

HAND



HAND



Teacher's Manual

2

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Characters

Matt Lewis

Jade Chen

Joey Jones

Mila Lopez

Sunny

Fluffy

Jumbo

Ditto



About Hand in Hand



Course Approach

Every student deserves a dynamic education that prepares them for life in the 21st century. *Hand in Hand* is skillfully designed to deliver exactly the education that students need to succeed in today's world. At the heart of *Hand in Hand* is the recognition that global awareness, content and language integrated learning (CLIL), and 21st century skills are necessary components for success, both in classrooms and the outside world. *Hand in Hand* is a comprehensive seven-level course designed to transform students into confident English speakers and capable global citizens.

Course Features

Hand in Hand takes English learning to a whole new level. The series incorporates proven English language learning techniques with an innovative twist: 21st century design. Each unit is infused with exercises and activities that encourage communication, collaboration, critical thinking, and creativity. Additionally, *Hand in Hand* recognizes the growing importance of a globalized curriculum and the practicality of content and language integrated learning (CLIL). It includes a glimpse into a different world via a specialized section, *The World around Us*, which showcases assorted countries, experiences, and students from other cultures. *School Link* segments blend academic content (such as social studies, science, art, and math) and language-learning together to make for a dynamic curriculum.

Course Philosophy

- **Learn English together** - Inspire communication and cooperation with one another.
- **Share cultures together** - Help create a global community built on mutual understanding and respect.
- **Grow and develop together** - Cultivate necessary skills to become successful global citizens.
- **Go beyond boundaries** - Challenge students to explore new ideas and ways of thinking.

Course Level Guide

Hand in Hand is uniquely designed for students studying at an elementary school level. The first book in the series, *Hand in Hand Starter*, is intended for students at the very beginning of their English education. The remaining six course books progress consistently so that students are able to master communicative interactions and self-expression in various contexts. *Hand in Hand* combines steady vocabulary and grammar progression with the functional objectives of the Common European Framework of Reference for Languages (CEFR) and Young Learners English (YLE) Tests, and features language that students can use in their daily lives. The following chart illustrates where the *Hand in Hand* series stands in comparison to the CEFR and YLE.

• Hand in Hand and CEFR/YLE level correlation

Hand in Hand	CEFR/YLE	A1 Starters	A1 Movers	A2 Flyers
Starter				
Book 1				
Book 2				
Book 3				
Book 4				
Book 5				
Book 6				

Components

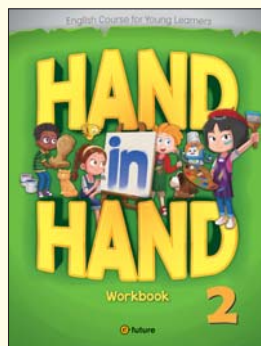
Student Book



- Twelve units with three lessons per unit
- Six incorporated CLIL lessons
- Colorful illustrations and photos
- Catchy songs and chants
- Entertaining comics and games
- Cumulative reviews
- Hybrid CD: audio tracks and animated content (conversations, songs, chants, and word games)



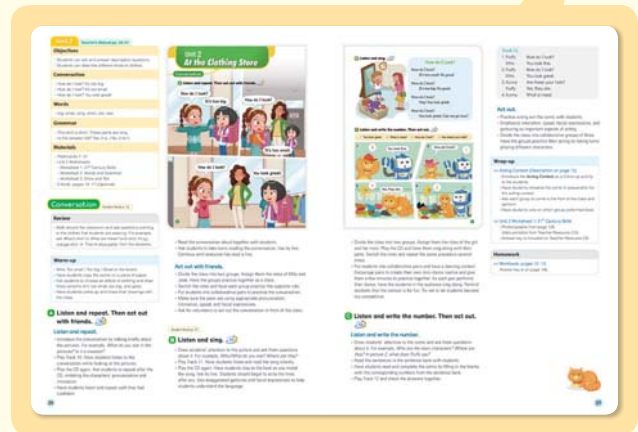
Workbook



- Reading and writing reinforcement activities
- Designed to be used in class or as homework
- Page numbers aligned with Student Book page numbers
- Colorful illustrations and photos



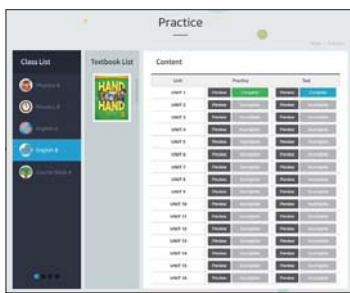
Teacher's Manual



- Annotated lesson plans
- Detailed descriptions of assorted games and activities
- Photocopiable worksheets for every lesson (21st Century Skills, Words and Grammar, Show and Tell, and CLIL Activity)
- Photocopiable placement test, unit tests, midterm test, and final test
- Teacher Resource CD containing printable YLE Prep Tests, classroom flashcards, worksheets, tests, editable rubrics, and interactive e-book

Hand in Hand Online

- LCMS (Learning Content Management System)



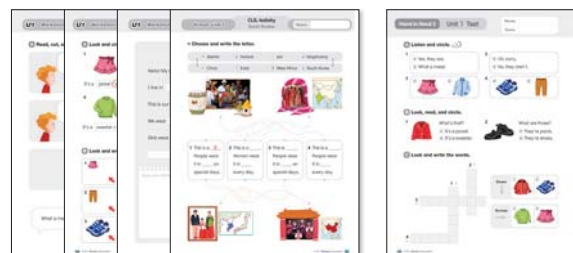
- Interactive e-book for classroom use



- Printable Classroom Flashcards



- Worksheets and tests





Scope and Sequence

	<i>Conversation</i>	<i>Words and Grammar</i>	<i>The World around Us</i>	<i>English Sounds</i>
Unit 1 Colorful Clothes	Are these your books? Yes, they are. Are these your clothes? Yes, they are. What a mess!	a jacket, pants, a shirt, a skirt, shoes, a sweater What's that? It's a shirt. What are those? They're pants.	School Clothes (New Zealand, Brazil, France)	a and o
Unit 2 At the Clothing Store	How do I look? It's too big. How do I look? It's too small. How do I look? You look great!	big, small, long, short, old, new This skirt is short. These pants are long. Is this sweater old? Yes, it is. No, it isn't.	People's Fashion (Italy)	e and u
School Link 1	Social Studies: Traditional clothes Project: Make a poster of the traditional clothes of a country.			
Unit 3 Lunch Time	Oh, I'm hungry. What's for lunch, Mom? Tuna sandwiches. Here you are. Thank you, Mom.	chicken, fish, spaghetti, a sandwich, fried rice, salad She likes/doesn't like salad. They like/don't like salad. Does he like fish? Yes, he does. No, he doesn't.	It's Lunch Time! (USA, Japan)	h and j
Unit 4 Art Class	It's time for art class. Oops! I'm sorry. That's OK. Hurry up! OK. I'm coming.	clay, glue, paint, a colored pencil, paper, tape Whose clay is this? It's Sam's clay.	Arts and Crafts (UK)	s and z
School Link 2	Art: Different art activities Project: Make an art book.			
Unit 5 In the Living Room	Let's play! OK. How about a board game? That's a good idea. I like this game. Me too. It's fun.	a coffee table, a lamp, a picture, a rug, a sofa, a TV There is a TV. There are lamps. Is there a lamp? Yes, there is. No, there isn't. Are there rugs? Yes, there are. No, there aren't.	What's in the Living Room? (Canada, Switzerland)	k and g
Unit 6 In My Room	I can't find my hat. Look under your bed. It's not here! Look in your closet. Oh, here it is.	bed, bookcase, box, computer, toys, wall, in, on, under, next to Where is the bag? It's under the chair.	What's in the Room? (Hong Kong)	k and q
School Link 3	Social Studies: Rooms in a house Project: Make a house mobile.			

	Conversation	Words and Grammar	The World around Us	English Sounds
Unit 7 Wild Animals	Do you like wild animals? Yes, I do. Come with me. OK. These posters are cool! Thanks.	numbers 11–20, a bear, an elephant, a giraffe, a lion, a tiger, a zebra How many zebras are there? There are four zebras.	Wild Animals of the World (Australia, China, Indonesia, Argentina)	r and w
Unit 8 Fun Things	I'm sorry I'm late. That's OK. This is my new skateboard. How nice! Let's go! OK.	a bike, a camera, a jump rope, a kite, a skateboard, a soccer ball She has/doesn't have a kite. They have/don't have a kite. Does he have a kite? Yes, he does. No, he doesn't.	Favorite Things (New Zealand, South Korea, Spain, France)	w and y
School Link 4	Math: Counting numbers and ordinal numbers Project: Make a poster of ordinal numbers.			
Unit 9 Doing Things Outside	I'm bored. Let's go out and play. I like running. I like running too. Hey! Wait up!	dancing, jumping, running, singing, sleeping, walking What's she doing? She's walking. What are they doing? They're walking.	Fun Things to Do (Vietnam, Canada, Belgium, Austria)	ch and sh (initial)
Unit 10 Doing Things Inside	Hello, Mila. Hi, Matt. What are you doing? I'm reading. Can I come over? Sure.	drawing, drinking, painting, reading, talking, writing Is he talking? Yes, he is. No, he isn't. Are they talking? Yes, they are. No, they aren't.	Fun Hobbies (Argentina, Denmark, Spain, Peru)	ch and sh (final)
School Link 5	Physical Education: Different activities in gym class Project: Create a poster of your favorite activity in gym class.			
Unit 11 Favorite Activities	Let's play hopscotch. Yes, it's my favorite game. Can I go first? Sure. Now, it's your turn. OK.	climb a tree, fly a kite, play the drum, play hopscotch, play soccer, ride a bike What can he do? He can play hopscotch. Can they play soccer? Yes, they can. No, they can't.	School Talent Show (USA)	s and th
Unit 12 Favorite Snacks	I'm very excited. Me too. Can we get popcorn, Dad? Yes, we can. Can we get candy too? No, we can't.	chips, a cookie, ice cream, juice, a candy bar, popcorn What does he want? He wants ice cream. Do they want chips? Yes, they do. No, they don't.	Healthy Snacks (Sweden)	s and th
School Link 6	Science: Five food groups Project: Create a poster of your dinner plate.			

Course Outline



I. Regular Unit

Conversation

Each regular unit begins with an engaging conversation. The characters' dialog has been modeled after natural language, containing common vocabulary and useful expressions for everyday English.

Unit 2
My Things

Conversation

A Listen and repeat. Then act out with friends. 10

Mila, this is Matt.
Matt, this is Mila.

Hi, Mila.
Hello, Matt.

Is this your toy?
Yes, it is.
It's my robot.

A Students are introduced to the unit's overarching theme in a fun context through an informative conversation. Bright visuals, animated voice acting, and carefully planned sentence structures are in place to help students acquire the language through listening and replicating.

B Listen and sing.



Hello! Hello!

Hello. Hello.
Mila, this is Matt.

Hello. Hello.
Matt, this is Mila.

Hello, Mila. My name's Matt.
Hello, Matt. My name's Mila.
Hello, Mila.
Hello, Matt.

C Listen and write the number. Then act out.

1 Hello, Sunny. 2 Hello, I'm Sunny. 3 What's your name? 4 Fluffy, this is Sunny.



B Altering the pace and input method, this exercise explores the target language in a fresh, dynamic way. Students are reintroduced to the language through a fun song. This exercise encourages students to sing and dance, increasing receptivity and natural language acquisition.

C Linking the conversational language of the current unit with previously acquired language, students are able to enjoy, review, and learn at the same time. The combination of learned language structures used in a new context is optimal for constructing and reinforcing meaning.

Hand in Hand delivers the education that students need to succeed in the 21st century. Uniting EFL education with a comprehensive and globalized curriculum, this seven-level series helps students grow into capable and globalized learners. Thorough instruction, engaging content, and integrated learning have been systematically woven into each course book. *Hand in Hand* is designed to transform students into confident English speakers and competent global citizens.

Words and Grammar

This section presents the words and grammar central to the target language. Learner-centered activities are provided to encourage student participation and active learning.

Words and Grammar

A Listen and repeat. Then point and say. 15

1 big 2 small 3 long 4 short 5 old 6 new

B Listen and repeat. Then point and say. 14

This skirt is short. These pants are long.

A New words are clearly presented with bright illustrations and rich audio. Students are able to clearly identify and classify new vocabulary.

B The grammar focus is introduced concisely, giving context to the learned vocabulary. Students are able to see how grammar structures and vocabulary function together.

C Listen and repeat. Then ask and answer. 15

Is this sweater old? Yes, it is. No, it isn't. isn't = is not
 Are these shoes big? Yes, they are. No, they aren't. aren't = are not

1 Is this sweater old?
Yes, it is.

2 Are these shoes big?
No, they aren't. They're small.

D Listen and circle Yes or No. 14

E Look at D. Ask and answer.

Are these pants short?
No, they aren't. They're long.

C Students observe the target language being used in an authentic setting. By listening and repeating, students become familiar with the structures before they are asked to use them independently.

D
E Students take part in interactive activities that boost their understanding and familiarity of the language. Using the language practically and purposefully increases genuine acquisition and builds fluency.



The World around Us

The *World around Us* promotes global awareness by spotlighting a different country, custom, or culture for students to learn about. The subject matter is correlated with the main theme of the unit and offers students an opportunity to see the target language structures in use.

The World around Us

A Look and listen. Then choose and write. 17

People's Fashion

The _____ is short. The _____ is long.

1 2 3 4

The _____ is new. The _____ are big.

boots tie coat hat

B Find and circle.

1	s	k	i	r	t	x	v	5
2	j	h	g	f	p	w	s	6
3	l	a	c	o	a	t	h	7
4	m	t	c	x	n	i	i	8
	s	w	e	a	t	e	r	
	b	o	o	t	s	q	t	

A Students are introduced to a different world with the help of learned vocabulary and language. The pictures are designed to be interesting and educational so students can better understand and follow along with the audio. After listening, there is an exercise to check comprehension.

B Critical thinking and creativity come together so that students can assess and express their understanding of the lesson in one exercise.

Unit Link

Unit Link functions as a collective and constant review. The review is cumulative so that students are able to link current language targets with material they have learned in past lessons.

Unit Link U1, U2

A Listen and answer. 16

1 2 3 4

B Point and say. This is a short tie.

A The pictures and corresponding audio allow students to look, listen, and review their cumulative language skills. The exercise is clearly structured so that students have an example for correctly using the language.

B Open-ended and student-based, this exercise lets students adapt the language and collaborate with their peers. In this section, students are asked to expand their communication ability by using any and all of their available language skills.

II. CLIL Unit

School Link

School Link skillfully integrates global curriculum and language education into the same fulfilling learning experience. Students explore interesting topics shaped by different academic subjects such as science, math, social studies, and physical education. While students are immersed in a topic, they are concurrently practicing and acquiring the target language.

School Link 1 Social Studies 17

Traditional Clothes

Here are some different traditional clothes from around the world.

Hanbok
People wear it in South Korea on special days.

Dashiki
People wear it in West Africa every day.

Think and Say

- When do people wear hanbok?
- When do women wear saris?
- What are your traditional clothes?

Key Words
clothes every day
wear special day

A Students are introduced to an interesting topic through appealing visuals, clear audio, and comprehensible text. The content is related to the prior lessons so that students are at ease with the level.

B Critical thinking and creativity come together so that students can assess their understanding and express what they have learned. Key Words reiterate the new content vocabulary in the text.

Sari
Women wear it in India every day.

Tangzhuang
People wear it in China on special days.

Project Find a picture of the traditional clothes of a country. Share it with the class.

Mexico These are Jalisco dresses. Women in Mexico wear them on special days.

C The project section supports creativity and communication within the classroom. Students are presented with an objective and the guidelines to accomplish it. Once guidelines are in place, students can work freely. When students meet their goals, they present their work to the class.

English Sounds

a

cap fan

o

mop hot

English Sounds helps students strengthen their foundational phonics skills.

Teaching Techniques

21st Century Skills: Communication, Collaboration, Critical Thinking, and Creativity

Students of the 21st century need an education that will help them succeed in today's world. *Hand in Hand* establishes and cultivates the 21st century skills necessary for success.

- **Communication:**

Students develop their interpersonal, intrapersonal, and presentational skills through communicative exercises, class activities, and independent presentations.

- **Collaboration:**

Students learn how to work together in order to achieve a common goal. Collaborative exercises appear throughout the student book, giving students the opportunity to enhance cooperation and collaboration skills.

- **Critical thinking:**

Students practice purposeful and goal-directed thinking. They analyze and solve problems, put together inferences, and make thoughtful decisions based on information.

- **Creativity:**

Students are encouraged to express their ideas. *Project Book* assignments take on more than one format to allow students to develop their resourcefulness and flexibility.

CLIL Segment

Content and Language Integrated Learning (CLIL) makes English teaching more interesting, more valuable, and more potent. When teachers integrate school subjects into their EFL classes, lessons become dual-focused; students are learning subject content while acquiring English.

The *School Link* section of *Hand in Hand* focuses on a subject, such as social studies, science, art, math, or PE, and combines it with previously learned grammar, structures, and vocabulary. Each course book contains six *School Link* sections so that teachers can include diversified instructional content to make language learning more interesting and inspiring.

Teaching Global Awareness

Because of the rapidly increasing interconnectedness in the world, teaching global awareness in the classroom is becoming progressively more necessary. In order to create global citizens, teachers must infuse their classrooms and their lessons with global awareness. Students need to develop the ability to understand global issues, learn from and work with people from other cultures, and understand the cultures of other nations.

The World around Us section of *Hand in Hand* provides students with the opportunity to learn about people from around the world. Teachers can supplement this section by showing videos, pictures, and related media. Students can take part in culture-specific discussions, readings, and writing activities. Consider setting up a pen pal program that would allow your students to communicate with other EFL students around the world.

Technology in the Classroom

Today's students must be technologically fluent in order to compete in the real world. There are two defining aspects of technological education:

- **Technology adoption:**

Students should be exposed to multiple modes of technology. It is important for students to feel comfortable using and learning new kinds of technology. If possible, teachers should show students how to best utilize computers, software and hardware, smart phones, and tablets by incorporating them into class instruction and curriculum.

- **Digital literacy:**

Students should be developing the ability to obtain, evaluate, and interpret digital information. If possible, teach students how to locate digital resources, assess sources, and construct new information from their findings.



Eliciting

Instead of giving your students information directly, try eliciting it! When you elicit ideas and language from your students, you are giving them a sense of ownership in your class. Elicitation empowers students, invests them in their own learning, and increases the motivation of the class as a whole. Teachers can find out what the students know and build on their prior collective knowledge by eliciting throughout the lesson. A few techniques: miming, modeling, gap-fills, drawing, lists, synonyms/antonyms, hints, and visuals.

Collaborative Pairs

Collaborative pairing or grouping is a way to engage student thinking and organize the class structure. Learning is a social activity and collaborative pairing capitalizes on student socialization. Pairing students to work together creates a social setting which limits opportunities to disengage. Students must produce results because of the intimate setting. Collaborative pairs increase student achievement, teaching collaboration, interpersonal communication, and energizes learning. When creating pairs of students, remember to group carefully by ability. The best groupings are high-middle, middle-middle, and middle-low.

Building Background

Before starting a new lesson, it is important to build up students' background knowledge in the lesson topic. By building background knowledge, students will be able to make connections to the material and activate their prior knowledge. Before teaching content, link the lesson's concepts to students' personal, cultural, or academic experience. They will be able to understand the lesson more clearly and naturally be more motivated during class.

Scaffolding

Teachers can help students grow into independent learners by using scaffolding techniques. Teachers can assist students when they are struggling with the degree of curriculum by providing successive levels of temporary support. Over time, teachers gradually remove this temporary support, leading their students to take on more responsibility.

- **Verbal scaffolding:**

paraphrasing, repeating student response, and slowing speech/increasing pauses/speaking in phrases

- **Procedural scaffolding:**

explicit teaching, modeling, small group instruction, and partnering

- **Instructional scaffolding:**

graphic organizers and models of completed assignments

Rubrics

Rubrics can be very useful for both students and teachers. A rubric is a set of confirmed criteria, including descriptions of levels of accomplishment that can be used to assess performances. When shared with students at the beginning of an assignment, rubrics help students plan and monitor their own work. The expectations of the assignment are clearly defined so that over time rubrics help students build up the concept of what it means to perform a skill well. Rubrics help the teacher focus on developing students' learning of skills instead of mere task completion. The Hand in Hand Teacher's Manual provides teachers with a descriptive rubric.

Photocopiable rubric is located on page 189.

Printable and editable rubric is located in the Teacher Resource CD.






Games and Activities

All of your students learn differently! Some students learn best by reading. Some students are visual learners who like watching. Other students are physical learners who need to move around the classroom. Learning styles vary from student to student. Often students have a mixture of learning styles, some styles stronger than others. By incorporating games and activities into your curriculum, you are ensuring that your students will be able to develop their ideal learning styles and genuinely engage in the lessons.

Games and activities are an easy, fun way to spice up your class. They can be dynamic, funny, physical or mental, just as long as they are educational! Each and every activity that you include in your class should be used as a means to an end: language acquisition. There are many kinds of activities that can be used to assist language acquisition.

The following pages are divided into three sections: Games & Activities for Speaking, Games & Activities for Vocabulary, and Games & Activities for Vocabulary and Grammar. For further information on the targets of each activity, please refer to the key below:

Activity Targets

-  Interpersonal Communication
-  Presentational
-  Building Background
-  Reinforcing Language
-  Physical Activity

Games and Activities for Speaking

Acting Contest

- Materials: a student book and a CD player
 - Grouping: teams of 2–4 students
- ① Listen to the dialog from the CD and then model appropriate tones, speed, and actions for the students.
 - ② Separate the class into groups of 2–4, depending on the number of characters in the dialog.
 - ③ Have students rehearse the dialog from the student book.
 - ④ Each group comes to the front of the class and performs the dialog.
 - ⑤ Make sure the students in the audience are politely listening. Encourage them clap at the end of each performance.
 - ⑥ Have students vote on which group had the best acting.

Find Your Partner

- Materials: multiple sets of flashcards
 - Grouping: as a class
- ① Use at least two sets of flashcards.
 - ② Give each student a flashcard.
 - ③ Have students walk around and find another student who has the same card by asking the target question. For example, *Is this John's clay? Yes, it is. / No, it isn't.*
 - ④ Students go around the classroom trying to find the student who has the match to their flashcard.

Mixer

- Materials: N/A
 - Grouping: as a class
- ① Write the target expressions on the board.
 - ② Have students stand up and walk around the classroom using the language with their peers.
 - ③ Students should try to speak to as many peers as possible.
 - ④ As the students mix, the teacher walks around the classroom to ensure students are using the language appropriately.

Pass It on

- Materials: a ball or a bean bag and a CD player
 - Grouping: as a class
- ① Have students sit in a circle with a ball and practice the target conversation. For example, the student who has the ball says *Hurry up!* and passes the ball to the next person. They say *OK. I'm coming.* and continues passing the ball.
 - ② As students are practicing the conversation, play the relevant song (e.g. Track 30).
 - ③ Randomly stop the music. The student who is holding the ball is disqualified and must sit inside the circle.
 - ④ Start the music again and repeat the same procedure until the circle becomes too small to pass.

Show and Tell

- Materials: Show and Tell Worksheets (located in the Teacher's Manual or Teacher Resource CD)
 - Grouping: as a class
- ① Prepare your own Show and Tell Worksheet and give a presentation, modeling correct tones, speed, and actions for the students.
 - ② Write the sentence structures on the board and brainstorm possible answers with the class. Write student responses on the board.
 - ③ Hand out the Worksheets and have students fill out the writing portion and the drawing portion. Circle around the room and help students with spelling and grammar.
 - ④ Select a few students to come to the front of the class and present their Show and Tell Worksheets.
 - ⑤ Make sure the students in the audience are politely listening. Encourage them to ask questions and clap at the end of each presentation.

Toss the Ball

- Materials: a ball or a bean bag
 - Grouping: as a class
- ① Have the class form a circle.
 - ② Toss a ball or a bean bag to a student and use the target language to ask a question or say a sentence.
 - ③ The student who catches the ball replies and tosses the ball to another student who also uses the target language. Continue until all students have had a chance to participate.

Games and Activities for Vocabulary

Brainstorm

- Materials: N/A
 - Grouping: as a class
- ① Write the chosen topic in a cloud outline on the board.
 - ② Ask students what they know about the topic.
 - ③ Write student responses on the board.
 - ④ Elicit vocabulary from the upcoming lesson that students did not volunteer.

Bingo

- Materials: flashcards and nine-square grids
 - Grouping: as a class
- ① Give each student a nine-square grid (3X3) and prepare nine or more flashcards.
 - ② Select a student to be the announcer.
 - ③ Remaining students choose nine target words or phrases from the flashcards to write randomly on the grid.
 - ④ The announcer picks a flashcard and calls out the word or phrase that is on the card.
 - ⑤ If students have that word or phrase on their grids, they mark it with a colored pencil.
 - ⑥ The first student to mark three squares down, across, or diagonally wins the game.

Blinded

- Materials: a blindfold, a bag, and actual vocabulary items
 - Grouping: as a class
- ① Put vocabulary-related items in a bag. For example, *a pencil, a marker, an eraser.*
 - ② Blindfold one student and have them select an item from the bag.
 - ③ The blindfolded student guesses what the item is by asking an identifying question. For example, *Is it glue?*
 - ④ Students reply *Yes, it is. / No, it isn't.*
 - ⑤ If the blindfolded student does not recognize the item, have other students give hints.
 - ⑥ Once the item has been correctly identified, blindfold another student and repeat the process.

Class Picture

- Materials: whiteboard and markers
 - Grouping: as a class
- ① Tell students they are going to draw a picture together as a class.
 - ② Write the topic of the picture on the board and start drawing.
 - ③ Ask students what other related items could be drawn on the board.
 - ④ Have students come up singularly or in teams and add to the picture with their own drawings.
 - ⑤ When the class is finished, open up a discussion about the topic related items that they have drawn.

Survivor

- Materials: N/A
 - Grouping: as a class
- ① Write the topic on the board and tell students to think of related vocabulary. For example, *colors.*
 - ② Have all students stand up.
 - ③ Start at one end of the classroom and have a student say a related vocabulary word. In this case, *Green.*
 - ④ List each word on the board as it is said.
 - ⑤ Each student must say a different word. Once a word is said, it cannot be repeated.
 - ⑥ If a word is repeated, the student who said it must sit down.
 - ⑦ If a student takes longer than five seconds to answer, they must sit down.
 - ⑧ The last student standing is the winner.

Up/Down

- Materials: whiteboard and marker
 - Grouping: as a class
- ① Write numbers 11–20 vertically on the board.
 - ② Write down a secret number between 11–20.
 - ③ Students take turns one by one trying to guess the secret number.
 - ④ As each student guesses, give them a hint: *Up!* if they need to go higher and *Down!* if they need to go lower.
 - ⑤ Draw arrows by the numbers to visually show the decreasing number range. For example, if a student says *Seventeen!* and you say *Up!* draw an up arrow by the number seventeen.
 - ⑥ The student who correctly identifies the secret number gets to come up, choose another secret number, and deliver the hints to the class.



Games and Activities for Vocabulary and Grammar

Action Chain

- Materials: flashcards
 - Grouping: teams of 5–6 students
- ① Choose five or six students and ask them to line up in a row, facing the left side of the classroom.
 - ② Ask the first student to turn around to pick one of the flashcards and show it to the class as well.
 - ③ The first student turns around and taps the second student on the shoulder and acts out the word on the flashcard for the second student to watch.
 - ④ The second student then taps the third student and repeat the same procedure until it reaches the last student in line, who must guess what the word is by saying the target sentence. For example, *He's/She's dancing.*
 - ⑤ If the students guess correctly, they get a point.

3, 2, 1 Action!

- Materials: flashcards
 - Grouping: as a class
- ① Place the flashcards face down in a pile.
 - ② Select a student to come to the front of the class.
 - ③ The selected student takes a card and acts out the word using gestures.
 - ④ The class guesses the word using the correct target language.
 - ⑤ The student who guessed the correct word comes to the front of the class, chooses a card, and repeats the process.

Behind the Wall

- Materials: flashcards and a wall card
 - Grouping: teams of 3–5 students
- ① Spread the flashcards on the table and have students memorize them.
 - ② Select a student to choose a card.
 - ③ Other students close their eyes while the selected student chooses one flashcard and hides it behind the wall card*.
 - ④ Students open their eyes and try to guess the hidden card by raising their hand and asking identifying questions. For example, *Do you want chips?* Students can make a maximum of three guesses.
 - ⑤ The selected student replies *Yes, I do. / No, I don't.*
 - ⑥ If a student guesses correctly, reshuffle the cards and have the correct student choose one card to hide behind the wall card.
 - ⑦ If students are not successful at guessing the card correctly, they should ask the appropriate wh-question, *What are they?* The student answers the question and reveals the hidden card.

* Make the card wall big enough to cover a flashcard.

Detective Clue

- Materials: related items or flashcards
 - Grouping: as a class
- ① Have one student stand in front of the class facing their classmates.
 - ② Hold up a flashcard behind the student.
 - ③ Have the class give the student hints about the flashcard. Provide sentence structures if necessary.
 - ④ When the student thinks they know what the flashcard is, they try to guess by saying a target language structure. For example, *There is a sofa.*
 - ⑤ The class answers *Yes, there is. or No, there isn't.*
 - ⑥ Let the student guess as many times as they need.
 - ⑦ Once the flashcard has been identified, have another student come up and repeat the process.

I Spy

- Materials: student books
 - Grouping: teams of 3–4
- ① Put students into collaborative groups.
 - ② Set a time limit.
 - ③ Designate one student from each group as the 'spy.' They will begin the game by silently choosing an item in the classroom and saying *I spy with my little eye, something that is red.*
 - ④ The other students in the collaborative group take turns asking the 'spy' *Is it a ____?*
 - ⑤ The spy answers *Yes, it is. or No, it isn't.*
 - ⑥ The student who guesses the object correctly becomes the spy and starts the game over.
 - ⑦ Play until all students have had a chance to be the 'spy.'

In the Bag

- Materials: flashcards and a bag
 - Grouping: 2 class teams
- ① Divide the class into two teams.
 - ② Display five or more flashcards and have students try to memorize them.
 - ③ Team 1 closes their eyes while team 2 chooses a flashcard and hides it in a bag.
 - ④ Team 1 opens their eyes and guesses which flashcard was hidden by asking identifying questions. For example, *Does she have a bike?*
 - ⑤ Team 2 replies *Yes, she does. / No, she doesn't.*
 - ⑥ Team 1 is allowed to make three guesses. If they are not successful at guessing the flashcard correctly, they should ask team 2 the appropriate wh-question, *What is it?*
 - ⑦ The team who takes fewer tries to correctly identify the cards wins the game.

Quick Point

- Materials: student books
 - Grouping: teams of 4 students
- ① Put students into collaborative groups of four.
 - ② Within each group, one student secretly selects a picture in the student book and makes a sentence about it using the target language structure.
 - ③ The other students compete to find and point to the correct picture.
 - ④ The first student who finds the picture wins a point and takes on the role of the first student.

Simon Says

- Materials: N/A
 - Grouping: as a class
- ① Ask students to stand up and tell them that you will give them commands to follow.
 - ② If you begin the command with *Simon says* they should follow the commands. For example, *Simon says dance!* and so students should begin to dance.
 - ③ If you do not begin the command with *Simon says* then they should not follow the commands.
 - ④ When a student follows a command that does not begin with *Simon says* or acts out the incorrect command, they are out of the game and must sit down.
 - ⑤ Continue giving commands until only one student is left.

Sketch It

- Materials: whiteboard and markers
 - Grouping: as a class
- ① Write the topic on the board and select a student to come to the front of the class.
 - ② The selected student draws a picture on the board that is related to the topic.
 - ③ When the students think they know what the picture is, they raise their hand and ask identifying questions. *Is it a jacket?*
 - ④ The selected student replies *Yes, it is. / No, it isn't.*
 - ⑤ The student who guesses correctly comes up to the front of the class and draws another topic related picture.

Slam

- Materials: multiple sets of flashcards and fly swatters*
 - Grouping: teams of 3–5 students
- ① Divide the class into collaborative groups.
 - ② Give each group a set of flashcards.
 - ③ Students place the flashcards face up on the table.
 - ④ Call out a word and have students slam the correct card and say the target language.
 - ⑤ The first student to slam the correct word and say the target language gets to keep the flashcard.
 - ⑥ The student who takes the most cards in each group is the winner.

* Fly swatters are recommended to prevent students from slamming one another's hand.

Snowball

- Materials: flashcards
 - Grouping: as a class
- ① Students line up the flashcards on a table with the picture side up.
 - ② Start the game by saying a sentence using the target language from the first flashcard.
 - ③ The first student standing next to you repeats your sentence and then adds their own sentence using the target language from the second flashcard.
 - ④ The second student repeats what you and the first student said, and then adds their own sentence from the next flashcard.
 - ⑤ Continue until all flashcards have been used.
 - ⑥ As a wrap-up, have students repeat all the sentences they have said in order.

Spelling Race

- Materials: two board markers and a list of words
 - Grouping: 2 class teams
- ① Divide the class into two teams.
 - ② Ask one student from each team to come to the board.
 - ③ Call out a target word and have the students try to write the word on the board.
 - ④ Begin with easier words and progress to more difficult words.
 - ⑤ Give one point to the first student who spells the word correctly.



Objectives

- Students can describe locations.
- Students can identify and locate objects in a room.
- Students can use prepositions of place.

Conversation

- I can't find my hat.
- Look under your bed. It's not here!
- Look in your closet. Oh, here it is.

Words

- bed, bookcase, box, computer, toys, wall, in, on, under, next to

Grammar

- Where is the bag? It's under the chair.

Materials

- Flashcards 25–40
- Unit 6 Worksheets
 - Worksheet 1: 21st Century Skills
 - Worksheet 2: Words and Grammar
 - Worksheet 3: Show and Tell
- E-book, pages 40–43 (Optional)

Conversation

Student Book p. 40

Review

- Place flashcards 25–30 all around the classroom. Tell students to imagine they are in a living room.
- Put students into collaborative pairs and have them tour the classroom making sentences about each card. For example, *There is a sofa.* or *There are lamps.*

Warm-up

- Have one student stand outside the classroom while you hide one of their belongings in the classroom.
- Once well-hidden, the student comes back into the class and says *I can't find my _____.*
- As the student walks around the classroom looking for their belongings, the class gives hints. They say *You're hot.* when the student is getting closer to their belongings. They say *You're cold.* when the student is far from their belongings.
- Keep giving hints until the student finds their belongings.
- Play again with a new student.

A Listen and repeat. Then act out with friends.

46

Listen and repeat.

- Introduce the conversation by asking students about the characters and their surroundings. For example, *Who are they? Is she Matt's mom? Where are they?*
- 54 *What do you see? Is it a closet?*



- Play Track 46. Have students listen to the conversation while looking at the pictures.
- Play the CD again. Ask students to repeat after the CD, imitating the characters' pronunciation and intonation.
- Have students listen and repeat until they feel confident.
- Read the conversation aloud together with students.
- Ask students to take turns reading the conversation, line by line. Continue until everyone has read a line.

Act out with friends.

- Divide the class into two groups. Assign them the roles of Matt and his mom. Have the groups practice together as a class.
- Switch the roles and have each group practice the opposite role.
- Put students into collaborative pairs to practice the conversation.
- Make sure the pairs are using appropriate pronunciation, intonation, speed, and facial expressions.
- Ask for volunteers to act out the conversation in front of the class.

Student Book p. 41

B Listen and sing.

47

- Draw students' attention to the picture and ask them questions about it. For example, *Who/What do you see in the picture? Where is he?*

B Listen and sing. 47

I Can't Find My Hat!

Mom, I can't find my hat.
It's in your room.
It's not here! It's not here! Oh, no.
Look in your closet.
Look in your closet.
Oh, no! It's not here! Oh, no!



Mom, I can't find my hat.
It's in your room.
It's not here! It's not here! Oh, no.
Look under your bed.
Look under your bed.
Oh, here it is!
Hooray! Hooray!



C Listen and write the number. Then act out. 48

- 1 How about a computer game? 2 Look in your toy box. 3 Let's play.



- Play Track 47. Have students listen and read the song silently.
- Play the CD again. Have students clap to the beat as you model the song, line by line. Students should begin to echo the lines after you. Use exaggerated gestures and facial expressions to help students understand the language.
- Divide the class into two groups. Assign them the roles of the boy and his mom. Play the CD and have them sing along with their parts. Switch the roles and repeat the same procedure several times.
- Put students into collaborative pairs and have a dancing contest. Encourage pairs to create their own mini-dance routine and give them a few minutes to practice together. As each pair performs their dance, have the students in the audience sing along. Remind students that the contest is for fun. Try not to let students become too competitive.

C Listen and write the number. Then act out.

48

Listen and write the number.

- Draw students' attention to the comic and ask them questions about it. For example, *Who are the main characters? Where are they? What's in Fluffy's room?*

- Read the sentences in the sentence bank with students.
- Have students read and complete the comic by filling in the blanks with the corresponding numbers from the sentence bank.
- Play Track 48 and check the answers together.

Track 48

- | | |
|-----------|-------------------------------|
| 1. Ditto | Let's play. |
| Fluffy | OK. |
| 2. Fluffy | How about a computer game? |
| Ditto | That's a good idea. |
| 3. Fluffy | Ditto, I can't find my mouse. |
| 4. Ditto | Look in your toy box. |
| Fluffy | Oh, here it is! |

Act out.

- Practice acting out the comic with students.
- Emphasize intonation, speed, facial expressions, and gesturing as important aspects of acting.
- Put students into collaborative pairs. Have the pairs practice their acting by taking turns playing different characters.

Wrap-up

>> Acting Contest (Description on page 16)

- Have students rehearse the comic in preparation for the acting contest.
- Ask each group to come to the front of the class and perform.
- Have students vote on which group performed best.

>> Unit 6 Worksheet 1: 21st Century Skills

- Photocopiable from page 142 (Also printable from Teacher Resource CD)
- Answer key is included on Teacher Resource CD.

Homework

>> Workbook: pages 40–41

Answer key is on page 112.



Words and Grammar

Student Book p. 42

Review

>> Toss the Ball (Description on page 17)

Materials: a ball or a bean bag

- Have students stand in a circle and toss a ball.
- When a student throws the ball they say *I can't find my pencil.*
- The student who catches the ball replies *Look under your desk.* and then tosses the ball to another student while saying *I can't find my pencil case.*
- Play until all students have participated.

Warm-up

- Ask students to draw their bedrooms on a piece of paper.
- Ask students what kinds of items are in their rooms and draw those items in the room.
- Have students come up and share their bedroom drawings with the class.

A Listen and repeat. Then point and say. 49

Listen and repeat.

- Introduce students to the new vocabulary by playing Track 49 and asking students to listen and repeat after the CD.
- Have students listen to the CD several times until they feel confident.
- Show flashcards 31–40 randomly and ask students *What's this?* and elicit the correct words and phrases. For example, *What's this? A bed.* and *Where is the book? In the box.*

Point and say.

- Have students listen to the CD again and ask them to point to the corresponding pictures and say the words and phrases.

B Listen and repeat. Then ask and answer. 50

Listen and repeat.

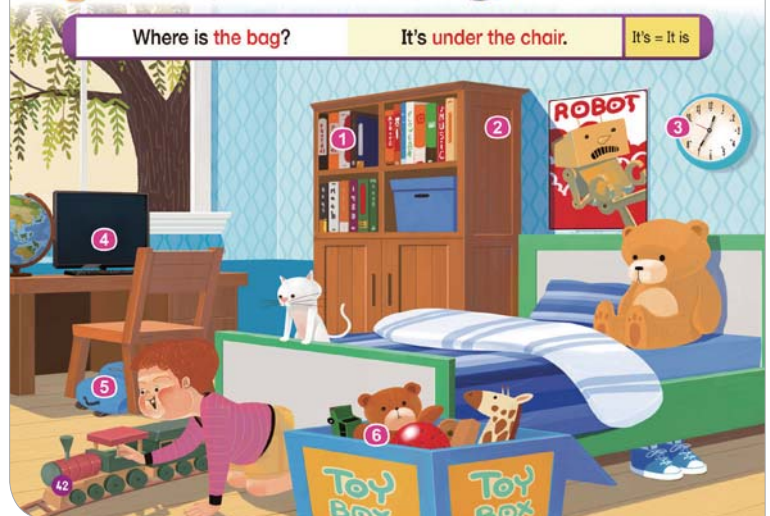
- Draw students' attention to the picture and ask questions. For example, *What/Who do you see in the picture? Where is the boy?*
- Have students read aloud the question and answer from the grammar box.
- Explain to students that contractions are often used in speaking and writing: *It's = It is.*
- Play Track 50 and ask students to listen while pointing to the correct items.

Words and Grammar

A Listen and repeat. Then point and say. 49



B Listen and repeat. Then ask and answer. 50



Where is the bag?

It's under the chair.

It's = It is

- Play the CD again and ask students to repeat after it.

Track 50

1. Where are the books? They're in the bookcase.
2. Where is the bookcase? It's next to the bed.
3. Where is the clock? It's on the wall.
4. Where is the computer? It's on the desk.
5. Where is the bag? It's under the chair.
6. Where are the toys? They're in the box.

Ask and answer.

- Show flashcards 37–40 randomly and ask students *Where is the book?* and elicit the correct answers. For example, *Where is the book? It's in the box.*
- Put students into collaborative pairs and have them take turns looking at the picture and using the target language structures. For example, *Where is the bag? It's under the chair.*

Student Book p. 43

C Listen and repeat. Then ask and answer. 51

C Listen and repeat. Then ask and answer. 51



D Look and make sentences.

There are toys on the bed.



43

Listen and repeat.

- Draw students' attention to the pictures and ask questions. For example, *What do you see in the picture?*
- Play Track 51. Ask students to listen and repeat after the CD.

Ask and answer.

- Put students into collaborative pairs and have them take turns asking and answering questions about the pictures. For example, *Where is the cat? It's in the box.*

Track 51

1. Where is the cat? It's in the box.
2. Where are the pictures? They're on the wall.
3. Where is the chair? It's next to the bookcase.
4. Where are the books? They're in the bag.
5. Where is the dog? It's under the table.
6. Where is the computer? It's on the desk.

D Look and make sentences.

- Go over the pictures with students.
- Put students into collaborative pairs and have them take turns making sentences about the pictures. For example, *There are toys on the bed.*

Possible Answers

1. There are toys on the bed.
2. There is a bookcase next to the bed.
(There is a bed next to the bookcase.)
3. There are shoes in the box.
4. There are books under the coffee table.
5. There is a dog on the rug.
6. There is a lamp next to the sofa.
(There is a sofa next to the lamp.)
7. There are colored pencils under the book.
8. There is a jacket on the sofa.
9. There is a TV in the box.

Optional Activity.

- Play a game of *I Spy*. (Description on page 18)
- Put students into collaborative groups.
- Set a time limit.
- At the signal, students in their groups locate objects they see in the picture and use the target language to identify them. For example, *There are toys on the bed.*
- The group that finds the most objects within the time limit wins the game.

Wrap-up

>> Simon Says (Description on page 19)

- Tell the students that you will give commands for them to follow.
- If you say *Simon says* first, they should follow the commands.
- If you do not say *Simon says* first, they should not follow the commands.
- When a student follows a command that does not begin with *Simon says* or completes an incorrect action, they are out of the game.
- Repeat these commands until only one student is left.

Commands to give

- Put your pencil on your ear.
- Put your eraser on your nose.
- Put your notebook in your backpack.
- Put your book on your head.
- Put your pencil in your pencil case.
- Put your backpack under your chair.
- Put your pencil next to the notebook.
- Put your backpack in front of your desk.

>> Unit 6 Worksheet 2 : Words and Grammar

- Photocopiable from page 143
(Also printable from Teacher Resource CD)
- Answer key is included on Teacher Resource CD.

Homework

>> Workbook: pages 42–43

Answer key is on page 113.

The World around Us

Student Book p. 44

Review

- Showing flashcards 37–40 ask students *Where is the book?* and elicit the correct answers.

Warm-up

>> I Spy (Description on page 18)

- Put students into collaborative groups.
- Designate one student as the 'spy.' They will begin the game by silently choosing an item in the classroom and saying *I spy with my little eye, something that is next to the computer.* Ask them to come up with different kinds of hints, such as *something that is yellow.*
- The other students in the collaborative group take turns asking the 'spy' *Is it the chair?*
- The 'spy' answers *Yes, it is.* or *No, it isn't.*
- The student who guesses the object correctly becomes the 'spy' and starts the game over.

A Listen, find, and circle. Then point and say. 52

Listen, find, and circle.

- Introduce students to *The World around Us* by briefly discussing the pictures. For example, ask *What do you see in the picture? Where is the dog?*
- Play Track 52 and ask students to listen to the CD.

Track 52

What's in the Room?

Hello. I'm Chen. I live in Hong Kong.

Look around my room.

Let's play a guessing game.

1. It's an animal. It's on the sofa. What is it?
2. It's under the table. It's green. What is it?
3. It's next to the sofa. It's red and tall. What is it?
4. They are in the bookcase. I read them. What are they?
5. It's on the wall. It's black and white. What is it?

- Play the CD again and ask students to find and circle the objects.

Point and say.

- Put students into collaborative pairs and have them take turns pointing to and identifying objects in the picture.
- Have students make sentences using the target language structure. For example, *There is a dog on the sofa.*

The World around Us

52

A Listen, find, and circle. Then point and say. 52

There is a dog on the sofa.

What's in the Room?



B Ask and write Yes or No. What's in your room? What's in your friend's room? (Answers may vary.)

	I	My Friend
1. Are there pictures on the wall?		
2. Is there a lamp next to the bed?		
3. Are there toys under the bed?		

44

Possible Answers

1. There is a dog on the sofa.
2. There is a bag under the table.
3. There is a bookcase next to the sofa.
4. There are books in the bookcase.
5. There is a picture on the wall.

B Ask and write Yes or No. What's in your room? What's in your friend's room?

- Ask students to think about what's in their rooms.
- Give students an example like *There are pictures on the wall.*
- Ask students to look at the chart and make sure they can read and understand all of the questions.
- Ask students to write Yes or No in the I-blank space.
- Put students into collaborative pairs and have them ask a friend and write the appropriate answer in the My Friend-blank space. After they have finished, have them share their answers with the class.

Unit Link U3, U4, U5, U6

A Listen and answer. 53



B Point and say.

There is a lamp next to the bookcase.



45

Wrap-up

>> Show and Tell (Description on page 16)

- Have a **Show and Tell** presentation with students.
- Ask each student to come to the front of the class and give their Show and Tell presentation.
- Show and Tell Worksheet is photocopiable from page 144. (Also printable from Teacher Resource CD)

Unit Link U3, U4, U5, U6

Student Book p. 45

A Listen and answer. 53

- Draw students' attention to the pictures and briefly go over them together.
- Play Track 53 and ask students to listen to the CD.
- Pause the CD after each question to give students time to answer and if necessary, to make corrections.

Track 53 and Answers

1. Do they like fried rice? *No, they don't.*
2. Whose toys are these? *They're Matt's toys.*
3. What's in the living room? (*Answers may vary.*) *There are books. There are pictures. There is a fireplace.*
4. Where is the sandwich? *It's on the coffee table.*

B Point and say.

- Draw students' attention to the picture and ask them questions about it. For example, ask *What do you see in the picture?*
- Put students into collaborative pairs and have them take turns pointing to and identifying objects in the picture.
- Have students make sentences using the target language structure. For example, *There is a lamp next to the bookcase.*

Possible Answers

- There are toys/pencils on the bookcase.
- There is tape/glue in the bookcase.
- There is clay/paint in the bookcase.
- There are books in the bookcase.
- There is a lamp next to the bookcase.
- There is a cat/book on the rug.
- There are toys on the armchair.
- There are shoes under the armchair.
- There is a clock/picture on the wall.
- There is a bag under the table.
- There is a notebook under the rug.

Optional Activity

- Play a game of **Quick Point**. (Description on page 19)
- Put students into collaborative groups of four.
- Within each group, one student selects a picture and makes a sentence about it using the target language structure. For example, *There is a lamp next to the bookcase.* The other students compete to find and point to the correct picture.
- The first student who finds the picture wins a point and takes the role of the first student.

English Sounds

Compare k and q.

- Go to page 91 in the student book.
- Do exercise 6 together.

Wrap-up

>> Unit 6 Test

- Photocopiable from page 175 (Also printable from Teacher Resource CD)
- Test answer key is on page 187.

Homework

>> Workbook: pages 44–45

Answer key is on page 113.

>> Online practice: Unit 6

www.eSmartClass.net

Subject

- Social Studies

Objectives

- Students can talk about rooms in a house and related furniture.
- Students will make a house mobile.

Key Words

- bathroom, kitchen, bedroom, living room

Materials

- Project Book, pages 5–6
- School Link 3 Worksheet: CLIL Activity
- E-book, pages 46–47 (Optional)

School Link 3

Student Book pp. 46–47

Warm-up

- Draw a large outline of a house with four rooms.
- Label the rooms *Living room*, *Bedroom*, *Kitchen*, and *Bathroom*.
- Ask one student to come up and give them a directive such as *There is one bed in the bedroom*.
- The student draws the directive accordingly.
- The student then gives another directive, such as *There are lamps in the living room*.
- Another student comes up and draws the directive accordingly and gives another directive.
- Play until all students have had a chance to participate.

A Listen and read.


- Draw students' attention to the pictures and briefly discuss together. For example, ask *What do you see in the pictures?* Point to the first picture and ask *What's in the room. What can you do in the bedroom? Where can you see a bed?*
- Play Track 54. Have students listen and point to the corresponding pictures.
- Write the key words on the board and ask students what the words mean. If students do not know a word, explain with simple language, gestures, or pictures.
- Play the CD again. Pause after each section and ask questions to check comprehension. For example, *What room is this (pointing to the first picture)? What's in the bedroom? What room is this (pointing to the second picture)? What in the living room? What room is this (pointing to the third picture)? What's in the kitchen? What room is this (pointing to the fourth picture)? What's in the bathroom?*
- Play the CD for the last time and have students read aloud together.

School Link 3 Social Studies 54

Rooms in a House


There are many different rooms in a house.
Let's take a look.

Bedroom



This is a bedroom.
There is a bed, a closet, and a dresser.

Living Room



This is a living room.
There is a sofa, a coffee table, and a rug.

Think and Say	Key Words	
1. What's in your bedroom?	bathroom	kitchen
2. What's in your living room?	bedroom	living room

Track 54

Rooms in a House

There are many different rooms in a house. Let's take a look.
This is a bedroom. There is a bed, a closet, and a dresser.
This is a living room. There is a sofa, a coffee table, and a rug.
This is a kitchen. There is a refrigerator, a stove, and a sink.
This is a bathroom. There is a bathtub, a sink, and a toilet.

B Think and Say.

- Put students into collaborative pairs and have them ask and answer the questions. If necessary, provide scaffolded sentence structures such as 1) *There is _____, _____, and _____ in my bedroom.* 2) *There is _____, _____, and _____ in my living room.*
- Encourage students to take notes about their partner's answers.



Kitchen

This is a kitchen.
There is a refrigerator, a stove, and a sink.

Bathroom

This is a bathroom.
There is a bathtub, a sink,
and a toilet.



Project

This is my house. There is a living room. There is a kitchen. There is a bathroom. And, there are two bedrooms.

Make a house mobile.
Share it with the class.




Go to page 5 in your Project Book.

47

Wrap-up

>> School Link 3 Worksheet: CLIL Activity

- Photocopiable from page 145
(Also printable from Teacher Resource CD)
- Answer key is included on Teacher Resource CD.

>> Midterm Test

- Photocopiable from page 176–177
(Also printable from Teacher Resource CD)
- Answers key is on page 187.

Homework

>> Workbook: pages 46–47

Answer key is on page 114.

Further Information for Teachers

Play the “Room of a house Quiz”

- Put your students into collaborative groups of four.
- Have each group elect a team leader and then give each leader a piece of paper and pencil.
- Tell the leaders to write the numbers 1 to 10 down the left-side of the paper.
- Each team leader will write the answers to the quiz questions on this sheet, but the rest of the group members will help come up with the answers.
- The teacher reads out the following questions as the groups write the answers on their sheets:
 1. Where do you brush your teeth? *bathroom*
 2. Where do you cook food? *kitchen*
 3. Where do you sleep at night? *bedroom*
 4. Where do you sit with your family and watch TV?
living room
 5. Where are your books, toys, and a bed? *bedroom*
 6. Where do you wash the dishes? *kitchen*
 7. Where does your family relax together? *living room*
 8. Where do you take a shower? *bathroom*
 9. Where do you see a bathtub, a sink, and a toilet?
bathroom
 10. Where do you see a refrigerator, a stove, and a sink?
kitchen

Project

Explain the project objectives; *to make a house mobile and share it with the class*

- Ask students to talk about their houses with the class.
- Draw student's attention to the project section on page 47 in the student book.
- Read the text as a class and make sure they can read and understand the text in the boy's speech bubble.
- Have students open to page 5 of their Project Book.
- Have students draw or paste the pictures of their house to make the mobiles.
- Invite students to share their mobiles in front of the class.
- Provide students with scaffolded sentence structures so they can organize their presentation. For example, *This is my house. There is _____. There is _____. There is _____. And, there are _____.*

* A rubric for presentations is on page 189.



The World around Us

A Look, read, and circle Yes or No.



- | | | |
|---|--------------------------------------|-------------------------------------|
| 1 There is a fireplace in Cindy's living room. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 2 There are two lamps in Cindy's living room. | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| 3 There is an armchair in Cindy's living room. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 4 There are big windows in Noah's living room. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5 There is a sofa in Noah's living room. | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| 6 There are green plants in Noah's living room. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

B Draw and write. What's in your living room? (Answers may vary.)

Your Idea!

This is my living room.

There _____

There _____

There _____

Unit Link U2, U3, U4, U5

A Look and write the letter.

<input type="radio"/> a small shirt	<input type="radio"/> salad	<input type="radio"/> a TV
<input type="radio"/> a rug	<input type="radio"/> paint	<input type="radio"/> clay

1 **b**

2 **e**

3 **c**

4 **f**

5 **d**

6 **a**

B Look, read, and write.



- Is this tie long?
Yes, it is.
- Whose hat is this?**
It's Mila's hat.
- Are there lamps in the living room?
No, there aren't.

UNIT 6 In My Room

Conversation

A Look, read, and match.

1 Mom, I can't find my hat.		It's not here!	
2 Look under your bed.		Oh, here it is.	
3 Look in your closet.			

B Read and write. (Answers may vary.)

I can't find my hat.

C Choose and write.

room	here	bed	hat
------	------	-----	-----

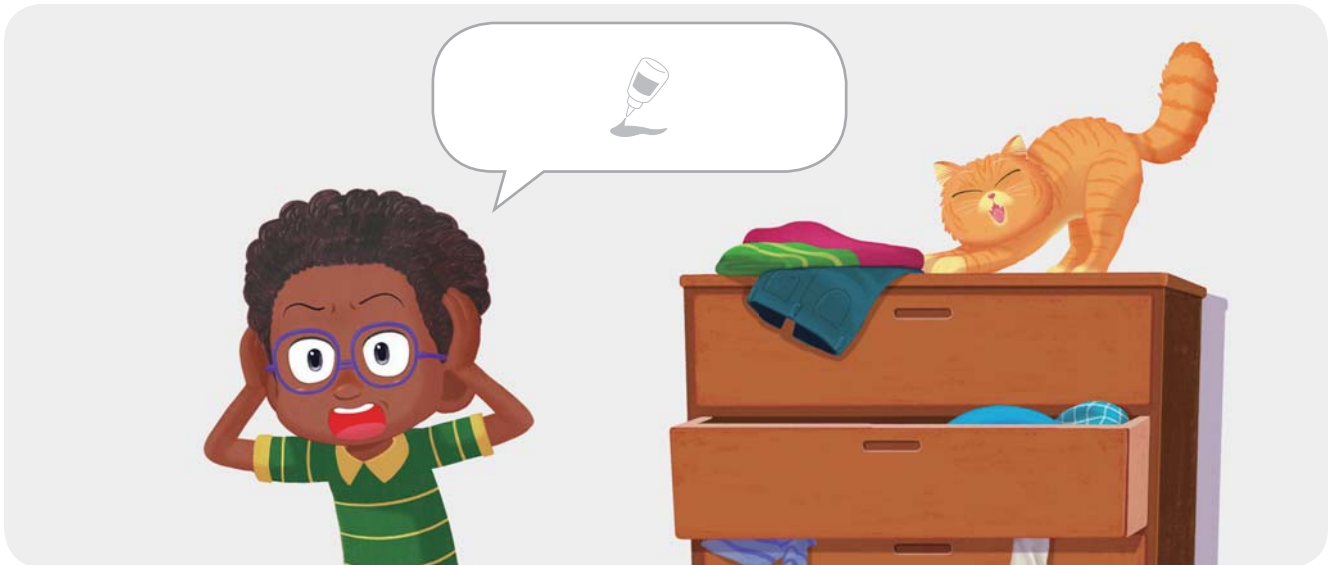
- Mom, I can't find my hat.
- It's in your room.
Look under your bed.
- Oh, here it is!

D Look, read, and circle.

1 Let's play. <input checked="" type="radio"/> a OK. <input type="radio"/> b Yes, I do.	2 How about a computer game? <input type="radio"/> a What a mess! <input checked="" type="radio"/> b That's a good idea.
3 ?? <input checked="" type="radio"/> a I can't find my mouse. <input type="radio"/> b Let's play.	4 Look in your toy box. <input type="radio"/> a Hurry up! <input checked="" type="radio"/> b Oh, here it is!

A Read, cut, and paste.

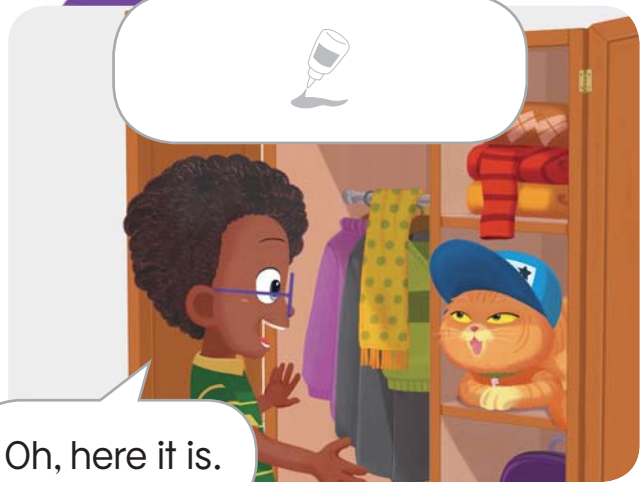
B Practice with your partner.



Look under your bed.



Oh, here it is.



It's not here!

Mom, I can't find my hat.

Look in your closet.

● **Look, choose, and write.**



on (2x)

in (2x)

next to

under

toys

computer

wall

bookcase

bed

1 Where are the books?

They're _____ the _____ .

2 Where is the bookcase?

It's _____ the _____ .

3 Where is the clock?

It's _____ the _____ .

4 Where is the _____ ?

It's _____ the desk.

5 Where is the bag?

It's _____ the chair.

6 Where are the _____ ?

They're _____ the box.

What's in the Room?

Hello. I'm

I live in

Look around my room. Let's play a guessing game.

It's

(Where is it?)

It's

(What color is it?)

What is it?

Draw your room.



● Read, look, and write the letter.

1

This is a bathroom.
There is **a** a bathtub, **b** a sink,
and **c** a toilet.



2

This is a bedroom.
There is **a** a closet, **b** a bed,
and **c** a dresser.



3

This is a living room.
There is **a** a rug, **b** a coffee
table, and **c** a sofa.



4

This is a kitchen.
There is **a** a stove, **b** a sink, and
c a refrigerator.



A Listen and circle. 

1

a Look under your bed.


b How about a board game?


2

a Let's play.


b Oh, here it is.


3

a 


b 

4


a 

b 

B Look, read, and circle.

1  There is a computer under the desk.

Yes No

2  There are books in the bag.

Yes No

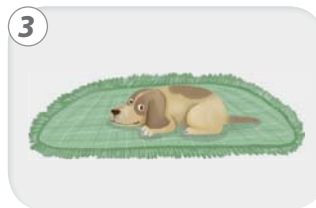
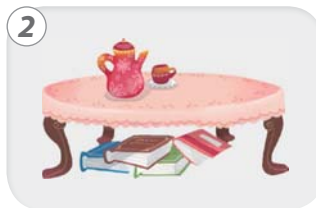
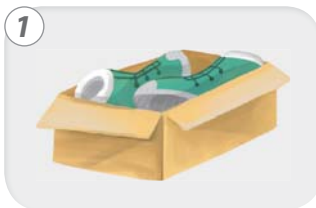
C Look, read, and write.

on

under

in

next to



1 There are shoes _____
the box. _____

2 There are books _____
the coffee table. _____

3 There is a dog _____
the rug. _____

4 There is a bookcase _____
the bed. _____

Hand in Hand Online User Guide



Hand in Hand Online, found on the eSmart Class website, provides a wide range of tools and resources for students and teachers.

Getting Started for Teachers

Access to the Hand in Hand Learning Content Management System (LCMS) lets teachers:

- View students' online work
- Create and manage classes
- Preview practice activities and tests
- Access online e-book for classroom use

To begin using the Hand in Hand LCMS, register at www.eSmartClass.net. After registration has been completed, follow these three steps to set up your classes!

Step 1 Add Students

Create student profiles and continually update them throughout the school year.

Step 2 Create Classes

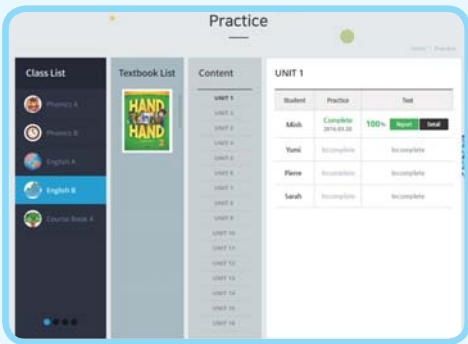
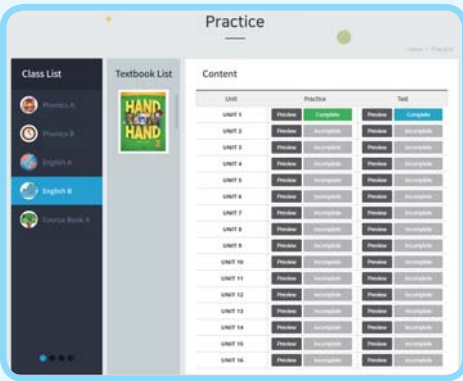
Create profiles for each class.

- To add or change the course book for the class, click **Modify**
- To add students to the class, click **Add**
- To remove a student from the class, select the student and click **Remove**

Step 3 Monitor Practice

Monitor progress for each class.

- To view unit exercises, click Preview
- To view class results, click Complete



Check to see how individual students are progressing.

- To see the overall unit score for a student, click Report
- To see a complete evaluation for a student, click Detail



HAND in HAND

Hand in Hand is a comprehensive seven-level course designed to transform students into confident English speakers and capable global citizens. At the heart of Hand in Hand is the recognition that global awareness, Content and Language Integrated Learning (CLIL), and 21st century skills are necessary components for students to succeed in today's world. The series combines steady vocabulary and grammar progression with the functional objectives of the Common European Framework of Reference for Languages (CEFR) and Young Learners English (YLE) Tests.

Key Features

- Twelve units with three lessons per unit
- Six lesson-related CLIL units
- Colorful illustrations and photos
- Catchy chants and songs
- Entertaining comics and games
- Consistent content linking and cumulative reviews
- Hybrid CD with animated content and word games

Components

- **Student Book** (Starter, 1–6)
 - Project Book
 - Hybrid CD (audio + digital)
- **Workbook** (Starter, 1–6)
- **Teacher's Manual** (Starter, 1–6)
 - Resource CD including interactive e-Book
- **Downloadable Resources** (www.efuture-elt.com)
 - mp3 files, flashcards, tests, activity sheets
- **Hand in Hand Online** (www.eSmartClass.net)



e future



CEFR	
B1	
A2	
A1	



www.efuture-elt.com