

Student Book pages 12–13

Objectives

- Talking about responsibilities

Grammar

- Compound sentences with *but* and *and*
I have to read textbooks, but my parents have to pay bills.
I have to read textbooks, and my parents do, too.
- Modal verb *have to*
I don't have to read textbooks, but my son/daughter does.
I don't have to pay bills, but my parents do.

Vocabulary

Responsibilities: read textbooks, pay bills, go to bed early, repair the house, type a report, scrub the sink

Materials

Class CD1 Tracks 19–22

Student Book page 12

Warm up

1. Review the value from Unit 1, *Be prepared*, by asking your class: *Are you ready to start a new unit? Did you bring the material, a pencil case with pens, pencils, and markers? Have you done your homework for Unit 1?*
2. Sing **Thanks, Anyway** (Class CD1 Track 15). Encourage students to move, clap hands, and accompany the music with gestures.

B Listen and number. Then talk about the picture.



See *Using the Big Picture*, Teacher's Book page 24.

1. Direct students' attention to the big picture. Have students try to find and point to each of the new vocabulary items in the picture on their own before listening to the CD.
2. Play Class CD1 Track 20. Students listen and number the items in the picture.



1. Mom: Tommy, are you almost finished typing your report?
 Tommy: Yes, almost. I'll probably need another thirty minutes.
 Mom: OK. Don't forget, your dad and I need to pay bills using the computer when you're done.
2. Mom: And Emma, how's your homework going?
 Emma: I'm reading textbooks now. The chapter in my science textbook is longer than the one in my social studies textbook.
3. Dad: What's that about paying bills? I'm still repairing the house. This door is so loose!
4. Mom: Ssh! Ann is going to go to bed early tonight. She wasn't feeling very well, remember?
 Ann: Mom, I'm right here. I came to say "good night."
 Mom: Good night, Ann.
5. Emma: Mom, do you need help cleaning the kitchen?
 Mom: No, thanks. After I scrub the sink, I'll be finished.

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new verb phrases. Write each phrase on the board and help students to understand it.
2. Link the language. Ask: *Do you go to bed early? Do your parents read textbooks?*
3. Play Class CD1 Track 19. Students listen, point, and say along with the CD.



- | | |
|--------------------|---------------------|
| 1. read textbooks | 2. pay bills |
| 3. go to bed early | 4. repair the house |
| 5. type a report | 6. scrub the sink |

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

3. Check answers together. Invite students to talk about other things they see in the picture.

Student Book page 13

C Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *I have to read textbooks, but my parents have to pay bills; I have to read textbooks, and my parents do, too.*
2. Direct students' attention to the first grammar box. Say the sentences and have students repeat.
3. Direct students' attention to the use of a comma before *and* and *but* as shown in the grammar box.
4. Play Class CD1 Track 21. Students listen and say along with the CD.



- 21 I have to read textbooks, but my parents have to pay bills.
I have to read textbooks, and my parents do, too.
1. I have to read textbooks, but my parents have to pay bills.
 2. I have to read textbooks, and my parents do, too.
 3. I have to go to bed early, but my parents have to repair the house.
 4. I have to go to bed early, and my parents do, too.
 5. I have to type a report, but my parents have to scrub the sink.
 6. I have to type a report, and my parents do, too.

5. Students practice the pattern on their own, using their books. They can choose a picture that represents their responsibilities, e.g., Picture 2: *I have to read textbooks, and my parents do, too.*

D Listen and say. Then practice.

1. Introduce the new pattern: *I don't have to read textbooks, but my son/daughter does. I don't have to pay bills, but my parents do.*
2. Direct students' attention to the second grammar box. Read the sentences together with the students.
3. Play Class CD1 Track 22. Students say along with the CD.



- 22 I don't have to read textbooks, but my son does.
I don't have to read textbooks, but my daughter does.
I don't have to pay bills, but my parents do.
1. I don't have to read textbooks, but my son does.
 2. I don't have to pay bills, but my parents do.
 3. I don't have to write a report, but my daughter does.
 4. I don't have to scrub the sink, but my parents do.

5. I don't have to go to bed early, but my son does.
6. I don't have to repair the house, but my parents do.

4. Students practice the pattern in pairs, using their books. One student can point to a picture and another student in the class has to provide the sentence.

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



Student pairs look at the big picture in Activity B, point to the characters, and practice asking and answering with the language pattern in the speech bubbles: *Does she have to pay bills? Yes, she does./ No, she doesn't.* Students should use all of the new vocabulary.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication: Direct students' attention to the Everybody Up Friend. Each student makes a list of what he/she has to do at home. Students work in pairs and take turns communicating what they have to do at home. Students compare responsibilities.

Games and Activities

- **Jump to the Word** (Teacher's Book pages 28–31). Use responsibilities picture cards. Ask students to use their real information.
- **Picture Sentences** (Teacher's Book pages 28–31). Have pairs make cards with the new vocabulary. S1 picks up two vocabulary cards and gives them to S2 who makes a sentence using both words.

Extra Practice

Workbook pages 12–13
Student Audio CD Tracks 13–15
iTools
Online Practice

Lesson 2 Privileges

A Listen, point, and say.

1 call friends 2 stay up late 3 invite a friend over
 4 watch a scary movie 5 sing karaoke 6 have a party

B Listen and say. Then practice.

I can call friends on weekends, but I can't call friends on weekdays.

Weekends: Saturday Sunday Weekdays: Monday Tuesday Wednesday Thursday Friday

Sunday Saturday Sunday
 Tuesday Wednesday Monday
 Saturday Sunday Saturday
 Thursday Friday Monday

C Listen and say. Then practice.

My dad could call friends when he was my age, but my mom couldn't.

Skills Reading & Writing

D Listen and read. Then answer the questions.

Amusement Park Rules
 We ask our guests to remember these rules:
 1. Guests should always wear sneakers. They should not wear sandals.
 2. Guests can't use cell phones while on the rides. They may use them in the park, but please be polite.
 3. Children must always stay with their parents.
 4. Guests have to wear their seatbelts on all the rides.
 5. Guests must buy food, snacks, and drinks inside the park.

1. What should guests wear on their feet?
 2. What must guests buy inside the park?
 3. What can guests use in the park but not on the rides?

E Circle the modal verbs.
 Can, may, should, must, and have to are modal verbs.
 1. We should buy some snacks. I'm hungry.
 2. My little brother and I must stay with our parents.
 3. Can I use my cell phone now?

Student Book pages 14–15

Objectives

- Talking about what someone *can* or *can't* do in the present and past tenses

Grammar

- Compound sentences with *but* and *and*
I can call friends on weekends, but I can't call friends on weekdays.
- Modal verbs *can* and *could*
My dad could call friends when he was my age, but my mom couldn't.

Vocabulary

Privileges: call friends, stay up late, invite a friend over, watch a scary movie, sing karaoke, have a party

Materials

Class CD1 Tracks 23–26

Student Book page 14

Warm up

1. Greet the class. Then, each student turns around and asks the student behind him or her: *Hi, (David), Did you have to clean your room yesterday? Did you have to go to bed early?*
2. Invite students to talk about their privileges using language previously learned, for example: *I don't have to wash the dishes.*

A Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Introduce the new verb phrases. Write each phrase on the board and help students to understand it. Then students rank the new vocabulary in order of preference.
2. Play Class CD1 Track 23. Students listen, point, and say along with the CD.

23

1. call friends	2. stay up late
3. invite a friend over	4. watch a scary movie
5. sing karaoke	6. have a party

3. Try to make a preference list for the whole class. Ask: *How many students have sing karaoke at the top of the list?* Students with karaoke as number 1 raise their hands.

B Listen and say. Then practice.

See *Teaching Grammar*, Teacher's Book page 24.

1. Introduce the new pattern: *I can call friends on weekends, but I can't call friends on weekdays.*
2. Direct students' attention to the grammar box. Say the sentence and have students repeat.
3. Draw students' attention to the days of the week. Say the words and have students repeat them.
4. Play Class CD1 Track 24. Students read and say along with the CD.

24

I can call friends on weekends, but I can't call friends on weekdays.

Weekends: Saturday, Sunday
 Weekdays: Monday, Tuesday, Wednesday, Thursday, Friday

1. I can call friends on weekends, but I can't call friends on weekdays.
2. I can stay up late on weekends, but I can't stay up late on weekdays.
3. I can invite a friend over on weekends, but I can't invite a friend over on weekdays.
4. I can watch a scary movie on weekends, but I can't watch a scary movie on weekdays.
5. I can sing karaoke on weekends, but I can't sing karaoke on weekdays.
6. I can have a party on weekends, but I can't have a party on weekdays.

5. Students practice the pattern in pairs, using their books.

C Listen and say. Then practice.

1. Introduce the new pattern: *My dad could call friends when he was my age, but my mom couldn't.*
2. Read the grammar box. Ask students if the sentence is true about their parents. If they don't know, they can bring the answer to the next class.
3. Play Class CD1 Track 25. Students listen and say along with the CD.



My dad could call friends when he was my age, but my mom couldn't.
 My mom could call friends when she was my age, but my dad couldn't.

1. My dad could call friends when he was my age, but my mom couldn't.
2. My mom could sing karaoke when she was my age, but my dad couldn't.
3. My dad could invite a friend over when he was my age, but my mom couldn't.
4. My mom could have a party when she was my age, but my dad couldn't.
5. My dad could stay up late when he was my age, but my mom couldn't.
6. My mom could watch a scary movie when she was my age, but my dad couldn't.

4. Students practice the pattern in pairs, using their books.

Skills Reading & Writing

D Listen and read. Then answer the questions.

See *Teaching Skills*, Teacher's Book page 24.

1. Students look at the picture and talk about what they see. Then, have students read the title: *Amusement Park Rules.*
2. Play Class CD1 Track 26. Students listen and read along with the CD.
3. Read each question aloud with the class. Students answer orally and then write the answers, or answer the questions on their own, using the reading as a reference.
4. Check answers together.

Answer Key

1. They should wear sneakers.
2. They must buy food, snacks, and drinks inside the park.
3. They can use their cell phones in the park, but not on the rides.

E Circle the modal verbs.

See *Teaching Grammar*, Teacher's Book page 24.

1. Call students' attention to the rule: **Can, may, should, must, and have to** are modal verbs. Elicit which modal verbs express which meaning: obligation, possibility, and permission.
2. Read each sentence aloud with the class. Students can answer orally or they can do the activity on their own.
3. Check answers together.

Answer Key

1. We should buy some snacks. I'm hungry.
2. My little brother and I must stay with our parents.
3. Can I use my cell phone now?

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Communication: Direct students' attention to the Everybody Up Friend. Students work in pairs and communicate what they can and can't do on the weekends. Students compare privileges.

Games and Activities

- **Beanbag Toss** (Teacher's Book pages 28–31). Play using new vocabulary. For example: *I can (have a party) on weekends, but I can't have a party on weekdays.*
- **Ladders.** Divide the class in half. One student from Group One writes the first letter of one day of the week and a row of dashes representing the number of letters on the board. The student draws a ladder with eight steps. Start at the bottom of the ladder. If the letter guessed is correct, the player goes up one step; if it's incorrect, the player stays at the bottom, or goes down one step. The game is finished when Group Two guesses the whole word correctly. Have groups switch roles.

Extra Practice

Workbook pages 14–15
 Student Audio CD Tracks 16–18
 iTools
 Online Practice

Lesson 3 Reading

A Talk about the story. Then listen and read.

Babysitting

Mike's parents are excited. Their anniversary is next Saturday. They plan to go to their favorite restaurant. They just need a babysitter.

"Mike, will you please babysit Leo next Saturday?" his mother asked him at dinner.

"Oh, Mom, do I have to?" Mike asked. "Danny's pool party is next Saturday, too."

"You don't have to, but you should," his father said. "Next Saturday is a special day for your mom and me. Think about it."

Mike went to his room and thought. Danny's party would be so much fun! Then, he thought about his parents. He went into the living room.

"Mom and Dad, I want to go to the party, but I want to help you, too," he said. "I'll babysit Leo next Saturday."

Next Saturday, it rained all morning. The phone rang. It was Danny.

"Hi, Mike! It's too rainy to swim outside. The party will be tomorrow instead," he said.

"That's great!" said Mike.

"Really?" asked Danny.

"Yes! I have to babysit Leo today," Mike smiled. He and Leo played video games for a long time. When their parents came home, Mike told them the good news.

"See?" said Mike's dad. "Everything's fine!"

"Everything's better than fine," Mike said, grinning. "Everything's great!"

Value Be responsible.

B Who said it? Read and circle.

- "Mom, do I have to?"
 - Leo
 - Mike
 - Mike's mother
 - Danny
- "I want to help you, too."
 - Mike
 - Leo
 - Mike's mother
 - Mike's father
- "Think about it."
 - Mike's mother
 - Mike
 - Danny
 - Mike's father
- "The party will be tomorrow instead."
 - Mike's mother
 - Mike's father
 - Danny
 - Mike

C Sing.

Do I Have To?

Do I have to walk the dog?
Yes, I'm afraid you do.
I'm afraid you do.
All right, Dad.

Do I have to feed the cat?
Yes, I'm afraid you do.
I'm afraid you do.
All right, Mom.

Do I have to babysit?
You don't have to, but you should.
OK, I will.
OK, I will.

Do I have to clean my room?
You don't have to, but you should.
OK, I will.
OK, I will.

D Listen and say. Then act.

Do I have to babysit?
→ You don't have to, but you should. → OK, I will.
→ Yes, I'm afraid you do. → All right, Mom.

Look at D. Why did Mike babysit Leo?

Unit 2

Objectives

- Talking about responsibilities

Vocabulary

anniversary, babysitter, special day, grinning

Conversation

*Do I have to babysit?
You don't have to, but you should.
OK, I will.*

*Do I have to babysit?
Yes, I'm afraid you do.
All right, Mom.*

Value

Be responsible.

Materials

Class CD1 Tracks 27–29

Student Book pages 16–17

Student Book page 16

Warm up

- Greet the class. Write the date and the weather report and check for birthdays. Ask students: *Have you read anything interesting you can recommend to me in your literature, language, or science classes?* Students can brief you on what they read and why they found the information/book interesting.
- Review modal verbs with students divided into two big groups. Each group has to think of an obligation or a privilege they have at school. For example: *We must bring our books. We should greet the teachers and students at school. We can run on the playground, but we can't run in class. We should be quiet during class,* and so on. The group that comes up with more sentences is the winner.
- Play a guessing game. S1 makes a sentence that states something about a student in the class; for example: *Ray, I think you can watch scary movies.* If true, S1 wins three stars, and makes a new sentence about another student; *I think your dad could invite friends over.* If incorrect, another student starts making the statements. The student with most stars is the winner. You can draw all the stars on a paper medal and give it to him or her.

A Talk about the story. Then listen and read.



See *Teaching Stories*, Teacher's Book page 25.

- Students look at the pictures and talk about what they see. Ask students to say what they think will happen.
- Point out the new words in blue. You can explain them to the class or have students look them up in a dictionary.
- Play Class CD1 Track 27. Students listen and read along with the CD.
- Read the story aloud with the students. Then direct students' attention to the value: *Be responsible*, and discuss what this means. Play the track again. Students listen and read along.
- Divide the class into three groups. Assign one part of the story to each group. Groups take turns reading until they finish the story.

Student Book page 17

B Who said it? Read and circle.

- Explain that students will read the words and circle who said it.
- Read each sentence aloud with the class. Students can answer orally and then circle the answers in their books, or they can do the activity on their own, using Activity A as a reference.

3. Check answers together.


Answer Key

- | | |
|------------|---------------------|
| 1. b. Mike | 3. d. Mike's father |
| 2. a. Mike | 4. c. Danny |

C Sing.

See *Teaching Songs*, Teacher's Book page 25.

1. Read the song lyrics with the students.
2. Play Class CD1 Track 28. Students listen and sing along with the CD.
3. Students sing the song again, gesturing as appropriate.
4. Divide the class in two groups. Half the class plays Mom and Dad, and the other half plays the kids. Then they switch roles.

 **28 Do I Have To?**

Do I have to walk the dog?
Yes, I'm afraid you do. I'm afraid you do.
All right, Dad.

Do I have to feed the cat?
Yes, I'm afraid you do. I'm afraid you do.
All right, Mom.

Do I have to babysit?
You don't have to, but you should.
OK, I will. OK, I will.

Do I have to clean my room?
You don't have to, but you should.
OK, I will. OK, I will.


(x2)

D Listen and say. Then act.



See *Teaching Conversations*, Teacher's Book page 25.

1. Explain that students will read and act out the conversations in the bubbles.
2. Play Class CD1 Track 29. Students listen and say with the CD.

 **29**

1. Do I have to babysit?
You don't have to, but you should.
OK, I will.
2. Do I have to babysit?
Yes, I'm afraid you do.
All right, Mom.

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

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

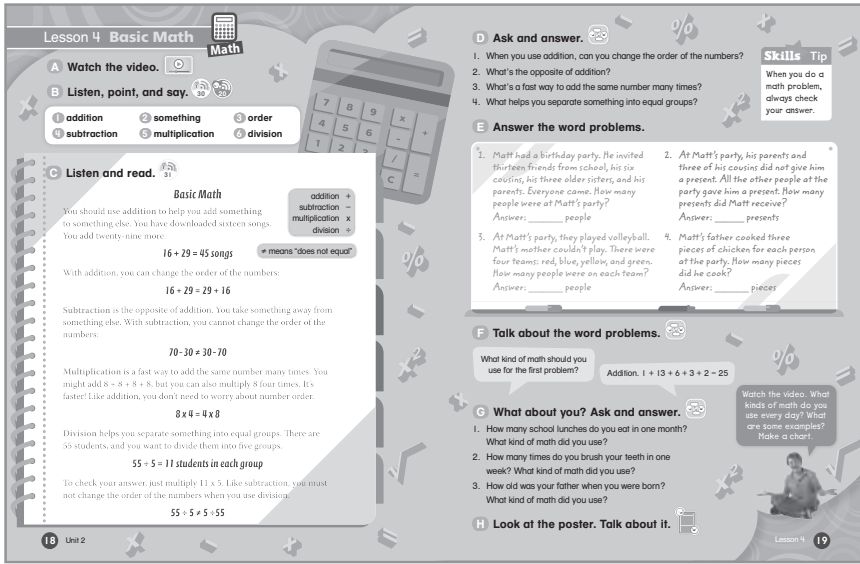
Collaboration/Critical Thinking: Direct students' attention to the Everybody Up Friend. Students collaborate to discuss why Mike decided to babysit Leo. They use critical thinking to find cues in the story in A to support their answer.

Games and Activities

- **Brainstorm** (Teacher's Book pages 28–31).
Make a list on the board with as many words as students can remember from the story. Then students should try to retell the story using the words on the board. Cross out the words already used to avoid repetition.
- **Work on the lesson's value: *Be responsible.***
Student pairs work together to write down how Mike behaved responsibly in the story on page 16. For example: *Mike wanted to go to the party, but he stayed to help his parents. Mike talked to his parents about his feelings. He decided not to go to the party, and so on.* Then ask: *What other values were present in the story?* Talk about being helpful, respectful, and fair, and any others the students may come up with.
- **A New Story** (Teacher's Book pages 28–31).
Student pairs invent a short dialogue between Mike and Leo while they are playing the video game. They read and act out the short exchange for the class.

Extra Practice

Workbook pages 16–17
Student Audio CD Track 19
Unit 2, Lesson 3 Worksheet
iTools
Online Practice



Student Book pages 18–19

Objectives

- Talking about basic math

Grammar

- Asking what is the best way to do math problems

What kind of math should you use for the first problem?

Addition. $13+6+3=22$

Vocabulary

Basic math: addition, something, order, subtraction, opposite, multiplication, division.

Materials

Class CD1 Tracks 30–31; Unit 2 Video and Poster, Basic Math

Student Book page 18

School Subject Connection: Math



Lesson 4 is a cross-curricular lesson with a connection to math.

Warm up

Greet the class. Then sing **Do I Have To?** (Class CD1 Track 28).

A Watch the video.



See *Teaching with Videos*, Teacher's Book page 26.

Before you watch: Have students tell you what they know about addition, subtraction, multiplication, and division. Tell students they're going to watch a video about using math at a market. Review vocabulary for vegetables and numbers 1–200 by counting by tens.

1. Play the video. See Video Scripts on Teacher's Book pages 116–118 for reference.
2. Play the video again. Have students say how the person at the market used addition, subtraction, multiplication, and division. Pause the video to explain the math problems if needed.

B Listen, point, and say.

See *Teaching Vocabulary*, Teacher's Book page 24.

1. Write each new word on the board and help students to understand it. Write an example of each type of math. The word *order* means the way things are arranged. The word *something* is a thing with no name.
2. Play Class CD1 Track 30. Students listen, point, and say along with the CD.



- | | | |
|----------------|-------------------|-------------|
| 1. addition | 2. something | 3. order |
| 4. subtraction | 5. multiplication | 6. division |

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

C Listen and read.

1. Students look at the picture. Ask: *Do you use a calculator in your math class or at home? What basic math problems can you do without a calculator?*
2. Students look at the subheadings; $16 + 29 = 45$ songs; $16 + 29 = 29 + 16$; $70 - 30 \neq 30 - 70$; $8 \times 4 = 4 \times 8$; $55 \div 5 = 11$. Read them to the class using the necessary words: *plus*, *minus*, *multiplied by*, *divided by*, etc. Then, students can read the words in blue already presented in Activity B.

3. Play Class CD1 Track 31. Students listen and read along with the CD.
4. Play the track again. Students listen and read along.
5. Students read parts of the passage aloud, alone, or in small groups.

Student Book page 19



D Ask and answer.

1. Explain that students will read the questions and discuss them with a partner.
2. Read aloud the Skills Tip. Explain that even for obvious answers or simple math problems, it's good to check the answer.
3. Read each question aloud with the class. Students can answer orally and then write their answers or do the activity on their own, using Activity C as a reference.
4. Check answers together.

Answer Key

- | | |
|--------------------|-----------------|
| 1. Yes, you can. | 2. Subtraction. |
| 3. Multiplication. | 4. Division. |

E Answer the word problems.



1. Direct students' attention to the exercise on page 19. Have students talk about what they see.
2. Explain that students will solve word problems.
3. Students can solve the word problems orally, in pairs, and then write their answers in their books, or they can do the activity on their own.
4. Check the answers on the board.

Answer Key

- | | |
|--|--|
| 1. $1 + 13 + 6 + 3 + 2 = \underline{25}$ | 2. $2 + 3 = 5 / 24 - 5 = \underline{19}$ |
| 3. $25 - 1 = 24 \div 4 = \underline{6}$ | 4. $25 \times 3 = \underline{75}$ |

F Talk about the word problems.



1. Read the conversation in speech bubbles.
2. Model each question with a few students, allowing students to respond.
3. Student pairs practice the conversations and then switch roles.
4. The answers to the questions should be:
 1. *Addition*; 2. *addition* and then *subtraction*;
 3. *subtraction* and then *division*; 4. *multiplication*.

G What about you? Ask and answer.



1. Read the questions with the class.
2. Model each question with a few students.
3. Student pairs practice the conversations.

Possible Answers

1. I eat twenty lunches a month. I used multiplication.
2. I brush my teeth fourteen times a week. I used multiplication.
3. My father was 25 when I was born. I used subtraction.

H Look at the poster. Talk about it.



See *Teaching with Posters*, Teacher's Book page 26.

1. Students look at the pictures and read the captions. Then, talk about how these relate to the poster title and cross-curricular subject.
2. Students ask and answer questions about the poster with any known language patterns, using the speech bubbles as a model.

Everybody Up 21st Century Skills

See *Teaching 21st Century Skills*, Teacher's Book page 27.

Critical Thinking/Creativity: Direct students' attention to the Everybody Up Friend. Review the questions and watch the video. Students use critical thinking to name ways they use math every day. They make a chart with their ideas and show examples using pictures and math problems.

Games and Activities

- **Buzzers** (Teacher's Book pages 28–31). Read math problems aloud. The first student to do the math slaps the buzzer and scores for that group.

Extra Practice

Workbook pages 18–19
 Student Audio CD Track 20
 Unit 2, Lesson 4 Worksheet
 Unit 2 Test
 iTools
 Online Practice

Check Up 1

Check Up 1
Units 1 and 2

A Listen, number, and write.

watch	under	type	catch	take	scrub
-------	-------	------	-------	------	-------

a report the train the sink a taxi
the train tracks a scary movie

B Circle the correct letter. Then number the pictures.

- Walk along the river and _____.
a. turn right
b. turn left
c. go straight
- They _____ to the museum.
a. drove a car
b. caught a bus
c. rode the bus
- I can _____ on weekends, but I can't _____ on weekdays.
a. stay up late
b. sing karaoke
c. invite a friend over

C Write.

- How do I get to the toy store?
First, _____
Then, _____
- How did they get to the movie theater?
- What do you and your parents have to do?
- What can you do on weekends?

D Listen and write. Then act.

- _____ The art fair? It's in that direction. OK. Thanks.
- Do I have to babysit? _____ OK, I will.

E What can you do? Read the key and write a number.

I can talk about...		Key
directions <input type="checkbox"/>	responsibilities <input type="checkbox"/>	① I need help with this.
transportation <input type="checkbox"/>	privileges <input type="checkbox"/>	② I can do this a little.
sightseeing <input type="checkbox"/>	basic math <input type="checkbox"/>	③ I can do this well.
I can be prepared. <input type="checkbox"/>	I can be responsible. <input type="checkbox"/>	④ I can help others with this.

Units 1 and 2 21

Student Book pages 20–21

Review Language

- Units 1 and 2 grammar and vocabulary

Materials

Class CD1 Tracks 32–33

Student Book page 20

Warm up

- Greet the class. Allow students to choose the song they most liked from the first two units. Sing it with the class.
- What's the Number?** Write basic math problems on the board. Leave some numbers blank. Students fill in the missing numbers. Remind students to check their answers.

A Listen, number, and write.

See *Teaching Check Ups*, Teacher's Book page 25.

- Play Class CD1 Track 32. Students listen and number the pictures in the order they hear the phrases that describe the pictures.
- Students use a verb from the first box and a phrase from the second box to write the correct phrases under each picture. Play the track again if needed.

32

1. scrub the sink	2. under the train
3. catch a taxi	4. watch a scary movie
5. type a report	6. take the train

- Check answers together.

Answer Key

Top Row: 5 type a report, 1 scrub the sink, 6 take the train
Bottom Row: 2 under the train tracks, 4 watch a scary movie, 3 catch a taxi

B Circle the correct letter. Then number the pictures.

- Students look at the pictures and talk about what they see.
- Read the sentences and answer choices for each picture with the class.
- Students number the pictures and check *a, b, c* to complete the sentence that describes the picture.
- Check answers together.

Answer Key

1. b 2. c 3. c Order of pictures: 2, 3, 1

Student Book page 21

C Write.

- Review the language for the activity first.
- Discuss what students see in each of the pictures. Direct them to use the language patterns they have learned.

- Students look at the pictures and answer the questions. Ask them to use the language they learned in the unit.
- Have students ask and answer the questions to check answers as a class.

Answer Key

- First, go straight. Then, turn right.
- They took the ferry.
- We have to read textbooks.
- I can have a party.

D Listen and write. Then act.



- Play Class CD1 Track 33. Students listen.
- Play the track again. Students fill in the speech bubbles with the sentences they hear.



- We're looking for the art fair.
The art fair? It's in that direction.
Thanks.
- Do I have to babysit?
You don't have to, but you should.
OK, I will.

- Model each conversation with a few strong students.
- Student pairs practice and then switch roles.

Answer Key

- We're looking for the art fair.
- You don't have to, but you should.

E What can you do? Read the key and write a number.

- Tell the class to think about how well they know the material. Look at the chart and read the categories. Check that students understand the rating system.
- Students fill in the chart, thinking about their own performance and what they've learned.
- Ask students to think about what they need more practice with and share.

Games and Activities

Select games from this box or from pages 28–31 that best address students' needs as indicated from the Self Check.

- Card Grab** (Teacher's Book pages 28–31). Divide the class into three big groups and ask them to make vocabulary cards. Assign each group a category; for example: G1 responsibilities: repair the house, read textbooks, etc., G2 transportation: ride the ferry, drive a car, etc., and G3 privileges: sing karaoke, watch a scary movie, etc. Then play the game.
- Gaps**. Write the target grammar patterns from Units 1 and 2 on strips of paper, leaving blanks in place of some words. For example, write *I _____ a friend over on weekends, but I _____ a friend over on weekdays*. Provide one copy for each student or pair. Students write in the missing words (*can invite / can't invite*). Students compare answers to check them.
- Who Wrote It?** (Teacher's Book pages 28–31). Students think of how they can be prepared and responsible for the next school excursion, school performance, sports competition, or any other event; for example: *We have to take insect spray/ an extra pair of socks, We have to be quiet during the event*, etc.

Extra Practice

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Student Book page 22

Warm up

1. Play **Sing the Next Stanza** (Teacher's Book pages 28–31). Students play using the song for Unit 1 on page 9, and the song for Unit 2 on page 17.
2. Ask students about past trips. Ask: *What did you have to do to prepare for the trip? What types of transportation did you take?* Give an example, e.g., *I went to Paris. In Paris, I caught a taxi at the hotel. I went to a museum.*

A Read. Then answer.

See *Teaching Skills*, Teacher's Book page 24.

1. Students look at the picture and talk about what they see.
2. Students read the title and the questions. Based on the questions, ask the class to say what they think the text will be about.
3. Play Class CD1 Track 34. Students listen and read with the CD.
4. Play the track again. Students listen and read again.
5. Read each question aloud with the class. Students answer orally and then write their answers in a notebook.
6. Check answers together.

Skills

- Reading and understanding a text, identifying helping verbs and main verbs, listening and numbering pictures, talking about family activities and responsibilities

Materials

Class CD1 Tracks 34–35; notebooks

Project Language

- Units 1 and 2 grammar and vocabulary

Materials

Photocopiable Project Template; Class CD1 Track 36; paper and drawing supplies

Answer Key

1. Caught a small taxi called a *tuk-tuk*.
2. They rode a ferry.
3. She has to go to bed early.

B Circle the helping verb. Underline the main verb. Then rewrite.

1. Call students' attention to the grammar reminder: **Can** and **could** are helping verbs. The action word that follows the helping verb is the main verb.
2. Read each statement aloud with the class. Students can answer orally and then write their answers in a notebook.
3. Check answers together.

Answer Key

1. Marie can cook dinner with her mother, but she can't pay bills.
2. Janelle couldn't sleep, so she read a book.
3. George could watch a scary movie this weekend.

C Listen and number.

1. Play Class CD1 Track 35. Students listen and number the pictures.
2. Play the track again. Students listen and check their answers.

3. Check answers together.



1. This tuk-tuk is really interesting. How many wheels does it have, Dad? It has three wheels, Nina. See? Two in the back, and one in the front.
2. Mom, do I have to go to bed after the movie? I think you should, Nina. We're going to the aquarium tomorrow.
Okay, Mom.
3. Excuse me. How do we get to the train station? Go up the street and turn right. Then, go under the train tracks and turn left.
Thank you! Let's go, Nina.
4. Mom, can you help me study for next week's math test? Of course, Nina.
Thanks. Is ten plus three the same as three plus ten? Yes, it is.

Answer Key

1. Picture 2 2. Picture 4 3. Picture 3 4. Picture 1

D Talk with your partner.



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

Possible Answers

1. On weekends, my family and I stay up late and watch movies.
2. I have to read textbooks and go to bed early every night.

Project Project Journal

Student Book page 23

A Make a travel journal.

See *Teaching Projects*, Teacher's Book page 27.

1. Make copies of the Photocopiable Project Template from the Teacher's Resource Center CD-ROM and distribute them to the class. Read the steps with students as they follow in their books.
2. Students can use the Internet and/or books to research the place. Students make the travel journal and plan a sight-seeing itinerary.
3. Students make a front and back cover for the journal and discuss what they'll talk about.

B Listen. Then talk about your trip.



1. Review the language in the speech bubbles.
2. Play Class CD1 Track 36. Have students point to the different speakers on the page as they listen.
3. Play the track again and have students repeat.



Our group went to Munich, Germany.
We went to four places. Here's our itinerary.
Here's our map of Munich. We took the S1 train to the Marienplatz.
To get to the Deutsches Museum, we rode the bus. We walked along the river to the museum.

4. Have students read the "Tip": *Make sure each student has a chance to speak.* Groups choose the parts of the trip they each will talk about.
5. Groups present their projects to the class using language from the speech bubbles.

Home-School Link

1. Tell students to share what they've learned in class at home.
2. In groups, students list places their parents would like to visit and what they would like to see.
3. Have groups share their lists with the class.

Games and Activities

- **Skills: Listen and Draw** (Teacher's Book pages 28–31). Use grammar and vocabulary from Units 1 and 2.
- **Project: Bingo** (Teacher's Book pages 28–31). List all the places from the groups' travel journals on the board. Students choose nine places to make their Bingo cards.

Extra Practice

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iTools
Online Practice