

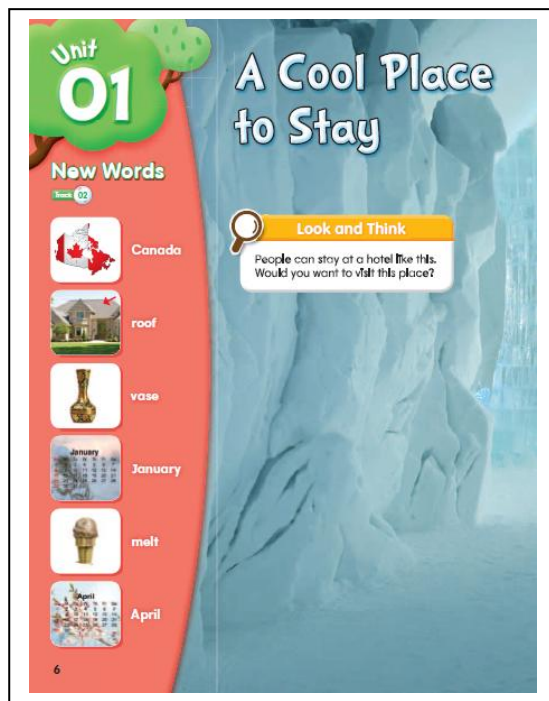
Unit 1 A Cool Place to Stay

Objectives

- New words: *Canada, roof, vase, January, melt, April*
- Sentence pattern: Prepositions (*by, of*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 6-7. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students if they would want to stay in hotel made of ice, ask for volunteers to talk about places they have traveled to. Ask follow-up questions like: Where have you traveled to in the past? How do you travel (car, plane, train, etc)? Where did you stay when you arrived?



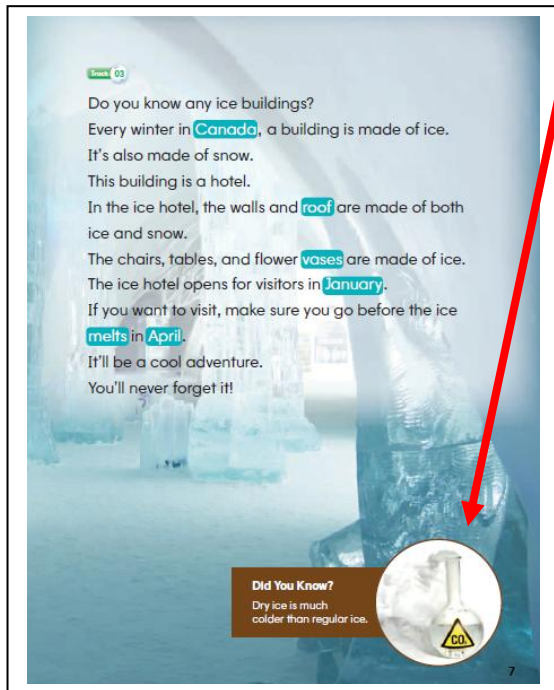
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 6. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 02 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 7. Read the information aloud to the class.
- Dry ice is made of solid carbon dioxide; the same gas people breathe out.
- Possible Extension: Ask students to talk about why someone would need dry ice.
- Possible Extension: Ask students to think about the target grammar, prepositions. Ask students to make their own sentences with prepositions using the words "dry ice."

Reading

Reading: "A Cool Place to Stay"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 03. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about traveling.


- Remind students of the warm-up discussion about travel.
- Ask students to think about a time they traveled (and stayed in a hotel or someplace else) that they really enjoyed (should only be a few minutes at most) and write down some reasons why they enjoyed the experience.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the places students have traveled to and where they stayed.


Check It

A Choose the best answers.

- What is the reading about?
☒ a. An ice hotel
☐ b. A special school
☐ c. A day-care center
- The ice hotel opens in _____.
☐ a. April ☐ b. May ☐ c. January
- What can you see in the hotel?


☐ a. Ice animals


☐ b. Ice vases


☐ c. Ice skates

B Complete the chart.

	ice	made	Canada	many
Other Hotels	<ul style="list-style-type: none"> • Their walls and roof are ¹ <u>made</u> of wood and stone. • They can be found in ² _____ places. 			
The Ice Hotel	<ul style="list-style-type: none"> • Its walls and roof are made of ³ _____ and snow. • It can be found in ⁴ _____. 			

8

Learn It

This exercise further reinforces the new vocabulary from the unit.

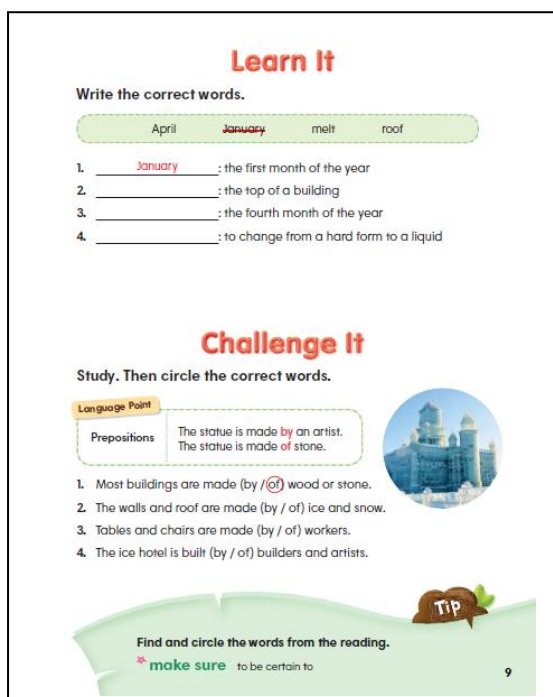
- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.



Learn It

Write the correct words.

April **January** melt roof

1. January : the first month of the year
2. _____ : the top of a building
3. _____ : the fourth month of the year
4. _____ : to change from a hard form to a liquid

Challenge It

Study. Then circle the correct words.

Language Point

Prepositions The statue is made **by** an artist.
The statue is made **of** stone.

1. Most buildings are made (by / **of**) wood or stone.
2. The walls and roof are made (by / of) ice and snow.
3. Tables and chairs are made (by / of) workers.
4. The ice hotel is built (by / of) builders and artists.

Tip

Find and circle the words from the reading.
* **make sure** to be certain to

9

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use the prepositions *by* or *of* to talk about how something is or was done.
- Complete number 1 together as a class.
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the

mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 9. Have students refer back to the passage and find the phrase “make sure” within the text.

Homework

Unit 01 A Cool Place to Stay Read, write, and say.

- ice ☐ frozen water
- Canada ☐ a country in North America
- hotel ☐ a place where people stay when they are traveling
- roof ☐ the top part of a building
- vase ☐ a container that holds flowers
- visitor ☐ a person who goes to a new place
- January ☐ the first month of the year
- melt ☐ to become liquid
- April ☐ the fourth month of the year
- adventure ☐ an exciting experience

Vocabulary Workbook 2

Unit 01 A Cool Place to Stay

Practice

Choose the correct sentences.

- ☒ a. The roof is covered in snow.
☐ b. The house is covered in sand.
- ☐ a. The ice in the drink melts.
☐ b. The chocolate in my hand melts.
- ☐ a. This egg made of stone is from Russia.
☐ b. This box made of wood is from Canada.

Word Review

Write the correct words.

winter Canada January melts

- Every winter in Canada, a building is made of ice.
- The chairs, tables, and flower are made of ice.
- The ice hotel opens for visitors in January.
- If you want to visit, make sure you go before the ice melts in April.

Reading Fluency

Read the passage to answer the questions.

Canada is a very big country. In fact, it is the second largest country in the world. But only about 35 million people live in Canada. This may be because Canada is very cold. In January, the temperature can drop to -40°C. Visit Canada in April. It is much warmer then.

Reading Check

Choose the best answers.

- The reading is about _____.
a. South Africa ☒ b. Canada c. France
- Canada is the _____ in the world.
a. richest country b. second-largest country c. coldest country
- During winter, Canada is very _____.
a. hot b. windy c. cold
- It is good to visit Canada in _____ when it is warm.
a. December b. April c. January

Writing Workbook 2

- Vocabulary Workbook 2: page 6, Unit 1
- Writing Workbook 2: pages 24-25

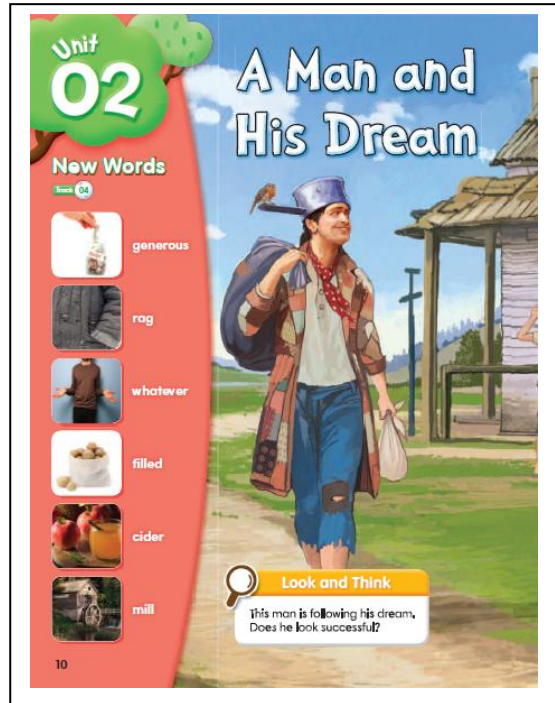
Unit 2 A Man and His Dream

Objectives

- New words: *generous, rag, whatever, filled, cider, mill*
- Sentence pattern: Adverbs of Frequency (*never, not very often, sometimes, often / usually, always*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 10-11. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students if they think the man in the picture was successful, ask for volunteers to talk about how they help others. Ask follow-up questions like: Who are people that need help sometimes? How do / can you help them? What are things that you need help with?



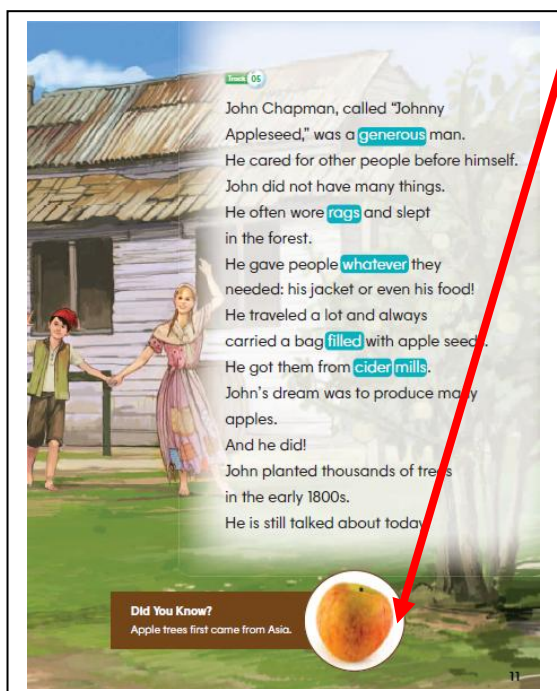
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 10. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 04 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 11. Read the information aloud to the class.
- Apples can be used in many different dishes, such as pies, sauces, and cakes.
- Possible Extension: Ask students to talk about what fruit they like to eat.
- Possible Extension: Ask students to think about the target grammar, adverbs of frequency. Ask students to make their own sentences with adverbs of frequency using the word "apple."

Reading

Reading: "A Man and His Dream"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 05. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.




Expansion

Talk about helping people.

- Remind students of the warm-up discussion about how they help people.
- Ask students to think about how they help others (should only be a few minutes at most) and write down ideas about how they help and reasons why they help others.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the ways students help other people.


Check It

A Choose the best answers.

- What is the reading about?
a. John's life b. Kinds of apples c. Apple drinks
- John was known as a _____ man.
a. clever b. generous c. natural
- What did John dream of producing?
  
a. A cider mill b. A small tree c. Many apples

B Put the words in the right places.

rags apples generous carried



John Chapman

- He was a ¹ generous man.
- He often wore ² _____ and slept in the forest.
- He gave people whatever they needed.
- He always ³ _____ a bag filled with apple seeds.
- He produced many ⁴ _____.

12

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Choose the best answers.

- For your birthday, I will get you _____ you want.
a. filled b. planted c. whatever
- It was very _____ of you to give the man twenty dollars.
a. rags b. generous c. cider
- The roof of the old _____ was covered with snow.
a. mill b. dress c. apple

Challenge It

Study. Then circle the correct words.


Language Point

Adverbs of Frequency

0%	20%	50%	80%	100%
never	not very often	sometimes	often, usually	always

My friend **always** cared for other people before himself.
John **never** walked away from a person in need.

- John (always / never) carried a bag filled with seeds.
- He (always / often) wore rags and slept in the forest.
- He (never / sometimes) gave his food to people.
- He (usually / never) walked away from a person in need.



Tip

Find and circle the words from the reading.

* **care for** to give help or attention to

13

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use adverbs of frequency to talk about how often an event happens.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error each sentence. Have students find the mistakes and write the corrections.







Tip

- Direct students’ attention to the Tip at the bottom of page 13. Have students refer back to the passage and find the phrase “care for” within the text.



Homework

Unit 02 A Man and His Dream Read, write, and say.

 giving sharing	1. generous
 a place of court that is cold, hard, and dry	2. rag
 a large area of land covered in many trees	3. forest
 anything or everything	4. whatever
 a thing to wear over a shirt	5. jacket
 full of something	6. filled
 juice from apples	7. cider
 a factory where grain is crushed	8. mill
 a goal	9. dream
 to make	10. produce




7

Vocabulary Workbook 2

Unit 02 A Man and His Dream

Practice

Choose the correct sentences.

-  a. There is a glass filled with cider.
b. There is a hole filled with shells.
-  a. Those buildings look like mills to me.
b. Those pants look like rags to me.
-  a. The factory is producing black pants.
b. The mill is producing brown paper.

Word Review

Write the correct words.

cider filled rags whatever

- John Chapman often wore _____ and slept in the forest.
- He gave people _____ they needed: his jacket or even his food!
- He travelled a lot and always carried a bag _____ with apple seeds.
- John Chapman got them from _____ mills.

26

Reading Fluency

Read the passage to answer the questions.

Have you heard of John Chapman? Maybe you know him by his nickname, "Johnny Appleseed." He was born in 1774 in Massachusetts. He is famous for planting trees. Whenever Johnny Appleseed went, he planted trees. He wore a tin hat. He used his hat as a bowl to eat. The apples he planted were not for eating. He planted sour apples for apple cider.

Reading Check

Choose the best answers.

- The reading is about a man who _____ apple trees.
a. sold b. planted c. cut
- Johnny Appleseed was born in _____ in Massachusetts.
a. 1774 b. 1880 c. 1741
- Johnny Appleseed used his hat _____.
a. to carry seeds b. to wear from c. to hide his money
- Johnny Appleseed planted apples _____.
a. for eating b. to sell on the market c. to make cider

27

Writing Workbook 2

- Vocabulary Workbook 2: page 7, Unit 2
- Writing Workbook 2: pages 26-27

Unit 3 Free to Fly

Objectives

- New words: *explore, jar, actually, free, week, remain*
- Sentence pattern: Infinitives (verb + (to) verb)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 14-15. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students if the bug is “good” or “bad,” ask for volunteers to talk about what they know about insects (or bugs). Ask follow-up questions like: Do you like insects? Do insects make good pets? Why might people be afraid of insects?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 14. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 06 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 15. Read the information aloud to the class.
- Many animals travel in large groups. Different animal groups have different names. Birds fly in a flock, butterflies travel in a flutter, and wolves travel in packs.
- Possible Extension: Ask students to talk about what other animals travel in large groups that they know of.
- Possible Extension: Ask students to think about the target grammar, verb + infinitives. Ask students to make their own sentences with *infinitives*, using the words "flock" and / or "flutter."

Reading

Reading: "Free to Fly"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 07. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the numbers on the left with the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.




Expansion

Talk about bugs.

- Remind students of the warm-up discussion about the insects.
- Ask students to think about a bug (butterflies or something else) that they like (should only be a few minutes at most) and write down some reasons why they like these bugs.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the insects that students like and their reasons for liking them.


Check It

A Choose the best answers.


- What is the reading about?
a. Food b. Cameras c. Butterflies
- Butterflies live only _____.
a. a few weeks b. in warm places c. in caves
- What is a good place for a butterfly?
 a. A room  b. A garden  c. A jar

B Put the words in the right places.

free jar Enjoy catch


Do

- Allow butterflies to remain ¹ free.
- ² _____ butterflies in your garden.


Don't

- Keep butterflies as pets in a ⁴ _____.
- Explore a garden to ⁵ _____ butterflies.

16

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Choose the best answers.

- I pulled many weeds out of the yard, but a few _____.
a. explored b. guessed c. remained
- Kids need to have _____ time to play outside every day.
a. free b. nervous c. proud
- My father asked me to open the _____ for him.
a. jar b. rags c. week

Challenge It


Study. Then write the correct words.

Language Point **Verb + Infinitives**

ask to (do)	hope to (do)	need to (do)	want to (do)
-------------	--------------	--------------	--------------

I need **to protect** our environment. I want **to cook** today.

- Some people want _____ **to keep** butterflies in jars. (**keep**)
- Butterflies need _____ free to fly where they want. (**be**)
- I hope _____ your garden. (**explore**)
- They ask _____ butterflies remain free. (**let**)



Tip

Find and circle the words from the reading.
* **instead of** rather than; as opposed to

17

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they place the word *to* in front of the verb to make an infinitive.
- Complete number 1 together as a class
- Have students complete number 2 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 17. Have students refer back to the passage and find the phrase “instead of” within the text.



Homework

Unit 03 Free to Fly Read, write, and say.

- want ☐ no how to desire or need for something
- keep ☐ to continue to have something
- catch ☐ to stop and hold something that is moving
- explore ☐ to move around in and look at
- jar ☐ a round container that is open at the top
- actually ☐ in fact
- free ☐ able to do what you want
- week ☐ a period of seven days
- remain ☐ to stay
- instead ☐ in the place of someone or something else

Vocabulary Workbook 2

Unit 03 Free to Fly

Practice

Choose the correct sentences.

- ☐ a. The girl takes pictures with her sister.
☐ b. The boy explores the mountain with his dad.
- ☐ a. The boxes' tops are made of wood.
☐ b. The jar's tops are made of steel.
- ☐ a. The pigeon is free from the birdcage.
☐ b. The pigeon is kept in the birdcage.

Word Review

Write the correct words.

words: weeks explore free jars

- Don't catch them when they come to _____ your garden.
- Some people want to keep butterflies in _____.
- Butterflies live only a few _____.
- Butterflies need to be _____ to fly where they want.

Reading Fluency

Read the passage to answer the questions.

My family went camping last weekend. The best part was when we got to explore the woods in the evening. There were lots of twinkling lights. Dad said they were fireflies. We caught some in a jar and showed Mum. She was scared of the bugs and told us to set them free. We were sad to let them go, but we still had a good time.

Reading Check

Choose the best answers.

- The reading is about _____.
a. camping b. an exam c. a contest
- The best part of the camping was _____.
a. exploring the woods b. going fishing c. letting bugs go
- They caught _____ that shone brightly.
a. frogs b. fish c. fireflies
- Mum told the writer to _____.
a. feed them b. set them c. set them free

Writing Workbook 2

- Vocabulary Workbook 2: page 8, Unit 3
- Writing Workbook 2: pages 28-29

Unit 4 Work Around the House

Objectives

- New words: *wink, toilet, scrub, closet, avoid, chore*
- Sentence pattern: Past Participles (Have/Has + pronoun + past tense verb)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 18-19. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they clean at home, ask for volunteers to talk about why things should be kept clean. Ask follow-up questions like: Is it easier to find things in a clean space or a messy space? What might happen in very messy places?



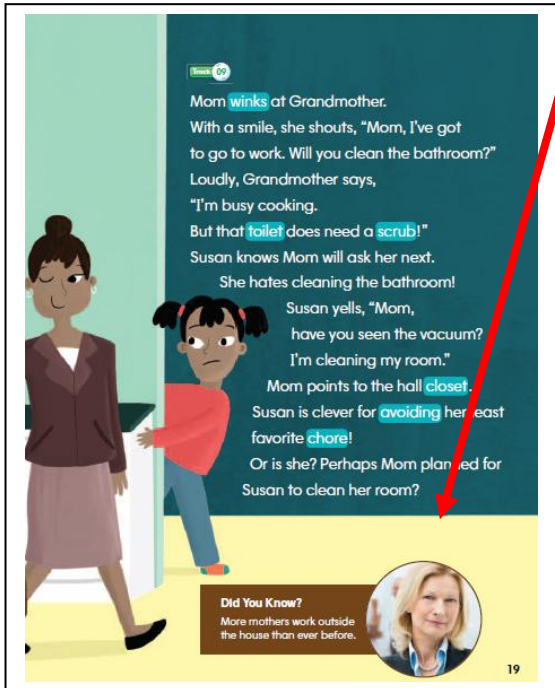
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 18. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 08 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 19. Read the information aloud to the class.
- In the past, it was considered normal for mothers to stay home while fathers went to work. Now, more and more mothers go to work. Each family is different.
- Possible Extension: Ask students to talk about which of their parents works outside of the home.
- Possible Extension: Ask students to think about the target grammar, past participles. Ask students to make their own sentences with past participle to talk about mothers.

Reading

Reading: "Work Around the House"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 09. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about keeping things clean.

- Remind students of the warm-up discussion about cleaning up.
- Ask students to think about a time when they needed to clean and how long it took (should only be a few minutes at most) and write down some reasons why the cleaning took as long as it did.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the time it took students to clean different messes.


Check It

A Choose the best answers.


- What is the reading about?
 - Doing homework
 - Doing a chore
 - Doing exercise
- Susan wants to avoid _____.
 - all chores
 - one chore
 - making dinner
- Which room does Susan hate to clean?



a. Her bedroom




b. The kitchen




c. The bathroom

B Put the information in the right places.


- She wants to avoid cleaning the bathroom.
- Maybe she planned for Susan to clean her room.
- She is busy cooking.



Grandmother



Mother



Susan

1. c

2.

3.

20

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Write the correct words.

avoid scrub toilet winked

- Everyone wants to avoid failure.
- The woman _____ at me as she poured my glass of cider.
- The old _____ is actually just a hole in the floor.
- Give the sink a _____. It's quite dirty!


Challenge It

Study. Then circle the correct words.

Language Point

Past Participles	
Have you <u>been</u> there?	Has she <u>cleaned</u> them?
Have they <u>finished</u> it?	Has it <u>done</u> that?

- Have you (saw / seen) the vacuum?
- Has he (scrub / scrubbed) the toilet?
- Have they (avoid / avoided) their chores?
- Has she (make / made) dinner yet?



Find and circle the words from the reading.

* have got to have to; must

21

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use past participles to ask questions about things that happened recently.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 21. Have students refer back to the passage and find the phrase “have got to” within the text.

Homework

Unit 04 Work Around the House Read, write, and say.

1. to clean and open one eye very quickly	1. wink
2. to room with a toilet and sink	2. bathroom
3. to prepare food for eating by heating it	3. cook
4. a bathroom	4. toilet
5. the act of rubbing something hard to clean it	5. scrub
6. to bring attention to something by using one's finger	6. point
7. a long, thin area in a building	7. hall
8. a small room or cabinet that holds clothes or other things	8. closet
9. to stay away from	9. avoid
10. a job that is done regularly	10. chore

Vocabulary Workbook 2

- Vocabulary Workbook 2: page 9, Unit 4
- Writing Workbook 2: pages 30-31

Unit 04 Work Around the House

Practice

Choose the correct sentences.

- ☐ a. He wipes the window.
☐ b. He scrubs the toilet.
- ☐ a. He is winking at us.
☐ b. He is eating a cupcake.
- ☐ a. He is cleaning the carpet and avoiding the TV.
☐ b. He is watching the TV and avoiding the chores.

Word Review

Write the correct words.

stare closer chore avoiding

- "I'm busy cooking. But that _____ does need a scrub!"
- Susan hates cleaning the bathroom! That's her least favorite _____.
- Mom points to the hall _____.
- Susan is clever for _____ her least favorite chore!

Reading Fluency

Read the passage to answer the questions.

"Dad, can I have some ice cream?" asked Rick.
 "Sure!" said Dad. "Once you finish your chores, you can have some!" After a few hours, Rick finished his chores.
 "Dad! I'm done. Can I have some ice cream?" asked Rick. "OK. Let's go to the ice cream shop!" said Dad. "How many scoops can I have?" asked Rick. "Only one. You have to have dinner soon."

Reading Check

Choose the best answers.

- The reading is about _____.
 a. finishing chores b. having family dinner c. making ice cream
- Once Rick finishes his chores, he can have some _____.
 a. money b. ice cream c. candy
- Dad takes Rick to the _____.
 a. ice cream shop b. hospital c. supermarket
- Rick only has one scoop of ice cream because he has to _____.
 a. have dinner b. lose weight c. drink soda

Writing Workbook 2

Unit 5 Penguin Power

Objectives

- New words: *penguin, sky, squid, wing, dive, sharp*
- Sentence pattern: Using possessive adjectives in sentences

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 22-23. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what else penguins do well, ask for volunteers to talk about what they know about animals that live in cold climate.

Ask follow-up questions like: What other animals that live in the cold? How do these animals stay warm? What kind of things do they eat?



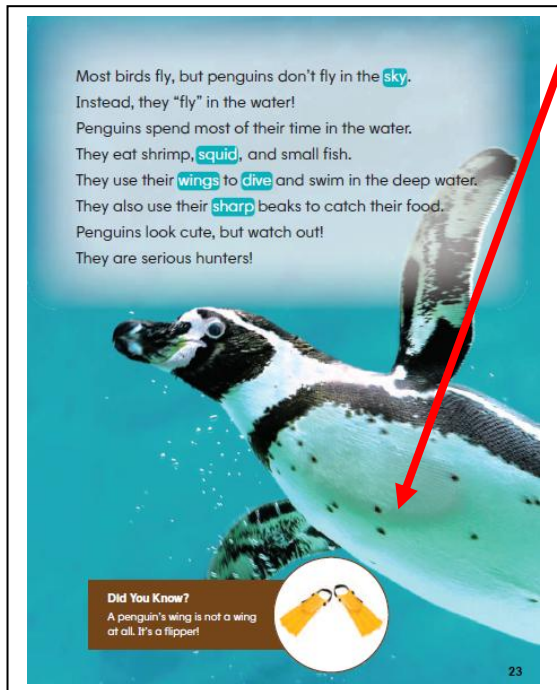
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 22. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 10 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 23. Read the information aloud to the class.

- Penguins don't fly like other birds do. In place of wings, penguins have flippers that allow them to swim very well.

- Possible Extension: Ask students to talk about other animals that can live in and out of the water.

- Possible Extension: Ask students to think about the target grammar, possessive adjectives. Ask students to make their own sentences talking about cold climate animals. They should include possessive adjectives in their sentences.

Reading

Reading: "Penguin Power"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 11. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about cold climates.


- Remind students of the warm-up discussion about cold climate animals.
- Ask students to think about what they enjoy doing in the cold (should only be a few minutes at most) and write down some reasons why they like these things.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the things that students like to do in the cold.


Check It

A Choose the best answers.

- What is the reading about?
a. Penguins b. Bears c. Shrimp
- Penguins fly in the _____.
a. sky b. water c. zoo
- What does a penguin use to catch its food?


a. Its beak



b. Its legs


c. Its wings

B Write the correct words.

dive sharp sky squid

eat shrimp,
1 squid
and small fish.


Penguins ...

catch food with their
2 _____ beaks.

use their wings (flippers)
to 3 _____ and
swim.

don't fly in the
4 _____
They "fly" in the
water.

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Choose the best answers.

- Don't put your hand close to the _____ edge of the tool.
a. penguins b. sharp c. serious
- Birds use their _____ to fly in the sky.
a. eyes b. wings c. legs
- I like to _____ into the water in the summer.
a. see b. dive c. eat

Challenge It

Study. Then write the correct words.

Language Point

Possessive Adjectives

the chore of mine → my chore	the cupcakes of ours → our cupcakes
the wife of his → his wife	the jar of yours → your jar
the husband of hers → her husband	the friends of yours → your friends
the bite of its → its bite	the university of theirs → their university

- A penguin spends most of _____ in the water. (**the time of its**)
- The female penguin spends _____ hunting for food in the sea. (**the time of hers**)
- The male penguin keeps the egg on _____. (**the feet of his**)
- They use their sharp beaks to catch _____. (**the food of theirs**)

Find and circle the words from the reading.

watch out to be careful

25

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example phrases together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use possessive adjectives to show ownership.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 25. Have students refer back to the passage and find the phrase “watch out” within the text.

Homework

Unit 05 Penguin Power Read, write, and say.




- penguin ☐ is a large bird that lives in the water and cannot fly.
- land ☐ an area of ground.
- water ☐ a clear liquid that people drink and clean with.
- sky ☐ the area of the clouds.
- squid ☐ is sea animal with ten long arms and soft body.
- small ☐ little in size.
- wing ☐ a part of an animal's body used for flying.
- dive ☐ to jump into something head first.
- sharp ☐ having a thin edge that can cut well.
- hunter ☐ someone who hunts wild animals.

Vocabulary Workbook 2

Unit 05 Penguin Power

Practice

Choose the correct sentences.

-  ☐ a. The penguin flaps its wings.
☐ b. The hunter dives into the sea.
-  ☐ a. Birds are flying in the sky.
☐ b. Fish are swimming in the water.
-  ☐ a. The bomb looks dangerous.
☐ b. The knife looks sharp.

Word Review

Write the correct words.

Penguins dive sky squid

- Most birds fly, but penguins can't fly in the _____.
- _____ spend most of their time in the water.
- Penguins eat shrimp, _____, and small fish.
- They use their wings to _____ and swim in the deep water.

Reading Fluency

Read the passage to answer the questions.

Eagles are large birds. They are also powerful hunters. They have very good eyesight. So they can see their prey from three kilometers (about two miles) away in the sky! They use their large wings to dive 150 to 250 kilometers per hour. Then they catch things with their sharp claws.

Reading Check

Choose the best answers.

- The reading is about _____.
a. robins b. crabs c. eagles
- Eagles are good _____.
a. swimmers b. hunters c. builders
- They can _____ well.
a. hear b. smell c. see
- Eagles catch things with their sharp _____.
a. beaks b. claws c. wings

Writing Workbook 2

- Vocabulary Workbook 2: page 10, Unit 5
- Writing Workbook 2: pages 32-33

Unit 6 A Delicious Treat

Objectives

- New words: *invention, frozen, treat, soda, delicious, refreshing*
- Sentence pattern: Present Perfect (have/has + past tense verb)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 26-27. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they think Frank invented, ask for volunteers to talk about how they stay cool on hot days. Ask follow-up questions like: What do you wear on hot days to keep cool? What foods or drinks do you like that keep you cool?



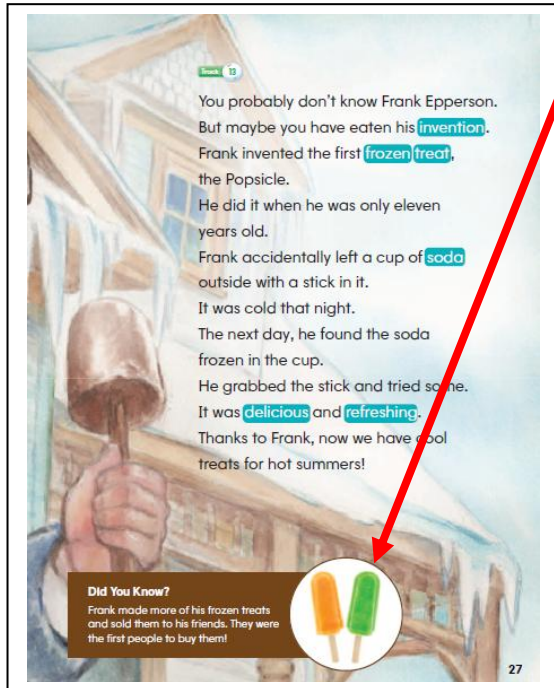
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 26. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 12 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

• Focus students to the related content at the bottom of page 27. Read the information aloud to the class.

• Popsicles can be made with almost any ingredient.
• Possible Extension: Ask students to talk about what frozen treats they enjoy on hot days.

• Possible Extension: Ask students to think about the target grammar, present perfect. Ask students to make their own sentences with present perfect to talk about frozen treats.

Reading

Reading: "A Delicious Treat?"

• Read the story once yourself, slowly, giving students time to follow along and look at the picture.
• Go through the story again, having students repeat each line.

• Play Track 13. Have students just listen the first

time, and repeat the second time.

• Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

• Read the passage aloud, stopping before the "new words" and having students say the "new word."
• Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the numbers on the left to the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about keeping cool.

- Remind students of the warm-up discussion about how to stay cool on hot days.
- Ask students to think about extreme weather (either hot or cold) and how they would dress to remain comfortable (should only be a few minutes at most) and write down some reasons why they would choose the clothing they wrote about.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare types of clothing students would wear on hot or cold days.


Check It

A Choose the best answers.


- What is the reading about?
 - A summer activity
 - The first frozen treat
 - A famous soda
- Frank invented the Popsicle when he was _____.
 - very old
 - in a factory
 - young
- What was in the cup that Frank left outside?



a. Chocolate



b. Fruit



c. Soda

B Match to put the story in order.

- 1
- 2
- 3
- 4
- 5

- a. Frank tried the delicious treat.
- b. Frank left a cup of soda with a stick in it outside.
- c. Frank found the frozen soda.
- d. The soda froze on the stick.
- e. It was a cold night in the winter.

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Write the correct words.

frozen
delicious
soda
refreshing

1. He poured a generous amount of _____ into my glass.
2. My mom made these cookies. They were really _____.
3. I like to go jogging every morning. It is _____.
4. The _____ juice bars quickly began to melt in the hot weather.

Challenge It

Study. Then circle the correct words.

Language Point

Present Perfect

I **have painted** the walls of my room. Mike **has just finished** his homework.
 We **have arrived** at the concert. Sally **has lived** here for 20 years.

1. Maybe you (have eaten / has eaten) his invention.
2. Frank (have invented / has invented) the first frozen treat.
3. He accidentally (have left / has left) a cup of soda outside.
4. Many people (have enjoyed / has enjoyed) cool treats for hot summers!

Tip

Find and circle the words from the reading.

* thanks to because of

29

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use present perfect when talking about an event that started in the past and ends in the present (right now).
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 29. Have students refer back to the passage and find the phrase “thanks to” within the text.



Homework

Unit 06 A Delicious Treat Read, write, and say.

<input type="checkbox"/> is useful new device	1. invention
<input type="checkbox"/> could, in the form of ice	2. frozen
<input type="checkbox"/> something that tastes good	3. treat
<input type="checkbox"/> is flavored drink	4. soda
<input type="checkbox"/> is long, thin piece of wood	5. stick
<input type="checkbox"/> having a low temperature	6. cold
<input type="checkbox"/> to take and hold something	7. grab
<input type="checkbox"/> having or smelling really good	8. delicious
<input type="checkbox"/> pleasantly new and different	9. refreshing
<input type="checkbox"/> feeling a little cold	10. cool




11

Vocabulary Workbook 2

Unit 06 A Delicious Treat

Practice

Choose the correct sentences.

-  ☐ a. This invention was used to play music.
☐ b. This mill was used to make paper.
-  ☐ a. The sodas are all natural.
☐ b. The treats are all frozen.
-  ☐ a. The ice cream looks refreshing.
☐ b. The squid dish looks delicious.

Word Review

Write the correct words.

invention	refreshing	soda	stick
1. How you tried Frank Epperson's _____?			
2. Frank Epperson invented the first frozen _____ the Popsicle.			
3. Frank accidentally left a cup of _____ outside with a stick in it.			
4. The soda frozen in the cup was delicious and _____.			

34

Reading Fluency

Read the passage to answer the questions.

On a hot summer day in 1874, Mr. Green was selling soda, but he ran out of ice. No one wanted to buy more soda. So Mr. Green came up with an idea. He put vanilla ice cream in the soda and called the drink an "ice cream float." Mr. Green's new invention was very refreshing. It is still very popular today.

Reading Check

Choose the best answers.

- The reading is about ☐ a. ice cream float b. Hawaiian pizza c. chocolate cookie
- Mr. Green invented a new drink in ☐ a. 1894 b. 1878 c. 1874
- To make the soda cold, Mr. Green used ☐ a. ice cream b. a bridge c. snowballs
- The new invention was ☐ a. cheap b. changed later c. refreshing

35

Writing Workbook 2

- Vocabulary Workbook 2: page 11, Unit 6
- Writing Workbook 2: pages 34-35

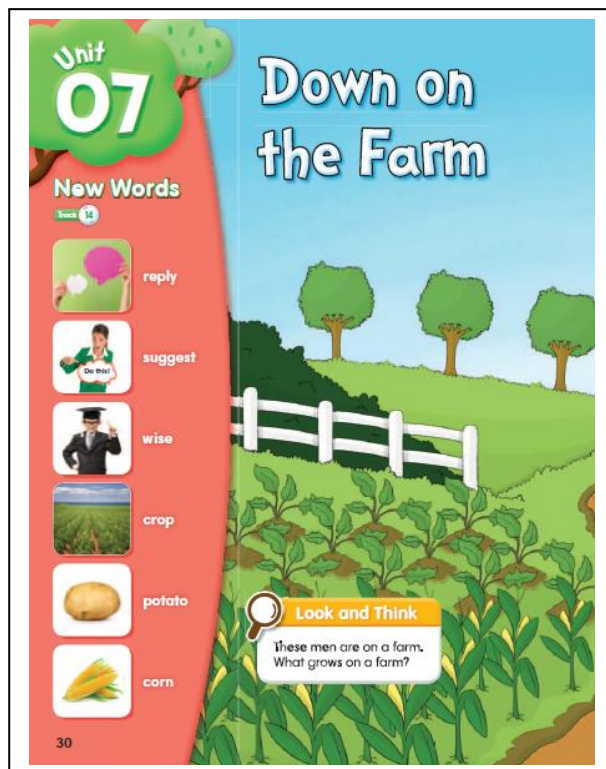
Unit 7 Down on the Farm

Objectives

- New words: *reply, suggest, wise, crop, potato, corn*
- Sentence pattern: Linking Verbs (with adjectives) & Action Verbs (with adverbs)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 30-31. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what grows on a farm, ask for volunteers to talk about why people grow plants. Ask follow-up questions like: How do plants help us? What do plants need in order to live? Where are good places to grow plants?



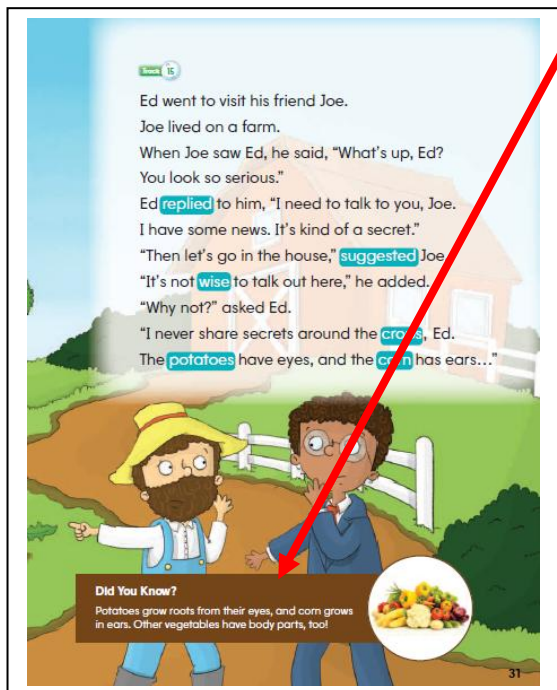
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 30. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 14 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 31.
- Different types of vegetables grow in different ways. We eat different parts of different plants. We eat the roots of the potato plant, and the leaves of the lettuce plant.
- Possible Extension: Ask students to talk about how fruits and vegetables are different.
- Possible Extension: Ask students to think about the target grammar, linking and action verbs with adjectives and adverbs. Ask students to make their own sentences with linking or action verbs using adjectives or adverbs in sentences. Focus on the word "vegetable."

Reading

Reading: "Down on the Farm"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.
- Play Track 15. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about growing plants.

- Remind students of the warm-up discussion about growing plants.
- Ask students to think about a plant (fruit, vegetable, or otherwise) that they like very much (should only be a few minutes at most) and write down some reasons why they like the plant.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different ideas of the class. Compare the plants students like and their reasons for liking the plants.


Check It

A Choose the best answers.


- What is the reading about?
 - A new farm invention
 - Funny things on crops
 - The man's favorite food
- Ed wanted to tell Joe about a _____.
 - new crop
 - suggestion
 - secret
- What was growing on Joe's farm?



a. Nuts




b. Potatoes




c. Weeds

B Put the information in the right places.

- He didn't want to talk around the crops.
- He had a secret to tell.
- He suggested going into the house.
- He visited the farm.



1. _____



2. _____

Learn It

This exercise further reinforces the new vocabulary from the unit.

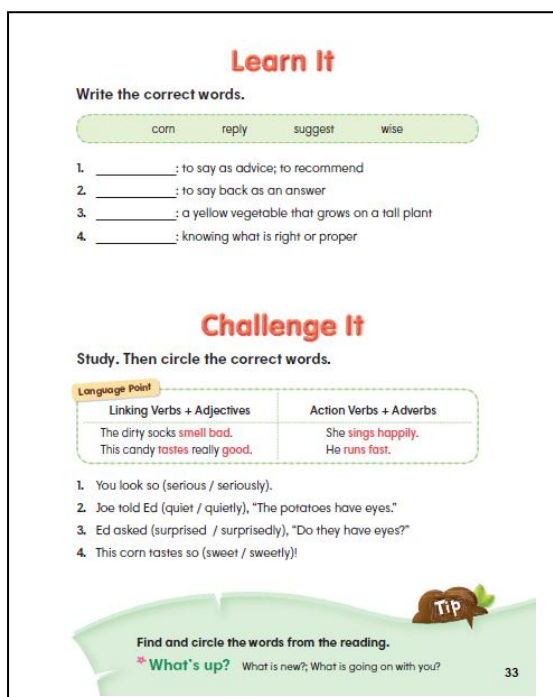
- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.



Learn It

Write the correct words.

corn reply suggest wise

1. _____ : to say as advice; to recommend
2. _____ : to say back as an answer
3. _____ : a yellow vegetable that grows on a tall plant
4. _____ : knowing what is right or proper

Challenge It

Study. Then circle the correct words.

Language Point

Linking Verbs + Adjectives	Action Verbs + Adverbs
The dirty socks smell bad.	She sings happily.
This candy tastes really good.	He runs fast.

1. You look so (serious / seriously).
2. Joe told Ed (quiet / quietly), "The potatoes have eyes."
3. Ed asked (surprised / surprisedly), "Do they have eyes?"
4. This corn tastes so (sweet / sweetly)!

Tip

Find and circle the words from the reading.

What's up? What is new? What is going on with you?

33

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can add adjectives to linking verbs to describe *how* something is (looks, tastes, feels, smells, sounds). Students can use adverbs to describe actions.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the

mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 33. Have students refer back to the passage and find the phrase “What’s up?” within the text.

Homework

Unit 07 Down on the Farm Read, write, and say.




- visit to go to a place for a short time
- reply to say, write or do something as a response
- news a new piece of information about someone or something
- house a building that people live in
- suggest to give some advice
- wise having skills to make good decisions
- share to give or own something with someone else
- crop a plant that farmers grow
- potato a round root vegetable
- corn a yellow vegetable that grows on a plant

12

Unit 07 Down on the Farm

Practice

Choose the correct sentences.

-  ☐ a. The crop is dead.
☐ b. The potatoes are cooked.
-  ☐ a. The jar is filled with corn.
☐ b. The sky is filled with clouds.
-  ☐ a. He is suggesting a wise gift.
☐ b. He is suggesting some delicious food.

Word Review

Write the correct words.


corn suggested crops wise

- "Then let's go in the house," _____ Joe.
- "It's not _____ to talk out here," he added.
- "I never share secrets around the _____, Ed."
- "The potatoes have eyes, and the _____ has ears."

36

Reading Fluency

Read the passage to answer the questions.



Tomatoes are one of the easiest plants to grow! All they need is sunshine, water, and some attention. Dad brought home some tomato seeds, and we planted them in pots. Once the second set of leaves grew, they were ready to be moved to the garden. We planted them a month ago, and they are already a foot tall. I can't wait to have fresh tomatoes this summer!

Reading Check

Choose the best answers.

- The reading is about planting _____.
a. pots b. tomatoes c. colors
- The plant is ready to be moved when the _____ set of leaves grow.
a. last b. first c. second
- According to the passage, the tomatoes will be ripe _____.
a. in the summer b. in the fall c. in the spring
- The writer feels _____ about harvesting the tomatoes.
a. excited b. bored c. tired

37

Vocabulary Workbook 2

Writing Workbook 2

- Vocabulary Workbook 2: page 12, Unit 7
- Writing Workbook 2: pages 36-37

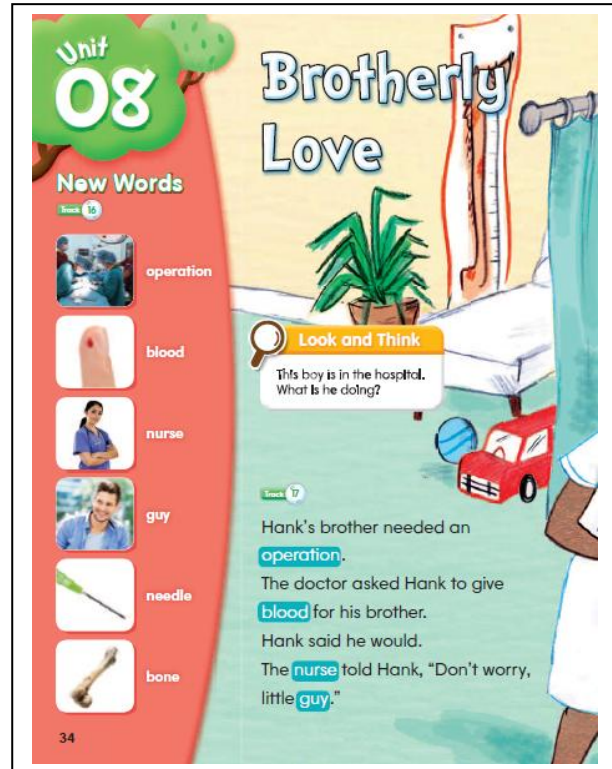
Unit 8 Brotherly Love

Objectives

- New words: *operation, blood, nurse, buy, needle, bone*
- Sentence pattern: Present Participle (verb+ing)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 34-35. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what the boy is doing in the hospital, ask for volunteers to talk about when people need to stay in the hospital. Ask follow-up questions like: Have you ever visited someone in the hospital? Why do people need to go to the hospital? How do people get help there?



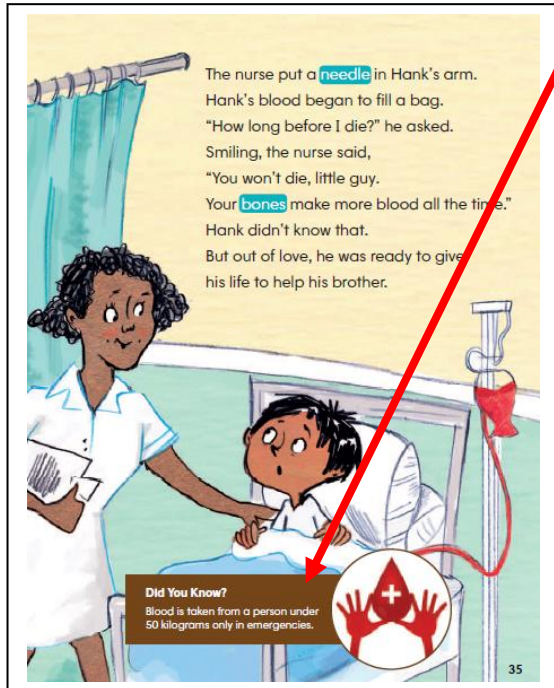
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 34. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 16 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 35. Read the information aloud to the class.
- People can donate blood in order to help in times of emergency. Organizations like the *Red Cross* help get donated blood to the people who need it.
- Possible Extension: Ask students to talk about what they would do to help a family member who was sick.
- Possible Extension: Ask students to think about the target grammar, present participle. Ask students to make their own sentences with present participle to talk about helping out in the community.

Reading

Reading: "Brotherly Love"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 17. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the causes on the left to the effects on the right.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about helping the community.

- Remind students of the warm-up discussion about visiting people in the hospital.
- Ask students to think about way they can help people in their family or community (should only be a few minutes at most) and write down some of their ideas and why they would like to do them.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different ideas of the class. Compare the ways students can help their community.


Check It

A Choose the best answers.


- What is the reading about?
 - A boy helping his brother
 - Two sick brothers
 - A sick sister
- Hank did not know that _____.
 - bones make blood
 - his blood was special
 - the operation was done
- What did the doctor ask Hank to do?



a. Have an operation



b. Give blood



c. Help the nurse

B Match the causes to the effects.

Causes	Effects
1. Hank's brother needed an operation.	a. Hank was ready to give his life for his brother.
2. Hank loved his brother very much.	b. The doctors asked for Hank's blood.
3. Hank was worried that he would die.	c. The nurse told Hank that bones make more blood.

36

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Choose the best answers.

- The _____ went to the sink to scrub his hands.
a. arm b. needle c. nurse
- A large _____ can be a good treat for a dog.
a. bone b. doctor c. operation
- I was surprised to see that the nurse was a _____.
a. blood b. life c. guy

Challenge It


Study. Then write the correct words.

Language Point

Present Participle

The clown laughed and out candy.	→	Laughing, the clown gave out candy.
His wife winked and said, “Let’s go.”	→	Winking, his wife said, “Let’s go.”

- _____, the nurse said, “You won’t die, little guy.” (*smiled*)
- _____, Hank agreed to give his blood. (*nodded*)
- _____ his eyes, Hank waited for the nurse. (*closed*)
- _____ the nurse put the needle in Hank’s arm. (*winked*)



Tip

Find and circle the words from the reading.
* **all the time** always

37

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use present participle when talking about something that started recently in the past and continues through the present.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in the sentence. Have students find the

mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 37. Have students refer back to the passage and find the phrase “all the time” within the text.



Homework

Unit 08 Brotherly Love Read, write, and say.

1. ☐ a boy or man who has the same mother or father as you
2. ☐ a process when a doctor cuts someone's body to fix it
3. ☐ the red liquid in the bodies of people and animals
4. ☐ a person who takes care of sick and injured people
5. ☐ a boy or a man
6. ☐ a sharp, thin piece of metal that is used to put medicine into the body
7. ☐ to make something fit
8. ☐ to stop living
9. ☐ one of the hard parts in the body that hold it together
10. ☐ the time when a person is alive

13

Vocabulary Workbook 2

Unit 08 Brotherly Love

Practice

Choose the correct sentences.

1. ☐ a. The doctor is holding a needle.
☐ b. The nurse is holding an eye chart.
2. ☐ a. The bone is from a bird's wing.
☐ b. The bone is from a goat's head.
3. ☐ a. The operation is over.
☐ b. The operation is going well.

Word Review

Write the correct words.

blood bones needle operation

1. Hank's brother needed it _____.
2. The doctor asked Hank to give _____ for his brother.
3. The nurse put it _____ in Hank's arm. "When will I die?"
4. "You won't die, little guy. Your _____ make more blood all the time."

38

Reading Fluency

Read the passage to answer the questions.

Grandma is in the hospital. She is sick. The doctor used a needle to take some blood. He said that Grandma will need an operation. I'm worried. But the doctor said everything will be okay. He said that Grandma will feel better soon.

Reading Check

Choose the best answers.

1. The reading is about the writer's _____
a. daughter b. grandmother c. teacher
2. Grandma is _____
a. at home b. in the hospital c. at the park
3. Grandma needs _____
a. an operation b. some food c. a hug
4. The doctor said Grandma will feel _____
a. funny b. worse c. better

39

Writing Workbook 2

- Vocabulary Workbook 2: page 13, Unit 8
- Writing Workbook 2: pages 38-39

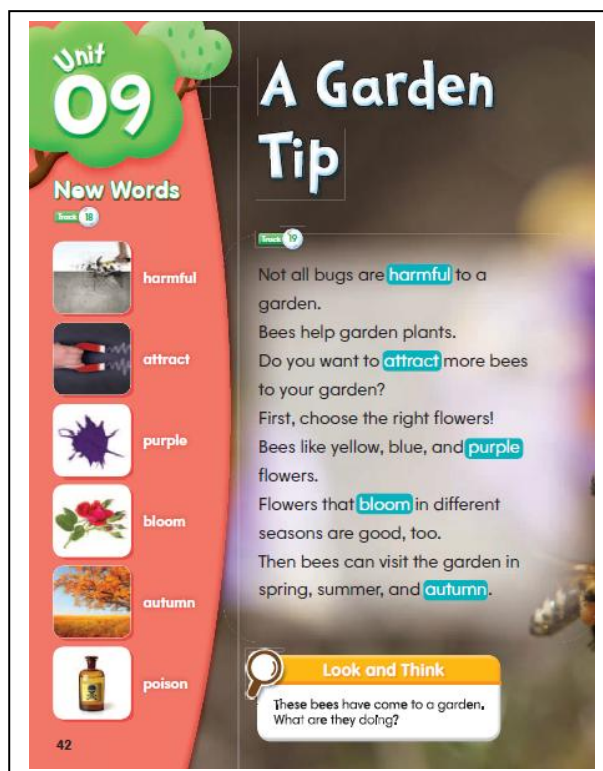
Unit 9 A Garden Tip

Objectives

- New words: *harmful, attract, purple, bloom, autumn, poison*
- Sentence pattern: Using positive and negative actions

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on page 42-43. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what bees do in a garden, ask for volunteers to talk about why insects are important. Ask follow-up questions like: What do insects do to help people? What kinds of things do insects eat or drink?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 42. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 18 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the top of page 43. Read the information aloud to the class.
- Bees live in hives and work together to protect it. Bees have different jobs, like worker bees, that help keep the hive working.
- Possible Extension: Ask students to talk about other animals that work together.
- Possible Extension: Ask students to think about the target grammar, sequence words. Ask students to make their own sentences using positive and negative language when talking about nature.

Reading

Reading: "A Garden Tip"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 19. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about nature.

- Remind students of the warm-up discussion about how insects help people.
- Ask students to think about an outdoor location (a garden or otherwise) that they really enjoy visiting (should only be a few minutes at most) and write down some reasons why they like these outdoor places.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the places that students enjoy visiting and their reasons for liking these places.


Check It

A Choose the best answers.


- What is the reading about?
 - A good garden bug
 - Harmful birds
 - The life of a bee
- Some flowers in a garden can _____ bees.
 - actually avoid
 - attract more
 - poison
- What is it best NOT to do according to the reading?



a. Attract bees to your garden



b. Use poison



c. Grow purple flowers

B Put the words in the right places.

flowers poison yellow Kill

✓
Do

✗
Don't

- Choose ¹ _____, blue, and purple flowers to attract bees.
- Grow ² _____ that bloom in different seasons.
- Use ³ _____ in your garden.
- ⁴ _____ all the bugs in your garden.

44

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct words.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Write the correct words.

harmful bloom attract poison

- _____ : causing damage or injury to someone or something
- _____ : to produce flowers
- _____ : something that can make people or animals ill or dead
- _____ : to cause to like or be interested in something


Challenge It

Study. Then circle the correct words.

Language Point

Positive	Negative
Try to drink tea every day.	Try not to drink tea every day.
We should wash our hands often to catch cold.	We should wash our hands often not to catch cold.

- Try (to / to not) attract bees to your garden.
- Try (to not / not to) use poison in your garden.
- We should choose (to / to not) grow the right flowers.
- It is best (to not / not to) use poison at all in your garden.



Tip

Find and circle the words from the reading.

* **not at all** not any of; none of

45

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use *not to* to talk about something negative.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion











- Write a series of sentences on the board, include errors in the sequence words in a few of the sentences. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 45. Have students refer back to the passage and find the phrase “not at all” within the text.

Homework

Unit 09 A Garden Tip Read, write, and say.

1. harmful  causing damage
2. bee  a black and yellow flying insect
3. plant  a living thing that has roots and leaves in the ground
4. attract  to cause someone to take an interest in something
5. purple  the color you get when you mix red and blue
6. bloom  to produce flowers
7. season  one of the four main parts of the year
8. spring  the time of year that includes March, April, and May
9. autumn  the season between summer and winter
10. poison  a harmful substance




14

Vocabulary Workbook 2

Unit 09 A Garden Tip

Practice

Choose the correct sentences.

1.  a. The flowers bloom in the garden.
b. The leaves fall in autumn.
2.  a. The poison kills harmful bugs.
b. The medicine cures sick plants.
3.  a. Bees are attracted to purple flowers.
b. People are attracted to sweet cider.

Word Review

Write the correct words.

harmful bloom autumn attract

1. Not all bugs are _____ to garden plants.
2. Do you want to _____ more bees to your garden?
3. Flowers that _____ in different seasons are good.
4. Then bees can visit the garden in spring, summer, and _____.

40

Reading Fluency

Read the passage to answer the questions.

Chocolate is a very sweet and tasty treat for people. It can also attract dogs, but it can be very harmful to them. It smells sweet, so the dog wants to eat it. If a dog eats chocolate, it can get very sick. To keep your dog healthy, give your dog a bone instead of chocolate.

Reading Check

Choose the best answers.

1. The reading is about _____.
a. a healthy dog b. chocolate c. cat food
2. Eating chocolate is fine for _____.
a. dogs b. cats c. people
3. Chocolate can poison _____.
a. dogs b. trees c. flowers
4. Instead of chocolate, give your dog _____.
a. a hamburger b. a bone c. ice cream

41

Writing Workbook 2

- Vocabulary Workbook 2: page 14, Unit 9
- Writing Workbook 2: pages 40-41

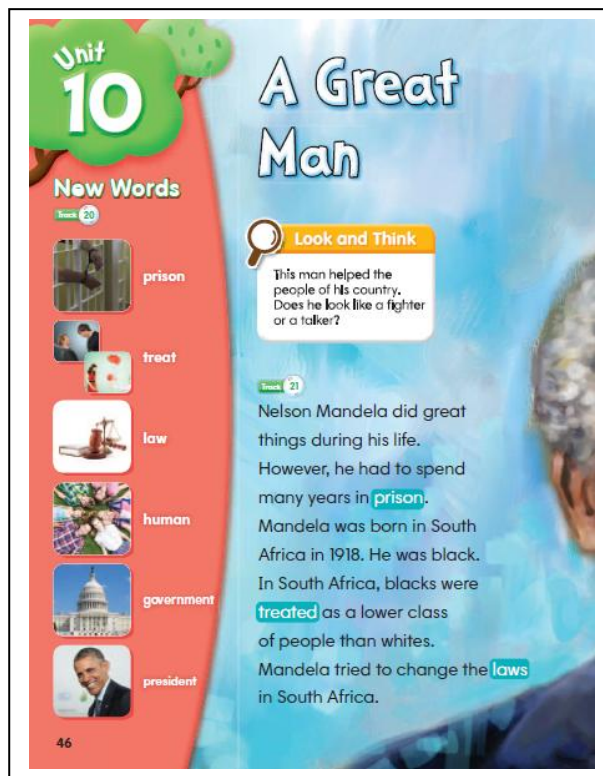
Unit 10 A Great Man

Objectives

- New words: *prison, treat, law, human, government, president*
- Sentence pattern: The Passive Voice

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 46-47. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students if the man looks like a fighter or a talker, ask for volunteers to talk about why rights are important. Ask follow-up questions like: What are things that everyone can do? What are things that only a few people can do? Should everyone be allowed to do the same things? Why or why not?



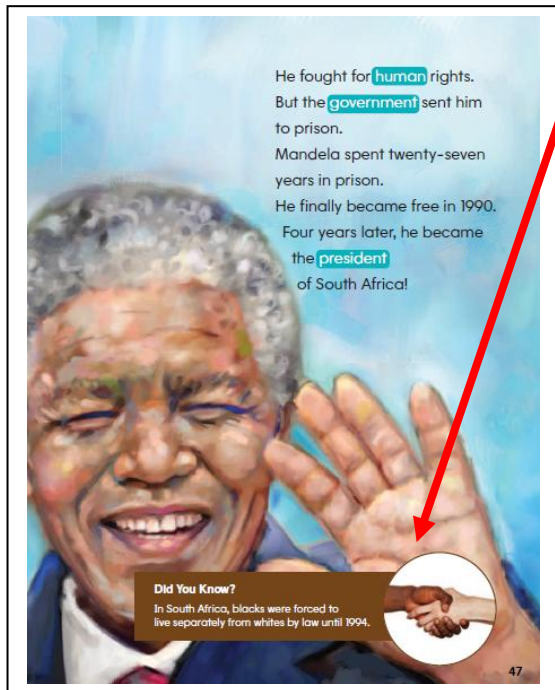
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 46. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 20 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 47.
- Nelson Mandela worked hard to get equality for all people on South Africa. It wasn't an easy fight, and in some places the fight for equality is still going on.
- Possible Extension: Ask students to talk about why equality is important.
- Possible Extension: Ask students to think about the target grammar, the passive voice. Ask students to make their own sentences in the passive to talk about equality and rights.

Reading

Reading: "A Great Man"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students

repeat each line.

- Play Track 21. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the numbers on the left to the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion

Talk about causes.

- Remind students of the warm-up discussion about rights.
- Ask students to think about a cause (some right or issue of equality) that they would like to help "fight" for (should only be a few minutes at most) and write down some reasons why the cause is important.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare causes students have chosen.

Check It

A Choose the best answers.

- What is the reading about?
 - The life of Mandela
 - How Mandela died
 - A special day in South Africa
- In South Africa, _____ were considered as a lower class.
 - black people
 - white people
 - old people
- How long did Mandela spend in prison?

1
a. One year

4
b. Four years

20
c. More than 20 years

B Match to put the story in order.

- 1 •
- 2 •
- 3 •
- 4 •
- 5 •

- a. Mandela was born in South Africa in 1918.
- b. Mandela became free in 1990.
- c. Mandela became the president in 1994.
- d. Mandela tried to change the laws in South Africa.
- e. The government sent Mandela to prison.

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Write the correct words.

government laws prison treat

- The highest person in the _____ is the president.
- The thief was sent to _____ for three years.
- Some people _____ their pets like children.
- The police make sure people follow the _____.

Challenge It

Study. Then circle the correct words.

Language Point

Passive

The government made a law. → A law **was made** (by the government).
 The government made laws. → Laws **were made** (by the government).

- Great things (was done / were done) by Mandela during his life.
- Mandela (was born / were born) in South Africa in 1918.
- Black people (was treated / were treated) poorly.
- Mandela (was sent / were sent) to prison.

Find and circle the words from the reading.

* try to to start to do something

Tip

49

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that in the passive voice, the object of a sentence is placed as the subject.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence, focusing on the passive voice. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 49. Have students refer back to the passage and find the phrase “try to” within the text.

Homework

Unit 10 A Great Man Read, write, and say.

1. all, nevertheless

2. however

3. a building where criminals must live for punishment

4. prison

5. a country in the very southern part of Africa

6. South Africa

7. to deal with something in a particular way

8. treat

9. a government rule that people must obey

10. law

11. having to do with people

12. human

13. something that the law allows you to do

14. right

15. the group of people who make decisions for a country

16. government

17. in the end

18. finally

19. a leader that people choose to run a country




20. president

Vocabulary Workbook 2

Unit 10 A Great Man

Practice

Choose the correct sentences.

- 
☐ a. He is known as the one of the greatest presidents.
☐ b. She is known as the one of the famous singers.
- 
☐ a. There is a book about tax laws.
☐ b. There is a history book about South Africa.
- 
☐ a. This woman works for the government.
☐ b. This man works in a prison.

Word Review

Write the correct words.

prison laws president treated

- Nelson Mandela had to spend many years in _____.
- Blacks were _____ as a lower class of people than whites.
- Mandela tried to change the _____ in South Africa.
- Four years later, he became the _____ of South Africa.

Reading Fluency

Read the passage to answer the questions.

"What did you do for winter vacation?" asked Jill.
 "My family and I went to South Africa in December," said Nick.
 "Wasn't it cold?" asked Jill.
 "No, it wasn't cold. In December, the weather is warm there. But in June, the weather is cold," replied Nick. "The tour guides treated us to a safari where we saw lions and giraffes."
 "Sounds like fun!" said Jill.

Reading Check

Choose the best answers.

- The reading is about _____.
 a. summer vacation b. graduation c. winter vacation
- Nick and his family went to _____.
 a. Kenya b. South Africa c. Nigeria
- In December, that place is _____.
 a. very hot b. not cold c. always rainy
- Nick and his family saw _____.
 a. animals b. paintings c. buildings

Writing Workbook 2

- Vocabulary Workbook 2: page 15, Unit 10
- Writing Workbook 2: pages 42-43

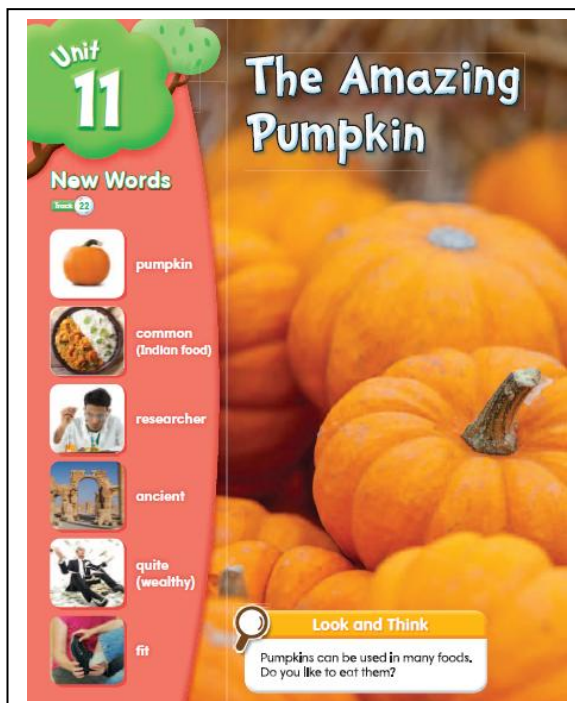
Unit 11 The Amazing Pumpkin

Objectives

- New words: *pumpkin, common, researcher, ancient, quite, fit*
- Sentence pattern: Prepositions of Time (*in, on, at*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students if they like to eat pumpkins, ask for volunteers to talk about the different kinds of food they eat in the fall (autumn). Ask follow-up questions like: What is the weather like in the fall? What kinds of food are picked in the fall? What celebrations or holidays happen in the fall?



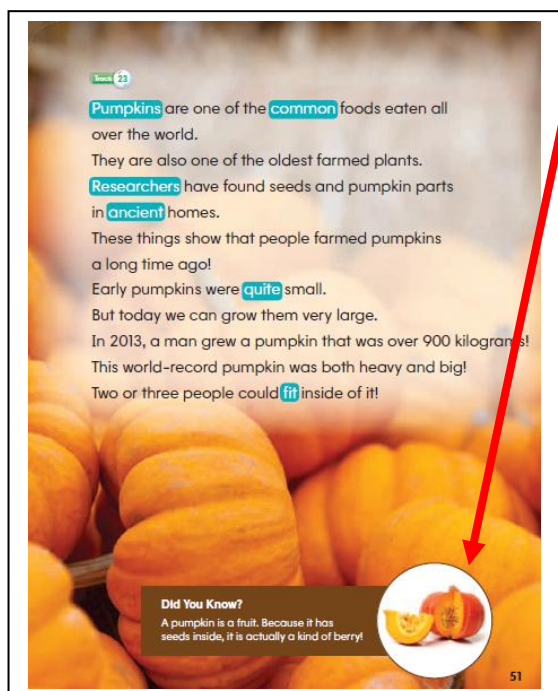
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 50. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 22 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 51. Read the information aloud to the class.

- Pumpkin is also a kind of squash. Squash grow in many different shapes, sizes, and colors. They are good to eat in sweet foods like pies and bread and savory foods like soup.

- Possible Extension: Ask students to talk about the different ways pumpkins/squash can be used.

- Possible Extension: Ask students to think about the target grammar, prepositions of time. Ask students to make their own sentences with prepositions of time to talk about growing, eating, or cooking with pumpkins.

Reading

Reading: "The Amazing Pumpkin"

- Read the story once yourself, slowly, giving

students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 23. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion

Talk about seasons.

- Remind students of the warm-up discussion about what food they like to eat in the fall.
- Ask students to think about a season (the fall or otherwise) that they particularly like (should only be a few minutes at most) and write down some reasons why they like that season. They should include ideas about what they like to do and eat.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the seasons students like and what they like to do and eat during those seasons.

Check It

A Choose the best answers.


- What is the reading about?
 - Pumpkins
 - A pumpkin farm
 - Watermelons
- Researchers found that pumpkins _____ a long time ago.
 - grew in nature
 - were grown on farms
 - were bigger and heavier
- How heavy was the world-record pumpkin?

<900
=900
>900

 - Below 900 kg
 - 900 kg
 - Over 900 kg

B Put the words in the right places.

small ancient fit ago



Pumpkins

- They are eaten around the world.
- Researchers found seeds and pumpkin parts in ¹ _____ homes.
- People farmed pumpkins a long time ² _____.
- Early pumpkins were quite ³ _____.
- Two or three people could ⁴ _____ inside of the world-record pumpkin.

52

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Choose the best answers.

- Brown is the most _____ eye color.
a. quite b. common c. inside
- The weather this December has been _____ warm.
a. ancient b. homes c. quite
- The nuts that we found will not all _____ in this small jar.
a. researcher b. pumpkin c. fit


Challenge It

Study. Then circle the correct words.

Language Point

Prepositions of Time

I was born in 2010.
My mom went shopping on Sunday.
I usually wake up at 6 a.m.



- A man grew the world-record pumpkin (in / on) 2013.
- I had pumpkin soup (on / at) 8:00 a.m.
- Mike is having his birthday party (on / at) Monday.
- They like to eat pumpkin pies (on / at) Thanksgiving Day.

Find and circle the words from the reading.

* a long time ago in ancient times; far in the past

53

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use prepositions of time to talk about *when* an event took place, is taking place, or will take place.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion











- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students’ attention to the Tip at the bottom of page 53. Have students refer back to the passage and find the phrase “a long time ago” within the text.

Homework

Unit 11 The Amazing Pumpkin Read, write, and say.




- pumpkin**  is large, round vegetable
- common**  happening often
- food**  something that can be eaten
- over**  higher or more than a number or amount
- researcher**  a person who finds new information about something
- seed**  a small object produced by a plant to grow a new plant
- ancient**  very old
- quite**  completely or totally
- but**  however
- fit**  to be the right shape and size for someone or something

Vocabulary Workbook 2

Unit 11 The Amazing Pumpkin

Practice

Choose the correct sentences.

-  a. The researcher found a new star.
b. The researcher found a large bone.
-  a. The pumpkins are quite small.
b. The rags are quite dirty.
-  a. The woman's pants do not fit.
b. The clown's hat does not fit.

Word Review

Write the correct words.

ancient common pumpkin quite

- Pumpkins are one of the _____ foods eaten all over the world.
- Researchers have found seeds and pumpkin parts in _____ homes.
- Early pumpkins were _____ small.
- But the world-record _____ was both heavy and big!

Reading Fluency

Read the passage to answer the questions.

During October, pumpkins are a common sight in the U.S. Many people like to cut faces into pumpkins for Halloween. But pumpkins are more than just decorations. They are quite delicious, too! In fact, pumpkin pie is a very sweet dessert. It is often eaten on Thanksgiving and Christmas.

Reading Check

Choose the best answers.

- The reading is about _____.
a. oranges b. pumpkins c. peaches
- During Halloween, people like to _____ into pumpkins.
a. write words b. draw things c. cut faces
- Pumpkins can be used to make a _____.
a. common candy b. healthy drink c. sweet dessert
- A lot of people like to _____ on Thanksgiving and Christmas.
a. eat pumpkin pie b. decorate pumpkins c. grow pumpkins

Writing Workbook 2

- Vocabulary Workbook 2: page 16, Unit 11
- Writing Workbook 2: pages 44-45

Unit 12 What Is It?

Objectives

- New words: *certain, clue, obvious, consume, smoke, flame*
- Sentence pattern: Positive and Negative Imperatives

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 54-55. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what they think the clues mean, ask for volunteers to talk about how they solve problems. Ask follow-up questions like: What questions do you ask to find information? How do you find answers to questions that you have?



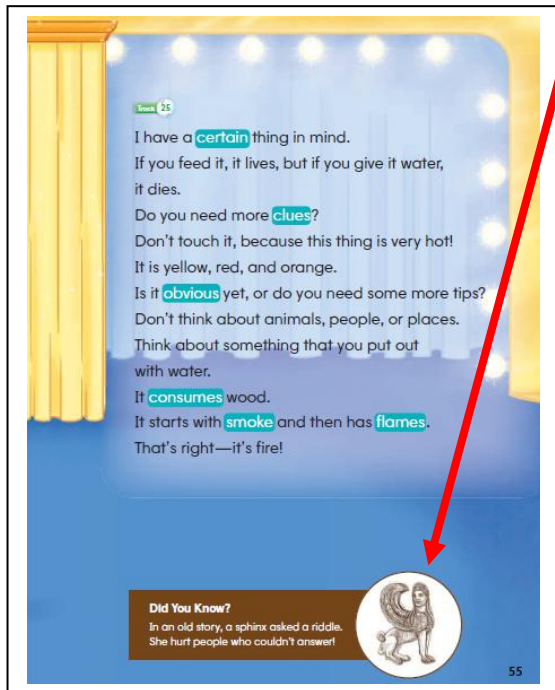
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 54. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 24 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 55. Read the information aloud to the class.
- People often use riddles to see how smart or resourceful others are.
- Possible Extension: Ask students to come up with riddles of their own and see if the class can solve them.
- Possible Extension: Ask students to think about the target grammar, positive and negative imperatives. Ask students to make their own sentences with positive or negative imperatives to talk about or create riddles.

Reading

Reading: "What Is It?"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 25. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about riddles.

- Remind students of the warm-up discussion about solving problems.
- Ask students to think about a riddle that they've heard before (should only be a few minutes at most) and write down some ideas about how difficult it was to solve. Ask students to think about how solving the riddle could have been easier.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs. They should talk about what they need to do in order to get their "dream" job.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the types of riddles students found to be easy and difficult.


Check It

A Choose the best answers.


- What is the reading about?
 - A wise girl
 - Funny tricks
 - Guessing something
- This thing likes _____ but doesn't like _____.
 - animals, people
 - wood, water
 - yellow, red
- What is NOT given as a clue for this thing?



a. How hot it is




b. What color it is



c. Where it lives


B Put the words in the right places.

Touch places wood smoke



Do

- Let it consume ¹ _____.
- Look for ² _____ and flames when it starts.



Don't

- Think about animals, people, or ³ _____.
- ⁴ _____ it or give it water.

56

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Write the correct words.

clue	consume	obvious	smoke
------	---------	---------	-------


1. _____: clear or easy to see by everyone
2. _____: tiny burned pieces that rise in the air
3. _____: to eat; to use for food or fuel
4. _____: a hint; information that helps solve a mystery

Challenge It

Study. Then circle the correct words.

Language Point	
Imperatives: Positive Try it. It's easy. Feed it, and it lives.	Imperatives: Negative Don't try it. It's dangerous. Don't touch it. It's hot.

1. (Give / Giving) it a drink, and it dies.
2. Don't (think / thinking) about animals, people, or places.
3. Don't (put / puts) water on it.
4. (Tells / Tell) me what it is!



TIP

Find and circle the words from the reading.

* **have in mind** to be thinking of

57

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they can use positive or negative imperatives to give instructions or directions.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

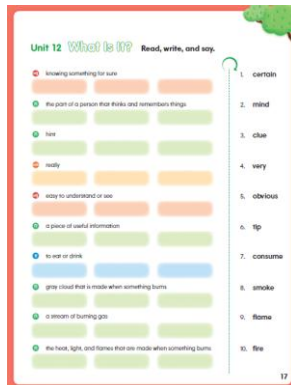
Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

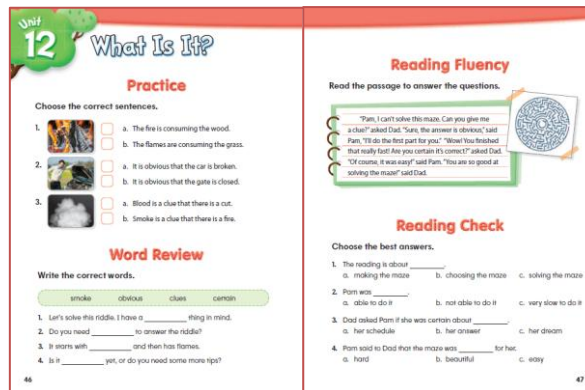
Tip

- Direct students' attention to the Tip at the bottom of page 57. Have students refer back to the passage and find the phrase “have in mind” within the text.

Homework



Vocabulary Workbook 2



Writing Workbook 2

- Vocabulary Workbook 2: page 17, Unit 12
- Writing Workbook 2: pages 46-47



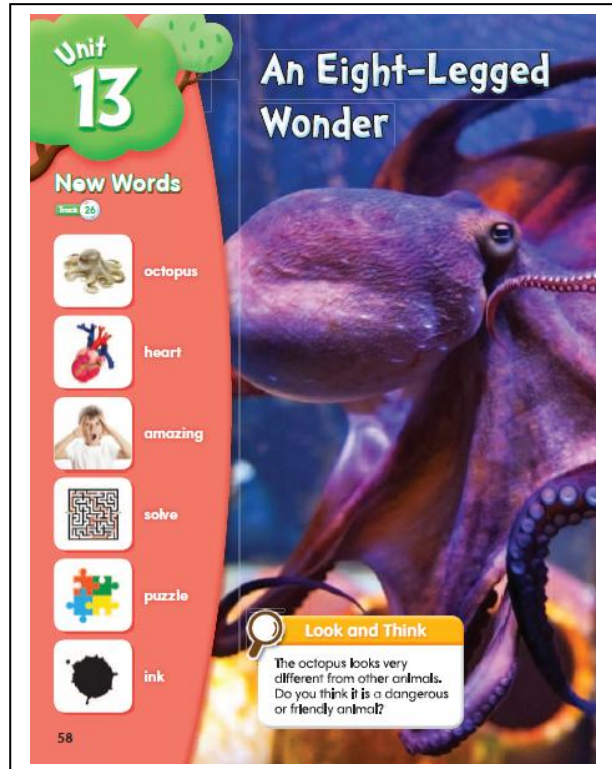
Unit 13 An Eight-Legged Wonder

Objectives

- New words: *octopus*, *heart*, *amazing*, *solve*, *puzzle*, *ink*
- Sentence pattern: *can/might* + base verb

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 58-59. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students whether they think the octopus is dangerous or friendly, ask for volunteers to talk about strange animals that they are familiar with. Ask follow-up questions like: What makes the animal unique? Would the animal make a good pet? Or should it remain as a wild animal? How can people learn from the animal?



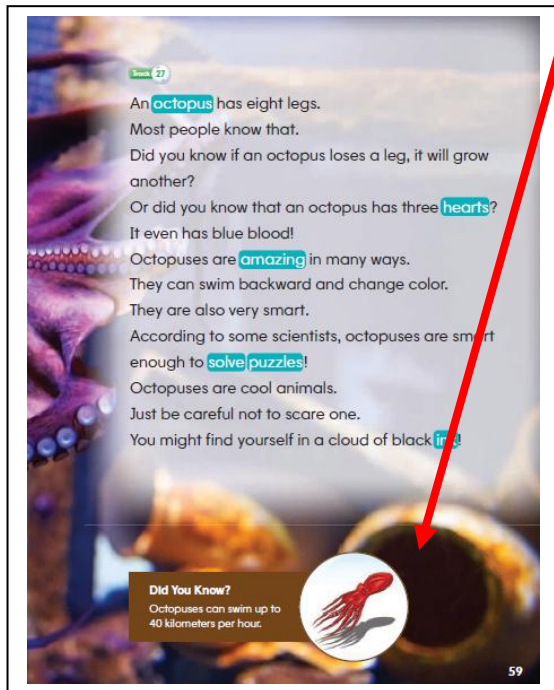
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 58. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 26 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 59. Read the information aloud to the class.

- Octopus and squid are both types of an animal known as a cephalopod. These animals are only found in the ocean.

- Possible Extension: Ask students to talk about how being able to solve puzzles and change color would benefit an octopus.

- Possible Extension: Ask students to think about the target grammar, *can/might* + base verb. Ask students to make their own sentences with *can/might* + base verb to talk about octopus or squid.

Reading

Reading: "An Eight-Legged Wonder"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 27. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about strange animals.

- Remind students of the warm-up discussion about strange animals.
- Ask students to think about a particularly strange or unique animal they think is interesting (should only be a few minutes at most) and write down some reasons why the animal is an interesting one.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the animals that students think are interesting and the qualities of those animals.


Check It

A Choose the best answers.


- What is the reading about?
 - A special octopus
 - Facts about octopuses
 - How to eat an octopus
- Octopuses can _____.
 - write letters
 - change color
 - live on land
- What do some scientists think octopuses can do?



a. Draw images



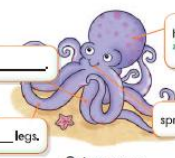
b. sing songs



c. Solve puzzles

B Write the correct words.

black eight backward blue



can swim ¹ _____

have ⁴ _____ legs.

have three hearts and ³ _____ blood.

spray ¹ _____ ink.

Octopuses ...

60

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Write the correct words.

solve
ink
heart
amazing

- During the race, my _____ began to beat faster.
- At school, we learn how to _____ math problems.
- It is _____ how fast my baby brother grew in one year.
- A long time ago, people put _____ on the tips of feathers to write.


Challenge It

Study. Then circle the correct words.

Language Point Can/Might + Base Verb

You can hear the waves.	Sam might change his mind later.
I can solve a puzzle easily.	You might think he was rude.

- Octopuses can (swim / swims) backward.
- Octopuses can also (changes / change) color.
- They might (solved / solve) puzzles because they are smart.
- You might (find / found) yourself in a cloud of blank ink!



Tip

Find and circle the words from the reading.
* according to as said by; as thought by

61

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example phrases together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use the base form of a verb when using *can* or *might* to talk about ability or probability.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 61. Have students refer back to the passage and find the phrase “according to” within the text.



Homework

Unit 13 An Eight-Legged Wonder Read, write, and say.




- octopus ☐ an animal that lives in the ocean and has eight legs
- another ☐ more of something additional
- heart ☐ a body part in the chest that moves blood around
- amazing ☐ hard to believe and causing surprise
- backward ☐ moving in the direction that is behind you
- scientist ☐ someone who studies science
- solve ☐ to answer a problem
- puzzle ☐ a group of pieces that form a picture when put together
- scare ☐ to frighten someone
- ink ☐ colored liquid that is used for writing and drawing

Vocabulary Workbook 2

Unit 13 An Eight-Legged Wonder

Practice

Choose the correct sentences.

-  ☐ a. The ink of the octopus is black.
☐ b. The ink of the pen is red.
-  ☐ a. The students finished the puzzle.
☐ b. The teacher collected the homework.
-  ☐ a. The ice cream tastes amazing.
☐ b. The coffee tastes bitter.

Word Review

Write the correct words.

hearts octopuses solve ink

- Did you know that an octopus has three _____?
- _____ can also swim backward and change color.
- According to some scientists, they are smart enough to _____ puzzles!
- Don't scare them. You might find yourself in a cloud of black _____.

Reading Fluency

Read the passage to answer the questions.

An octopus in danger will produce a cloud of black ink. This gives the octopus time to swim away. Octopus ink can also be used by people. People used to use octopus ink for writing. Now octopus ink is used when cooking pasta. Don't be scared, though. It's delicious!

Reading Check

Choose the best answers.

- The reading is about _____.
a. octopus ink b. octopus legs c. octopus eyes
- Octopuses use their ink when they are _____.
a. happy b. in danger c. with friends
- In the past, people used octopus ink for _____.
a. writing b. painting c. thinking
- People use octopus ink in their _____.
a. pizza b. pasta c. hamburger

Writing Workbook 2

- Vocabulary Workbook 2: page 18, Unit 13
- Writing Workbook 2: pages 48-49

Unit 14 A Talent for Many Things

Objectives

- New words: *fascinating, alive, ceiling, architect, design, include*
- Sentence pattern: Adverbs (*still, even, also, already*)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 62-63. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question on page 63. Read the question aloud.
- Before asking students what the man is famous for, ask for volunteers to talk about different styles of art. Ask follow-up questions like: Do you like to create art? What kind of art do you like to look at? What makes art “good”?



Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 62. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 28 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Track 29

Raphael was a famous painter in Italy.
 He lived a long time ago, from 1483 to 1520.
 The people in his **fascinating** paintings look **alive**.
 Raphael painted pictures on walls.
 He even painted **ceilings**!
 You can still see some of his great works today.
 And Raphael didn't just paint.
 He was an **architect**, too.
 He **designed** many things,
including homes for kings and queens!
 Raphael was good at many things.
 No wonder people call him one of the greatest artists ever!

Did You Know?
 One of Raphael's famous paintings is the Sistine Madonna. The angels at the bottom of the painting are on stamps, T-shirts, postcards, and more!

LOVE

63

Did You Know?

- Focus students to the related content at the bottom of page 63. Read the information aloud to the class.
- Raphael, along with artists Michelangelo and Leonardo da Vinci, lived during a period called the Renaissance.
- Possible Extension: Ask students to talk about other ways people can express themselves.
- Possible Extension: Ask students to think about the target grammar, adverbs. Ask students to make their own sentences with adverbs to talk about art.

Reading

Reading: "A Talent for Many Things"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 29. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.



After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the causes on the left to the effects on the right.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about art.

- Remind students of the warm-up discussion about different art styles.
- Ask students to think about the different ways they express themselves either through art or some other means (should only be a few minutes at most) and write down some reasons why they choose to express themselves through the medium they do.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the ways students choose to express themselves (musically, artistically, etc.).


Check It

A Choose the best answers.


- What is the reading about?
 - A new sculpture
 - A famous painting
 - An amazing painter
- Raphael was from _____.
 - Germany
 - England
 - Italy
- What did Raphael paint?



a. Ceilings



b. Kings



c. Homes

B Match the causes to the effects.

Causes	Effects
1. Raphael painted whole rooms.	a. He designed homes for kings and queens.
2. Raphael was also a talented architect.	b. You can see some of his work on ceilings.
3. Raphael was good at many things.	c. No wonder people call him one of the greatest artists ever!

64

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Spelling Corners.”

This activity is best as a whole class, individual player, game. The class is competing against the teacher, not necessarily against each other.

- Give students blank sheets of paper or small whiteboards to write on.
- Tell students that you’re going to give them a word to write. They cannot begin until the teacher starts writing.
- Students need to write the word correctly in each of their paper’s four corners. To earn a point, the students must write their words before the teacher finishes.
- The game continues, until all of the words have been addressed. The class wins if they have more points than the teacher.

Learn It

Write the correct words.

fascinating
ceiling
including
architect

1. My dad is a(n) _____. He designed our house.
2. He stared at the dark _____ as he fell asleep.
3. There are seven people in my family, _____ me.
4. The view of Rome is absolutely _____.


Challenge It

Study. Then circle the correct words.

Language Point
Adverbs

You can still see some of his photos. He also ate pizza and pasta.
He even wrote on toilet paper! She was already awake at 6 a.m.

1. People can (still / already) see some of the old paintings.
2. Raphael was friends with many people, (still / even) the pope!
3. Though Raphael died early, he had (already / also) created more than 90 paintings.
4. Raphael wasn't only a painter. He was (also / still) an architect.



Tip

Find and circle the words from the reading.

no wonder

it is not surprising

65

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use the adverbs *still*, *even*, *also*, and *already* to talk about *when* things happen.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.





















Tip

- Direct students’ attention to the Tip at the bottom of page 65. Have students refer back to the passage and find the phrase “no wonder” within the text.



Homework

Unit 14 A Talent for Many Things Read, write, and say.

1.  fascinating	1.  fascinating
2.  painting	2.  painting
3.  alive	3.  alive
4.  wall	4.  wall
5.  ceiling	5.  ceiling
6.  still	6.  still
7.  architect	7.  architect
8.  design	8.  design
9.  include	9.  include
10.  artist	10.  artist




19

Vocabulary Workbook 2

Unit 14 A Talent for Many Things

Practice

Choose the correct sentences.

-  a. The floor is painted yellow.
b. The ceiling is painted white.
-  a. An architect designed the house.
b. A student designed the picture.
-  a. The plant is alive and green.
b. The leaves are dead and brown.

Word Review

Write the correct words.

including alive ceilings architect

- The people in Baghdad's fascinating paintings look _____.
- He even painted _____.
- Baghdad was often _____.
- He designed many things, _____ homes for kings and queens!

50

Reading Fluency

Read the passage to answer the questions.

Mr. Eiffel was an architect. He was born in France. And he designed one of the most famous towers in the world. Can you guess what it is? It's the Eiffel Tower in France! It took over two years to complete. And since its opening in 1889, more than 250 million people have visited it.

Reading Check

Choose the best answers.

- The reading is about _____.
a. the Clock Tower b. the pyramids c. the Eiffel Tower
- The Eiffel Tower is located in _____.
a. Germany b. France c. Spain
- Mr. Eiffel was often _____.
a. painter b. scientist c. architect
- The reading says that many people have _____.
a. built this place b. painted this place c. visited this place

51

Writing Workbook 2

- Vocabulary Workbook 2: page 19, Unit 14
- Writing Workbook 2: pages 50-51

Unit 15 Better Together

Objectives

- New words: *fishing, storm, island, bottle, genie, magic*
- Sentence pattern: Expressing Wishes
(...wish...had/were not...)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 66-67. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students to think about how the men are feeling, ask for volunteers to talk about the things they would wish for. Ask follow-up questions like: What makes a good wish? Would you make wishes for yourself or for others? What kinds of wishes would you make?



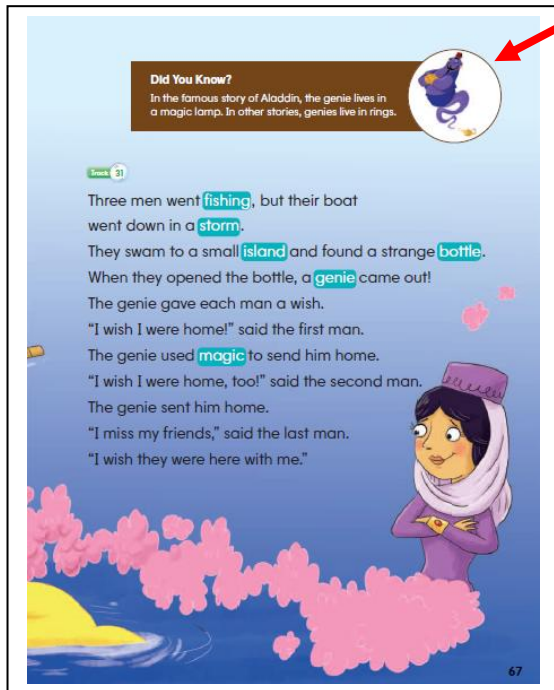
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 66. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 30 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the top of page 67.
- Not all genies are kind. In fact, in some other stories, genies are mischievous (play tricks) or even mean.
- Possible Extension: Ask students to talk about stories they have heard about genies.
- Possible Extension: Ask students to think about the target grammar, expressing wishes. Ask students to make their own sentences and express their wishes using the word "genie."

Reading

Reading: "Better Together"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.
- Go through the story again, having students repeat each line.

- Play Track 31. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to match the numbers on the left to the sentences on the right to put the story in order.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about wishes

- Remind students of the warm-up discussion about making wishes.
- Ask students to think about something they want (it can be from money, to fame, to traveling, etc) and would ask a genie for (should only be a few minutes at most) and write down some reasons why they want the wish to come true.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the wishes and reasons for wanting them to come true.


Check It

A Choose the best answers.


- What is the reading about?
 - Surviving a storm
 - How to fish
 - The wishes of three men
- The genie was inside a _____.
 - can
 - treasure chest
 - bottle
- What did two of the men wish for?



a. A boat



b. To go home



c. Money

B Match to put the story in order.

- 1 •
- 2 •
- 3 •
- 4 •
- 5 •

- a. The genie gave them three wishes.
- b. The first two men wished to be home.
- c. Three men's boat went down in a storm.
- d. Three men found a strange bottle.
- e. The last man wished to be with friends.

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to write the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Dice.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with having one student roll the die and calling on students to give answers.

- On the board, put up a list of what each number represents. Include: Define (students should give a definition for the word), Use it in a sentence, Synonym (student gives a word with the same meaning), Antonym (student gives a word with the opposite meaning), Draw it (student needs to draw the word without using letters), Act it Out (student uses gestures or body movements to get others to guess the word).
- The first student in each group will roll the die, then select the first word from the list. Based on the number, the student should use their word accordingly.
- The next student goes, then the next, and so on, until all of the words have been addressed.

Learn It

Write the correct words.

island magic storm fishing

1. My family likes to go _____ every Sunday.
2. A heavy _____ hit the country and destroyed many houses.
3. Thousands of cats are living on Japan's Cat _____.
4. The girl hoped to have a _____ wand.

Challenge It


Study. Then circle the correct words.

Language Point

Expressing Wishes

I wish all the snow **had not melted**. (But it has all melted.)
 I wish the ceiling **were not leaking**. (But it is leaking.)

1. "I wish the storm (have / had) not broken the boat," said one man.
2. They wish they (are / were) at home.
3. "We wish we (are / were) off the island," said two men.
4. He wishes his friends (had / were) with him.



Tip

Find and circle the words from the reading.

come out to appear; to exit from

69

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should use **wish...had/were not...** to talk about something that unfortunately happened.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 69. Have students refer back to the passage and find the phrase “come out” within the text.

Homework

Unit 15 Better Together Read, write, and say.




- fishing**  the sport of catching fish
- storm**  bad weather that causes a lot of rain, wind, or snow
- island**  an area of land with water all around it
- strange**  different from what is usual or normal
- bottle**  a glass or plastic container without a handle
- open**  to move, unlock, or allow something to be closed
- genie**  a magical creature that often lives in a lamp
- wish**  the thing that you want to have or do
- magic**  a trick that seems impossible
- miss**  to want to be with someone or something that is away from you

Vocabulary Workbook 2

Unit 15 Better Together

Practice

Choose the correct sentences.

-  a. The ocean is rough.
b. The island is small.
-  a. The genie showed me his magic.
b. The dog showed me his tricks.
-  a. The water bottle is open.
b. The soda bottle is closed.

Word Review

Write the correct words.

storm magic genie island

- Three men went fishing, but their boat went down in a _____.
- They swam to a small _____ and found a strange bottle.
- When they opened the bottle, a _____ came out!
- The genie used _____ to send the first man home.

Reading Fluency

Read the passage to answer the questions.

Many people put messages in bottles. Then they throw them into the ocean. Most bottles get lost in the waves and storms. Others are broken by rocks. Few people expect them to be found. But surprisingly, some have been found. Not long ago, a man found a message that Susan Cordell wrote 40 years ago! What would you write in your message to a bottle?

Reading Check

Choose the best answers.

- The reading is about _____.
a. soda in cans b. messages in bottles c. milk in jars
- People throw these messages into the _____.
a. wash cars b. sea c. ocean
- Most of these messages are _____.
a. found b. lost c. read
- A man found a message that was written _____.
a. 30 years ago b. 40 years ago c. 40 years later

Writing Workbook 2

- Vocabulary Workbook 2: page 20, Unit 15
- Writing Workbook 2: pages 52-53

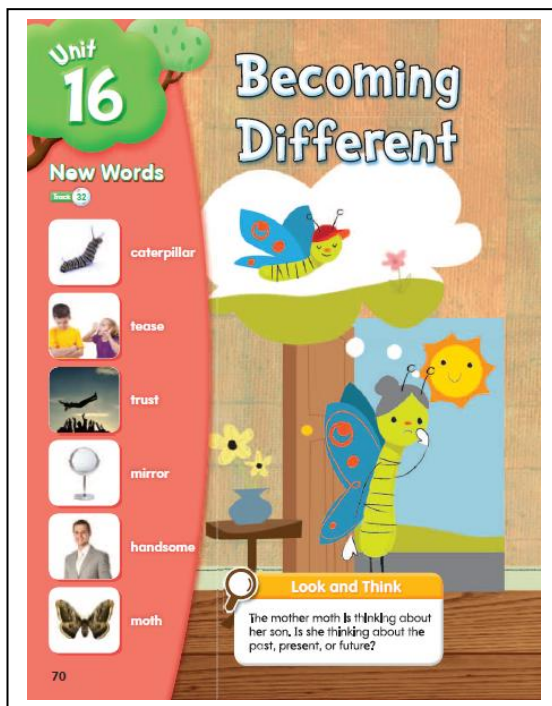
Unit 16 Becoming Different

Objectives

- New words: *caterpillar*, *tease*, *trust*, *mirror*, *handsome*, *moth*
- Sentence pattern: Past Continuous (was/were verb+ing)

Warm Up

- Greet your students.
- Ask students to make observations about the main illustration on pages 70-71. Ask students questions about the picture. Ask class to make a prediction about what might show up in the unit.
- Have students look at the “Look and Think” prompt question. Read the question aloud.
- Before asking students what the mother moth is thinking about, ask for volunteers to talk about what they know about how moths and butterflies change. Ask follow-up questions like: How do caterpillars stay safe? How do they make a cocoon? What other animals go through changes (think about tadpoles to frogs, children to adults, etc.)?



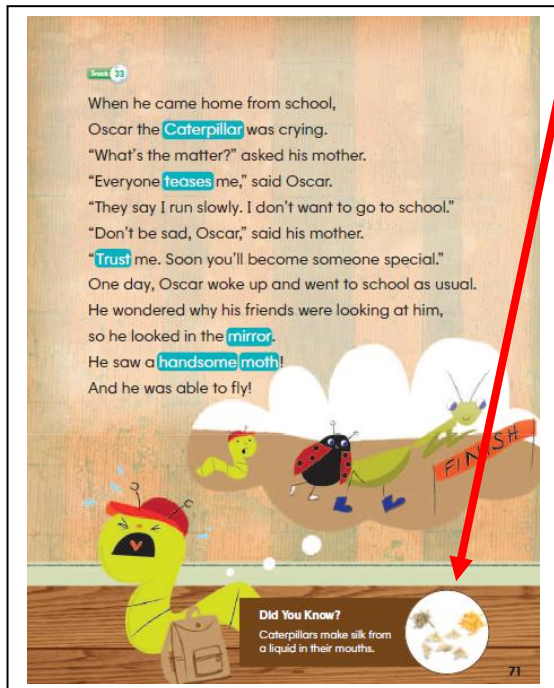
Look and Think

- This section works to engage students' interest in the unit topic.
- As an introduction to the main idea, this section includes general prompt for students to consider.

Before Reading

New Words

- Have students open their SBs to page 70. Direct their attention to the pictures along the left side of the page.
- Introduce the New Words. Go through the list, pointing to and saying the words, then have students repeat.
- Play Track 32 and have students repeat. Practice the words a few more times, calling on students individually or as a class.



Did You Know?

- Focus students to the related content at the bottom of page 71.
- After spending a lot of time eating, a caterpillar will attach itself to a branch. It then forms a hard shell around itself called a chrysalis. When it's ready, a butterfly or moth emerges from the chrysalis.
- Possible Extension: Ask students to talk about the possible dangers of being inside a chrysalis.
- Possible Extension: Ask students to think about the target grammar, past continuous. Ask students to make their own sentences with past continuous using the words "caterpillars" and/or "butterfly/moth."

Reading

Reading: "Becoming Different"

- Read the story once yourself, slowly, giving students time to follow along and look at the picture.

- Go through the story again, having students repeat each line.
- Play Track 33. Have students just listen the first time, and repeat the second time.
- Optional: Have different students read one line individually, allowing different students the opportunity to read a line.

Expansion

- Read the passage aloud, stopping before the "new words" and having students say the "new word."
- Assign students to work in groups of three or four to read the passage aloud, with each student reading one word or sentence at a time.

After Reading

Check It

This exercise checks students' comprehension of the story and reinforces the new words.

- Read, or ask a student to read, the direction line for exercise A. Instruct students to circle the correct answers.
- Have students complete exercise A alone or in pairs.
- Next, read, or ask a student to read, the direction line for exercise B. Instruct students to write the correct answers.
- Have students complete exercise B alone or in pairs.
- Go through the answers as a class.

Expansion


Talk about growing and changing.

- Remind students of the warm-up discussion about how moths and butterflies change.
- Ask students to think about how they have changed since they were young (should only be a few minutes at most) and write down some ideas about how they think they will change in the future.
- Then, ask student to turn to a partner and discuss their ideas. Students should consider how their partners' ideas are different and/or the same as theirs.
- Finally, ask student pairs to share their findings with the class. Encourage students to ask their classmates questions.
- Optional: Create a chart which represents the different opinions of the class. Compare the past and predicted changes of the students.


Check It

A Choose the best answers.


- What is the reading about?
 - Oscar's father
 - Oscar's picture
 - Oscar's change
- Oscar's _____ made fun of him because he was slow.
 - mother
 - friends
 - sister
- What is true about Oscar as a moth?



a. He is sad.




b. He is strong.



c. He can fly.


B Put the information in the right places.

- asked, "What's the matter?"
- was crying.
- turned into a handsome moth.
- was teased at school.
- said, "Don't be sad."



Oscar the Caterpillar...

1. _____



Oscar the Moth...

2. _____

Learn It

This exercise further reinforces the new vocabulary from the unit.

- Read, or ask a student to read, the direction line, instructing students to circle the correct answers.
- Have students complete the exercise alone or in pairs.
- Go through the answers as a class.

Expansion

Play “Word Scramble.”

Have students divide into small groups of 3 students per group. This can also work as a whole-class activity with each student playing on their own.

- On the board, write one of the words from the unit scrambled. This works best if the word remains hidden until ready to begin the round.
- Students need to unscramble and write the correct word (and spelling) on their paper or whiteboard. The first team or student to show their correct word is the winner of the round.
- Continue until all of the words have been addressed.

Learn It

Choose the best answers.

- The baby laughed when he saw himself in the _____.
a. crying b. mirror c. friends
- Cinderella thought Prince Charming was _____.
a. tease b. trust c. handsome
- Can I _____ you to keep my secret?
a. trust b. moth c. caterpillars

Challenge It

Study. Then write the verbs in the past continuous tense.

Past	Past Continuous
She <u>rode</u> a horse in the morning.	He <u>was crying</u> when I went to school.
We <u>ran</u> to school.	They <u>were looking</u> at the paintings.

- All of Oscar's classmates _____ him. (*teased*)
- Oscar the Caterpillar _____ (*cried*)
- He _____ why his friends were looking at him. (*wondered*)
- Oscar _____ at himself in the mirror. (*looked*)

Find and circle the words from the reading.

as usual in the way that normally happens

Tip

73

Challenge It

This exercise provides additional grammar skills through various activities.

- Read and repeat the example sentences together.
- Ask students why they think the colored words are colored.
- Explain to students that they should add *-ing* to the verb to form the continuous. They should place *be* in the past tense before the *-ing* verb to make the past continuous.
- Have students complete number 1 by themselves. Walk around the class and check their work, helping if necessary.

Expansion

- Write sentences on the board, with one grammar error in each sentence. Have students find the

mistakes and write the corrections.

Tip

- Direct students' attention to the Tip at the bottom of page 73. Have students refer back to the passage and find the phrase “as usual” within the text.

Homework

Unit 16 Becoming Different Read, write, and say.

1. a place where students go to learn	1. school
2. a worm-like creature with many legs	2. caterpillar
3. to laugh or send criticism someone	3. tease
4. to believe that someone or something is reliable	4. trust
5. some person we do not know	5. someone
6. happening most of the time; common	6. usual
7. to think about something with curiosity	7. wonder
8. a piece of glass that reflects images	8. mirror
9. good-looking; attractive	9. handsome
10. an insect similar to a butterfly but less colorful	10. moth

Vocabulary Workbook 2

Unit 16 Becoming Different

Practice

Choose the correct sentences.

- ☐ a. The boy is teasing the moth.
☐ b. The girl is teasing her sister.
- ☐ a. A caterpillar ate through the green leaf.
☐ b. A ladybug landed on the green apple.
- ☐ a. The young girl is brushing her hair.
☐ b. The handsome man is looking in the mirror.

Word Review

Write the correct words.

teases	moth	mirror	trust
--------	------	--------	-------

- "Everyone _____ me," said Oscar the Caterpillar.
- "_____ me. Soon you'll become someone special," said his mother.
- Oscar wondered why his friends were looking at him, so he looked in the _____.
- Oscar saw a handsome _____ in the mirror!

Reading Fluency

Read the passage to answer the questions.

Daniel Radcliffe was teased by his classmates in school. He was not popular at all. One time, he was even punched in the face. But that was no one is teasing Daniel now. Daniel is the actor who played Harry Potter. He is a successful actor. He is also one of the most handsome men in the UK.

Reading Check

Choose the best answers.

- The reading is about a _____.
 a. star soccer player b. successful actor c. famous singer
- In school, Daniel Radcliffe was _____ by his classmates.
 a. respected b. teased well c. teased
- Nowadays, _____ is teasing Daniel.
 a. everyone b. no one c. someone
- His most famous role was playing _____.
 a. Tarzan b. Harry Potter c. Prince Charming

Writing Workbook 2

- Vocabulary Workbook 2: page 21, Unit 16
- Writing Workbook 2: pages 54-55