

2<sup>nd</sup> Edition  
**My First 3**  
**Writing**

Teacher's Manual





# Contents

Characters	4
Components	6
6-Step Writing Process	8
Scope and Sequence	10
<b>Lesson Plans</b>	<b>12</b>
Workbook Answer Key	112
Grammar Worksheets	127
Grammar Worksheet Answer Key	142
Writing Correction Worksheets	146
Writing Correction Worksheet Answer Key	161
<b>Tests</b>	<b>165</b>

## Lesson Plans

Unit 1	12	Unit 9	64
Unit 2	18	Writing Project 3	70
Unit 3	24	Unit 10	72
Writing Project 1	30	Unit 11	78
Unit 4	32	Unit 12	84
Unit 5	38	Writing Project 4	90
Unit 6	44	Unit 13	92
Writing Project 2	50	Unit 14	98
Unit 7	52	Unit 15	104
Unit 8	58	Writing Project 5	110

## Tests

Placement Test Information	165
Placement Test	166
Unit Tests (Units 1-9)	168
Midterm Test	177
Unit Tests (Units 10-15)	179
Final Test	185
Test Answer Key	188

# Characters



Dad

Mom

Ella



Cody



Finn



# Components

## Student Book

- Systematic 6-step writing process
- Familiar topics relevant to young learners
- Fun and instructive model passages
- An entertaining family of characters
- Colorful illustrations and real photos
- Idea webs for making topic-related sentences
- Exercises to develop sentence-building skills
- Easy-to-follow writing projects

**Unit 5 Family Trips**

**STEP 1 Warm-up**

Write the words to complete the story.

had traveled put up roasted

**The Camping Trip**

My family went on a camping trip last weekend. We \_\_\_\_\_ to Mount Tuca. We were very excited. We packed a tent, sleeping bags, and some food. We \_\_\_\_\_ the tent in the mountains. We built a campfire at night. We \_\_\_\_\_ marshmallows. We told ghost stories. We \_\_\_\_\_ a great time.

**Write Yes or No.**

- 1 Did Cody's family go fishing last weekend? \_\_\_\_\_
- 2 Did they pack some marshmallows? \_\_\_\_\_
- 3 Did they sleep in a hotel? \_\_\_\_\_

**STEP 2 Word Practice**

Choose and write the word(s).

barbecue cabin lake swimming

- 1 My family went to the \_\_\_\_\_ last weekend.
- 2 We stayed in a \_\_\_\_\_ by the lake.
- 3 We went \_\_\_\_\_ in the lake.
- 4 We had a \_\_\_\_\_ for dinner.

cable car ski trip snowboarding skied

- 5 My family went on a \_\_\_\_\_ last weekend.
- 6 My mom and dad \_\_\_\_\_ together.
- 7 My brother and I took a \_\_\_\_\_ lesson.
- 8 We rode a \_\_\_\_\_ to the mountain top.

museum seafood sightseeing visited

- 9 My family \_\_\_\_\_ Boston last weekend.
- 10 We went \_\_\_\_\_ around the city.
- 11 We went to the science \_\_\_\_\_ too.
- 12 We ate \_\_\_\_\_ for dinner.

**STEP 3 Grammar Practice**

Circle the number and say the sentences.

**Subject** I She We  
**Verb** was had went swimming  
**Others** at the lake seafood for dinner last summer

- 1 I can make \_\_\_\_\_ sentence(s) with "I."
- 2 I can make \_\_\_\_\_ sentence(s) with "She."
- 3 I can make \_\_\_\_\_ sentence(s) with "We."

**Write the correct past form of the verb.**

- 1 go We \_\_\_\_\_ sightseeing around the city.
- 2 are There \_\_\_\_\_ a lot of people at the park.
- 3 am I \_\_\_\_\_ very excited at the museum.
- 4 walk We \_\_\_\_\_ to the beach together.
- 5 eat They \_\_\_\_\_ ice cream after dinner.
- 6 stay She \_\_\_\_\_ at a hotel for two days.
- 7 is The barbecue \_\_\_\_\_ delicious.
- 8 take We \_\_\_\_\_ a train to the national park.

**STEP 4 Writing Practice**

Choose and complete the idea web. Write the sentences using the idea web.

had stayed look visited watched went

**My family**

- 1 \_\_\_\_\_ Ho Tien Island last weekend.
- 2 \_\_\_\_\_ a plane to the island.
- 3 \_\_\_\_\_ at a hotel.
- 4 \_\_\_\_\_ bike riding around the island.
- 5 \_\_\_\_\_ a sunrise.
- 6 \_\_\_\_\_ a wonderful trip.

**We**

- 1 \_\_\_\_\_
- 2 We \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## Workbook

- Exercises for sentence pattern practice
- Review of vocabulary and grammar
- Designed to be used for homework or self-study

**Unit 5 Family Trips**

**Words and Sentences**

**Write the word(s) and the sentence.**

- 1 My family \_\_\_\_\_ Boston last weekend.
- 2 We went \_\_\_\_\_ around the city.
- 3 We went to the science \_\_\_\_\_ too.
- 4 We ate \_\_\_\_\_ for dinner.
- 5 My family went on a \_\_\_\_\_ last winter.
- 6 My mom and dad \_\_\_\_\_ together.
- 7 My brother and I took a \_\_\_\_\_ lesson.
- 8 We rode a \_\_\_\_\_ to the mountain top.

**Choose and write the word. Rewrite the sentence.**

swimming barbecue lake cabin

- 1 We went to the \_\_\_\_\_ last weekend.
- 2 We stayed in a \_\_\_\_\_ by the lake.
- 3 We went \_\_\_\_\_ in the lake.
- 4 We had a \_\_\_\_\_ for dinner.

**Unscramble and write the word.**

- 1 C I M P I N G \_\_\_\_\_ trip
- 2 S E A P I L G A \_\_\_\_\_ bag

**Look and write the sentences.**

We went \_\_\_\_\_ last weekend.

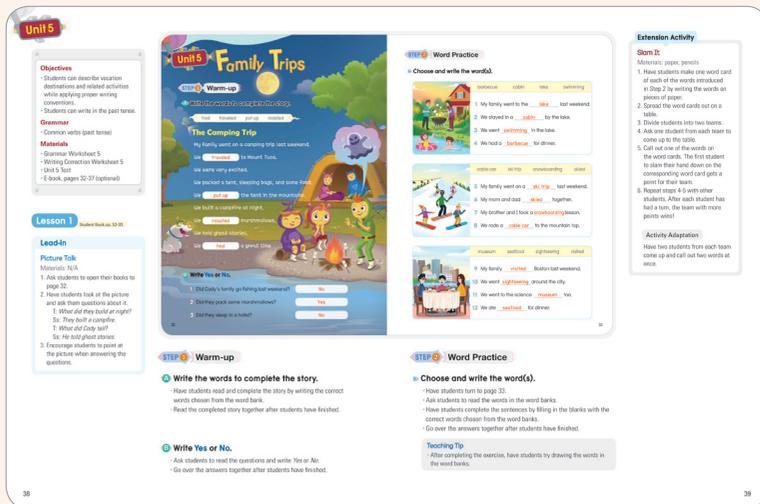
We \_\_\_\_\_

We \_\_\_\_\_

We \_\_\_\_\_

# Digital Teacher's Manual

- Complete and detailed lesson plans
- A variety of teaching tips and outside-the-box activity ideas
- Answer keys for the Student Book and Workbook
- Photocopiable placement, midterm, final, and unit tests
- Photocopiable worksheets for every unit

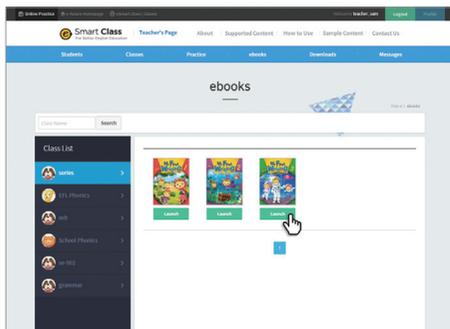


www.eSmartClass.net

# My First Writing Online

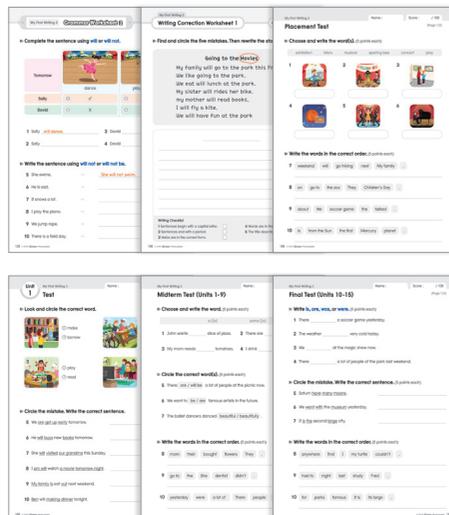
www.eSmartClass.net

- E-book for classroom use



- Downloadable Teacher Resources
  - Student Book answer key
  - Workbook answer key
  - Digital Teacher's Manual
  - Writing correction worksheets
  - Grammar worksheets
  - Placement, midterm, final, and unit tests
  - Answer keys for supplementary materials
  - Daily lesson plans
  - Award certificate

- Worksheets and Tests



## Warm-up

- A model passage, presented alongside a colorful illustration of the characters, introduces the writing topic to students.
- Students will actively participate in completing the passage before testing their understanding of it through a reading comprehension exercise.

# 6-Step Writing Process

**Unit 5 Family Trips**

**STEP 1 Warm-up**

**A Write the words to complete the story.**

had traveled put up roasted

**The Camping Trip**

My family went on a camping trip last weekend.

We \_\_\_\_\_ to Mount Tuca.

We were very excited.

We packed a tent, sleeping bags, and some food.

We \_\_\_\_\_ the tent in the mountains.

We built a campfire at night.

We \_\_\_\_\_ marshmallows.

We told ghost stories.

We \_\_\_\_\_ a great time.

**B Write Yes or No.**

- 1 Did Cody's family go fishing last weekend?
- 2 Did they pack some marshmallows?
- 3 Did they sleep in a hotel?

### Step 1

### Step 2

#### STEP 2 Word Practice

Choose and write the word(s).

barbecue cabin lake swimming



- 1 My family went to the \_\_\_\_\_ last weekend.
- 2 We stayed in a \_\_\_\_\_ by the lake.
- 3 We went \_\_\_\_\_ in the lake.
- 4 We had a \_\_\_\_\_ for dinner.

cable car ski trip snowboarding skied



- 5 My family went on a \_\_\_\_\_ last weekend.
- 6 My mom and dad \_\_\_\_\_ together.
- 7 My brother and I took a \_\_\_\_\_ lesson.
- 8 We rode a \_\_\_\_\_ to the mountain top.

museum seafood sightseeing visited



- 9 My family \_\_\_\_\_ Boston last weekend.
- 10 We went \_\_\_\_\_ around the city.
- 11 We went to the science \_\_\_\_\_ too.
- 12 We ate \_\_\_\_\_ for dinner.

### Step 3

#### STEP 3 Grammar Practice

**A Circle the number and say the sentences.**



- 1 I can make ( 1 2 3 4 ) sentence(s) with "I."
- 2 I can make ( 1 2 3 4 ) sentence(s) with "She."
- 3 I can make ( 1 2 3 4 ) sentence(s) with "We."

**B Write the correct past form of the verb.**

- 1 go We \_\_\_\_\_ sightseeing around the city.
- 2 are There \_\_\_\_\_ a lot of people at the park.
- 3 am I \_\_\_\_\_ very excited at the museum.
- 4 walk We \_\_\_\_\_ to the beach together.
- 5 eat They \_\_\_\_\_ ice cream after dinner.
- 6 stay She \_\_\_\_\_ at a hotel for two days.
- 7 is The barbecue \_\_\_\_\_ delicious.
- 8 take We \_\_\_\_\_ a train to the national park.

## Word Practice

- Through various exercises, students will be exposed to useful vocabulary and expressions that are related to the writing topic.
- Photos and illustrations are used to bring the new words to life for students.

## Grammar Practice

- Through various exercises, students will be introduced to and be given opportunities to practice new grammar points.
- In this step, students should learn how to construct meaningful and grammatically correct sentences.

Welcome to

# My First Writing



## Your Writing

- Students will write their own sentences about the topic using information from the idea web they created in Step 5.
- Students will also draw a picture of their story to supplement their writing from a visual perspective.

### Step 6

#### STEP 6 Your Writing

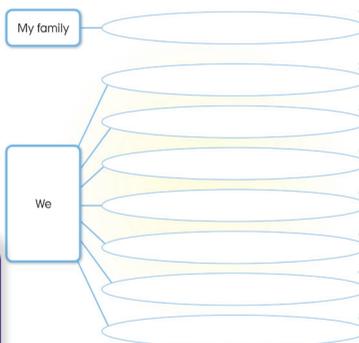
Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### Step 5

#### STEP 5 Your Idea Web

Make your idea web about a family trip in the past.



**Word Bank** To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

lake	ski trip	city tour	Island
went to the lake	went on a ski trip	visited (city name)	went to (Ha Tien) Island
stayed in a cabin	went to a ski resort	near (the sea)	took a plane
went fishing	skied together	went sightseeing	stayed at a hotel
went swimming	took a snowboarding lesson	went to the museum	went bike riding
had a barbecue	rode a cable car to the top	ate (seafood) for dinner	watched a sunrise

#### Checklist

- sentences begin with a capital letter.
- sentences end with a period.
- he describes my story.



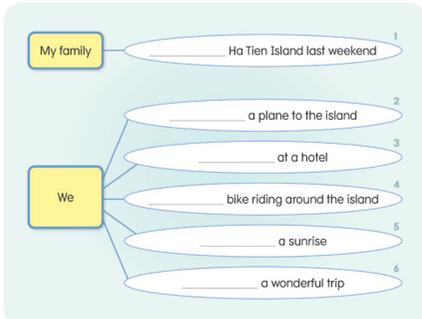
37

### Step 4

#### STEP 4 Writing Practice

Choose and complete the idea web. Write the sentences using the idea web.

had stayed took visited watched went



1 \_\_\_\_\_  
 2 We \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_

35

## Your Idea Web

- Based on the writing topic, students will develop and organize their ideas using an idea web like the one in Step 4.
- An illustrated word bank provides words and phrases to support the development of students' ideas when necessary.

## Writing Practice

- Using information displayed within an idea web, students will practice writing complete sentences. This will help to consolidate critical sentence-building skills.

# Scope and Sequence

	Unit (Writing Topic)	Vocabulary	Grammar
Future Events	1 Weekend Events	<ul style="list-style-type: none"> <li>weekend activities, action verbs</li> <li>future time words</li> </ul>	<ul style="list-style-type: none"> <li>common verbs (future tense)</li> </ul>
	2 School Events	<ul style="list-style-type: none"> <li>school events, action verbs</li> <li>future time words</li> </ul>	<ul style="list-style-type: none"> <li>will / will not</li> </ul>
	3 Our Dreams	<ul style="list-style-type: none"> <li>occupations</li> <li>words describing jobs</li> </ul>	<ul style="list-style-type: none"> <li>common verbs (future tense)</li> </ul>
	Writing Project 1 Weekend Plans		Schedule Writing
Family Fun	4 Family Events	<ul style="list-style-type: none"> <li>family events</li> <li>words describing family events</li> </ul>	<ul style="list-style-type: none"> <li>Be verbs (past tense)</li> </ul>
	5 Family Trips	<ul style="list-style-type: none"> <li>places for vacation</li> <li>things to do on vacation</li> </ul>	<ul style="list-style-type: none"> <li>common verbs (past tense)</li> </ul>
	6 Enjoying Arts	<ul style="list-style-type: none"> <li>words related to performing arts</li> </ul>	<ul style="list-style-type: none"> <li>common verbs (past tense)</li> <li>adverbs</li> </ul>
	Writing Project 2 My Diary		Journal Writing
Days of Our Lives	7 Being Sick	<ul style="list-style-type: none"> <li>illnesses</li> <li>words related to illnesses</li> </ul>	<ul style="list-style-type: none"> <li>did / didn't</li> </ul>
	8 Holiday Fun	<ul style="list-style-type: none"> <li>national holidays</li> <li>words related to national holidays</li> </ul>	<ul style="list-style-type: none"> <li>in / on + time words</li> </ul>
	9 Cooking	<ul style="list-style-type: none"> <li>words related to cooking</li> <li>first, second, then, next, finally</li> </ul>	<ul style="list-style-type: none"> <li>quantifiers: a slice of, a glass of, a scoop of, some</li> </ul>
	Writing Project 3 My Snack Recipe		Sequence Writing



	Unit (Writing Topic)	Vocabulary	Grammar
<b>The Best and the Worst</b>	<b>10</b> My Best Day	<ul style="list-style-type: none"> <li>happy events</li> </ul>	<ul style="list-style-type: none"> <li>common verbs (past tense)</li> <li>prepositions: with, against, to, about</li> </ul>
	<b>11</b> My Worst Day	<ul style="list-style-type: none"> <li>unhappy events or moments</li> </ul>	<ul style="list-style-type: none"> <li>common verbs (past tense)</li> <li>helping verbs: couldn't, had to</li> </ul>
	<b>12</b> The Best Vacation	<ul style="list-style-type: none"> <li>things to do on vacation</li> <li>words related to vacations</li> </ul>	<ul style="list-style-type: none"> <li>by (transportation)</li> <li>on foot</li> </ul>
<b>Writing Project 4</b> Thank You Notes			Note Writing
<b>The World and Beyond</b>	<b>13</b> A City	<ul style="list-style-type: none"> <li>cities around the world</li> <li>words describing specific cities</li> <li>things in the cities</li> </ul>	<ul style="list-style-type: none"> <li>grammar link and review</li> </ul>
	<b>14</b> A Country	<ul style="list-style-type: none"> <li>countries in the world</li> <li>words describing specific countries</li> <li>big numbers</li> </ul>	<ul style="list-style-type: none"> <li>superlatives</li> </ul>
	<b>15</b> A Planet	<ul style="list-style-type: none"> <li>planets in the solar system</li> <li>words describing planets</li> <li>things on specific planets</li> </ul>	<ul style="list-style-type: none"> <li>grammar link and review</li> </ul>
<b>Writing Project 5</b> A Planet Report			Report Writing



## Objectives

- Students can describe their upcoming weekend plans while applying proper writing conventions.
- Students can write in the future tense.

## Grammar

- Common verbs (future tense)

## Materials

- Grammar Worksheet 1
- Writing Correction Worksheet 1
- Unit 1 Test
- E-book, pages 6-11 (optional)

## Lesson 1

Student Book pp. 6-9

### Lead-in

#### Picture Talk

Materials: N/A

1. Ask students to open their books to page 6.
2. Have students look at the picture and ask them questions about it.
  - T: *Where will they go tomorrow?*
  - Ss: *They will go to the shopping mall.*
  - T: *What will they have for lunch?*
  - Ss: *They will have pizza.*
3. Encourage students to point at the picture when answering the questions.

# Weekend Events

## STEP 1 Warm-up

### A Write the words to complete the story.

will buy    will do    will have    will go

### Sunday Fun

Tomorrow is Sunday.

My family **will do** many things tomorrow.

First, we will go to the shopping mall.

My mom **will buy** new clothes for us.

My dad will buy new shoes.

Next, we **will go** to our favorite restaurant.

We will have pizza for lunch.

Then, we will go and see the circus.

We **will have** fun tomorrow.

### B Check True or False.

- 1 Cody is excited about tomorrow.    True     False
- 2 Cody's family will eat lunch at home.    True     False
- 3 Cody's family will watch a movie.    True     False

6

## STEP 1 Warm-up

### A Write the words to complete the story.

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

### B Check True or False.

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### Choose and write the word.



- 1 We will go to the library tomorrow.
- 2 We will borrow interesting books.
- 3 We will read the books at home.



- 4 We will go to the park tomorrow.
- 5 We will eat lunch at the park.
- 6 We will ride our bikes at the park.



- 7 We will visit our grandparents tomorrow.
- 8 We will play a board game together.
- 9 We will bake cookies together too.



- 10 We will stay at home tomorrow.
- 11 We will make some popcorn.
- 12 We will watch a movie together.

7

## Extension Activity

### High Noon

Materials: paper, pencils

1. Divide students into two teams.
2. Have each student write one word covered in Step 2 on a piece of paper.
3. Holding their piece of paper, ask one student from each team to come up to the front and stand back-to-back.
4. Have both students slowly take three steps forward, counting off each step aloud.
5. On three, have both students quickly turn around and show the word written on their paper to the opposing student.
6. The first student to say the opposing student's word gets a point for their team.
7. Repeat steps 3-6 with new students. The team with more points at the end wins!

## STEP 2 Word Practice

### Choose and write the word.

- Have students turn to page 7.
- Ask students to read the words in the word banks.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

#### Teaching Tip

- Have students circle the word in each word bank that best represents its corresponding illustration.

## STEP 3 Grammar Practice

### A Write the correct form of the verb.

- Have students turn to page 8.
- Go over the sample sentences written in the future tense with students.
- Ask students to complete the sentences by writing the correct form of the verb.
- Go over the answers together after students have finished.

### B Circle the mistake. Write the correct sentence.

- Have students read the sentences.
- Ask students to find and circle the mistakes among the words that are underlined.
- Then have students write the correct sentences.
- If necessary, ask students questions to guide them along.

T: *Do days of the week start with a capital letter?*

Ss: *Yes, they do.*

T: *Is tomorrow in the past, present, or future?*

Ss: *Tomorrow is in the future.*

- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Write the correct form of the verb.

I **will buy** a new bike tomorrow.      He **will go** to a park tomorrow.  
We **will watch** a movie tomorrow.      They **will play** soccer tomorrow.

- visit      We **will visit** our grandma this Sunday.
- eat out      Mom and Dad **will eat out** tomorrow night.
- watch      I **will watch** cartoons tomorrow morning.
- play      We **will play** card games tomorrow.
- fly      My brother and I **will fly** kites this Saturday.
- go hiking      My family **will go hiking** next weekend.
- do      My dad **will do** the dishes tomorrow.

### B Circle the mistake. Write the correct sentence.

- Tomorrow is **sunday**.      Tomorrow is **Sunday**.
- We **will** go swim tomorrow.      We will go **swimming** tomorrow.
- He **will** buys new books tomorrow.      He will **buy** new books tomorrow.
- She **is** get up early tomorrow.      She will **get up** early tomorrow.
- We **will** go at the park tomorrow.      We will go **to the park** tomorrow.
- They **will** visit a museums tomorrow.      They will visit a **museum** tomorrow.
- I **will** borrow books tomorrow.      I will **borrow** books tomorrow.

8

## Extension Activity Grammar Roll

Materials: two dice

1. Divide the board into two halves and divide the class into two teams.
2. Ask each team to line up in front of one half of the board and give each team one die.
3. On the board, assign the following tenses to the numbers on the dice:  
1-4 = Future  
5-6 = Present
4. Have teams repeatedly roll their die and write sentences in the corresponding tense.
5. The first team to write four sentences in the future tense and two in the present tense wins!

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

like    will buy    will drive    will go    will have    will see

1 My family will go to the aquarium this Saturday

2 We like going to the aquarium

3 My dad will drive his car

4 My mom will buy the tickets

5 We will see many sea animals and take pictures

6 We will have a lot of fun at the aquarium

- 1 My family will go to the aquarium this Saturday.
- 2 We like going to the aquarium.
- 3 My dad will drive his car.
- 4 My mom will buy the tickets.
- 5 We will see many sea animals and take pictures.
- 6 We will have a lot of fun at the aquarium.

9

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 6.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.  
S1: *Tomorrow is Sunday.*  
S2: *They will go to the shopping mall.*  
S3: *They will go and see the circus.*  
S4: *They will have fun tomorrow.*

## Homework

>> **Workbook 3: pages 4-7**

Answer Key on page 112

>> **Grammar Worksheet 1**

Photocopiable from page 127

Answer Key on page 142

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 9.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

## Lesson 2

Student Book pp. 10-11

### Lesson Link

#### Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1. For example, *We will play card games tomorrow.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

### Lead-in

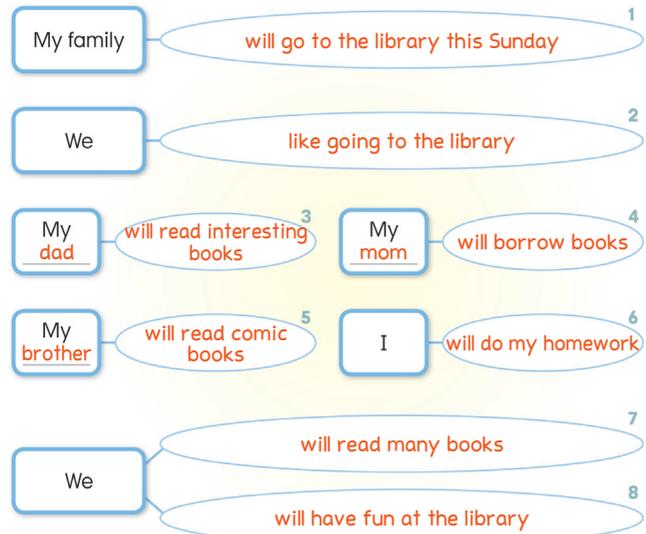
#### Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 10, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

### STEP 5 Your Idea Web

- Make your idea web about your family's plans for this weekend.



*\*Answers may vary.*

**Word Bank** To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



go to the (aquarium / library / park) stay at home bake cookies (borrow / read) books



fly kites make popcorn play a board game ride a bike see sea animals watch a movie

10

### STEP 5 Your Idea Web

- Make your idea web about your family's plans for this weekend.

- Have students open their books to page 10.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *My family will go to the theater.*

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### At the Library

- 1 My family will go to the library this Sunday.
- 2 We like going to the library.
- 3 My dad will read interesting books.
- 4 My mom will borrow books.
- 5 My brother will read comic books.
- 6 I will do my homework.
- 7 We will read many books.
- 8 We will have fun at the library.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My verbs are in the correct form.



11

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their family's plans for this weekend by reading their story.

### Wrap-up

#### >> Unit 1 Test

Photocopiable from page 168  
Answer Key on page 188

### Homework

#### >> Writing Correction Worksheet 1

Photocopiable from page 146  
Answer Key on page 161

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 11.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

## Objectives

- Students can describe various school events while applying proper writing conventions.
- Students can write in the future tense.

## Grammar

- Will / Will not

## Materials

- Grammar Worksheet 2
- Writing Correction Worksheet 2
- Unit 2 Test
- E-book, pages 12-17 (optional)

## Lesson 1

Student Book pp. 12-15

### Lead-in

#### Picture Talk

Materials: N/A

1. Ask students to open their books to page 12.
2. Have students look at the picture and ask them questions about it.
  - T: *What event do they have at school every year?*
  - Ss: *They have a field day.*
  - T: *What will they do?*
  - Ss: *They will do long jumps and play tug-of-war.*
3. Encourage students to point at the picture when answering the questions.

# School Events

## STEP 1 Warm-up

### A Write the words to complete the story.

will run    will be    will have    will play

### Field Day

We have a field day at school every year.

Next Friday is the field day.

We will not have any classes.

We  sports all day.

We  a 100 m race.

We will do long jumps.

We will play tug-of-war.

There  many prizes too.

We  so much fun.

### B Write Yes or No.

- 1 Is next Friday the field day?
- 2 Will Cody play sports next Friday?
- 3 Will there be classes next Friday?

Yes

Yes

No

12

## STEP 1 Warm-up

### A Write the words to complete the story.

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

### B Write Yes or No.

- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### Choose and write the word(s).

act      cheer      dance      drink      get      go  
have      watch      play      run      sing      jump rope



### Tomorrow is the talent show.

- 1 They will act in a play.
- 2 He will play the trumpet.
- 3 They will sing together.
- 4 She will dance.

### Next Sunday is Children's Day.

- 5 They will go to an amusement park.
- 6 They will watch a magic show.
- 7 They will get presents.
- 8 They will drink milkshakes.



### Next Thursday is the field day.



- 9 They will have a sack race.
- 10 They will cheer for their team.
- 11 They will jump rope.
- 12 They will run a relay.

13

## Extension Activity

### Slam It

Materials: paper, pencils

1. Have students make one word card of each of the words introduced in Step 2 by writing the words on pieces of paper.
2. Spread the word cards out on a table.
3. Divide students into two teams.
4. Ask one student from each team to come up to the table.
5. Call out one of the words on the word cards. The first student to slam their hand down on the corresponding word card gets a point for their team.
6. Repeat steps 4-5 with other students. After each student has had a turn, the team with more points wins!

### Activity Adaptation

Have two students from each team come up and call out two words at once.

## STEP 2 Word Practice

### Choose and write the word(s).

- Have students turn to page 13.
- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

### Teaching Tip

- Before students look at the options in the word bank, have them try to answer as many questions as they can first.

## STEP 3 Grammar Practice

### A Rewrite the sentence using *not*.

- Have students turn to page 14.
- Go over the sentences using *not* in the future tense with students.
- Ask students to rewrite the sentences using *not*.
- Go over the answers together after students have finished.

### B Circle the correct word(s).

- Ask students to read the sentences with each answer option.
- Have students circle the correct words to complete the sentences.
- If necessary, ask students questions to guide them along.

T: For *tomorrow*, do we use the past, present, or future tense?

Ss: We use the future tense.

T: Is *many* used with singular or plural nouns?

Ss: It is used with plural nouns.

- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Rewrite the sentence using *not*.

We <b>will go</b> to school. She <b>will be</b> sad.	We <b>will not go</b> to school. She <b>will not be</b> sad.
---	---

- 1 We will have a party. We will not have a party.
- 2 There will be classes. There will not be classes.
- 3 She will study all day. She will not study all day.
- 4 He will be tired. He will not be tired.
- 5 It will rain next week. It will not rain next week.
- 6 We will go to the zoo. We will not go to the zoo.
- 7 I will be at school. I will not be at school.

### B Circle the correct word(s).

- 1 There are / will be a lot of food at the picnic tomorrow.
- 2 My dad will take / takes us to the zoo next weekend.
- 3 We are / will be very happy now.
- 4 They will get many present / presents.
- 5 There is / are a field day at school every year.
- 6 She will have / has so much fun tomorrow.
- 7 I am / will be not at home now.

14

## Extension Activity Tennis

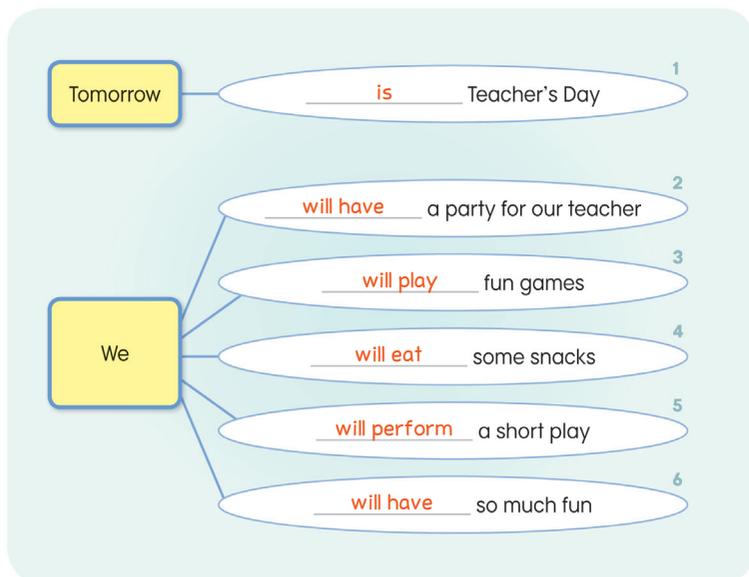
Materials: a ball

1. Divide students into two teams and have them line up in two rows facing each other, roughly one meter apart.
2. Give the ball to a student on one team and ask them to say a sentence that uses a grammar point covered in Step 3. For example, *He will not be tired*.
3. After saying a sentence, have the student pass the ball to a student on the other team, who then says another sentence.
4. Continue having students on each team pass the ball back and forth to each other after saying a sentence.
5. If a student says an incorrect sentence or cannot say a sentence within five seconds of receiving the ball, the other team gets a point. The first team to get six points wins!

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

will eat    will perform    will have (2x)    will play    is



- 1 Tomorrow is Teacher's Day.
- 2 We will have a party for our teacher.
- 3 We will play fun games.
- 4 We will eat some snacks.
- 5 We will perform a short play.
- 6 We will have so much fun.

15

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 12.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.  
S1: *They have a field day at school.*  
S2: *Next Friday is the field day.*  
S3: *They will have a 100 m race.*  
S4: *There will be many prizes.*

## Homework

>> **Workbook 3: pages 8-11**

Answer Key on page 113

>> **Grammar Worksheet 2**

Photocopiable from page 128

Answer Key on page 142

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 15.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

Lesson Link

Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1. For example, *It will rain next week.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

Lead-in

Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 16, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

STEP 5 Your Idea Web

► Make your idea web about a school event in the future.



*\*Answers may vary.*

Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

Talent Show	Children's Day	Field Day	Teacher's Day
<ul style="list-style-type: none"> <li>act in a play</li> <li>dance</li> <li>play the (trumpet)</li> <li>sing</li> </ul>	<ul style="list-style-type: none"> <li>get presents</li> <li>go to a park</li> <li>drink milkshakes</li> <li>watch a magic show</li> </ul>	<ul style="list-style-type: none"> <li>cheer for our team</li> <li>have a sack race</li> <li>jump rope</li> <li>run a relay</li> </ul>	<ul style="list-style-type: none"> <li>eat some snacks</li> <li>have a party</li> <li>perform a short play</li> <li>play fun games</li> </ul>

STEP 5 Your Idea Web

► Make your idea web about a school event in the future.

- Have students open their books to page 16.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: Which ideas did you write down?

Ss: We will have a sack race.

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### Fun Field Day

- 1 We have a field day every year.
- 2 Tomorrow is the field day.
- 3 We will play fun games.
- 4 We will run a relay.
- 5 We will jump rope.
- 6 We will have a sack race.
- 7 We will cheer for our team.
- 8 We will have a picnic.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My title describes my story.



17

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about a school event in the future by reading their story.

### Wrap-up

#### >> Unit 2 Test

Photocopiable from page 169  
Answer Key on page 188

### Homework

#### >> Writing Correction Worksheet 2

Photocopiable from page 147  
Answer Key on page 161

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 17.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

**Objectives**

- Students can describe various occupations while applying proper writing conventions.
- Students can write in the future tense.

**Grammar**

- Common verbs (future tense)

**Materials**

- Grammar Worksheet 3
- Writing Correction Worksheet 3
- Unit 3 Test
- E-book, pages 18-23 (optional)

**Lesson 1**

Student Book pp. 18-21

**Lead-in**

**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 18.
2. Have students look at the picture and ask them questions about it.
  - T: *What does Ella want to be?*
  - Ss: *She wants to be a movie star.*
  - T: *Where will Cody work?*
  - Ss: *He will work in a lab.*
3. Encourage students to point at the picture when answering the questions.

**Our Dreams**

**STEP 1 Warm-up**

**A Write the sentences to complete the story.**

- I want to be a scientist.
- She will make wonderful movies.

**Our Dreams**

Ella wants to be a movie star.

She will act in the movies.

*She will make wonderful movies.*

Finn wants to be a sports player.

He will be a baseball player.

He will play on the national team.

*I want to be a scientist.*

I will work in a lab.

I will discover new things.

**B Read and match.**

- |                     |   |                                |
|---------------------|---|--------------------------------|
| 1 Ella wants to ... | → | a ... play baseball very much. |
| 2 Finn likes to ... | → | b ... discover new things.     |
| 3 Cody wants to ... | → | c ... be in the movies.        |

**STEP 1 Warm-up**

**A Write the sentences to complete the story.**

- Have students read and complete the story by writing the correct sentences in the blanks.
- Read the completed story together after students have finished.

**B Read and match.**

- Ask students to read and correctly match the parts of each sentence.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### Choose and write the word.

doctor    writer    books    help    write    work



1 I want to be a doctor.

2 I will work at a hospital.

3 I will help sick people.



4 She wants to be a writer.

5 She will write wonderful stories.

6 She will make children's books.

teacher    pianist    concerts    famous    teach    be



7 I want to be an English teacher.

8 I will teach English to children.

9 I will be a good teacher.



10 He wants to be a pianist.

11 He will be famous.

12 He will have concerts around the world.

19

## Extension Activity

### Write the Same Word

Materials: a board, a marker, paper, pencils

1. Write a word introduced in Step 2 on the board.
2. Ask each student to write one related word on a piece of paper. For example, if the word written on the board is *teacher*, students might want to write *school* on their piece of paper.
3. Have students hold up their pieces of paper and reveal the words that they wrote down to each other.
4. Students that wrote the same word as at least one other student stay in the game. Students that did not are out.
5. Repeat steps 1-4 until no two students are able to write the same word. The students that stayed in the game until the latest round are the winners.

## STEP 2 Word Practice

### Choose and write the word.

- Have students turn to page 19.
- Ask students to read the words in the word banks.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

### Teaching Tip

- Before students look at the word banks, have them try to create their own based on the pictures.

## STEP 3 Grammar Practice

### A Circle the number and say the sentences.

- Have students turn to page 20.
- Go over the words given under Subject, Verb, and Others with students.
- Ask students to circle the number of sentences that they can make with the first subject, *I*.
- If necessary, ask students questions to guide them along.

T: *Do we say I want or I wants?*

Ss: *We say I want.*

- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *He* and *Amy and Tom*.
- Here are the sentences that can be made with each subject:

① I – 4 sentences

*I will be famous.*

*I will discover new things.*

*I want to be a scientist.*

*I want new things.*

② He – 2 sentences

*He will be famous.*

*He will discover new things.*

③ Amy and Tom – 3 sentences

*Amy and Tom will be famous.*

*Amy and Tom will discover new things.*

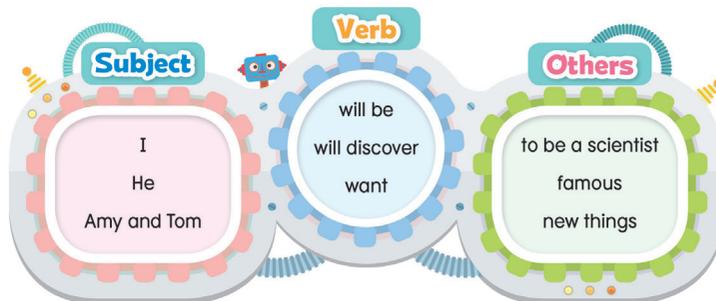
*Amy and Tom want new things.*

### B Circle and write the correct word(s).

- Have students circle the correct words and write them in the blanks to complete the sentences.
- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Circle the number and say the sentences.



- 1 I can make 1 2 3 **4** sentence(s) with "I."
- 2 I can make 1 **2** 3 4 sentence(s) with "He."
- 3 I can make 1 2 **3** 4 sentence(s) with "Amy and Tom."

### B Circle and write the correct word(s).

- 1 **be** / am I want to **be** a famous artist.
- 2 **swim** / swims She will **swim** in the Olympics.
- 3 want / **wants** He **wants** to draw comics.
- 4 **a** / an John wants to be **a** police officer.
- 5 doctor / **doctors** We will be **doctors** in the future.
- 6 **build** / builds Amy will **build** beautiful buildings.
- 7 **will be** / will am I **will be** a pilot in the future.
- 8 fast / **fastest** He will be the **fastest** runner in the world.

20

## Extension Activity Hot Potato

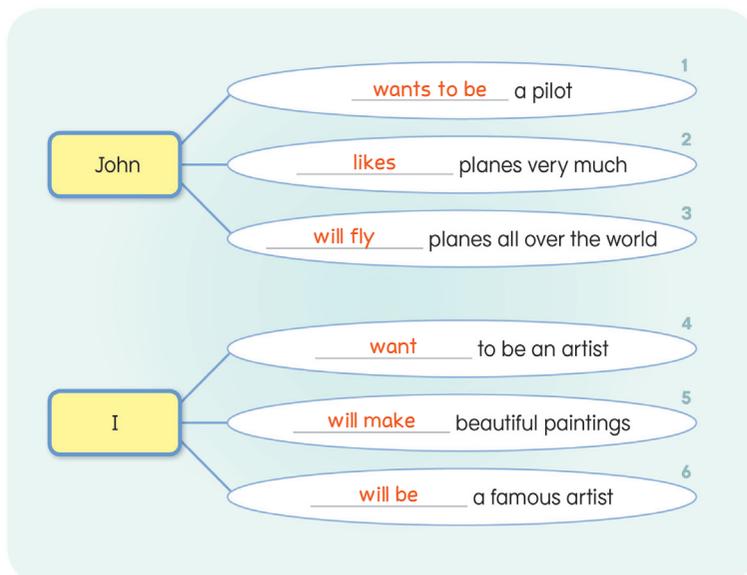
Materials: a ball

1. Ask students to stand in a circle and give one student the ball.
2. Have students pass the ball around and around to each other as fast as they can.
3. Before students can pass the ball, however, they must first say one sentence in the future tense. For example, *He will run in the Olympics.*
4. If students cannot say a sentence within five seconds or do not use the future tense correctly, they are out. Play until there is one student left standing.

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

likes    want    wants to be    will be    will fly    will make



- 1 John wants to be a pilot.
- 2 He likes planes very much.
- 3 He will fly planes all over the world.
- 4 I want to be an artist.
- 5 I will make beautiful paintings.
- 6 I will be a famous artist.

21

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 18.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.  
S1: *Ella will make wonderful movies.*  
S2: *Finn will be a baseball player.*  
S3: *Cody wants to be a scientist.*  
S4: *Cody will discover new things.*

## Homework

>> **Workbook 3: pages 12-15**

Answer Key on page 114

>> **Grammar Worksheet 3**

Photocopiable from page 129

Answer Key on page 142

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 21.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

## Lesson Link

### Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1. For example, *She will swim in the Olympics.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

## Lead-in

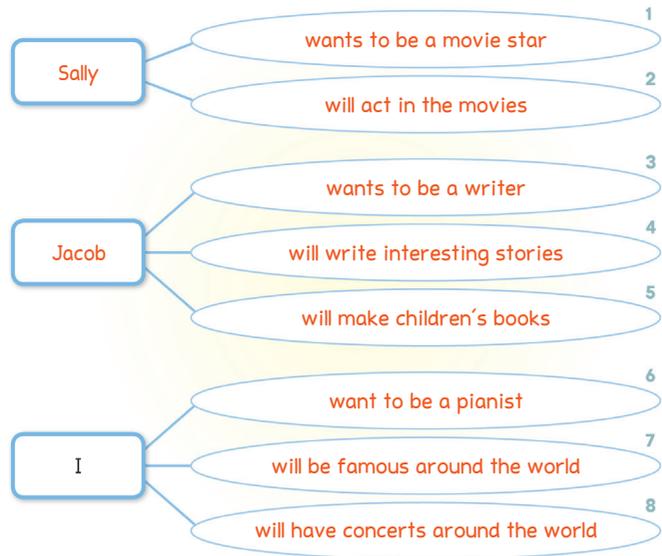
### Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 22, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

## STEP 5 Your Idea Web

► Make your idea web about future dreams of yourself and your friends.



*\*Answers may vary.*

### Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



artist  
paint pictures



doctor  
help sick people



movie star  
act



pianist  
have concerts



pilot  
fly planes



scientist  
discover new things



teacher  
teach



writer  
write stories

22

## STEP 5 Your Idea Web

► Make your idea web about future dreams of yourself and your friends.

- Have students open their books to page 22.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: Which ideas did you write down?

Ss: I want to be a ping-pong player.

## STEP 6 Your Writing

▶ Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### Our Dreams

- 1 Sally wants to be a movie star.
- 2 She will act in the movies.
- 3 Jacob wants to be a writer.
- 4 He will write interesting stories.
- 5 He will make children's books.
- 6 I want to be a pianist.
- 7 I will be famous around the world.
- 8 I will have concerts around the world.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are in the correct order.



23

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about the future dreams of themselves and their friends by reading their story.

### Wrap-up

#### >> Unit 3 Test

Photocopiable from page 170  
Answer Key on page 188

### Homework

#### >> Writing Correction Worksheet 3

Photocopiable from page 148  
Answer Key on page 161

#### >> Writing Project 1

Ask students to make a plan for this weekend with their family.

## STEP 6 Your Writing

▶ Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 23.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

## Writing Project 1

### Style

- Schedule Writing

### Objective

- Students can write a schedule of their family's weekend plans using descriptive words that they learned in Units 1-3.

### Materials

- Pencils
- Colored pencils

## Lesson 3

Student Book pp. 24-25

### Lead-in

#### Mind Reader

Materials: paper, pencils

1. Give each student three strips of paper.
2. Have students write one question about their future on each strip of paper. For example, *What will I eat this weekend?*
3. Divide the class into Mind Readers and Customers.
4. Ask Mind Readers to sit around the room. Ask Customers to sit opposite Mind Readers and ask them the three questions written on their strips of paper.
5. After Mind Readers have given their responses to the questions, ask Customers to stand up and visit a new Mind Reader.
6. Once Customers have visited all of the Mind Readers, have students switch roles and repeat steps 4-5.
7. Have students share the predictions for their futures with the class.

## Writing Project 1

Schedule Writing

### Weekend Plans

#### A Directions

- 1 Think about what you want to do with your family this weekend.
- 2 Make plans with your family.
- 3 Draw pictures and write your family's weekend plans.

Let's Do It



#### B Project Model

### My Family's Weekend Plans

By Clara Lee



<b>On Saturday</b>	We will go to our grandpa's farm. We will see and feed the baby lambs. We will ride Grandpa's tractor. We will pick wild blueberries.
<b>On Sunday</b>	We will get up early in the morning. We will go for a nature walk. We will take many pictures. We will watch the sunset together.

24

### STEP 1 Preparation

#### B Project Model

- Have students open their books to page 24.
- Draw students' attention to the project model.
- Ask students questions about the weekend schedule.
  - T: *Will they go to their grandpa's farm on Sunday?*
  - Ss: *No, they will go on Saturday.*
  - T: *What fruit will they pick?*
  - Ss: *They will pick wild blueberries.*
- Read the sentences in the schedule together with students.

## Your Project

# My Family's Weekend Plans

By Julie Hulme

On Saturday	We will <u>visit our grandma.</u>
	We <u>will bake cookies for Grandma.</u>
	We <u>will play board games together.</u>
	We <u>will read books together.</u>
On Sunday	We will <u>stay at home.</u>
	We <u>will watch a movie.</u>
	We <u>will make some popcorn.</u>
	We <u>will have a lot of fun.</u>

*\*Answers may vary.*

25

## Extension Activity

### Show and Tell

Materials: N/A

1. Choose three students to present their projects to the class.
2. One at a time, ask each student to come to the front and show their drawing of their family's weekend plans to the class.
3. After showing their picture, have the students tell the class about their family's weekend plans by reading what they wrote.

## Wrap-up

### Fortune Strips

Materials: a pouch, paper, pencils

1. Give each student three strips of paper.
2. Have students write one fortune on each strip of paper. Each fortune should begin with *You will...*
3. After students have finished writing, collect all of the strips of paper and place them in a pouch.
4. Going around the room, have students take turns drawing strips of paper from the pouch and reading their fortunes aloud.
5. After each fortune is read out, ask students to guess who they think wrote it.

## Homework

- Ask students to share their project with their parents.
- Have students report back next class describing their parents' reaction to the project.

## STEP 2 Writing

### Your Project

- Have students turn to page 25.
- Ask students to draw pictures of their family's weekend plans, one for Saturday and one for Sunday.
- Have students write about their family's weekend plans by filling in the blanks with the appropriate details.

**Objectives**

- Students can describe family events while applying proper writing conventions.
- Students can write in the past tense.

**Grammar**

- Be verbs (past tense)

**Materials**

- Grammar Worksheet 4
- Writing Correction Worksheet 4
- Unit 4 Test
- E-book, pages 26-31 (optional)

**Lesson 1**

Student Book pp. 26-29

**Lead-in**

**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 26.
2. Have students look at the picture and ask them questions about it.
  - T: *Whose birthday was it?*
  - Ss: *It was Grandma's birthday.*
  - T: *What did Cody's mom bake for Grandma?*
  - Ss: *She baked a birthday cake.*
3. Encourage students to point at the picture when answering the questions.

# Family Events

**STEP 1 Warm-up**

**A Write the words to complete the story.**

baked gave sang went

**My Grandma's Birthday**

Last Saturday was my grandma's birthday.

She became 75 years old.

We all **went** to Grandma's house.

My mom **baked** her a birthday cake.

My dad **gave** her a gift.

Ella, Finn, and I made her birthday cards.

We all **sang** *Happy Birthday*.

Grandma was very happy.

We had a nice time at Grandma's.

**B Check True or False.**

- 1 Cody's family was at home last Saturday. True  False
- 2 Last Saturday was Cody's grandma's birthday. True  False
- 3 Cody's grandma was happy. True  False

26

**STEP 1 Warm-up**

**A Write the words to complete the story.**

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

**B Check True or False.**

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### Choose and write the word(s).



bride      wedding day      went      wore

- 1 Yesterday was my aunt's wedding day.
- 2 We all went to her wedding.
- 3 She was a beautiful bride.
- 4 She wore a long, white wedding dress.



brought      went      were      first birthday

- 5 Last Sunday was my cousin's first birthday.
- 6 We went to my uncle's house.
- 7 There were a lot of people.
- 8 They all brought nice gifts for my cousin.



family get-together      relatives      cooked      was

- 9 Last Saturday was a family get-together.
- 10 It was at our house.
- 11 Our relatives came for a special dinner.
- 12 My mom cooked a lot of food all day.

27

## Extension Activity

### High Noon

Materials: paper, pencils

1. Divide students into two teams.
2. Have each student write one word covered in Step 2 on a piece of paper.
3. Holding their piece of paper, ask one student from each team to come up to the front and stand back-to-back.
4. Have both students slowly take three steps forward, counting off each step aloud.
5. On three, have both students quickly turn around and show the word written on their paper to the opposing student.
6. The first student to say the opposing student's word gets a point for their team.
7. Repeat steps 3-6 with new students. The team with more points at the end wins!

## STEP 2 Word Practice

### Choose and write the word(s).

- Have students turn to page 27.
- Ask students to read the words in the word banks.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

#### Teaching Tip

- Before students look at the options in the word banks, have them try to answer as many questions as they can first.

### STEP 3 Grammar Practice

#### A Write the correct past form of the Be verb.

- Have students turn to page 28.
- Go over the sentences of the Be verbs used in the past tense with students.
- Ask students to complete the sentences by writing the correct past form of the Be verb.
- Go over the answers together after students have finished.

#### B Choose and write the past form of the verb.

- Go over the words in the word bank with students.
- Ask students to complete the sentences by writing the correct past forms of the verbs chosen from the word bank.
- If necessary, ask students questions to guide them along.

T: *What is the past form of give?*

Ss: *The past form of give is gave.*

T: *Cooked is the past form of which verb?*

Ss: *Cooked is the past form of cook.*

- Go over the answers together after students have finished.

### STEP 3 Grammar Practice

#### A Write the correct past form of the Be verb.

I **was** happy yesterday.  
She **was** at home yesterday.  
They **were** excited yesterday.

- 1 Jack and Tom **were** at home last weekend.
- 2 There **were** many people at the wedding last Friday.
- 3 My brother **was** happy all day yesterday.
- 4 I **was** excited at the birthday party last Sunday.
- 5 They **were** hungry after the soccer game yesterday.
- 6 Last Sunday **was** my mom's birthday.

#### B Choose and write the past form of the verb.

bought    came    cooked    gave    sang    went

- 1 **go** We **went** to the park yesterday.
- 2 **give** My friends **gave** me nice presents.
- 3 **come** Everyone **came** to our house for dinner.
- 4 **sing** We **sang** a song at Grandpa's birthday.
- 5 **cook** My dad **cooked** a delicious dinner last Sunday.
- 6 **buy** They **bought** their mom flowers for Mother's Day.

28

### Extension Activity Grammar Roll

Materials: two dice

1. Divide the board into two halves and divide the class into two teams.
2. Ask each team to line up in front of one half of the board and give each team one die.
3. On the board, assign the following tenses to the numbers on the dice:  
1-4 = Past  
5 = Present  
6 = Future
4. Have teams repeatedly roll their die and write sentences in the corresponding tense.
5. The first team to write four sentences in the past tense, and one in each of the present and future tense, wins!

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

bought    cooked    had    made    was    were

1 Last Saturday was Mother's Day

2 We had a special dinner at home

3 My dad and I cooked a lot of food

4 My dad bought my mom flowers

5 My sister and I made a "Thank you" card

6 We were very happy

- 1 Last Saturday was Mother's Day.
- 2 We had a special dinner at home.
- 3 My dad and I cooked a lot of food.
- 4 My dad bought my mom flowers.
- 5 My sister and I made a "Thank you" card.
- 6 We were very happy.

29

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 26.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.  
S1: *She became 75 years old.*  
S2: *They all went to Grandma's house.*  
S3: *They all sang Happy Birthday!*  
S4: *Grandma was very happy.*

## Homework

>> **Workbook 3: pages 16-19**

Answer Key on page 115

>> **Grammar Worksheet 4**

Photocopiable from page 130

Answer Key on page 142

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 29.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

## Lesson 2

Student Book pp. 30-31

### Lesson Link

#### Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1. For example, *We went to the park yesterday.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

### Lead-in

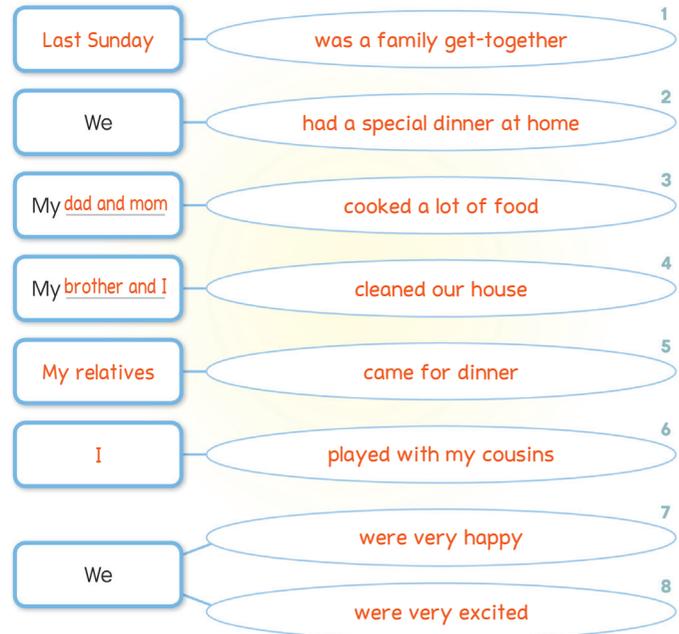
#### Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 30, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

### STEP 5 Your Idea Web

► Make your idea web about a family event in the past.



*\*Answers may vary.*

#### Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

wedding day	went to (one's) wedding	bride	wedding dress
first birthday	went to (one's) house	brought gifts	at (one's) house
family get-together	relatives	came for dinner	cooked a lot of food
Mother's Day	special dinner	bought flowers	made a card

30

### STEP 5 Your Idea Web

► Make your idea web about a family event in the past.

- Have students open their books to page 30.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *She wore a wedding dress.*

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### My Family Get-together

- 1 Last Sunday was a family get-together.
- 2 We had a special dinner at home.
- 3 My dad and mom cooked a lot of food.
- 4 My brother and I cleaned our house.
- 5 My relatives came for dinner.
- 6 I played with my cousins.
- 7 We were very happy.
- 8 We were very excited.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My verbs are in the correct form.



31

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about a family event in the past by reading their story.

### Wrap-up

#### >> Unit 4 Test

Photocopiable from page 171  
Answer Key on page 188

### Homework

#### >> Writing Correction Worksheet 4

Photocopiable from page 149  
Answer Key on page 161

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 31.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

**Objectives**

- Students can describe vacation destinations and related activities while applying proper writing conventions.
- Students can write in the past tense.

**Grammar**

- Common verbs (past tense)

**Materials**

- Grammar Worksheet 5
- Writing Correction Worksheet 5
- Unit 5 Test
- E-book, pages 32-37 (optional)

**Lesson 1**

Student Book pp. 32-35

**Lead-in****Picture Talk**

Materials: N/A

1. Ask students to open their books to page 32.
2. Have students look at the picture and ask them questions about it.
  - T: *What did they build at night?*
  - Ss: *They built a campfire.*
  - T: *What did Cody tell?*
  - Ss: *He told ghost stories.*
3. Encourage students to point at the picture when answering the questions.

**Family Trips****STEP 1 Warm-up****A Write the words to complete the story.**

had traveled put up roasted

**The Camping Trip**

My family went on a camping trip last weekend.

We **traveled** to Mount Tuca.

We were very excited.

We packed a tent, sleeping bags, and some food.

We **put up** the tent in the mountains.

We built a campfire at night.

We **roasted** marshmallows.

We told ghost stories.

We **had** a great time.**B Write Yes or No.**

- 1 Did Cody's family go fishing last weekend?
- 2 Did they pack some marshmallows?
- 3 Did they sleep in a hotel?

32

**STEP 1 Warm-up****A Write the words to complete the story.**

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

**B Write Yes or No.**

- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### Choose and write the word(s).



barbecue cabin lake swimming

- 1 My family went to the lake last weekend.
- 2 We stayed in a cabin by the lake.
- 3 We went swimming in the lake.
- 4 We had a barbecue for dinner.



cable car ski trip snowboarding skied

- 5 My family went on a ski trip last weekend.
- 6 My mom and dad skied together.
- 7 My brother and I took a snowboarding lesson.
- 8 We rode a cable car to the mountain top.



museum seafood sightseeing visited

- 9 My family visited Boston last weekend.
- 10 We went sightseeing around the city.
- 11 We went to the science museum too.
- 12 We ate seafood for dinner.

33

## Extension Activity

### Slam It

Materials: paper, pencils

1. Have students make one word card of each of the words introduced in Step 2 by writing the words on pieces of paper.
2. Spread the word cards out on a table.
3. Divide students into two teams.
4. Ask one student from each team to come up to the table.
5. Call out one of the words on the word cards. The first student to slam their hand down on the corresponding word card gets a point for their team.
6. Repeat steps 4-5 with other students. After each student has had a turn, the team with more points wins!

### Activity Adaptation

Have two students from each team come up and call out two words at once.

## STEP 2 Word Practice

### Choose and write the word(s).

- Have students turn to page 33.
- Ask students to read the words in the word banks.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

### Teaching Tip

- After completing the exercise, have students try drawing the words in the word banks.

## STEP 3 Grammar Practice

### A Circle the number and say the sentences.

- Have students turn to page 34.
- Go over the words given under Subject, Verb, and Others with students.
- Ask students to circle the number of sentences that they can make with the first subject, *I*.
- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *She* and *We*.
- Here are the sentences that can be made with each subject:

① I – 4 sentences

*I was at the lake.*

*I had seafood for dinner.*

*I went swimming at the lake.*

*I went swimming last summer.*

② She – 4 sentences

*She was at the lake.*

*She had seafood for dinner.*

*She went swimming at the lake.*

*She went swimming last summer.*

③ We – 3 sentences

*We had seafood for dinner.*

*We went swimming at the lake.*

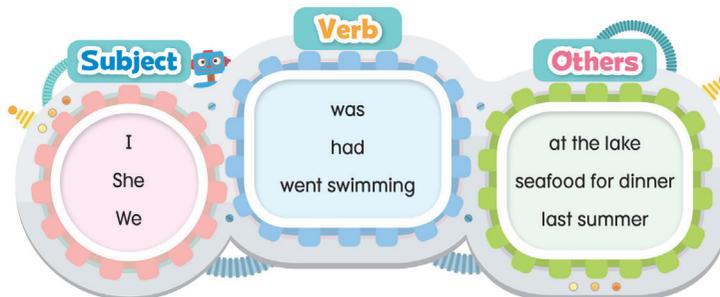
*We went swimming last summer.*

### B Write the correct past form of the verb.

- Ask students to complete the sentences by writing the correct past forms of the verbs.
- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Circle the number and say the sentences.



1 I can make  1  2  3  4 sentence(s) with "I."

2 I can make  1  2  3  4 sentence(s) with "She."

3 I can make  1  2  3  4 sentence(s) with "We."

### B Write the correct past form of the verb.

- 1 go We went sightseeing around the city.
- 2 are There were a lot of people at the park.
- 3 am I was very excited at the museum.
- 4 walk We walked to the beach together.
- 5 eat They ate ice cream after dinner.
- 6 stay She stayed at a hotel for two days.
- 7 is The barbecue was delicious.
- 8 take We took a train to the national park.

34

## Extension Activity Tennis

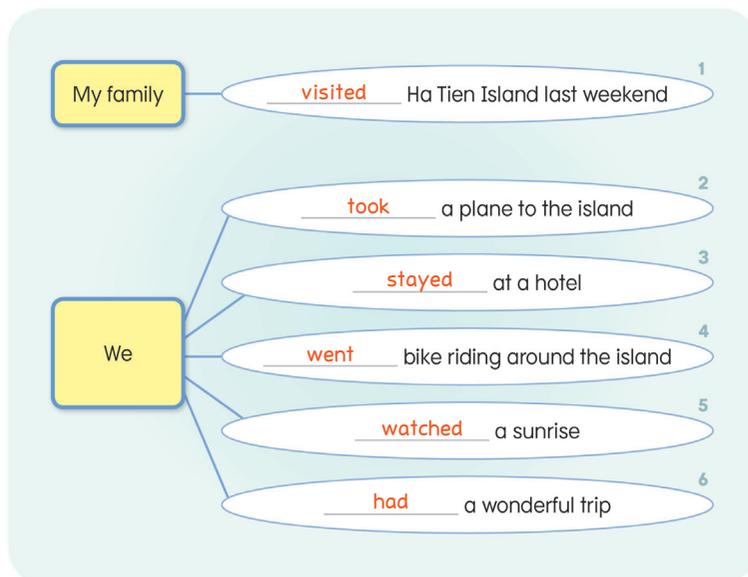
Materials: a ball

1. Divide students into two teams and have them line up in two rows facing each other, roughly one meter apart.
2. Give the ball to a student on one team and ask them to say a sentence that uses a grammar point covered in Step 3. For example, *The barbecue was delicious.*
3. After saying a sentence, have the student pass the ball to a student on the other team, who then says another sentence.
4. Continue having students on each team pass the ball back and forth to each other after saying a sentence.
5. If a student says an incorrect sentence or cannot say a sentence within five seconds of receiving the ball, the other team gets a point. The first team to get six points wins!

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

had   stayed   took   visited   watched   went



- 1 My family visited Ha Tien Island last weekend.
- 2 We took a plane to the island.
- 3 We stayed at a hotel.
- 4 We went bike riding around the island.
- 5 We watched a sunrise.
- 6 We had a wonderful trip.

35

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 32.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.  
S1: *They traveled to Mount Tuca.*  
S2: *They were very excited.*  
S3: *They roasted marshmallows.*  
S4: *They told ghost stories.*

## Homework

>> **Workbook 3: pages 20-23**

Answer Key on page 116

>> **Grammar Worksheet 5**

Photocopiable from page 131

Answer Key on page 143

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 35.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

## Lesson 2

Student Book pp. 36-37

### Lesson Link

#### Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1. For example, *We stayed at a hotel.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

### Lead-in

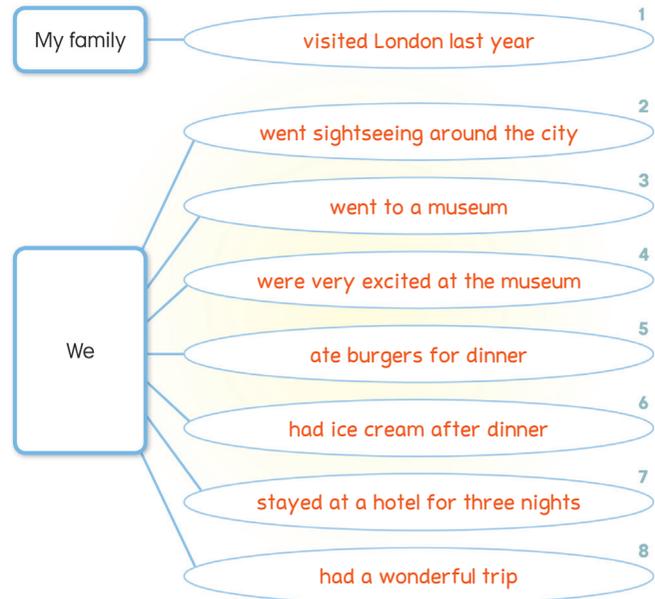
#### Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 36, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

### STEP 5 Your Idea Web

- Make your idea web about a family trip in the past.



*\*Answers may vary.*

#### Word Bank

To Teachers:

Encourage students to use their own words. When necessary, have them refer to the word bank.

lake	ski trip	city tour	island
<ul style="list-style-type: none"> <li>· went to the lake</li> <li>· stayed in a cabin</li> <li>· went fishing</li> <li>· went swimming</li> <li>· had a barbecue</li> </ul>	<ul style="list-style-type: none"> <li>· went on a ski trip</li> <li>· went to a ski resort</li> <li>· skied together</li> <li>· took a snowboarding lesson</li> <li>· rode a cable car to the top</li> </ul>	<ul style="list-style-type: none"> <li>· visited (city name)</li> <li>· near (the sea)</li> <li>· went sightseeing</li> <li>· went to the museum</li> <li>· ate (seafood) for dinner</li> </ul>	<ul style="list-style-type: none"> <li>· went to (Ha Tien) Island</li> <li>· took a plane</li> <li>· stayed at a hotel</li> <li>· went bike riding</li> <li>· watched a sunrise</li> </ul>

36

### STEP 5 Your Idea Web

- Make your idea web about a family trip in the past.

- Have students open their books to page 36.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *We went fishing at the lake.*

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### City Tour

- 1 My family visited London last year.
- 2 We went sightseeing around the city.
- 3 We went to a museum.
- 4 We were very excited at the museum.
- 5 We ate burgers for dinner.
- 6 We had ice cream after dinner.
- 7 We stayed at a hotel for three nights.
- 8 We had a wonderful trip.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My title describes my story.



37

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about a family trip in the past by reading their story.

### Wrap-up

#### >> Unit 5 Test

Photocopiable from page 172  
Answer Key on page 189

### Homework

#### >> Writing Correction Worksheet 5

Photocopiable from page 150  
Answer Key on page 162

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 37.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

**Objectives**

- Students can describe various performing arts while applying proper writing conventions.
- Students can write in the past tense.
- Students can use adverbs in their writing.

**Grammar**

- Common verbs (past tense)
- Adverbs

**Materials**

- Grammar Worksheet 6
- Writing Correction Worksheet 6
- Unit 6 Test
- E-book, pages 38-43 (optional)

**Lesson 1**

Student Book pp. 38-41

**Lead-in**

**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 38.
2. Have students look at the picture and ask them questions about it.
  - T: *What kind of concert was it?*
  - Ss: *It was a rap concert.*
  - T: *Were they excited?*
  - Ss: *Yes, they were excited.*
3. Encourage students to point at the picture when answering the questions.

**Enjoying Arts**

**STEP 1 Warm-up**

**A Write the sentences to complete the story.**

It was a rap concert for kids. We like rap music very much.

**The Rap Concert**

My family went to a concert last Friday.

It was a rap concert for kids.

It was at Arts Center.

The kids made their own rap music.

They rapped very well.

Ella, Finn, and I were excited.

We like rap music very much.

Mom and Dad enjoyed the concert too.

We all had a great time.

**B Read and match.**

- |                                |                            |
|--------------------------------|----------------------------|
| 1 Cody and his family went ... | a ... rap music very much. |
| 2 Cody likes ...               | b ... to a concert.        |
| 3 Everyone had ...             | c ... a great time.        |

**STEP 1 Warm-up**

**A Write the sentences to complete the story.**

- Have students read and complete the story by writing the correct sentences in the blanks.
- Read the completed story together after students have finished.

**B Read and match.**

- Ask students to read and correctly match the parts of each sentence.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### A Look and write the word.

exhibition

musical

play

concert



1 We saw a school play.

2 We went to an art exhibition.



3 We went to a piano concert.

4 We saw a musical.

### B Choose and write the word(s).

singers

students

paintings

pianist

very much

very well

1 The art exhibition was wonderful. There were many great paintings.

2 The school play was fun. The students performed very well.

3 The musical was exciting. The singers sang and danced excitingly.

4 The piano concert was great. The pianist played beautiful music.

5 Everyone liked the concert very much.

6 The dancers were great. They danced very well.

39

### B Choose and write the word(s).

- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

### Extension Activity

#### Write the Same Word

Materials: a board, a marker, paper, pencils

1. Write a word introduced in Step 2 on the board.
2. Ask each student to write one related word on a piece of paper. For example, if the word written on the board is *concert*, students might want to write *music* on their piece of paper.
3. Have students hold up their pieces of paper and reveal the words that they wrote down to each other.
4. Students that wrote the same word as at least one other student stay in the game. Students that did not are out.
5. Repeat steps 1-4 until no two students are able to write the same word. The students that stayed in the game until the latest round are the winners.

## STEP 2 Word Practice

### A Look and write the word.

- Have students turn to page 39.
- Ask students to read the words in the word bank.
- Have students look at the pictures and fill in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

#### Teaching Tip

- After completing the exercise, have students act out the four different events from the word bank.

### STEP 3 Grammar Practice

#### A Write the words in the correct order.

- Have students turn to page 40.
- Go over the sentences that use adverbs with students.
- Ask students to write the words in the correct order.
- Go over the answers together after students have finished.

#### B Circle the correct word(s).

- Have students read the sentences with each answer option.
- Ask students to complete the sentences by circling the correct words.
- If necessary, ask students questions to guide them along.

T: *Is the article a used with singular or plural nouns?*

Ss: *It is used with singular nouns.*

T: *Does the verb sang go with beautiful or beautifully?*

Ss: *It goes with beautifully.*

- Go over the answers together after students have finished.

### STEP 3 Grammar Practice

#### A Write the words in the correct order.

She sang **very well**.  
He played the piano **wonderfully**.

We liked the concert **very much**.  
They sang **beautifully**.

- 1 liked / We / very much / the movie / . We liked the movie very much.
- 2 The boys / loudly / sang / . The boys sang loudly.
- 3 danced / beautifully / The ballerina / . The ballerina danced beautifully.
- 4 performed / The girls / very well / . The girls performed very well.
- 5 excitingly / rapped / The rappers / . The rappers rapped excitingly.
- 6 I / the play / enjoyed / very much / . I enjoyed the play very much.

#### B Circle the correct word(s).

- 1 We went to a concert / concerts .
- 2 They see / saw a movie yesterday.
- 3 The musical was exciting / excitingly .
- 4 She have / had a great time yesterday.
- 5 The singer sang beautiful / beautifully .
- 6 Everyone enjoyed the play very much / very well .
- 7 The school play was wonderful / wonderfully .
- 8 He go / went to a piano concert last week.

40

### Extension Activity Hot Potato

Materials: a ball

1. Ask students to stand in a circle and give one student the ball.
2. Have students pass the ball around and around to each other as fast as they can.
3. Before students can pass the ball, however, they must first say one sentence that uses an adverb. For example, *The girls sang loudly.*
4. If students cannot say a sentence within five seconds or do not use the adverb correctly, they are out. Play until there is one student left standing.

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

enjoyed      like      played      was (2x)      went

1 My family went to a concert last Sunday

2 We like classical music very much

3 The concert was at City Concert Hall

4 The orchestra was wonderful

5 The orchestra played music beautifully

6 Everyone enjoyed the concert

- 1 My family went to a concert last Sunday.
- 2 We like classical music very much.
- 3 The concert was at City Concert Hall.
- 4 The orchestra was wonderful.
- 5 They played music beautifully.
- 6 Everyone enjoyed the concert.

41

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 38.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.  
S1: *It was at Arts Center.*  
S2: *They rapped very well.*  
S3: *Ella, Finn, and Cody were excited.*  
S4: *The concert was last Friday.*

## Homework

>> **Workbook 3: pages 24-27**

Answer Key on page 117

>> **Grammar Worksheet 6**

Photocopiable from page 132

Answer Key on page 143

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 41.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

Lesson Link

Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1. For example, *The girls performed very well.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

Lead-in

Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 42, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

STEP 5 Your Idea Web

► Make your idea web about your family’s art-themed event in the past.



*\*Answers may vary.*

Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

art exhibition	at the art museum	exhibition - wonderful	many great paintings
musical	at the city theater	musical - exciting	singers - sang and danced
piano concert	at the concert hall	many people came	pianist - played beautifully
school play	at school	school play - fun	students - performed very well

STEP 5 Your Idea Web

► Make your idea web about your family’s art-themed event in the past.

- Have students open their books to page 42.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *The pianist played beautifully.*

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### My School Play

- 1 My family went to a school play last week.
- 2 We had a great time.
- 3 The school play was at my school.
- 4 It was very fun.
- 5 The students were wonderful.
- 6 They performed very well.
- 7 Many people bought flowers for the students.
- 8 Everyone liked the school play very much.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are in the correct order.



43

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their family's art-themed event in the past by reading their story.

### Wrap-up

#### >> Unit 6 Test

Photocopiable from page 173  
Answer Key on page 189

### Homework

#### >> Writing Correction Worksheet 6

Photocopiable from page 151  
Answer Key on page 162

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 43.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

## Writing Project 2

### Style

- Journal Writing

### Objective

- Students can write a diary entry of their day today using descriptive words that they learned in Units 4-6.

### Materials

- Pencils
- Colored pencils

## Lesson 3

Student Book pp. 44-45

### Lead-in

#### Two Truths, One Lie

Materials: paper, pencils

1. Give each student a piece of paper and ask students to think about what they did today.
2. Have students write down three things that they did today, two that are true and one that is a lie. For example:
  - 1) *I ate cereal for breakfast.*
  - 2) *I woke up at 8 o'clock.*
  - 3) *I walked to school.*
3. Ask a student to come up to the front and share their three statements with the class. Encourage other students to ask follow-up questions to test the truthfulness of the student's statements. For example, *What kind of cereal did you eat?*
4. Then ask other students to guess which of the three statements they believe to be a lie. Students that guess correctly get a point.
5. Repeat steps 3-4 for other students. The student with the most points at the end wins!

## Writing Project 2..... Journal Writing

### My Diary

#### A Directions

- 1 Think about what you did today.
- 2 Write the date and draw a picture.
- 3 Write your diary entry.

Let's Do It!



#### B Project Model

Date: June 2, 2019



Dear Diary,

Today was a very special day.

We had a family get-together at my house.

My uncles and aunts came for dinner.

I played with my cousins all afternoon.

We had a lot of fun together.

I want to see them again soon.

Bye, Diary! Danny

44

### STEP 1 Preparation

#### B Project Model

- Have students open their books to page 44.
- Draw students' attention to the project model.
- Ask students questions about the sample diary entry.

T: *When did Danny write the diary entry?*  
Ss: *He wrote it on June 2<sup>nd</sup>, 2019.*  
T: *Who did Danny play with all afternoon?*  
Ss: *He played with his cousins.*
- Read the sentences from the diary entry together with students.

## Your Project

Date: May 12, 2019



Dear Diary,

Today was Mother's Day.

My brother and I cooked breakfast for Mom.

We cooked a lot of food.

We made a "Thank you" card for Mom.

My dad bought my mom flowers.

My mom was very happy.

Bye, Diary! Jane

*\*Answers may vary.*

45

## Extension Activity

### Show and Tell

Materials: N/A

1. Choose three students to present their projects to the class.
2. One at a time, ask each student to come to the front and show a picture of their diary to the class.
3. After showing their picture, have the students tell the class about what they did today by reading what they wrote.

## Wrap-up

### Two Lies, One Truth

Materials: paper, pencils

1. Give each student a piece of paper and ask students to think about what they did today.
2. Have students write down three things that they did in the past, one that is true and two that are lies.

For example:

- 1) *I rode a horse.*
- 2) *I ate a spider.*
- 3) *I went to Paris.*

3. Ask a student to come up to the front and share their three statements with the class. Encourage other students to ask follow-up questions to test the truthfulness of the student's statements. For example, *Where did you ride a horse?*
4. Then ask other students to guess which of the three statements they believe to be true. Students that guess correctly get a point.
5. Repeat steps 3-4 for other students. The student with the most points at the end wins!

## Homework

- Ask students to share their project with their parents.
- Have students report back next class describing their parents' reaction to the project.

## Writing

### Your Project

- Have students turn to page 45.
- Ask students to think about what they did today.
- Have students write the date and draw a picture of their day today.
- Have students write their diary entry with the appropriate details.

**Objectives**

- Students can describe various illnesses and what to do when sick while applying proper writing conventions.
- Students can write in the past tense.

**Grammar**

- Did / Didn't

**Materials**

- Grammar Worksheet 7
- Writing Correction Worksheet 7
- Unit 7 Test
- E-book, pages 46-51 (optional)

**Lesson 1**

Student Book pp. 46-49

**Lead-in**

**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 46.
2. Have students look at the picture and ask them questions about it.
  - T: *Did Ella feel well yesterday?*
  - Ss: *No, she didn't feel well yesterday.*
  - T: *Where did Ella stay all day?*
  - Ss: *She stayed in bed all day.*
3. Encourage students to point at the picture when answering the questions.

# Being Sick

**STEP 1 Warm-up**

**A Circle the words to complete the story.**



**Catching a Cold**

Ella didn't feel well yesterday.

She ~~catch~~ caught a cold.

She ~~have~~ had a high fever.

My mom is our doctor.

She checked Ella.

She gave Ella some cold medicine.

Ella ~~take~~ took the medicine.

She stayed in / on bed.

She slept all day.

**B Check True or False.**

- 1 Ella was sick yesterday. True  False
- 2 Ella's dad gave her medicine. True  False
- 3 Ella slept all day. True  False

46

**STEP 1 Warm-up**

**A Circle the words to complete the story.**

- Have students read and complete the story by circling the correct words.
- Read the completed story together after students have finished.

**B Check True or False.**

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### A Look and write the word(s).

sore throat   headache   stomachache   toothache   fever   runny nose

1



He has a toothache.

2



She has a headache.

3



He has a stomachache.

4



She has a fever.

5



He has a runny nose.

6



She has a sore throat.

### B Choose and write the word.

dentist   stomach   flu   medicine

- 1 I had a stomachache. Mom rubbed my stomach.
- 2 My brother had a toothache. He went to the dentist with Mom.
- 3 My sister caught the flu. She stayed in bed all day.
- 4 I had a sore throat. Dad gave me some medicine.

47

### B Choose and write the word.

- Ask students to read the words in the word bank.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

### Extension Activity

#### High Noon

Materials: paper, pencils

1. Divide students into two teams.
2. Have each student write one word covered in Step 2 on a piece of paper.
3. Holding their piece of paper, ask one student from each team to come up to the front and stand back-to-back.
4. Have both students slowly take three steps forward, counting off each step aloud.
5. On three, have both students quickly turn around and show the word written on their paper to the opposing student.
6. The first student to say the opposing student's word gets a point for their team.
7. Repeat steps 3-6 with new students. The team with more points at the end wins!

## STEP 2 Word Practice

### A Look and write the word(s).

- Have students turn to page 47.
- Ask students to read the words in the word bank.
- Have students look at the pictures and fill in the blanks with the correct words chosen from the word bank.
- Go over the answers together after students have finished.

#### Teaching Tip

- After completing the exercise, have students act out the various illnesses in the word bank.

## STEP 3 Grammar Practice

### A Write the verb using **didn't**.

- Have students turn to page 48.
- Go over the sentences using *didn't* with students.
- Ask students to complete the sentences by writing the verb in combination with *didn't*.
- Go over the answers together after students have finished.

### B Rewrite the sentence in the past tense.

- Have students rewrite the sentences in the past tense.
- If necessary, ask students questions to guide them along.

T: *What is the verb in the sentence for question number one?*

Ss: *The verb in the sentence is stays.*

T: *What is the past form of stay?*

Ss: *Stayed is the past form of stay.*

- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Write the verb using **didn't**.

I **didn't go** to school.  
We **didn't stay** in bed.

She **didn't take** any medicine.  
They **didn't have** a stomachache.

- 1 drink I **didn't drink** a lot of orange juice.
- 2 give The doctor **didn't give** Tom any medicine.
- 3 feel John **didn't feel** well yesterday.
- 4 eat We **didn't eat** ice cream.
- 5 play Amy **didn't play** outside yesterday.
- 6 go out They **didn't go out** all day.

### B Rewrite the sentence in the past tense.

- 1 She stays in bed all day. She stayed in bed all day.
- 2 He takes some medicine. He took some medicine.
- 3 I have a bad stomachache. I had a bad stomachache.
- 4 We sleep all day. We slept all day.
- 5 We don't feel well all day. We didn't feel well all day.
- 6 She doesn't go to the dentist. She didn't go to the dentist.
- 7 He doesn't catch a cold. He didn't catch a cold.
- 8 I don't have a fever. I didn't have a fever.

48

## Extension Activity Grammar Roll

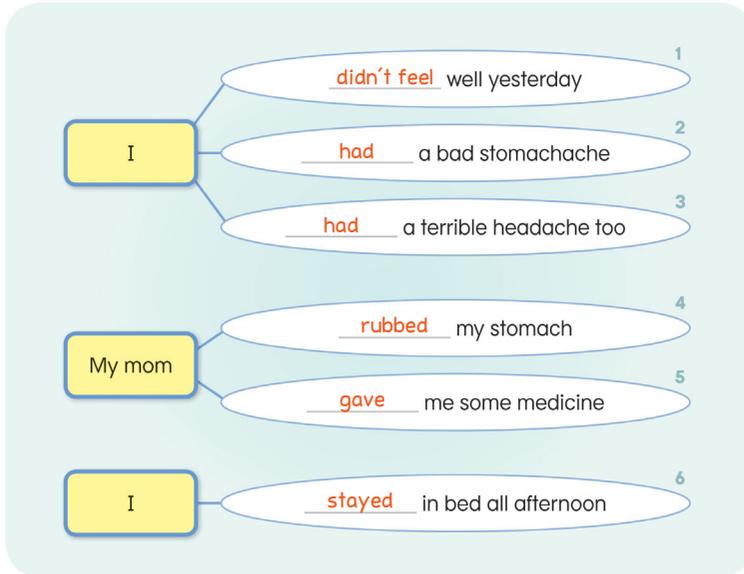
Materials: two dice

1. Divide the board into two halves and divide the class into two teams.
2. Ask each team to line up in front of one half of the board and give each team one die.
3. On the board, assign the following tenses to the numbers on the dice:
  - 1-4 = Past
  - 5 = Present
  - 6 = Future
4. Have teams roll their die and write sentences in the corresponding tense.
5. The first team to write four sentences in the past tense, and one in each of the present and future tense, wins!

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

gave    had (2x)    rubbed    stayed    didn't feel



- 1 I didn't feel well yesterday.
- 2 I had a bad stomachache.
- 3 I had a terrible headache too.
- 4 My mom rubbed my stomach.
- 5 She gave me some medicine.
- 6 I stayed in bed all afternoon.

49

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 46.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

S1: *Ella didn't feel well yesterday.*

S2: *She caught a cold.*

S3: *She had a high fever.*

S4: *Ella took the medicine.*

## Homework

>> **Workbook 3: pages 28-31**

Answer Key on page 118

>> **Grammar Worksheet 7**

Photocopiable from page 133

Answer Key on page 143

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 49.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

## Lesson 2

Student Book pp. 50-51

### Lesson Link

#### Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1.  
For example, *Ella's dad gave her some medicine.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

### Lead-in

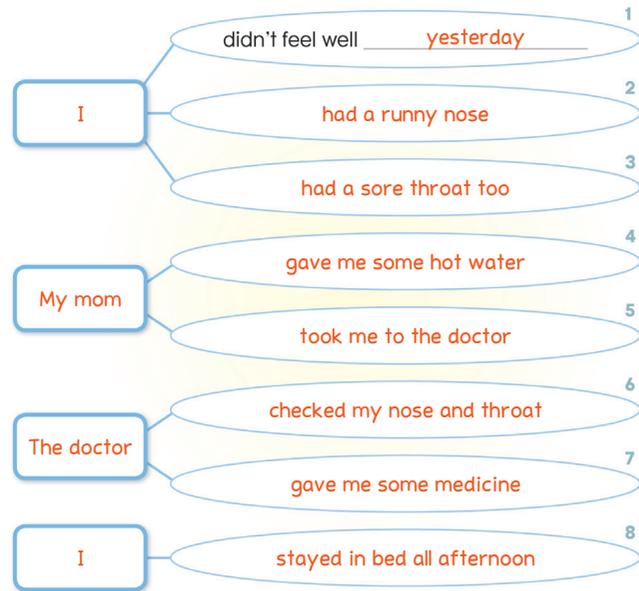
#### Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 50, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

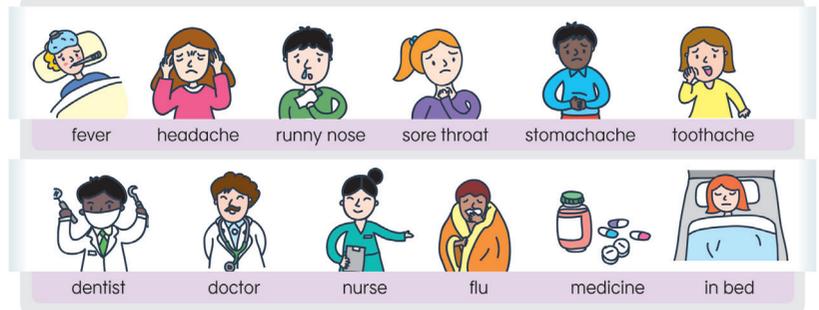
### STEP 5 Your Idea Web

- Make your idea web about yourself or your family being sick in the past.



*\*Answers may vary.*

**Word Bank** To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.



50

### STEP 5 Your Idea Web

- Make your idea web about yourself or your family being sick in the past.

- Have students open their books to page 50.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *My brother had a runny nose.*

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### A Bad Cold

- 1 I didn't feel well yesterday.
- 2 I had a runny nose.
- 3 I had a sore throat too.
- 4 My mom gave me some hot water.
- 5 She took me to the doctor.
- 6 The doctor checked my nose and throat.
- 7 He gave me some medicine.
- 8 I stayed in bed all afternoon.

\*Answers may vary.

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My verbs are in the correct form.



51

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about themselves or their family being sick in the past by reading their story.

### Wrap-up

#### >> Unit 7 Test

Photocopiable from page 174  
Answer Key on page 189

### Homework

#### >> Writing Correction Worksheet 7

Photocopiable from page 152  
Answer Key on page 162

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 51.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

**Objectives**

- Students can describe various national holidays while applying proper writing conventions.
- Students can use the prepositions *in* and *on* in their writing.

**Grammar**

- Prepositions: *in, on*

**Materials**

- Grammar Worksheet 8
- Writing Correction Worksheet 8
- Unit 8 Test
- E-book, pages 52-57 (optional)

**Lesson 1**

Student Book pp. 52-55

**Lead-in**

**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 52.
2. Have students look at the picture and ask them questions about it.
  - T: *Which holiday is it?*
  - Ss: *It is Halloween.*
  - T: *What are they wearing?*
  - Ss: *They are wearing Halloween costumes.*
3. Encourage students to point at the picture when answering the questions.

**Holiday Fun**

**STEP 1 Warm-up**

**A Write the words to complete the story.**

wear collect say on

**Halloween**

Halloween is my favorite holiday.

It is  October 31<sup>st</sup>.

It is a fun holiday for children.

My friends and I  Halloween costumes.

We go around the neighborhood.

We knock on doors and  "Trick or treat!"

We  candy and chocolates.

Other children come to our house too.

My dad gives them candy and chocolates.

**B Write Yes or No.**

- 1 Is Halloween in November?
- 2 Do children wear costumes on Halloween?
- 3 Do children come to Cody's house for candy?

**STEP 1 Warm-up**

**A Write the words to complete the story.**

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

**B Write Yes or No.**

- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### Choose and write the word(s).



for free    activities    June 1<sup>st</sup>    presents

- 1 Children's Day in China is on June 1<sup>st</sup>.
- 2 We do many fun activities.
- 3 We get presents from our parents.
- 4 We go to the movies and parks for free.



December 25<sup>th</sup>    exchange    write    put up

- 5 Christmas is on December 25<sup>th</sup>.
- 6 We put up a Christmas tree.
- 7 We write Christmas cards.
- 8 We exchange Christmas presents.



light    welcome    watch    August 13<sup>th</sup>

- 9 Obon in Japan starts on August 13<sup>th</sup> and ends on August 16<sup>th</sup>.
- 10 We light *mukaebi* fire outside our house.
- 11 We welcome our ancestors to our home.
- 12 We go and watch an Obon festival dance.

53

## Extension Activity

### Slam It

Materials: paper, pencils

1. Have students make one word card of each of the words introduced in Step 2 by writing the words on pieces of paper.
2. Spread the word cards out on a table.
3. Divide students into two teams.
4. Ask one student from each team to come up to the table.
5. Call out one of the words on the word cards. The first student to slam their hand down on the corresponding word card gets a point for their team.
6. Repeat steps 4-5 with other students. After each student has had a turn, the team with more points wins!

### Activity Adaptation

Have two students from each team come up and call out two words at once.

## STEP 2 Word Practice

### Choose and write the word(s).

- Have students turn to page 53.
- Ask students to read the words in the word banks.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

### Teaching Tip

- Before students look at the options in the word banks, have them try to answer as many questions as they can first.

### STEP 3 Grammar Practice

#### A Write in or on.

- Have students turn to page 54.
- Go over the prepositional phrases of *in* and *on* with students.
- Ask students to complete the sentences by filling in the blanks with *in* or *on*.
- If necessary, ask students questions to guide them along.

T: *In Mexico, is Children's Day in August?*

Ss: *No, it is in April.*

T: *Is April Fool's Day on January 1<sup>st</sup>?*

Ss: *No, it is on April 1<sup>st</sup>.*

- Go over the answers together after students have finished.

#### B Circle the correct word(s).

- Have students read the sentences with each answer option.
- Ask students to complete the sentences by circling the correct words.
- Go over the answers together after students have finished.

### STEP 3 Grammar Practice

#### A Write in or on.



- 1 They go to the zoo on Children's Day.
- 2 Children's Day is in April in Mexico.
- 3 People visit a temple on New Year's Day in Japan.
- 4 Children's Day started in 1949 in China.
- 5 April Fools' Day is on April 1<sup>st</sup>.
- 6 My favorite holiday is in the fall. It's Thanksgiving Day.

#### B Circle the correct word(s).

- 1 Some people wear traditional clothes on / in New Year's Day.
- 2 Halloween is a / an interesting holiday.
- 3 We get / got many presents last year.
- 4 Thanksgiving Day is on / in November.
- 5 They will go / went trick-or-treating again next year.
- 6 Christmas is in / on the summer in Australia.
- 7 We usually watch the sunset on / in December 31<sup>st</sup>.
- 8 Children's Day is my brothers / brother's favorite day.

54

### Extension Activity Tennis

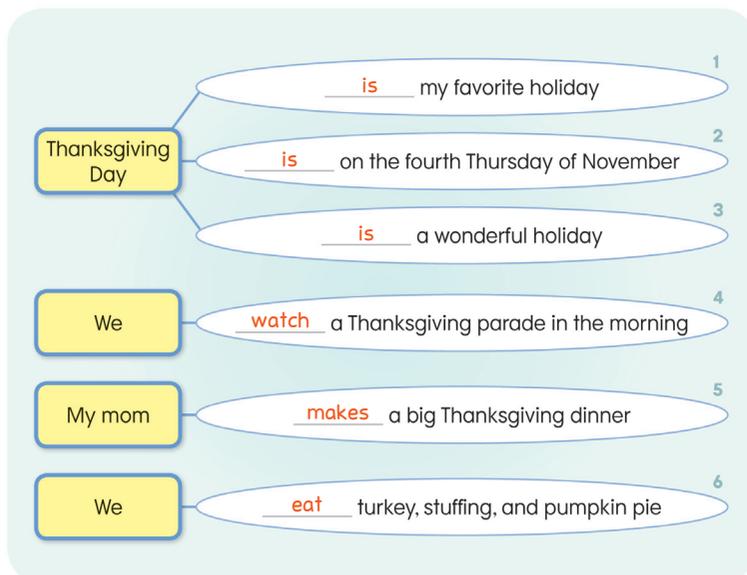
Materials: a ball

1. Divide students into two teams and have them line up in two rows facing each other, roughly one meter apart.
2. Give the ball to a student on one team and ask them to say a sentence that uses a grammar point covered in Step 3. For example, *Thanksgiving Day is in November.*
3. After saying a sentence, have the student pass the ball to a student on the other team, who then says another sentence.
4. Continue having students on each team pass the ball back and forth to each other after saying a sentence.
5. If a student says an incorrect sentence or cannot say a sentence within five seconds of receiving the ball, the other team gets a point. The first team to get six points wins!

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

eat      makes      watch      is (3x)



- 1 Thanksgiving Day is my favorite holiday.
- 2 It is on the fourth Thursday of November.
- 3 It is a wonderful holiday.
- 4 We watch a Thanksgiving parade in the morning.
- 5 My mom makes a big Thanksgiving dinner.
- 6 We eat turkey, stuffing, and pumpkin pie.

55

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 52.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

S1: *Halloween is my favorite holiday.*

S2: *It is on October 31<sup>st</sup>.*

S3: *We go around the neighborhood.*

S4: *We collect candy and chocolates.*

## Homework

>> **Workbook 3: pages 32-35**

Answer Key on page 119

>> **Grammar Worksheet 8**

Photocopiable from page 134

Answer Key on page 143

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 55.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

## Lesson 2

Student Book pp. 56-57

### Lesson Link

#### Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1.  
For example, *We get presents from our parents.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

### Lead-in

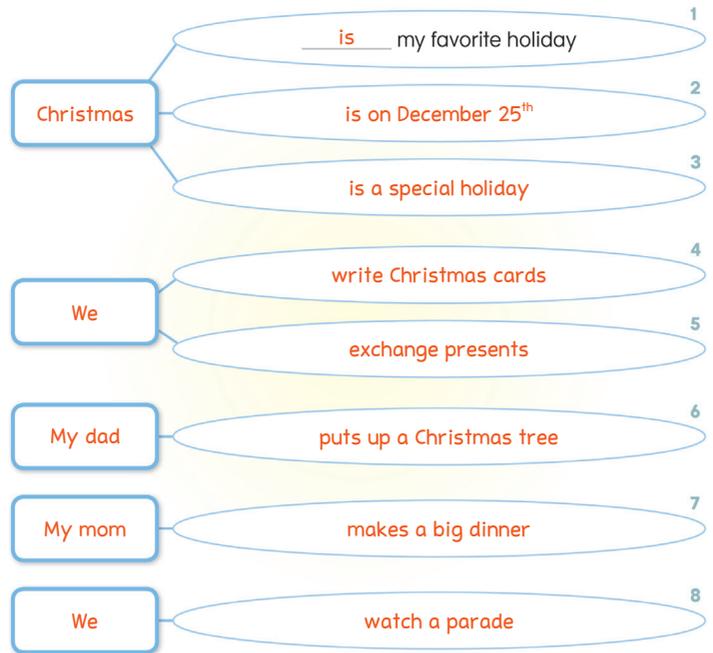
#### Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 56, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

### STEP 5 Your Idea Web

► Make your idea web about your favorite holiday.



\*Answers may vary.

#### Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

Obon	Children's Day	Christmas	Thanksgiving Day
<ul style="list-style-type: none"> <li>· August 13<sup>th</sup> - 16<sup>th</sup></li> <li>· light <i>mukaebi</i> fire</li> <li>· welcome ancestors</li> <li>· watch an Obon festival dance</li> </ul>	<ul style="list-style-type: none"> <li>· June 1<sup>st</sup> (China)</li> <li>· do fun activities</li> <li>· get presents</li> <li>· watch movies for free</li> <li>· go to parks for free</li> </ul>	<ul style="list-style-type: none"> <li>· December 25<sup>th</sup></li> <li>· put up a Christmas tree</li> <li>· write Christmas cards</li> <li>· exchange presents</li> </ul>	<ul style="list-style-type: none"> <li>· 4<sup>th</sup> Thursday of Nov.</li> <li>· watch a parade</li> <li>· make a big dinner</li> <li>· eat turkey and stuffing</li> <li>· eat pumpkin pie</li> </ul>

56

### STEP 5 Your Idea Web

► Make your idea web about your favorite holiday.

- Have students open their books to page 56.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: Which ideas did you write down?

Ss: We light *mukaebi* fire.

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### A Special Holiday

- 1 Christmas is my favorite holiday.
- 2 It is on December 25<sup>th</sup>.
- 3 It is a special holiday.
- 4 We write Christmas cards.
- 5 We exchange presents.
- 6 My dad puts up a Christmas tree.
- 7 My mom makes a big dinner.
- 8 We watch a parade.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My title describes my story.



57

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their favorite holiday by reading their story.

### Wrap-up

#### >> Unit 8 Test

Photocopiable from page 175  
Answer Key on page 189

### Homework

#### >> Writing Correction Worksheet 8

Photocopiable from page 153  
Answer Key on page 162

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 57.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

**Objectives**

- Students can describe activities related to cooking while applying proper writing conventions.
- Students can use quantifiers in their writing.
- Students can use sequence adverbs in their writing.

**Grammar**

- Quantifiers: *a slice of, a glass of, a scoop of, some*

**Materials**

- Grammar Worksheet 9
- Writing Correction Worksheet 9
- Unit 9 Test
- E-book, pages 58-63 (optional)

**Lesson 1**

Student Book pp. 58-61

**Lead-in**

**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 58.
2. Have students look at the picture and ask them questions about it.
  - T: *What is Cody making?*
  - Ss: *He is making sandwiches.*
  - T: *What is on the sandwich?*
  - Ss: *Meat, cheese, lettuce, and tomatoes.*
3. Encourage students to point at the picture when answering the questions.

**Cooking**

**STEP 1 Warm-up**

**A Write the words to complete the story.**

some slice to make on

**Making Sandwiches**

I want **to make** lunch for my family today.

I like making turkey sandwiches.

I need some bread.

I need **some** turkey slices and cheese.

I also need some lettuce and tomatoes.

First, I put lettuce **on** a slice of bread.

Next, I put turkey and cheese on the lettuce.

Then, I add a **slice** of tomato.

After that, I put another slice of bread on top.

**B Check True or False.**

- 1 Cody wants to make hamburgers. True  False
- 2 Cody's mom will make lunch today. True  False
- 3 Cody needs two slices of bread for each sandwich. True  False

**STEP 1 Warm-up**

**A Write the words to complete the story.**

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

**B Check True or False.**

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### Choose and write the word.



cut      spread      put      bread

- 1 I put/spread peanut butter on the bread.
- 2 I spread/put jam on another slice of bread.
- 3 I put the two slices of bread together.
- 4 I cut the sandwich in half.



top      put      peel      dish

- 5 I peel a banana and cut it in two.
- 6 I put the banana in a long dish.
- 7 I put 3 scoops of ice cream on the banana.
- 8 I add whipped cream on top.



bake      sprinkle      spread      cheese

- 9 I spread pizza sauce on pita bread.
- 10 I sprinkle cheese over the sauce.
- 11 I put pepperoni slices over the cheese.
- 12 I bake the pizza in the oven.

59

### Teaching Tip

- After completing the exercise, have students act out making the three foods step by step according to the four directions for each.

### Extension Activity

#### Write the Same Word

Materials: a board, a marker, paper, pencils

1. Write a word introduced in Step 2 on the board.
2. Ask each student to write one related word on a piece of paper. For example, if the word written on the board is *cheese*, students might want to write *pizza* on their piece of paper.
3. Have students hold up their pieces of paper and reveal the words that they wrote down to each other.
4. Students that wrote the same word as at least one other student stay in the game. Students that did not are out.
5. Repeat steps 1-4 until no two students are able to write the same word. The students that stayed in the game until the latest round are the winners.

## STEP 2 Word Practice

### Choose and write the word.

- Have students turn to page 59.
- Ask students to read the words in the word banks.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

#### Note:

The answers to questions 1 and 2 are interchangeable. Both peanut butter and jam can be either *put* or *spread* onto bread.

## STEP 3 Grammar Practice

### A Circle the number and say the sentences.

- Have students turn to page 60.
- Go over the words given under Subject, Verb, and Others with students.
- Ask students to circle the number of sentences that they can make with the first subject, *I*.
- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *We* and *My dad*.
- Here are the sentences that can be made with each subject:

① I – 4 sentences

*I want the sandwiches.*

*I want to make sandwiches.*

*I want tomatoes in the sandwich.*

*I will make the sandwiches.*

② We – 4 sentences

*We want the sandwiches.*

*We want to make sandwiches.*

*We want tomatoes in the sandwich.*

*We will make the sandwiches.*

③ My dad – 2 sentences

*My dad puts tomatoes in the sandwich.*

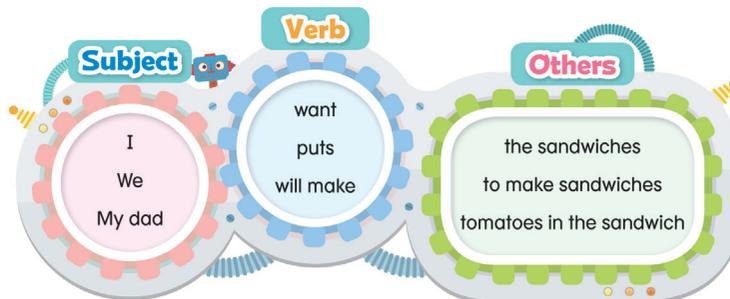
*My dad will make the sandwiches.*

### B Write a or some.

- Go over the phrases representing the quantifiers with students.
- Have students complete the sentences by filling in the blanks with *a* or *some*.
- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Circle the number and say the sentences.



- 1 I can make 1 2 3 4 sentence(s) with "I."
- 2 I can make 1 2 3 4 sentence(s) with "We."
- 3 I can make 1 2 3 4 sentence(s) with "My dad."

### B Write a or some.



- 1 My mom bought some apples yesterday.
- 2 I want to eat a slice of cheese and some crackers.
- 3 We need some chocolate ice cream for dessert.
- 4 I always drink a glass of milk in the morning.
- 5 I need some peanut butter and strawberry jam.
- 6 There is some lettuce in the refrigerator.

60

## Extension Activity Hot Potato

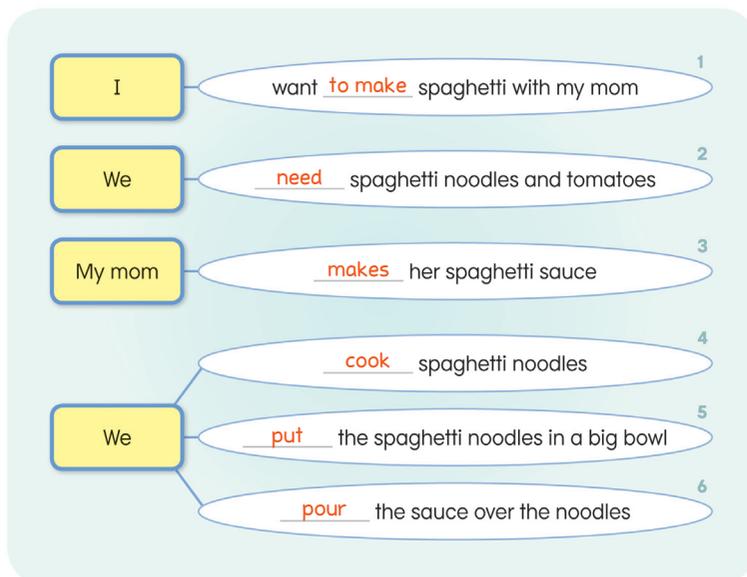
Materials: a ball

1. Ask students to stand in a circle and give one student the ball.
2. Have students pass the ball around and around to each other as fast as they can.
3. Before students can pass the ball, however, they must first say one sentence that uses *a* \_\_\_\_ *of* or *some*. For example, *My dad bought some ice cream yesterday*.
4. If students cannot say a sentence within five seconds or do not use the quantifier correctly, they are out. Play until there is one student left standing.

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

cook      makes      to make      need      pour      put



- 1 I want to make spaghetti with my mom.
- 2 We need spaghetti noodles and tomatoes.
- 3 First, my mom makes her spaghetti sauce.
- 4 Next, we cook spaghetti noodles.
- 5 Then, we put the spaghetti noodles in a big bowl.
- 6 After that, we pour the sauce over the noodles.

61

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 58.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.  
S1: *Cody likes making turkey sandwiches.*  
S2: *First, he needs some bread.*  
S3: *Next, he puts lettuce on a slice of bread.*  
S4: *Then, he adds a slice of tomato.*

## Homework

>> Workbook 3: pages 36-39

Answer Key on page 120

>> Grammar Worksheet 9

Photocopiable from page 135

Answer Key on page 144

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 61.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

Lesson Link

Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1. For example, *I cut the sandwich in half.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

Lead-in

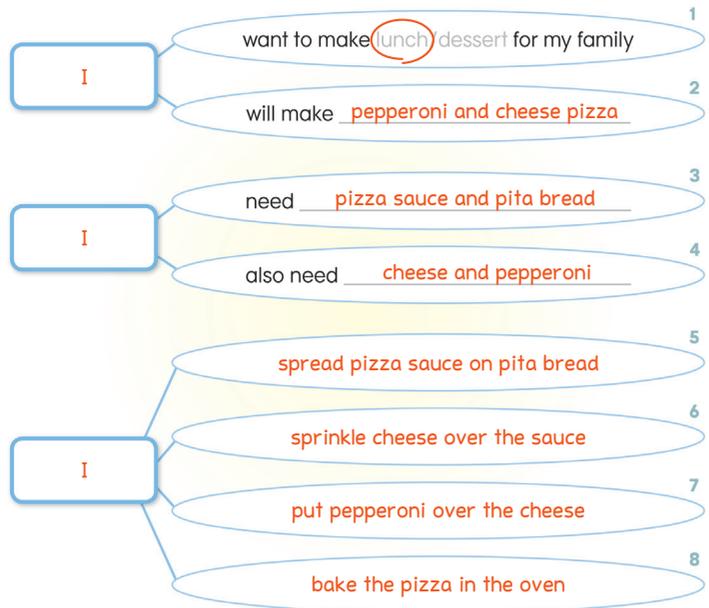
Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 62, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

STEP 5 Your Idea Web

► Make your idea web about making your favorite lunch or dessert.



\*Answers may vary.

Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

peanut butter and jelly sandwich	banana split	pepperoni and cheese pizza	spaghetti
<ul style="list-style-type: none"> <li>spread peanut butter on the bread</li> <li>spread jam on the bread</li> <li>put two slices of bread together</li> <li>cut the sandwich in half</li> </ul>	<ul style="list-style-type: none"> <li>peel and cut a banana</li> <li>put the banana in a dish</li> <li>put ice cream on the banana</li> <li>add whipped cream on top</li> </ul>	<ul style="list-style-type: none"> <li>spread pizza sauce on bread</li> <li>sprinkle cheese over the sauce</li> <li>put pepperoni over the cheese</li> <li>bake the pizza in the oven</li> </ul>	<ul style="list-style-type: none"> <li>make spaghetti sauce</li> <li>cook spaghetti noodles</li> <li>put the noodles in a bowl</li> <li>pour the sauce over the noodles</li> </ul>

STEP 5 Your Idea Web

► Make your idea web about making your favorite lunch or dessert.

- Have students open their books to page 62.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: Which ideas did you write down?

Ss: I put the ice cream on the banana.

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### Pizza Time

- 1 I want to make lunch for my family.
- 2 I will make pepperoni and cheese pizza.
- 3 I need pizza sauce and pita bread.
- 4 I also need cheese and pepperoni.
- 5 First, I spread pizza sauce on pita bread.
- 6 Next, I sprinkle cheese over the sauce.
- 7 Then, I put pepperoni over the cheese.
- 8 After that, I bake the pizza in the oven.  
*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are in the correct order.



63

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about making their favorite lunch or dessert by reading their story.

### Wrap-up

#### >> Unit 9 Test

Photocopiable from page 176  
Answer Key on page 189

### Homework

#### >> Writing Correction Worksheet 9

Photocopiable from page 154  
Answer Key on page 163

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 63.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

## Writing Project 3

### Style

- Sequence Writing

### Objective

- Students can write a recipe for a snack using descriptive words that they learned in Units 7-9.

### Materials

- Pencils
- Colored pencils

## Lesson 3

Student Book pp. 64-65

### Lead-in

#### Shopping List

Materials: paper, pencils

1. Divide students into groups of three.
2. Ask each group to choose a kind of party that they would like to shop for. For example, *a Halloween party*.
3. Have each group make a shopping list of 10 items for their chosen party, including such things as food and decorations.
4. Ask groups to use quantifiers when writing the items on their shopping lists. For example:
  - 1) *a box of apples*
  - 2) *some balloons*
5. Once finished, have groups share with the class the items on their lists.

## Writing Project 3

Sequence Writing

### My Snack Recipe

#### A Directions

- 1 Think about a simple snack that you can make.
- 2 Write the name of the snack and recipe step by step.
- 3 Add drawings or pictures.

Let's Do It

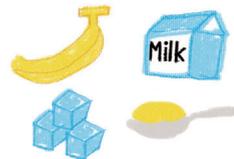


#### B Project Model

### Easy Banana Milkshake

By Carlos Lano

1



Put into the blender:  
1/2 cup of milk, 2 or 3 ice cubes,  
1 banana, 1 scoop of ice cream

2



Blend everything  
together.

3



Pour the milkshake  
into a glass.

4



Enjoy your milkshake.

64

### STEP 1 Preparation

#### B Project Model

- Have students open their books to page 64.
- Draw students' attention to the project model.
- Ask students questions about the sample recipe.

T: *How many bananas are put in the blender?*  
Ss: *One banana is put in the blender.*  
T: *What is the milkshake poured into?*  
Ss: *The milkshake is poured into a glass.*
- Read the sentences in the recipe together with students.

## Your Project

### Strawberry Kiwi Fruit Pops

By Aaron Little

1

Put into the blender:

1 cup of milk, 3 kiwis, 10 strawberries

Blend everything together.

2

Pour the mix into molds.

3

Put the molds into the freezer.

Wait 4 to 6 hours.

4

Enjoy your fruit pops.

*\*Answers may vary.*

65

## Extension Activity

### Show and Tell

Materials: N/A

1. Choose three students to present their projects to the class.
2. One at a time, ask each student to come to the front and show their snack recipe to the class.
3. After showing their recipe, have the students tell the class about their snack recipe by reading what they wrote.

## Wrap-up

### Make-your-own Dish

Materials: a board, a marker, paper, pencils

1. Write a list of 20 different foods on the board, five from each of the four major food groups: Grains, Dairy, Meat, and Fruits & Vegetables.
2. Ask students to use any number of the various foods written on the board to create their own dish.
3. Before creating their dish, have students first classify their dish according to the following categories:
  - Type: (e.g. *Dessert*)
  - Cuisine: (e.g. *Italian*)
  - Taste: (e.g. *Sweet*)
  - Serve: (e.g. *Cold*)
4. According to their chosen classification, ask students to create their own dish by listing the ingredients involved, describing how it is made, and by giving it a name.
5. Once finished, have students share their food creations with the class.

## Homework

- Ask students to go home and make their chosen snack.
- Have students report back next class describing the taste of the snack.

## STEP 2 Writing

### Your Project

- Have students turn to page 65.
- Ask students to think about a simple snack that they can make.
- Have students write the name of the snack and the directions to the recipe step by step.
- Ask students to add drawings or pictures to their recipe.

**Objectives**

- Students can describe parties and school events while applying proper writing conventions.
- Students can write in the past tense.
- Students can use the prepositions *with*, *against*, *to*, and *about* in their writing.

**Grammar**

- Common verbs (past tense)
- Prepositions: *with*, *against*, *to*, *about*

**Materials**

- Grammar Worksheet 10
- Writing Correction Worksheet 10
- Unit 10 Test
- E-book, pages 66-71 (optional)

**Lesson 1**

Student Book pp. 66-69

**Lead-in**

**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 66.
2. Have students look at the picture and ask them questions about it.
  - T: *Where did Cody's class go on a field trip?*
  - Ss: *His class went to the space science museum.*
  - T: *What did they try on?*
  - Ss: *They tried on spacesuits.*
3. Encourage students to point at the picture when answering the questions.

**My Best Day**

**STEP 1 Warm-up**

**A Circle the words to complete the story.**

**My Best Day**

Yesterday  is  was my best day.

My class went on a field trip.

We went  to  at the space science museum.

There  was  were interesting things at the museum.

We saw real space shuttles.

We tried on spacesuits.

We talked  to  at a real astronaut.

We learned many things about space travel.

The museum was a very exciting place.

**B Check True or False.**

- 1 Cody's class was at the museum yesterday.
- 2 Cody met an astronaut.
- 3 Cody didn't have fun at the museum.

True <input checked="" type="checkbox"/>	False <input type="checkbox"/>
True <input checked="" type="checkbox"/>	False <input type="checkbox"/>
True <input type="checkbox"/>	False <input checked="" type="checkbox"/>

**STEP 1 Warm-up**

**A Circle the words to complete the story.**

- Have students read and complete the story by circling the correct words.
- Read the completed story together after students have finished.

**B Check True or False.**

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### Choose and write the word(s).



against    scored    won    soccer game

- 1 There was a soccer game at school.
- 2 We played against another school.
- 3 I scored the winning goal.
- 4 We won the game.



watched    party    invited    presents

- 5 I invited my friends to my birthday party.
- 6 The party was at an indoor playground.
- 7 We watched a magic show.
- 8 I got many great presents.



class    spelled    spelling bee    prize

- 9 There was a spelling bee at school.
- 10 My class played against another class.
- 11 We spelled the words correctly.
- 12 My class won the first prize.

67

## Extension Activity

### High Noon

Materials: paper, pencils

1. Divide students into two teams.
2. Have each student write one word covered in Step 2 on a piece of paper.
3. Holding their piece of paper, ask one student from each team to come up to the front and stand back-to-back.
4. Have both students slowly take three steps forward, counting off each step aloud.
5. On three, have both students quickly turn around and show the word written on their paper to the opposing student.
6. The first student to say the opposing student's word gets a point for their team.
7. Repeat steps 3-6 with new students. The team with more points at the end wins!

## STEP 2 Word Practice

### Choose and write the word(s).

- Have students turn to page 67.
- Ask students to read the words in the word banks.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

#### Teaching Tip

- Before students look at the word banks, have them try to create their own based on the pictures.

## STEP 3 Grammar Practice

### A Circle the number and say the sentences.

- Have students turn to page 68.
- Go over the words given under Subject, Verb, and Others with students.
- Ask students to circle the number of sentences that they can make with the first subject, *We*.
- If necessary, ask students questions to guide them along.

T: *Which verbs can go with We?*

Ss: *Won and went can go with We.*

- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *My friends* and *The magic show*.
- Here are the sentences that can be made with each subject:

① We – 2 sentences

*We won the first prize.*

*We went to the museum.*

② My friends – 2 sentences

*My friends won the first prize.*

*My friends went to the museum.*

③ The magic show – 1 sentence

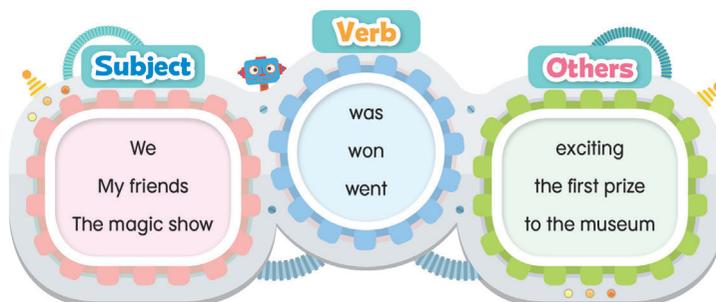
*The magic show was exciting.*

### B Circle the correct word.

- Go over the sentences containing prepositions with students.
- Have students read the sentences with each answer option and circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Circle the number and say the sentences.



- 1 I can make 1 **2** 3 sentence(s) with "We."
- 2 I can make 1 **2** 3 sentence(s) with "My friends."
- 3 I can make 1 **2** 3 sentence(s) with "The magic show."

### B Circle the correct word.

I played **with** my friends.

We played **against** another team.

I talked **to** Mary.

We talked **about** the party.

- 1 We talked **about** / to the soccer game at dinner.
- 2 We learned **with** / **about** stars in science class.
- 3 I raced **against** / with John, and I won.
- 4 I did my art project **with** / against Amy. We did a good job.
- 5 I wanted to talk **to** / against the astronaut at the museum.
- 6 My brother and I played basketball **against** / to Mom and Dad.

68

## Extension Activity Grammar Roll

Materials: two dice

1. Divide the board into two halves and divide the class into two teams.
2. Ask each team to line up in front of one half of the board and give each team one die.
3. On the board, assign the following tense-preposition combinations to the numbers on the dice:
  - 1-2 = Past + *with*
  - 3-4 = Past + *to*
  - 5 = Past + *against*
  - 6 = Past + *about*
4. Have teams repeatedly roll their die and write sentences with the corresponding tense-preposition combinations.
5. The first team to write at least one sentence according to each tense-preposition combination wins!

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

bought   got   had   was   went   won

1 Last Sunday was my best day

2 I went to my school fair with my family

3 We bought some raffle tickets at the fair

4 I had the lucky number seven on my ticket

5 I won the first prize in the raffle

6 I got a video game player

- 1 Last Sunday was my best day.
- 2 I went to my school fair with my family.
- 3 We bought some raffle tickets at the fair.
- 4 I had the lucky number seven on my ticket.
- 5 I won the first prize in the raffle.
- 6 I got a video game player.

69

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 66.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.  
S1: *Yesterday was Cody's best day.*  
S2: *His class went on a field trip.*  
S3: *They saw real space shuttles.*  
S4: *They talked to a real astronaut.*

## Homework

>> **Workbook 3: pages 40-43**

Answer Key on page 121

>> **Grammar Worksheet 10**

Photocopiable from page 136

Answer Key on page 144

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 69.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

Lesson Link

Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1. For example, *I scored the winning goal.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

Lead-in

Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 70, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

STEP 5 Your Idea Web

► Make your idea web about your best day in the past.



\*Answers may vary.

Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

soccer game	birthday party	spelling bee	school fair
<ul style="list-style-type: none"> <li>· soccer game at school</li> <li>· played against (another school)</li> <li>· scored (the winning goal)</li> <li>· won the game</li> </ul>	<ul style="list-style-type: none"> <li>· invited friends to the party</li> <li>· at the (indoor playground)</li> <li>· watched a magic show</li> <li>· got many presents</li> </ul>	<ul style="list-style-type: none"> <li>· a spelling bee at school</li> <li>· played against (another class)</li> <li>· spelled the words (correctly)</li> <li>· won the (first) prize</li> </ul>	<ul style="list-style-type: none"> <li>· went to the school fair</li> <li>· bought some raffle tickets</li> <li>· won the (first) prize</li> <li>· got a (video game player)</li> </ul>

STEP 5 Your Idea Web

► Make your idea web about your best day in the past.

- Have students open their books to page 70.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: Which ideas did you write down?

Ss: We bought some raffle tickets.

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### The Soccer Game

- 1 Last Friday was my best day.
  - 2 I played a soccer game at school.
  - 3 I was very excited.
  - 4 We played against another school.
  - 5 We won the game.
  - 6 I scored the winning goal.
  - 7 I was so happy.
  - 8 I really like soccer!
- \*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My verbs are in the correct form.



71

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their best day in the past by reading their story.

### Wrap-up

#### >> Unit 10 Test

Photocopiable from page 179  
Answer Key on page 190

### Homework

#### >> Writing Correction Worksheet 10

Photocopiable from page 155  
Answer Key on page 163

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 71.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

## Objectives

- Students can describe unhappy events or moments while applying proper writing conventions.
- Students can write in the past tense.
- Students can use the helping verbs *couldn't* and *had to* in their writing.

## Grammar

- Common verbs (past tense)
- Helping verbs: *couldn't*, *had to*

## Materials

- Grammar Worksheet 11
- Writing Correction Worksheet 11
- Unit 11 Test
- E-book, pages 72-77 (optional)

## Lesson 1

Student Book pp. 72-75

### Lead-in

#### Picture Talk

Materials: N/A

1. Ask students to open their books to page 72.
2. Have students look at the picture and ask them questions about it.

T: *Did Cody catch his school bus?*

Ss: *No, he missed his school bus.*

T: *What kind of test was at school?*

Ss: *There was a math test at school.*

3. Encourage students to point at the picture when answering the questions.

# My Worst Day

## STEP 1 Warm-up

### A Write **couldn't** or **had to** to complete the story.

#### My Worst Day

Today was my worst day.

I woke up late this morning.

I missed my school bus.

I **had to** walk to school.

There was a math test at school.

I didn't do well on the test.

Then I lost my favorite pen.

I **couldn't** find it anywhere.

I was unhappy all day.

### B Write **Yes** or **No**.

1 Did Cody get up late today?

2 Did Cody take the school bus to school?

3 Did Cody find his favorite pen?

72

## STEP 1 Warm-up

### A Write **couldn't** or **had to** to complete the story.

- Have students read and complete the story by writing *couldn't* or *had to*.
- Read the completed story together after students have finished.

### B Write **Yes** or **No**.

- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### Choose and write the word(s).



gave had had to stay took

- 1 I had a terrible stomachache.
- 2 My mom took me to a doctor.
- 3 The doctor gave me a shot.
- 4 I had to stay in bed all afternoon.



couldn't find got out looked lost

- 5 My dog got out of the house.
- 6 I looked everywhere for him.
- 7 I couldn't find him anywhere.
- 8 My dog was lost for three days.



fell off embarrassing rode were

- 9 I rode my bike to the park.
- 10 There were many people.
- 11 I fell off my bike.
- 12 It was so embarrassing.

73

## Extension Activity

### Slam It

Materials: paper, pencils

1. Have students make one word card of each of the words introduced in Step 2 by writing the words on pieces of paper.
2. Spread the word cards out on a table.
3. Divide students into two teams.
4. Ask one student from each team to come up to the table.
5. Call out one of the words on the word cards. The first student to slam their hand down on the corresponding word card gets a point for their team.
6. Repeat steps 4-5 with other students. After each student has had a turn, the team with more points wins!

### Activity Adaptation

Have two students from each team come up and call out two words at once.

## STEP 2 Word Practice

### Choose and write the word(s).

- Have students turn to page 73.
- Ask students to read the words in the word banks.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

### Teaching Tip

- Before students look at the options in the word banks, have them try to answer as many questions as they can first.

## STEP 3 Grammar Practice

### A Read and match. Discuss your choices.

- Have students turn to page 74.
- Go over the sentences that use *couldn't* and *had to* with students.
- Ask students to read and correctly match the parts of each sentence.
- Once students have finished, discuss their answer choices with them.

T: *Why did you match I had a stomachache with I had to miss my baseball game?*

Ss: *It is hard to play baseball with a stomachache.*

### B Circle the correct word(s).

- Ask students to read the sentences with each answer option.
- Have students circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Read and match. Discuss your choices.

I lost my pen. I <b>couldn't</b> find it anywhere.	I was very sick. I <b>had to</b> see a doctor.
---	---

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1 I had a bad toothache.   | a I couldn't find it anywhere.    |
| 2 I lost my new bike.      | b I couldn't do my homework.      |
| 3 I was very tired.        | c I couldn't eat anything.        |
| 4 I had a stomachache.     | d I had to study for the test.    |
| 5 I didn't watch cartoons. | e I had to miss my baseball game. |
| 6 My room was very messy.  | f I had to clean it.              |

### B Circle the correct word(s).

- I woke up late / lately this morning.
- I didn't do very good / very well on the test.
- I couldn't find my cat anywhere / everywhere.
- The doctor gave I / me a shot.
- There / They was a math test at school.
- I had / had to finish my homework before dinner.
- I was tired / tiring and hungry.

74

## Extension Activity Tennis

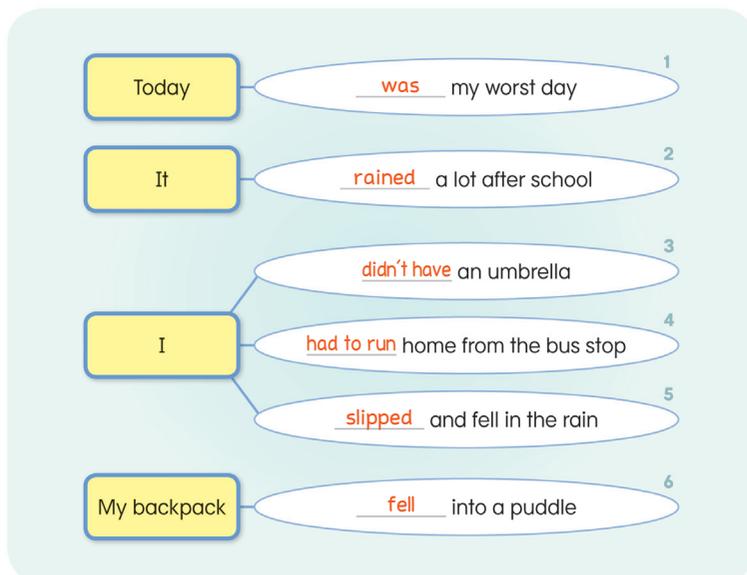
Materials: a ball

1. Divide students into two teams and have them line up in two rows facing each other, roughly one meter apart.
2. Give the ball to a student on one team and ask them to say a sentence that uses a grammar point covered in Step 3. For example, *I couldn't eat anything.*
3. After saying a sentence, have the student pass the ball to a student on the other team, who then says another sentence.
4. Continue having students on each team pass the ball back and forth to each other after saying a sentence.
5. If a student says an incorrect sentence or cannot say a sentence within five seconds of receiving the ball, the other team gets a point. The first team to get six points wins!

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

didn't have    fell    had to run    rained    slipped    was



- 1 Today was my worst day.
- 2 It rained a lot after school.
- 3 I didn't have an umbrella.
- 4 I had to run home from the bus stop.
- 5 I slipped and fell in the rain.
- 6 My backpack fell into a puddle.

75

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 72.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.  
S1: *Cody woke up late this morning.*  
S2: *He had to walk to school.*  
S3: *He lost his favorite pen.*  
S4: *He couldn't find it anywhere.*

## Homework

>> **Workbook 3: pages 44-47**

Answer Key on page 122

>> **Grammar Worksheet 11**

Photocopiable from page 137

Answer Key on page 144

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 75.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

## Lesson 2

Student Book pp. 76-77

### Lesson Link

#### Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1.  
For example, *The doctor gave me a shot.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

### Lead-in

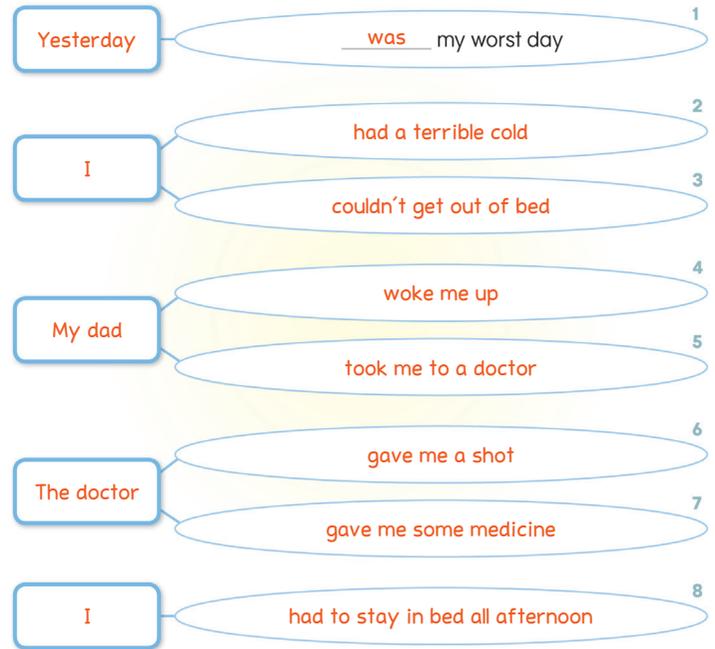
#### Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 76, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

### STEP 5 Your Idea Web

► Make your idea web about your worst day in the past.



\*Answers may vary.

#### Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

being sick	lost dog	being embarrassed	falling down
<ul style="list-style-type: none"> <li>• had a terrible (stomachache)</li> <li>• took me to (a doctor)</li> <li>• gave me (a shot)</li> <li>• had to stay in bed</li> </ul>	<ul style="list-style-type: none"> <li>• got out of (the house)</li> <li>• looked everywhere</li> <li>• couldn't find (him) anywhere</li> <li>• was lost</li> </ul>	<ul style="list-style-type: none"> <li>• rode (my bike) to the (park)</li> <li>• many people</li> <li>• fell off (my bike)</li> <li>• was embarrassing</li> </ul>	<ul style="list-style-type: none"> <li>• rained a lot</li> <li>• didn't have an umbrella</li> <li>• had to run home</li> <li>• slipped and fell</li> <li>• fell into a puddle</li> </ul>

76

### STEP 5 Your Idea Web

► Make your idea web about your worst day in the past.

- Have students open their books to page 76.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: Which ideas did you write down?

Ss: It rained a lot.

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### A Terrible Cold

- 1 Yesterday was my worst day.
- 2 I had a terrible cold.
- 3 I couldn't get out of bed.
- 4 My dad woke me up.
- 5 He took me to a doctor.
- 6 The doctor gave me a shot.
- 7 She gave me some medicine.
- 8 I had to stay in bed all afternoon.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My title describes my story.



77

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their worst day in the past by reading their story.

### Wrap-up

#### >> Unit 11 Test

Photocopiable from page 180  
Answer Key on page 190

### Homework

#### >> Writing Correction Worksheet 11

Photocopiable from page 156  
Answer Key on page 163

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 77.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

**Objectives**

- Students can describe vacation destinations while applying proper writing conventions.
- Students can write the prepositions *by* and *on* in combination with various forms of transportation.

**Grammar**

- by (transportation)
- on foot

**Materials**

- Grammar Worksheet 12
- Writing Correction Worksheet 12
- Unit 12 Test
- E-book, pages 78-83 (optional)

**Lesson 1**

Student Book pp. 78-81

**Lead-in**

**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 78.
2. Have students look at the picture and ask them questions about it.
  - T: *Which country are they in?*
  - Ss: *They are in Egypt.*
  - T: *What did they see in Egypt?*
  - Ss: *They saw the pyramids.*
3. Encourage students to point at the picture when answering the questions.

**The Best Vacation**

**STEP 1 Warm-up**

**A Write the sentences to complete the story.**

We went there by plane. It was half-human and half-lion.

**Vacation in Egypt**

My family had a vacation in Egypt last summer.

We went there by plane.

We saw many things in Egypt.

We saw the amazing pyramids.

They were really huge.

We also saw the Great Sphinx of Giza.

It was half-human and half-lion.

We had a lot of fun in Egypt.

It was the best vacation ever.

**B Read and match.**

- |                          |                             |
|--------------------------|-----------------------------|
| 1 Cody's family was ...  | a ... a plane to Egypt.     |
| 2 Cody's family took ... | b ... in Egypt last summer. |
| 3 The pyramids were ...  | c ... very big.             |

78

**STEP 1 Warm-up**

**A Write the sentences to complete the story.**

- Have students read and complete the story by writing the correct sentences in the blanks.
- Read the completed story together after students have finished.

**B Read and match.**

- Ask students to read and correctly match the parts of each sentence.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### Choose and write the word(s).



visited vacation spent by

- 1 My family had a vacation in Peru.
- 2 We went there by plane.
- 3 We visited Machu Picchu.
- 4 We spent two days at Machu Picchu.



tour dry Arizona cacti

- 5 My family had a vacation in Arizona.
- 6 The weather was very hot and dry.
- 7 We saw many huge cacti there.
- 8 We did the Grand Canyon tour.



picnic movies board games at

- 9 We had a vacation at home.
- 10 We played board games.
- 11 We watched movies.
- 12 We had a picnic in the backyard.

79

## Extension Activity

### Write the Same Word

Materials: a board, a marker, paper, pencils

1. Write a word introduced in Step 2 on the board.
2. Ask each student to write one related word on a piece of paper. For example, if the word written on the board is *picnic*, students might want to write *food* on their piece of paper.
3. Have students hold up their pieces of paper and reveal the words that they wrote down to each other.
4. Students that wrote the same word as at least one other student stay in the game. Students that did not are out.
5. Repeat steps 1-4 until no two students are able to write the same word. The students that stayed in the game until the latest round are the winners.

## STEP 2 Word Practice

### Choose and write the word(s).

- Have students turn to page 79.
- Ask students to read the words in the word banks.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

#### Teaching Tip

- Before students look at the options in the word banks, have them try to answer as many questions as they can first.

### STEP 3 Grammar Practice

#### A Choose and complete the sentences about yourself and your family.

- Have students turn to page 80.
- Go over the prepositional phrases in the word bank with students.
- Ask students to complete the sentences by writing the appropriate prepositional phrases chosen from the word bank according to the situation of themselves and their family.
- If necessary, ask students questions to guide them along.

T: *Do you usually go to school by car?*

Ss: *No, I usually go to school on foot.*

T: *Does your mom usually go to the store by car?*

Ss: *Yes, she usually goes to the store by car.*

#### B Circle the correct word.

- Ask students to read the sentences with each answer option.
- Have students circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

### STEP 3 Grammar Practice

#### A Choose and complete the sentences about yourself and your family.

by plane      by car      by subway  
by boat      by train      on foot

- 1 I usually go to school on foot.
- 2 My dad goes to work by train.
- 3 My mom goes to the store by car.
- 4 I go to my English school by subway.
- 5 We go to our grandma's house by plane.
- 6 We go to the library on foot.

*\*Answers may vary.*

#### B Circle the correct word.

- 1 Our last vacation was a / the best vacation ever.
- 2 We went camp / camping by the lake.
- 3 We did many fun things at / in home.
- 4 We went to Egypt by / in plane.
- 5 Our trip was exciting / excited.
- 6 We had a lot of fun in / on the city.
- 7 We did / had a picnic at the park.
- 8 We went swim / swimming at the beach.

80

### Extension Activity Hot Potato

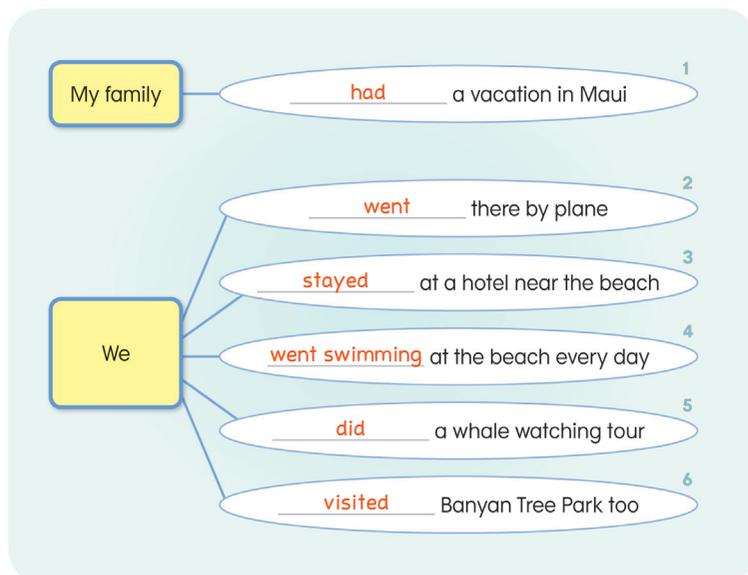
Materials: a ball

1. Ask students to stand in a circle and give one student the ball.
2. Have students pass the ball around and around to each other as fast as they can.
3. Before students can pass the ball, however, they must first say one sentence that uses the preposition *by* or *on*. For example, *My mom goes to work by bus.*
4. If students cannot say a sentence within five seconds or do not use the preposition correctly, they are out. Play until there is one student left standing.

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

did had stayed visited went went swimming



- 1 My family had a vacation in Maui.
- 2 We went there by plane.
- 3 We stayed at a hotel near the beach.
- 4 We went swimming at the beach every day.
- 5 We did a whale watching tour.
- 6 We visited Banyan Tree Park too.

81

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 78.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.  
S1: *Cody's family had a vacation in Egypt last summer.*  
S2: *They went there by plane.*  
S3: *They had a lot of fun in Egypt.*  
S4: *It was the best vacation ever.*

## Homework

>> **Workbook 3: pages 48-51**

Answer Key on page 123

>> **Grammar Worksheet 12**

Photocopiable from page 138

Answer Key on page 144

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 81.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

## Lesson 2

Student Book pp. 82-83

### Lesson Link

#### Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1. For example, *We went there by plane.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

### Lead-in

#### Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 82, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

### STEP 5 Your Idea Web

► Make your idea web about your best vacation.



*\*Answers may vary.*

#### Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

vacation in Peru	vacation in Arizona	vacation at home	vacation in Maui
<ul style="list-style-type: none"> <li>went there by plane</li> <li>visited (Machu Picchu)</li> <li>spent (two days) there</li> </ul>	<ul style="list-style-type: none"> <li>weather - very hot and dry</li> <li>saw (huge cacti)</li> <li>did the (Grand Canyon) tour</li> </ul>	<ul style="list-style-type: none"> <li>played board games</li> <li>watched movies</li> <li>had a picnic in the backyard</li> </ul>	<ul style="list-style-type: none"> <li>went there by plane</li> <li>stayed at a hotel near the beach</li> <li>went swimming every day</li> </ul>

82

### STEP 5 Your Idea Web

► Make your idea web about your best vacation.

- Have students open their books to page 82.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *We spent a week there.*

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### Vacation in Peru

- 1 My family had a vacation in Peru.
- 2 We went there by plane.
- 3 We visited Machu Picchu.
- 4 We spent two days there.
- 5 We went hiking.
- 6 We did a tour of Machu Picchu.
- 7 We saw many things there.
- 8 We had a lot of fun.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are in the correct order.



83

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about their best vacation by reading their story.

### Wrap-up

#### >> Unit 12 Test

Photocopiable from page 181  
Answer Key on page 190

### Homework

#### >> Writing Correction Worksheet 12

Photocopiable from page 157  
Answer Key on page 163

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 83.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

## Writing Project 4

### Style

- Note Writing

### Objective

- Students can write thank you notes to special people in their lives using descriptive words that they learned in Units 10-12.

### Materials

- Pencils

## Lesson 3

Student Book pp. 84-85

### Lead-in

#### Post-it Everywhere

Materials: 2 sets of post-it notes (different colors)

1. Before students come to class, write each word of five sentences from Units 10-12 on separate post-it notes. Then do the same on another set of post-it notes of a different color.
2. Hide the post-it notes all over the classroom.
3. Once students come to class, divide them into two teams and assign each team a color according to the two colors of post-it notes used.
4. Ask teams to find their own team's post-it notes around the classroom and put them in order to make the five chosen sentences from Units 10-12.
5. The first team to put their post-it notes in the correct order and read aloud the five sentences wins!

## Writing Project 4

Note Writing

### Thank You Notes

#### A Directions

- 1 Think about the people you want to thank.
- 2 Think about why you want to thank them.
- 3 Write thank you notes.

Let's Do It



#### B Project Model

### Thank You Notes

By Amy Kim

To: Mom

Thank you for making dinner every day.

To: Dad

Thank you for driving me to the library.

To: Grandma

Thank you for baking my favorite cookies.

To: Jenny

Thank you for coming to my birthday party.

To: My Teacher

Thank you for teaching me English.

84

### STEP 1 Preparation

#### B Project Model

- Have students open their books to page 84.
- Draw students' attention to the project model.
- Ask students questions about the sample thank you notes.
  - T: *What is Amy thanking her mom for?*
  - Ss: *For making dinner every day.*
  - T: *What is she thanking her teacher for?*
  - Ss: *For teaching her English.*
- Read the sentences in the thank you notes together with students.

## 🕒 Your Project

# Thank You Notes

By Annie Chen

To: Mom

Thank you for making ham sandwiches.

To: Dad

Thank you for baking cookies every Sunday.

To: My teacher

Thank you for teaching me French.

To: Mike

Thank you for inviting me to your party.

To: Jenny

Thank you for giving me birthday presents.

*\*Answers may vary.*

85

## Extension Activity

### Show and Tell

Materials: N/A

1. Choose three students to present their projects to the class.
2. One at a time, ask each student to come to the front and show their thank you notes to the class.
3. After showing their thank you notes, have the students tell the class about their thank you notes by reading what they wrote.

## Wrap-up

### Post-it Forward

Materials: post-it notes, pencils

1. Give each student a post-it note and have them write the name of a country on it.
2. Ask students to stand in a circle. Without letting the student see the name of the country, have students stick the post-it note onto the forehead of the student to their left.
3. Going around the circle, have students take turns asking yes-no questions about the country written on the post-it note on their forehead. For example, *Is it in Europe? Do people speak Spanish? Is it Spain?*
4. Play until all students have correctly guessed the name of their country.

## Homework

- Ask students to read out their thank you notes to the people whom they wrote them for.

## STEP 2 Writing

### 🕒 Your Project

- Have students turn to page 85.
- Ask students to think about the people in their life who they want to thank.
- Have students think about the reasons why they want to thank the people whom they thought of.
- Have students write thank you notes to their mom, dad, and three other people of their choice by filling in the blanks with the appropriate details.

## Objectives

- Students can describe cities in the world while applying proper writing conventions.
- Students can use comparatives in their writing.
- Students can use superlatives in their writing.

## Grammar

- Link and review
- Comparatives
- Superlatives

## Materials

- Grammar Worksheet 13
- Writing Correction Worksheet 13
- Unit 13 Test
- E-book, pages 86-91 (optional)

## Lesson 1

Student Book pp. 86-89

### Lead-in

#### Picture Talk

Materials: N/A

1. Ask students to open their books to page 86.
2. Have students look at the picture and ask them questions about it.
  - T: *Which city is it?*
  - Ss: *It is New York.*
  - T: *What is New York famous for?*
  - Ss: *It is famous for tall skyscrapers.*
3. Encourage students to point at the picture when answering the questions.

## STEP 1 Warm-up

### A Write the words to complete the story.

theaters coast languages visiting

### Lively New York

New York is the largest city in the US.

It is on the east **coast** of the country.

About 8.6 million people live in the city.

People in New York are from all over the world.

They speak many different **languages**.

New York is famous for tall skyscrapers.

There are many **theaters** and museums too.

People like **visiting** New York City.

There are a lot of fun things to do.

### B Check True or False.

- 1 New York is the largest city in the world. True  False
- 2 People only speak English in New York. True  False
- 3 There are many tall buildings in New York. True  False

86

## STEP 1 Warm-up

### A Write the words to complete the story.

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

### B Check True or False.

- Ask students to read the sentences and check *True* or *False*.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

### Choose and write the word(s).



Auckland

yachts    Island    million    harbors

- 1 Auckland is on New Zealand's North Island.
- 2 About 1.5 million people live in Auckland.
- 3 Auckland has two harbors around it.
- 4 Auckland's harbors are filled with yachts.



Amsterdam

canals    capital    bikes    750,000

- 5 Amsterdam is the capital of the Netherlands.
- 6 About 750,000 people live in the city.
- 7 Amsterdam is famous for its canals.
- 8 Many people ride their bikes around the city.



Barcelona

church    second largest    hosted    popular

- 9 Barcelona is the second largest city in Spain.
- 10 The Sagrada Familia is a very famous church.
- 11 Soccer is the most popular sport in Barcelona.
- 12 Barcelona hosted the 1992 Summer Olympics.

87

## Extension Activity

### High Noon

Materials: paper, pencils

1. Divide students into two teams.
2. Have each student write one word covered in Step 2 on a piece of paper.
3. Holding their piece of paper, ask one student from each team to come up to the front and stand back-to-back.
4. Have both students slowly take three steps forward, counting off each step aloud.
5. On three, have both students quickly turn around and show the word written on their paper to the opposing student.
6. The first student to say the opposing student's word gets a point for their team.
7. Repeat steps 3-6 with new students. The team with more points at the end wins!

## STEP 2 Word Practice

### Choose and write the word(s).

- Have students turn to page 87.
- Ask students to read the words in the word banks.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

#### Teaching Tip

- Before students look at the options in the word banks, have them try to create their own based on the pictures.

## STEP 3 Grammar Practice

### A Circle the number and say the sentences.

- Have students turn to page 88.
- Go over the words given under Subject, Verb, and Others with students.
- Ask students to circle the number of sentences that they can make with the first subject, *It*.
- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *Many people* and *There*.
- Here are the sentences that can be made with each subject:

① It – 2 sentences

*It is in the city.*

*It is on the coast.*

② Many people – 4 sentences

*Many people are in the city.*

*Many people are on the coast.*

*Many people live in the city.*

*Many people live on the coast.*

③ There – 1 sentence

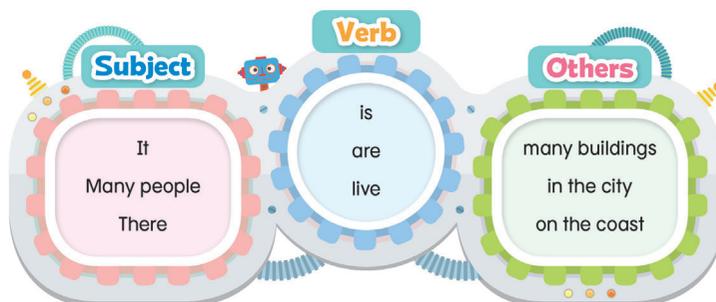
*There are many buildings.*

### B Circle the correct word.

- Have students read the sentences with each answer option.
- Ask students to circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Circle the number and say the sentences.



- 1 I can make 1 **2** 3 4 sentence(s) with "It."
- 2 I can make 1 2 3 **4** sentence(s) with "Many people."
- 3 I can make **1** 2 3 4 sentence(s) with "There."

### B Circle the correct word.

- 1 Venice is built **in / on** water.
- 2 There are many tall **building / buildings** in the city.
- 3 New York is **larger / largest** than Chicago.
- 4 Tokyo is **a / the** biggest city in Japan.
- 5 About six **million / millions** people live in the city.
- 6 Soccer is the **more / most** popular sport in the city.
- 7 The city is famous **for / by** its subway system.
- 8 Many people live **in / on** cities and towns.

88

## Extension Activity Grammar Roll

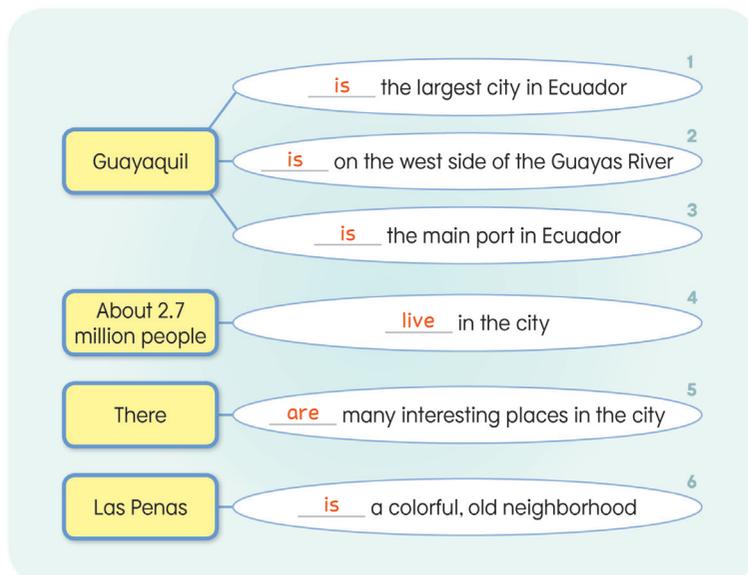
Materials: two dice

1. Divide the board into two halves and divide the class into two teams.
2. Ask each team to line up in front of one half of the board and give each team one die.
3. On the board, assign the following words to the numbers on the dice:
  - 1-2 = *in*
  - 3-4 = *on*
  - 5-6 = *is*
4. Have teams repeatedly roll their die and write sentences with the corresponding words. For example, if a team rolls a 3, they could write *People live on the coast.*
5. The first team to write at least two sentences with each word wins!

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

are                      is (4x)                      live



- 1 Guayaquil is the largest city in Ecuador.
- 2 It is on the west side of the Guayas River.
- 3 It is the main port in Ecuador.
- 4 About 2.7 million people live in the city.
- 5 There are many interesting places in the city.
- 6 Las Penas is a colorful, old neighborhood.

89

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 86.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

S1: *New York is the largest city in the US.*

S2: *The city is famous for tall skyscrapers.*

S3: *People like visiting New York.*

S4: *There are a lot of fun things to do.*

## Homework

>> **Workbook 3: pages 52-55**

Answer Key on page 124

>> **Grammar Worksheet 13**

Photocopiable from page 139

Answer Key on page 145

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 89.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

Lesson Link

Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1. For example, *Amsterdam is the capital of the Netherlands.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

Lead-in

Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 90, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

STEP 5 Your Idea Web

► Make your idea web about a city in the world.



*\*Answers may vary.*

Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

Auckland	Amsterdam	Barcelona	Guayaquil
<ul style="list-style-type: none"> <li>on New Zealand's North Island</li> <li>1.5 million people</li> <li>two harbors around it</li> <li>harbors are filled with yachts</li> </ul>	<ul style="list-style-type: none"> <li>the capital of the Netherlands</li> <li>750,000 people</li> <li>many canals</li> <li>many people - ride bikes</li> </ul>	<ul style="list-style-type: none"> <li>the 2<sup>nd</sup> largest city in Spain</li> <li>The Sagrada Familia - church</li> <li>soccer - the most popular sport</li> <li>1992 Summer Olympics</li> </ul>	<ul style="list-style-type: none"> <li>the largest city in Ecuador</li> <li>2.7 million people</li> <li>the main port</li> <li>Las Penas - colorful, old neighborhood</li> </ul>

STEP 5 Your Idea Web

► Make your idea web about a city in the world.

- Have students open their books to page 90.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: Which ideas did you write down?

Ss: It is the largest city in Ecuador.

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### Barcelona, Spain

- 1 Barcelona is the second largest city in Spain.
- 2 It is on Spain's east coast.
- 3 It is one of the main ports in Spain.
- 4 It hosted the 1992 Summer Olympics.
- 5 It is famous for its soccer team.
- 6 Soccer is the most popular sport.
- 7 The Sagrada Familia is a famous church.
- 8 About 1.6 million people live in the city.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My verbs are in the correct form.



91

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about a city in the world by reading their story.

### Wrap-up

#### >> Unit 13 Test

Photocopiable from page 182  
Answer Key on page 191

### Homework

#### >> Writing Correction Worksheet 13

Photocopiable from page 158  
Answer Key on page 164

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 91.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

**Objectives**

- Students can describe countries in the world while applying proper writing conventions.
- Students can use superlatives in their writing.
- Students can write big numbers.

**Grammar**

- Superlatives

**Materials**

- Grammar Worksheet 14
- Writing Correction Worksheet 14
- Unit 14 Test
- E-book, pages 92-97 (optional)

**Lesson 1**

Student Book pp. 92-95

**Lead-in**

**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 92.
2. Have students look at the picture and ask them questions about it.
  - T: *What country is it?*
  - Ss: *It is China.*
  - T: *What is the capital city of China?*
  - Ss: *Beijing is the capital city of China.*
3. Encourage students to point at the picture when answering the questions.

Unit 14 A Country

STEP 1 Warm-up

A Write the words to complete the story.

capital inventions history countries

**Big China**

China is one of the biggest **countries** in the world.

China is located in East Asia.

About 1.4 billion people live in China.

Beijing is the **capital** city of China.

It is the second largest city.

The largest city in China is Shanghai.

China has a long **history**.

Four great **inventions** are from China.

They are paper, the compass, gunpowder, and printing.

B Write Yes or No.

- 1 Is China the largest country?
- 2 Does China have a long history?
- 3 Was paper invented in China?

92

STEP 1 Warm-up

A Write the words to complete the story.

- Have students read and complete the story by writing the correct words chosen from the word bank.
- Read the completed story together after students have finished.

B Write Yes or No.

- Ask students to read the questions and write *Yes* or *No*.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

► Read the chart and complete the sentences.

	Madagascar	Mexico	Switzerland
Location	Indian Ocean	North America	Central Europe
Population	about 26 million	about 130 million	about 8.5 million
Language(s)	Malagasy, French	Spanish	German, French, Italian, Romansh
Famous for ...	lemurs	tacos and burritos	chocolate

- 1 Madagascar is an island country in the Indian Ocean.
- 2 About 26 million people live in Madagascar.
- 3 They speak Malagasy and French.
- 4 Lemurs are famous animals in Madagascar.



- 5 Mexico is located in North America.
- 6 About 130 million people live in Mexico.
- 7 They speak Spanish.
- 8 Tacos and burritos are famous Mexican foods.



- 9 Switzerland is located in Central Europe.
- 10 About 8.5 million people live in Switzerland.
- 11 They speak German, French, Italian, and Romansh.
- 12 Switzerland is famous for its chocolate.



93

## Extension Activity

### Slam It

Materials: paper, pencils

1. Have students make one word card of each of the words introduced in Step 2 by writing the words on pieces of paper.
2. Spread the word cards out on a table.
3. Divide students into two teams.
4. Ask one student from each team to come up to the table.
5. Call out one of the words on the word cards. The first student to slam their hand down on the corresponding word card gets a point for their team.
6. Repeat steps 4-5 with other students. After each student has had a turn, the team with more points wins!

### Activity Adaptation

Have two students from each team come up and call out two words at once.

## STEP 2 Word Practice

► Read the chart and complete the sentences.

- Have students turn to page 93.
- Ask students to read the chart.
- Have students complete the sentences by filling in the blanks with the correct information chosen from the chart.
- Go over the answers together after students have finished.

### Teaching Tip

- Before students look at the options in the chart, have them try to answer as many questions as they can first.

### STEP 3 Grammar Practice

#### A Complete the sentence using the given word.

- Go over the sentences containing the superlatives with students.
- Have students complete the sentences by writing the given word in the superlative form.
- Go over the answers together after students have finished.

#### B Write the correct word.

- Go over the written and numerical forms of the numbers with students.
- Ask students to fill in the blanks with the correct words.
- If necessary, ask students questions to guide them along.

T: *How many digits are in one thousand?*

Ss: *There are four digits in one thousand.*

T: *How many zeroes does a billion end with?*

Ss: *A billion ends with nine zeroes.*

- Go over the answers together after students have finished.

### STEP 3 Grammar Practice

#### A Complete the sentence using the given word.

China is **one of the biggest** countries in the world.  
Qatar is **one of the richest** countries in the world.

- 1 small Singapore is one of **the smallest** countries in the world.
- 2 large Canada is one of **the largest** countries in the world.
- 3 beautiful New Zealand is one of **the most beautiful** countries in the world.
- 4 expensive Switzerland is one of **the most expensive** countries in the world.
- 5 cold Russia is one of **the coldest** countries in the world.
- 6 hot Sudan is one of **the hottest** countries in the world.

#### B Write the correct word.

thousand = 1,000      million = 1,000,000      billion = 1,000,000,000

- 1 2,000 = two **thousand**
- 2 670,000,000 = six hundred seventy **million**
- 3 745,000 = seven hundred forty-five **thousand**
- 4 98,000,000,000 = ninety-eight **billion**
- 5 37,000,000 = thirty-seven **million**
- 6 46,000 = forty-six **thousand**
- 7 5,000,000,000 = five **billion**

94

### Extension Activity Tennis

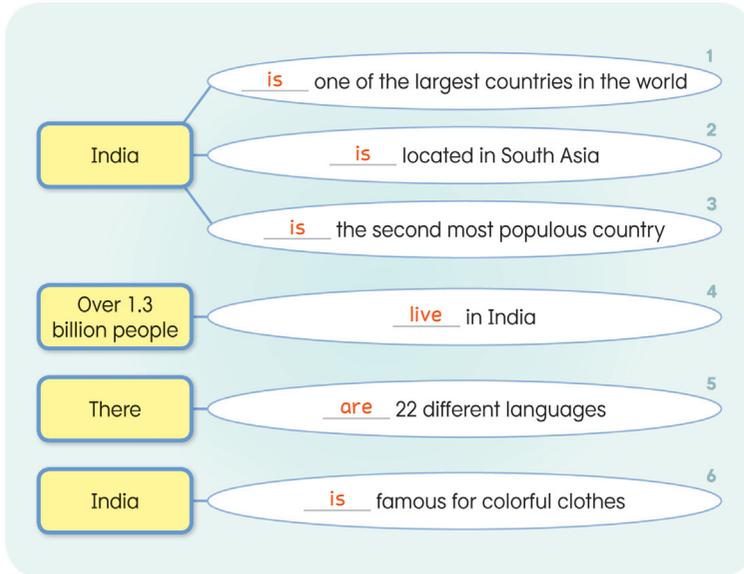
Materials: a ball

1. Divide students into two teams and have them line up in two rows facing each other, roughly one meter apart.
2. Give the ball to a student on one team and ask them to say a sentence that uses a grammar point covered in Step 3. For example, *Russia is one of the coldest countries in the world.*
3. After saying a sentence, have the student pass the ball to a student on the other team, who then says another sentence.
4. Continue having students on each team pass the ball back and forth to each other after saying a sentence.
5. If a student says an incorrect sentence or cannot say a sentence within five seconds of receiving the ball, the other team gets a point. The first team to get six points wins!

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

are                      is (4x)                      live



- 1 India is one of the largest countries in the world.
- 2 It is located in South Asia.
- 3 It is the second most populous country.
- 4 Over 1.3 billion people live in India.
- 5 There are 22 different languages.
- 6 India is famous for colorful clothes.

95

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 92.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

S1: *China is located in East Asia.*

S2: *About 1.4 billion people live in China.*

S3: *China has a long history.*

S4: *The largest city in China is Shanghai.*

## Homework

>> **Workbook 3: pages 56-59**

Answer Key on page 125

>> **Grammar Worksheet 14**

Photocopiable from page 140

Answer Key on page 145

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 95.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

## Lesson 2

Student Book pp. 96-97

### Lesson Link

#### Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1.  
For example, *Sudan is one of the hottest countries in the world.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

### Lead-in

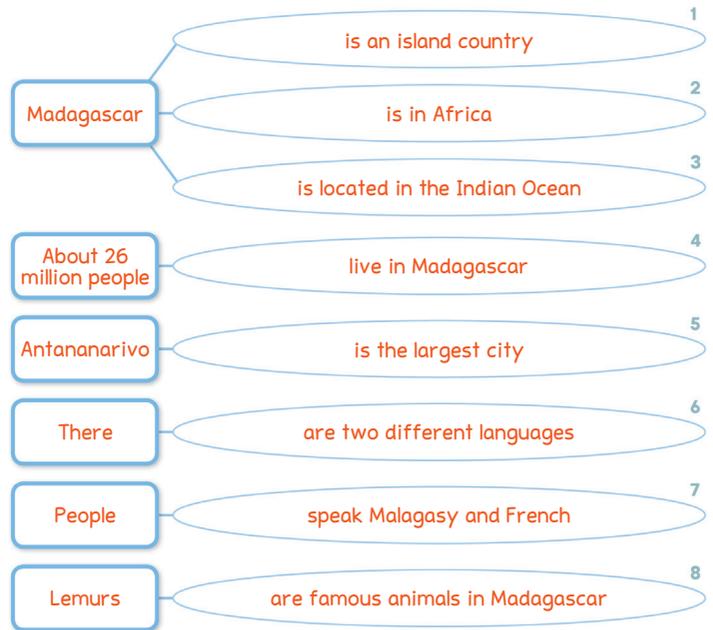
#### Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 96, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

### STEP 5 Your Idea Web

► Make your idea web about a country in the world.



*\*Answers may vary.*

#### Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

Madagascar	Mexico	Switzerland	India
<ul style="list-style-type: none"> <li>• in the Indian Ocean</li> <li>• about 26 million people</li> <li>• speak Malagasy and French</li> <li>• lemurs - famous animals</li> </ul>	<ul style="list-style-type: none"> <li>• in North America</li> <li>• about 130 million people</li> <li>• speak Spanish</li> <li>• tacos and burritos - famous foods</li> </ul>	<ul style="list-style-type: none"> <li>• in Central Europe</li> <li>• about 8.5 million people</li> <li>• speak German, French, Italian, Romansh</li> <li>• famous for chocolate</li> </ul>	<ul style="list-style-type: none"> <li>• in South Asia</li> <li>• over 1.3 billion people</li> <li>• 22 different languages</li> <li>• famous for colorful clothes</li> </ul>

96

### STEP 5 Your Idea Web

► Make your idea web about a country in the world.

- Have students open their books to page 96.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: Which ideas did you write down?

Ss: India is located in South Asia.

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### An Island Country

- 1 Madagascar is an island country.
- 2 It is in Africa.
- 3 It is located in the Indian Ocean.
- 4 About 26 million people live in Madagascar.
- 5 Antananarivo is the largest city.
- 6 There are two different languages.
- 7 People speak Malagasy and French.
- 8 Lemurs are famous animals in Madagascar.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My title describes my story.



97

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about a country in the world by reading their story.

### Wrap-up

#### >> Unit 14 Test

Photocopiable from page 183  
Answer Key on page 191

### Homework

#### >> Writing Correction Worksheet 14

Photocopiable from page 159  
Answer Key on page 164

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 97.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

**Objectives**

- Students can describe planets of the solar system while applying proper writing conventions.
- Students can use superlatives in their writing.
- Students can use comparatives in their writing.

**Grammar**

- Link and review
- Superlatives
- Comparatives

**Materials**

- Grammar Worksheet 15
- Writing Correction Worksheet 15
- Unit 15 Test
- E-book, pages 98-103 (optional)

**Lesson 1**

Student Book pp. 98-101

**Lead-in**

**Picture Talk**

Materials: N/A

1. Ask students to open their books to page 98.
2. Have students look at the picture and ask them questions about it.
  - T: *What is the mountain on Mars called?*
  - Ss: *It is called Olympus Mons.*
  - T: *How many moons does Mars have?*
  - Ss: *It has two moons.*
3. Encourage students to point at the picture when answering the questions.

**A Planet**

**STEP 1 Warm-up**

**A Write the sentences to complete the story.**

Mars has two moons. It looks red from space.

**The Red Planet**

Mars is the fourth planet from the Sun.

It is smaller than Earth.

It looks red from space.

Mars' surface is very dry and rocky.

Mars has the largest mountain in the solar system.

It is called Olympus Mons.

It is 24 km high.

Mars has two moons.

They are Deimos and Phobos.

Phobos

Olympus Mons

Deimos

**B Read and match.**

- |                        |                           |
|------------------------|---------------------------|
| 1 Mars is ...          | a ... two moons.          |
| 2 Mars' surface is ... | b ... smaller than Earth. |
| 3 Mars has ...         | c ... dry and rocky.      |

**STEP 1 Warm-up**

**A Write the sentences to complete the story.**

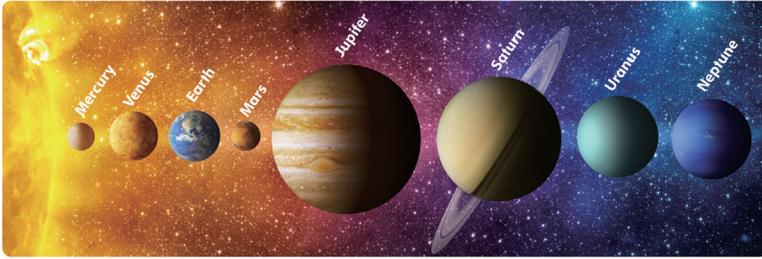
- Have students read and complete the story by writing the correct sentences in the blanks.
- Read the completed story together after students have finished.

**B Read and match.**

- Ask students to read and correctly match the parts of each sentence.
- Go over the answers together after students have finished.

## STEP 2 Word Practice

► Choose and write the word(s).



oceans  
moon

Sun  
life

1 Earth is the third planet from the Sun.

2 There is life on Earth.

3 There are many oceans on Earth.

4 It has one moon.



small moons  
Jupiter

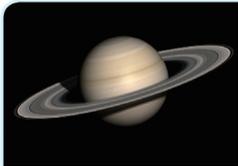
planet  
bands

5 Jupiter is the fifth planet from the Sun.

6 It is the largest planet in the solar system.

7 It has many bands on its surface.

8 It has four large moons and many small moons.



second largest  
sixth

many  
rings

9 Saturn is the second largest planet from the Sun.

10 It is the sixth planet in the solar system.

11 It has beautiful rings.

12 It has many moons.

99

## Extension Activity

### Write the Same Word

Materials: a board, a marker, paper, pencils

1. Write a word introduced in Step 2 on the board.
2. Ask each student to write one related word on a piece of paper. For example, if the word written on the board is *Sun*, students might want to write *hot* on their piece of paper.
3. Have students hold up their pieces of paper and reveal the words that they wrote down to each other.
4. Students that wrote the same word as at least one other student stay in the game. Students that did not are out.
5. Repeat steps 1-4 until no two students are able to write the same word. The students that stayed in the game until the latest round are the winners.

## STEP 2 Word Practice

► Choose and write the word(s).

- Have students turn to page 99.
- Go over the picture of the planets of the solar system with students.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

### Teaching Tip

- After completing the exercise, have students sketch their own map of the solar system and label it with the names of the planets.

## STEP 3 Grammar Practice

### A Read and match.

- Have students turn to page 100.
- Ask students to read and correctly match the parts of each sentence.
- If necessary, ask students questions to guide them along.

T: *Where are the eight planets?*

Ss: *They are in the solar system.*

T: *Is there life on Earth?*

Ss: *Yes, there is life on Earth.*

- Go over the answers together after students have finished.

### B Circle the correct word.

- Ask students to read the sentences with each answer option.
- Have students circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Read and match.

- |                                     |                            |
|-------------------------------------|----------------------------|
| 1 Venus is the second planet ...    | a ... in the solar system. |
| 2 There are eight planets ...       | b ... than Earth.          |
| 3 Uranus has ...                    | c ... from the Sun.        |
| 4 Mars is smaller ...               | d ... 27 moons.            |
| 5 There is life ...                 | e ... from the Sun.        |
| 6 Mercury is the smallest planet... | f ... of Saturn.           |
| 7 Neptune is the eighth planet ...  | g ... on Earth.            |
| 8 Titan is the largest moon ...     | h ... in the solar system. |

### B Circle the correct word.

- Saturn have / has many moons.
- Venus is smaller / smallest than Earth.
- Earth look / looks blue from space.
- There is / are life on Earth.
- There is water / waters on Earth.
- Mercury is a / the first planet from the Sun.
- Mars is / are called the Red Planet.
- Jupiter has many / much bands on its surface.

100

## Extension Activity Hot Potato

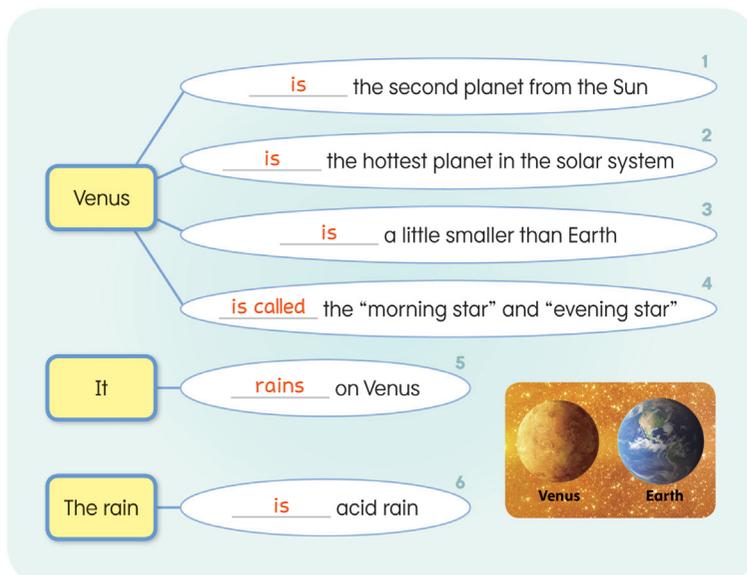
Materials: a ball

1. Ask students to stand in a circle and give one student the ball.
2. Have students pass the ball around and around to each other as fast as they can.
3. Before students can pass the ball, however, they must first say one sentence that uses *in*, *on*, or *from*. For example, *There is life on Earth*.
4. If students cannot say a sentence within five seconds or do not use one of the words correctly, they are out. Play until there is one student left standing.

## STEP 4 Writing Practice

- Choose and complete the idea web.  
Write the sentences using the idea web.

is (4x)      is called      rains



- 1 Venus is the second planet from the Sun.
- 2 It is the hottest planet in the solar system.
- 3 It is a little smaller than Earth.
- 4 It is called the "morning star" and "evening star."
- 5 It rains on Venus.
- 6 The rain is acid rain.

101

## Wrap-up

Materials: N/A

1. Ask students to open their books to page 98.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.  
S1: *Mars is the fourth planet from the Sun.*  
S2: *It is smaller than Earth.*  
S3: *Mars' surface is very dry and rocky.*  
S4: *They are Deimos and Phobos.*

## Homework

>> **Workbook 3: pages 60-63**

Answer Key on page 126

>> **Grammar Worksheet 15**

Photocopiable from page 141

Answer Key on page 145

## STEP 4 Writing Practice

- Choose and complete the idea web. Write the sentences using the idea web.

- Have students turn to page 101.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

## Lesson 2

Student Book pp. 102-103

### Lesson Link

#### Sentence Bee

Materials: N/A

1. Divide students into two teams.
2. Call out a sentence from Lesson 1.  
For example, *There are many oceans on Earth.*
3. Taking turns word by word, have students on one team spell the words of the given sentence in order.
4. Then repeat steps 2-3 for the opposing team and continue alternating between teams.
5. If a team fails to spell the words of the given sentence correctly, they get a strike. After three strikes, the team is out and the other team wins!

### Lead-in

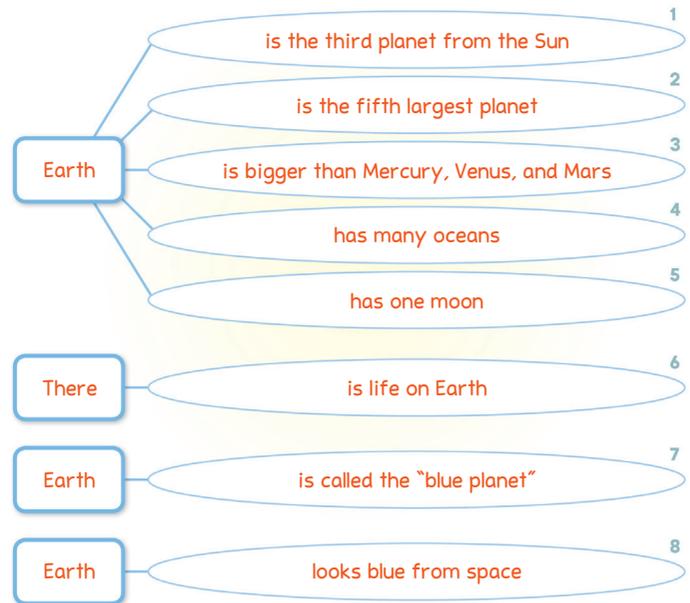
#### Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 102, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

### STEP 5 Your Idea Web

► Make your idea web about a planet in the solar system.



*\*Answers may vary.*

#### Word Bank

To Teachers: Encourage students to use their own words. When necessary, have them refer to the word bank.

Earth	Jupiter	Saturn	Venus
<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> planet from the Sun</li> <li>• life on Earth</li> <li>• many oceans</li> <li>• one moon</li> </ul>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> planet from the Sun</li> <li>• largest planet</li> <li>• many bands on the surface</li> <li>• 4 large moons and many small moons</li> </ul>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> planet from the Sun</li> <li>• second largest planet</li> <li>• beautiful rings</li> <li>• many moons</li> </ul>	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> planet from the Sun</li> <li>• hottest planet</li> <li>• smaller than Earth</li> <li>• called "morning star" and "evening star"</li> </ul>

102

### STEP 5 Your Idea Web

► Make your idea web about a planet in the solar system.

- Have students open their books to page 102.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: *Which ideas did you write down?*

Ss: *It is the second largest planet.*

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

### The Blue Planet

- 1 Earth is the third planet from the Sun.
- 2 It is the fifth largest planet.
- 3 It is larger than Mercury, Venus, and Mars.
- 4 It has many oceans.
- 5 It has one moon.
- 6 There is life on Earth.
- 7 Earth is called the "blue planet."
- 8 Earth looks blue from space.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter.
- 2 My sentences end with a period.
- 3 My words are in the correct order.



103

### Teaching Tip: Peer Editing

- After students have finished writing out their story in Step 6, have them exchange their books with a partner.
- Ask students to check their partner's writing according to the writing checklist and provide feedback to each other.

### Extension Activity

#### Show and Tell

Materials: N/A

1. Choose three students to present their stories to the class.
2. One at a time, ask each student to come to the front and show the picture of their story to the class.
3. After showing their picture, have the students tell the class about a planet in the solar system by reading their story.

### Wrap-up

#### >> Unit 15 Test

Photocopiable from page 184  
Answer Key on page 191

### Homework

#### >> Writing Correction Worksheet 15

Photocopiable from page 160  
Answer Key on page 164

#### >> Writing Project 5

Ask students to choose one planet in the solar system and find fun facts about it.

## STEP 6 Your Writing

► Look at your idea web in Step 5. Draw and write your story.

- Have students turn to page 103.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

## Writing Project 5

### Style

- Report Writing

### Objective

- Students can write a report of a planet of their choice using descriptive words that they learned in Units 13-15.

### Materials

- Pencils
- Colored pencils

## Lesson 3

Student Book pp. 104-105

### Lead-in

#### Space Senses

Materials: N/A

1. Divide students into groups of three to four.
2. Ask groups to discuss what they imagine outer space to be like.
3. Encourage students to organize their discussions according to the five senses by asking them questions. For example, *What can you see? Can you hear anything? What does it smell like?*
4. After their discussions have finished, have groups take turns sharing their ideas with the class.

## Writing Project 5

Report Writing

### A Planet Report

#### A Directions

- 1 Choose a planet in the solar system.
- 2 Find some facts about the planet.
- 3 Draw and write about the planet.

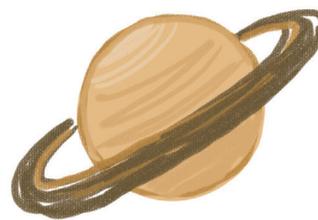
Let's Do It



#### B Project Model

## Saturn

By Steve Hayashi



Saturn is the sixth planet from the Sun.  
It is the second largest planet in the solar system.  
It takes 29.5 years to orbit the Sun.  
We can see Saturn's rings with a telescope.  
There are many moons around Saturn.  
Titan is the largest moon of Saturn.

104

### STEP 1 Preparation

#### B Project Model

- Have students open their books to page 104.
- Draw students' attention to the project model.
- Ask students questions about the sample planet report.
  - T: *How many years does it take for Saturn to orbit the Sun?*
  - Ss: *It takes 29.5 years.*
  - T: *Which is Saturn's largest moon?*
  - Ss: *Titan is Saturn's largest moon.*
- Read the sentences in the report together with students.

## Your Project

Mercury

By Ben Lee

Mercury is the first planet from the Sun.

It takes 88 days to orbit the Sun.

It is the smallest planet in the solar system.

Mercury doesn't have a moon.

Mercury is the second hottest planet.

Venus is hotter than Mercury.

*\*Answers may vary.*

105

## Extension Activity

### Show and Tell

Materials: N/A

1. Choose three students to present their projects to the class.
2. One at a time, ask each student to come to the front and show their planet report to the class.
3. After showing their report, have the students tell the class about their planet by reading what they wrote.

## Wrap-up

### Planet Postcards

Materials: card stock, pencils

1. According to the sample below, have students make postcards with card stock.
2. Ask each student to choose one planet of the solar system.
3. Pretending to be on their chosen planet, have students write a postcard to a person in their life.
4. Once students have finished writing, ask them to share their postcards with the class.



## Homework

- Ask students to give their postcards from *Planet Postcards* to the person whom they chose to write to.

## Writing

### Your Project

- Have students turn to page 105.
- Ask students to draw a picture of their planet in the frame.
- Have students write about their planet using the fun facts that they found for homework.

## Unit 1

# Weekend Events

### Words and Sentences

#### A Write the word and the sentence.



1 go 2 eat 3 ride

- We will go to the park.  
We will go to the park.
- We will eat lunch at the park.  
We will eat lunch at the park.
- We will ride our bikes at the park.  
We will ride our bikes at the park.



4 stay 5 make 6 watch

- We will stay at home.  
We will stay at home.
- We will make some popcorn.  
We will make some popcorn.
- We will watch a movie.  
We will watch a movie.



7 visit 8 play 9 bake

- We will visit our grandparents.  
We will visit our grandparents.
- We will play board games together.  
We will play board games together.
- We will bake cookies together.  
We will bake cookies together.

4

### Grammar Practice

#### A Write the correct form of the verb.

- play We will play soccer tomorrow.
- go camping My family will go camping this weekend.
- eat We will eat dinner at Grandma's house tomorrow.
- visit My cousins will visit us this weekend.
- write I will write a letter to my friend tonight.
- ride We will ride our bikes at the park tomorrow.
- fly I will fly a kite at the park this weekend.



#### B Circle the mistake. Write the correct sentence.

- She will does her homework. She will do her homework.
- We will go at the library. We will go to the library.
- He is watch a movie tomorrow. He will watch a movie tomorrow.
- It is saturday tomorrow. It is Saturday tomorrow.
- They are eat out tomorrow night. They will eat out tomorrow night.
- We will making dinner together. We will make dinner together.

6

#### B Choose and write the word. Rewrite the sentence.

read borrow go



1-3

- We will go to the library.  
We will go to the library.
- We will borrow interesting books.  
We will borrow interesting books.
- We will read the books at home.  
We will read the books at home.

#### C Unscramble and write the word.

- h o s i p p i n g shopping mall
- t h i e o s c clothes and shoes

#### D Look and write the sentences.



Sunday / shopping mall / clothes and shoes / pizza

- Tomorrow is Sunday.
- We will go to the shopping mall.
- We will buy clothes and shoes.
- We will have pizza for lunch.

5

### Wrap-up Writing

#### Look and write the sentences.



home / make popcorn / movie / board game

- My family will stay at home this weekend.
- We will make some popcorn.
- We will watch a movie together.
- We will play a board game.



library / borrow books / borrow magazines / movie

- My family will go to the library this weekend.
- We will borrow books.
- We will borrow magazines.
- We will watch a movie at the library.

3

(Draw your family's weekend plans.)

- My family will go to the shopping mall.
- We will buy some new clothes.
- We will go to our favorite restaurant.
- We will have pizza for lunch.

\*Answers may vary.

7

Unit 2

School Events

Words and Sentences

A Write the word(s) and the sentence.

**Talent Show**

1 play  
2 sing  
3 act  
4 dance

- He will play the trumpet. He will play the trumpet.
- They will sing. They will sing.
- They will act in a play. They will act in a play.
- She will dance. She will dance.

**Field Day**

5 cheer  
6 run  
7 jump rope  
8 have

- They will cheer for their team. They will cheer for their team.
- They will run a relay. They will run a relay.
- They will jump rope. They will jump rope.
- They will have a sack race. They will have a sack race.

8



Grammar Practice

A Rewrite the sentence using not.

- I will go to the library. I will not go to the library.
- We will be sad. We will not be sad.
- They will watch a movie. They will not watch a movie.
- There will be a party. There will not be a party.
- She will be at home. She will not be at home.
- He will play the piano. He will not play the piano.

B Circle the correct word(s).

- There is / are a talent show at school every year.
- My mom will bake / bakes cookies for us tomorrow.
- My brothers are / will be very excited now.
- The field day will be / is fun tomorrow.
- There is / will be a lot of food at the party tomorrow.
- We will watch two movie / movies this weekend.
- There are / will be many children here now.



10

B Choose and write the word. Rewrite the sentence.

watch go drink get

**Children's Day**

- They will go to an amusement park. They will go to an amusement park.
- They will watch a magic show. They will watch a magic show.
- They will get presents. They will get presents.
- They will drink milkshakes. They will drink milkshakes.

C Unscramble and write the word(s).

- a t i n e t talent show
- i e f d l a d y field day

D Look and write the sentences.



- Next Friday is the field day.
- We will run a 100 m race.
- We will do long jumps.
- We will play tug-of-war.

9



Wrap-up Writing

Look and write the sentences.



- Tomorrow is the talent show.
- We will sing together.
- We will dance together.
- We will play the piano.



- Next Friday is the field day.
- We will jump rope.
- We will have a sack race.
- We will cheer for our team.



- Next Sunday is Children's Day.
- We will get presents.
- We will go to an amusement park.
- We will watch a magic show.

\*Answers may vary.

11

Unit 3

Our Dreams

Words and Sentences

A Write the word and the sentence.

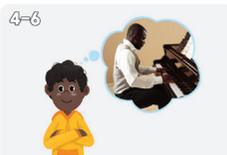
1-3



1 writer 2 write 3 books

- 1 She wants to be a writer.  
She wants to be a writer.
- 2 She will write wonderful stories.  
She will write wonderful stories.
- 3 She will make children's books.  
She will make children's books.

4-6



4 pianist 5 famous 6 concerts

- 4 He wants to be a pianist.  
He wants to be a pianist.
- 5 He will be famous.  
He will be famous.
- 6 He will have concerts around the world.  
He will have concerts around the world.

7-9



7 doctor 8 work 9 help

- 7 I want to be a doctor.  
I want to be a doctor.
- 8 I will work at a hospital.  
I will work at a hospital.
- 9 I will help sick people.  
I will help sick people.

12

B Choose and write the word. Rewrite the sentence.

teach be teacher

1-3



- 1 I want to be an English teacher.  
I want to be an English teacher.
- 2 I will teach English to children.  
I will teach English to children.
- 3 I will be a good teacher.  
I will be a good teacher.

C Unscramble and write the word.

- 1 i m v o e movie star
- 2 s o p r s t sports player

D Look and write the sentences.



movie star / sports player / scientist / discover new things

- Ella wants to be a movie star.
- Finn wants to be a sports player.
- I want to be a scientist.
- I will discover new things.

13

Grammar Practice

A Make and write the sentences.



- 1 I will be famous.
- 2 I will teach English to children.
- 3 She wants to be a writer.
- 4 She will be famous.
- 5 She will teach English to children.
- 6 They will be famous.
- 7 They will teach English to children.

B Circle and write the correct word(s).

- 1 be / am I will be a good soccer player.
- 2 act / acts He will act in the movies.
- 3 be / to be She wants to be a doctor someday.
- 4 a / an Nate will be an artist in the future.

14

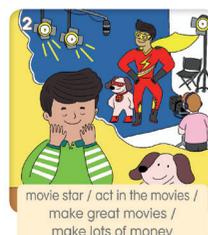
Wrap-up Writing

Look and write the sentences.



artist / draw pictures / make beautiful paintings / famous

- She will be an artist in the future.
- She will draw pictures.
- She will make beautiful paintings.
- She will be famous.



movie star / act in the movies / make great movies / make lots of money

- He will be a movie star in the future.
- He will act in the movies.
- He will make great movies.
- He will make lots of money.



(Draw your future dream.)

- I will be an English teacher in the future.
- I will work at a school.
- I will teach English to children.
- I will be a good teacher.

\*Answers may vary.

15

Unit 4

# Family Events

## Words and Sentences

### A Write the word(s) and the sentence.



- 1 wedding day    2 went  
3 bride            4 wore

- 1 Yesterday was my aunt's wedding day.  
Yesterday was my aunt's wedding day.
- 2 We all went to her wedding.  
We all went to her wedding.
- 3 She was a beautiful bride.  
She was a beautiful bride.
- 4 She wore a long, white wedding dress.  
She wore a long, white wedding dress.



- 5 family get-together    6 was  
7 relatives                8 cooked

- 5 Last Saturday was a family get-together.  
Last Saturday was a family get-together.
- 6 It was at our house.  
It was at our house.
- 7 Our relatives came for a special dinner.  
Our relatives came for a special dinner.
- 8 My mom cooked a lot of food all day.  
My mom cooked a lot of food all day.

16

## Grammar Practice

### A Write was or were.

- 1 We were at my grandma's house yesterday.
- 2 I was very tired after school yesterday.
- 3 They were busy every day last week.
- 4 She was happy yesterday at the shopping mall.
- 5 He was at the library all day yesterday.
- 6 There were a lot of children at the party yesterday.



### B Choose and write the past form of the verb.

ate      became      made      went      wore      wrote

- 1 make    We made a birthday card for Mom.
- 2 write    I wrote a letter to my cousin.
- 3 eat      He ate ice cream after dinner.
- 4 go      They went to a shopping mall together.
- 5 become    She became six years old yesterday.
- 6 wear     We wore jackets to the park.

18

### B Choose and write the word(s). Then rewrite the sentence.

brought      first birthday      went      were

1-4



- 1 Last Sunday was my cousin's first birthday.  
Last Sunday was my cousin's first birthday.
- 2 We went to my uncle's house.  
We went to my uncle's house.
- 3 There were a lot of people.  
There were a lot of people.
- 4 They all brought gifts for my cousin.  
They all brought gifts for my cousin.

### C Unscramble and write the word.

- 1 b i n a d y i r      birthday cake
- 2 e g w n d i d      wedding dress

### D Look and write the sentences.



grandma's birthday /  
Grandma's house / birthday cake /  
Happy Birthday

- Last Saturday was my grandma's birthday.
- We went to Grandma's house.
- My mom baked her a birthday cake.
- We all sang Happy Birthday.

17

## Wrap-up Writing

### Look and write the sentences.



cousin's birthday /  
birthday party / gifts /  
Happy Birthday

- 1 Yesterday was my cousin's birthday.
- We went to her birthday party.
- We all gave her gifts.
- We all sang Happy Birthday.



Mother's Day / breakfast /  
flowers / letter

- 2 Last Sunday was Mother's Day.
- We cooked breakfast for Mom.
- We bought her flowers.
- We wrote a "Thank you" letter.



(Draw your family event.)

- 3 Last Saturday was a family get-together.
- We went to our grandparents' house.
- Our relatives came for a special dinner.
- We ate delicious food together.

\*Answers may vary.

19

Unit 5

Family Trips

Words and Sentences

A Write the word(s) and the sentence.

1 visited 2 sightseeing  
3 museum 4 seafood

- My family visited Boston last weekend.  
My family visited Boston last weekend.
- We went sightseeing around the city.  
We went sightseeing around the city.
- We went to the science museum too.  
We went to the science museum too.
- We ate seafood for dinner.  
We ate seafood for dinner.

5 ski trip 6 skied  
7 snowboarding 8 cable car

- My family went on a ski trip last winter.  
My family went on a ski trip last winter.
- My mom and dad skied together.  
My mom and dad skied together.
- My brother and I took a snowboarding lesson.  
My brother and I took a snowboarding lesson.
- We rode a cable car to the mountain top.  
We rode a cable car to the mountain top.

20

B Choose and write the word. Rewrite the sentence.

swimming barbecue lake cabin



- We went to the lake last weekend.  
My family went to the lake last weekend.
- We stayed in a cabin by the lake.  
We stayed in a cabin by the lake.
- We went swimming in the lake.  
We went swimming in the lake.
- We had a barbecue for dinner.  
We had a barbecue for dinner.

C Unscramble and write the word.

- c i m a p n g camping trip
- e s e p l i g n sleeping bag

D Look and write the sentences.



- We went on a camping trip last weekend.
- We put up the tent.
- We built a campfire at night.
- We roasted marshmallows.

21

Grammar Practice

A Make and write the sentences.

Subject	Verb	Others
I He We	were ate went snowboarding	excited Chinese food last winter

- I ate Chinese food.
- I went snowboarding last winter.
- He ate Chinese food.
- He went snowboarding last winter.
- We were excited.
- We ate Chinese food.
- We went snowboarding last winter.

B Write the past form of the verb.

- have We had seafood for dinner every day.
- walk We walked a lot around the city.
- are My brothers were happy all day.
- build My dad built a campfire at night.

22

Wrap-up Writing

Look and write the sentences.



- My family went to Hainan Island last month.
- We took a plane to the island.
- We stayed at a hotel.
- We went sightseeing around the island.



- My family went on a ski trip last month.
- We stayed at a ski resort.
- We skied together.
- We had a lot of fun.



- My family went on a camping trip last weekend.
- We put up the tent.
- We built a campfire at night.
- We had a barbecue for dinner.

\*Answers may vary.

23

Unit 6

# Enjoying Arts

## Words and Sentences

### A Write the word and the sentence.



- We saw a musical. We saw a musical.
- We went to a piano concert. We went to a piano concert.
- We saw a school play. We saw a school play.
- We went to an art exhibition. We went to an art exhibition.

### B Choose and write the word. Rewrite the sentence.

artists   dancers   musicians   singers   actors

- The singers sang beautifully. The singers sang beautifully.
- The dancers danced very well. The dancers danced very well.
- The musicians played great music. The musicians played great music.
- The artists painted very well. The artists painted very well.
- The actors performed beautifully. The actors performed beautifully.

24

### C Choose and write the word(s). Rewrite the sentence.

paintings   very well   very much   enjoyed



- We enjoyed the art exhibition. We enjoyed the art exhibition.
- There were many paintings. There were many paintings.
- We liked the play very much. We liked the play very much.
- The kids performed very well. The kids performed very well.

### D Unscramble and write the word.

- e c r o c t n   rap concert
- c m i s u   rap music

### E Look and write the sentences.



rap concert / Arts Center / excited / rap music

- We went to a rap concert last Friday.
- It was at Arts Center.
- We were excited.
- We like rap music very much.

25

## Grammar Practice

### A Write the words in the correct order.

- performed   The   very well   kids   .  
The kids performed very well.
- exhibition   We   very much   liked   the   .  
We liked the exhibition very much.
- They   excitingly   drums   the   played   .  
They played the drums excitingly.
- wonderfully   the pictures   painted   The artist   .  
The artist painted the pictures wonderfully.

### B Circle the correct word(s).

- He sees / saw a musical last Sunday.
- We liked the rap concert very much / very well.
- They went to three exhibition / exhibitions last month.
- The musicians played wonderful / wonderfully music.
- The ballet dancers danced beautiful / beautifully.
- The students performed very much / very well in the school play.

26

## Wrap-up Writing

### Look and write the sentences.



piano concert / concert hall / piano very well / enjoyed the concert

- My family went to a piano concert yesterday.
- It was at the concert hall.
- The pianist played the piano very well.
- We enjoyed the concert.



musical / my school / sang wonderfully / liked the musical

- My family saw a musical yesterday.
- It was at my school.
- The students sang wonderfully.
- We liked the musical very much.



(Draw your family's art-themed event.)

- My family went to a rap concert last Saturday.
- It was at Arts Center.
- The kids made their own rap music.
- We were very excited.

\*Answers may vary.

27

Unit 7

Being Sick

Words and Sentences

A Write the word and the sentence.



- 1 He has a stomachache . He has a stomachache.
- 2 He has a toothache . He has a toothache.
- 3 She has a headache . She has a headache.

B Choose and write the word(s). Rewrite the sentence.

fever runny nose sore throat



- 1 She has a sore throat . She has a sore throat.
- 2 She has a fever . She has a fever.
- 3 He has a runny nose . He has a runny nose.

C Choose and write the word. Rewrite the sentence.

dentist stomach flu medicine



- 1 My mom rubbed my stomach . My mom rubbed my stomach.
- 2 He went to the dentist . He went to the dentist.
- 3 Mom gave me some medicine . Mom gave me some medicine.
- 4 She caught the flu . She caught the flu.

D Unscramble and write the word.

- 1 e v f r e high fever
- 2 d m i e n i c e cold medicine

E Look and write the sentences.



didn't feel well / cold / high fever / cold medicine

- Ella didn't feel well yesterday.
- She caught a cold.
- She had a high fever.
- Mom gave her some cold medicine.

Grammar Practice

A Write the verb using didn't.

- 1 stay Kelly didn't stay in bed.
- 2 take Tom didn't take any medicine.
- 3 go We didn't go to the hospital.
- 4 catch John and Mike didn't catch a cold.
- 5 have Amy didn't have a high fever.
- 6 sleep They didn't sleep very well.

B Write the verb in the past tense.

- 1 go They went to school.
- 2 doesn't eat She didn't eat ice cream.
- 3 doesn't do My brother didn't do his homework.
- 4 rub My mom rubbed my stomach.
- 5 have I had a bad headache.
- 6 take He took some cold medicine.
- 7 don't feel We didn't feel well yesterday.



Wrap-up Writing

Look and write the sentences.



didn't feel well / headache / runny nose / some medicine

- He didn't feel well yesterday.
- He had a headache.
- He had a runny nose.
- He took some medicine.



didn't feel well / high fever / sore throat / in bed

- She didn't feel well yesterday.
- She had a high fever.
- She had a sore throat.
- She stayed in bed all day.



(Draw yourself being sick in the past.)

- I didn't feel well yesterday.
- I had a stomachache.
- I took some medicine.
- I slept all day.

\*Answers may vary.

Unit 8

Holiday Fun

Words and Sentences

A Write the word(s) and the sentence.



- 1 June 1<sup>st</sup>
- 2 activities
- 3 presents
- 4 for free

- 1 Children's Day in China is on June 1<sup>st</sup>.  
Children's Day in China is on June 1<sup>st</sup>.
- 2 We do fun activities.  
We do fun activities.
- 3 We get presents from our parents.  
We get presents from our parents.
- 4 We go to the movies and parks for free.  
We go to the movies and parks for free.



- 5 December 25<sup>th</sup>
- 6 put up
- 7 write
- 8 exchange

- 5 Christmas is on December 25<sup>th</sup>.  
Christmas is on December 25<sup>th</sup>.
- 6 We put up a Christmas tree.  
We put up a Christmas tree.
- 7 We write Christmas cards.  
We write Christmas cards.
- 8 We exchange Christmas presents.  
We exchange Christmas presents.

32

Grammar Practice

A Write in or on.

- 1 Children's Day in Costa Rica is on September 9<sup>th</sup>.
- 2 Family Day is in February in Canada.
- 3 Thanksgiving Day started in 1621 in the US.
- 4 People eat special meals on December 31<sup>st</sup> in Mexico.
- 5 My favorite holiday is in the winter. It's Christmas.
- 6 Children wear fun costumes on Halloween.



B Circle the correct word(s).

- 1 People plant trees in (on) Arbor Day.
- 2 Kids do many fun activity (activities) on Children's Day.
- 3 I will get (got) some presents on Christmas last year.
- 4 Thanksgiving Day is in (on) the fall.
- 5 They will go (went) trick-or-treating again next year.
- 6 We visit an (a) old temple on New Year's Day.
- 7 They watch (watched) an Obon festival dance last year.

34

B Choose and write the word(s). Rewrite the sentence.

- watch
- welcome
- August 13<sup>th</sup>
- light



- 1 Obon in Japan starts on August 13<sup>th</sup>.  
Obon in Japan starts on August 13<sup>th</sup>.
- 2 We light mukaebi fire outside our house.  
We light mukaebi fire outside our house.
- 3 We welcome our ancestors to our home.  
We welcome our ancestors to our home.
- 4 We watch an Obon festival dance.  
We watch an Obon festival dance.

C Unscramble and write the word.

1 h d o i a y l

fun holiday

2 a o H e l l e n w

Halloween

D Look and write the sentences.



fun holiday / October 31<sup>st</sup> / Halloween costumes / candy and chocolates

- Halloween is a fun holiday.
- It is on October 31<sup>st</sup>.
- We wear Halloween costumes.
- We collect candy and chocolates.

33

Wrap-up Writing

Look and write the sentences.



November / wonderful holiday / special dinner / turkey and pumpkin pie

- Thanksgiving is in November.
- It is a wonderful holiday.
- My mom makes a special dinner.
- We eat turkey and pumpkin pie.



June 1<sup>st</sup> / exciting holiday / many presents / fun activities

- Children's Day is on June 1<sup>st</sup> in China.
- It is an exciting holiday.
- We get many presents.
- We do many fun activities.

3

(Draw your favorite holiday.)

- Halloween is on October 31<sup>st</sup>.
- It is a fun holiday.
- We wear Halloween costumes.
- We collect candy and chocolates.

\*Answers may vary.

35

# Unit 9

# Cooking

## Words and Sentences

### A Write the word and the sentence.

1-4 peanut butter and jelly sandwich



- 1 put
- 2 spread
- 3 bread
- 4 cut

- 1 I put/spread peanut butter on the bread. I put/spread peanut butter on the bread.
- 2 I spread/put jam on another slice of bread. I spread/put jam on another slice of bread.
- 3 I put the slices of bread together. I put the slices of bread together.
- 4 I cut the sandwich in half. I cut the sandwich in half.

5-8 banana split



- 5 peel
- 6 dish
- 7 put
- 8 top

- 5 I peel a banana and cut it in two. I peel a banana and cut it in two.
- 6 I put the banana in a long dish. I put the banana in a long dish.
- 7 I put in 3 scoops of ice cream. I put in 3 scoops of ice cream.
- 8 I add whipped cream on top. I add whipped cream on top.

36

### B Choose and write the word. Rewrite the sentence.

cheese      sprinkle      bake      spread

1-4 pepperoni and cheese pizza



- 1 I spread pizza sauce on pita bread. I spread pizza sauce on pita bread.
- 2 I sprinkle cheese over the sauce. I sprinkle cheese over the sauce.
- 3 I put pepperoni slices over the cheese. I put pepperoni slices over the cheese.
- 4 I bake the pizza in the oven. I bake the pizza in the oven.

### C Unscramble and write the word.

1 r e b d a

a slice of bread

2 s w d a c n i h

turkey sandwich

### D Look and write the sentences.



turkey sandwiches / bread /  
turkey and cheese /  
lettuce and tomatoes

- I want to make turkey sandwiches.
- I need some bread.
- I need some turkey and cheese.
- I also need some lettuce and tomatoes.

37

## Grammar Practice

### A Make and write the sentences.



- 1 I want the sandwiches.
- 2 I want to make sandwiches.
- 3 I want lettuce in the sandwich.
- 4 I will make the sandwiches.
- 5 My dad puts lettuce in the sandwich.
- 6 My dad will make the sandwiches.

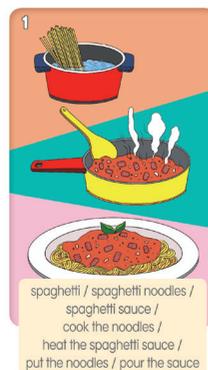
### B Write a or some.

- 1 Amy wants a slice of pizza for lunch.
- 2 We need some tomatoes and lettuce.
- 3 There are some egg sandwiches on the table.
- 4 There is a jar of pizza sauce in the refrigerator.
- 5 I had a scoop of ice cream after lunch.

38

## Wrap-up Writing

### Look and write the sentences.



spaghetti / spaghetti noodles /  
spaghetti sauce /  
cook the noodles /  
heat the spaghetti sauce /  
put the noodles / pour the sauce

- I will make spaghetti for lunch.
- I need some spaghetti noodles.
- I also need some spaghetti sauce.
- First, I cook the noodles.
- Next, I heat the spaghetti sauce.
- Then, I put the noodles in a big bowl.
- After that, I pour the sauce over the noodles.

2

- I will make peanut butter and jelly sandwiches for lunch / dessert.
- I need some peanut butter and jam.
- I also need some bread.
- First, I put peanut butter on a slice of bread.
- Next, I spread jam on another slice of bread.
- Then, I put the slices of bread together.
- After that, I cut the sandwich in half.

(Draw your favorite lunch or dessert.)

\*Answers may vary.

39

# Unit 10 My Best Day

## Words and Sentences

A Write the word(s) and the sentence.



- 1 spelling bee
- 2 class
- 3 spelled
- 4 prize

- 1 There was a **spelling bee** at school.  
*There was a spelling bee at school.*
- 2 My class played against another **class**.  
*My class played against another class.*
- 3 We **spelled** the words correctly.  
*We spelled the words correctly.*
- 4 My class won the first **prize**.  
*My class won the first prize.*



- 5 invited
- 6 party
- 7 watched
- 8 presents

- 5 I **invited** my friends to my birthday party.  
*I invited my friends to my birthday party.*
- 6 The **party** was at an indoor playground.  
*The party was at an indoor playground.*
- 7 We **watched** a magic show.  
*We watched a magic show.*
- 8 I got many great **presents**.  
*I got many great presents.*

## Grammar Practice

A Make and write the sentences.



- 1 We **scored the winning goal**.
- 2 We **went to the soccer game**.
- 3 My brother **was great**.
- 4 My brother **scored the winning goal**.
- 5 My brother **went to the soccer game**.
- 6 Yesterday **was great**.

B Circle and write the correct word.

- 1 **against** / to We played the game **against** another school.
- 2 about / **with** I went to the museum **with** my friends.
- 3 **against** / to He wanted to talk **to** Mary at school.
- 4 **about** / with We talked **about** my field trip at dinner.
- 5 **against** / **with** She watched the magic show **with** her sister.

B Choose and write the word(s). Rewrite the sentence.

- scored
- won
- soccer game
- against



- 1 There was a **soccer game** at school.  
*There was a soccer game at school.*
- 2 We played **against** another school.  
*We played against another school.*
- 3 I **scored** the winning goal.  
*I scored the winning goal.*
- 4 We **won** the game.  
*We won the game.*

C Unscramble and write the word.

- 1 e i s n c e c **science** museum
- 2 t s h t u e l space **shuttle**

D Look and write the sentences.



space science museum / space shuttles / space suits / a real astronaut

- We went **to the space science museum**.
- We **saw real space shuttles**.
- We **tried on space suits**.
- We **talked to a real astronaut**.

## Wrap-up Writing

Look and write the sentences.



best day / spelling bee / the words correctly / the first prize

- Yesterday **was my best day**.
- There was **a spelling bee** at school.
- I **spelled the words correctly**.
- I **won the first prize**.



best day / soccer game / another school / the winning goal

- Yesterday **was my best day**.
- There was **a soccer game**.
- We **played against another school**.
- I **scored the winning goal**.



(Draw your best day.)

- Yesterday was my best day.**
- I had my birthday party at an indoor playground.**
- We watched a magic show.**
- I got many great presents.**

\*Answers may vary.

Unit 11

# My Worst Day

## Words and Sentences

### A Write the word(s) and the sentence.



- 1 got out
- 2 looked
- 3 couldn't find
- 4 lost

- 1 My dog got out of the house.  
My dog got out of the house.
- 2 I looked everywhere for him.  
I looked everywhere for him.
- 3 I couldn't find him anywhere.  
I couldn't find him anywhere.
- 4 My dog was lost for three days.  
My dog was lost for three days.



- 5 had
- 6 took
- 7 gave
- 8 had to stay

- 5 I had a terrible stomachache.  
I had a terrible stomachache.
- 6 My mom took me to a doctor.  
My mom took me to a doctor.
- 7 The doctor gave me a shot.  
The doctor gave me a shot.
- 8 I had to stay in bed all afternoon.  
I had to stay in bed all afternoon.

44

## Grammar Practice

### A Write couldn't or had to.

- 1 It rained all day yesterday. I couldn't go out and play.
- 2 I missed the school bus. I had to walk to school.
- 3 I lost my library card. I couldn't borrow any books.
- 4 I had a bad toothache. I had to see the dentist.
- 5 I had a lot of homework. I couldn't watch my favorite cartoon.
- 6 I had a big test at school today. I had to study last night.



### B Choose and write the word.

everywhere    late    well    there    off    us

- 1 My dad took us to the science museum.
- 2 I didn't do well on the test.
- 3 We looked everywhere for Amy's cat.
- 4 I fell off my bike. It was embarrassing.
- 5 We woke up late and missed the bus.
- 6 There were a lot of people at the park.

46

### B Choose and write the word(s). Rewrite the sentence.

embarrassing    were    fell off    rode



- 1 I rode my bike to the park.  
I rode my bike to the park.
- 2 There were many people.  
There were many people.
- 3 I fell off my bike.  
I fell off my bike.
- 4 It was so embarrassing.  
It was so embarrassing.

### C Unscramble and write the word.

- 1 l o s c o h      school bus
- 2 r i o f t a e v      my favorite pen

### D Look and write the sentences.



worst day / school bus / didn't do well / favorite pen

- Today was my worst day.
- I missed my school bus.
- I didn't do well on my math test.
- Then I lost my favorite pen.

45

## Wrap-up Writing

### Look and write the sentences.



worst day / rained a lot / didn't have an umbrella / fell into a puddle

- Yesterday was my worst day.
- It rained a lot after school.
- I didn't have an umbrella.
- I fell into a puddle.



worst day / terrible sore throat / took me / gave me a shot

- Yesterday was my worst day.
- I had a terrible sore throat.
- My mom took me to a doctor.
- The doctor gave me a shot.



(Draw your worst day.)

- Yesterday was my worst day.
- I rode my bike to the park.
- I fell off my bike.
- It was so embarrassing.

\*Answers may vary.

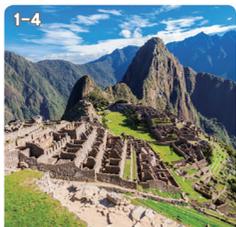
47

# Unit 12 The Best Vacation

## Words and Sentences

### A Write the word and the sentence.

1-4



- 1 vacation
- 2 by
- 3 visited
- 4 spent

- 1 My family had a vacation in Peru.  
*My family had a vacation in Peru.*
- 2 We went there by plane.  
*We went there by plane.*
- 3 We visited Machu Picchu.  
*We visited Machu Picchu.*
- 4 We spent two days at Machu Picchu.  
*We spent two days at Machu Picchu.*

5-8



- 5 Arizona
- 6 dry
- 7 cacti
- 8 tour

- 5 My family had a vacation in Arizona.  
*My family had a vacation in Arizona.*
- 6 The weather was hot and dry.  
*The weather was hot and dry.*
- 7 We saw many huge cacti there.  
*We saw many huge cacti there.*
- 8 We did the Grand Canyon tour.  
*We did the Grand Canyon tour.*

48

### B Choose and write the word(s). Rewrite the sentence.

board games picnic at movies

1-4



- 1 We had a vacation at home.  
*We had a vacation at home.*
- 2 We played board games.  
*We played board games.*
- 3 We watched movies.  
*We watched movies.*
- 4 We had a picnic in the backyard.  
*We had a picnic in the backyard.*

### C Unscramble and write the word.

1 y m a p i d r s

amazing pyramids

2 n s x i p h

Sphinx of Giza

### D Look and write the sentences.



vacation in Egypt / by plane / amazing pyramids / Great Sphinx of Giza

- My family had a vacation in Egypt.
- We went there by plane.
- We saw the amazing pyramids.
- We also saw the Great Sphinx of Giza.

49

## Grammar Practice

### A Look, choose, and write the words.

by boat by car by plane by subway by train on foot



- 1 We went to the island by boat.
- 2 They go to work by subway.
- 3 She usually goes to the mall by car.
- 4 He went to Paris by plane.
- 5 They went to Tokyo by train from Osaka.
- 6 We go everywhere on foot in our neighborhood.

### B Circle the correct word.

- 1 We spend / spent two days on the island last week.
- 2 The weather is / was very hot yesterday.
- 3 My dad went to work by / in car.
- 4 They have / had a lot of fun yesterday.
- 5 Everyone was at / in home last weekend.
- 6 We stay / stayed at a hotel last Friday.
- 7 She usually goes to school by / on foot.

50

## Wrap-up Writing

### Look and write the sentences.



vacation at home / watched movies / picnic in the backyard / best vacation

- My family had a vacation at home.
- We watched movies.
- We had a picnic in the backyard.
- It was the best vacation ever.



vacation in Hawaii / by plane / stayed at a hotel / beach every day

- My family had a vacation in Hawaii.
- We went to Hawaii by plane.
- We stayed at a hotel.
- We went to the beach every day.

3

- My family had a vacation in Arizona.
- The weather was hot and dry.
- We saw many huge cacti there.
- We did the Grand Canyon tour.

(Draw your best vacation.)

\*Answers may vary.

51

Unit 13

A City

Words and Sentences

A Write the word(s) and the sentence.

1-4



- 1 second largest
- 2 church
- 3 popular
- 4 hosted

- 1 Barcelona is the **second largest** city in Spain.  
*Barcelona is the second largest city in Spain.*
- 2 The Sagrada Família is a famous **church**.  
*The Sagrada Família is a famous church.*
- 3 Soccer is the most **popular** sport in Barcelona.  
*Soccer is the most popular sport in Barcelona.*
- 4 Barcelona **hosted** the 1992 Summer Olympics.  
*Barcelona hosted the 1992 Summer Olympics.*

5-8



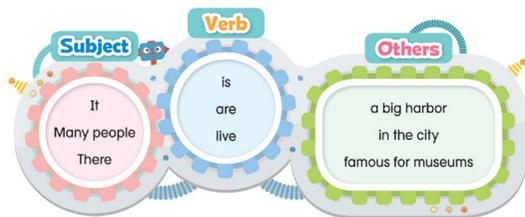
- 5 capital
- 6 750,000
- 7 canals
- 8 bikes

- 5 Amsterdam is the **capital** of the Netherlands.  
*Amsterdam is the capital of the Netherlands.*
- 6 About **750,000** people live in the city.  
*About 750,000 people live in the city.*
- 7 Amsterdam is famous for its **canals**.  
*Amsterdam is famous for its canals.*
- 8 People ride their **bikes** around the city.  
*People ride their bikes around the city.*

52

Grammar Practice

A Make and write the sentences.



- 1 It **is** a big harbor.
- 2 It **is** in the city.
- 3 It **is** famous for museums.
- 4 Many people **are** in the city.
- 5 Many people **live** in the city.
- 6 There **is** a big harbor.

B Circle and write the correct word.

- 1 million / **millions** About 3 **million** people live in the city.
- 2 filling / **filled** The harbors are **filled** with yachts.
- 3 by / **for** It is famous **for** large parks.
- 4 a / **the** It is **the** tallest building in the city.
- 5 **are** / is People **are** from all over the world.

54

B Choose and write the word. Rewrite the sentence.

million      yachts      harbors      Island

1-4



- 1 Auckland is on New Zealand's North **Island**.  
*Auckland is on New Zealand's North Island.*
- 2 About 1.5 **million** people live in Auckland.  
*About 1.5 million people live in Auckland.*
- 3 Auckland has two **harbors** around it.  
*Auckland has two harbors around it.*
- 4 Auckland's harbors are filled with **yachts**.  
*Auckland's harbors are filled with yachts.*

C Unscramble and write the word.

1 k s y c s e r a p r

tall **skyscraper**

2 h a e t r e e t s

**theaters** and museums

D Look and write the sentences.



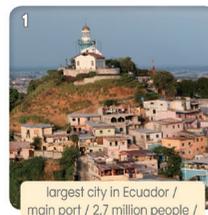
largest city / 8.6 million people / tall skyscrapers / theaters and museums

- New York **is the largest city** in the US.  
About **8.6 million people** live in the city.  
It is famous **for tall skyscrapers**.  
There **are many theaters and museums** too.

53

Wrap-up Writing

Look and write the sentences.



largest city in Ecuador / main port / 2.7 million people / many interesting places

- Guayaquil **is the largest city** in Ecuador.  
It **is the main port** in Ecuador.  
About **2.7 million people** live in the city.  
There **are many interesting places** in the city.



capital of the Netherlands / 750,000 people / many canals / famous for its canals

- Amsterdam **is the capital of the Netherlands**.  
**About 750,000 people** live in the city.  
There **are many canals**.  
Amsterdam **is famous for its canals**.



- Barcelona is the second largest city in Spain.*  
*The Sagrada Família is a famous church.*  
*Soccer is the most popular sport in Barcelona.*  
*Barcelona hosted the 1992 Summer Olympics.*

\*Answers may vary.

55

Unit 14

# A Country

## Words and Sentences

### A Write the word(s) and the sentence.



- 1 Central Europe
- 2 8.5 million
- 3 German, French
- 4 chocolate

- 1 Switzerland is located in Central Europe.  
Switzerland is located in Central Europe.
- 2 About 8.5 million people live in Switzerland.  
About 8.5 million people live in Switzerland.
- 3 They speak German, French,  
Italian, and Romansh.  
They speak German, French, Italian, and Romansh.
- 4 Switzerland is famous for its chocolate.  
Switzerland is famous for its chocolate.



- 5 Indian Ocean
- 6 26 million
- 7 Malagasy
- 8 lemurs

- 5 Madagascar is in the Indian Ocean.  
Madagascar is in the Indian Ocean.
- 6 About 26 million people live in Madagascar.  
About 26 million people live in Madagascar.
- 7 They speak Malagasy and French.  
They speak Malagasy and French.
- 8 Lemurs are famous animals in Madagascar.  
Lemurs are famous animals in Madagascar.

56

## Grammar Practice

### A Complete the sentence using the given word.

- 1 large China is one of the largest countries in the world.
- 2 rich Qatar is one of the richest countries in the world.
- 3 warm Malaysia is one of the warmest countries in the world.
- 4 cold Finland is one of the coldest countries in the world.
- 5 small San Marino is one of the smallest countries in the world.
- 6 beautiful South Africa is one of the most beautiful countries in the world.
- 7 big Russia is one of the biggest countries in the world.



### B Write the correct word.

thousand = 1,000      million = 1,000,000      billion = 1,000,000,000

- 1 4,000 = four thousand
- 2 23,000 = twenty-three thousand
- 3 830,000,000 = eight hundred thirty million
- 4 10,000,000 = ten million
- 5 695,000 = six hundred ninety-five thousand
- 6 72,000,000,000 = seventy-two billion

58

### B Choose and write the word(s). Rewrite the sentence.

Spanish      North America      tacos and burritos      130 million



- 1 Mexico is located in North America.  
Mexico is located in North America.
- 2 About 130 million people live in Mexico.  
About 130 million people live in Mexico.
- 3 They speak Spanish.  
They speak Spanish.
- 4 Tacos and burritos are famous Mexican foods.  
Tacos and burritos are famous Mexican foods.

### C Unscramble and write the word.

- 1 a t p c i a l      capital city
- 2 o i s t r h y      long history

### D Look and write the sentences.



East Asia / 1.4 billion people / capital city / long history

- China is located in East Asia.
- About 1.4 billion people live in China.
- Beijing is the capital city of China.
- China has a long history.

57

## Wrap-up Writing

### Look and write the sentences.



North America / 130 million people / capital / Spanish

- Mexico is located in North America.
- About 130 million people live in Mexico.
- Mexico City is the capital city of Mexico.
- They speak Spanish.



South Asia / one of the largest countries / 1.3 billion people / 22 different languages

- India is located in South Asia.
- It is one of the largest countries in the world.
- Over 1.3 billion people live in India.
- There are 22 different languages.



(Draw the flag of a country.)

- Switzerland is located in Central Europe.
- About 8.5 million people live in Switzerland.
- They speak German, French, Italian, and Romansh.
- It is famous for its chocolate.

\*Answers may vary.

59

Unit 15

# A Planet

## Words and Sentences

### A Write the word(s) and the sentence.

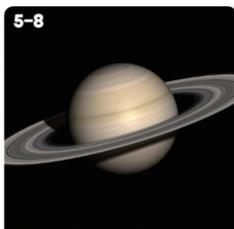
1-4



- 1 Sun
- 2 life
- 3 oceans
- 4 moon

- 1 Earth is the third planet from the Sun.  
Earth is the third planet from the Sun.
- 2 There is life on Earth.  
There is life on Earth.
- 3 There are many oceans on Earth.  
There are many oceans on Earth.
- 4 It has one moon.  
It has one moon.

5-8



- 5 sixth
- 6 second largest
- 7 rings
- 8 many

- 5 Saturn is the sixth planet from the Sun.  
Saturn is the sixth planet from the Sun.
- 6 It is the second largest planet in the solar system.  
It is the second largest planet in the solar system.
- 7 It has beautiful rings.  
It has beautiful rings.
- 8 It has many moons.  
It has many moons.

## Grammar Practice

### A Choose and complete the sentence.

from the Sun    27 moons    in the solar system    on Earth

- 1 There are eight planets in the solar system.
- 2 Neptune is the eighth planet from the Sun.
- 3 There is water on Earth.
- 4 Uranus has 27 moons.

### B Write the words in the correct order. Cross out the extra word(s).

- 1 second planet ~~the~~ ~~is~~ Venus ~~the Sun~~ ~~from~~ ~~.~~  
Venus is the second planet from the Sun.
- 2 blue ~~look~~ Earth ~~from~~ looks space ~~.~~  
Earth looks blue from space.
- 3 is the smallest Mercury ~~on~~ planet the solar system ~~in~~ ~~.~~  
Mercury is the smallest planet in the solar system.
- 4 than Earth bigger Neptune ~~biggest~~ ~~is~~ ~~.~~  
Neptune is bigger than Earth.

### B Choose and write the word(s). Rewrite the sentence.

many bands    Jupiter    biggest planet    small moons

1-4



- 1 Jupiter is the fifth planet from the Sun.  
Jupiter is the fifth planet from the Sun.
- 2 It is the biggest planet in the solar system.  
It is the biggest planet in the solar system.
- 3 It has many bands on its surface.  
It has many bands on its surface.
- 4 It has four large moons and many small moons.  
It has four large moons and many small moons.

### C Unscramble and write the word.

- 1 s r o a l    solar system
- 2 a h e r t    planet Earth

### D Look and write the sentences.

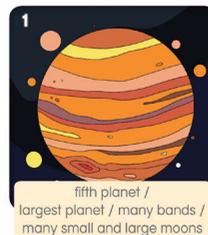


fourth planet / smaller than Earth / two moons / Deimos and Phobos

- Mars is the fourth planet from the Sun.  
It is smaller than Earth.  
Mars has two moons.  
They are Deimos and Phobos.

## Wrap-up Writing

### Look and write the sentences.



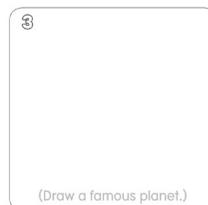
fifth planet / largest planet / many bands / many small and large moons

- Jupiter is the fifth planet from the Sun.  
It is the largest planet in the solar system.  
It has many bands on its surface.  
It has many small and large moons.



second planet / hottest planet / smaller than Earth / "morning star"

- Venus is the second planet from the Sun.  
It is the hottest planet in the solar system.  
It is smaller than Earth.  
It is called the "morning star".



(Draw a famous planet.)

- Earth is the third planet from the Sun.  
There is life on Earth.  
There are many oceans on Earth.  
It has one moon.

\*Answers may vary.

Name: \_\_\_\_\_

## ► Write the correct form of the verb.

- 1 go We \_\_\_\_\_ to the aquarium next Friday.
- 2 stay My family \_\_\_\_\_ at home next week.
- 3 bake My grandma \_\_\_\_\_ a pie tomorrow morning.
- 4 ride David and I \_\_\_\_\_ bikes next Sunday.
- 5 play Cindy \_\_\_\_\_ board games tomorrow night.
- 6 watch My students \_\_\_\_\_ a movie tomorrow.

## ► Circle the mistake. Write the correct sentence.

7 I borrow books next week.

---

8 James will stays at home tomorrow.

---

9 It is tuesday tomorrow.

---

10 She will sees animals at the zoo next weekend.

---



Name: \_\_\_\_\_

► Choose and complete the sentence using **will**.

help

write

act

discover

fly

- 1 Alice wants to be a pilot. She will fly planes.
- 2 Ben wants to be a movie star. He \_\_\_\_\_ in the movies.
- 3 Cindy wants to be a scientist. She \_\_\_\_\_ new things.
- 4 Lisa wants to be a writer. She \_\_\_\_\_ interesting stories.
- 5 Paul wants to be a doctor. He \_\_\_\_\_ sick people.

## ► Circle the mistake. Write the correct sentence.

6 I wants to be a pianist.

---

7 They will are artists in the future.

---

8 Lena will has piano concerts in Europe.

---

9 John teach math to children in the future.

---

10 He will is a baseball player.

---

Name: \_\_\_\_\_

## ► Write the correct past form of Be verb.

- 1 I \_\_\_\_\_ at home all day yesterday.
- 2 We \_\_\_\_\_ excited at our brother's wedding.
- 3 There \_\_\_\_\_ many people at the movie theater.
- 4 He \_\_\_\_\_ tired after the basketball game.
- 5 Sally \_\_\_\_\_ pretty at her wedding.
- 6 They \_\_\_\_\_ happy at the birthday party last night.
- 7 Jack \_\_\_\_\_ thirsty after the sack race.

## ► Write the words in the correct order. Cross out the extra word(s).

- 8 cook    cooked    We    yesterday    some snacks    .
- 

- 9 came    Judy    comes    last week    to my house    .
- 

- 10 gives    You    a present    gave    to your teacher    .
-

Name: \_\_\_\_\_

► Choose the correct picture. Write the past form of the verb.

1  A We **go** went to the cabin.2  We **have** \_\_\_\_\_ a barbecue.3  My mom and dad **ski** \_\_\_\_\_.4  We **stay** \_\_\_\_\_ in a cabin.5  My brother and I **take** \_\_\_\_\_  
a snowboarding lesson.

► Circle the mistake. Write the correct sentence.

6 I eat some pizza for dinner yesterday. \_\_\_\_\_7 My family visits Jeju island last year. \_\_\_\_\_8 Mark watches a sunset last night. \_\_\_\_\_9 Jen travels to London last winter. \_\_\_\_\_10 They roast a chicken last weekend. \_\_\_\_\_

Name: \_\_\_\_\_

## ► Write the correct past form of the verb.

- 1 dance My friend \_\_\_\_\_ on stage last Sunday.
- 2 play He \_\_\_\_\_ the piano last night.
- 3 buy I \_\_\_\_\_ some flowers for my mom yesterday.
- 4 perform Emily \_\_\_\_\_ well in the play last week.
- 5 go Fred \_\_\_\_\_ to a violin concert last month.
- 6 enjoy They \_\_\_\_\_ the musical last Friday.

## ► Circle the correct word(s).

- 7 Amy sang and danced beautiful / beautifully .
- 8 We like the show very much / very well .
- 9 The students rapped interesting / interestingly .
- 10 Tony played the cello wonderful / wonderfully .

Name: \_\_\_\_\_

» Write the sentence using **didn't**.

- 1 The doctor checked my eyes. → \_\_\_\_\_
- 2 She had a fever last night. → \_\_\_\_\_
- 3 Ken doesn't catch a cold. → \_\_\_\_\_
- 4 You don't have a sore throat. → \_\_\_\_\_
- 5 They played outside. → \_\_\_\_\_

## » Write the correct past form of the verb.

- 6 go I \_\_\_\_\_ to see a doctor last week.
- 7 have Lucy \_\_\_\_\_ a runny nose last night.
- 8 doesn't take Tom \_\_\_\_\_ any medicine at home.
- 9 don't stay You \_\_\_\_\_ in bed.
- 10 don't feel She \_\_\_\_\_ well last night.

Name: \_\_\_\_\_

## ► Write in or on.

- 1 Halloween is \_\_\_\_\_ October 31<sup>st</sup>.
- 2 We traveled to New York \_\_\_\_\_ January.
- 3 My favorite holiday is \_\_\_\_\_ May. It is Children's Day.
- 4 I visited my grandma \_\_\_\_\_ New Year's Day.
- 5 My family enjoyed turkey \_\_\_\_\_ Thanksgiving Day.
- 6 They plant trees \_\_\_\_\_ Arbor Day.

## ► Make and write the sentences.



- 7 My birthday \_\_\_\_\_
- 8 Dad \_\_\_\_\_
- 9 They \_\_\_\_\_
- 10 They \_\_\_\_\_

Name: \_\_\_\_\_

## ► Choose and write the words.

a slice of (3x)

a glass of (2x)

a scoop of

- 1 I put some cucumbers on a slice of bread.
- 2 She needs \_\_\_\_\_ ice cream on the apple pie.
- 3 Liam drinks \_\_\_\_\_ orange juice every morning.
- 4 Sandra ate \_\_\_\_\_ cheese and some cookies last night.
- 5 My brother had \_\_\_\_\_ milk and some popcorn yesterday.
- 6 You add \_\_\_\_\_ ham over the cheese.

## ► Circle the correct word(s).

- 7 Mom made a / some spaghetti sauce.
- 8 She needs two slice of / slices of bread.
- 9 I drank some / a glass of milk yesterday.
- 10 Jay added a scoop of / slice of cheese.

Name: \_\_\_\_\_

► Choose the correct picture. Write the past form of the verb.



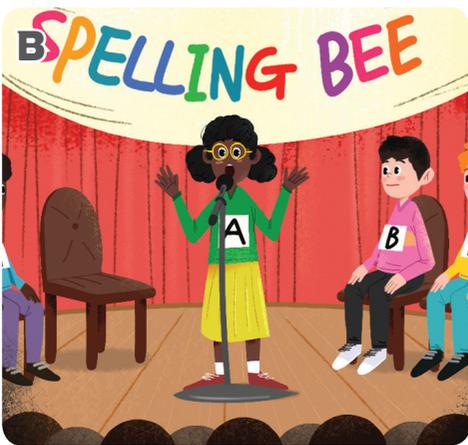
1  I **invite** \_\_\_\_\_ my friends to my birthday party.

2  My class **play** \_\_\_\_\_ against another class in a spelling bee.

3  We **spell** \_\_\_\_\_ the words correctly.

4  We **watch** \_\_\_\_\_ a magic show.

5  We **win** \_\_\_\_\_ the first prize in the spelling bee.



► Circle the correct word.

6 My sister played tennis **about / against** Mom.

7 He wanted to talk **about / with** the movie last night.

8 Sam did his homework **with / to** me. I helped him.

9 Maria talked **against / to** the artist at the museum.

10 My team raced **about / against** another team last Tuesday.

Name: \_\_\_\_\_

## ► Choose and write the correct sentence.

He couldn't find it anywhere.

She had to see a dentist.

I had to stay in bed.

He couldn't go camping.

She had to run to the bus stop.

- 1 Mike lost his new hat. He couldn't find it anywhere.
- 2 Jessica got up late. \_\_\_\_\_
- 3 I got the flu. \_\_\_\_\_
- 4 Ben caught a bad cold yesterday. \_\_\_\_\_
- 5 My mom had a toothache. \_\_\_\_\_

## ► Make and write the sentences.



- 6 I \_\_\_\_\_
- 7 I \_\_\_\_\_
- 8 There \_\_\_\_\_
- 9 The doctor \_\_\_\_\_
- 10 The doctor \_\_\_\_\_

Name: \_\_\_\_\_

## ► Choose and complete the sentences about your family.

by plane

by subway

by car

by bus

by train

on foot

- 1 My mom usually goes to the market \_\_\_\_\_.
- 2 My dad goes to work \_\_\_\_\_.
- 3 My family goes to Grandpa's house \_\_\_\_\_.
- 4 My family sometimes travels to other countries \_\_\_\_\_.
- 5 My family goes to the park \_\_\_\_\_.
- 6 My family goes to the movie theater \_\_\_\_\_.

## ► Circle the mistake. Write the correct sentence.

- 7 They went to Canada on plane.

---

- 8 Our vacation in China was a best.

---

- 9 My brothers always go to church in foot.

---

- 10 Lucy and I went swim at the beach.

---

Name: \_\_\_\_\_

## ► Circle the correct word.

- 1 New York is the **largest / larger** city in the US.
- 2 There are many tall **skyscraper / skyscrapers** in the town.
- 3 Baseball is the **most / more** popular sport in the country.
- 4 Chicago is **smallest / smaller** than New York.
- 5 The city is famous **for / in** its traditional food.
- 6 About two **million / millions** people live in the city.

## ► Circle the mistake. Write the correct sentence.

- 7 There are many interesting place in the country.

---

- 8 Barcelona is the second large city in Spain.

---

- 9 The harbor are filled with ships.

---

- 10 It is in the south coast of the country.

---

Name: \_\_\_\_\_

## ► Complete the sentence using the superlative form of the adjective.

- 1 famous Paris is one of the most famous cities in the world.
- 2 long The Nile River is one of the \_\_\_\_\_ rivers in the world.
- 3 high K2 is one of the \_\_\_\_\_ mountains in the world.
- 4 strong A gorilla is one of the \_\_\_\_\_ animals in the world.
- 5 beautiful Australia is one of the \_\_\_\_\_ countries in the world.
- 6 fast A falcon is one of the \_\_\_\_\_ birds in the world.

## ► Choose and write the word.

thousand

million (2x)

billion

- 7 5,000 = five \_\_\_\_\_
- 8 6,000,000 = six \_\_\_\_\_
- 9 35,000,000,000 = thirty-five \_\_\_\_\_
- 10 79,000,000 = seventy-nine \_\_\_\_\_

Name: \_\_\_\_\_

► Choose the correct picture. Circle the correct word.



1  A Earth is the three / third planet from the Sun.

2  Jupiter has many band / bands on its surface.



3  Jupiter is the five / fifth planet from the Sun.

4  There is life on / at Earth.

► Circle the mistake. Write the correct sentence.

5 Mars look red from space.

\_\_\_\_\_

6 Mars is small than Earth.

\_\_\_\_\_

7 There are many ocean on Earth.

\_\_\_\_\_

8 Saturn is the six planet from the Sun.

\_\_\_\_\_

9 It have many moons and beautiful rings.

\_\_\_\_\_

10 It has the larger mountain in the solar system.

\_\_\_\_\_

## Unit 1

- 1 will go
- 2 will stay
- 3 will bake
- 4 will ride
- 5 will play
- 6 will watch
- 7 borrow. I will borrow books next week.
- 8 stays. James will stay at home tomorrow.
- 9 tuesday. It is Tuesday tomorrow.
- 10 sees. She will see animals at the zoo next weekend.

## Unit 2

- 1 Sally will dance.
- 2 Sally will not play the trumpet.
- 3 David will not dance.
- 4 David will play the trumpet.
- 5 She will not swim.
- 6 He will not be sad.
- 7 It will not snow a lot.
- 8 I will not play the piano.
- 9 We will not jump rope.
- 10 There will not be a field day.

## Unit 3

- 1 will fly
- 2 will act
- 3 will discover
- 4 will write
- 5 will help
- 6 wants. I want to be a pianist.
- 7 are. They will be artists in the future.
- 8 has. Lena will have piano concerts in Europe.
- 9 teach. John will teach math to children in the future.
- 10 is. He will be a baseball player.

## Unit 4

- 1 was
- 2 were
- 3 were
- 4 was
- 5 was
- 6 were
- 7 was
- 8 ~~cook~~. We cooked some snacks yesterday.
- 9 ~~comes~~. Judy came to my house last week.
- 10 ~~gives~~. You gave a present to your teacher.

**Unit 5**

- 1 A, went
- 2 A, had
- 3 B, skied
- 4 A, stayed
- 5 B, took
- 6 eat. I ate some pizza for dinner yesterday.
- 7 visits. My family visited Jeju island last year.
- 8 watches. Mark watched a sunset last night.
- 9 travels. Jen traveled to London last winter.
- 10 roast. They roasted a chicken last weekend.

**Unit 6**

- 1 danced
- 2 played
- 3 bought
- 4 performed
- 5 went
- 6 enjoyed
- 7 beautifully
- 8 very much
- 9 interestingly
- 10 wonderfully

**Unit 7**

- 1 The doctor didn't check my eyes.
- 2 She didn't have a fever last night.
- 3 Ken didn't catch a cold.
- 4 You didn't have a sore throat.
- 5 They didn't play outside.
- 6 went
- 7 had
- 8 didn't take
- 9 didn't stay
- 10 didn't feel

**Unit 8**

- 1 on
- 2 in
- 3 in
- 4 on
- 5 on
- 6 on
- 7 My birthday is on May 7<sup>th</sup>.
- 8 Dad bought a Christmas tree.
- 9 They do fun activities.
- 10 They bought a Christmas tree.

**Unit 9**

- 1 a slice of
- 2 a scoop of
- 3 a glass of
- 4 a slice of
- 5 a glass of
- 6 a slice of
- 7 some
- 8 slices of
- 9 a
- 10 slice of

**Unit 10**

- 1 A, invited
- 2 B, played
- 3 B, spelled
- 4 A, watched
- 5 B, won
- 6 against
- 7 about
- 8 with
- 9 to
- 10 against

**Unit 11**

- 1 He couldn't find it anywhere.
- 2 She had to run to the bus stop.
- 3 I had to stay in bed.
- 4 He couldn't go camping.
- 5 She had to see a dentist.
- 6 I couldn't find her anywhere.
- 7 I gave him a shot.
- 8 There was a test at school.
- 9 The doctor couldn't find her anywhere.
- 10 The doctor gave him a shot.

**Unit 12**

- 1 by bus
- 2 by subway
- 3 by train
- 4 by plane
- 5 on foot
- 6 by car
- \*Answers may vary.*
- 7 **(on)** They went to Canada by plane.
- 8 **(a)** Our vacation in China was the best.
- 9 **(in)** My brothers always go to church on foot.
- 10 **(swim)** Lucy and I went swimming at the beach.

**Unit 13**

- 1 largest
- 2 skyscrapers
- 3 most
- 4 smaller
- 5 for
- 6 million
- 7 **place**. There are many interesting places in the country.
- 8 **large**. Barcelona is the second largest city in Spain.
- 9 **are**. The harbor is filled with ships.
- 10 **in**. It is on the south coast of the country.

**Unit 14**

- 1 most famous
- 2 longest
- 3 highest
- 4 strongest
- 5 most beautiful
- 6 fastest
- 7 thousand
- 8 million
- 9 billion
- 10 million

**Unit 15**

- 1 A, third
- 2 B, bands
- 3 B, fifth
- 4 A, on
- 5 **look**. Mars looks red from space.
- 6 **small**. Mars is smaller than Earth.
- 7 **ocean**. There are many oceans on Earth.
- 8 **six**. Saturn is the sixth planet from the Sun.
- 9 **have**. It has many moons and beautiful rings.
- 10 **larger**. It has the largest mountain in the solar system.

## Writing Correction Worksheet 1

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

### Going to the Movies

My family will go to the park this Friday.

We like going to the park.

We eat will lunch at the park.

My sister will rides her bike.

my mother will read books.

I will fly a kite.

We will have fun at the park

---

---

---

---

---

---

---

---

---

---

#### Writing Checklist

1 Sentences begin with a capital letter.

2 Sentences end with a period.

3 Verbs are in the correct form.

4 Words are in the correct order.

5 The title describes the story.

► Find and circle the five mistakes. Then rewrite the story.

### Teacher's Day

We have Children's Day every year  
tomorrow is Children's Day.

We will get presents.

We will goes to an amusement park.

We will watch a magic show.

We will milkshakes drink.

We will have so much fun.

---

---

---

---

---

---

---

---

---

---

#### Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Verbs are in the correct form.

- 4 Words are in the correct order.
- 5 The title describes the story.

# Writing Correction Worksheet 3

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

## Our Toys

harry wants to be a doctor.

He will help sick people

Emily want to be a writer.

She will make children's books.

I to want be an English teacher.

I will teach English to children.

I will be a good teacher.

---



---



---



---



---



---



---



---



---



---

### Writing Checklist

1 Sentences begin with a capital letter.

2 Sentences end with a period.

3 Verbs are in the correct form.

4 Words are in the correct order.

5 The title describes the story.

► Find and circle the five mistakes. Then rewrite the story.

### My Aunt's Wedding Day

last Sunday was my cousin's birthday.  
We went to my uncle's house  
There were a lot of people.  
My mom brought nice gifts for cousin my.  
My dad make my cousin a birthday cake.  
I made my cousin a birthday card.  
We were very happy.

---

---

---

---

---

---

---

---

---

---

#### Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Verbs are in the correct form.

- 4 Words are in the correct order.
- 5 The title describes the story.

## Writing Correction Worksheet 5

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

### City Trip

my family went on a ski trip last weekend.

We go to a ski resort.

We were excited.

My mom and dad skied together

My brother and I took a snowboarding lesson.

rode We a cable car to the mountain top.

We had a good time.

---

---

---

---

---

---

---

---

---

---

#### Writing Checklist

1 Sentences begin with a capital letter.

2 Sentences end with a period.

3 Verbs are in the correct form.

4 Words are in the correct order.

5 The title describes the story.

► Find and circle the five mistakes. Then rewrite the story.

### The Exhibition

My family went to a musical Sunday last.

we like musicals very much.

The musical was at City Theater

The singers sang and dance beautifully.

It was very fun.

Mom, Dad, and I enjoyed the musical.

We all had a great time.

---

---

---

---

---

---

---

---

---

---

#### Writing Checklist

1 Sentences begin with a capital letter.

2 Sentences end with a period.

3 Verbs are in the correct form.

4 Words are in the correct order.

5 The title describes the story.

**Writing Correction Worksheet 7**

Name: \_\_\_\_\_

**► Find and circle the five mistakes. Then rewrite the story.****Catching a Toothache**

I am sick yesterday.  
I caught the flu  
I had a high fever.  
My mom is our doctor.  
She me checked.  
she gave me some medicine.  
I slept all day.

---

---

---

---

---

---

---

---

---

---

**Writing Checklist**

- 1** Sentences begin with a capital letter.
- 2** Sentences end with a period.
- 3** Verbs are in the correct form.

- 4** Words are in the correct order.
- 5** The title describes the story.

► Find and circle the five mistakes. Then rewrite the story.

### Mother's Day in China

children's Day in China is my favorite holiday.

It is June on 1<sup>st</sup>.

We do fun activities.

We get presents from our parents

We watches movies for free.

We go to parks for free too.

We all like Children's Day.

---



---



---



---



---



---



---



---



---



---

#### Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Verbs are in the correct form.

- 4 Words are in the correct order.
- 5 The title describes the story.

► Find and circle the five mistakes. Then rewrite the story.

### Making Breakfast

I want to make dessert for my family.

I will make a banana split

I need a banana, ice cream, and whipped cream.

first, I peel a banana and cut it in two.

Next, I puts the banana in a long dish.

Then, I put three scoops of ice cream on the banana.

After that, add I whipped cream on top of the ice cream.

---

---

---

---

---

---

---

---

---

---

#### Writing Checklist

1 Sentences begin with a capital letter.

2 Sentences end with a period.

3 Verbs are in the correct form.

4 Words are in the correct order.

5 The title describes the story.

► Find and circle the five mistakes. Then rewrite the story.

### The Magic Show

Last Friday was my day best.  
There was a spelling bee at school.  
There was four teams.  
my class played against three other classes.  
We spelled all the words correctly.  
We won the first prize  
The spelling bee was very exciting.

---

---

---

---

---

---

---

---

---

---

#### Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Verbs are in the correct form.

- 4 Words are in the correct order.
- 5 The title describes the story.

## Writing Correction Worksheet 11

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

### My Wedding Day

today was my worst day.

It was cold.

It rained a lot

My dog got out of the house.

I look everywhere for him.

I couldn't him find anywhere.

My dog was lost for ten hours.

---

---

---

---

---

---

---

---

---

---

#### Writing Checklist

1 Sentences begin with a capital letter.

2 Sentences end with a period.

3 Verbs are in the correct form.

4 Words are in the correct order.

5 The title describes the story.

► Find and circle the five mistakes. Then rewrite the story.

### Vacation in Egypt

My family had a vacation in Arizona last year.

we went there by plane.

The weather is very hot and dry.

We saw many cacti there

They huge were.

We did the Grand Canyon tour.

We had a lot of fun in Arizona.

---

---

---

---

---

---

---

---

---

---

#### Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Verbs are in the correct form.

- 4 Words are in the correct order.
- 5 The title describes the story.

# Writing Correction Worksheet 13

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

## The City of Amsterdam

amsterdam is the capital of the Netherlands.  
 It is largest the city in the Netherlands.  
 About 750,000 people live in the city  
 People in Amsterdam is from all over the world.  
 Amsterdam is famous for its canals.  
 Many people ride their bikes around city the.  
 There are a lot of fun things to do.

---



---



---



---



---



---



---



---



---



---

### Writing Checklist

- 1 Sentences begin with a capital letter.
- 2 Sentences end with a period.
- 3 Verbs are in the correct form.

- 4 Words are in the correct order.
- 5 The title describes the story.

► Find and circle the five mistakes. Then rewrite the story.

### A Country in South America

mexico is located in North America.

Mexico is the eleventh most populous country  
in the world

Mexico is the second most populous country  
in Latin America.

About 130 million people in live Mexico.

They speaks Spanish.

Tacos and burritos are famous Mexican foods.

Many people like Mexican food.

---



---



---



---



---



---



---



---



---



---

#### Writing Checklist

- 1** Sentences begin with a capital letter.
- 2** Sentences end with a period.
- 3** Verbs are in the correct form.

- 4** Words are in the correct order.
- 5** The title describes the story.

# Writing Correction Worksheet 15

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

## The Smallest Planet

jupiter is the largest planet in the solar system.

It is the fifth planet from the Sun.

It is between Mars and Saturn.

It is mostly made of gas

It have many bands on its surface.

It has a big red spot.

It has four large moons and many moons small.

---



---



---



---



---



---



---



---



---



---

### Writing Checklist

1 Sentences begin with a capital letter.

2 Sentences end with a period.

3 Verbs are in the correct form.

4 Words are in the correct order.

5 The title describes the story.

# Writing Correction Worksheet Answer Key (Units 1-4)

## Unit 1

### Going to the Park

My family will go to the park this Friday.

We like going to the park.

We **will eat** lunch at the park.

My sister will **ride** her bike.

**My** mother will read books.

I will fly a kite.

We will have fun at the park.

## Unit 2

### Children's Day

We have Children's Day every year.

**Tomorrow** is Children's Day.

We will get presents.

We will **go** to an amusement park.

We will watch a magic show.

We will **drink milkshakes**.

We will have so much fun.

## Unit 3

### Our Dreams

**Harry** wants to be a doctor.

He will help sick people.

Emily **wants** to be a writer.

She will make children's books.

I **want to** be an English teacher.

I will teach English to children.

I will be a good teacher.

## Unit 4

### My Cousin's Birthday

**Last** Sunday was my cousin's birthday.

We went to my uncle's house.

There were a lot of people.

My mom brought nice gifts for **my cousin**.

My dad **made** my cousin a birthday cake.

I made my cousin a birthday card.

We were very happy.

# Writing Correction Worksheet Answer Key (Units 5-8)

## Unit 5

### Ski Trip

My family went on a ski trip last weekend.

We **went** to a ski resort.

We were excited.

My mom and dad skied together.

My brother and I took a snowboarding lesson.

We **rode** a cable car to the mountain top.

We had a good time.

## Unit 6

### The Musical

My family went to a musical **last Sunday**.

We like musicals very much.

The musical was at City Theater.

The singers sang and **danced** beautifully.

It was very fun.

Mom, Dad, and I enjoyed the musical.

We all had a great time.

## Unit 7

### Catching the Flu

I **was** sick yesterday.

I caught the flu.

I had a high fever.

My mom is our doctor.

She **checked me**.

**She** gave me some medicine.

I slept all day.

## Unit 8

### Children's Day in China

**Children's** Day in China is my favorite holiday.

It is **on June** 1<sup>st</sup>.

We do fun activities.

We get presents from our parents.

We **watch** movies for free.

We go to parks for free too.

We all like Children's Day.

# Writing Correction Worksheet Answer Key (Units 9-12)

## Unit 9

### Making Dessert

I want to make dessert for my family.

I will make a banana split.

I need a banana, ice cream, and whipped cream.

**First**, I peel a banana and cut it in two.

Next, I **put** the banana in a long dish.

Then, I put three scoops of ice cream on the banana.

After that, I **add** whipped cream on top of the ice cream.

## Unit 10

### The Spelling Bee

Last Friday was my **best day**.

There was a spelling bee at school.

There **were** four teams.

**My** class played against three other classes.

We spelled all the words correctly.

We won the first prize.

The spelling bee was very exciting.

## Unit 11

### My Worst Day

**Today** was my worst day.

It was cold.

It rained a lot.

My dog got out of the house.

I **looked** everywhere for him.

I couldn't **find him** anywhere.

My dog was lost for ten hours.

## Unit 12

### Vacation in Arizona

My family had a vacation in Arizona last year.

**We** went there by plane.

The weather **was** very hot and dry.

We saw many cacti there.

They **were huge**.

We did the Grand Canyon tour.

We had a lot of fun in Arizona.

# Writing Correction Worksheet Answer Key (Units 13-15)

## Unit 13

### The City of Amsterdam

**Amsterdam** is the capital of the Netherlands.

It is **the largest** city in the Netherlands.

About 750,000 people live in the city.

People in Amsterdam **are** from all over the world.

Amsterdam is famous for its canals.

Many people ride their bikes around **the city**.

There are a lot of fun things to do.

## Unit 14

### A Country in **North America**

**Mexico** is located in North America.

Mexico is the eleventh most populous country in the world.

Mexico is the second most populous country in Latin America.

About 130 million people **live in** Mexico.

They **speak** Spanish.

Tacos and burritos are famous Mexican foods.

Many people like Mexican food.

## Unit 15

### The **Largest** Planet

**Jupiter** is the largest planet in the solar system.

It is the fifth planet from the Sun.

It is between Mars and Saturn.

It is mostly made of gas.

It **has** many bands on its surface.

It has a big red spot.

It has four large moons and many **small moons**.



## Placement Test Information

The *My First Writing 3* Placement Test has been designed to help teachers accurately place students in the appropriate level of the series by evaluating students' existing knowledge. The test questions come directly from *My First Writing 3*.

This paper-based test has been designed to be photocopiable.



## How to Administer the Placement Test

- 1 Print or photocopy the test pages.
- 2 Make sure students are comfortable and know how to complete the questions.
- 3 Once students have finished the test, use the scoring rubric to help place them in the appropriate class. There are 20 questions, and each question is worth 5 points.



## Scoring Rubric

Score	Placement Recommendation
0-20	The student is not ready to begin <i>My First Writing 3</i> . The student will benefit from studying <i>My First Writing 2</i> first.
21-40	The student knows some of the skills covered in <i>My First Writing 3</i> . Starting <i>My First Writing 3</i> following a review of <i>My First Writing 2</i> is the recommended course of action.
41-70	The student is ready to begin studying <i>My First Writing 3</i> .
71-80	The student knows the majority of skills covered in <i>My First Writing 3</i> . Starting <i>My Next Writing 1</i> following a review of <i>My First Writing 3</i> is the recommended course of action.
81-100	The student is ready to begin <i>My Next Writing 1</i> . Visit <a href="http://www.efuture-elt.com">www.efuture-elt.com</a> for more information.

# Placement Test

► Choose and write the word(s). (5 points each)

exhibition

Mars

musical

spelling bee

concert

play

1




2




3




4




5




6




► Write the words in the correct order. (5 points each)

7

weekend

will

go hiking

next

My family

.

---

8

on

go to

the zoo

They

Children's Day

.

---

9

about

We

soccer game

the

talked

.

---

10

is

from the Sun

the first

Mercury

planet

.

---

► Circle the correct word(s). (5 points each)

11 We are / will be happy now.

12 She will swims / swim in the competition.

13 I drink a / some glass of milk.

14 He didn't do very good / well.

► Look, circle, and write the word. (5 points each)



15 My family had \_\_\_\_\_ vacation in Hawaii.

- a                       b an                       c some

16 We went to Hawaii \_\_\_\_\_ plane.

- a with                       b on                       c by

17 We \_\_\_\_\_ at a hotel.

- a staying                       b stayed                       c are stay

► Correct the underlined mistake. Write the correct sentence. (5 points each)

E.g. China is one of the largest country. → China is one of the largest countries.

18 We go to the park yesterday. → \_\_\_\_\_

19 The singer sang wonderful. → \_\_\_\_\_

20 Amy don't play outside yesterday. → \_\_\_\_\_

Test

► Look and circle the correct word.



- a make
- b borrow



- a eat
- b fly



- a play
- b read



- a go
- b watch

► Circle the mistake. Write the correct sentence.

5 We are get up early tomorrow.

\_\_\_\_\_

6 He will buys new books tomorrow.

\_\_\_\_\_

7 She will visited our grandma this Sunday.

\_\_\_\_\_

8 I am will watch a movie tomorrow night.

\_\_\_\_\_

9 My family is eat out next weekend.

\_\_\_\_\_

10 Ben will making dinner tonight.

\_\_\_\_\_

Test

► Look and write the letters in the correct order.



y l p a

\_\_\_\_\_



h w t c a

\_\_\_\_\_



r n i k d

\_\_\_\_\_



h r e c e

\_\_\_\_\_

► Circle the correct word(s). Rewrite the sentence.

E.g. We are / will be very happy now.

→ We are very happy now.

5 Sue will have / has fun tomorrow.

→ \_\_\_\_\_

6 There will be / is a field day next year.

→ \_\_\_\_\_

7 Jim will be / is very excited now.

→ \_\_\_\_\_

8 He is / will be very sad tomorrow.

→ \_\_\_\_\_

9 She watch / watches movies all day.

→ \_\_\_\_\_

10 They will go not / not go to school.

→ \_\_\_\_\_

Test

► Choose and write the word(s).

doctor

movie star

writer

scientist

teacher

pianist

1




2




3




4




5




6




► Write the words in the correct order.

7 doctors Amy and Tom in the future be will .

---

8 will buildings build I beautiful .

---

9 She swim in will the Olympics .

---

10 runner will the fastest be John .

---

Test

► Look and circle the correct words.



- a wedding day
- b first birthday



- a Mother's Day
- b family get-together



- a first birthday
- b Mother's Day



- a wedding day
- b Mother's Day

► Circle the mistake. Write the correct sentence.

5 He is at the library yesterday.

\_\_\_\_\_

6 My dad cooks dinner last Sunday.

\_\_\_\_\_

7 They was at home last weekend.

\_\_\_\_\_

8 My friends sang a song for I.

\_\_\_\_\_

9 I writed a letter to my cousin yesterday.

\_\_\_\_\_

10 We making a birthday card last night.

\_\_\_\_\_

Test

► Look and write the letters in the correct order.



n b c i a

\_\_\_\_\_



r i t p

ski \_\_\_\_\_



u o t r

city \_\_\_\_\_



e m r c f a i p

\_\_\_\_\_

► Circle the correct word(s). Rewrite the sentence.

5 We go / went swimming yesterday. → \_\_\_\_\_

6 They were / ate ice cream last night. → \_\_\_\_\_

7 He stayed / walked at a hotel. → \_\_\_\_\_

8 She will be / was happy yesterday. → \_\_\_\_\_

9 My dad built / build a campfire. → \_\_\_\_\_

10 You took / ate a train last month. → \_\_\_\_\_

Test

► Look and circle the correct word.



- a painting
- b play



- a exhibition
- b painter



- a concert
- b museum



- a gallery
- b musical

► Circle the correct word(s). Rewrite the sentence.

5 He played the piano wonderful / wonderfully . → \_\_\_\_\_

6 The play was excitingly / exciting . → \_\_\_\_\_

7 I liked the movie very much / very well . → \_\_\_\_\_

8 We played beautifully / beautiful music. → \_\_\_\_\_

9 Jay had / has a great time yesterday. → \_\_\_\_\_

10 We see / saw a musical last week. → \_\_\_\_\_

# Test

## ► Choose and write the word(s).

headache fever toothache runny nose sore throat stomachache

1



2



3



4



5



6



## ► Write the words in the correct order.

7 rub Dad stomach didn't my .

---

8 a had bad I stomachache .

---

9 in all day stayed bed Tom .

---

10 feel today didn't We well .

---

Test

► Look and write the words.

for free

put up

June 1<sup>st</sup>

December 25<sup>th</sup>



1 Children's Day in China is on \_\_\_\_\_.

2 Christmas is on \_\_\_\_\_.



3 Children go to the movies and parks \_\_\_\_\_ on Children's Day in China.

4 People \_\_\_\_\_ a Christmas tree.

► Circle the mistake. Write the correct sentence.

5 Family Day is on February in Canada. \_\_\_\_\_

6 My favorite holiday is at the winter. \_\_\_\_\_

7 Thanksgiving started at 1621. \_\_\_\_\_

8 Children wear costumes in Halloween. \_\_\_\_\_

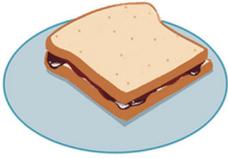
9 Children's Day in Korea is at May 5<sup>th</sup>. \_\_\_\_\_

10 They visit temples at New Year's Day. \_\_\_\_\_

# Test

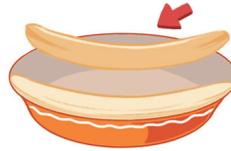
## ► Look and circle the correct word(s).

1



- a butter
- b sandwich

2



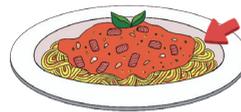
- a scoop
- b dish

3



- a cheese
- b lettuce

4



- a spaghetti
- b banana split

## ► Circle the correct word. Rewrite the sentence.

5 My mom bought  oranges. → \_\_\_\_\_

6 Joe ate  slice of cheese. → \_\_\_\_\_

7 We want  chocolate. → \_\_\_\_\_

8 They need  peanut butter. → \_\_\_\_\_

9 There is  jar of honey. → \_\_\_\_\_

10 I had  scoop of ice cream. → \_\_\_\_\_

# Midterm Test (Units 1-9)

(Page 1/2)

## ► Choose and write the word. (5 points each)

a (2x)

some (2x)

- 1 John wants \_\_\_\_\_ slice of pizza.      2 There are \_\_\_\_\_ egg sandwiches.
- 3 My mom needs \_\_\_\_\_ tomatoes.      4 I drink \_\_\_\_\_ glass of water.

## ► Circle the correct word(s). (5 points each)

- 5 There are / will be a lot of people at the picnic now.
- 6 We want to be / are famous artists in the future.
- 7 The ballet dancers danced beautiful / beautifully .

## ► Write the words in the correct order. (5 points each)

- 8 mom their bought flowers They .
- 

- 9 go to the She dentist didn't .
- 

- 10 yesterday were a lot of There people .
-

► **Circle the mistake. Write the correct sentence.** (5 points each)

11 I will goes camping this weekend. \_\_\_\_\_

12 People plant trees in Arbor Day. \_\_\_\_\_

13 She will not bakes cookies for us tomorrow. \_\_\_\_\_

14 They liked the movie very well. \_\_\_\_\_

► **Choose and write the sentence.** (5 points each)

visited      took      watched      stayed      went      had

My family

15 \_\_\_\_\_ Bali last weekend

16 \_\_\_\_\_ a plane to Bali

17 \_\_\_\_\_ at a nice hotel

We

18 \_\_\_\_\_ bike riding around the hotel

19 \_\_\_\_\_ a sunrise

20 \_\_\_\_\_ a wonderful time

15 \_\_\_\_\_

18 \_\_\_\_\_

16 \_\_\_\_\_

19 \_\_\_\_\_

17 \_\_\_\_\_

20 \_\_\_\_\_

Test

► Look and write the word(s).

won

soccer game

spelled

prize



1 There was a \_\_\_\_\_ at school.

2 My class won the first \_\_\_\_\_.



3 We \_\_\_\_\_ the words correctly.

4 We \_\_\_\_\_ the soccer game.

► Circle the mistake. Write the correct sentence.

5 My brother went about the museum. \_\_\_\_\_

6 They played to another team. \_\_\_\_\_

7 I learned with planets in science class. \_\_\_\_\_

8 Kate played about her friends yesterday. \_\_\_\_\_

9 He raced to his mom, and he won. \_\_\_\_\_

10 We talk about John last week. \_\_\_\_\_

Test

► Look and write the word(s).

fell off

had

had to stay

rode



1 I \_\_\_\_\_ a terrible stomachache.

2 I \_\_\_\_\_ my bike to the park.



3 I \_\_\_\_\_ in bed all evening.

4 I \_\_\_\_\_ my bike. It was so embarrassing.

► Circle the mistake. Rewrite the sentence(s).

5 Ann was sick. She couldn't went to work. \_\_\_\_\_

6 My room was messy. I had to cleans it. \_\_\_\_\_

7 Kate woke up very lately this morning. \_\_\_\_\_

8 The doctor gave he a shot yesterday. \_\_\_\_\_

9 There were an English test at school. \_\_\_\_\_

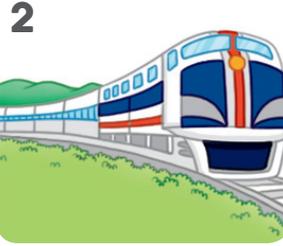
10 We had on finish our homework by today. \_\_\_\_\_

Test

► Look and circle the correct word.



- a vacation
- b backyard



- a plane
- b train



- a beach
- b picnic



- a cacti
- b pyramids

► Circle the mistake. Write the correct sentence.

5 I usually go to school by foot.

\_\_\_\_\_

6 Sally did many fun things in home.

\_\_\_\_\_

7 My dad goes to work on car.

\_\_\_\_\_

8 We went to the island in boat.

\_\_\_\_\_

9 They go to Grandma's house at train.

\_\_\_\_\_

10 Cody goes to the library at subway.

\_\_\_\_\_

# Test

► Look and write the word.

Island

harbors

canals

capital



1 Amsterdam is the \_\_\_\_\_ of the Netherlands.

2 Auckland is on New Zealand's North \_\_\_\_\_.



3 Amsterdam is famous for its \_\_\_\_\_.

4 Auckland has two \_\_\_\_\_ around it.

► Circle the mistake. Write the correct sentence.

5 Many people live on the city.

\_\_\_\_\_

6 New York is largest than Chicago.

\_\_\_\_\_

7 About six millions people live in the city.

\_\_\_\_\_

8 Seoul is famous by its subway system.

\_\_\_\_\_

9 He is the good soccer player ever.

\_\_\_\_\_

10 There are many tall building in the city.

\_\_\_\_\_

Test

► Look and write the word(s).

tacos

chocolate

Central Europe

North America



1 Mexico is located in \_\_\_\_\_.

2 Switzerland is located in \_\_\_\_\_.



3 Burritos and \_\_\_\_\_ are famous Mexican foods.

4 Switzerland is famous for its \_\_\_\_\_.

► Circle the mistake. Write the correct sentence.

5 There are five thousands people here. \_\_\_\_\_

6 Brazil is one of the bigger countries. \_\_\_\_\_

7 One of the coldest countries are Finland. \_\_\_\_\_

8 Sudan is one of the hottest country. \_\_\_\_\_

9 Singapore is one of the most small countries. \_\_\_\_\_

10 It is one of the most beautifulest countries. \_\_\_\_\_

**Test**

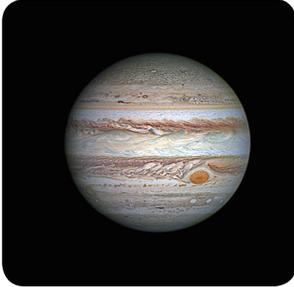
► **Look and write the word.**

sixth

largest

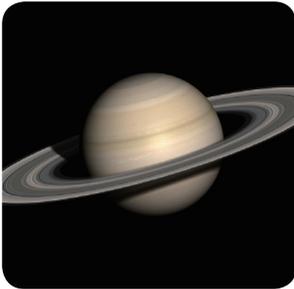
bands

rings



1 Jupiter is the \_\_\_\_\_ planet in the solar system.

2 Saturn has beautiful \_\_\_\_\_.



3 Jupiter has four large moons and many \_\_\_\_\_.

4 Saturn is the \_\_\_\_\_ planet from the Sun.

► **Circle the correct word. Rewrite the sentence.**

5 Uranus **have / has** 27 moons. → \_\_\_\_\_

6 Mercury is **smaller / smallest** than Earth. → \_\_\_\_\_

7 There is **water / waters** on Earth. → \_\_\_\_\_

8 Earth **look / looks** blue from space. → \_\_\_\_\_

9 Venus is **a / the** hottest planet. → \_\_\_\_\_

10 There **are / is** no life on Jupiter. → \_\_\_\_\_

# Final Test (Units 10-15)

(Page 1/2)

## ► Write **is, are, was, or were.** (5 points each)

- 1 There \_\_\_\_\_ a soccer game yesterday.
- 2 The weather \_\_\_\_\_ very cold today.
- 3 We \_\_\_\_\_ at the magic show now.
- 4 There \_\_\_\_\_ a lot of people at the park last weekend.

## ► Circle the mistake. Write the correct sentence. (5 points each)

- 5 Saturn have many moons. \_\_\_\_\_
- 6 We went with the museum yesterday. \_\_\_\_\_
- 7 It is the second large city. \_\_\_\_\_

## ► Write the words in the correct order. (5 points each)

- 8 anywhere find I my turtle couldn't .  
\_\_\_\_\_
- 9 had to night last study Fred .  
\_\_\_\_\_
- 10 for parks famous It is its large .  
\_\_\_\_\_

► Choose and write the word. (5 points each)

on

by

to

against

11 Finn talked \_\_\_\_\_ his mother.

12 I go to school \_\_\_\_\_ foot.

13 They went there \_\_\_\_\_ train.

14 Ann raced \_\_\_\_\_ Jenny.

► Choose and write the sentence. (5 points each)

slipped

was

didn't have

fell

had to run

rained

Today

\_\_\_\_\_ my worst day

15

It

\_\_\_\_\_ a lot after school

16

I

\_\_\_\_\_ an umbrella

17

\_\_\_\_\_ home from the bus stop

18

\_\_\_\_\_ and fell in the rain

19

My  
backpack

\_\_\_\_\_ into a puddle

20

15 \_\_\_\_\_

18 \_\_\_\_\_

16 \_\_\_\_\_

19 \_\_\_\_\_

17 \_\_\_\_\_

20 \_\_\_\_\_



# Test Answer Key

Placement Test	188
Unit Tests (Units 1-9)	188
Midterm Test	190
Unit Tests (Units 10-15)	190
Final Test	191

## Answer Key

## Placement Test

- 1 play
- 2 spelling bee
- 3 exhibition
- 4 Mars
- 5 musical
- 6 concert
- 7 My family will go hiking next weekend.
- 8 They go to the zoo on Children's Day.
- 9 We talked about the soccer game.
- 10 Mercury is the first planet from the Sun.
- 11 are
- 12 swim
- 13 a
- 14 well
- 15 @
- 16 ©
- 17 b
- 18 We went to the park yesterday.
- 19 The singer sang wonderfully.
- 20 Amy didn't play outside yesterday.

## Unit 1 Test

- 1 b
- 2 a
- 3 a
- 4 b
- 5 are. We will get up early tomorrow.
- 6 buys. He will buy new books tomorrow.
- 7 visited. She will visit our grandma this Sunday.
- 8 am will. I will watch a movie tomorrow night.
- 9 is. My family will eat out next weekend.
- 10 making. Ben will make dinner tonight.

## Unit 2 Test

- 1 play
- 2 watch
- 3 drink
- 4 cheer
- 5 will have. Sue will have fun tomorrow.
- 6 will be. There will be a field day next year.
- 7 is. Jim is very excited now.
- 8 will be. He will be very sad tomorrow.
- 9 watches. She watches movies all day.
- 10 not go. They will not go to school.

## Unit 3 Test

- 1 scientist
- 2 doctor
- 3 writer
- 4 pianist
- 5 movie star
- 6 teacher
- 7 Amy and Tom will be doctors in the future.
- 8 I will build beautiful buildings.
- 9 She will swim in the Olympics.
- 10 John will be the fastest runner.

## Unit 4 Test

- 1 a
- 2 b
- 3 a
- 4 b
- 5 is. He was at the library yesterday.
- 6 cooks. My dad cooked dinner last Sunday.
- 7 was. They were at home last weekend.
- 8 I. My friends sang a song for me.
- 9 wrote. I wrote a letter to my cousin yesterday.
- 10 making. We made a birthday card last night.

**Unit 5 Test**

- 1 cabin
- 2 trip
- 3 tour
- 4 campfire
- 5 **went** We went swimming yesterday.
- 6 **ate** They ate ice cream last night.
- 7 **stayed** He stayed at a hotel.
- 8 **was** She was happy yesterday.
- 9 **built** My dad built a campfire.
- 10 **took** You took a train last month.

**Unit 6 Test**

- 1 b
- 2 a
- 3 a
- 4 b
- 5 **wonderfully** He played the piano wonderfully.
- 6 **exciting** The play was exciting.
- 7 **very much** I liked the movie very much.
- 8 **beautiful** They played beautiful music.
- 9 **had** Jay had a great time yesterday.
- 10 **saw** We saw a musical last week.

**Unit 7 Test**

- 1 toothache
- 2 headache
- 3 stomachache
- 4 fever
- 5 runny nose
- 6 sore throat
- 7 Dad didn't rub my stomach.
- 8 I had a bad stomachache.
- 9 Tom stayed in bed all day.

- 10 We didn't feel well today.

**Unit 8 Test**

- 1 June 1<sup>st</sup>
- 2 December 25<sup>th</sup>
- 3 for free
- 4 put up
- 5 **on** Family Day is in February in Canada.
- 6 **at** My favorite holiday is in the winter.
- 7 **at** Thanksgiving started in 1621.
- 8 **in** Children wear costumes on Halloween.
- 9 **at** Children's Day in Korea is on May 5<sup>th</sup>.
- 10 **at** They visit temples on New Year's Day.

**Unit 9 Test**

- 1 b
- 2 b
- 3 a
- 4 a
- 5 **some** My mom bought some oranges.
- 6 **a** Joe ate a slice of cheese.
- 7 **some** We want some chocolate.
- 8 **some** They need some peanut butter.
- 9 **a** There is a jar of honey.
- 10 **a** I had a scoop of ice cream.

## Midterm Test

- 1 a
- 2 some
- 3 some
- 4 a
- 5 are
- 6 be
- 7 beautifully
- 8 They bought their mom flowers.
- 9 She didn't go to the dentist.
- 10 There were a lot of people yesterday.
- 11 goes. I will go camping this weekend.
- 12 in. People plant trees on Arbor Day.
- 13 bakes. She will not bake cookies for us tomorrow.
- 14 well. They liked the movie very much.
- 15 My family visited Bali last weekend.
- 16 We took a plane to Bali.
- 17 We stayed at a nice hotel.
- 18 We went bike riding around the hotel.
- 19 We watched a sunrise.
- 20 We had a wonderful time.

## Question Index (Midterm Test)

Question	Unit	Question	Unit
1	U9	11	U1
2	U9	12	U8
3	U9	13	U2
4	U9	14	U6
5	U2	15	U5
6	U3	16	U5
7	U6	17	U5
8	U4	18	U5
9	U7	19	U5
10	U4	20	U5

## Unit 10 Test

- 1 soccer game
- 2 prize

- 3 spelled
- 4 won
- 5 about. My brother went to the museum.
- 6 to. They played against another team.
- 7 with. I learned about planets in science class.
- 8 about. Kate played with her friends yesterday.
- 9 to. He raced against his mom, and he won.
- 10 talk. We talked about John last week.

## Unit 11 Test

- 1 had
- 2 rode
- 3 had to stay
- 4 fell off
- 5 went. Ann was sick. She couldn't go to work.
- 6 cleans. My room was messy. I had to clean it.
- 7 lately. Kate woke up very late this morning.
- 8 he. The doctor gave him a shot yesterday.
- 9 were. There was an English test at school.
- 10 on. We had to finish our homework by today.

## Unit 12 Test

- 1 a
- 2 b
- 3 b
- 4 b
- 5 by. I usually go to school on foot.
- 6 in. Sally did many fun things at home.
- 7 on. My dad goes to work by car.
- 8 in. We went to the island by boat.
- 9 at. They go to Grandma's house by train.
- 10 at. Cody goes to the library by subway.

### Unit 13 Test

- 1 capital
- 2 Island
- 3 canals
- 4 harbors
- 5 on Many people live in the city.
- 6 largest New York is larger than Chicago.
- 7 millions About six million people live in the city.
- 8 by Seoul is famous for its subway system.
- 9 good He is the best soccer player ever.
- 10 building There are many tall buildings in the city.

### Unit 14 Test

- 1 North America
- 2 Central Europe
- 3 tacos
- 4 chocolate
- 5 thousands There are five thousand people here.  
or There are five people here.
- 6 bigger Brazil is one of the biggest countries.
- 7 are One of the coldest countries is Finland.
- 8 country Sudan is one of the hottest countries.
- 9 most small Singapore is one of the smallest countries.
- 10 beautifulest It is one of the most beautiful countries.

### Unit 15 Test

- 1 largest
- 2 rings
- 3 bands
- 4 sixth
- 5 has Uranus has 27 moons.
- 6 smaller Mercury is smaller than Earth.

- 7 water There is water on Earth.
- 8 looks Earth looks blue from space.
- 9 the Venus is the hottest planet.
- 10 is There is no life on Jupiter.

### Final Test

- 1 was
- 2 is
- 3 are
- 4 were
- 5 have Saturn has many moons.
- 6 with We went to the museum yesterday.
- 7 large It is the second largest city.
- 8 I couldn't find my turtle anywhere.
- 9 Fred had to study last night.
- 10 It is famous for its large parks.
- 11 to
- 12 on
- 13 by
- 14 against
- 15 Today was my worst day.
- 16 It rained a lot after school.
- 17 I didn't have an umbrella.
- 18 I had to run home from the bus stop.
- 19 I slipped and fell in the rain.
- 20 My backpack fell into a puddle.

### Question Index (Final Test)

Question	Unit	Question	Unit
1	U10	11	U10
2	U12	12	U12
3	U10	13	U12
4	U11	14	U10
5	U15	15	U11
6	U10	16	U11
7	U14	17	U11
8	U11	18	U11
9	U11	19	U11
10	U13	20	U11



## AWARD CERTIFICATE

This award is presented to

\_\_\_\_\_

for successfully completing My First Writing 3.

Signature \_\_\_\_\_

Date \_\_\_\_\_