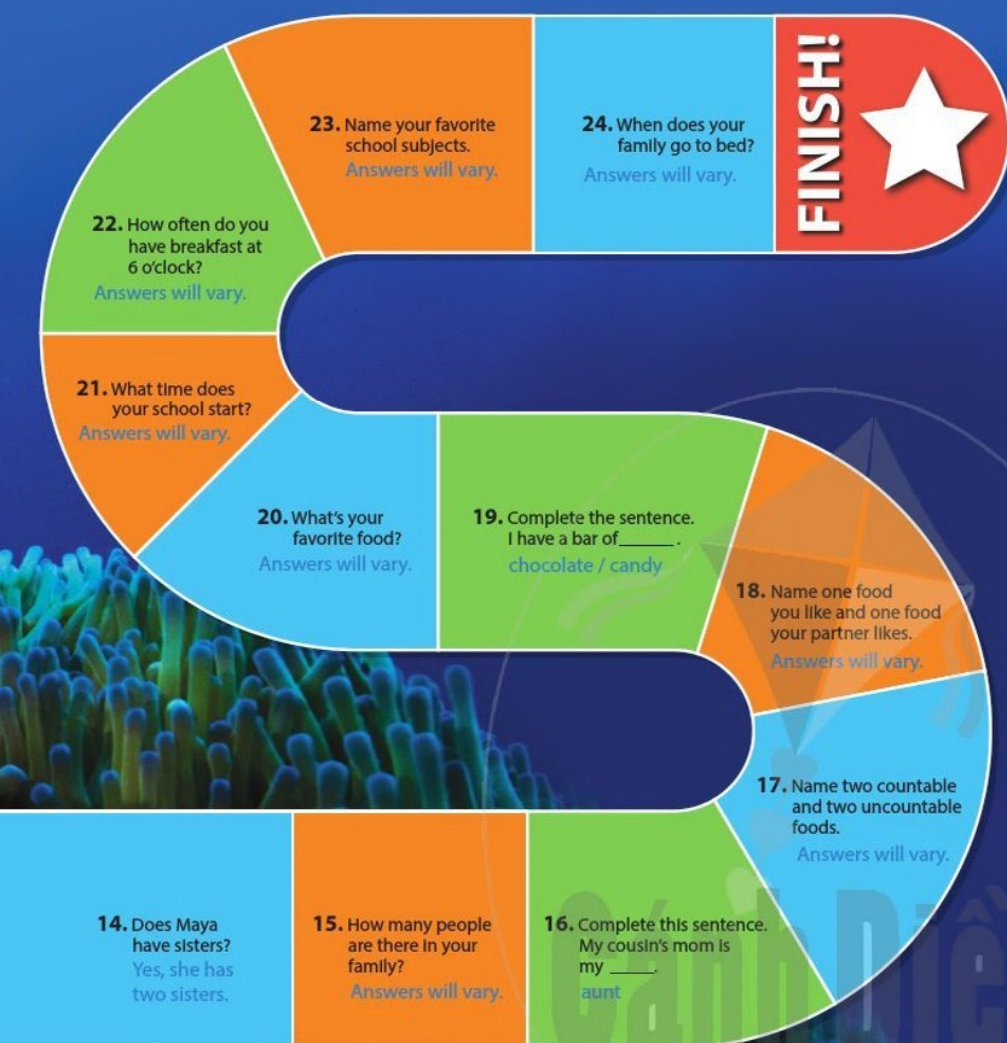
68

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.

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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 2-01 **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

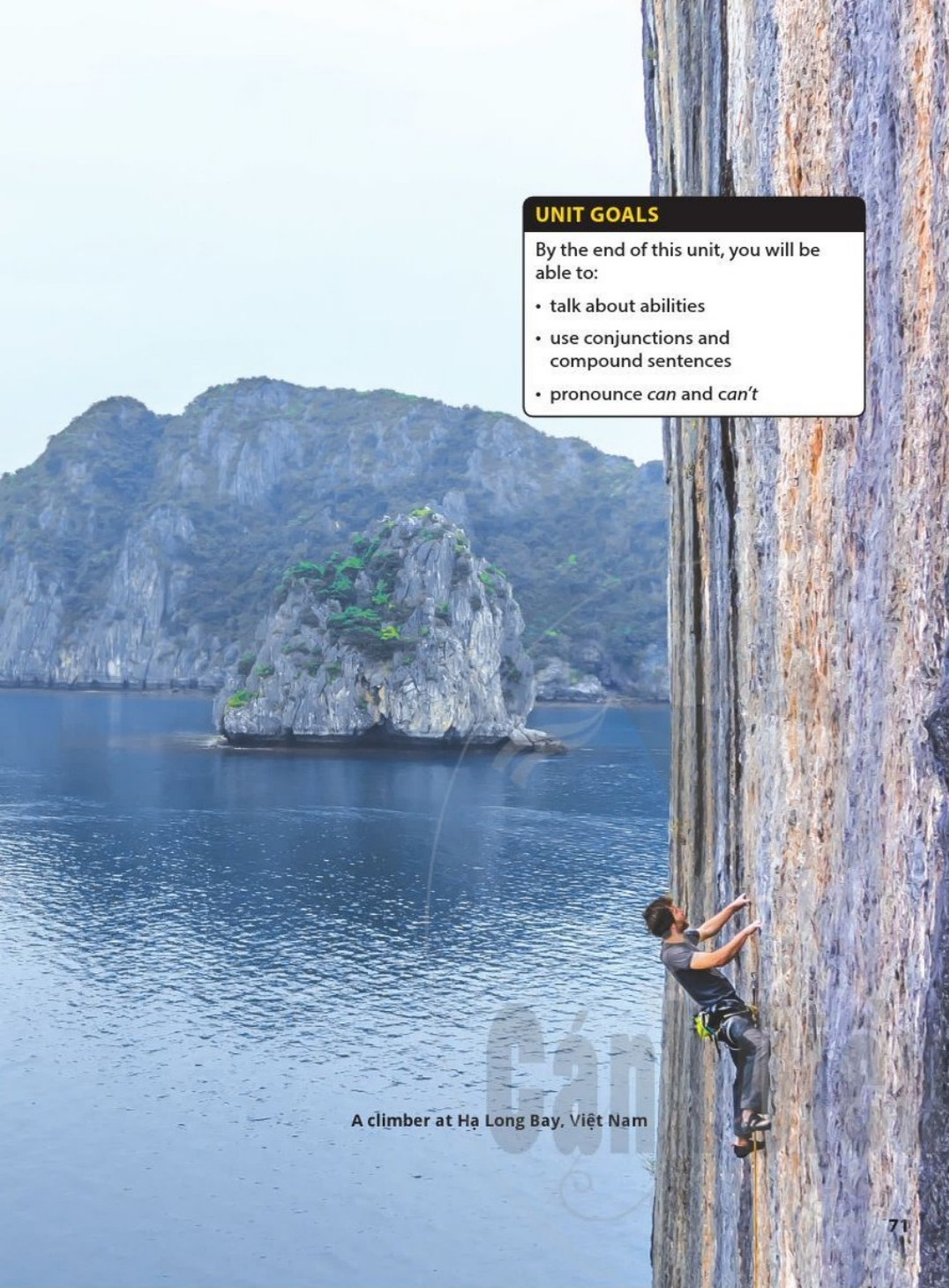


Explain that they will each write two paragraphs about someone they like who can do something amazing. If necessary, have students brainstorm the types of people they might include (athletes, musicians, artists, people with special abilities like Daniel Kish, Isao Machii, and Kevin Richardson, etc.).

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

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.

 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.

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

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** 2-02 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.



2-03

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

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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 2-04 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:

1. Mary can run, and Bill can swim.
2. 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 make 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.

CD 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.

↑ 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.

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 **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

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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.)

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

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.

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

Pronunciation

Can and can't

A Listen and repeat.

1. can, I can sing.
2. can't, I can't play the piano.

B 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

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

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.

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

- A 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.

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

- A 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.)

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.

Reading

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

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

CONTENT NOTE: BONOBO 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 vegetation such as herbs 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.

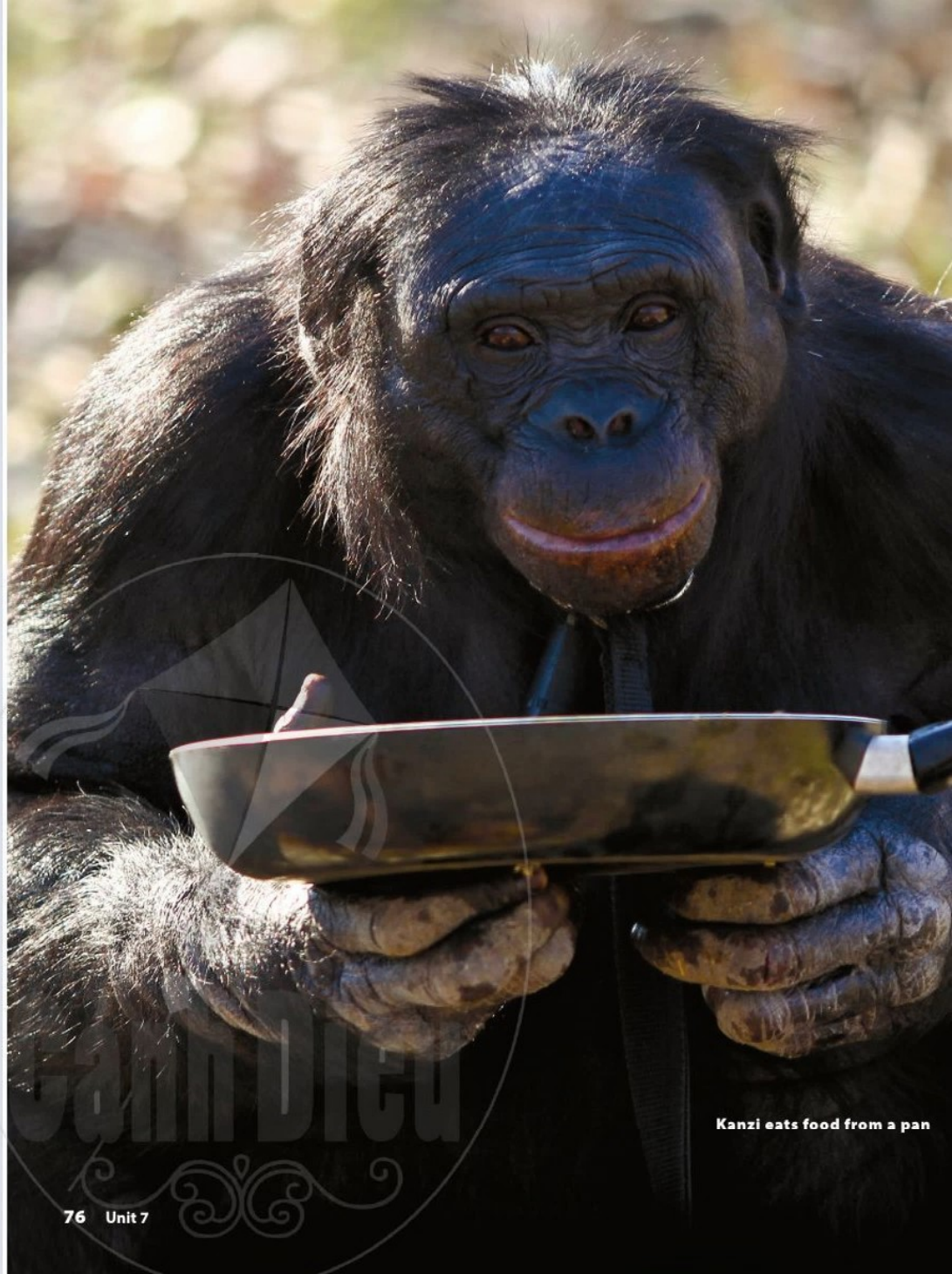
Check answers as a class.

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

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(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 races 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

- A** Read the article quickly. What's special about Kanzi?
- He can write.
 - He can speak English.
 - He can communicate with humans.
- B** Circle all the things Kanzi can do.
- C** Read again. Where does Kanzi live? *in a zoo in the United States*

ANIMAL SMARTS

This is Kanzi, a bonobo chimpanzee. Bonobo chimpanzees are from Africa. There are only about 10,000 to 50,000 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 3,000 English words. He can't speak, but he can 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 make a fire and cook marshmallows. He knows that fires are hot. Kanzi can't sing, but he can play the piano. Kanzi teaches his son Teco. Now Teco can use a computer, just like Kanzi.

2-08 OPTIONAL AUDIO

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2-08 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.

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 in 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. (You 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.

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.*

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 Kanzi 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.

*** OPTIONAL** Tell students they will play a game. Explain that they will get into small groups. The first person must say a sentence about Kanzi. (*Kanzi can play the piano.*) The next person must say the first sentence and add another sentence without taking any notes. (*Kanzi can play the piano. Kanzi 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 gestures to give hints.

The game continues until the group has said everything they can remember about Kanzi, or you call time.

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

Comprehension

A Choose the correct answers for *Animal Smarts*.

- Main Idea** What is the article about?
☐ a. a smart animal ☐ b. bonobo chimpanzees ☐ c. a zoo in the United States
- Detail** Where are bonobo chimpanzees from?
☐ a. Africa ☐ b. Europe ☐ c. Asia
- Vocabulary** The word "understand" means _____. (line 6)
☐ a. say ☐ b. use ☒ c. know the meaning of
- Inference** How does Kanzi communicate what he wants?
☐ a. by pointing to pictures ☐ b. by writing words ☐ c. by making sounds
- Detail** According to the article, Kanzi's son Teco can _____.
☐ a. make a fire ☒ b. use a computer ☐ c. play the piano

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

Kanzi can ...	Kanzi can't ...
communicate with humans understand about 3,000 English words 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.

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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 also draw well.
 Sometimes she draws pictures of me!

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.

+ 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. Hold up a book and pencil. Say, *This is my book, and this is my pencil.* Point out that you repeated *this is 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 play tennis.* Discuss these mistakes when students have finished.

Contact Juggling

ABOUT THE VIDEO

Okotanpe, a street juggler, shows us how well he can juggle.

BEFORE YOU WATCH

Circle the correct answer. Contact jugglers can _____.

- a. roll balls on their bodies
- b. play the piano and juggle
- c. cut balls with their fingers

WHILE YOU WATCH

A Check your answer to the Before You Watch question.

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

- | | | |
|---|----------|----------|
| 1. Okotanpe works in Seoul, Korea. | T | F |
| 2. Contact jugglers use balls made of glass. | T | F |
| 3. The balls look like soap bubbles. | T | F |
| 4. Contact juggling is very easy. | T | F |
| 5. Okotanpe practices for several hours a day. | T | F |
| 6. Okotanpe can also dance and do magic tricks. | T | 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

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Have students turn to page 144 in the Student Book for the Unit 7 Worksheet and do the exercises. For the Writing task, ensure they write at least six sentences.

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 contact juggling, but first they should think about why it is unusual.

Ask if any of the students can juggle.

BEFORE YOU WATCH

As students follow along in their books, read the title, the About the Video section, and the photo caption aloud. Then, as students follow along, read the choices aloud and have them circle their answer.

*** OPTIONAL** Before watching the video, ask students to predict some things they might see. For example: a person throwing balls into the air. After watching the video, ask students how many of their predictions were correct.

WHILE YOU WATCH

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

📺 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.

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

Check answers as a class.

CONTENT NOTE: CONTACT JUGGLING

Okotanpe has 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.

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

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

UNIT 8

HOW MUCH IS THIS T-SHIRT?

TOPIC: SHOPPING, CLOTHES

Vocabulary: items: backpack, T-shirt, shoes, hat, headphones, sneakers, (baseball) cap, shirt, wallet, watch, sweatshirt; **shopping:** expensive, cheap, haggling

Grammar: how much, would you like; imperatives

Extra material: several TV commercials; two similar objects, one that students will find very desirable and one that they will not want; a map of the world

Other useful vocabulary:

clothes and shoes: pants, jeans, shorts, sweaters, dresses, boots, slippers, skirts, socks; **accessories:** necklaces, bracelets, rings, purses, scarves

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 their own commercial for their favorite store.

Ask students to name a few popular TV commercials. If you bring a few commercials, show them to the students. Point out that most commercials are short—about 30 to 60 seconds.

Ask students what makes them interesting (humor, the excitement they create).

Ask students what all commercials have (some talking and movement or pictures).

Have the class talk about the kinds of information they could put in their commercial: Say,

Where is the store? (The store is in the mall.)

8

HOW MUCH IS THIS T-SHIRT?



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What can you buy at the store? (There are clothes for everyone. You can get T-shirts, jeans, and baseball caps.)

How much do things at the store cost? (The hats are only \$10.)

Why is it a popular store? (The clothes are cool!)

Have the students get into pairs and decide what their commercial will be about.

Have them write a short script for the commercial. Remind them that it shouldn't

only have facts because otherwise it won't be very exciting.

If your students have smartphones, you can assign this project as homework. Tell them they can go to the mall, or another place where they can see the clothing brand. For example: they can use the clothes in their homes and make a short movie while using their scripts.

In class, have the students act out (or show) their commercials.

You might want to have students vote on the best commercial.

Preview

- A** 2-09 **Listen.** Number the items the teenagers want to buy in the order you hear them (1–5).



backpack

3



T-shirt

5



shoes

2



hat

4



headphones

1

- B** 2-09 **Listen again.** Match the item to its description.

ITEM

1. backpack

2. T-shirt

3. shoes

4. hat

5. headphones

DESCRIPTION

a. red and black

b. large

c. small

d. white

e. brown

- C** **Talk with a partner.** Do you like to shop? What's your favorite store?

Where do you like to shop?

I like to shop in the mall near my house.

UNIT GOALS

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

- talk about prices and shopping
- ask about the cost of things
- pronounce prices

In very informal conversation, and sometimes on television commercials, the slang word *buck(s)* is used rather than *dollar(s)*, particularly to emphasize that something is cheap. For example: *All this for only 95 bucks!*

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 shopping, clothes, and the prices of items.

- A** Explain to students that they will hear five short conversations between a person who works in a store and someone who wants to buy something in the store. As students follow along, read the names of the items aloud.

Tell students to number the items in the order they hear them, from one to five.

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

- SUPPORT** Using items in the photo, ask, *Do you like this T-shirt? What color are these shoes?* Repeat with other items.

- B** Tell students they will listen to the five conversations again, and they should match the item with the description. If necessary, read the descriptions aloud.

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

- C** As students follow along in their books, read the two questions aloud. Tell students they will get into pairs and take turns asking and answering the questions.

CONTENT NOTE: TALKING ABOUT PRICES

There are several rules for saying dollar prices in American English.

1. Use both words (*dollars* and *cents*). \$9.95 is read *nine dollars (and) ninety-five cents*.
2. Use no words (*dollars*, *cents*, or *and*). Instead, use only numbers. \$9.95 is read *nine ninety-five*.

3. Do not use just one word. \$9.95 cannot be said *nine and ninety-five cents*. *Nine dollars and ninety-five* is also incorrect.
4. There is an exception for one dollar. \$1.50 can be said *a dollar fifty* because we are using *a* rather than the number one.

A clothing shop in Vienna, Austria

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 Write \$ on the board. Say, *This is a dollar sign*. Have students find the dollar signs on pages 82 and 83. Write \$10 on the board. Remind them we say *ten dollars*. Write additional prices on the board and have students practice saying them.

TEACHING NOTE: PRETTY COOL

Pretty cool is an informal way of admiring something. *Cool* is not related to temperature. *Pretty*, in this context, does not mean *beautiful*. It's an adverb, less strong than *very*, and it means *fairly* or *quite*. (I'm pretty hungry. That movie was pretty good.)

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 *Excuse me* is used in spoken English when you need to

Language Focus

A **2-10** 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 Excuse me.



2-11

TALKING ABOUT PRICES (P. 169)

How much is this T-shirt?	It's cheap. It's only \$20.
How much are those sneakers?	They're \$50.
I'd like that T-shirt, please.	Here you are. / Here you go.
Would you like this baseball cap?	Yes, please. / No, thanks. I'd like that one.
Would you like to see these sneakers?	No, thanks. I'd like to see those ones, please.
Look at that jacket! Should I buy it?	Try it on first. Don't buy it. It's too expensive.

I'd = I would

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interrupt or bother someone. It's a polite way of getting someone's attention, usually to give him or her information or to ask a question. For example:

(in a library)

A: Excuse me, you dropped your notebook.

(in a restaurant, calling a waiter—getting someone's attention)

A: Excuse me, can we have the check, please?

*** OPTIONAL** Randomly select four pairs of students and have each pair

present one of the exchanges from **A** or **B** in front of the class.

LANGUAGE FOCUS CHART

Ask students to look at the chart.

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

Write the first two questions and answers from the chart on the board.

Explain to students that these questions ask about the price of an item. Point out that *is* is used for just one item and *are* is

2-12 Complete the conversation. Then listen and check your answers.

1. A: How much is this wallet? 2. A: How much is that watch?
B: It's \$12. B: It's \$50.
3. A: How much is this cap? 4. A: How much are those books?
B: It's cheap. B: They're \$15.
 It's \$10.

2-13 Complete the conversation. Listen and check your answers. Then practice the conversation with a partner.

Buyer: Excuse me, can I see that sweatshirt, please?

Seller: (1) Would you (2) like to see the blue one?

Buyer: No, (3) I' d (4) like to see the red one, please.

Seller: Here you go. It's \$30. (5) Try it on first.

Buyer: Hmm, it's too expensive. (6) How much is the blue one?

Seller: It's \$25.

Buyer: OK, great. (7) I' d (8) like the blue one, please.

Work in pairs. You are at a store. **Student A:** You are a customer. **Student B:** You are a store assistant. Put some personal items on your desk, and try to buy or sell them.

Excuse me, can I see that phone, please?

Sure, here you are.

How much is it?

It's \$20. Would you like to buy it?

Yes, please. / No, thanks.



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used for more than one item, or in this case a pair of sneakers. Explain that even though it's only one pair of sneakers, there are two, so we use the plural.

Call on students to come to the board and underline *is* and *are* in the answers. (They need to spot them in the contractions *It's/They're*). If necessary, remind them that *It is = It's* and *They are = They're*.

Draw students' attention to the right side of the chart. Tell students that *I'd* means *I would*. Explain that *I'd like* is a more formal way of saying *I want*.

Read the next two questions (*Would you like...*) and answers in the chart aloud as students follow along in their books. Explain that these questions and answers are about *wants*. Point out that the response is *Yes, please* or *No, thanks*.

Explain to students that when there is one item, the answer has *one* and when there is more than one item, the answer includes *ones*. Explain that *one* and *ones* are generic words that substitute for the object (in this case, a baseball cap and sneakers). Tell students that *one/ones* is more commonly used for inanimate objects.

If you bring two similar objects, hold up the desirable one first. Ask a student, *Would you like this (object)?* Have a student answer (*Yes, please./No, thanks.*). Do the same with the less desirable object.

Point out the last exchange. Explain that we start sentences with a verb when we are giving instructions, and *Don't* + verb when we are telling someone not to do something.

TEACHING NOTE: CHEAP

The word *cheap* can sometimes have a negative connotation. *Cheap* should be used with care, because it sometimes implies that the item is of poor quality.

C Tell students they should refer back to the Language Focus Chart and write expressions to complete the conversations.

Tell students they will listen to the four short conversations and they should check their answers.

H Play the CD. Check answers.

D Tell students they should write expressions to complete the conversation.

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

H Play the CD. Check answers.

Have students get into pairs and practice the conversation twice, once as the buyer and once as the seller.

E Tell students they are going to play a shopping game.

Explain that they are going to pretend they are shopping. Tell students to get into pairs and put some things on their desks "to buy."

Explain that Student A will be the customer and Student B will be the store assistant.

Model the example conversation with a student, and then have students do the task.

The Real World

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

- A** Tell students they are going to learn the rules of haggling. As they follow along, read the six statements aloud. Tell them to circle **T** if they believe it is true and **F** if they think the statement is false.

Explain to students that they will listen to someone talking about the rules of haggling, and they should check their answers.

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

- OPTIONAL** Ask students if any of them have ever tried haggling before. If they have, ask them to briefly share their experiences.

- B** Remind students that when we haggle, two people are usually involved: the buyer and the seller. Explain to students that they should read the sentences and decide who says each one. Have them circle **B** if the buyer would say it or **S** if the seller would say it.

When students have finished, ask them to put the conversation in the correct order, from one to six.

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

- OPTIONAL** Have students get into pairs and practice the conversation twice, once in each role.

Discussion

Draw students' attention to the imperative structures in the speech bubbles at the bottom of the page. Explain that we give commands/instructions by starting a sentence with a verb or *Do not/Don't*. Encourage

The Real World

Haggling

To haggle means to discuss the price of something. The buyer and seller try to agree on a good price. People don't usually haggle in stores, but they sometimes haggle in markets.

- A** 2-14 **Guess the rules of haggling.** Circle **T** for True or **F** for False. Listen and check.

1. Learn the real price before you buy. T F
2. Be very friendly. T F
3. The first price is usually the best. T F
4. Show the seller you're interested. T F
5. Walk away if you don't like the price. T F
6. It's important to be nice. T F

- B** 2-15 **Guess.** Who do you think says each sentence? Circle **B** for Buyer or **S** for Seller. Then put the sentences in the correct order. Listen and check your answers.

- 1 "Excuse me, can I see that box, please?" B S
- 3 "No, that's too expensive. How about \$30?" B S
- 2 "Here you go. It's \$50. Would you like to buy it?" B S
- 6 "OK, you can have it for \$35." B S
- 5 "That's still too expensive." B S
- 4 "That's too cheap. I can sell it for \$40." B S

Discussion. What are some other rules for haggling? Make a list.

Don't agree to the first price.

Offer a price at least 30% lower.

Example answers: Make a counteroffer at least 30% lower than the original price. Don't wear expensive jewelry or clothing. Go at the end of the day, when sellers are more anxious to sell their stock. Don't be rude.

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students to use affirmative/negative imperatives in their rules. Have them work in pairs to create their lists, then call on volunteers to share their answers.

TEACHING NOTE: IMPERATIVES

Point out rules 1, 2, 4, and 5 in Activity A. Ask how they are different from rules 3 and 6. (They start with verbs.) Explain that we start a sentence with a verb when we are giving instructions or commands. When we

want to say not to do something, we start the sentence with *Do not* or *Don't*.

Pronunciation

Tell students they will practice saying prices. Remind students that there are 100 cents in one dollar.

- CHALLENGE** On the board write 95¢ and \$0.95. Tell students that a price less than one dollar can be written in either way and is said *ninety-five cents*.

Pronunciation

Prices

A 2-16 Listen and repeat the prices.

1. a. \$2.99 b. \$2.99
2. a. \$14.10 b. \$14.10

B 2-17 Listen and circle the prices you hear.

1. \$100 \$200 4. \$207.90 \$27.90
2. \$20.95 \$29.75 5. \$56.50 \$50.60
3. \$10.25 \$10.35 6. \$6.10 \$64.10

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

DO YOU KNOW?



Which country uses pesos?

- a. Canada
- b. Mexico
- c. The United States

DO YOU KNOW?

Read the question and answer choices as students follow along in their books. Ask a few students to give their answer before providing the answer (Mexico).

CONTENT NOTE: CURRENCIES

Canada uses the Canadian dollar, and the United States uses the American dollar. The peso is used by several Latin American countries, including Mexico. The peso is made up of 100 centavos, represented by the ¢ sign.

Communication

Complete the chart. Look at the picture on page 83. Choose **three items** you want to buy. Write them in the chart. Then ask three students for their prices. Haggle to get good prices. Then talk to your class. Whose things are the lowest in price? Whose things are the most expensive?

ITEM	STUDENT A	STUDENT B	STUDENT C
1.			
2.			
3.			



Can I see that key ring, please?

Sure.

How much is it?

It's \$4.

No, that's too expensive. How about \$3?

Communication

Tell students they are going to play a haggling game.

Explain that they are going to pretend to buy three things.

Have students choose three things from the picture on page 83 and write them in the chart under *Item*.

Explain that they will talk with three other students, taking turns to be the buyer and the seller.

As students follow along in their books, model the conversation with a student. Remind them that they have to practice haggling.

Have students circulate around the room and do the task with three other students.

When students have finished, randomly call on some students and ask, *Whose store is lowest in price? Whose things are the most expensive?*

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

Tell students you will play the CD again and they should repeat. Play the CD again, stopping after each price. Have students repeat.

CHALLENGE Have students say the prices using both ways of saying prices. (See **CONTENT NOTE** on page 105.)

B Tell students to listen and circle the prices they hear.

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

CHALLENGE Write \$1 on the board and say *one dollar*. Explain that for one dollar, we can also say *a dollar*. Emphasize that both *a* and *one* can be used.

Have students practice saying *a/one dollar*, reminding them that since there is only one, they should not use the plural, *dollars*.

C Have students get into pairs and take turns reading the prices to their partner.

Reading

CONTENT NOTE: MALL OF THE EMIRATES

The Mall of the Emirates opened in 2005 and was awarded the title of the World's Leading New Shopping Mall at the World Travel Awards in London that same year. The ski slope was the first of its kind in the Middle East.

- A** Ask a student to read the title aloud. Then have students look at the photo.

Ask, *What do you think this mall is like?* Have students get into pairs to discuss their ideas.

- ↑ CHALLENGE** Ask students to get into pairs and think about why the title ends with a question mark. Elicit students' ideas before asking *What is the author's feeling?* (surprise)

- B** Tell students that they are going to read the article quickly and they should underline the places in the mall that people can go.

Have them do the task. Check answers.

Ask students if their ideas in **A** were correct.

- C** Tell students that they will read the article again, and they should pay attention to what country Dubai is in.

Have students read the article. Ask students to answer the question.

- + SUPPORT** On the board, write the following two sentences:

It has a ski slope.

It even has a ski slope.

Ask students how the two sentences are different, providing an explanation if necessary. (The first sentence states a fact. The second sentence includes the author's opinion with the fact—surprise.)



An indoor ski resort in Dubai

Tell students we use *even* to emphasize that something is surprising or unlikely. Ask them what is surprising. (First, ski slopes are usually in cold places, but this ski slope is in Dubai, which is in the middle of a hot desert. Second, ski slopes are usually outside, but this ski slope is inside a shopping mall.)

Point out that *even* goes before the verb.

Have students get into pairs and make sentences with *even*.

- * OPTIONAL** Have students find Dubai and the United Arab Emirates on the world map.

Additional Activities to Use with the Reading

Additional Comprehension Questions

1. Do more people live in Dubai or visit the mall each year? (More people visit the mall. There are 36 million visitors but only 2 million people live in Dubai.)



Reading

- A** Look at the photo and the title. How is this mall different from other malls? *You can ski here.*
- B** Read the article quickly. Underline the places you can go to in this mall.
- C** Read again. What country is Dubai in? *the United Arab Emirates*

SKIING IN A SHOPPING MALL?

Dubai is a city in the United Arab Emirates. Around two million people live there. The Mall of the Emirates is the second-largest mall in Dubai. Over 36 million visitors visit this mall every year.

The mall is very big. It's also very famous, and has over 25 awards.

- 5 You can spend the whole day here. It has everything! You can go shopping. You can eat. You can watch a movie or see a play here, too. The Mall of the Emirates has about 500 stores: clothing stores, bookstores, and electronic stores. There are more than 85 restaurants and cafés, two hotels, a movie theater with 14 screens, and a theater.
- 10 It even has a ski slope. It's true—you can ski in the desert! It's hot in Dubai, but it's very cold on the ski slope.

2-18 OPTIONAL AUDIO

Cánh Diều

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Question Construction

Have students get into pairs and take turns asking and answering factual questions about the reading. (For example, *Is the Mall of the Emirates big? Yes, it's huge!*)

Vocabulary Expansion

Have students brainstorm other *clothes* and *accessories* that they might see in the mall. (See *Other useful vocabulary*.)

Content Expansion

Have students research other entertainment malls or megamalls on the Internet and tell the class about them. You might want to ask students to print pictures of the malls or maps of the malls, both of which may be helpful when explaining them to their classmates.

2-18 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.

- 2. Is the Mall of the Emirates the largest mall in the world? (No, it's not. It's not even the largest mall in Dubai. It's the second largest in Dubai.)
- 3. Are there more movie theater screens or hotels in the mall? (There are more movie theater screens.)

Sentence Construction

Ask students to find the sentence with *too* and rewrite it as two sentences. (*You can watch a movie, and you can also see a play here, too.* / *You can see a movie. You can watch a play here.*)

Avoiding Repetition

Tell students that repeating the same word over and over in a short text can be boring. Ask students to find the word the author used instead of *Dubai* (there). Then ask them which word the author used for *mall* (it).

Critical Thinking

Have students brainstorm reasons why this kind of multi-purpose mall is popular.

Comprehension

- A** Have students read the questions to themselves and circle the correct answers.
- After they have finished, check answers as a class.
- B** Tell students they should match the numbers to the things they represent.
- Have students do the task. Check answers as a class.
- C** As students follow along, read the question aloud. Have students get into pairs and discuss them.

IDIOM

As students follow along in their books, read the idiom and possible meanings aloud. Have students raise their hands to show whether they think the answer is *a* or *b*. Give the answer (*a* – price) and explain that we use the idiom when we can buy something at a very good price (compared to what we usually pay or expect to pay).

Writing

Tell students they are going to write a blog. Explain that a blog is like an online journal that a person, group of people, a company, or a government writes to tell other people about their activities, ideas, and beliefs.

As students follow along, read the example blog aloud. Tell them to write a blog about their favorite market, mall, or store.

Remind them to include a title for their blog. Give a time limit for finishing the blog, and set a minimum number of sentences they must write (e.g., six).

Have them do the task.

Comprehension

A Choose the correct answers for *Skiing in a Shopping Mall*?

- Main Idea** What is another title for the article?
☐ a. An Amazing Mall ☐ b. A Strange Ski Slope ☐ c. A Beautiful Country
- Vocabulary** The word “famous” means _____. (line 4)
☐ a. full of people ☐ b. different ☒ c. well-known
- Inference** “You can spend the whole day here” means you can _____. (line 5)
☒ a. do a lot of things ☐ b. buy a lot of things ☐ c. spend a lot of money
- Detail** How many stores does the mall have?
☐ a. about 350 ☐ b. about 400 ☒ c. about 500
- Inference** “You can ski in the desert!” means you can ski _____. (line 10)
☐ a. on the sand ☐ b. in cold weather ☒ c. in a desert country

B Match the numbers to the correct answers.

- | | | |
|--------|-----------------------|--------------------------|
| 1. 2 | ☐ | a. restaurants and cafés |
| 2. 14 | ☐ | b. awards |
| 3. 25 | ☐ | c. hotels |
| 4. 85 | ☐ | d. movie screens |
| 5. 500 | ☐ | e. stores |

C CRITICAL THINKING

Talk with a partner. How do you think shopping in your country is different from shopping in other countries?

IDIOM

“It’s a great deal” means it’s a great _____.

- ☒ a. price
☐ b. store

Writing

Write a blog post. Describe your favorite market, mall, or store in 40–60 words.

Answers will vary.

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An Amazing Market



My favorite market is Bến Thành Market in Hồ Chí Minh City. There are a lot of markets, but this one is amazing! You can buy cool things there. People sell T-shirts, hats, and paintings. They sell delicious Vietnamese food, too. I love the grilled seafood.

- + SUPPORT** Ask students questions to help them think of the information they can include in their blog. Ask, *What is the place called? Where is it? What can you buy there?*

Have students turn to page 145 in the Student Book for the Unit 8 Worksheet and do the exercises. For the Writing task, ensure they write at least four exchanges.

A Moroccan Market

ABOUT THE VIDEO

See an interesting market that sells almost everything.

BEFORE YOU WATCH

Look at the photo and read the title. What do you think you can buy in a Moroccan market? Make a list.

Answers will vary.

WHILE YOU WATCH

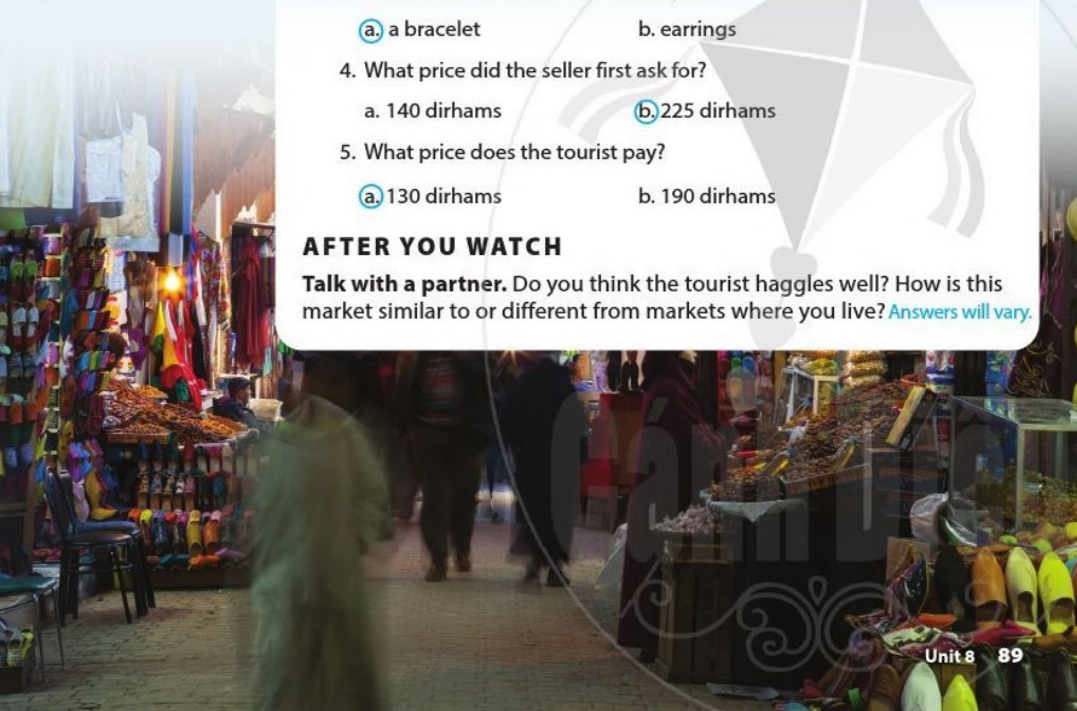
- A Check.** What items on your list did you see?
B Watch the video again. Circle the correct answers.

- The marketplace in Fez is also called a _____.
 a. fair **b. souk**
- If you are shopping in the market, you need to _____.
a. haggle b. get up early
- What does the tourist want to buy?
a. a bracelet b. earrings
- What price did the seller first ask for?
 a. 140 dirhams **b. 225 dirhams**
- What price does the tourist pay?
a. 130 dirhams b. 190 dirhams

AFTER YOU WATCH

Talk with a partner. Do you think the tourist haggles well? How is this market similar to or different from markets where you live? Answers will vary.

Shops in Fez



Unit 8 89

- Play the video.**

Ask, *Does she haggle well?* Have students answer the question, giving reasons for their opinion. Discuss answers.

- OPTIONAL** Before watching the video, ask students to predict things they might see (for example: people shopping). Then, after watching the video, ask students how many of their predictions were correct.

- B** Explain to students that they will watch the video again. Tell them that they should complete the sentences using a or b. As students follow along, read the sentences and answer options aloud.

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

- OPTIONAL** Ask students where the market is (Morocco), and then find it on the world map.

CONTENT NOTE: SHOPPING IN MOROCCO

A **souk** is a marketplace or bazaar in an Arab country.

To **haggle** means you are trying to get a lower price from the shopkeeper on an item you find in a marketplace.

Dirhams are the currency of Morocco and the United Arab Emirates. You use dirhams to buy food, clothes, and anything you need there.

OPTIONAL

Video

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

Tell students they are going to watch a video about haggling. As students follow along in their books, read the title, the sentence about the video, and the photo caption aloud.

- OPTIONAL** If markets are popular in your area, have students name some of them. Encourage them to also say

when (days of the week and times) the markets are open.

BEFORE YOU WATCH

As students follow along in their books, read the title, the About the Video section, and the photo caption aloud. Then, have students make their lists.

WHILE YOU WATCH

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

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 as a class.

UNIT 9

WHAT ARE YOU **DOING?**

TOPIC: TECHNOLOGY

Vocabulary: verbs: taking a photo, checking email, calling a friend, chatting, playing a game, texting, writing an email, using a computer; **technology:** robot, techie

Grammar: Present Progressive (Present Continuous): I am watching TV now.

Extra material: an American penny

Other useful vocabulary:
related to computers: spam/spamming, phishing, junk mail, inbox, virus(es), security, firewall, hard drive; **verbs:** download, upload, surf (the Internet), browse (the Internet)

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

END OF UNIT PROJECT Have students write a paragraph about a new technology.

In this unit, students learn to talk about technology. Ask them to name some technology that we didn't have five years ago. Remind them that we are always making new and exciting technological breakthroughs.

Ask students what they would invent if they could make anything.

Tell students to write a short paragraph about what new technology they would make and give examples of how they would use it.

Read this example to students:

I love to eat, and I really like to smell the food. I want a computer that can share smells. With my computer, I can smell my friend's cake when I chat with her over the

WHAT ARE YOU **DOING?**

Visitors playing a computer game during a games fair

UNIT GOALS

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

- talk about technology and communication
- use the Present Progressive
- use appropriate question intonation

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Internet. I can do research and smell things at a festival in another country, too.

After students have written their paragraphs, have them get into small groups and take turns telling the rest of the group about their ideas. Encourage group members to ask questions if they don't understand anything about the new technology.

When all of the students have finished, have each group decide which idea was best. Have those students share their ideas with the entire class.

CONTENT NOTE:
ELECTRONICS

Students often refer to game consoles and other electronic devices by their brand names. For example: video game consoles are often called *Wii*, *Nintendo*, and *PlayStation*. Similarly, *iPod* often replaces the generic *MP3 player*, which is a digital audio player.

Preview

- A** 2-19 **Listen.** Number what each person is doing in the order you hear them (1-6).



taking a photo

4



checking email

3



calling a friend

2



chatting

5



playing a game

6



texting

1

- B** **How techie are you?** Complete the survey on page 135 and see your results.

- C** **Talk with a partner.** Compare your results.

I send seven or more texts in a day.

Really? I only send three or four texts!

TEACHING NOTE: SURFING THE NET

The Internet is sometimes abbreviated as the Net, so people often say *I'm surfing the Net*.

When we're surfing the Net, we're not looking online for anything in particular. We say "surfing" to mean we're just moving smoothly from one website to another, without any predetermined focus or direction.

- B** Explain to students that they will complete a survey on page 135 to see how techie they are. If necessary, explain that *techie* means a person who is very good at, or who really likes, technology.

- ↑ **CHALLENGE** Have students talk about when, where, and how often they use each kind of technology. Ask students if they ever go to an Internet café, giving reasons for their answers.

TEACHING NOTE: INTERNET CAFÉS

An Internet café (or cybercafé) is a place where anyone can use a computer with Internet access, usually for a fee, which is charged per hour or minute. It may serve as a regular café as well, with food and drinks being sold. As worldwide demand for Internet access has increased, many regular cafés, restaurants, and malls now provide free Internet access (WiFi), so the distinction between Internet cafés and normal cafés is steadily blurring in developed countries.

- C** Tell students to get into pairs and take turns talking about the results of the survey in **B**.

Model the conversation with a student.

Have students do the task.

- ↑ **CHALLENGE** Have students brainstorm other vocabulary related to computers. (See **Other useful vocabulary**.) Also have them brainstorm other verbs they might use when talking about their technology habits. (See **Other useful vocabulary**.) You may want to explain surfing the Net. (See **TEACHING NOTE**.)

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 technology and things they are doing right now.

- ✳ **OPTIONAL** Have students name various kinds of technology they use regularly.

- A** Explain to students that they will hear six short conversations between two people talking about what they are doing. As students follow along, read the names of the activities aloud.

Tell students to number the items in the order they hear them, from one to six.

- 🔊 Play the CD. Play it again, if necessary. Check answers.

- ↑ **CHALLENGE** Ask, *Are emailing and texting the same?* (no) *How are they different?* (We send emails through an email account. Traditionally, we did this from a computer, but we can now send them by accessing the Internet with our smartphones. We send texts with our phones, smartphones, and sometimes other devices.)

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.

- ✳ **OPTIONAL** Randomly select pairs of students and have each present one of the exchanges from **A** or **B** in front of the class.

Real English

Direct students' attention to the expression in the Real English box. Explain that *just* is used in English to soften statements or tell the other person that they don't mind being interrupted. For example:

- A: What are you doing?
B: Oh, I was just resting. (Here, *just* implies that *resting* is not an overly important action for the speaker.)

LANGUAGE FOCUS CHART

Ask students to look at the chart.

- ① Have students follow along in their books as they listen to the CD.

Language Focus

A 12-20 Listen and read. Then repeat the conversation and replace the words in blue.

REAL ENGLISH just

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



12-21

TALKING ABOUT WHAT SOMEONE IS DOING (P. 170)

What are you doing ?	I'm texting .
What are you doing tomorrow?	Tomorrow I'm playing soccer .
What's he doing ?	He's checking his email .
Are they watching a movie?	Yes , they are . / No, they aren't .
Is she listening to music?	Yes , she is . / No, she isn't .
Who are you chatting with?	I'm chatting with a friend.
Are we going to the park tomorrow?	Yes , we are . / No, we aren't .
Are you resting at home now?	Yes , I am . / No, I'm not .

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Tell students that when asking about actions that are currently taking place (Present Progressive tense), both the *be* verb (*am, is, are*) and the *-ing* form of the action verb are used. However, the Present Progressive can also refer to the future when a future time marker is added (e.g., *tomorrow* in the second *wh-* question and response), or when it is clear we are talking about the future.

Explain to students that the *wh-* questions ask for specific information.

Ask students to look at the *What* and *Who* questions and say how they end differently. (The *who* question has *with* at the end.) Remind them that *with* shows there are other participants in the action—that it is not done alone.

Explain that, like other questions with *is* and *are*, the questions beginning with *Is* or *Are* are yes/no questions. Elicit examples with other subjects to help students recall the use of *is* and *are*. For example: *he, Is he watching a movie?*

C Complete the questions. Then match the questions to the correct answers.

1. Are you using this computer? (*use*)
 2. Who 's/is Kelly chatting with? (*chat*)
 3. Is she texting Anna? (*text*)
 4. Are they watching a movie next week? (*watch*)
 5. What is Tom doing? (*do*)
- ☐ She's chatting with a friend.
☐ He's playing a video game.
☐ No, she isn't.
☐ Yes, I am. I'm checking my email.
☐ Yes, they are.

D 2-22 Complete the conversation. Use the correct form of the words from the box. Listen and check your answers.

chat do play listen study

Sarah: Hey, Anna, what (1) are you doing? (2) Are you studying for the test?

Anna: No, I'm not! (3) I' m playing a game on my computer. What about you?

Sarah: (4) I' m just chatting with friends and listening to some music.

Anna: Really? What (5) are you listening to?

Sarah: Beyoncé. She's my favorite singer!

E Play charades in two teams.

Team A: Think of an action and act it out.

Team B: Guess what Team A is doing. You have three chances. Take turns.

Are you playing a game?

Yes, I am!



Have students look at the answers on the right side of the chart. Read each of the sentences aloud as students follow along in their books. Point out that in both the questions and answers, the action verb always ends in *-ing*.

TEACHING NOTE: SIMPLE PRESENT TENSE

The Simple Present tense is used for static situations (*I live in the United States.*), general actions, and occupations (*I drive a taxi. I like coffee.*); habitual actions (*I always go to school at 7:45.*); and actions that are not specific to a point in time. The Present Progressive takes the *-ing* form and is used for actions that are occurring now. (*I am playing tennis [right now].*)

C Explain to students that in this activity, they must do two things. First, they must complete the questions. Then, they should match the questions to the correct answers.

Tell students to read the questions and fill in the blanks.

Then tell students to read the answer options. Have them match each completed question to the correct answer.

Check answers as a class.

*** OPTIONAL** Have students get into pairs and practice asking and answering the questions.

D Tell students they should use the correct forms of the verbs in the box to complete the conversation. If necessary, read the words in the box aloud as students follow along. Have them do the task.

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

CD Play the CD. Check answers by calling on students and writing the answers on the board.

*** OPTIONAL** Have students get into pairs and practice the conversation twice.

E Tell students they are going to get into two teams and play a game where one student acts out an activity without using any words. Read the instructions aloud as students follow along in their books.

Then, to model the conversation, pretend to be playing a game and have one student ask you the question. Act out additional examples, if necessary.

Have students get into two teams and play the game.

The Real World

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

CONTENT NOTE: ROBERT WOOD

Robert Wood was born in New York. He says he has always been interested in robots, and he thinks the most rewarding part of his job is creating new and unique things. A RoboBee's wingspan is 3 centimeters, and it weighs just 60 milligrams. The latest prototype is very fast, flapping its wings 120 times in one second.

- A** Have students look at the photo and follow along as you read the caption aloud. Show students the American penny to give them a better perspective of the size of the robots.

Ask students the question and then read the answer choices aloud. Tell students to select their answer.

- B** Tell students they are going to listen to some information about Robert Wood and they should circle the correct answer for each statement. As students follow along, read the four statements and answer choices aloud.

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

Ask students what the correct answer for **A** was.

-  **CHALLENGE** Tell students that *micro* means very small, so *microrobot* means very small robot. Explain that when we add *micro* to some words, we create a word that means very small (something). Have students think of other words that start with *micro* (microscope, microscopic, microprocessor, microcomputer, microfilm, microsecond, microbiology).

The Real World

Robots and Microrobots

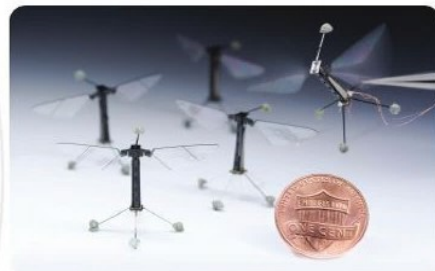
Robert Wood is a National Geographic Explorer. He is also an electrical engineer. He makes many different types of robots—from robots that fly to robots you can wear. He is now working on making new robots at Harvard University.



- A** Look at the photo below and the caption. What is a “microrobot”?
- a. a small robot b. a flying robot c. a robot that looks like a bee

- B**  2-23 Listen to the article about Robert Wood. Then answer the following questions.

- Wood is also a (professor / student).
- RoboBees are the size of a (bird / fly).
- RoboBees can (go into dangerous places / help in cooking food).
- Millibots are some of the (fastest / smallest) robots in the world.



Microrobots called RoboBees

Discussion. What else do you think RoboBees can help in doing?

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Discussion

As students follow along, read the question aloud. Tell students to get into pairs and discuss it.

Pronunciation

Tell students that they are going to learn about intonation.

Explain to students that when we speak naturally, we do not use the same intonation for every word. Say, *Are you happy today?*

in an even, monotone voice, with identical stress on all words. Then say, *Are you happy today?* with a rising intonation at the end of the question.

Ask students if they recognize the difference. Tell them they will now practice speaking with different intonations for *Wh-* and *yes/no* questions.

- A** Ask students to read the two questions aloud. Have them guess what the blue arrows mean. Then explain that they show rising or falling intonation.

Pronunciation

Intonation in *Wh-* questions and *yes/no* questions

A 2-24 Listen to the intonation. Listen again and repeat.

1. What are you doing? 2. Are you studying?

B 2-25 Listen to the questions. Circle the correct intonation.

1. a. Are they watching a movie? (b) Are they watching a movie?
2. a. Do you read blogs? (b) Do you read blogs?
3. (a) What's she writing? b. What's she writing?
4. a. Are you texting him now? (b) Are you texting him now?
5. a. Do you like movies? (b) Do you like movies?
6. (a) What game are you playing? b. What game are you playing?

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

DO YOU KNOW?



What makes more money every year?

- a. Hollywood movies
- (b) Video games

DO YOU KNOW?

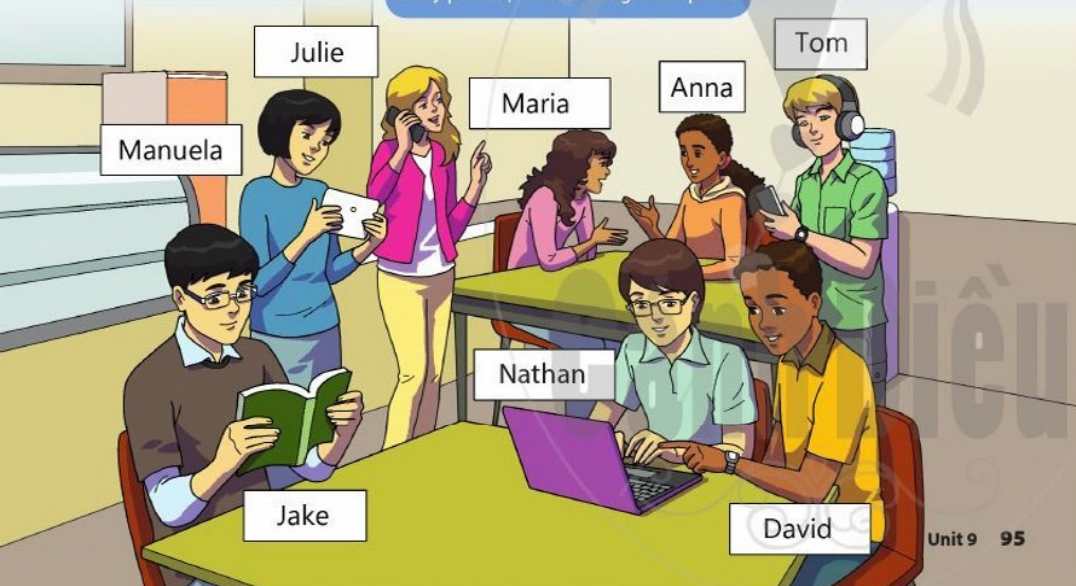
Read the question and answer choices as students follow along in their books. Ask a few students to give their answer before providing the correct answer (video games).

Communication

Find the differences. **Student A:** Look at the picture below. **Student B:** Look at the picture on page 136. Ask and answer questions about the pictures.

In my picture, Anna is chatting with Maria.

In my picture, Anna is using a computer.



Unit 9 95

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

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

Play the CD again, stopping after each question so students can repeat.

+ **SUPPORT** Write the two questions from **A** on the board as they appear in the book. Include the arrows. Remind students that the *What* question asks for specific information, whereas the *Are* question requires a yes/no answer.

Point out that our intonation falls (or decreases) when we ask a question requiring specific information, whereas our intonation rises (or increases) at the end of questions requiring a yes/no answer. Read each question aloud with the correct intonation, pointing at the arrow, and have students repeat.

B Tell students to listen and circle the correct intonation.

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

CONTENT NOTE: VIDEO GAME INDUSTRY

The video game industry started in the 1990s with Nintendo dominating the market. Since that time, however, the number of companies, games, and fans has grown exponentially, making it bigger than both Hollywood and the music industry.

Communication

Tell students they are going to play a game. Explain that they will work in pairs to find the differences in two similar pictures. Tell them that to do this, they will take turns asking and answering questions.

Explain that after they find the differences, they should write four sentences in their notebooks about them.

Have students get into pairs.

Tell Student B to look at the picture on page 136.

Model the conversation with a student.

Emphasize that they should NOT look at their partner's picture.

Have them do the task.

When students have finished, check students' sentences.

Reading

CONTENT NOTE: SELF-DRIVING CARS

A self-driving car (also called an autonomous vehicle or a driverless car) refers to a car that uses computers to navigate the road. Although the technology already exists, research and development is still needed to make it widely and safely available to the public.

- A** As students follow along in their books, read the photo caption aloud. Ask, *What's special about this vehicle?* Tell students to quickly scan the article to find the answer. Remind them that when they scan, they don't read every word.

Check answers as a class.

- B** Ask a student to read the title aloud. Ask students what they think the title means. Have students talk about their ideas.

- C** Tell students to read the article quickly, and to underline the forms of transportation that are mentioned.

Have students do the task. Check answers.

After completing the task, you might want to give students the opportunity to read the article more slowly so they can more fully comprehend it.

-  **OPTIONAL** Ask students to talk about which facts surprised them the most and why.

-  **CHALLENGE** Ask students to talk about whether they would try a self-driving car if it were available to them.

Additional Activities to Use with the Reading

Additional Comprehension Questions with Related Discussion Questions

1. Which countries are mentioned in the article? (Finland and Singapore)

Reading

- A** Look at the photo and scan the article. What's special about this vehicle? *It doesn't need a driver.*
- B** Read the title. What do you think the title means? *Answers will vary.*
- C** Read quickly. Underline the types of transportation that are mentioned.

HOW SELF-DRIVING CARS ARE CHANGING THE FUTURE

Can you imagine a car without a driver? In some places, this is quickly becoming a reality. Countries such as Finland and Singapore are studying how to use self-driving cars as public transportation. Some shuttle buses and many subway trains are already using self-driving technology to move people around town.

Companies are researching how to make self-driving cars safe and convenient for everyone, and they're hoping to bring this technology to the public by 2035. By then, people won't need their own vehicles. Instead, they will be able to "share" a car, which will take them to their home or office, and then continue to pick up another person.

These shared self-driving cars will spend less time parked than regular cars, so some businesses are changing their parking lots into green parks or event spaces. Best of all, we'll spend less time in cars—map apps are already making our journeys faster, and self-driving technology could make them even faster.

 2-26 OPTIONAL AUDIO

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Why? (They are researching how to use self-driving technology as public transportation.)

2. What year is mentioned? (2035)
Why? (when self-driving cars are expected to be safe for the public)
3. Why will people not need to buy their own cars? (They can "share" a self-driving car, like a taxi.) Ask, *Would you prefer to drive yourself or use a self-driving car? Why?*

Engaging the Reader

Ask students why the article starts with a question. (to engage the reader) Explain to students that we can start a writing passage with a question related to the topic to engage the reader and stimulate their imagination.

Word Choice

Point out the different words that the article uses to refer to forms of transportation. (shuttle bus, subway train, self-driving car, vehicle, car, regular car). Explain that the





An engineer operating a self-driving vehicle

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Content Expansion

Have students think about or research other technology that is developing and will change the future of their world (e.g., artificial intelligence, virtual reality, remote working, clean energy).

Have students work in pairs or small groups to research this technology. Have them present to the class what the technology is, how it is changing our world, how our world will be different as a result, and whether this technology will make our lives better or worse and why.

2-26 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.

different words help to be more specific. In some cases (e.g., vehicle), the word is used to avoid repetition and to be more general (to include vans and trucks, which people also own).

Critical Thinking

How will self-driving cars make our journeys faster? (by choosing the best route) Ask, *How will self-driving cars change the roads in your country? Do you think this technology will come soon?*

Question Construction

Have students get into pairs and take turns asking and answering factual questions about the reading. For example: *Does self-driving technology exist now? Yes, it does!*

Comprehension

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

After they have finished, check answers as a class.

B Explain to students that tables can help us have a better understanding of changes and their effects. Have them recall what ongoing changes were mentioned in the article and list out how those changes are taking place.

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

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

IDIOM

Read the idiom and possible meanings aloud as students follow along. Have students raise their hands to show whether they think the answer is *a* or *b*. Explain that we use *pushing someone's buttons* when one person does something on purpose (not by accident) to make another person react strongly. Usually the second person becomes angry, upset, annoyed, or reacts with another negative emotion. For example:

She knew it would make him upset, but she said it anyway. She knows how to push his buttons.

Writing

Tell students they are going to write about apps they are using at the moment.

As students follow along, read the example paragraph aloud. Then read the question to the class.

Tell students they should write a short

Comprehension

A Choose the correct answers for *How Self-Driving Cars Are Changing The Future*.

- Main Idea** The article is mainly about _____.
a. traffic problems **b.** a developing technology c. road safety
- Vocabulary** "Convenient" means _____. (line 7)
a. not expensive b. fun **c.** easy to use
- Detail** According to the article, a "shared" self-driving car _____ than regular cars.
a. parks less often b. is larger c. holds more people
- Detail** Some companies are turning their parking spaces into _____.
a. parks b. houses c. bus stops
- Reference** In the last line, what does "them" mean?
a. self-driving cars **b.** journeys c. people

B Complete the chart. What things are changing now? *Suggested answers*

What is changing?	How?
shuttle buses subway trains parking lots driving times/our journeys	don't need drivers don't need drivers changing into green parks, event spaces becoming faster

C CRITICAL THINKING Talk with a partner. How is technology changing people's lives in your country?

Writing

Write a short paragraph about technology. What apps are you and your friends using at the moment? Write 40–60 words.

Answers will vary.

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These days, I'm using different apps to stay in touch with my friends. I use these apps to share photos and chat with them. I'm using one app to send instant messages to my friends and another to share my photos and videos. My friends and I are also playing lots of games. We usually play after finishing our homework.

paragraph about some of the apps they currently use.

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

Have them do the task.

Have students turn to page 146 in the Student Book for the Unit 9 Worksheet and do the exercises. For the Writing task, ensure they write at least six 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 special buggy.

As students follow along in their books, read the title, the sentence about the video, and the caption with the photo aloud.

IDIOM

"Pushing someone's buttons" means ____.

- making them angry
- teaching them something

A New Photographer

ABOUT THE VIDEO

A photographer shows us how to take close-up photographs of lions.

BEFORE YOU WATCH

Circle the correct answer. Who do you think took the photo of the lions below? *Answers will vary.*

- a. a photographer **b.** a remote-controlled car c. an animal

WHILE YOU WATCH

- A** Check your answer to the Before You Watch question.
B Watch the video again. Complete the information below using the words in the labels.



Chris McLennan puts the camera in a small car. This small car is also called a buggy. McLennan is using a remote control to control the car. The car is taking photographs of lions in the wild.

AFTER YOU WATCH

Talk with a partner. Describe the car to a partner. What photographs can you take with a car like this? *Answers will vary.*

Lions in Botswana



BEFORE YOU WATCH

As students follow along, read the question aloud. Have students choose their answers.

- * OPTIONAL** Have students get into small groups and talk about what they know about lions.

WHILE YOU WATCH

- A** Tell students they will watch the video and they should check their answers from BEFORE YOU WATCH.
▶ Play the video. Check students' predictions.

- * OPTIONAL** Tell students that McLennan shot this video in Botswana. Have them find it on a world map.

- B** Explain to students that they will watch the video again. Tell them they should use the words to complete the photo caption.

- ▶** Play the video. Play the video again, if necessary. Check answers as a class.

- * OPTIONAL** Ask students additional comprehension questions.

- Who is "the new photographer"? (the buggy)
- Why did the buggy stop working? (The lions attacked it.)
- Is McLennan in the buggy driving it? (No, he isn't. He uses a remote control. The buggy is very small.)

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. Check answers.

- ↑ CHALLENGE** Give students additional questions to discuss.

- Do you think it's still dangerous for Chris even though he is using the buggy?
- What are some disadvantages of using this buggy?

CONTENT NOTE: CHRIS MCLENNAN

Chris McLennan, a native of New Zealand, started out as a wedding and portrait studio photographer, but his passion for the outdoors soon led him to start shooting adventure tourism photos. He has been involved in photo shoots in over 50 countries and has been awarded international awards for his spectacular photos.

UNIT 10

WHAT'S THE WEATHER LIKE?

TOPIC: WEATHER

Vocabulary: weather: rainy, sunny, windy, stormy, hot, warm, cool, cold, snowy, icy, dry; **seasons:** spring, summer, autumn, winter

Grammar: What's the weather like?; superlatives; Simple Future

Extra material: a short weather clip from the TV or the Internet, a world map, a map of the U.S.

Other useful vocabulary:

weather: hazy, foggy, clear, mild, drizzling, humid, thunderstorm, thunder, lightning, mist, freezing, sleet, dreary; **extreme weather:** heat waves, typhoons, hurricanes, snowstorm, sandstorm; rainbow, snowman/snowmen

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 graph about a city's temperature. Tell them they are each going to do research about a city's temperatures. Ask students to look at the weather chart with average monthly temperatures on page 103.

Explain that then they will combine their information with a partner's information. Point out that choosing two cities that aren't geographically near each other makes for more interesting comparisons.

As students look at the graph, ask students why the temperatures in the two countries are so different. (One city is in the northern hemisphere while the other is in the southern hemisphere.)

10

WHAT'S THE WEATHER LIKE?

UNIT GOALS

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

- describe the weather
- use superlatives and the Simple Future
- pronounce the final -y sound

Traditional boats in Hội An, Việt Nam

100

Have students get into pairs and choose two cities they would like to compare. Then have each student decide which city to research.

Have each pair do the research and make a chart. (This can be assigned as homework.)

When students have finished making their charts, explain that they should get into pairs and talk about their city's temperatures. Explain that they should use another color pen to draw their partner's information on their chart.

Collect completed graphs to check students' work.

CONTENT NOTE: STUDYING WEATHER

The study of weather is called meteorology. Meteorologists measure and look at the causes of weather conditions. They also forecast the weather by recording and putting together information about temperature, rainfall, wind speed and direction, air pressure, and humidity.

Preview

- A** 2-27 **Listen.** Number the weather conditions in the order you hear them (1–4).



It's rainy.
4



It's sunny.
2



It's windy.
1



It's stormy.
3



- B** 2-28 **Listen and complete the chart.** What's the weather like?

	RAINY	SUNNY	WINDY	STORMY	HOT	WARM	COOL	COLD
Hà Nội	✓		✓			✓		
Cape Town		✓			✓			
Rio de Janeiro	✓			✓			✓	
Stockholm		✓						✓

- C** **Talk with a partner.** What's the weather like today? What kind of weather do you like?

Today, the weather is cold. I like the weather to be warm and sunny.

CONTENT NOTE: FAHRENHEIT AND CELSIUS

The Fahrenheit scale was started in 1724. It was used until the 1960s and 1970s, when most countries started to use the Celsius scale. The same degree symbol (°) is used for Celsius and Fahrenheit, and when necessary, a capital C or capital F is added.

- B** Explain to students that they will hear a conversation between Maya, Nadine, Minh, and Stig about the weather, and they should write ticks in the chart to show what the weather is like in each city.

As students follow along, read the names of the cities and the types of weather aloud.

- 🎧** Play the CD. Play it again, if necessary. Check answers.

- + SUPPORT** Ask students additional questions about where they live using the vocabulary. For example: *Is it stormy at Christmas? Is it cold in July?*

- C** Tell students they will get into pairs and talk about the weather. As students follow along, read the questions. Have students do the task.

- ↑ CHALLENGE** Before students start the task, have them brainstorm other kinds of weather. (See **Other useful vocabulary**.)

- * OPTIONAL** When pairs have finished discussing the questions, take a poll (by having students raise their hands) to find out what kind of weather students like the most.

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 weather. Point to the word *weather* and the rain in the photo as you say it.

- * OPTIONAL** As you point to the picture, read the caption aloud. Say, *Do you like this weather? Do we often have weather like this?*

Have students find Hội An, Việt Nam, on a world map. Ask students what continent it is in (Asia).

- A** Explain to students that they will hear weather sounds and they should number the pictures in the order they hear them, from one to four.

As they follow along, read the types of weather aloud.

- 🎧** Play the CD. Check answers.

As students follow along, read the words with the thermometer aloud. Ask, *Is it hot today?* Have a student answer.

- ↑ CHALLENGE** Direct students'

101

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 *Cool!* is informal. It means *excellent*, *neat*, *great*, or *very good*. Used in this way, it does not refer to temperature. For example:

A: I just got my new laptop.

B: Cool!

LANGUAGE FOCUS CHART

Ask students to look at the chart.

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

Ask students to look at the board. Write *What's = What is*, *It's = It is*. Point out that both the question and the answer include the word *is*.

Read the first question aloud. Have one student answer with the real weather.

Language Focus

A 2-29 Listen and read. Then repeat the conversation and replace the words in blue.

REAL ENGLISH Cool!

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



2-30

TALKING ABOUT WEATHER—SUPERLATIVES AND SIMPLE FUTURE (P. 170)

What's the weather like today?	It's warm.
What's the weather like in summer?	It's always dry and hot. July is the hottest month.
Will the weather be cold tomorrow?	It will be rainy, but it won't be cold. If it's rainy, I'll stay home. I won't go out.
Is it good to visit in winter?	Yes, it is. Winter is the most exciting season. No, it isn't. Winter is the coldest season.
How hot is it?	It's (about) 30 degrees. (30°) It's (about) minus 12 degrees. (-12°)

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Read the second question aloud as students follow along in their books. Explain that *summer* is a season. Tell students that many countries have four seasons. Have students name the seasons, reminding them if necessary (*spring*, *summer*, *autumn*, *winter*).

Read the third question aloud and ask how it is different from the first two. (It is asking for a prediction about tomorrow.) Point out that we use *will* to talk about the future. Read aloud the

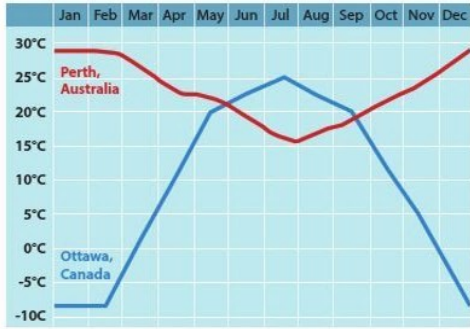
response and point out *won't*, explaining that it is a contracted form of *will not*.

Read the other questions aloud, having students provide answers for the place they live.

Point out the superlative *hottest*. Draw three temperatures on the board (e.g., 25°, 30°, 35°) and ask students which temperature is the hottest.

Ask students what other superlatives they see in the chart (*coldest*, *most exciting*). Point out that superlatives follow similar rules as

C 2-31 Look at the weather chart. Complete the conversation. Listen and check your answers. Then practice with a partner.



Hunter: What's the weather like where you live?

Sarah: Well, in Perth, it's always 1. (hot / cold) in January and February. That's the 2. (summer / autumn) here.

Hunter: Really? So when is it winter in Australia?

Sarah: Well, winter is from 3. (June to September / November to January).

Hunter: In Ottawa, winter is from 4. (November to March / October to December). It's always really 5. (cold / cool). Winters are long and snowy.

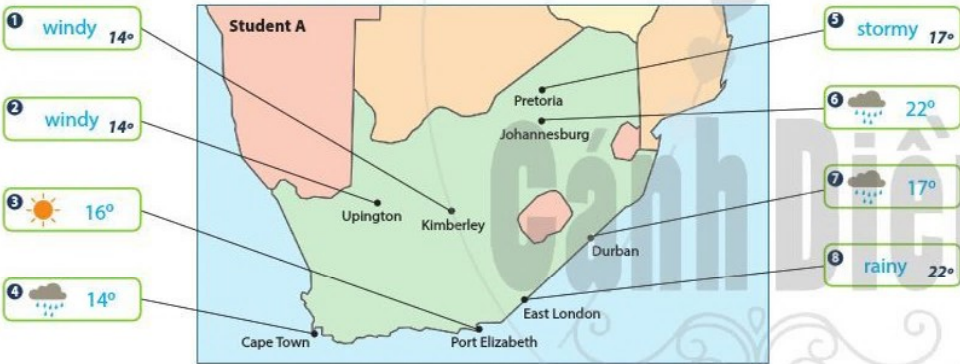
Sarah: Is it hot in the summer?

Hunter: Well, it's sometimes hot, but it's usually 6. (warm and sunny / cool and dry).

D What's the weather like where you live? Answer the questions. Discuss your answers with a partner.

- What's the weather like in March? Answers will vary.
- What's the weather like in October? Answers will vary.
- What are the hottest/coldest months? Answers will vary.
- Is it usually warm and sunny in August? Answers will vary.
- If it's warm tomorrow, what will you do? Answers will vary.

E What's the weather like in South Africa tomorrow? **Student A:** Look at the weather map below. **Student B:** Turn to page 136. Ask and answer questions to complete the temperatures and weather conditions on your map.



Unit 10 103

comparatives: shorter adjectives generally end with *-est* and longer adjectives have *most* in front.

Have students look at the follow-up sentence after *It will be rainy ...* in the second row. Explain that we can use the Simple Future tense to make predictions about things that are likely or possible to happen.

Draw students' attention to the last question and answers. Explain how to say temperatures by telling them that temperatures are read as (number) degrees.

Explain that temperatures below zero are said *minus (number) degrees*. Tell students we normally do not say Fahrenheit or Celsius because it is usually obvious by the context and local customs. Ask students which they usually use. You might want to explain that Celsius is also called *Centigrade* in some countries.

C Ask students to study the weather chart for a moment. Ask, *What does the red line mean?* (the average temperature each month in Perth, Australia) Ask,

What does the blue line represent? (the average temperature each month in Ottawa, Canada) Ask, *Which city has higher temperatures during most of the year?* (Perth)

Tell students they should use the information in the chart and complete the conversation.

When students have finished, explain that they will listen to the conversation and they should check their answers.

D Play the CD. Check answers.

Have students get into pairs and practice the conversation.

D Have students read the questions. Explain that they should write information about where they live. Have students get into pairs and discuss their answers. If necessary, check answers as a class.

E Tell students they are going to play a game in pairs. Explain that they will ask and answer questions to find out about tomorrow's expected weather and temperatures in different cities in South Africa.

Ask students to look at the map of South Africa. Read the city names as students follow along in their books. Have students repeat the names. Remind students that Student A should look at page 103 and Student B will look at page 136 in their books.

Model the activity. Tell them that they should take the role of Student A and you will be Student B. Ask, *What will the weather be like tomorrow in Cape Town?* Have a student answer. Pretend to draw the *rainy* weather symbol in your book.

Ask students to make a question to ask for the temperature. For example: *What will the temperature be tomorrow in Cape Town?* Have a student ask the question. You answer it, and have that student write the temperature. Have students get into pairs and do the task. If necessary, after students have finished, call on students to check answers.

The Real World

Ask students to look at the pictures. Ask, *What do you know about stormy weather?* Have some students answer.

As students follow along in their books, read the title and the introduction aloud.

CONTENT NOTE: UNUSUAL WEATHER

Tornadoes are classified according to the damage they can do. While a tornado that has winds of 113 kilometers an hour can throw cars through the air, tornadoes with wind speeds of over 483 kilometers an hour can rip sidewalks up from the street.

In a town in Serbia, the power of a tornado resulted in frogs raining down on the city. A villager said, "There were thousands of them. I thought maybe a plane carrying frogs had exploded in midair."

Hailstones are made when rain enters extremely cold areas of the atmosphere. The longer the icy rain is in the wind, the bigger the hailstones become.

A Have students look at the pictures again.

As students follow along in their books, read the words in the box aloud. Tell students they should write the words from the box in the correct place in the captions of the three photos.

Check answers.

B Explain to students that they will listen to some information about tornadoes and hailstones. Tell students 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, read the statements aloud.

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

The Real World

Unusual Weather

Weather is sometimes very strange.

Here are some amazing facts about unusual weather.

This is a tornado. A tornado is a kind of storm with very strong winds.

A Look at the photos.
Complete the captions with the words from the box.

storm ice
tornadoes tennis

B  2-32 Listen to facts about the weather. Circle T for True or F for False.

- | | | |
|--|------------------------------------|------------------------------------|
| 1. Tornadoes are always the same color. | T | ☒ F |
| 2. Tornadoes can pick up houses and move them. | ☒ T | F |
| 3. Another word for tornadoes is "spinners." | T | ☒ F |
| 4. Hailstones sometimes have things inside them. | ☒ T | F |

Discussion. What weather fact on this page do you think is the most interesting? Why?

These hailstones are made of ice.
Hailstones are cold and hard. Some hailstones are really big, like tennis balls.



Tornadoes can pick up small animals like frogs. Then it can rain frogs!

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 **OPTIONAL** Ask students the following True/False questions to further test their comprehension.

1. Tornadoes usually don't last very long. (T. Most only last a few minutes.)
2. Hailstones are not dangerous. (F. They can damage houses and cars.)
3. Hailstones can weigh 1000 grams. (T)

Discussion

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

 **CHALLENGE** Have students name some types of extreme weather. (See **Other useful vocabulary**.) Have students say whether they have experienced that type of weather before.

Pronunciation

Final -y sound

A Listen and repeat.

- 1. wind, windy
- 2. sun, sunny

B Listen. Circle the words you hear.

- 1. ice icy
- 2. snow snowy
- 3. storm stormy
- 4. cloud cloudy
- 5. rain rainy
- 6. wind windy

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

IDIOM

"I'm under the weather" means "_____."

- a. I feel sick
- b. I feel happy

IDIOM

As students follow along in their books, read the question and answer options aloud. Ask several students to guess the answer before providing it.

Give students another example of natural usage. For example:

He has a really bad cold. He feels under the weather.

Communication

Weather report. In pairs, complete the chart below for five cities of your choice. Student A: You are the TV presenter. Student B: You are the weather reporter. Present the report to your class.

CITY	TEMPERATURE	WEATHER
Hà Nội	31°C	warm and sunny
1. Answers will vary.	Answers will vary.	Answers will vary.
2. Answers will vary.	Answers will vary.	Answers will vary.
3. Answers will vary.	Answers will vary.	Answers will vary.
4. Answers will vary.	Answers will vary.	Answers will vary.
5. Answers will vary.	Answers will vary.	Answers will vary.

What's the weather like in Hà Nội, Jennifer?

Today, the weather in Hà Nội is warm and sunny. The temperature is 31 degrees Celsius.

Communication

Tell students they are going to pretend to be presenting the weather on TV.

Explain that they will get into small groups and write information about five cities.

Show students a short weather clip from TV or the Internet.

Ask students to describe a typical weather report, providing assistance as needed. (A presenter in the studio often asks the weather reporter about the weather. The weather reporter then talks about the weather while using a large weather map behind him/her or gives the report while standing outside—particularly in major storms.)

Draw students' attention to the chart and read the headings aloud as they follow along. Read the example for Hà Nội.

Tell students they will make pairs and use their charts to pretend they are presenting the weather. Explain that Student A will be the presenter (the person in the TV studio) and Student B will be the weather reporter.

Model the example with a student.

Have students get into pairs and do the task.

Have some students present their weather reports to the class.

Pronunciation

Tell students that when they talk about weather, they need to pronounce the final -y sound so that the listener understands which word they are saying. Explain that they will listen to the CD and practice this.

A Have students look at the words and identify the differences (with and without the final -y sound). You may also wish to point out that adding the -y at the end changes the word from a noun to an adjective.

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

Tell students you will play the CD again and they should repeat. Play the CD again, stopping after each word. Have students repeat. Play the CD a third time, if necessary.

B Tell students they will listen to six short sentences, and for each, they need to decide which word the speaker uses and circle it.

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

Reading

- A** Ask students to look at the photo and read the caption. As students follow along, read the question and then the choices aloud. Have students circle their answer.
- B** Ask students to read the title. Ask, *What do you think storm chasers do?* Have students give their ideas.
- C** Tell students that they will read the text quickly, and they should underline the word or words that have the opposite meaning of *away*.

When all of the students have finished, ask some students what word(s) they underlined.

Ask them if their answers for **A** and **B** were correct.

After completing the task, you might want to give students the opportunity to read the article more slowly so they can more fully comprehend it.

- + SUPPORT** Explain the concept of opposite. Say, *Hot and cold are opposites.* Have students name some other opposites.

Ask students to guess what *chase* means, providing the answer if necessary (to follow; to look for and try to stay near something by moving with it).

CONTENT NOTE: ROGER HILL

Some people may think Roger Hill is crazy, but for him, "It's the adrenaline. The object is to get close and see the power and beauty and document it." He said the most important rule is to stay out of the path of the tornado, and for those with no experience, he suggests going with people who know what they are doing.



Roger Hill in front of a tornado

106 Unit 10

Additional Activities to Use with the Reading

Additional Comprehension Questions

1. What is Silver Lining Tours? (It's a company that takes people on trips to see tornadoes up close while staying safe.)
2. What kind of weather does Hill probably like? (He probably likes rainy, stormy, windy weather since

tornadoes are most likely to occur under these conditions.)

Inference

Tell students sometimes they must *infer* a meaning. Explain that when we infer, we can understand a point even if the information is not said directly. Ask, *How many months a year does Hill travel?* (four) Explain that with this information we can infer how many months he is home (not traveling). Have them give you the answer (eight months).

Reading

- A** Look at the photo and read the caption. Who do you think Roger Hill is?
- a. a photographer
 - b. a weather reporter
 - c. a TV reporter
- B** Read the title. What do you think storm chasers do? *Answers will vary.*
- C** Read the article quickly. Underline the words that mean the opposite of "away."

STORM CHASER

Most people run away from tornadoes, but Roger Hill runs toward them. He is a "storm chaser." He takes photos of storms. He has photos of more than 650 tornadoes!

Hill runs a company called Silver Lining Tours. His company organizes
5 trips for people who want to see tornadoes. He spends about four months every year traveling. He travels all over the United States looking for tornadoes. He finds them by checking the Internet for weather information. When he finds a storm, he starts driving toward it. His company's cars have special equipment to help him follow
10 the storms.

Whenever he's chasing and photographing tornadoes, Hill knows he needs to be safe. He says you can get close to a tornado and take a picture. However, if you make a mistake, it can kill you. So in a way, it's like a photographer trying to take photos of grizzly bears. Before
15 taking a photograph, you need to be ready and to have an escape route. Safety is really important!

2-35 OPTIONAL AUDIO

Unit 10 107

Weather and climate

Explain to students that the question *What's the weather like?* asks about the weather conditions outdoors in a given place at a given (specific) time.

Tell them that when we want to ask what the weather is like in a country or place in general, we ask about *climate* instead of *weather*. Tell students that the climate of a place describes the total of all of the weather occurring over a period of years.

Ask students to think about whether Hill pays more attention to weather or climate, and have them provide reasons for their ideas.

*** OPTIONAL** Explain to students that weather is a non-threatening topic that people who do not know each other well can easily discuss. Give them the following example: When we get into an elevator, we may say *Wow! It's really hot!* The other person may agree. This short discussion establishes a common bond without exchanging any personal information.

Have students think of other weather-related comments and questions that they could use to talk with people they don't really know.

TEACHING NOTE: FIRST CONDITIONAL

Point out the first conditional sentence on line 13. (*However, if you make a mistake, it can kill you.*) Explain that this structure is used to talk about things that are very likely to happen in the future. Go over the structure with students: *If* + simple present, subject + modal verb (*can, will, should, might, etc.*).

2-35 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.

Tell students Hill has been chasing tornadoes for over 30 years. Ask them to infer how many tornadoes he might see a year. (Since he has seen more than 650 tornadoes, he probably sees more than 20 a year, although he might see more tornadoes some years than others.)

Sentence Construction

Tell students you are going to read the first paragraph, but you are going to read it with very short sentences. Ask them to follow along in their books.

Most people run away from tornadoes. Roger Hill runs toward them. He is a storm chaser. He takes photos of storms. He has photos of more than 650 tornadoes!

Ask them which is easier to understand—your version or the one in their books. Then ask which style they like better and why.

Explain that although using many short sentences may be easier to understand, it sounds a little childish. Tell them that as they read, they should notice how the author combines short sentences into longer ones.

Comprehension

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

After they have finished, check answers as a class.

B Tell students that it is important to think about the order of things when reading a story. Explain that for **B** they have to put Hill's actions in order by time.

As students follow along, read the four sentences aloud.

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

C As students follow along, read the question. Have students get into pairs and discuss it.

DO YOU KNOW?

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

Writing

Tell students that they are going to write a postcard.

Ask students if they've ever sent a postcard, and if so, where they sent it from and who they sent it to.

As students follow along in their books, read the postcard aloud. Point out that it starts with *Hi*. Tell them this is called a greeting. Point out that the next paragraph starts on a new line. Ask, *What did Alberto say first?* (where he is)

Read how Alberto finishes the postcard and then tell students that when we write postcards, we often close with something such as:

See you soon,
Wish you were here,
See you next week,

Comprehension

A Choose the correct answers for *Storm Chaser*.

- Main Idea** The article is mainly about _____.
a. a person who chases storms
b. how storms form into tornadoes
c. how to stay safe from storms
- Reference** In line 7, what does "them" mean?
a. people b. tornadoes c. tours
- Inference** Tornadoes and grizzly bears are both _____.
a. fast b. dangerous c. difficult to find
- Vocabulary** What is an "escape route"? (lines 15–16)
a. a fast car b. a hiding place c. a way of getting away
- Detail** Hill says _____ is really important.
a. safety b. time c. weather information

B Read the article again. Put the sentences in order from 1 to 4.

- _____ a _____
 - _____ d _____
 - _____ c _____
 - _____ b _____
- a. Hill finds the storm. b. Hill photographs the storm.
c. Hill checks his escape route. d. Hill starts driving toward the storm.

C CRITICAL THINKING Do you think Roger Hill's job sounds exciting or scary?

DO YOU KNOW?

Clouds are very heavy. Their weight can equal that of 100 elephants.

- a. True
b. False

Writing

Write a postcard. Imagine you are on vacation. Tell a friend where you are and what the weather is like. Write 40–60 words.

Answers will vary.

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Hi Melanie!

I'm on an island near Hawaii! It's very beautiful! The weather is really nice. The temperature is around 30 degrees. The waves are amazing, and I can surf almost every day.

It's usually sunny, but today it's raining and I don't know what to do! I'm waiting for it to be sunny again!

Wish you were here,

Alberto



Bye,
Talk to you soon,
Gotta go,

Point out that we should write our name on a new line.

Tell students to imagine they are on a vacation and want to tell their friend where they are and what the weather is like.

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

Have students do the task.

*** OPTIONAL** After students have completed their postcards, have them take turns reading them with a partner. Encourage them to ask their partner questions about their vacation.

Have students turn to page 147 in the Student Book for the Unit 10 Worksheet and do the exercises. For the Writing task, ensure they write at least five sentences.

Tornado Chasers

ABOUT THE VIDEO

See how scientists chase tornadoes.

BEFORE YOU WATCH

Guess. Complete the advice about tornadoes.

If there is a tornado in your area:

- a. you (should / shouldn't) hide in the basement.
- b. you (should / shouldn't) hide under a table.
- c. you (should / shouldn't) stay near windows.

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.

- 1. There are more than 8,000 tornadoes in the United States every year. T F
- 2. Many tornadoes take place in an area called "Twister Alley." T F
- 3. Scientists drive cars with special equipment to study tornadoes. T F
- 4. Scientists study tornadoes to help keep people safe. T F

AFTER YOU WATCH

Talk with a partner. Why do you think storm chasers do such dangerous work? Would you want to be a storm chaser? *Answers will vary.*

Storm chaser Brad Mack photographing a thunderstorm supercell in Graham, U.S.A.

with some rooms under the ground level and explain that this is a basement.

OPTIONAL Have students name some movies that had tornadoes and/or storm chasers (*Into the Storm, Twister, The Day After Tomorrow, The Wizard of Oz*).

B Explain to students that they will watch the video again and should circle T if they think the statements are true and F if they think they are false. As students follow along in their books, read the sentences aloud.

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

Check answers as a class.

OPTIONAL Tell students to listen to where "Tornado Alley" is so they can locate it on a map of the United States. Have students locate the area that includes Texas, Oklahoma, Nebraska, and South Dakota.

Ask students why this area is prone to tornadoes. (The warm air from the Gulf of Mexico and the cold Canadian air mix together.) Have students find the Gulf of Mexico and Canada on the map.

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.

CONTENT NOTE: TORNADO SAFETY

- In addition to hiding in basements and staying away from windows, during tornadoes it is a good idea to:
- hide under a strong piece of furniture to keep things from falling on you.
 - protect your head and neck.
 - stay out of rooms (like gyms or auditoriums) where the roof is extremely large (in case it falls).

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 storm chaser. As students follow along in their books, read the sentence about the video and the photo caption aloud.

OPTIONAL Have students discuss what they remember about Roger Hill from the Reading section.

BEFORE YOU WATCH

Ask students to read the statements and circle their answers.

WHILE YOU WATCH

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

Play the video. Discuss the students answers from A.

SUPPORT In many parts of the world, houses don't have basements. Draw a picture on the board of a house

I WENT TO AUSTRALIA!

TOPIC: VACATIONS, VACATION ACTIVITIES

Vocabulary: Places to visit: art gallery, museum, beach, mountains, cafés, restaurants, forests; **vacation activities:** cycle, trek, swim, surf, climb

Grammar: Simple Past tense: went, was/were, had, did, cycled, trekked, spent, got, ate, stayed, saw; **modal verbs:** should, shouldn't, might

Extra material: a map of Australia, a map of the world; **tourist attractions:** deserts, national parks, cliffs, caves, pagodas

Other useful vocabulary: verbs: boarded, took, rode, got on, got off, reserved, checked in, landed, took off, camped, cruised

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 presentation about an imaginary trip. Tell students they have to imagine they went on a trip with their classmates. Explain that they will have to give a group presentation about this trip.

Tell students they must do research and decide:

when they went (what season).

how long they stayed.

what they saw.

Explain that during their presentation, they should tell the class all of these details. Tell them they should also have pictures of the places they visited and say one or two things about each place.

I WENT TO AUSTRALIA!

Preview

A 2-36 Listen to the conversation. Circle T for True or F for False.

- | | | |
|-------------------------------|------------------------------------|------------------------------------|
| 1. Rena went to Melbourne. | ☒ T | ☐ F |
| 2. It was cold and rainy. | ☐ T | ☒ F |
| 3. She went with her friends. | ☐ T | ☒ F |
| 4. She had a good time. | ☒ T | ☐ F |

B 2-37 Listen. What did Rena do in Australia? Circle the correct answers.

"We did a lot of exciting things. On our first day we went to the mountains. We

1. (cycled / trekked) all the way to the top. We spent the next day 2. (swimming / surfing) at the beach. There are a lot of amazing 3. (restaurants / cafés) in Melbourne. We had some really interesting food. We also went to see a few 4. (museums / art galleries). There was so much to do!"

C Talk with a partner. What are some good places for a tourist to visit in your country? Why?

You should visit the beach because the water is very clean. But you shouldn't go at night because it might be too cold.

Also tell students that they should show the class a map and talk about the order in which they visited the various places.

Have students get into groups and decide where they are going to imagine they visited.

Have the groups make their plan, do the research, and prepare their presentations.

In class, have groups take turns giving their presentations.

When all of the presentations are finished, have the class decide which trip sounds the most interesting.

CONTENT NOTE: AUSTRALIA

The Commonwealth of Australia, more often just called Australia, is the only country in the world that is its own continent. It is one of the largest countries on Earth, and it has an abundance of natural resources and good land for growing food. In spite of this, desert covers one-third of the country.

The capital of Australia is Canberra, and English is the official language. They use the Australian dollar.

UNIT GOALS

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

- talk about a previous experience or trip
- use the Simple Past
- pronounce *-ed* endings

+ SUPPORT Ask students to look at the verbs *went*, *was*, and *had*, and explain that the present tense verbs are *go*, *is*, and *have*.

B Explain to students that the conversation continues and they should circle the correct answers about Rena's trip.

Read the answer choices aloud as students follow along in their books.

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

Have students check answers.

↑ CHALLENGE Have students brainstorm other vocabulary they might use when talking about a trip they took. (See **Other useful vocabulary**.)

C As students follow along, read the questions. Tell students they will get into pairs and take turns talking about their opinions.

Model the example with a student.

Have students do the task.

TEACHING NOTE: MODAL VERBS

Point out the modal verbs *should*, *shouldn't*, and *might* in the model response. Explain that *should* and *shouldn't* are used to give advice, and *might* is used to talk about things that are possible. You may also wish to explain that for the negative form of *might*, *might not* is much more common than *mightn't*.

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 vacations and vacation activities.

Ask students about what time of the year people often take vacations in their country.

*** OPTIONAL** Have students say adjectives to describe the photo (beautiful, exciting, fun, amazing).

A Explain to students that they will hear a short conversation about Rena's vacation. Tell them to circle **T** if they think the statements are true and **F** if they think they are false. As they follow along, read the statements aloud. Have students look at the verbs. Explain that we use these verbs to talk about things that have already happened.

🎧 Play the CD. If necessary, play it again. Have students check answers.

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Language Focus

A Tell students they will listen to a conversation with four short exchanges. Tell students they will listen to Minh tell Nadine about his vacation.

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 students to find *well* in the first and second exchange. Ask students why they think Minh used it, explaining if necessary. (We often use *well* to start or continue a story rather than starting it abruptly by talking about what happened.)

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 *That sounds great!* is used to positively react to something you were told. It can also be used to say yes to a suggestion or offer. For example:

A: What are you doing? Do you want to go shopping?

B: That sounds great! Let's go!

Language Focus

A **2-38** Listen and read. Then repeat the conversation and replace the words in blue.

REAL ENGLISH That sounds great!

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

1 How was your vacation?
Well, it was good and bad.
adventure trip

2 Why's that?
Well, my dad got us air tickets to London. My family loves England.
brother grandfather

3 OK... so what did you do?
We went to a museum. We saw the river. We had fun.
restaurant mall

4 That sounds great! So what was the problem?
He got air tickets to London, Canada, not London, England! We went to the wrong country!
amazing good

2-39

SIMPLE PAST AND MODAL VERBS (P. 171)

How was your vacation?	It was amazing!
How were the beaches?	They were beautiful!
What did you do ?	I went to the beach. I ate a lot of good food. I stayed at home. I saw a beautiful museum.
Did you go surfing?	Yes, I did . / No, I didn't .
When did you go ?	I went on Friday / in June / in the morning / at 5 p.m.
You should visit the beach. You shouldn't go at night. It might be too cold.	

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LANGUAGE FOCUS CHART

Ask students to look at the chart. Explain that they are going to study how to talk about something that happened in the past. On a calendar, point to the current date and say *today*. Point to the day before as you say *in the past*.

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

As students follow along in their books, read the first three questions and answers aloud, as well as the last question and answer. Explain that *How*, *What*, and *When* questions ask for

specific information about a time or experience. The answer to these questions can't only be *Yes/No*.

Read the fourth question and answer aloud as students follow along in their books. Point out that the answer is *Yes/No*. Tell students that *did* is the past tense of *do*.

Explain that when we ask about the past, we only use one past tense verb in the question. Have students find the past tense verb in each question (*was*, *were*, *did*).

Ask students to look at the responses in the right side of the chart. Explain that there are

- C 2-40 Complete the conversation.** Circle the correct words. Then listen and check your answers.

Jasmine: How 1. **(was / is)** your weekend, Mina?

Mina: It 2. **(was / were)** great.

Jasmine: What did you 3. **(do / did)**?

Mina: I 4. **(go / went)** to the beach.

Jasmine: Really? What 5. **(did / do)** you 6. **(did / do)** there?

Mina: Well, I 7. **(went / was)** surfing. It 8. **(was / had)** a lot of fun.

Jasmine: 9. **(Did / Do)** you go with your parents?

Mina: No, I 10. **(went / go)** with my cousins. You 11. **(might / should)** come with us next weekend!

Jasmine: I 12. **(might / can)** have time. I'll check my schedule when I get home.

- D Complete the conversation.** Use the correct form of the words.

Last week I (1) went (go) to France. It (2) was (be) a great trip. I (3) did (do) a lot of shopping on Friday. I also went to a museum and (4) saw (see) the Eiffel Tower at night. I (5) went (go) with my parents. But my brother (6) stayed (stay) at home.

- E Play a game.** Get into small groups. Take turns to add a sentence to the following story.

Story: Yesterday I went to the park in the morning ...

I saw an old woman ...

... She was very angry.

IDIOM

Do you like to travel a lot? That means you have the ____.

- a. travel bug
b. visit worm

souvenirs at the market, but you shouldn't go at lunchtime because it's very crowded.

TEACHING NOTE: PREPOSITIONS OF TIME

Point out the time markers and the prepositions used with them (*on* + day, *in* + month, *at* + time, etc.).

Ask students for any others they know and make a list as a class.

- C** Tell students they should circle the correct words to complete the conversation.

- D** Play the CD.

Check answers by calling on students and writing the answers on the board.

IDIOM

Read the idiom and possible answers aloud as students follow along. Have students raise their hands to show whether they think the answer is *a* or *b* (a). Give the answer and explain that a *bug* can refer to an illness or disease, so *getting bitten by the travel bug/having the travel bug* is used to refer to someone who is crazy about traveling.

- D** Point to the words in parentheses. Tell students that they should use the correct forms of these verbs to complete the paragraph.

Check answers by calling on individual students and writing the answers on the board.

- E** Tell students they are going to get into groups and make a story about what happened yesterday when they went to the park.

Explain that they will take turns adding a new sentence to the story so it gets longer. Remind them that the story can be fictional (not true).

Model the example with a student.

Have students get into small groups and do the task.

two kinds of past tense verbs. The first are regular verbs, which are made by adding *-ed* to the base verb. Have students look at the responses and identify this verb (stay–stayed).

Tell students that the second kind of verb is called an irregular verb. Explain that for these verbs, the entire word changes. Have students identify the irregular verbs in the chart (was, were, went, ate, saw, did) and the base verb for each (is, are, go, eat, see, do). Tell them that they need to memorize these verb forms.

- CHALLENGE** Have students form other questions and answers. For example: *How was your weekend? (It was boring.) What did you do yesterday? (I went to the mall.)*

Go over the sentences in the last row and point out the words in bold. Explain that *should* is used to say that something is a good idea, *shouldn't* for something that is not a good idea, and *might* for things that are possible. Have students give examples by saying what advice they would give to a tourist to their town, e.g., *You should buy*

The Real World

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

- ✳️ **OPTIONAL** Have students find Australia on a world map.

CONTENT NOTE: ANDREW EVANS

Andrew Evans, who now lives in Washington, DC, is fluent in English, Russian and French. In 2009, he traveled 12,000 miles (over 19,000 kilometers) from Washington, DC to Antarctica, traveling mostly by bus. You can follow his travels on National Geographic's travel blog, *Intelligent Travel*.

- A** Tell students they are going to listen to some information about Evans' trip to Australia. Explain that they should match the questions about his trip to the answers. As students follow along, read the questions and place names aloud.

- 🎧 Play the CD. Play it again, if necessary. Check answers.

- ✳️ **OPTIONAL** Have students find the places mentioned on a map of Australia.

- B** Tell students they are going to hear more information about Evans' trip and they should circle the correct answers to complete the text. As students follow along, read the answer choices aloud.

- 🎧 Play the CD. Play it again, if necessary. Check answers.

- ➕ **SUPPORT** Ask students how their country is divided into areas—state, province, territory, prefecture, etc. Say, *He visited almost every state in the country.* Ask students what a *state* is (how Australia is divided up into regions).

The Real World

Australian Adventure

Andrew Evans is a National Geographic Explorer. He travels all over the world and writes about his adventures. In 2010, Evans visited Australia. Find out more about his trip.



- A** 🎧 2-41 **Listen.** Match the questions to the places.

- | | | | |
|--|-----------------------|-----------------------|--------------|
| 1. Where did Evans go first? | ☐ | ☐ | a. Sydney |
| 2. Where did he go diving? | ☐ | ☐ | b. Perth |
| 3. Where did he celebrate Australia Day? | ☐ | ☐ | c. Cairns |
| 4. Where did he see a kangaroo? | ☐ | ☐ | d. Melbourne |

- B** 🎧 2-42 **Listen.** What did Evans do in Australia? Circle the correct answers.

Andrew Evans stayed in 1. (Melbourne / Australia) for more than two months. He visited almost every 2. (state / museum) in the country and traveled almost 30,000 kilometers! He loved the country and the 3. (people / landscape). He thinks Australia is a great place. He was really happy he went there and hopes to 4. (go there again / live there) one day.

Discussion. Do you want to go to Australia? What do you want to do there?

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Discussion

As students follow along, read the questions aloud. Tell students that they should get into pairs and take turns asking and answering the questions.

Pronunciation

Tell students they will practice their pronunciation of regular past tense verb ending with *-ed* sounds.

- A** Have students look at the sentences. Explain that there are three different sounds for the *-ed* in past tense verbs: the /d/ sound, the /t/ sound, and the /ɪd/ sound. Tell them it is important to know which sound each verb makes.

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

Tell students you will play the CD again and they should repeat the sentences. Play the CD again, stopping after each sentence. Have students repeat.

Pronunciation

Regular past tense verb endings: *-ed* endings

A Listen and repeat.

1. They stayed in a great place. /d/
2. I checked my emails in the hotel. /t/
3. We visited a museum. /ɪd/

B Listen. Circle the correct sounds.

1. We watched a movie on the airplane. /d/ /t/ /ɪd/
2. He invited me to a picnic. /d/ /t/ /ɪd/
3. She shared her photos. /d/ /t/ /ɪd/
4. I liked Australia. /d/ /t/ /ɪd/
5. We wanted to go to England. /d/ /t/ /ɪd/
6. They hiked in the mountains. /d/ /t/ /ɪd/

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

DO YOU KNOW?



Which country has more tourists every year?

- a. The United States
- b. France

DO YOU KNOW?

Read the question and answer choices aloud as students follow along in their books. Ask a few students to give their answer before providing the answer (b).

CONTENT NOTE: TOURISM

According to the UNWTO, in 2019 France had the most international tourists arrive in their country, with Spain ranking second, and the U.S. third.

Communication

Create a story. Pair A: Tell Pair B a story about a trip you or your partner went on. Include three statements that are not true. **Pair B:** Guess the statements that are not true. Take turns.

Last year I went to Australia for a week. I saw a kangaroo and a Tasmanian devil . . .

You didn't go to Australia last year! You went this year, and you didn't see a Tasmanian devil . . .

Communication

Tell students they are going to get into pairs and play a game.

Explain that as a pair, they are going to make up a story.

Have students get into pairs.

Tell the pairs to make a story about a trip one of them has been on. Tell them that within the story, they should include three facts that aren't true.

Give pairs some time to make up their stories.

Have two pairs get together.

Explain that one pair (Team A) will tell their story to the other pair (Team B) and that Team B should try to guess the facts that aren't true.

When Team A is finished, have Team B tell their story.

TEACHING NOTE: MAKING AN ACTIVITY INTO A GAME

Make a rule that teams can only guess three times so they are more careful about what they guess. The team that guessed the most lies is the winner.

Alternately, have students keep track of how many guesses it took before they figured out all three lies. The team with the least number of guesses is the winner.

B Tell students to listen and circle the sounds they hear.

Play the CD. Play it again, if necessary.

Check answers by randomly calling on students. Write the answers on the board as they are given.

Play the CD a final time, if necessary, so students who made mistakes can identify the correct pronunciation.

SUPPORT Have students look through the first three pages of the unit

and find regular past tense verbs that end in *-ed*. Write them on the board as they are given (cycled, trekked, stayed).

Say the words slowly and have students decide the correct *-ed* sound for each.

/d/ cycled, stayed

/t/ trekked

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

Reading

Ask a student to read the title aloud as the others follow along in their books.

Ask students to look at the picture. Read the photo caption aloud as students follow along.

- * **OPTIONAL** Ask students to talk about what they see in the picture and what they think this family did.

CONTENT NOTE: NATIONAL GEOGRAPHIC TRAVELER OF THE YEAR

National Geographic selects travelers because they have amazing stories that are worth telling. The travelers are on a road to discovery and have the motivation to overcome any problems or hardships that they encounter, so the stories can teach, inform, and inspire us all.

- A** Tell students to quickly read the article and choose a different title. Remind them that they shouldn't read every word.

Check answers.
- B** Tell students to underline all the places the family visited. Check answers.
- * **OPTIONAL** Ask students to calculate how many countries, on average, the family visited per month (more than two but less than three). Ask them if they think this pace is too fast, too slow, or just right. Encourage them to provide reasons for their answers.
- C** Tell students that they will read the article again. Read the question aloud. Tell students they should write the answer.

Give students time to read the article again. Check answers.

- * **OPTIONAL** Have students find the Galápagos islands, China, Canada, Cambodia, and Thailand on a world map.

Reading

- A** Read the article quickly. Choose a different title.
 - a. How to Travel Around the World
 - b. A Short Adventure in Africa
 - c.** Around the World in 12 Months
- B** Underline all the places the Davis family visited.
- C** Read again. Which country is the Davis family from?
Canada

TRAVELERS of THE YEAR

In 2011, Canadian travel writer Heather Greenwood Davis and her husband, Ike, went on an adventure. They took their two sons—Ethan and Cameron—out of school, and went on a round-the-world trip.

In total, the Davis family spent 12 months on the road and went to 29 countries. They saw amazing birds in the Galápagos islands, climbed volcanoes, and helped at a children's hospital in China. They even came close to a huge bear in Canada. They went to beautiful temples in Cambodia. They also traveled into the rain forests of Thailand and saw really big Asian elephants.

- While they traveled, they wrote many travel blog posts. They also took lots of photos.

Now back home in Canada, Heather says that her family learned many things. They learned that the world is a beautiful place full of amazing people. Traveling made her see how we are all like each other. We can all make friends everywhere we go.

2-45 OPTIONAL AUDIO

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Additional Activities to Use with the Reading

Additional Comprehension Questions with Related Discussion Questions

- Who first decided to go on this trip? (Heather and Ike Davis). Ask students, *How do you think their children felt when their parents said they weren't going to go to school for a year? How do you think the boys felt about traveling for a year?*
- Where did they help other children? (at a children's hospital in China) Say, *Ethan was 10 and Cameron was 8 when they took this trip. They weren't very old. Ask, What do you think they could do to help at a hospital? Why would their parents want them to do that?*
- In which places did they see animals? (Galápagos islands, Canada, Thailand) Ask, *Do you think their trip was dangerous? Why?*





The Davis family, National Geographic travelers of the year

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Understanding Names

Tell students that in English, *last name* is also called the *surname*, or *family name*. Ask students what the family's surname is (Davis).

Tell students that unlike some languages, in English we write our personal, or given, name first, so it is called our *first name*. Ask students what the mother's first name is (Heather).

Explain to students that many Westerners also have a middle name, but we usually don't write it.

Have students say the mother's name (Heather Greenwood Davis). Explain that *Greenwood* is usually a last name. Tell them that when some women get married, they decide to make their childhood last name a second middle name. Point out that Heather has done this. Explain that in this case, the women have two middle names, although they probably don't write their original middle name on documents.

Rephrasing

On the board, write, *Traveling made her see how we are all like each other*. Have students get into pairs and reword the sentence at least two different ways. (By traveling, she saw that we are all alike./Because she went around the world, she saw how we are all like one another./She went around the world and noticed that we are all the same.)

2-45 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.

Pronunciation Practice (focused)

Have students look through the reading text and find regular past tense verbs that end in *-ed*, writing them on the board as they are given (climbed, helped, traveled, learned).

Say the words slowly and have students decide the correct sound for each.

/d/ climbed, traveled, learned

/t/ helped

Speaking Practice

Have students read along as you play the CD. Play it again, pausing as necessary, so students can repeat. Have them practice reading it several times. Play the CD a final time, having them read along with the CD.

Grammar and Question Construction

Have students get into pairs and take turns asking and answering factual questions about the reading. For example: *Did they go climbing? Yes, they did.*

Comprehension

A Have students read the questions to themselves and circle the correct answers. After they have finished, check answers as a class.

B Explain to students that charts can help us organize information. Tell students that when we use charts, we usually don't write complete sentences. Explain that we usually write notes so we can look through them quickly.

Tell students they should make notes about what travelers can do in each country.

Have students do the task.

Then have students get into pairs and compare answers. Check answers as a class.

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

↑ CHALLENGE Ask students to discuss these additional questions, encouraging them to give reasons for their answers:

Which country do you think was most difficult to travel in?

Do you think it's OK to miss a year of school and travel like this?

Which part of the adventure sounds like the most fun?

How do you think the Davis family communicated in so many different countries?

Writing

Tell students they are going to write a travel blog about a trip they took.

As students follow along, read the example blog aloud.

Comprehension

A Choose the correct answers for *Travelers of the Year*.

- Main Idea** The article is about _____.
a. a school trip b. a travel blog **C** an adventure holiday
- Vocabulary** The Davis family spent 12 months "on the road." This means they spent 12 months _____. (line 4)
a traveling b. driving c. trekking
- Detail** In Cambodia, the family visited _____.
a. beaches b. mountains **C** temples
- Detail** What did they see in Thailand?
a. a bear **b** elephants c. amazing birds
- Paraphrase** In line 14, "we are all like each other" means _____.
a. we are all friendly b. we are all amazing **C** we all are the same

B Complete the chart. What can travelers do in these places? Use information from the article and then add your own ideas.

Galápagos Islands	Cambodia	Thailand	Your country
see amazing birds	go to beautiful temples	- travel into rain forests - see big Asian elephants	Answers will vary.

C CRITICAL THINKING Talk with a partner. Do you want to go on an around-the-world trip? Why? Where do you want to go?

Writing

Write a travel blog.
Describe what you saw and did in 40–60 words.
Answers will vary.

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Home **BLOG** Photos Contact About Me



I'm on vacation in New Zealand with my family.

My family and I went to a redwood forest on the North Island. The redwood trees were really big. We also saw the beautiful city of Christchurch on the South Island.

Yesterday, we climbed a mountain. I was tired when we reached our hotel, but we had a lot of fun!

Point out that the blog should be three paragraphs long.

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

Have them do the task.

When they have finished their blogs, collect them and correct any grammar or spelling errors.

*** OPTIONAL** Have students find New Zealand, Christchurch, the North Island, and the South Island on a world map.

+ SUPPORT Point out that the blog has three paragraphs. Tell students that one paragraph usually contains one main idea, and the other sentences in the paragraph give more information and examples about that idea.

If necessary, remind students that we don't start every sentence on a new line.

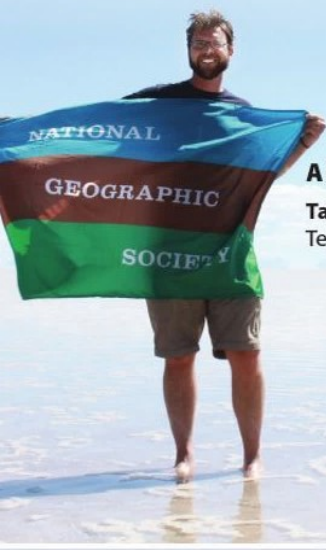
Point out that there is a blank line between each paragraph.

An Amazing Journey

ABOUT THE VIDEO
Andrew Evans travels to ten countries in 24 days.

- 1. London
- 2. Oman
- 3. Nepal and Bhutan
- 4. Palau
- 5. Laos
- 6. Maldives
- 7. Botswana
- 8. Rwanda

Andrew Evans holds up the National Geographic flag at the Uyuni Salt Flat, Bolivia.



BEFORE YOU WATCH

Match the places to the events. Look at the map below. What do you think Andrew Evans did in each of the places?

- | | | | |
|-------------|---|---|------------------|
| 1. Maldives | ○ | ○ | a. saw mountains |
| 2. Nepal | ○ | ○ | b. saw lions |
| 3. Botswana | ○ | ○ | c. dived |

WHILE YOU WATCH

- A Check your answers to the Before You Watch question.
- B Watch the video again. Draw Evans' journey on the map below.



AFTER YOU WATCH

Talk with a partner. Which country in the video do you want to visit? Tell a partner about your last vacation. *Answers will vary.*

Ask them to guess what Andrew did in each place and match the activity and the place.

WHILE YOU WATCH

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

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

OPTIONAL Before watching the video, ask students to predict things they might see (For example: an island, a temple, animals). After watching the video, ask students how many of their predictions were correct.

B Explain to students that they will watch the video again and they should connect the dots on the map to show Evans' path. Remind students that Evans started his journey in the United States, so in total he visited 10 countries.

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

CONTENT NOTE: DIGITAL NOMAD

Andrew Evans has said that his goal as a digital nomad is to share his experiences with the world at the same time he has them. He wants to let people know about his experiences in each place, whether those experiences are strange, exciting, or amazingly wonderful.

AFTER YOU WATCH

Tell students they are going to get into pairs and talk about their own vacations.

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

Have them get into pairs and do the task.

Check answers.

Have students turn to page 148 in the Student Book for the Unit 11 Worksheet and do the exercises. For the Writing task, ensure they write at least six 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 Andrew Evans.

As students follow along in their books, read the title, the sentence about the video, and the caption with the photo aloud.

Draw students' attention to the map. Read the names of all of the places.

CHALLENGE Ask students to guess what a salt flat is before explaining that it's a very flat area that has a few meters of salt crust.

BEFORE YOU WATCH

As students follow along, read the names of the three countries aloud.

UNIT 12

WHAT DO YOU USUALLY DO FOR **NEW YEAR'S?**

TOPIC: FESTIVALS

Vocabulary: party words: fireworks, decorations, special food, parade, festival, occasion, birthday, vacation, celebrate, barbecue

Grammar: prepositions of time: *in, on, during*; **Simple Past**

Extra material: a calendar, a world map

Other useful vocabulary: party words: parades, floats, clown, juggler, marching band, candles

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 group project about a winter festival.

Explain to students that they are going to do a group research project about a winter festival, and then later they are going to tell their classmates what they learned. Encourage students to bring in pictures to show their classmates.

Divide students into groups and assign each group one of the following winter festivals—the Quebec City Winter Carnival in Canada; the Holmenkollen Ski Festival in Norway; the Winter Festival in Madison, Wisconsin; or the Sapporo Snow Festival in Japan.

If necessary, as a class, brainstorm information they could give. For example: when the festival started, when it is held each year, the length of the festival, what kind of

12

WHAT DO YOU USUALLY DO FOR **NEW YEAR'S?**

People celebrating the Yee Peng festival in Chiang Mai, Thailand

UNIT GOALS

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

- talk about what people do during festivals
- use prepositions of time
- use correct syllable stress

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activities there are, average temperature during the festival, etc.

Using the Internet and/or other resources, have students do research about their respective festivals.

Create a chart with the information students brainstormed in class. Include several blank spaces at the bottom of the chart for additional information. This chart can be used to promote active listening during the in-class group activity. Make copies for all of the students.

In class, pass out the chart. Tell students they

will get into groups, one student from each festival, and they should take turns asking and answering questions to share their information with their group members. Explain that students who are listening should complete their charts with the information about the other festivals.

Have the students get into groups and do the task.

When students have finished, ask them to talk about how the festivals are similar and different, and which they would like to visit the most.

Have students hand in their charts so you can grade students on their work.

Preview

A 2-46 **Listen.** Match the teenagers to the occasions they celebrate.

- | | | |
|-------------|--|---|
| 1. Maria | | a. goes to a festival. He watches a <u>parade</u> |
| 2. Yang | | b. celebrates Chinese New Year. He watches the <u>fireworks</u> |
| 3. Philippe | | c. celebrates her birthday. She has a <u>party</u> |
| 4. Aditi | | d. celebrates New Year. She puts up <u>decorations</u> |
| 5. Chrystie | | e. celebrates Diwali. She eats <u>special food</u> |

B 2-46 **Listen again.** Complete the sentences (1–5) in A. Use the words below.



C **Talk with a partner.** How do you celebrate your favorite festival?

What's your favorite festival? How do you celebrate it?

My favorite festival is New Year. I usually have a party at home and watch fireworks at night.

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 festivals.

A Explain that students will hear five short conversations. Tell them they must do two things. Explain that first, they should check their answers in **A**. Tell them that second, they should pay special attention to the item and match it to the sentence.

+ SUPPORT Tell students they need to pay attention to the verbs and the articles (a, the) to complete the sentences.

B As students follow along, read the words under the pictures aloud. Tell students they should write these words to complete the sentences. If necessary, read the sentences aloud as students follow along in their books.

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

Check answers.

+ SUPPORT Ask students extra comprehension questions.

- Who does Maria have the party with? (her friends)
- What does Yang do after watching the fireworks? (He has dinner with his family.)
- Does Chrystie clean the house for New Year's? (Yes, she does.)
- What does Aditi say is fun? (going shopping)

C As students follow along, read the model questions aloud. Ask students to get into pairs and take turns asking and answering the questions.

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

CONTENT NOTE: POPULAR FESTIVALS

New Year's Eve is December 31 and New Year's Day is January 1. Although many people may associate the holidays with Western celebrations, it is an important holiday around the world.

Yee Peng lantern festival (sometimes written as 'Yi Peng') is celebrated on the full moon of the twelfth lunar month every year in Chiang Mai. People light and release the lanterns into the sky all over Chiang Mai

during the night to symbolize letting go of bad things last year.

Diwali, which means *row of lights*, is one of the major Hindu festivals. It lasts for five days and follows the lunar calendar. Traditionally celebrated in India, it has now spread to countries around the world.

Chinese New Year is also called Lunar New Year because the celebration dates are based on the phases of the moon.

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 *That's nice!* is commonly used in conversation. It means *neat*, *great*, or *cool*. For example:

A: I had a really fun time on the weekend.

B: That's nice! Tell me all about it.

LANGUAGE FOCUS CHART

Ask students to look at the chart.

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

Point out that the questions and answers are about things that have already happened.

Read the first two questions in the chart aloud (*What did ... ?*). Then read the two responses aloud and have students make some other responses. If necessary,

Language Focus

A 2-47 Listen and read. Then repeat the conversation and replace the words in blue.

REAL ENGLISH That's nice!

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

2-48

TALKING ABOUT SPECIAL OCCASIONS—PREPOSITIONS OF TIME (P. 171)

I went to a festival **during** the holidays.

What did you do **on** New Year's Eve?

What did you do **in** summer?

Did you go on vacation **for** Lunar New Year?

We **went** to a party.

I **visited** my family.

Yes, I did.

No, I didn't. I **stayed** at home.

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remind them to use the past tense verbs they studied in Unit 11.

Point out the words in green. Tell students we use these words to make our questions and answers more specific.

On the board, write, *What did you do?* Remind students they studied this in Unit 11. Also write, *What did you do on New Year's Eve?*

Ask students how they are different, providing the answer if necessary. (We don't know *when* the first question is

asking about—it's vague. The second question is much more specific.)

Explain that *during* is used when the time frame is broad, and not a specific day. For example: *We light lanterns during the Hôl An Full Moon Festival.*

+ SUPPORT On the board write, *What did you do during winter vacation?* Have a few students give answers. Then randomly call on some students to make questions and ask other students to answer them.

- C** **2-49** Complete the conversation. Use the words in the box. Listen and check.

in on during

David: When's your birthday, Elisa?

Elisa: It was last month. It was (1) on July 10th.

David: Great! What did you do?

Elisa: Well, it was (2) during the summer holidays, so I went to Spain. When is your birthday, David?

David: Well, my birthday is (3) in winter. It's (4) during the winter holidays!

Elisa: Oh, I remember! It's (5) on December 23rd. I came to your birthday party last year!

- D** Complete the conversation. Use the correct form of the words from the box.

be eat open do visit put have watch

For my birthday, I usually (1) have a party at home. I also (2) eat special food. My aunt and uncle always (3) visit my home. We all (4) put up decorations. Last year, we had a barbecue party and fireworks. We all (5) watched the fireworks and ate some good food. Then we (6) opened the cards and the presents. It (7) was great. I hope we can (8) do the same thing this year.

- E** Play a game with a partner. Student A: Imagine you had a party. Student B: Ask your partner questions and find out more information. Take turns.

When was your party?

It was on December 31st.

Was it a New Year's Eve party?

Incense sticks
outside a temple on
Chinese New Year,
Malacca, Malaysia

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Explain that *on* is used for specific dates and days. Point to various days on a calendar as you say *on (day)*. Do the same for dates. For example: *on Friday, on December 31st*.

- + SUPPORT** Have students get into pairs and take turns asking and answering questions with *on* and days of the week. For example: *What did you do on Friday? I went to a movie.*

Tell students that we use *in* with the months and seasons. Point out that we are not told the specific day or date, just

the month or the season within that time period. On a calendar, point to January. *It's hot and sunny in the summer.*

- + SUPPORT** Have students get into pairs and practice making sentences with *in* and the months and seasons.

Tell students that *for* is used when the date or occasion is specified. Tell students we can also use *for* with a period of time. For example:

I stayed with my grandmother for a month.

DO YOU KNOW?

Which city in Việt Nam organizes an international fireworks festival every year?

- a. Huế
b. Đà Nẵng

- C** Explain to students that they should read the conversation and write *in*, *on*, or *during* in each blank.

Have students complete the conversation.

Then tell students to listen to the conversation and check their answers.

- CD** Play the CD.

Check answers, writing them on the board as they are given.

- * OPTIONAL** Have students get into pairs and practice the conversation twice more.

DO YOU KNOW?

Read the question and answer choices aloud as students follow along in their books. Have them guess before providing them with the answer. (b)

CONTENT NOTE: ĐÀ NẴNG INTERNATIONAL FIREWORKS FESTIVAL

The Đà Nẵng International Fireworks Festival takes place at the Hàn River in Đà Nẵng, Vietnam. Pyrotechnics teams from around the world compete to give the most impressive fireworks display, hoping to take home the grand prize.

- D** As students follow along, read the words in the box aloud. Point out that the words are verbs. Tell students they should write the correct form of each verb in the blanks.

Check answers as a class.

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

Explain that Student A will imagine they had a party. Student B will ask questions about the party.

As students follow along, model the conversation with a student.

Have students do the task, and then tell them they should switch roles and do the activity again.

The Real World

Ask students to look at the pictures. As students follow along in their books, read the title and the text about festivals around the world aloud.

CONTENT NOTE: FESTIVALS AROUND THE WORLD

As part of the Lazarim Carnival, people walk through the city wearing wooden masks made by local carpenters. During this week, people eat a lot of meat, especially pork.

Spain has festivals every month, some of which are religious and others which are not. The festivals are usually on a grand scale and not to be missed.

As part of the Wild Man Carnival in Austria, the men should eat a little bit of the lichen that they use to create their costumes.

- A** Tell students they are going to listen to short descriptions of the costumes people wear during three different festivals. Explain that they should number the costumes in the order they hear them, from one to three.

- 🎧** Play the CD. Play the CD again if necessary.

Check answers as a class.

- B** Explain to students that they will hear more information about each festival. As students follow along in their books, read the five statements aloud.

Tell students they should circle **T** if they think the statement is true and **F** if they believe the statement is false.

- 🎧** Play the CD. If necessary, play the CD again.

Check answers as a class.

The Real World

Festivals Around the World

Countries all around the world celebrate different types of festivals. People eat special food, dance, and have a good time. At festivals, people sometimes dress up in amazing costumes and put on brightly colored makeup. Festival costumes are sometimes strange, scary, or funny. Here are some unusual costumes from Europe.

- A** **🎧 2-50** Listen. Number the costumes in the photos in the order you hear their descriptions.

- B** **🎧 2-51** Listen. Circle **T** for True or **F** for False.

- | | | |
|---|----------|----------|
| 1. Festivals in Europe usually take place from the beginning of November. | T | F |
| 2. In Portugal, people decorate trees during the Lazarim Carnival. | T | F |
| 3. During the Lazarim Carnival, there are singing competitions. | T | F |
| 4. In Spain, people have a festival to enjoy the last nights of summer. | T | F |
| 5. People wear scary costumes during a carnival in Austria. | T | F |

Discussion. Which festival on this page is your favorite? Why?



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Discussion

As students follow along, read the questions aloud. Ask students to get into small groups and talk about their answers.

Pronunciation

- A** Explain to students that syllable stress (which part of the word is said more strongly) is important in spoken English.

Have students look at the words. Explain that the underlined parts of the words are the parts that are stressed.

Explain to students that they will practice stressing the correct syllables by repeating the words they hear on the CD.

- 🎧** Play the CD. Play the CD again, stopping after each number. Have the students repeat. Students may have difficulties hearing which syllable to stress. Play the CD a third time, if necessary.

Pronunciation

Syllable stress

A 2-52 Listen to the stressed syllables. Repeat the words.

1. barbecue
2. decoration

B 2-53 Listen and underline the stressed syllable.

1. festival
2. vacation
3. party
4. celebrate
5. around
6. summer
7. amazing
8. winter

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

Communication

Take a class survey. How did your classmates celebrate their birthdays last year? Ask questions and note the names. Then add more information.

FIND SOMEONE WHO . . .	NAME	MORE INFORMATION
. . . went out with friends.		
. . . spent time with his or her family.		
. . . watched a movie.		
. . . went somewhere interesting.		
. . . had a party.		



Hey, what did you do for your birthday last year?

I went out with friends.

Cool! Who did you go with?

Minh and Maya.

B Tell students they will listen to eight words and they should underline the stressed syllable.

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

+ SUPPORT Before doing the activity, have students get into pairs. Slowly say the words. Have students decide how many syllables are in each word. Say each word again, having students make a note of where each syllable starts and stops. Have students write their answers on the board. Check answers as a class.

1. fes-ti-val
2. va-ca-tion
3. par-ty
4. cel-e-brate
5. a-round
6. sum-mer
7. a-ma-zing
8. win-ter

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

Communication

Tell students they are going to do a survey about how their classmates celebrated their last birthday.

Explain that they will do this by taking turns asking and answering questions with various classmates.

As students follow along in their books, read the items in the FIND SOMEONE WHO ... column. Encourage students to add more ideas to the list.

Draw students' attention back to the chart. Point out that they should talk to different students for each item.

Point to the final column in the chart and tell students they should ask for additional information, writing it here.

As students follow along, model the conversation with a student. Explain that *Who did you go with?* asks for more information.

Have students move around the classroom and do the activity.

When students have finished, check their work.

+ SUPPORT Before the activity, teach students about syllables. (See **TEACHING NOTE**.) Slowly say *barbecue*, clapping as you say each of the three syllables. Do the same with *decoration* (four syllables).

TEACHING NOTE: SYLLABLES

Syllables are distinct units of sounds in each word.

They are larger than the sounds of individual letters. Words which are made of

one or more syllables have only one syllable with primary stress, but other syllables can have secondary stress. In dictionaries, syllables are separated by dots or hyphens (for example, *syl-la-ble*).

Some words have the same pronunciation but the syllable stress changes the meaning and form. For example, for the word *subject*, stress on the first syllable (*sub-*) makes it a noun, and stress on the second syllable (*-ject*) makes it a verb.

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Reading

- A** As students follow along, read the title aloud. Ask students to look at the photo and then read the caption aloud as they follow along.

Ask, *When do you think this festival takes place? What do you think the weather is like?* Allow students to share their ideas.

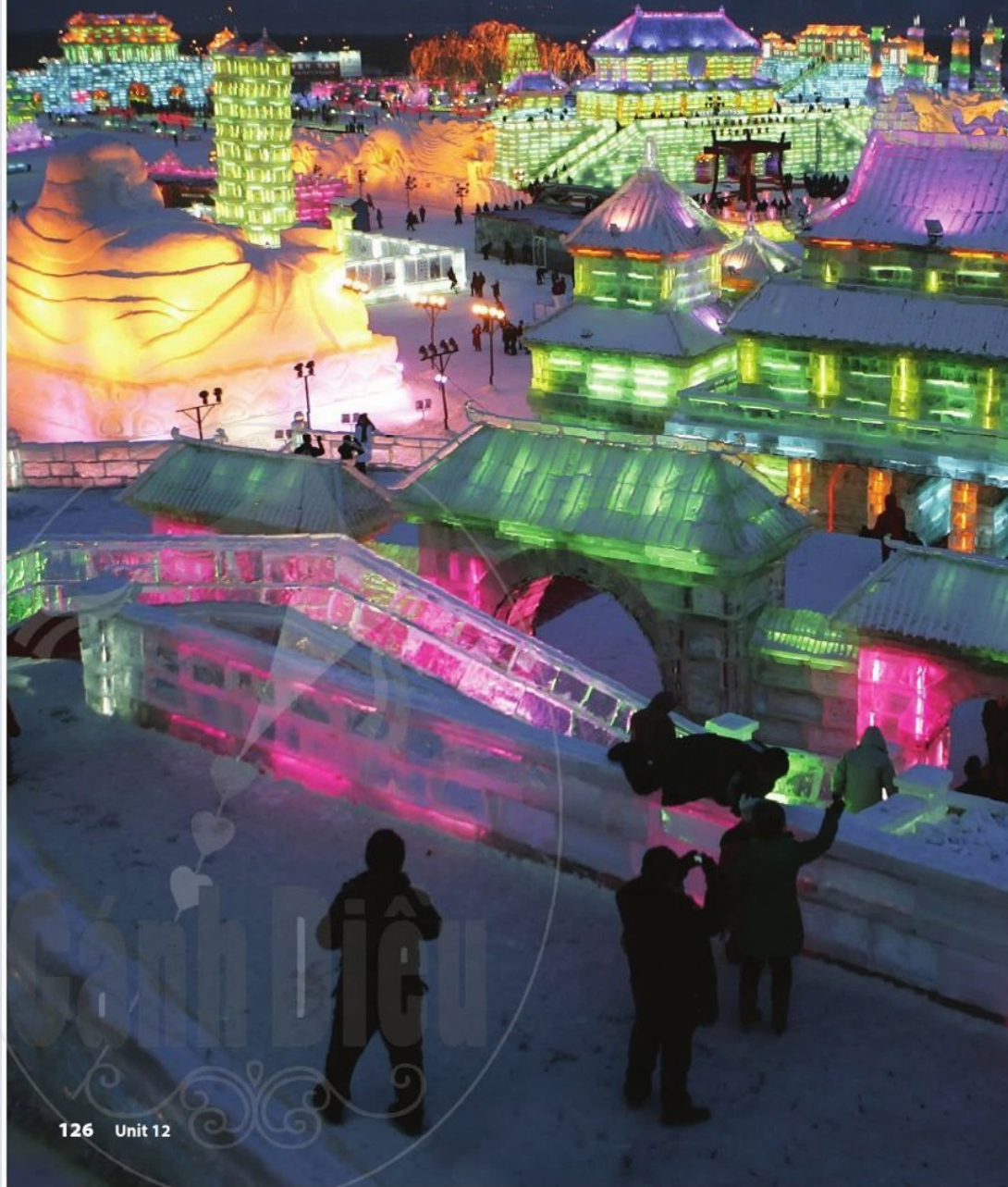
CONTENT NOTE: THE HARBIN ICE AND SNOW FESTIVAL

The Harbin Ice and Snow Sculpture Festival takes place annually in Harbin, in northeast China. The temperatures here drop as low as -35°C , often because of the cold winds blowing in from Siberia. The exhibition lasts for at least a month and usually begins in January. People from all around the world come to show off their artistic skills.

The Harbin Ice and Snow Festival is the largest in the world. The sculptures of the buildings are full-sized, not scale models, making them both huge and impressive. This is even more amazing when you consider that all of the ice used for the sculptures comes from the nearby Songhua River.

- ❁ **OPTIONAL** The text can also be used as a listening activity. Once you have completed **A**, have students close their books. Explain that they should remember the weather that is talked about.
- 🎧 Play the CD. Ask students what weather words were mentioned.
- Play the CD again.
- Have students open their books and start with **C**.
- B** Tell students that they will read the text quickly, and they should underline the weather words.

The Harbin Ice and Snow Festival in China



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- Have students do the task. When all of the students have finished, check answers.
- C** Tell students they should read the article again. Ask them to circle the name of the country where the festival takes place.
- When students have finished reading, ask one student to say the country.
- Ask students if their predictions in **A** were correct. Emphasize that even if their guesses were wrong, that's OK because they hadn't read the article yet.
- ❁ **OPTIONAL** Have students find China on the world map.
- ↑ **CHALLENGE** Ask students to find the term *wonderland* on the second line. Ask them to get into pairs and talk about the images this word creates. (It can refer to a marvelous imaginary place or a real-world place that has beautiful dream-like qualities.) Then tell students the term is taken from the Lewis Carroll book *Alice's Adventures in Wonderland*, which was published in 1865.



Reading

- A** Look at the photo and read the title. When do you think this festival takes place? What do you think the weather is like?
B Read quickly. Underline the weather words. *Answers will vary.*
C Read again. Where is the city of Harbin? *northeast China*

HARBIN ICE and SNOW FESTIVAL

Every year, on January 5th, the city of Harbin in northeast China changes into a winter wonderland. Tourists from all around the world come to visit this amazing ice and snow festival.

- The festival started in 1963 and began as a winter party. The festival usually lasts for one month. However, if the weather stays cold and dry, it goes on for a few more days. Temperatures are usually very cold. They can go down to -17°C.

- Ice sculptors use different tools to carve the hard ice and snow. These sculptors display their work in two main areas. "Sun Island" has huge snow sculptures of people and animals. "Ice and Snow World" has sculptures of buildings. At night, these buildings light up with brightly colored lights.

Visitors can do a lot of other activities, such as skiing and ice sliding. They can also go swimming in the icy waters of the Songhua River.

- The Harbin Ice and Snow Festival is very popular. Every year, hundreds of thousands of people visit the festival.

2-54 OPTIONAL AUDIO

Cánh Diều

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what the activity is. Explain that group members should call out possible answers freely, but the person doing the gestures should not stop until the correct activity is guessed.

You might want to have students go through the article and decide which words can be used (tourist, snow, party, cold, sculptor, tool, carve, hard, sculpture, huge, people, animal, building, ski, ice sliding, swim).

Provide an example by telling students you will do gestures and they must guess the activity. For example, use your hands to outline the shape of a building. Continue until students guess *building*.

Have students get into small groups and play the game. Then, ask students which words were the easiest and the most difficult to guess and why.

Personalization and Writing

Ask students to do research about a seasonal festival in their country. Tell them they should write a short report. In the next class, have some students read their reports aloud.

2-54 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

Grammar Point

Have students look at the reading and find the word *on* that is used to talk about particular days, dates, and holidays.

Have students find uses of *for* with a period of time (*for one month, for a few more days*).

Have students find the uses of *in* related to time (*in 1963*).

Then ask them to find the other instances of *in* (*in northeast China, in two main areas*).

Have them decide how these are different (*in* shows location in these cases).

Vocabulary Building

Tell students they are going to play a game of guessing words from the reading. Explain that they will get into small groups and they will take turns using gestures, but no words. Tell students that the rest of the group must guess

Comprehension

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

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

+ SUPPORT (Additional Comprehension Questions)

1. What do ice sculptors use to make the art? (tools for carving and sculpting)
2. How many kinds of sculptures are there? (three—people, animals, and buildings)
3. Was the festival held in 1964? (Yes. It started in 1963.)

- B** If necessary, remind students that the main idea is in the center of the word web, and the further the information is from the center, the more detailed it is.

Have students complete the word web.

Encourage students to write their answers on the board to check as a class.

- C** As students follow along, read the questions aloud.

Have students get into pairs and discuss the questions.

Writing

Tell students they are going to write a postcard about a carnival.

As students follow along, read the example postcard aloud.

Remind students about the format of a postcard. (See **Writing, Unit 10.**)

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

Have students do the task.

Comprehension

A Choose the correct answers for *Harbin Ice and Snow Festival*.

1. **Main Idea** This article is mainly about _____.
 (a.) a festival in China b. a winter party c. festivals around the world
2. **Inference** The festival continues for more than a month if the weather is _____.
 a. cold and wet (b.) cold and dry c. cold and sunny
3. **Vocabulary** People who make things from ice and snow are called _____.
 a. sculptures b. monuments (c.) sculptors
4. **Vocabulary** What does the word “display” mean? (line 9)
 a. carve (b.) show c. make
5. **Detail** Which activity is NOT mentioned in the article?
 (a.) skating b. skiing c. swimming

B Complete the word web.



C CRITICAL THINKING Talk with a partner. What festivals is your country famous for? How are they different from festivals in other countries?

Writing

Write a postcard.
Tell your friend about a carnival. Write 40–60 words.

Answers will vary.

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Hi Yoko,

Greetings from Rio de Janeiro in Brazil. It's really fun here! We're at the Carnival. There's a big parade with music and dancing. We're wearing interesting costumes, too! There's also a lot of amazing food. It's awesome! We're having a great time! Wish you were here!

Best wishes,
Stefan



- * **OPTIONAL** Have students find Rio de Janeiro on a world map.

- + **SUPPORT** Tell students that a word web can help them generate ideas so that it is easier to write information clearly. Have students make a word web for the postcard from Stefan.

Center circle: Carnival festival

Circles from center circle: parade, costumes, food

Circle from parade: big, music, dancing

Circle from costumes: interesting

Circles from food: amazing, awesome

Ask students what words, in this case, are in the circles the furthest from the center (adjectives). Point out that by using adjectives, the reader can imagine the festival better.

Have students brainstorm other carnivals they know.

Then have them make their own word web about one of those carnivals.

Monkey Festival

ABOUT THE VIDEO

One town has a special festival for monkeys.

BEFORE YOU WATCH

Look at the photo. Circle two words you think you will hear to describe the monkeys.

angry naughty funny colorful big

Answers will vary.

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.

- | | | |
|---|-------------------------|-------------------------|
| 1. The festival is in Thailand. | ☐ T | ☐ F |
| 2. Hanuman is the name of a place. | ☐ T | ☐ F |
| 3. Some people at the festival wear costumes. | ☐ T | ☐ F |
| 4. Tourists think that the monkeys are dangerous. | ☐ T | ☐ F |
| 5. The tourist was angry when the monkey took his sunglasses. | ☐ T | ☐ F |

AFTER YOU WATCH

Talk with a partner. Do you want to go to this festival? Do you know any other animal festivals? Answers will vary.

Monkeys play at a temple during the Monkey Festival



Unit 12 129

Tell students to use their word webs to do the writing task. Explain that they don't have to use all of the ideas from their word web. Emphasize they should choose the ones that will make their postcard interesting.

Have students turn to page 149 in the Student Book for the Unit 12 Worksheet and do the exercises.

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 monkey festival. As students follow along, read the title of the video and the sentence about the video aloud.

BEFORE YOU WATCH

Ask students to look at the photo on page 129 and then follow along in their books as you read the caption aloud. Direct students' attention to the words in the box and read them aloud as students follow along.

Ask students to circle the two adjectives they think they will hear during the video.

OPTIONAL Have students find Thailand on the world map.

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, and they should circle T if they think the statement is true or F if they think it is false. As they follow along, read the statements aloud.

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

OPTIONAL Ask students additional True/False comprehension questions about the video.

- The festival is on a weekday. (False. It's on the last Sunday of November.)
- According to the video, Thai people like monkeys. (True.)
- During the festival, monkeys wear costumes. (False. People wear costumes so they look like monkeys.)

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.

CONTENT NOTE: MONKEY FESTIVAL

The Thais revere the monkey because, according to Buddhist legend, a monkey saved a god's wife from a demon. The organizer of the festival says the festival is held not only to give the monkeys food but also for the tourists to enjoy.

REVIEW GAME 2

Extra material: (1) Some coins for students to flip. (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 second 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 in 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 2

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!



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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 8 and answers *10,000 VND*. Student 2 then rolls and also stops on space 8. Student 2 should first make a new question. (For example: *How much is a box of chocolate in your country?*) Student 2 then answers his or her own question.

Alternatively, Student 1, having answered a 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 second half of the book.

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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 Worksheets Answer Key

Unit 1

1.

- | | |
|------------|---------------|
| a. soccer | d. basketball |
| b. cricket | e. rugby |
| c. tennis | f. baseball |

2.

Watch/See a: singer, band, movie, TV show

Read a: book

3.

Who's → What's

Mine → My

My → Mine

be → is

4.

Accept all suitable answers.

Unit 2

1.

No legs: snake

Two legs: parrot, monkey

Four legs: jaguar, frog

2.

- | | |
|-------------|------------|
| a. friendly | d. ugly |
| b. small | e. amazing |
| c. scary | |

3.

- | | |
|-------------------|------------------|
| a. noisier | d. smaller |
| b. shier | e. more colorful |
| c. more beautiful | |

4.

Suggested answers:

- a. Monkeys are scarier than jaguars.
b. Aye-ayes are cuter than parrots.

c. Iguanas are quieter than frogs.

d. Tigers are bigger than howler monkeys.

Unit 3

1.

- | | |
|------------|------------|
| a. dolphin | d. seaweed |
| b. fish | e. turtle |
| c. crab | |

2.

- | | |
|-------------|--------|
| a. Where | c. Is |
| b. How many | d. Are |

3.

- a. The shark is between
b. Is there a fish
c. The turtle is in front of
d. There are some dolphins
e. The octopus is under

4.

Accept all suitable answers.

Unit 4

1.

- | | |
|------|------|
| a. M | h. B |
| b. F | i. B |
| c. B | j. M |
| d. F | k. F |
| e. M | l. F |
| f. F | m. M |
| g. M | |

2.

- | | |
|----------------|------------|
| a. grandfather | d. sister |
| b. dad | e. brother |
| c. aunt | f. cousin |

3.

- a. Yes, he does.
- b. He has one cousin.
- c. He has two uncles.
- d. No, he doesn't.

4.

Accept all suitable answers.

Unit 5

1.

- | | |
|--------------|---------------|
| a. burger | f. pineapple |
| b. pizza | g. milk |
| c. chocolate | h. strawberry |
| d. bread | i. banana |
| e. soda | j. soup |

2.

- | | |
|--------|------|
| a. C | f. C |
| b. C/U | g. U |
| c. U | h. C |
| d. U | i. C |
| e. U | j. U |

3.

- a. I like burgers because they're delicious.
- b. I don't like soda because it's very sweet.
- c. I like vegetables because they're healthy.
- d. I like strawberries because they're tasty.
- e. I don't like chips because they're not healthy.

4.

Accept all suitable answers.

Unit 6

1.

Go (to): school, home, bed

Get: up

Do: homework

2.

- | | |
|--------------|-----------|
| a. usually | d. always |
| b. sometimes | e. often |
| c. never | |

3.

- a. gets → get
- b. goes to home → goes home
- c. usual → usually
- d. goes → go
- e. do → does
- f. goes → go

4.

Accept all suitable answers.

Unit 7

1.

- | | |
|-------------------|--------------------|
| a. paint | e. play the guitar |
| b. play the piano | f. play the drums |
| c. sing | g. drive |
| d. swim | h. skateboard |

2.

Accept all suitable answers.

3.

Suggested answers:

- a. Roger can cook, and Debbie can, too./Roger and Debbie can cook.
- b. Pham can't sing, but she can play the drums.
- c. I can sing, and I can paint./I can sing and paint.
- d. Steve can draw, and he can play the guitar./Steve can draw and play the guitar.
- e. My mom can surf, but she can't ski.

4.

Accept all suitable answers.

Unit Worksheets Answer Key

Unit 8

1.

- | | |
|---------------|-------------|
| a. shoes | d. backpack |
| b. hat | e. wallet |
| c. headphones | f. cap |

2.

Excuse
Would
expensive
much
cheap
like

3.

- a. Don't be polite to the seller.
- b. Learn the real price before you buy.
- c. Walk away if the price is too high.
- d. Show that you're interested.
- e. Don't offer a lower price.

4.

- | | |
|------|------|
| a. B | d. B |
| b. G | e. B |
| c. G | |

5.

Accept all suitable answers.

Unit 9

1.

- | | |
|--------------|---------------|
| a. take/send | d. send/check |
| b. play | e. send |
| c. use | |

2.

- | | |
|----------------------|---------------------|
| a. take a photo | d. send a text |
| b. use a computer | e. send/check email |
| c. play a video game | |

3.

- a. is playing
- b. are; doing/watching
- c. are; going
- d. is chatting

4.

Accept all suitable answers.

Unit 10

1.

- | | |
|-----------|----------|
| a. stormy | d. rainy |
| b. sunny | e. windy |
| c. cloudy | |

2.

- | | |
|----------|-----------|
| a. rainy | d. stormy |
| b. sunny | e. cloudy |
| c. windy | |

3.

- a. San Francisco
- b. Hồ Chí Minh City
- c. 18 degrees and cloudy
- d. 26 degrees and sunny
- e. it will be 11 degrees and cloudy

4.

Accept all suitable answers.

Unit 11

1.

- | | |
|---------|-------------|
| a. did | e. saw |
| b. went | f. stayed |
| c. had | g. was/were |
| d. ate | |

2.

Regular verbs: stay

Irregular verbs: do, go, have, eat, see, be

3.

was
was; had
did; do
went; was
Did; go
went

4.

- | | |
|--------------|--------------|
| a. should | d. shouldn't |
| b. might | e. might |
| c. shouldn't | |

5.

Accept all suitable answers.

Unit 12

1.

- | | |
|--------------|-------------|
| a. fireworks | d. birthday |
| b. holiday | e. party |
| c. celebrate | f. parade |

2.

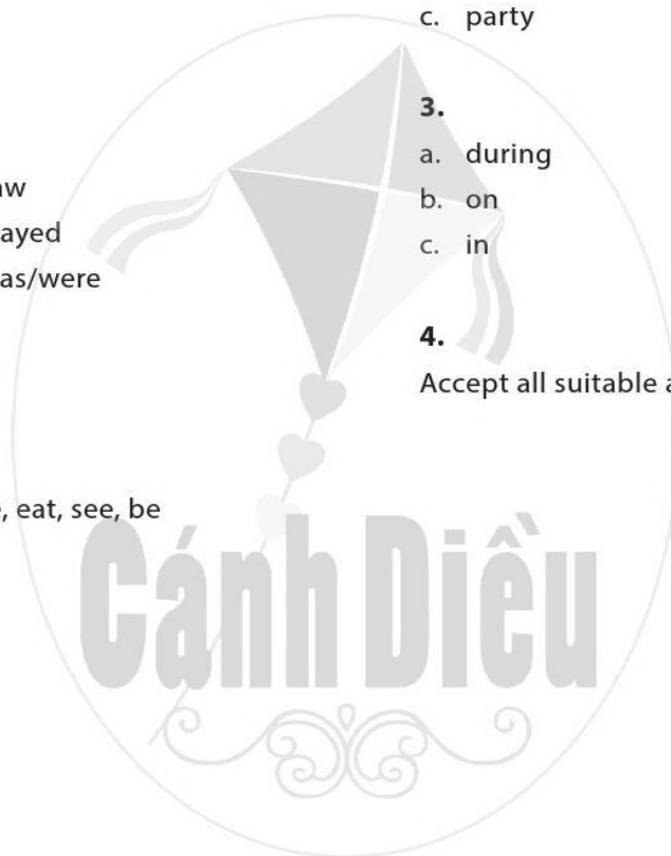
- | | |
|--------------|------------|
| a. fireworks | d. parade |
| b. celebrate | e. holiday |
| c. party | |

3.

- | | |
|-----------|-----------|
| a. during | d. during |
| b. on | e. for |
| c. in | |

4.

Accept all suitable answers.



Workbook Answer Key

Unit 1

Vocabulary Focus

A.

- | | |
|---------------|------------|
| 1. movie star | 4. book |
| 2. writer | 5. singer |
| 3. song | 6. TV show |

B.

- | | |
|---------------|------------|
| 1. book | 4. song |
| 2. movie star | 5. TV show |
| 3. singer | 6. writer |

C.

PERSON: writer, singer, movie star

THING: book, song, TV show

Conversation

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

Language Focus

A.

- | | |
|-----------|----------|
| 1. What's | 4. My |
| 2. What's | 5. her |
| 3. Her | 6. Who's |

B.

- Her favorite book is *Untraceable*.
- Her favorite singer is Katy Perry.
- Her favorite movie star is Daniel Radcliffe.
- His favorite movie is *Captain America*.
- His favorite movie star is Emma Stone.
- His favorite singer is Rihanna.

The Real World

- | | |
|---------------|------------|
| 1. rugby | 4. cricket |
| 2. basketball | 5. tennis |
| 3. baseball | 6. soccer |

Reading

A.

- | | |
|------|------|
| 1. b | 4. c |
| 2. a | 5. b |
| 3. a | |

B.

- Answers will vary.
- Answers will vary.
- Answers will vary.

Writing

A. Answers will vary.

B. Answers will vary.

C. Answers will vary.

Vocabulary Focus: Extension

A.

- | | |
|-----------|----------|
| 1. player | 4. team |
| 2. single | 5. actor |
| 3. album | |

B.

- | | |
|-----------|-----------|
| 1. song | 5. player |
| 2. writer | 6. album |
| 3. team | 7. actor |
| 4. single | |

C. Answers will vary.

Language Focus: Extra Practice

A.

- His → My
- boy → girl (or Her → His)
- Their → Her
- My → Their
- Her → Your

B.

- | | |
|-----------------|--------------|
| 1. What's | 4. Sally's |
| 2. dad's | 5. She's |
| 3. Who's, Tim's | 6. teacher's |

C.

Suggested answers:

- Who's your favorite actor?
- What's your favorite song?
- What's Tim's favorite book?
- Who's Kay's favorite singer?
- Who's their favorite writer?

Unit 2

Vocabulary Focus

A.

- | | |
|-----------|---------|
| 1. mouse | 4. frog |
| 2. jaguar | 5. fish |
| 3. snake | 6. bird |

B.

- | | |
|---------|-----------|
| 1. bird | 4. jaguar |
| 2. fish | 5. snake |
| 3. frog | 6. mouse |

C.

LEGS: frog, bird, jaguar, mouse

NO LEGS: fish, snake

Conversation

- | | |
|------|------|
| a. 2 | d. 1 |
| b. 3 | e. 6 |
| c. 4 | f. 5 |

Language Focus

A.

- | | |
|-----------|--------------|
| 1. isn't | 4. Are |
| 2. Is | 5. monkey is |
| 3. aren't | 6. 're not |

B.

- dogs → dog
- parrot's → parrots
- Is → Are
- their not → they aren't/
they are not

5. they's not → they aren't/
they are not

6. it not → it isn't/it is not

The Real World

Jack: your

Jack: from

Jack: are

Jack: Are

Jack: long

David: years

Reading

A. b. Strange Friends

B.

Kasi: type of cat, long legs, black spots

Both: fast, animals, long tail, four legs

Mtani: dog

Writing

A. Answers will vary.

B. Answers will vary.

Vocabulary Focus: Extension

A.

- | | |
|-------------|-----------|
| 1. cheetah | 4. panda |
| 2. elephant | 5. lion |
| 3. hippo | 6. turtle |

B.

- | | |
|------|------|
| 1. T | 4. F |
| 2. T | 5. T |
| 3. F | 6. T |

C.

Suggested answers:

- Lions are strong and dangerous.
- Cheetahs are dangerous and fast.
- Turtles are cute and slow.
- Elephants are slow and strong.
- Pandas are cute.
- Hippos are strong and slow.

Language Focus: Extra Practice

A.

- elephants.
- than koalas.
- dogs ugly?
- beautiful than snakes.
- noisier than fish.
- are scary.
- Australia.

B.

- | | |
|-------------------|------------------|
| 1. bigger | 5. noisy |
| 2. small | 6. quieter |
| 3. friendlier | 7. scary |
| 4. more beautiful | 8. more colorful |

C.

Suggested answers:

- | | |
|-------------|-------------------|
| 1. bigger | 5. smaller |
| 2. scarier | 6. more beautiful |
| 3. friendly | 7. colorful |
| 4. quiet | 8. big |

Unit 3

Vocabulary Focus

A.

- | | |
|-------------|------------|
| Across | Down |
| 1. starfish | 1. shark |
| 5. crab | 2. fish |
| 6. seahorse | 3. seaweed |
| 8. turtle | 4. octopus |
| 9. dolphin | 7. ray |

B.

ARMS OR LEGS: starfish, crab, turtle, octopus

NO ARMS OR LEGS: seahorse, dolphin, shark, seaweed, ray, fish

C. Answers will vary.

Conversation

Alan: Hey! There are two rays.

Alan: In the seaweed over there.

Sofia: Oh, next to the shark?

Sofia: Look at the starfish.

Alan: It's beautiful!

Language Focus

A.

- | | |
|------|------|
| 1. T | 4. F |
| 2. F | 5. F |
| 3. T | 6. F |

B.

- | | |
|--------------------------|------------|
| 1. behind | 5. under |
| 2. any, some | 6. between |
| 3. There are three fish. | 7. next to |
| 4. in front of | |

The Real World

- | | |
|----------------|-------------|
| 1. sea turtle | 4. sea cows |
| 2. sea turtles | 5. big |
| 3. shy | |

Reading

A. b. sea animals

B.

Cuttlefish: looks like sand, the color of seaweed

Both: sea animal, changes color

Mimic octopus: looks like a fish, looks like a snake

C.

- Answers will vary.
- Answers will vary.

Workbook Answer Key

Writing

A.

1. There is a fish.
2. There is an octopus.
3. There is a crab.
4. There is a dolphin.
5. There is a seahorse.

B. Answers will vary.

Vocabulary Focus: Extension

A.

- | | |
|--------------|--------------|
| 1. lobster | 5. jellyfish |
| 2. urchin | 6. whale |
| 3. clownfish | 7. shrimp |
| 4. squid | 8. coral |

B.

- | | |
|----------------|----------------|
| 1. an urchin | 5. a lobster |
| 2. a whale | 6. a jellyfish |
| 3. a clownfish | 7. coral |
| 4. a squid | 8. a shrimp |

C.

Answers will vary.

Language Focus: Extra Practice

A.

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

B.

1. It's next to the coral.
2. There are six.
3. No, there isn't.
4. They're under the boat.
5. Yes, there are.
6. It's colorful and pretty.

C.

Answers will vary.

Unit 4

Vocabulary Focus

A.

- | | |
|------------|-----------------|
| 1. dad | 4. me |
| 2. mom | 5. grandparents |
| 3. brother | |

B.

Female: daughter, aunt, mom, grandmother

Both: cousin, grandparents, parents

Male: son, dad, uncle, brother, grandfather

C.

1. mom, dad
2. daughter
3. uncle

Conversation

- | | |
|------|------|
| 1. c | 4. b |
| 2. d | 5. f |
| 3. a | 6. e |

Language Focus

A.

- | | |
|---------|---------|
| 1. has | 4. have |
| 2. have | 5. has |
| 3. have | 6. have |

B.

1. They are Jenny's parents.
2. Does Ruth have any daughters?
3. Does Peter have any sons?
4. No, she doesn't.
5. Yes, she has one sister.

The Real World

1. Beth
2. Rebecca and Andre
3. Paola

4. Matteo and Massimo
5. Dan
6. Andre

Reading

A. b. family

B.

- | | |
|------|------|
| 1. c | 4. b |
| 2. b | 5. c |
| 3. b | |

C.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Writing

A.

1. have
2. sister, doesn't have
3. has

B. Answers will vary.

C. Answers will vary.

Vocabulary Focus: Extension

A.

- | | |
|----------|----------|
| 1. Diana | 3. Mary |
| 2. Ann | 4. Ellen |

B.

1. great-grandfather
2. nephew
3. niece
4. wife
5. mother-in-law
6. great-grandmother
7. father-in-law
8. husband

C.

1. mother-in-law
2. great-grandmother
3. nephew
4. father-in-law
5. niece
6. great-grandfather

Language Focus: Extra Practice

A.

- | | |
|---------|------------------|
| 1. Do | 4. Does, have |
| 2. has | 5. have |
| 3. have | 6. doesn't, have |

B.

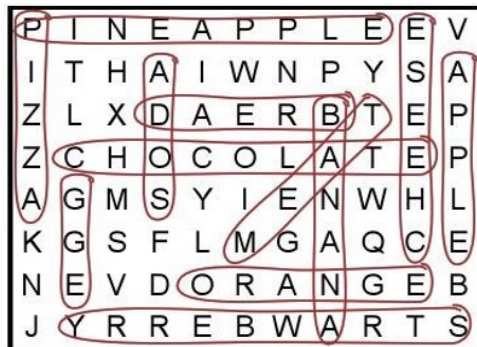
1. Thomas is my cousin.
2. Do you have any brothers?
3. I have three children.
4. Does she have any sisters?
5. No, she doesn't have any cousins.
6. I have a daughter and a son. / I have a son and a daughter.

C.

Answers will vary.

Unit 5

Vocabulary Focus



A.

B.

COUNTABLE NOUNS: apple, strawberry, banana, egg, pizza,

orange, pineapple

UNCOUNTABLE NOUNS: bread, meat, cheese, soda, chocolate, pizza

C. Answers will vary.

Conversation

May: Do you like meat?

Dylan: No, but I like vegetables.

May: Do you like rice?

Dylan: Yeah, I really like it.

May: Let's have stir-fried vegetables.

Language Focus

A.

1. like
2. likes, vegetables
3. likes
4. don't like
5. grapes, likes
6. grapes, likes

B.

- | | |
|----------|----------|
| 1. like | 4. does |
| 2. don't | 5. Do |
| 3. Does | 6. likes |

The Real World

- | | |
|----------|----------|
| 1. bag | 6. slice |
| 2. slice | 7. can |
| 3. glass | 8. bag |
| 4. slice | 9. slice |
| 5. bag | 10. bar |

Reading

A. b. a food market

B.

- | | |
|------|------|
| 1. a | 4. a |
| 2. a | 5. c |
| 3. c | |

C.

1. Answers will vary.

2. Answers will vary.

Writing

A. a

B. Answers will vary.

C. Answers will vary.

Vocabulary Focus: Extension

A.

- | | |
|-----------------|------------|
| 1. mango | 5. coconut |
| 2. spinach | 6. corn |
| 3. noodles | 7. pumpkin |
| 4. sweet potato | 8. melon |

B.

COUNTABLE: coconut, melon, mango, pumpkin, sweet potato

UNCOUNTABLE: corn, noodles, spinach

C.

1. sweet potatoes, melons
2. spinach
3. coconuts
4. corn
5. noodles
6. mangoes

Language Focus: Extra Practice

A.

- | | |
|------|------|
| 1. b | 5. a |
| 2. a | 6. a |
| 3. c | 7. c |
| 4. c | |

B.

Suggested answers:

1. Yes, he does.
2. No, they don't.
3. No, he doesn't.
4. Yes, they do.
5. Does Tessa like apples?

Workbook Answer Key

6. Does Ted like apples?
7. Do Tessa and Ted like soda?

C.

Answers will vary.

Unit 6

Vocabulary Focus

A.

- | | |
|-----------------|----------------|
| 1. do homework | 4. go to bed |
| 2. go to school | 5. go home |
| 3. get up | 6. have dinner |

B.

- | | |
|----------|----------|
| 1. 8:15 | 4. 1:50 |
| 2. 7:00 | 5. 12:40 |
| 3. 11:20 | 6. 5:45 |

C.

never, sometimes, often, usually, always

Conversation

- | | |
|------|------|
| a. 1 | d. 5 |
| b. 3 | e. 2 |
| c. 4 | |

Language Focus

A.

- | | |
|------------|--------------|
| 1. gets up | 4. goes home |
| 2. have | 5. do |
| 3. goes | 6. go to bed |

B.

- | | |
|------|------|
| 1. T | 4. T |
| 2. F | 5. F |
| 3. T | |

The Real World

- | | |
|------|------|
| 1. b | 4. e |
| 2. f | 5. a |
| 3. c | 6. d |

Reading

A. b. a letter

B.

- | | |
|------|------|
| 1. a | 4. c |
| 2. b | 5. a |
| 3. c | |

C.

1. Answers will vary.
2. Answers will vary.

Writing

A. Answers will vary.

B. Answers will vary.

Vocabulary Focus: Extension

A.

1. do the cleaning
2. take a shower
3. read a book
4. go for a walk
5. exercise
6. cook dinner

B.

- | | |
|-----------------|---------------|
| 1. rarely | 3. frequently |
| 2. occasionally | 4. every day |

C.

Answers will vary.

Language Focus: Extra Practice

A.

1. I always do homework at 8 o'clock.
2. My mother is never late.
3. Mikey usually has dinner at 9 o'clock. / Usually Mikey has dinner at 9 o'clock.
4. We often watch TV at 5 o'clock.
5. My brother rarely eats breakfast.

B.

1. up?
2. breakfast?
3. you do homework?
4. does soccer practice start?
5. after soccer practice?
6. home?

C. Answers will vary.

Unit 7

Vocabulary Focus

A.

Across

1. skateboard
3. paint
5. dance

Down

1. swim
2. drive
3. play
4. sing

B.

THINGS TO DO: play soccer, swim, dance, drive, paint, skateboard

PLACES TO GO: school, park, gym, my place

Conversation

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

Language Focus

A.

- | | |
|----------|-----------------|
| 1. 's/is | 5. can't/cannot |
| 2. 's/is | 6. Can |
| 3. play | 7. can |
| 4. play | |

B.

1. Yes, he can.
2. Yes, she can.
3. No, they can't.
4. Can Jack
5. Can, dance
6. What can Paula and Jack do?

The Real World

1. Canada
2. can
3. in the mountains
4. scary

Reading

A. a. a tiger and an orangutan

B.

1. T
2. F
3. T
4. T
5. F

C.

Tigers: eat meat, can swim

Both: are smart, can climb trees

Orangutans: are usually in trees, eat fruit

Writing

A. Answers will vary.

B. Answers will vary.

C. Answers will vary.

Vocabulary Focus: Extension

A.

1. play the guitar
2. draw a picture
3. play the flute
4. play volleyball
5. play the saxophone
6. make origami

7. play table tennis

8. play the violin

B.

1. play volleyball
2. play the flute
3. play the flute
4. make origami

C.

MUSIC: play the guitar, play the flute, play the saxophone, play the violin

ARTS AND CRAFTS: make origami, draw a picture

SPORTS: play table tennis, play volleyball

Language Focus: Extra Practice

A.

1. F
2. T
3. T
4. F
5. F

B.

1. can
2. but
3. can
4. and
5. too

C.

1. Can you ski?
2. She can play volleyball.
3. My dad can't play the flute.
4. I can't play the violin, and I can't sing either.
5. They can draw pictures, and they can paint, too.

Unit 8

Vocabulary Focus

A.

1. hat
2. shirt
3. shoe
4. T-shirt
5. headphones
6. sweatshirt
7. backpack
8. jacket

B.

1. hat
2. T-shirt
3. shoe
4. jacket
5. shirt
6. backpack
7. headphones
8. sweatshirt

C.

ON YOUR HEAD OR FEET: hat, shoe, headphones

ON YOUR BODY: shirt, T-shirt, sweatshirt, jacket, backpack

Conversation

- a. 2
- b. 1
- c. 4
- d. 5
- e. 3
- f. 6
- g. 7

Language Focus

A.

1. like
2. I'd
3. much
4. It's
5. are
6. They're
7. Would
8. Yes

B.

1. It's \$8.
2. How much is the T-shirt?
3. It's from Indonesia.
4. They're \$75 each.
5. Where are the jeans from?

Workbook Answer Key

The Real World

- Go
- Walk
- Don't
- Don't
- Be

Reading

A. b. shopping

B.

- a
- b
- c
- c
- b

C.

- Answers will vary.
- Answers will vary.

Writing

- A. Answers will vary.
B. Answers will vary.

Vocabulary Focus: Extension

A.

- watch
- bracelet
- necklace
- sandals
- shorts
- earrings
- ring

B.

CLOTHES AND SHOES: sandals, shorts
JEWELRY: watch, earrings, necklace, ring, bracelet

C.

- ring
- sandals
- necklace
- watch

Language Focus: Extra Practice

A.

- like
- How much
- Would you like to

- Look
- How much are

B.

- Try, 4
- It's, 2
- No, 3
- Here, 1
- They're, 5

C.

Answers will vary.

Unit 9

Vocabulary Focus

A.

- email
- online
- a friend
- a game
- someone
- a photo

B.

- use
- chat
- email
- blog post
- download

C. Answers will vary.

Conversation

Sally: Where are you?

Fran: I'm at that new café.

Sally: What are you doing later?

Fran: Later I'm chatting online with Sam.

Sally: Let's have coffee!

Language Focus

A.

- He's chatting on the phone.
- Yes, they are.
- What's Binh
- Yes, they are.
- What's Tom doing

B.

- is → are; texting → reading
- want → want to; What's → What; See → See you
- is → are; I → I'm; you → me; you → I

The Real World

engineer
robots
computer
laboratory

Reading

A. b. a blog post

B.

- b
- c
- a
- b
- c

C.

- Answers will vary.
- Answers will vary.

Writing

- A. Answers will vary.
B. Answers will vary.

Vocabulary Focus: Extension

A.

- download
- virus
- inbox
- junk mail
- upload
- surf

B.

THINGS: junk mail, virus, inbox
ACTION: download, upload, surf

C.

- virus
- junk mail
- upload
- surf
- download
- inbox

Language Focus: Extra Practice

A.

- Are they surfing the Internet?
- What are you doing?
- What's she doing?
- Is your dad checking his email now?
- What are you doing tomorrow?
- Who are they talking with?

B.

- | | |
|----------------|------------|
| 1. are | 4. is |
| 2. downloading | 5. buying |
| 3. uploading | 6. talking |

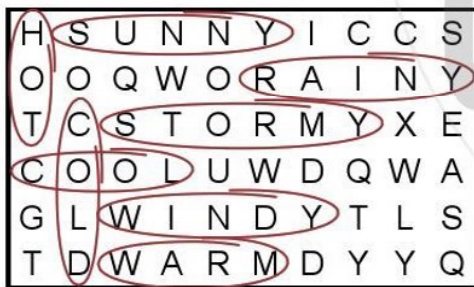
C.

Answers will vary.

Unit 10

Vocabulary Focus

A.



B.

- | | |
|----------|-----------|
| 1. cold | 5. stormy |
| 2. cool | 6. sunny |
| 3. hot | 7. warm |
| 4. rainy | 8. windy |

C.

WEATHER: rainy, stormy, sunny, windy
TEMPERATURE: cold, cool, hot, warm

Conversation

- | | |
|------|------|
| a. 3 | d. 1 |
| b. 5 | e. 4 |
| c. 6 | f. 2 |

Language Focus

A.

- What's the weather like today?
- What's the weather like in fall?
- Is autumn the rainiest season?
- What's the weather like in May?
- What will the temperature be tomorrow?

B.

- ... you should go to Los Angeles.
- If you go to Tokyo, ...
- ... it will be cool and cloudy.
- If you live in Seoul, ...
- ... if you are in Nha Trang.

The Real World

- | | |
|------|------|
| 1. F | 4. F |
| 2. T | 5. F |
| 3. T | |

Reading

A. b. wind

B.

- | | |
|------------------|---------------|
| 1. cyclone | 5. heavy rain |
| 2. typhoon | 6. calm |
| 3. wind | 7. no rain |
| 4. thunderstorms | 8. sunny |

C.

- Answers will vary.
- Answers will vary.
- Answers will vary.

Writing

A. Answers will vary.

Message board:

David: London, rainy, and, windy

Lisa: Sydney, hot, but, cloudy

You: (Answers will vary.)

David: 15 degrees

Lisa: In Sydney, it's 26 degrees

You: (Answers will vary.)

B. Answers will vary.

Vocabulary Focus: Extension

A.

- | | |
|--------------|--------------|
| 1. mild | 4. snow |
| 2. lightning | 5. typhoon |
| 3. flood | 6. drizzling |

B.

- Denver
- lightning
- Manila
- mild
- typhoon
- drizzling

C.

Answers will vary.

Language Focus: Extra Practice

A.

- Is it, fewest
- Will, will be, won't play
- If, I'll
- What's, like, There's
- How, is, minus 10 degrees

Workbook Answer Key

B.

1. Hà Nội is the coldest city.
2. Hồ Chí Minh City is the hottest city.
3. Hồ Chí Minh City is the driest.
4. Which city is the rainiest?
5. Which city is the mildest in January?

C.

Answers will vary.

Unit 11

Vocabulary Focus

A.

Down

1. ticket
2. museum

Across

2. mountains
3. hike
4. river
5. paint
6. swim

B.

PLACES: museum, mountains, river

OBJECT: ticket

ACTIONS: hike, swim, paint

C.

- | | |
|------|------|
| 1. c | 4. e |
| 2. a | 5. d |
| 3. b | |

Conversation

- | | |
|------|------|
| a. 2 | d. 1 |
| b. 4 | e. 6 |
| c. 5 | f. 3 |

Language Focus

A.

1. Where did Alecia go on vacation?
2. She went on August 4th.
3. She went on August 5th.
4. She went to a museum.
5. Yes, she did.
6. Did she have a good time?

B.

Answers will vary.

1. I went to the beach.
2. I stayed ...
3. I saw ...
4. I walked ...
5. I watched ...

The Real World

A.

- | | |
|--------------------|-------------|
| 1. plane | 4. bicycles |
| 2. helicopter | 5. train |
| 3. hot air balloon | |

B. Answers will vary.

Reading

A. a. a letter

B.

- | | |
|------|------|
| 1. c | 4. a |
| 2. b | 5. c |
| 3. b | |

C.

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

Writing

- A. Answers will vary.
B. Answers will vary.

Vocabulary Focus: Extension

A.

- | | |
|-------------|---------|
| 1. board | 5. fly |
| 2. get off | 6. land |
| 3. check in | 7. ride |
| 4. book | |

B.

REGULAR VERBS: boarded, landed, checked in, booked

IRREGULAR VERBS: rode, got off, flew

C.

- | | |
|-----------|---------------|
| 1. landed | 4. got off |
| 2. flew | 5. checked in |
| 3. booked | 6. rode |

Language Focus: Extra Practice

A.

1. Where did you fly from?
2. When did you board the plane?
3. What time did you check in?
4. How was your hotel?
5. What did you do?
6. Did you ride a bicycle?

B.

- | | |
|------------|---------------|
| 1. was | 5. checked in |
| 2. boarded | 6. rode |
| 3. got off | 7. go |
| 4. landed | 8. go |

C.

Answers will vary.

Unit 12

Vocabulary Focus

A.

- | | |
|--------------|-----------------|
| 1. party | 4. barbecue |
| 2. family | 5. decorations |
| 3. fireworks | 6. special food |

B.

- | | |
|----------|--------------|
| 1. visit | 5. have |
| 2. eat | 6. watch |
| 3. have | 7. put |
| 4. go | 8. celebrate |

C. Answers will vary.

Conversation

- | | |
|------|------|
| 1. b | 4. c |
| 2. a | 5. d |
| 3. e | |

Language Focus

A.

- Yes, she did.
- No, she didn't.
- She watched fireworks.
- What did she do on
- did she do on February 5th?

B.

Isabella: is

Steve: during

Max: on

Isabella: on

Steve: do

Max: have

Isabella: sounds

The Real World

- | | |
|------|------|
| 1. T | 3. T |
| 2. F | 4. F |

Reading

A. c. The Festival of Lights

B.

- | | |
|------|------|
| 1. b | 4. d |
| 2. c | 5. e |
| 3. a | |

C.

- Answers will vary.
- Answers will vary.
- Answers will vary.

Writing

A. Answers will vary.

B. Answers will vary.

Vocabulary Focus: Extension

A.

- | | |
|--------------|------------|
| 1. balloons | 4. bonfire |
| 2. incense | 5. kite |
| 3. mooncakes | 6. lantern |

B.

- | | |
|-------------|--------------|
| 1. bonfire | 4. mooncakes |
| 2. lanterns | 5. balloons |
| 3. kite | 6. incense |

C.

Answers will vary.

Language Focus: Extra Practice

A.

- | | |
|-----------|-----------|
| 1. in | 5. During |
| 2. during | 6. on |
| 3. for | 7. during |
| 4. in | 8. on |

B.

Suggested answers:

- She cleaned and decorated the house.
- did Linh make Bánh Chưng?
- She went to a fireworks display./She went to HCMC.
- Did Linh go to school during the week?
- Yes, she did.

C.

Answers will vary.

Extra Practice Worksheets Answer Key

Unit 1

A.

Extreme sports: mountain biking, rock climbing, kayaking

Team sports: rugby, baseball, basketball

B.

- | | |
|-----------------|-------------------|
| 1. favorite | 4. extreme sports |
| 2. rock climber | 5. mountain bike |
| 3. kayak | |

Unit 2

A.

lizard, jaguar, parrot

B.

- | | |
|--------|-----------|
| 1. Are | 4. aren't |
| 2. are | 5. Is |
| 3. Are | 6. is |

C.

Answers will vary.

Unit 3

A.

- | | |
|--------------|-----------|
| 1. jellyfish | 3. whale |
| 2. clam | 4. turtle |

B.

- | | |
|-----------|----------|
| 1. in | 3. under |
| 2. around | 4. in |

C.

- | | |
|--------------|-------------|
| 1. creature | 4. strange |
| 2. seaweed | 5. colorful |
| 3. jellyfish | |

Unit 4

A.

- | | |
|-----------|------------|
| 1. father | 3. sister |
| 2. mother | 4. brother |

B.

- | | |
|---------|---------|
| 1. have | 4. have |
| 2. has | 5. does |
| 3. are | |

C.

Answers will vary.

Unit 5

A.

Answers will vary.

B.

- | | |
|----------|---------|
| 1. like | 4. like |
| 2. likes | 5. like |
| 3. like | |

C.

- | | |
|------|------|
| 1. c | 4. b |
| 2. e | 5. d |
| 3. a | |

D.

Answers will vary.

Unit 6

A.

- | | |
|--------------|---------------|
| 1. wake up | 4. eat dinner |
| 2. 6:30 a.m. | 5. 9:00 p.m. |
| 3. 3:30 p.m. | |

B.

- | | |
|--------|---------|
| 1. has | 4. is |
| 2. get | 5. like |
| 3. go | |

C.

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

D.

Answers will vary.

Unit 7

A.

- | | |
|--------------------|-----------------|
| 1. do magic tricks | 3. throw a ball |
| 2. dance | 4. juggle |

B.

Answers will vary.

C.

- | | |
|----------|--------|
| 1. can't | 3. can |
| 2. can | 4. can |

D.

Answers will vary.

Unit 8

A.

- | | |
|-----------|----------|
| 1. seller | 4. buyer |
| 2. price | 5. stall |
| 3. money | |

B

- | | |
|---------|----------|
| 1. is | 4. Those |
| 2. are | 5. like |
| 3. This | 6. like |

C.

- | | |
|-------------|----------------|
| 1. 225 | 4. Moroccan |
| 2. goldfish | 5. interesting |
| 3. bird | |

D.

Answers will vary.

Unit 9

A.

- | | |
|-----------|-------------|
| 1. People | 4. McLennan |
| 2. buggy | 5. lions |
| 3. camera | |

B.

- | | |
|-----------------|----------------|
| 2. are walking | 4. is running |
| 3. are watching | 5. is checking |

C.

Answers will vary.

Unit 10

A.

- | | |
|---------------|--------------|
| 1. heavy rain | 4. lightning |
| 2. tornado | 5. hail |
| 3. clouds | |

B.

- | | |
|------|------|
| 1. F | 3. T |
| 2. T | 4. F |

C.

Answers will vary.

Unit 11

A.

- | | |
|-------------|------------------|
| 1. trek | 3. anniversary |
| 2. wildlife | 4. digital nomad |

B.

- | | |
|---------|---------|
| 2. was | 5. were |
| 3. did | 6. had |
| 4. went | |

C.

Answers will vary.

Unit 12

A.

- | | |
|------------|-------------|
| 1. monkeys | 3. festival |
| 2. Sunday | |

B.

watch monkeys, put up special decorations, wear monkey costumes, have a parade

C.

- | | |
|-------------|------------|
| 1. dance | 4. parade |
| 2. festival | 5. costume |
| 3. tourist | |

D.

Answers will vary.

Audio Scripts

Unit 1

DISK 1, TRACK 1-01

1. TV show
2. band
3. book
4. singer
5. movie

TRACK 1-02

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

A: What's your favorite book?

B: My favorite book is *The Hunger Games*.

A: Who's your favorite singer?

B: My favorite singer is Taylor Swift.

A: What's your favorite band?

B: My favorite band is One Direction.

A: What's your favorite TV show?

B: My favorite TV show is *Glee*.

A: What's your favorite movie?

B: My favorite movie is *The Amazing Spider-Man*.

TRACK 1-03

STIG: What's your favorite book, Maya?

MAYA: *Wolf Brother*.

STIG: That's my favorite book, too!

STIG: What's your favorite TV show?

MAYA: Um . . . *The X Factor*.

STIG: Really? That's my favorite TV show, too!

STIG: What's your favorite movie?

MAYA: *X-Men*.

STIG: Hey! That's my favorite movie, too!

STIG: And who's your favorite movie star?

MAYA: Chris Hemsworth.

STIG: Wow! He's my favorite movie star, too!



TRACK 1-04

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

B: Mine is *Star Wars*.

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

B: Hers is *The X Factor*.

A: What's Peter's favorite band?

B: His favorite band is Maroon 5.

A: What's Lois's favorite book?

B: Her favorite book is *Harry Potter*.

A: What's your parents' favorite TV show?

B: Their favorite TV show is *Friends*.

B: Theirs is *Friends*.

A: Who's her favorite singer?

B: Her favorite singer is Bruno Mars.

TRACK 1-05

1.

NADINE: What's Ana's favorite book?

STIG: Her favorite book is *The Hunger Games*.

NADINE: Who's her favorite writer?

STIG: Suzanne Collins.

2.

MINH: Who's Carl's favorite movie star?

MAYA: His favorite movie star is Jennifer Lawrence.

MINH: Hey! She's my favorite movie star, too. What's Carl's favorite movie?

MAYA: *Guardians of the Galaxy*.

3.

STIG: Who's your favorite singer?

MINH: My favorite singer is Bruno Mars.

STIG: What's your favorite band?

MINH: The Black Eyed Peas.

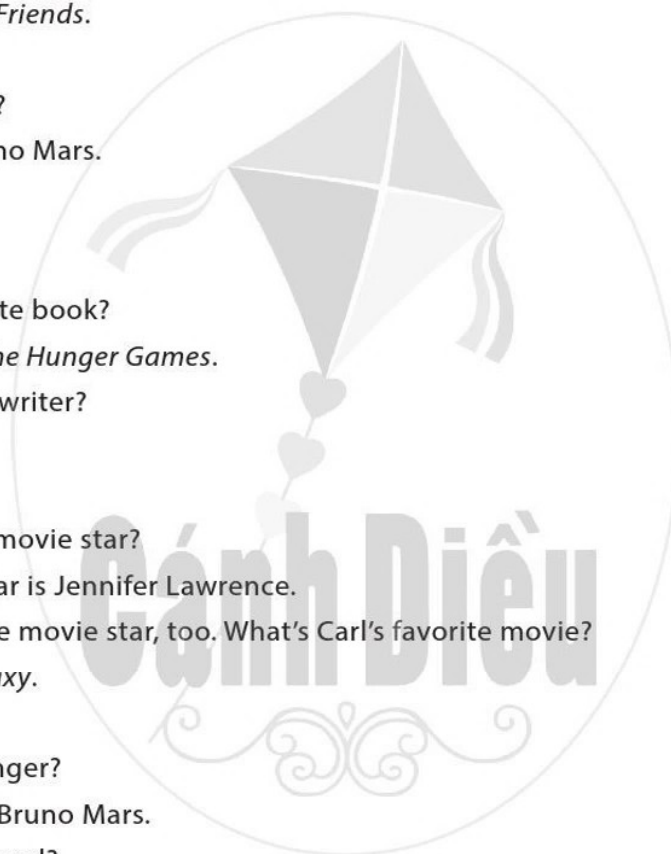
STIG: Wow! That's my favorite band, too.

TRACK 1-06

1. New Zealand's flag is white, blue, and red.

2. Spain's flag is red and yellow.

3. Jamaica's flag is green, yellow, and black.



Audio Scripts

TRACK 1-07

1. This is Spain's flag. This country's favorite sport is tennis.
Rafael Nadal is a very famous player.
2. This is Jamaica's flag. This country's favorite sport is cricket.
Courtney Walsh is a very famous player.
3. This is New Zealand's flag. This country's favorite sport is rugby.
The national team is the All Blacks.

TRACK 1-08

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

TRACK 1-09

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?

TRACK 1-10

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.

Unit 2

TRACK 1-11

1. [PARROTS IN JUNGLE SQUAWKING]
2. [SMALL FROG CROAKING]
3. [MONKEYS CALLING]

TRACK 1-12

1. frog
2. jaguar
3. snake
4. parrot
5. monkey

TRACK 1-13

STIG: This is my parrot. His name's Otto.

NADINE: Wow! He's amazing! He's really beautiful!

PARROT: Thanks!

NADINE: He's very colorful.

STIG: Yes, he is.

NADINE: Is he noisy?

STIG: [shouting over noise of parrot squawking] Yes, he is. He's very noisy!

NADINE: And he's really big! Argh!

TRACK 1-14

Lizards are amazing.

They're quiet. They're quieter than birds.

They're small. They're smaller than dogs.

Jaguars are big. They're bigger than lizards.

Parrots are noisy. They're noisier than monkeys.

Tigers are beautiful. They're more beautiful than parrots.

TRACK 1-15

1. Frogs are noisy.
2. Jaguars are big.
3. Parrots are beautiful.
4. Monkeys are friendly.
5. Lizards are scary.

TRACK 1-16

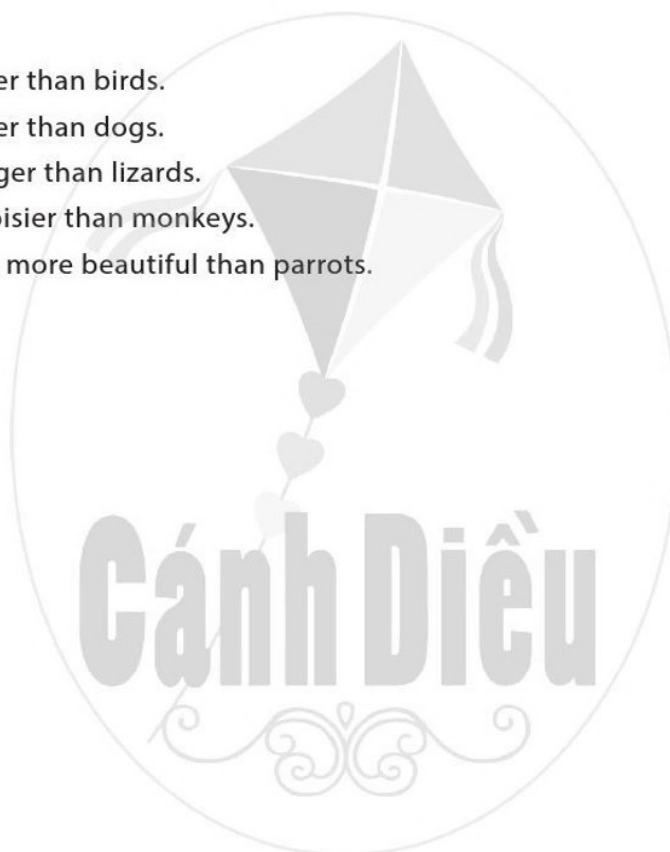
1. macaw
2. howler monkey
3. green iguana

TRACK 1-17

1. Macaws are a type of parrot.
They're beautiful and colorful. They live up to 60 years.
2. Howler monkeys are a type of monkey.
They're black, brown, or red. They live up to 20 years.
3. Green iguanas are a type of lizard.
They're long, bright, and strong. They live up to 20 years too.

TRACK 1-18

1. a, animal
2. a, name



Audio Scripts

TRACK 1-19

1. parrot
2. jaguar
3. same
4. black
5. favorite
6. amazing

TRACK 1-20

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!

Unit 3

TRACK 1-21

1. The dolphin is beautiful.
2. The fish is colorful.
3. The ray is quiet.
4. The shark is scary.

TRACK 1-22

MINH: This aquarium is so big! How many fish are there?

MAYA: About 600.

MINH: Wow! Look, a crab!

MINH: Hey, where's the shark?

MAYA: It's over there, next to the ray.

MINH: Oh, where is it now?

MAYA: It's there, behind the seaweed.

MINH: Where is the shark now?

MAYA: It's in front of you!

TRACK 1-23

The fish is near the crab.

The shark is behind the seaweed.

How many sea animals are there?

There's one.

There are 20.

Where's the crab?

It's on the rock.

It's under the rock.

It's next to the rock.

Where are the sharks?

They're in front of the rock.

They're 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.

TRACK 1-24

There are seven kinds of sea turtles. Leatherback sea turtles are really big and are up to two point five meters long.

Dugongs are shy animals that live in the oceans near East Africa and Australia. They grow up to three meters long. They live up to seventy years. Other names for dugongs are sea cow and sea pig.

TRACK 1-25

1. There are
2. They're

TRACK 1-26

1. There are eight hundred fish in the tank.
2. They're in the seaweed.
3. They're between two rocks.
4. There are seven kinds of sea turtles.
5. There are two crabs on the rock.

TRACK 1-27

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?



Audio Scripts

Unit 4

TRACK 1-28

Mom, Christi Cason, and dad, Dave Cason, have 16 children. There are 18 people in the Cason family. There are 9 brothers and 7 sisters.

TRACK 1-29

NADINE: Hey, Maya—are those your family photos?

MAYA: Yes, this is my family in Brazil. That's my dad and that's my mom.

NADINE: Are these your sisters?

MAYA: No, they're my cousins.

NADINE: OK. Do you have any brothers and sisters?

MAYA: Yeah. I have a brother and two sisters.

NADINE: Is that your baby brother?

MAYA: No, that's me!

TRACK 1-30

A: I have two sisters.

B: She has a brother.

C: They have a brother.

A: Do you have any brothers and sisters?

B: Yes, I do.

C: No, I don't.

A: Does she have a brother?

B: Yes, she does.

C: No, she doesn't.

A: Do they have any cousins?

B: Yes, they do.

C: No, they don't.

TRACK 1-31

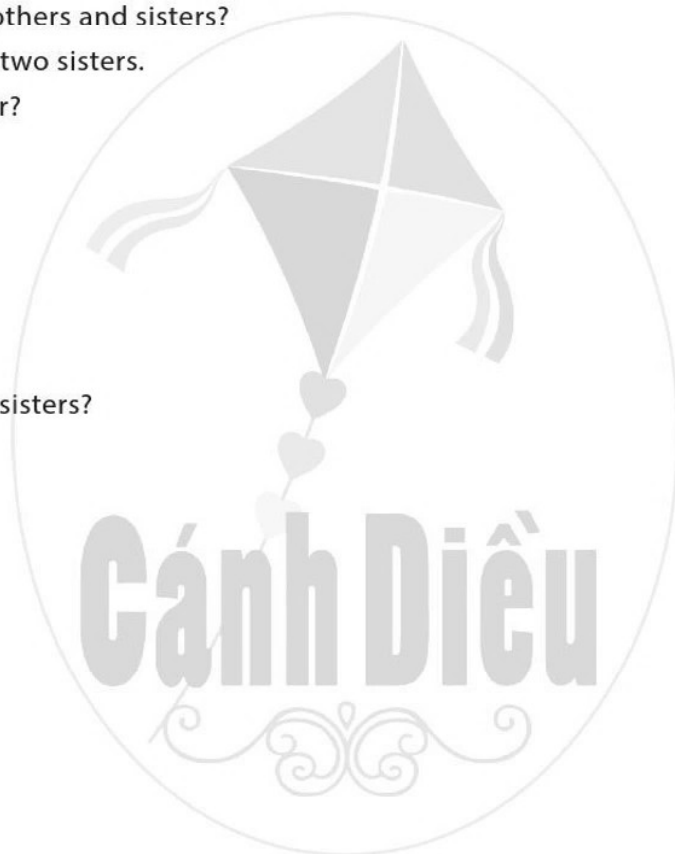
1. Do you have a brother? Yes, I do.

2. Does she have a sister? No, she doesn't.

3. Does he have a daughter? Yes, he does.

4. Do they have any brothers or sisters? Yes, they do.

5. Do you have any children? No, I don't.



TRACK 1-32

A: Who's your brother's mom?

B: She's my mom.

A: Who's your uncle's daughter?

B: She's my cousin.

A: Who's your dad's dad?

B: He's my grandfather.

A: Who's your sister's daughter?

B: She's my niece.

A: Who's your father's brother?

B: He's my uncle.

A: Who's your mom's sister?

B: She's my aunt.

TRACK 1-33

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?

TRACK 1-34

1. Does she have a cousin?

2. Do they have an aunt?

3. Does he have younger brothers?

4. Does she have a baby sister?

5. Do they have aunts and uncles?

TRACK 1-35

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!



Audio Scripts

Unit 5

TRACK 1-36

A: Dino, what's your favorite fruit?

B: Well, I really like apples. What about you, Sophie?

A: Well, I like grapes.

B: OK! And you Teresa, what fruit do you like?

C: I like strawberries. I know Peter likes strawberries too!

D: Yes, that's true. I do!

TRACK 1-37

A: So, Dino, what fruits don't you like?

B: Mangoes. I don't like mangoes.

A: Hmm, I don't like apples! What about you, Teresa?

C: I don't like grapes.

A: Peter, you?

D: Well, I don't like oranges. That's the only fruit I don't like.

TRACK 1-38

STIG: Are you guys hungry? Do you want to eat lunch?

MINH: Yes, I'm really hungry.

MAYA: Me too!

STIG: This is a traditional Swedish food. Do you like fish?

MINH: Yeah, I do!

MAYA: Sure!

STIG: Mmmmm. It's really good.

STIG: Here it is! Maya—are you OK?

MAYA: Sorry . . . I'm not hungry.

MINH: Uh . . . me neither!

TRACK 1-39

A: I like fruit. I don't like vegetables.

B: They like rice, but they don't like sandwiches.

A: He likes pizza. She doesn't like vegetables.

C: We don't like desserts.

B: He likes vegetables because they're healthy.

A: She doesn't like soda because it's very sweet.

B: Do you like juice?

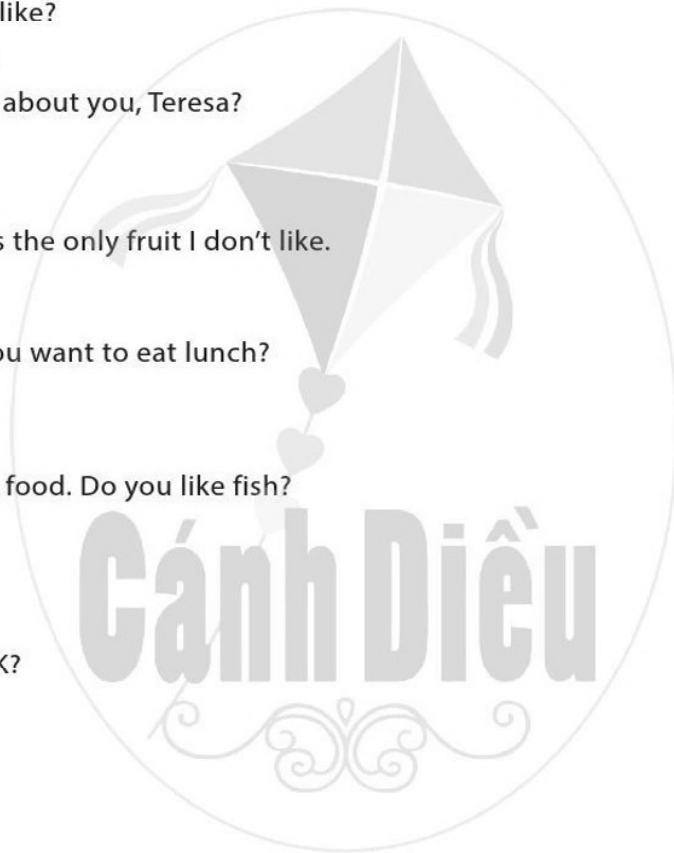
A: Yes, I do.

C: No, I don't.

B: Does he like oranges?

A: Yes, he does.

C: No, he doesn't.



TRACK 1-40

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: Hmmm . . . Let's eat soup. We all like soup!

TRACK 1-41

In an average lifetime, how much do Americans eat? On average, they eat 14,500 bars of candy. Americans love bananas. In their lifetime, Americans eat 5,000 bananas on average. That's about 12 kilograms every year! Do you like soda? Well, Americans love soda. On average, Americans drink 43,000 cans of soda, in their lifetime. Americans eat a lot of bread too. They eat 87,000 slices of bread. On average they drink 26,000 glasses of milk.

TRACK 1-42

1. /s/, drinks
2. /z/, bananas
3. /iz/, glasses

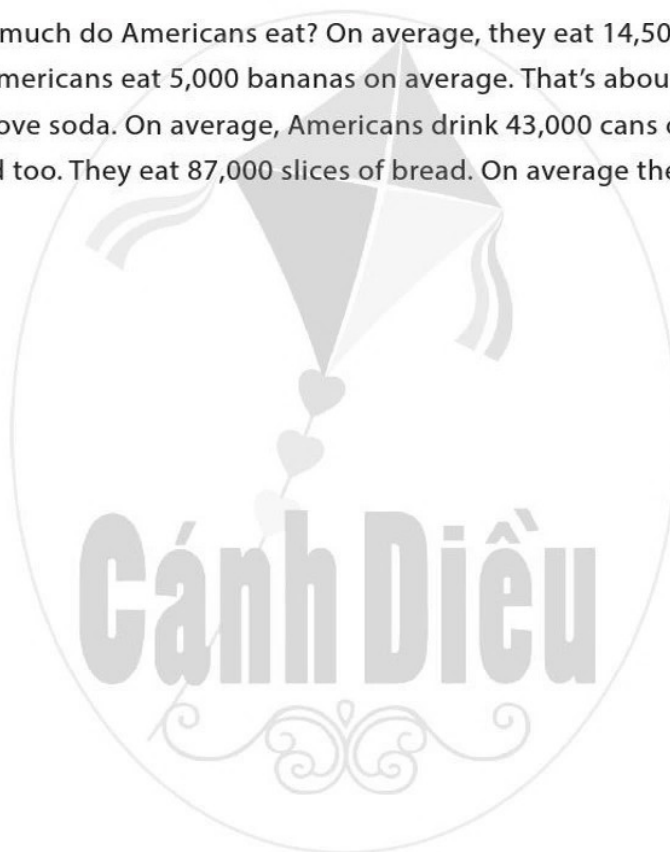
TRACK 1-43

chips
peaches
grapes
desserts
oranges
slices
vegetables
likes

TRACK 1-44

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? 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 you see apples and oranges? Now look at the photo with Warner. What foods do you see in that photo?



Audio Scripts

Unit 6

TRACK 1-45

A: Hi! I'm Paulo. I get up at six-thirty and go to school at seven-fifteen. I go home at eleven and play soccer with my friends. I do my homework at two o'clock. I have dinner at seven and go to bed at nine.

B: Hello. My name is Ira. I get up at six o'clock and go to school at eight. I go home from school at twelve. I do my homework at three o'clock. I have dinner at five-thirty and go to bed at eight-thirty.

C: My name is Theo. I get up at six-forty-five and I go to school at eight. I go home at three thirty. I do my homework at five o'clock. I usually have dinner at seven-thirty and go to bed at nine-thirty.

TRACK 1-46

STIG: [on the phone] How's school this year, Minh?

MINH: It's OK. But I get up at five-thirty every morning.

STIG: Wow! That's early!

MINH: Yeah, I have soccer practice at six o'clock. School starts at seven.

MINH: What time do you go to school, Stig?

STIG: [on the phone] I go to school at eight o'clock. I get up at seven-fifteen.

MINH: [on the phone] Stig, what time is it now in Sweden?

STIG: Oh no, it's eight o'clock. I'm late! See you later, Minh.

TRACK 1-47

A: What time do you get up?

B: I always get up at seven o'clock.

A: When do you have breakfast?

B: I usually have breakfast at seven-thirty.

C: I often have breakfast at six-forty-five.

A: When does he do homework?

B: Sometimes he does homework at one-fifteen, and sometimes he does it at two-thirty.

A: What time does school start?

B: It starts at eight o'clock.

A: When do they go home?

B: They go home at four o'clock. They're never late.

TRACK 1-48

1. She always gets up at eight o'clock.

2. He sometimes has breakfast at seven-fifteen.

3. What time do they have dinner?

4. What time does he go to bed?

5. I always do homework at four o'clock.

6. He often goes home at six o'clock.

TRACK 1-49

Not all large countries have different time zones. China is a very large country but it has only one time zone. In the US, there are eleven time zones. It has the highest number of time zones in one country. Some countries change their time according to the seasons to have more daylight. Every country can decide its own time. Samoa permanently changed its time zone in two thousand eleven.

TRACK 1-50

1. student
2. school
3. class
4. teacher

TRACK 1-51

student
music
space
time
check
study
never
clock

TRACK 1-52

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.

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.

Unit 7

DISK 2, TRACK 2-01

LUCAS: Christina, do you know how to rock climb?

CHRISTINA: Yes. I can climb to the top of this mountain in under three hours!

JENNIFER: Do you like swimming, Lucas?

LUCAS: Yes, I love swimming. I can hold my breath for almost four minutes!

JENNIFER: Can you sing well, Christina?

CHRISTINA: No, I can't. I'm awful!

LUCAS: Can you play the guitar, Jennifer?

JENNIFER: No, but I can play the piano. I can do it with my eyes closed!

Audio Scripts

TRACK 2-02

MINH: Maya, can you sing?

MAYA: Yes, I can. I'm pretty good at it [singing].

STIG: Hi, Minh! Do you know how to play golf?

MINH: Yes, I do. I can play golf.

STIG: Great! We're at my place. Do you want to play right now?

MINH: Sure! I'm on my way!

STIG: OK! See you soon!

TRACK 2-03

A: Dave can ski, and Sherry can surf.

B: Sherry can skateboard, but she can't sing.

B: Can you swim?

A: Yes, I can. / No, I can't.

B: What can parrots do?

A: They can sing, but they can't play the piano.

B: Can he play baseball?

A: No, he can't, but he can play golf.

C: Can they play an instrument?

D: Yes, they can, and they can sing, too.

TRACK 2-04

NADINE: Hey, Stig, look at this! It's a painting by Phong the elephant. Phong is from Thailand.

STIG: Wow! Can elephants paint?

NADINE: Not usually, but Phong can. Phong can play music, too.

STIG: Amazing! What other things can Phong do? Can he dance?

NADINE: No, he can't dance, and he can't skateboard either. He's an elephant!

TRACK 2-05

Daniel Kish can't see, but he can ride a bike. He makes sounds and then listens, like a dolphin. He can climb trees, dance, and even swim and cook. He also appeared in an Indian movie and a National Geographic TV show.

Isao Machii is a Japanese swordsman. He has four Guinness World Records for his sword skills. He can cut a tennis ball traveling at the speed of a plane with his sword.

Kevin Richardson works with wild animals. He is also called the 'Lion Whisperer'. He can spend the night with lions without being attacked. Many animals, like lions, hyenas, leopards, and cheetahs, treat him like their own.

TRACK 2-06

1. can

I can sing.

2. can't

I can't play the piano.

TRACK 2-07

1. I can swim.
2. He can't play golf.
3. She can't dance well.
4. He can skate.
5. She can speak French.
6. We can't play tennis.

TRACK 2-08

This is Kanzi, a bonobo chimpanzee. Bonobo chimpanzees are from Africa. There are only about 10,000 to 50,000 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 3,000 English words. He can't speak, but he can 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 make a fire and cook marshmallows. He knows that fires are hot. Kanzi can't sing, but he can play the piano. Kanzi teaches his son Teco. Now Teco can use a computer, just like Kanzi.

Unit 8

TRACK 2-09

A: Can I see the red and black headphones, please?

B: Sure, here you go.

C: Excuse me, can I see those shoes please?

D: Would you like to see the black ones?

C: No, the brown ones.

A: How much is that backpack?

B: The large one?

A: Yes.

B: It's \$40.

C: Excuse me, can I please see that small hat?

D: This one?

C: Yes, please.

A: I'd like the white T-shirt, please. How much is it?

B: It's cheap! It's only \$8.

Audio Scripts

TRACK 2-10

MAYA: Look at those T-shirts!

NADINE: Yeah, they're pretty cool.

MAYA: Excuse me, can I see that T-shirt, please?

STORE OWNER: Sure, here you go.

MAYA: How much is it?

STORE OWNER: It's \$10. Would you like to buy it?

MAYA: Yes, please.

MAYA: Oh no—it's too big!

TRACK 2-11

A: How much is this T-shirt?

B: It's cheap. It's only twenty dollars.

A: How much are those sneakers?

B: They're fifty dollars.

A: I'd like that T-shirt, please.

B: Here you are. / Here you go. Would you like this baseball cap?

C: Yes, please.

No, thanks. I'd like that one.

B: Would you like to see these sneakers?

A: No, thanks. I'd like to see those ones, please.

A: Look at that jacket! Should I buy it?

B: Try it on first.

C: Don't buy it. It's too expensive.

TRACK 2-12

1.

A: How much is this wallet?

B: It's twelve dollars.

2.

A: How much is that watch?

B: It's \$50.

3.

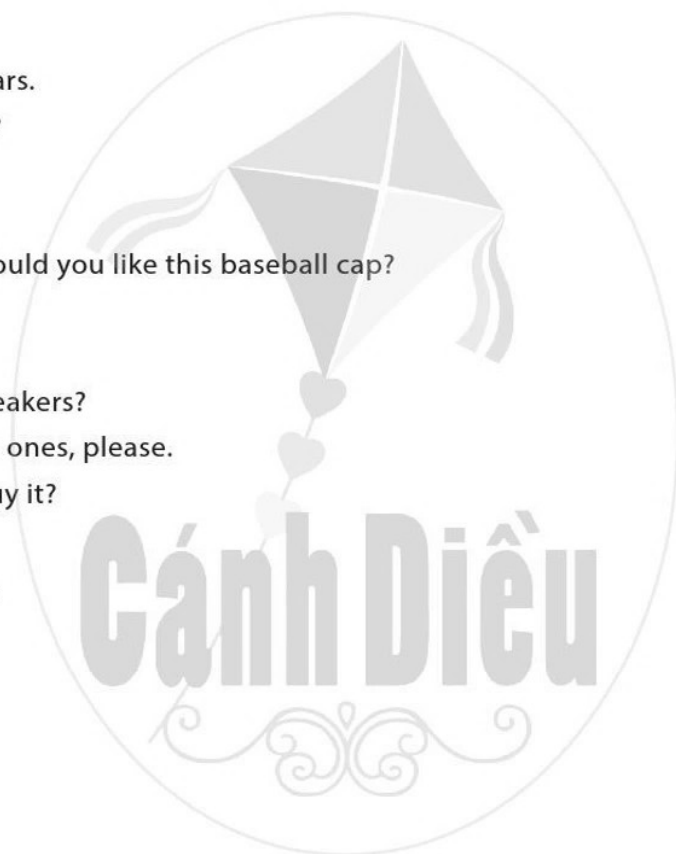
A: How much is this cap?

B: It's cheap. It's \$10.

4.

A: How much are those books?

B: They're \$15.



TRACK 2-13

A: Excuse me, can I see that sweatshirt, please?

B: Would you like to see the blue one?

A: No, I'd like to see the red one, please.

B: Here you go. It's \$30. Try it on first.

A: Hmm, it's too expensive. How much is the blue one?

B: It's \$25.

A: OK, great. I'd like the blue one, please.

TRACK 2-14

Here are six simple rules of haggling.

Rule number 1: Know the real price. Buyers pay a lot of money when they don't know the real price.

Rule number 2: Be very friendly. The seller wants to make money, but haggling is a kind of sport too.

Rule number 3: Don't say "yes" to the seller's first price. The first price is usually very high.

Rule number 4: Don't look very interested. Tell the seller, "Sorry, I don't want it" or, "It's good, but it's not great."

Rule number 5: Walk away if you don't like the seller's price.

Rule number 6: Whether you buy something or not, being nice is still important.

TRACK 2-15

A: Excuse me, can I see that box, please?

B: Here you go. It's \$50. Would you like to buy it?

A: No, that's too expensive. How about \$30?

B: That's too cheap. I can sell it for \$40.

A: That's still too expensive.

B: OK, you can have it for \$35.

TRACK 2-16

1. Two dollars and ninety nine cents.

Two ninety nine.

2. Fourteen dollars and ten cents.

Fourteen ten.

TRACK 2-17

1. Two hundred dollars.

2. Twenty nine seventy five.

3. Ten twenty five.

4. Twenty seven ninety.

5. Fifty six fifty.

6. Six ten.

Audio Scripts

TRACK 2-18

Dubai is a city in the United Arab Emirates. Around two million people live there. The Mall of the Emirates is the second-largest mall in Dubai. Over 36 million visitors visit this mall every year.

The mall is very big. It's also very famous and has over 25 awards. You can spend the whole day here. It has everything! You can go shopping. You can eat. You can watch a movie or see a play here, too. The Mall of the Emirates has about 500 stores: clothing stores, bookstores, and electronic stores. There are more than 85 restaurants and cafés, two hotels, a movie theater with 14 screens, and a theater. It even has a ski slope. It's true—you can ski in the desert! It's hot in Dubai, but it's very cold on the ski slope.

Unit 9

TRACK 2-19

1.

A: Hey Joe. What are you doing?

B: Hey . . . I'm texting my brother.

2.

A: Where's Sara?

B: She's over there.

A: What's she doing?

B: She's calling her friend.

3.

A: What's Brian doing on my laptop?

B: He's checking his email.

4.

A: Hey, come on, let's go! We're late!

B: Just a second!

A: What are you doing?

B: I'm taking a photo.

A: OK! Hurry up!

5.

A: Is your sister coming with us?

B: No, she's busy. She's chatting with her classmates.

6.

A: What's Anna doing? Is she watching a movie?

B: No, she's playing a game on her laptop.



TRACK 2-20

NADINE: Hey, Maya. Where are you?

MAYA: Hi, Nadine! I'm just sitting in a café.

NADINE: Do you want to go to the movies?

MAYA: OK! Where are you now?

NADINE: Well, I'm in a café too...

MAYA: You are? Which one?

NADINE: I'm standing behind you!

TRACK 2-21

A: What are you doing?

B: I'm texting.

A: What are you doing tomorrow?

B: Tomorrow I'm playing soccer.

A: What's he doing?

B: He's checking his email.

A: Are they watching a movie?

B: Yes, they are.

C: No, they aren't.

A: Is she listening to music?

B: Yes, she is.

C: No, she isn't.

A: Who are you chatting with?

B: I'm chatting with a friend.

D: Are we going to the park tomorrow?

C: Yes, we are.

C: No, we aren't.

D: Are you resting at home now?

C: Yes, I am.

C: No, I'm not.

TRACK 2-22

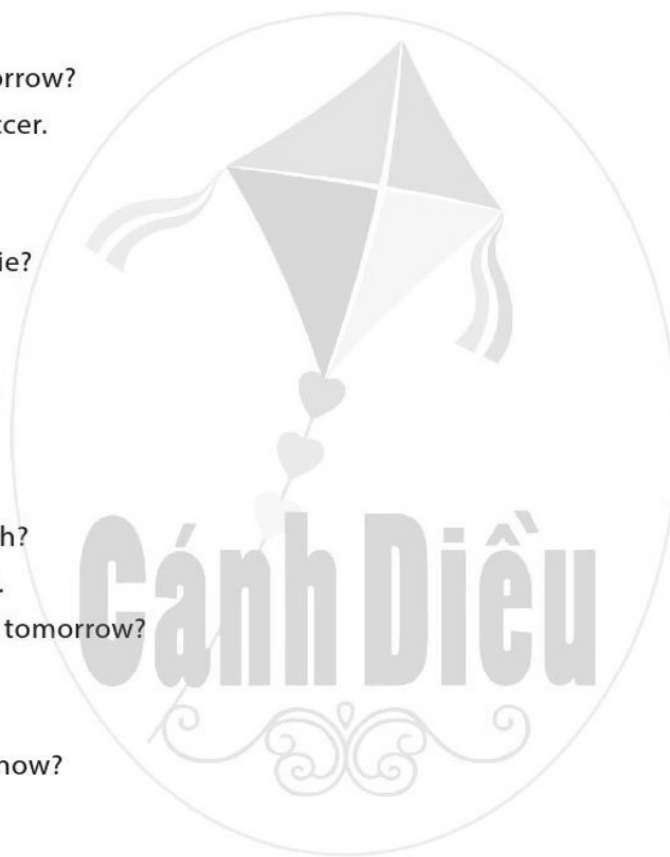
SARAH: Hey, Anna, what are you doing? Are you studying for the test?

ANNA: No, I'm not. I'm playing a game on my computer. What about you?

SARAH: I'm just chatting with friends and listening to some music.

ANNA: Really? What are you listening to?

SARAH: Beyoncé. She's my favorite singer!



Audio Scripts

TRACK 2-23

Robert Wood teaches engineering and applied sciences at the Harvard School of Engineering. He also makes robots at the university's laboratory. Wood is now making very small robots called microbots.

One of these is the RoboBee. These are flying robots. They are the size of a fly! These microbots can go into dangerous places to help people. They can also help in growing crops and increase food production.

Wood is also working on a microbot called millibot. Millibots look like millipedes and are some of the fastest robots in the world.

TRACK 2-24

1. What are you doing?
2. Are you studying?

TRACK 2-25

1. Are they watching a movie?
2. Do you read blogs?
3. What's she writing?
4. Are you texting him now?
5. Do you like movies?
6. What game are you playing?

TRACK 2-26

Can you imagine a car without a driver? In some places, this is quickly becoming a reality. Countries such as Finland and Singapore are studying how to use self-driving cars as public transportation. Some shuttle buses and many subway trains are already using self-driving technology to move people around town.

Companies are researching how to make self-driving cars safe and convenient for everyone, and they're hoping to bring this technology to the public by 2035. By then, people won't need their own vehicles. Instead, they will be able to "share" a car, which will take them to their home or office, and then continue to pick up another person.

These shared self-driving cars will spend less time parked than regular cars, so some businesses are changing their parking lots into green parks or event spaces. Best of all, we'll spend less time in cars—map apps are already making our journeys faster, and self-driving technology could make them even faster.

Unit 10

TRACK 2-27

1.
[SOUND EFFECT TO SHOW WINDY]
2.
[SOUND EFFECT TO INDICATE SUNNY]

3.

[SOUND EFFECT TO INDICATE STORMY]

4.

[SOUND EFFECT TO INDICATE RAINY]

TRACK 2-28

JIMMY: Hi, everyone. Thanks for coming online. Minh! What are you doing? What's the weather like in Hà Nội today?

MINH: Hey! Well, I'm sitting at home because it's windy and rainy. But I'll go out when the rain stops. It's nice and warm outside.

MAYA: Are you at home too, Nadine? What's the weather like in Cape Town today?

NADINE: No, I'm chatting on the phone. I'm out shopping! In Cape Town, it's hot and sunny. It's not windy.

STIG: Hey, Maya. What about you? How's the weather in Rio de Janeiro?

MAYA: Well, I'm stuck at home. It's kind of cool, but it's stormy. It's very rainy. I don't think I can go out today.

MINH: Stig, what's the weather like in Stockholm today?

STIG: In Stockholm, it's cold and sunny today. I'm at home right now but I'm planning to meet my friends for lunch later.

TRACK 2-29

NADINE: Hey, Stig. What's the weather like in Sweden today?

STIG: It's snowy. It's always snowy in winter here.

NADINE: Oh! So, what are you doing now?

STIG: I'm doing something fun!

NADINE: Cool! Are you at home?

STIG: No, I'm not.

NADINE: Come on, Stig! Tell me what you're doing!

STIG: I'm snowboarding!

TRACK 2-30

A: What's the weather like today?

B: It's warm.

A: What's the weather like in summer?

B: It's always dry and hot. July is the hottest month.

A: Will the weather be cold tomorrow?

B: It will be rainy, but it won't be cold.

C: If it's rainy, I'll stay home. I won't go out.

A: Is it good to visit in winter?

B: Yes, it is. Winter is the most exciting season.

D: No, it isn't. Winter is the coldest season.

A: How hot is it?

B: It's about 30 degrees.

D: It's about minus 12 degrees.

Audio Scripts

TRACK 2-31

HUNTER: What's the weather like where you live?

SARAH: Well, in Perth, it's always hot in January and February. That's the summer here.

HUNTER: Really? So when is it winter in Australia?

SARAH: Well, winter is from June to September.

HUNTER: In Ottawa, winter is from November to March. It's always really cold. Winters are long and snowy.

SARAH: Is it hot in the summer?

HUNTER: Well, it's sometimes hot, but it's usually warm and sunny.

TRACK 2-32

Most tornadoes only last for a few minutes. Every tornado has its own shape, sound, and color. Usually, a tornado's color matches the color of the ground. A strong tornado can pick up a house and move it. Tornadoes are sometimes called twisters.

Some hailstones are very big and can weigh 1 kilogram. Big hailstones can damage houses and cars. They sometimes contain things like stones, nuts, and insects.

TRACK 2-33

1. wind, windy

2. sun, sunny

TRACK 2-34

1. The roads are icy.

2. The snow is very deep.

3. The storm is over.

4. It's very cloudy.

5. The weather is rainy today.

6. The wind is very strong.

TRACK 2-35

Most people run away from tornadoes, but Roger Hill runs toward them. He is a "storm chaser." He takes photos of storms. He has photos of more than 650 tornadoes!

Hill runs a company called Silver Lining Tours. His company organizes trips for people who want to see tornadoes. He spends about four months every year traveling. He travels all over the United States looking for tornadoes. He finds them by checking the Internet for weather information. When he finds a storm, he starts driving toward it. His company's cars have special equipment to help him follow the storms.

Whenever he's chasing and photographing tornadoes, Hill knows he needs to be safe. He says you can get close to a tornado and take a picture. However, if you make a mistake, it can kill you. So in a way, it's like a photographer trying to take photos of grizzly bears. Before taking a photograph, you need to be ready and to have an escape route. Safety is really important!

Unit 11

TRACK 2-36

TEENAGER: Hi, Rena.

RENA: Hi!

TEENAGER: When did you get back from your vacation?

RENA: I got back yesterday.

TEENAGER: Where did you go?

RENA: I went to Melbourne in Australia.

TEENAGER: Oh, wow! How was the weather? Was it really cold?

RENA: No, it was actually warm and sunny. It was summer in Australia!

TEENAGER: Did you go with your friends?

RENA: No, I went with my parents.

TEENAGER: That's good! Did you enjoy yourself?

RENA: Yes! We had a really good time!

TRACK 2-37

TEENAGER: Did you enjoy yourself?

RENA: Yes! We had a really good time!

TEENAGER: What did you do there?

RENA: We did a lot of exciting things. On our first day we went to the mountains. We trekked all the way to the top. We spent the next day swimming at the beach. There are a lot of amazing restaurants in Melbourne. We had some really interesting food. We also went to see a few museums. There was so much to do!

TRACK 2-38

NADINE: How was your vacation?

MINH: Well, it was good and bad.

NADINE: Why's that?

MINH: Well, my dad got us air tickets to London. My family loves England.

NADINE: OK . . . so what did you do?

MINH: We went to a museum. We saw the river. We had fun.

NADINE: That sounds great! So what was the problem?

MINH: He got air tickets to London, Canada, not London, England! We went to the wrong country!

Audio Scripts

TRACK 2-39

A: How was your vacation?

B: It was amazing!

A: How were the beaches?

B: They were beautiful!

A: What did you do?

B: I went to the beach.

C: I ate a lot of good food.

D: I stayed at home.

E: I saw a beautiful museum.

A: Did you go surfing?

B: Yes, I did.

C: No, I didn't.

A: When did you go?

B: I went on Friday.

C: I went in June.

D: I went in the morning.

E: I went at 5 p.m.

F: You should visit the beach. You shouldn't go at night. It might be too cold.

TRACK 2-40

JASMINE: How was your weekend, Mina?

MINA: It was great.

JASMINE: What did you do?

MINA: I went to the beach.

JASMINE: Really? What did you do there?

MINA: Well, I went surfing. It was a lot of fun.

JASMINE: Did you go with your parents?

MINA: No, I went with my cousins. You should come with us next weekend!

JASMINE: I might have time. I'll check my schedule when I get home.

TRACK 2-41

In December 2010, National Geographic Explorer Andrew Evans visited Australia. First of all, he traveled to Perth. Next, he went to visit Uluru. Then, he traveled to Cairns and went diving on the Great Barrier Reef. Next, in Sydney, he celebrated Australia Day. And finally, in Melbourne, he saw his first kangaroo!

TRACK 2-42

Andrew Evans stayed in Australia for more than two months. He visited almost every state in the country and traveled almost 30,000 kilometers! He loved the country and the people. He thinks Australia is a great place. He was really happy he went there and hopes to go there again one day.

TRACK 2-43

1. They stayed in a great place.
2. I checked my emails in the hotel.
3. We visited a museum.

TRACK 2-44

1. We watched a movie on the airplane.
2. He invited me to a picnic.
3. She shared her photos.
4. I liked Australia.
5. We wanted to go to England.
6. They hiked in the mountains.

TRACK 2-45

In 2011, Canadian travel writer Heather Greenwood Davis and her husband, Ike, went on an adventure. They took their two sons—Ethan and Cameron—out of school and went on a round-the-world trip.

In total, the Davis family spent 12 months on the road and went to 29 countries. They saw amazing birds in the Galápagos islands, climbed volcanoes, and helped at a children's hospital in China. They even came close to a huge bear in Canada. They went to beautiful temples in Cambodia. They also traveled into the rain forests of Thailand and saw really big Asian elephants.

While they traveled, they wrote many travel blog posts. They also took lots of photos.

Now back home in Canada, Heather says that her family learned many things. They learned that the world is a beautiful place full of amazing people. Traveling made her see how we are all like each other. We can all make friends everywhere we go.

Unit 12

TRACK 2-46

TEENAGER 1: Hi, Maria. It's your birthday next month. What do you usually do for your birthday?

MARIA: Well, I usually have a party with my friends. It's a lot of fun.

TEENAGER 1: Hi, Yang. What does your family do for Chinese New Year?

YANG: We always watch the fireworks and then we have a quiet dinner at home. I really enjoy Chinese New Year.

TEENAGER 1: Philippe, do you have any plans for your summer vacations?

PHILIPPE: Well, I usually go to a festival and watch the parade.

TEENAGER 1: Hi, Aditi. What do you usually do for Diwali?

ADITI: I usually go shopping. It's fun, but what I enjoy most is eating. I eat special food, really nice food!

TEENAGER 1: Hi, Chrystie. What do you do for New Year?

CHRYSTIE: I usually spend it at home. I clean the house and put up decorations. Then I spend time with my family. I like spending time with my family at New Year.

Audio Scripts

TRACK 2-47

MAYA: Hi, Nadine! How was your weekend?

NADINE: It was good, thanks.

MAYA: What did you do on Saturday?

NADINE: Um, I visited my aunt and uncle.

MAYA: That's nice! What about yesterday?

NADINE: Yesterday . . . I went to a night festival.

MAYA: And what are you doing now?

NADINE: Taking a nap . . . you woke me up!

TRACK 2-48

A: I went to a festival during the holidays.

B: What did you do on New Year's Eve?

A: We went to a party. What did you do in summer?

B: I visited my family.

A: Did you go on vacation for Lunar New Year?

B: Yes, I did.

C: No, I didn't. I stayed at home.

TRACK 2-49

A: When's your birthday, Elisa?

B: It was last month. It was on July 10th.

A: Great! What did you do?

B: Well, it was during the summer holidays, so I went to Spain. When is your birthday, David?

A: Well, my birthday is in winter. It's during the winter holidays!

B: Oh, I remember! It's on December 23rd. I came to your birthday party last year!

TRACK 2-50

Every year, in the village of Lazarim in Portugal, people celebrate the Lazarim Carnival. They walk in the streets wearing masks carved out of wood. These scary masks are not painted. They have sharp horns and a long sharp chin.

In Spain, on the days of the summer festival, people wear really big masks. The masks are made out of pieces of paper, known as papier-mâché, and are really colorful.

Once every five years, people in Austria dress up for a carnival. "Wild men" wear costumes made out of plants. It makes them look like trees. They also have long noses that look like beaks.

TRACK 2-51

Festivals in Europe usually take place from the beginning of December until April. People dress up as trees, bears, and even goats and walk the streets.

In Portugal, during the Lazarim Carnival, people wear new wooden masks every year. They play music, decorate cars, and dance. There are also poetry competitions.

In Spain, people have a festival to enjoy the last nights of summer. People wear very big head masks.

In Austria, the streets change into a magical world. People wear scary costumes and walk the streets.

TRACK 2-52

1. barbecue
2. decoration

TRACK 2-53

1. festival
2. vacation
3. party
4. celebrate
5. around
6. summer
7. amazing
8. winter

TRACK 2-54

Every year, on January 5th, the city of Harbin in northeast China changes into a winter wonderland. Tourists from all around the world come to visit this amazing ice and snow festival.

The festival started in 1963 and began as a winter party. The festival usually lasts for one month. However, if the weather stays cold and dry, it goes on for a few more days. Temperatures are usually very cold. They can go down to -17°C .

Ice sculptors use different tools to carve the hard ice and snow. These sculptors display their work in two main areas. "Sun Island" has huge snow sculptures of people and animals. "Ice and Snow World" has sculptures of buildings. At night, these buildings light up with brightly colored lights.

Visitors can do a lot of other activities, such as skiing and ice sliding. They can also go swimming in the icy waters of the Songhua River.

The Harbin Ice and Snow Festival is very popular. Every year, hundreds of thousands of people visit the festival.

Video Scripts

Unit 1

My Favorites

Hello, I'm Dane Jackson, and I'm from Tennessee.

My favorite extreme sport is kayaking.

I like kayaking in Spain and South Africa.

Hi, my name is Rebecca Rusch, and I'm from Idaho.

My favorite extreme sport is mountain biking.

It's great.

Hi, my name is Alex Honnold. I'm from California.

Rock climbing is my favorite extreme sport.

I like climbing mountains in the United States of America.

Unit 2

Canopy Creatures

Barro Colorado is an island in Panama, Central America. The rain forest here is very big.

Many animals live in this forest. They live in the treetops. Here are some interesting animals.

This is a howler monkey. It is really noisy.

And this is a capuchin monkey.

Look at this coati. It has a long tail.

At night there are fruit bats. The bats fly high over the trees.

This is a red-eyed tree frog. It's small, but it lives high in the trees, too.

Unit 3

Ocean Oddities

The ocean is full of strange creatures.

Look at the seaweed. Do you see anything unusual? Here in the seaweed is a camouflaged sargassum fish.

The fish looks like the plants around it. Look out!

Now meet the beautiful comb jellyfish. These are very colorful.

They eat other jellyfish with their big mouths.

Beluga whales are very noisy. They make sounds to talk to each other.

Look! Here is a clam! Let's look at its foot; well, a foot that looks like a tongue.

When clams are scared, they hide under the ground.

Many strange and amazing creatures live in our oceans.

Unit 4

Cason Family

"I'm Dave Cason, and I'm Christi Cason, and together we have 16 kids. Laura is three, Morgan five, Walker six, Trevor seven, Rebekah eight, Emma is nine, Harper is ten, Kaylee 12, Gage 14, Bailey is 15, Austin is 17, Dalton 19, Chad is 20 and the eldest is Jessica, who is 22. And then there is one-year-old Nathaniel and sleepy two-year-old Sawyer."

Life in a big family is not easy. Every morning, mom, Christi, takes 9 of their children to 4 different schools. She looks after the younger brothers and sisters for the rest of the day.

The Cason family lives in a big house, but sometimes 6 children sleep in the same room. They also have a big car. But it takes a long time for all of them to get in the car.

Dad, Dave, says it's not easy to take care of so many children. The younger brothers and sisters fight a lot.

But, he says, they are happy parents and they have a happy family.

Video Scripts

Unit 5

A Strange Meal

Welcome to New York, a city full of amazing restaurants.

Let's meet Gene Rurka. He makes strange and unusual food. Gene is a chef in a hotel restaurant.

Do you want to see what's on the menu tonight?

Let's see.

There are worms.

There are cockroaches.

There are also spiders, scorpions, and crickets.

Gene loves these creatures. He says they are very tasty. Many people like to eat them. They aren't dangerous.

But it is important that the food looks good.

It's dinner time! Do people like the food?

"Oh my goodness!"

"Oh my goodness!"

"It's very good!"

Most people like the food, especially the spiders and scorpions! They think the food's really tasty. The dinner is a big success!

Unit 6

Kakenya's School

Many Maasai girls in Kenya's villages have a hard day. They get up early and give food to the animals. They cook food, get water, and help with housework. They also take care of their younger brothers and sisters.

Kakenya wants to change all this.

She wants to help these girls go to school and help them to study.

She runs a school called Kakenya Center for Excellence. It is a boarding school. All girls live there.

They eat meals at the school, but they don't need to cook. This way, they have more time to study.

They have lots of fun. They sing songs and dance.

They also study different subjects. They get up really early at 4:30 a.m. and start school at 6:00 a.m. They learn math and science. They also learn geography and history.

They even learn how to play soccer and volleyball.

The school helps these girls to have a new and better life. They are able to fulfill their dreams.

Unit 7

Contact Juggling

There are close to 13 million people living in Tokyo, Japan. One of them is Okotanpe.

He is a contact juggler.

Contact jugglers aren't like other jugglers. They don't throw balls into the air. They can juggle a ball by rolling it over their body. They use hard plastic balls. These balls look like soap bubbles in the air.

Okotanpe can juggle very well.

Contact juggling looks easy, but it is not.

Okotanpe practices for several hours every day.

He can also dance, do magic tricks, and throw the ball in the air—all at the same time.

Unit 8

A Moroccan Market

Fez, Morocco, is a busy place with many different shops and stalls.

You can buy almost anything you want there—from sandals, to goldfish bowls and bird cages.

This man sells Moroccan clothes, and this man sells fruit.

You can learn a lot about Moroccan culture if you visit the market, or souk. For many foreigners, buying something here is an interesting experience. In the souk, you need to haggle.

This tourist wants to buy a bracelet.

The seller says 225 dirhams.

The tourist says 110.

The seller says no.

The tourist then says 120 but he still doesn't agree.

Now she says 130—it's her last price.

The seller agrees. It's a great deal for the tourist! Everyone's happy.

Video Scripts

Unit 9

The New Photographer

Many people like to take photos of dangerous animals. But it's not safe to get too close.

Meet the new photographer! This photographer is a small buggy. There is a camera inside it.

This buggy is helping Chris McLennan take photos of lions. McLennan is controlling the buggy with a remote control.

The lions are becoming interested. More come for a closer look.

The lions don't know, but the buggy is secretly taking photos of them.

One lion tries to see if the buggy is food!

After the lions finish playing, McLennan checks the camera.

It's OK.

There are some great pictures!

Unit 10

Tornadoes

Tornadoes, also called twisters, are very dangerous storms.

There are more than 800 tornadoes in the US every year.

Many of these take place in an area known as "Tornado Alley."

Tornadoes don't last very long. They are usually between 20 seconds and an hour, but they cause a lot of damage.

So what should you do if there is a tornado in your area? When there is a tornado, some scientists advise going to a basement and staying away from any windows.

It's also a good idea to hide under large furniture, like a table.

Most people try to stay safe. Some scientists, however, use cars with special equipment to get close to tornadoes.

These storm chasers see clouds, heavy rain, hail, and lightning.

They want to know more about why tornadoes happen so they can keep people safe.

Unit 11

Andrew Evans

My name is Andrew Evans and I am National Geographic's digital nomad.

To celebrate National Geographic's 125th anniversary, I traveled to ten different countries in just 24 days.

I started my journey in London.

My first stop was Oman.

I then saw the beautiful mountains of Nepal and Bhutan.

My next stop was the islands of Palau. I dived with millions of jellyfish.

I then flew back to Asia and saw beautiful Laos.

Then I went diving again, in the Maldives.

I had an exciting experience in Botswana. I saw amazing wildlife.

My favorite part of the trip was when I saw mountain gorillas in Rwanda.

This trip was one of the greatest experiences of my life.

Unit 12

Monkey Festival

Welcome to Lopburi, in Thailand.

There are lots of monkeys in this town.

Every year, on the last Sunday of November, there's a special festival for these monkeys.

In Thailand, people like monkeys.

There is a story about Hanuman, the monkey god. Hanuman is very popular.

At the festival, people wear monkey costumes and dance.

They give food and water to the monkeys, too. There is a lot of food and a lot of tasty, colorful fruit.

A lot of tourists visit the festival. They think the monkeys are funny.

This monkey wants this man's sunglasses. The man isn't angry.

Some monkeys are very naughty, but people like them.

NHÀ XUẤT BẢN ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH

280 An Dương Vương, Phường 4, Quận 5, TP. Hồ Chí Minh

Điện thoại: (028) 38 301 303 – Fax: (028) 39 381 382

Email: nxb@hcmue.edu.vn

Website: <http://nxb.hcmue.edu.vn>

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Nguyễn Thanh Bình (Tổng Chủ biên kiêm Chủ biên)
Nguyễn Thị Xuân Lan - Phạm Nguyễn Huy Hoàng
Đào Xuân Phương Trang - Lê Nguyễn Như Anh

Chịu trách nhiệm xuất bản:

Giám đốc - Tổng biên tập
LÊ THANH HÀ

Biên tập:

THÁI THÀNH NHÂN
TRẦN THANH NGÀ - LÊ THỊ THÙY TRANG

Trình bày bìa:

MICHAEL GUTIERREZ

Sửa bản in:

THÁI THÀNH NHÂN

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