

## Unit 1 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?
  - a. Doing homework
  - b. Doing a chore
  - c. Doing exercise
- Susan wants to avoid \_\_\_\_\_.
  - a. all chores
  - b. one chore
  - c. making dinner
- Which room does Susan have to clean?
 



a. Her bedroom



b. The kitchen




c. The bathroom

**B Put the information in the right places.**


a. She wants to avoid cleaning the bathroom.

b. Maybe she planned for Susan to clean her room.


c. She is busy cooking.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

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### 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 scold winked

1. Everyone wants to avoid falling.
2. The woman scrubbed of me as she poured my glass of cider.
3. The old scold is actually just a hole in the floor.
4. Give the sink a winked. 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?

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

**TIP**

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.

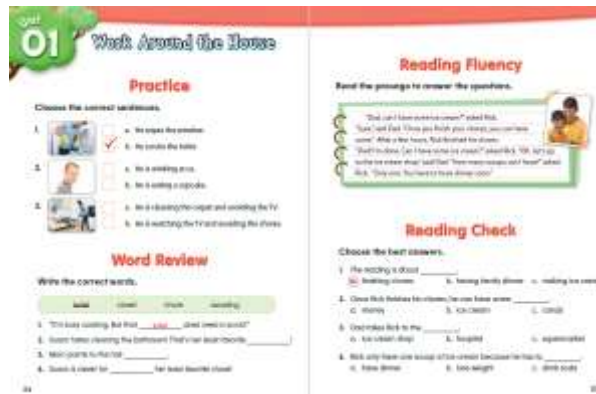
### Tip

- 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



## Vocabulary Workbook 2



## Writing Workbook 2

## Unit 2 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. \_\_\_\_\_

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### 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    wine

1. \_\_\_\_\_ : to say or advise; 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.

Linking Verbs + Adjectives	Action Verbs + Adverbs
The dirty socks <u>smell</u> bad.	She <u>sings</u> happily.
The candy <u>tastes</u> really good.	He <u>runs</u> 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?

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### 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.

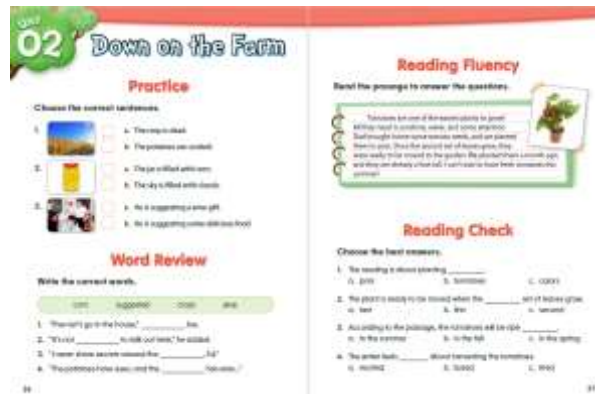
### Tip

- 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



## Vocabulary Workbook 2



## Writing Workbook 2

## Unit 3 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?



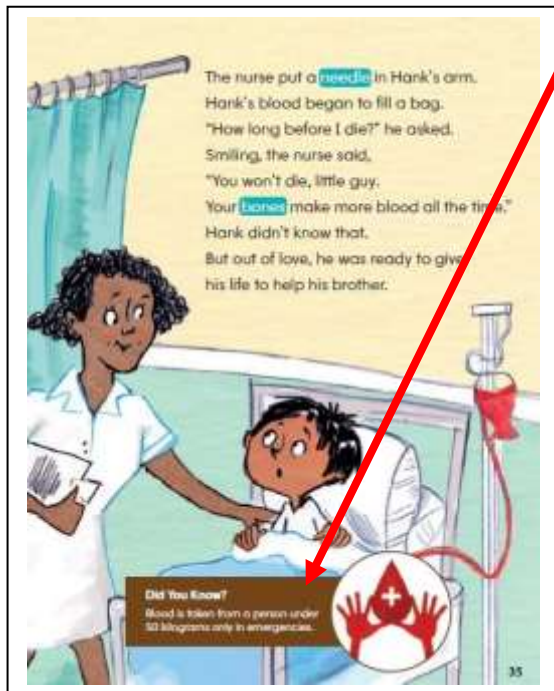
### Look and Think

- 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 doctor asked for Hank's blood.
3. Hank was worried that he would die.	c. The nurse told Hank that bones make more blood.

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### 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 \_\_\_\_\_ sent 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 <b>laughed</b> and out candy.	<b>Laughing</b> , the clown gave out candy.
His wife <b>winked</b> and said, "Let's go."	<b>Winking</b> , his wife said, "Let's go."

- \_\_\_\_\_ the nurse said, "You won't die, little guy." (**winked**)
- \_\_\_\_\_ Hank agreed to give his blood. (**needed**)
- \_\_\_\_\_ 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.

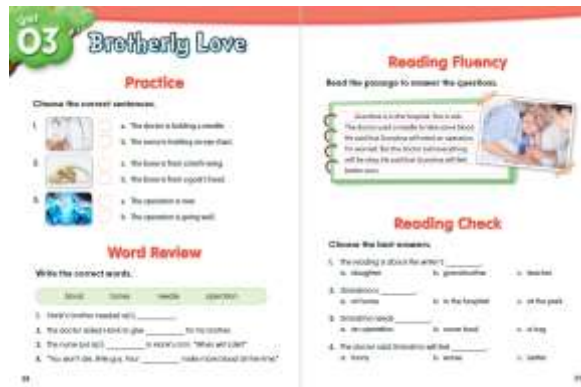
### Tip

- 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



## Vocabulary Workbook 2



## Writing Workbook 2



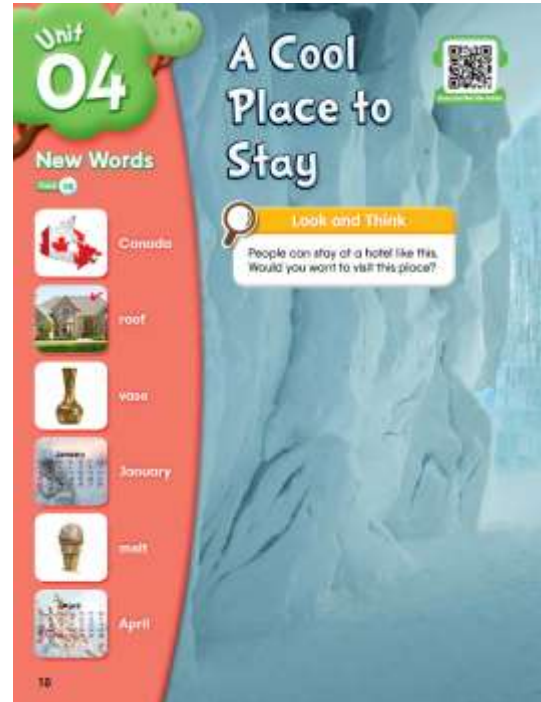
## Unit 4 A Cool Place to Stay

### 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"> <li>• Their walls and roof are <u>made</u> of wood and stone.</li> <li>• They can be found in <u>          </u> places.</li> </ul>		
The Ice Hotel	<ul style="list-style-type: none"> <li>• Its walls and roof are made of <u>          </u> and snow.</li> <li>• It can be found in <u>          </u>.</li> </ul>		

### 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 foot

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) wood.
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.

### 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



## Vocabulary Workbook 2



## 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?



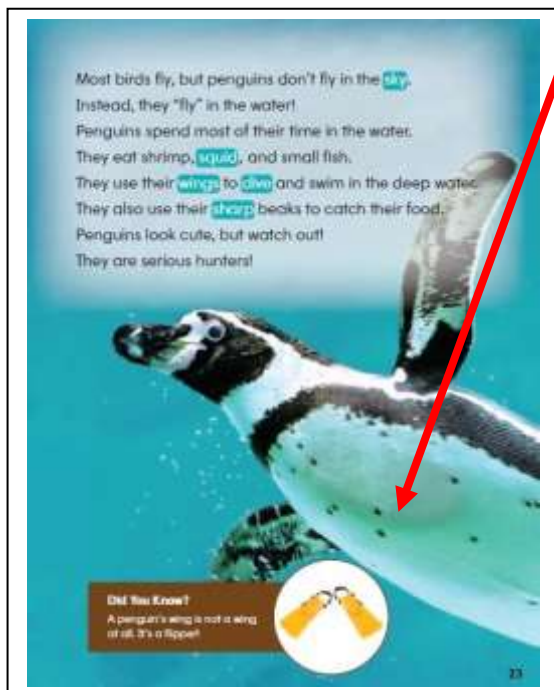
### Look and Think

- 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. Seals      c. Shrimp
- Penguins fly in the \_\_\_\_\_.  
a. sky      b. water      c. zoo
- What does a penguin use to catch its food?  






  
a. Its book      b. Its legs      c. Its wings

**B Write the correct words.**

die
sharp
sky
squid

eat shrimp, squid  
and small fish.



Penguins ...

catch food with their  
" \_\_\_\_\_ beaks.

use their wings (flippers)  
to " \_\_\_\_\_ and  
swim.

don't fly in the  
" \_\_\_\_\_  
they fly in the  
water.

28

### 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.

1. Don't put your hand close to the \_\_\_\_\_ edge of the tool.  
a. penguins      b. sharp      c. serious
2. Birds use their \_\_\_\_\_ to fly in the sky.  
a. eyes      b. wings      c. legs
3. 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 → <b>my</b> chore the wife of his → <b>his</b> wife the husband of hers → <b>her</b> husband the bike of its → <b>its</b> bike	the cupbikes of ours → <b>our</b> cupbikes the jar of yours → <b>your</b> jar the friends of yours → <b>your</b> friends the university of theirs → <b>their</b> university

1. A penguin spends most of \_\_\_\_\_ in the water. (the time of its)
2. The female penguin spends \_\_\_\_\_ hunting for food in the sea. (the time of hers)
3. The male penguin keeps the egg on \_\_\_\_\_. (the tail of his)
4. They use their sharp beaks to catch \_\_\_\_\_. (the food of theirs)

**Tip**

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.

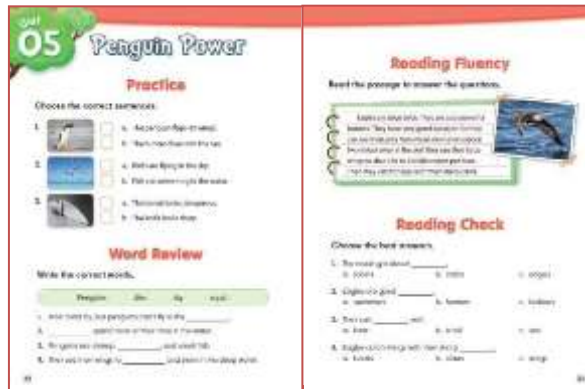
### Tip

- 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



## Vocabulary Workbook 2



## Writing Workbook 2

## 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. A summer activity
  - b. The first frozen treat
  - c. A famous soda
- Frank invented the Popicle when he was \_\_\_\_\_.
  - a. very old
  - b. in a factory
  - c. 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 occasionally (have left / has left) a cup of soda outside.
4. Many people (have enjoyed / has enjoyed) cool treats for hot summer!

**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

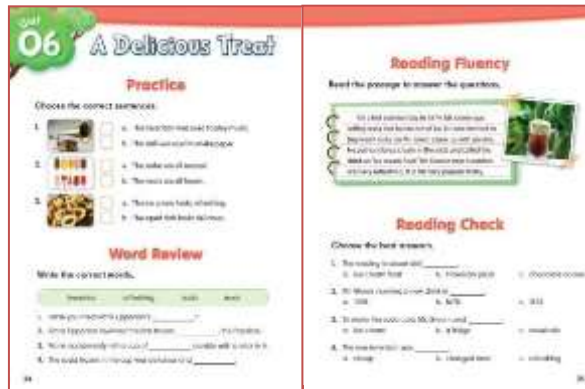
- Direct students' attention to the Tip at the bottom of page 29. Have students refer back to the passage and find the phrase “thanks to” within the text.



## Homework



## Vocabulary Workbook 2



## Writing Workbook 2

## Unit 7 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?



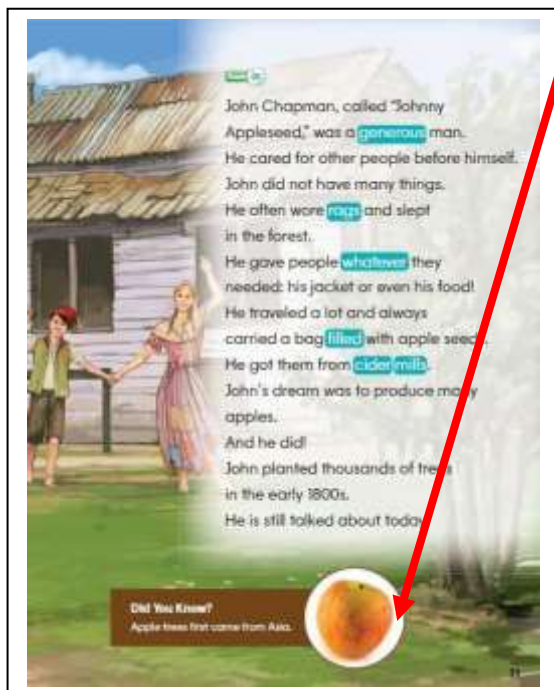
### Look and Think

- 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.**

rage
apple
generous
carned



John Chapman

• He was a " generous " man.

• He often wore a \_\_\_\_\_ and slept in the forest.

• He gave people whatever they needed.

• He always had \_\_\_\_\_ a bag filled with apple seeds.

• He produced many " \_\_\_\_\_ ".

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. planned      c. whatever
- It was very \_\_\_\_\_ of you to give the man twenty dollars.  
a. rage      b. generous      c. colder
- 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**

	0%	30%	50%	80%	100%
Adverbs of Frequency	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.

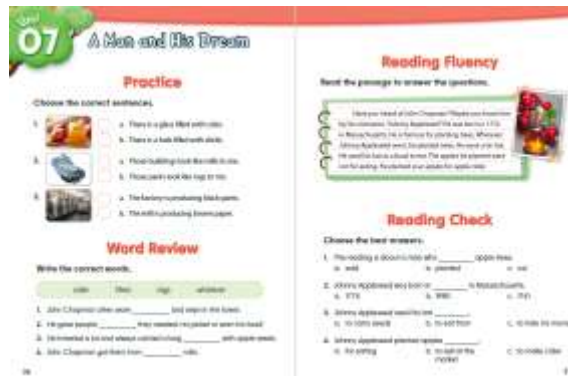
### Tip

- 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



Vocabulary Workbook 2



Writing Workbook 2

## Unit 8 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. Comments                      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.**

~~Allow~~    jar    Enjoy    catch

  
Do

1. Allow butterflies to remain in \_\_\_\_\_ Real \_\_\_\_\_.

2. I \_\_\_\_\_ butterflies in your garden.

  
Don't

3. Keep butterflies as pets in a \_\_\_\_\_.

4. Explore a garden to \_\_\_\_\_ butterflies.

### 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.

1. I pulled many weeds out of the yard, but a few \_\_\_\_\_.  
a. explored      b. guessed      c. remained
2. Kids need to have \_\_\_\_\_ time to play outside every day.  
a. free      b. nervous      c. proud
3. My father asked me to open the \_\_\_\_\_ for him.  
a. jar      b. mugs      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 <b>protect</b> our environment.	I want to <b>visit</b> today.

1. Some people want \_\_\_\_\_ to \_\_\_\_\_ butterflies in jars. (keep)
2. Butterflies need \_\_\_\_\_ free to fly where they want. (be)
3. I hope \_\_\_\_\_ your garden. (explore)
4. They ask \_\_\_\_\_ butterflies remain free. (let)

**TIP**

Find and circle the words from the reading.  
\* **instead of** rather than, or 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.

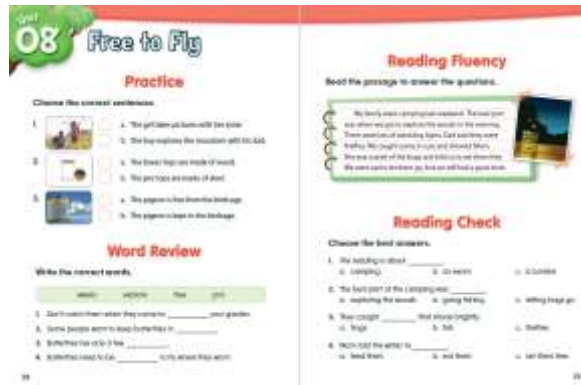
### Tip

- 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



Vocabulary Workbook 2



Writing Workbook 2

## Unit 9 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?



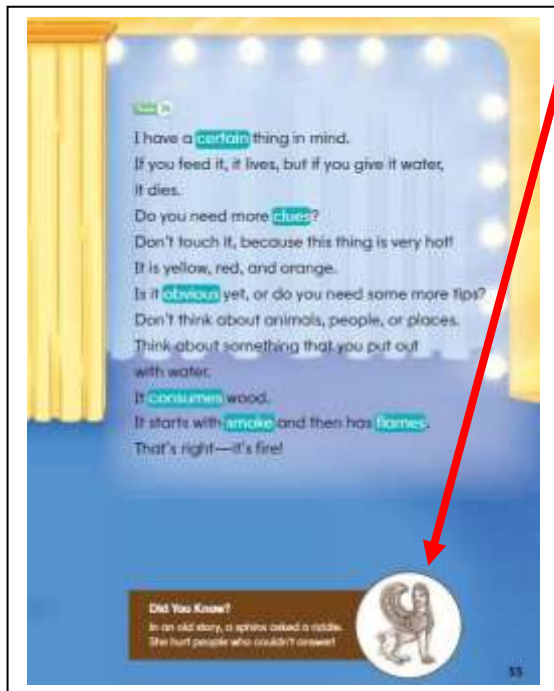
### Look and Think

- 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. A wise girl  
b. Funny tricks  
c. Guessing something
- This thing likes \_\_\_\_\_ but doesn't like \_\_\_\_\_.  
a. animals, people      b. wood, water      c. 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      place      wood      smoke

  
**Do**

• Let it consume <sup>1</sup> \_\_\_\_\_.  
 • Look for <sup>2</sup> \_\_\_\_\_ and flames when it starts.

  
**Don't**

• Think about animals, people, or <sup>3</sup> \_\_\_\_\_.  
 • <sup>4</sup> \_\_\_\_\_ it or give it water.

54



## 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

- \_\_\_\_\_ clear or easy to see by everyone
- \_\_\_\_\_ tiny burned pieces that rise in the air
- \_\_\_\_\_ to eat; to use for food or fuel
- \_\_\_\_\_ a hint; information that helps solve a mystery

**Challenge It**

Study. Then circle the correct words.

**Language Point**

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

- (Give / Giving) it a drink, and it dies.
- Don't (think / thinking) about animals, people, or places.
- Don't (put / puts) water on it.
- (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

## Unit 10 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?
  - a. Surviving a storm
  - b. How to fish
  - c. The wishes of three men
- The genie was inside a \_\_\_\_\_.
  - a. can
  - b. treasure chest
  - c. 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.

word magic storm fishing

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

**Challenge It**  
Study. Then circle the correct words.

**Language Point**  
Expressing Wishes

I wish all the shoes ~~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

### 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.

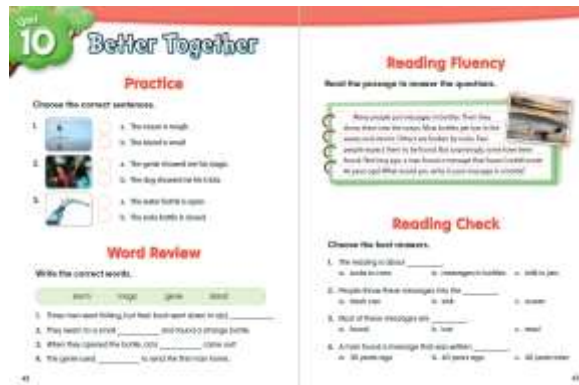
### Tip

- 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



Vocabulary Workbook 2



Writing Workbook 2



## Unit 11 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?  
 a. Oscar's father  
 b. Oscar's picture  
 c. Oscar's change
- Oscar's \_\_\_\_\_ made fun of him because he was slow.  
 a. mother                      b. friends                      c. 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.**

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

  
 1. \_\_\_\_\_

  
 2. \_\_\_\_\_

72

### 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. none      b. trust      c. handsome
- Can I \_\_\_\_\_ you to keep my secret?  
a. trust      b. moth      c. conspirator

### Challenge It

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

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

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

**TIP**

Find and circle the words from the reading.  
as usual in the way that normally happens

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.

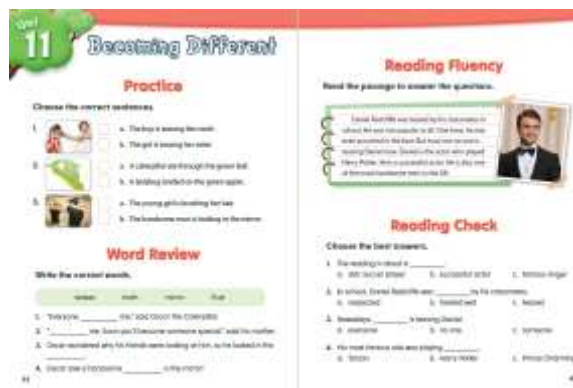
### Tip

- 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



Vocabulary Workbook 2



Writing Workbook 2

## Unit 12 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. A good garden bug
  - b. Harmful birds
  - c. The life of a bee
- Some flowers in a garden can \_\_\_\_\_ bees.
  - a. actually avoid
  - b. attract more
  - c. 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 <sup>1</sup> \_\_\_\_\_ blue, and purple flowers to attract bees.
- + Grow <sup>2</sup> \_\_\_\_\_ that bloom in different seasons.
- + Use <sup>3</sup> \_\_\_\_\_ in your garden.
- + <sup>4</sup> \_\_\_\_\_ 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
1. _____	causing damage or injury to someone or something			
2. _____	to produce flowers			
3. _____	something that can make people or animals ill or dead			
4. _____	to cause to like or be interested in something			

**Challenge It**

Study. Then circle the correct words.

Language Point	Positive	Negative
Try to <del>drink</del> tea every day.	Try <b>to drink</b> tea every day.	Try <b>not to drink</b> tea every day.
We should wash our hands often <del>in</del> each coat.	We should wash our hands often <b>in</b> each coat.	We should wash our hands often <b>not to drink</b> cold.

1. Try (to / to not) attract bees to your garden.
2. Try (to not / not to) use poison in your garden.
3. We should choose (to / to not) grow the right flowers.
4. 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 at none at

### 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.

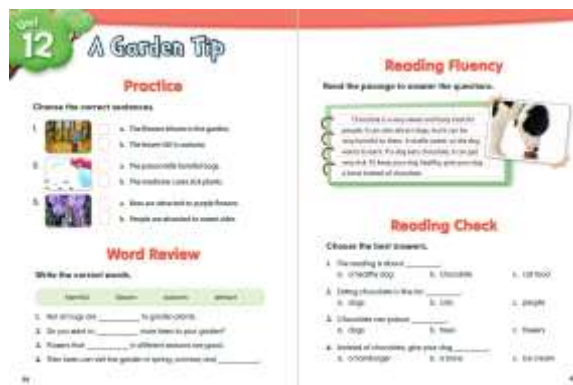
### Tip

- 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



Vocabulary Workbook 2



Writing Workbook 2

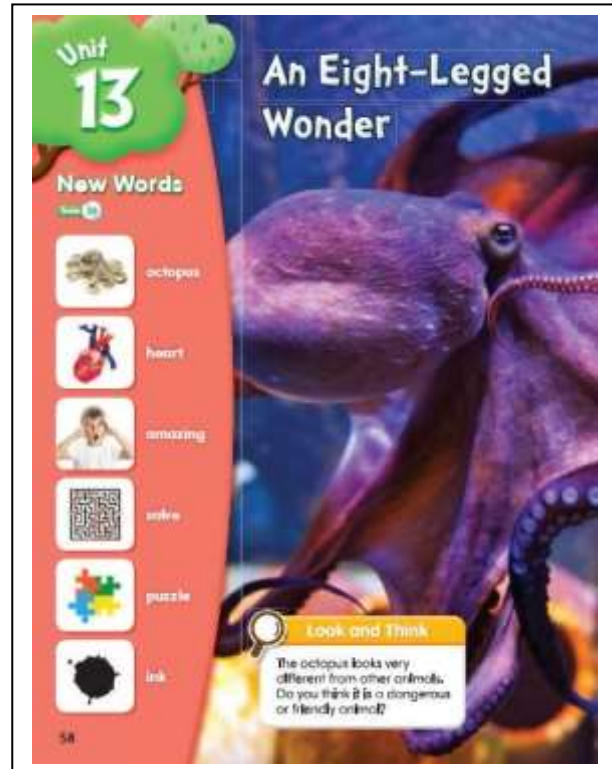
## Unit 13 An Eight-Legged Wonder

### 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?



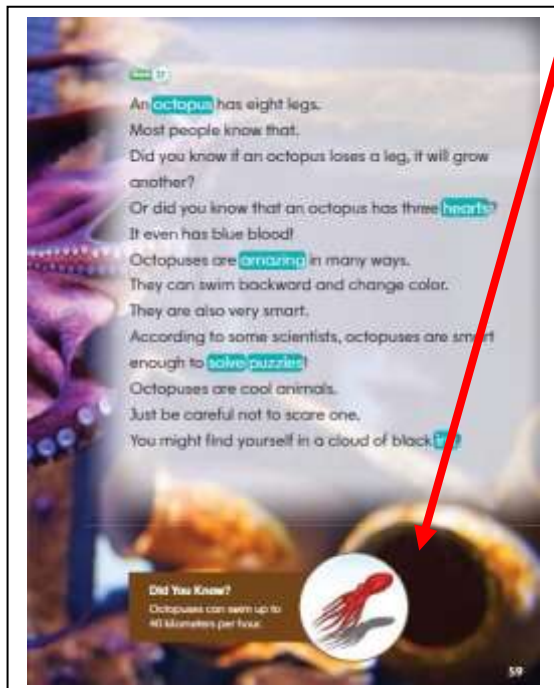
### Look and Think

- 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. very smart




c. solve puzzles

**B Write the correct words.**


black    eight    backward    blue

can swim \_\_\_\_\_



have three hearts and \_\_\_\_\_ blood

have \_\_\_\_\_ legs



spend \_\_\_\_\_ time

Octopuses ...

80

### 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.

some ink heart amazing

1. During the race, my \_\_\_\_\_ began to beat faster.
2. At school, we learn how to \_\_\_\_\_ math problems.
3. It is \_\_\_\_\_ how fast my baby brother grew in one year.
4. 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.

1. Octopuses can (swim / swims) backward.
2. Octopuses can also (changes / change) color.
3. They might (swim / solve) puzzles because they are smart.
4. You might (find / found) yourself in a cloud of black 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

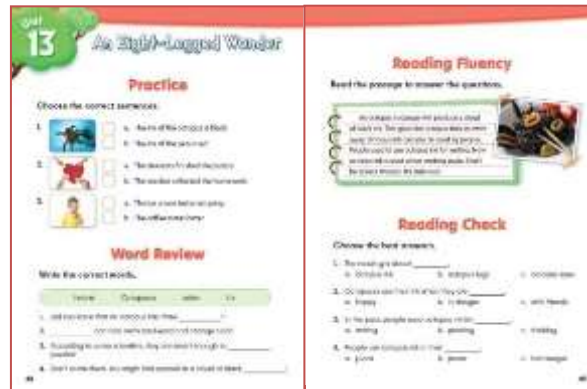
- Direct students' attention to the Tip at the bottom of page 61. Have students refer back to the passage and find the phrase “according to” within the text.



## Homework



Vocabulary Workbook 2



Writing Workbook 2

## 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.



### 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    sailing    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's 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.

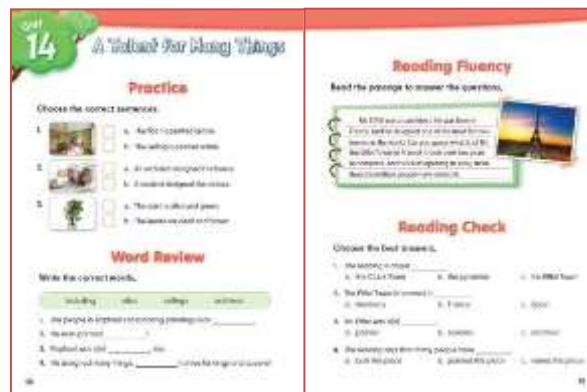
### Tip

- 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



## Vocabulary Workbook 2



## Writing Workbook 2

## Unit 15 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?

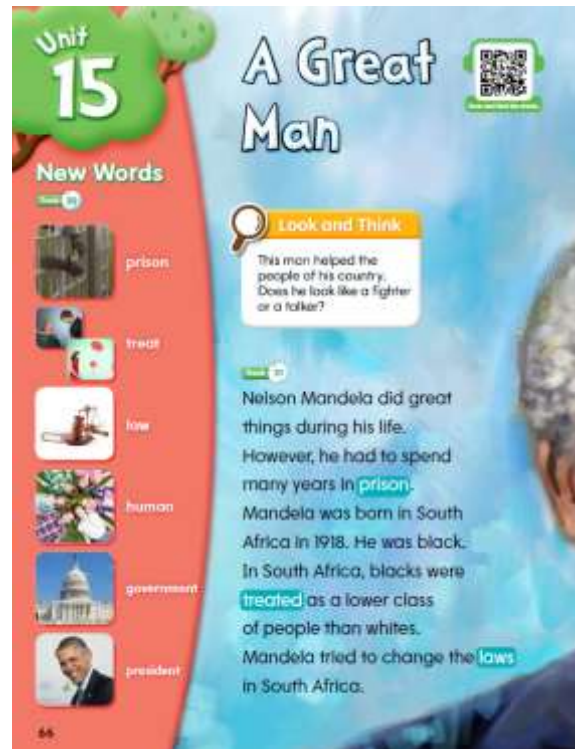
### Look and Think

- 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

1. The highest person in the \_\_\_\_\_ is the president.
2. The thief was sent to \_\_\_\_\_ for three years.
3. Some people \_\_\_\_\_ their pets like children.
4. 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).

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

**TIP**

Find and circle the words from the reading.  
• try to → to start to do something.

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



## Vocabulary Workbook 2



## Writing Workbook 2

## Unit 16 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?  
a. Pumpkins  
b. A pumpkin farm  
c. Watermelons
- Researchers found that pumpkins \_\_\_\_\_ a long time ago.  
a. grew in nature  
b. were grown on farms  
c. were bigger and heavier
- How heavy was the world-record pumpkin?  

<900
=900
>900

 a. Below 900 kg      b. 900 kg      c. Over 900 kg

**B Put the words in the right places.**

small      ancient      fit      ago



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

Pumpkins

32



## 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.

1. Brown is the most \_\_\_\_\_ eye color.  
a. quite      b. common      c. inside
2. The weather this December has been \_\_\_\_\_ warm.  
a. ancient      b. homes      c. quite
3. 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.



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

**TIP**

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.

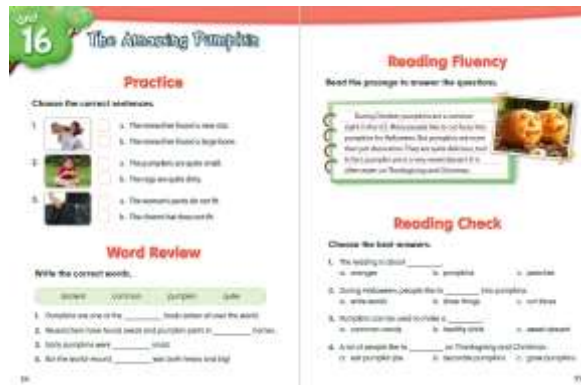
## Tip

- 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



Vocabulary Workbook 2



Writing Workbook 2