

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

Teacher's Manual





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# 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

## Workbook

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

**Unit 7 Eating Out**

**STEP 1 Warm-up**

Circle the words to complete the story.

**Eating Out**

My family goes out to eat on / in special days.  
We always go to an Italian restaurant.  
We like / are liking Italian food very much.  
The food is / are always delicious.  
Ella's favorite food is spaghetti.  
Cody and I like pizza.  
Mom and Dad like risotto.  
We eat and talk about many things.  
We talk about our / their school and friends.

**Check True or False.**

- Finn's family goes out to eat every day. ☐ True ☐ False
- Ella's favorite food is pizza. ☐ True ☐ False
- Finn's family talks about school and friends. ☐ True ☐ False

**STEP 2 Word Practice**

Look and write the name of the food.

<b>Chinese Food</b> dumplings noodles fried rice			
<b>Italian Food</b> spaghetti pizza risotto			
<b>Thai Food</b> pad thai tom yum goong banana pancakes			
<b>Mexican Food</b> burritos nachos tacos			

**Complete the sentences about yourself and your friend.**

- I like \_\_\_\_\_ food. My favorite food is \_\_\_\_\_.
- My friend likes \_\_\_\_\_ food. Her/His favorite food is \_\_\_\_\_.

**STEP 3 Grammar Practice**

Choose and complete the sentence. Discuss your choices.

We go out to eat on special days, on Sundays, on weekends, every day.

on Sundays on Christmas Day on weekdays on special days on weekends every day

- We go to school \_\_\_\_\_.
- We go out to eat \_\_\_\_\_.
- My dad goes to work \_\_\_\_\_.
- My mom goes shopping \_\_\_\_\_.
- I play with my friends \_\_\_\_\_.
- We get presents \_\_\_\_\_.

**Circle the correct word.**

- We eat Japanese food on / at every day.
- I get many presents on / at my birthday.
- Alana is in / at her room. She is doing her homework.
- My dad is in / at home. He is making dinner.
- We sometimes go swimming on / in Sundays.

**STEP 4 Writing Practice**

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

go goes out to eat like (2x) likes (2x)

**Idea Web:**





- My family goes out to eat on my mom's birthday
- We go to a Chinese restaurant
- My mom likes Chinese food very much
- My dad likes dumplings
- I like noodles
- I like fried rice

- My family \_\_\_\_\_
- We \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Unit 7 Eating Out**





**Words and Sentences**

Write the word(s) and the sentence.

-  Mexican food  
1 We like \_\_\_\_\_  
2 We like \_\_\_\_\_  
3 We like \_\_\_\_\_  
4 We like \_\_\_\_\_
-  noodles  
5 We like \_\_\_\_\_  
6 We like \_\_\_\_\_  
7 We like \_\_\_\_\_  
8 We like \_\_\_\_\_
-  nachos  
9 We like \_\_\_\_\_  
10 We like \_\_\_\_\_  
11 We like \_\_\_\_\_  
12 We like \_\_\_\_\_
-  tacos  
13 We like \_\_\_\_\_  
14 We like \_\_\_\_\_  
15 We like \_\_\_\_\_  
16 We like \_\_\_\_\_

**Choose and write the word(s). Rewrite the sentence.**


fried rice pizza dumplings spaghetti

-  We like \_\_\_\_\_
-  We like \_\_\_\_\_
-  We like \_\_\_\_\_
-  We like \_\_\_\_\_

**Unscramble and write the word.**

- h n c e s i e \_\_\_\_\_ food
- d n e c s o i \_\_\_\_\_

**Look and write the sentences.**

 We like \_\_\_\_\_ very much.  
Ella \_\_\_\_\_  
Cody and I \_\_\_\_\_  
Mom and Dad \_\_\_\_\_



## Digital Teacher's Manual

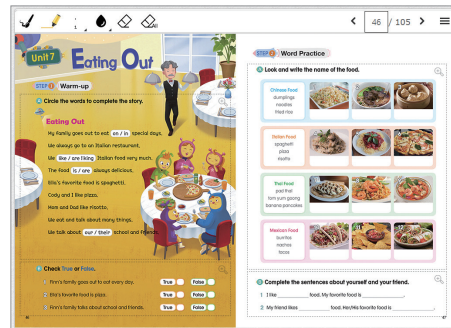
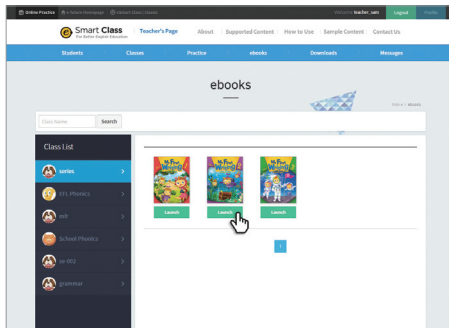
- Complete and detailed lesson plans
- A variety of teaching tips and outside-the-box activity ideas
- Answer keys for the Student Book and Workbook
- Photocopiable placement, midterm, final, and unit tests
- Photocopiable worksheets for every unit

www.eSmartClass.net

## My First Writing Online

www.eSmartClass.net

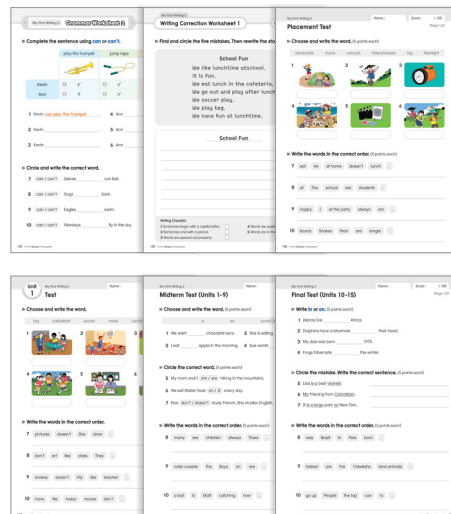
- E-book for classroom use



- 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 7 Eating Out**

**STEP 1 Warm-up**

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

**Eating Out**

My family goes out to eat on / in special days.  
 We always go to an Italian restaurant.  
 We like / are liking Italian food very much.  
 The food is / are always delicious.  
 Ella's favorite food is spaghetti.  
 Cody and I like pizza.  
 Mom and Dad like risotto.  
 We eat and talk about many things.  
 We talk about our / their school and friends.

**B Check True or False.**

- 1 Finn's family goes out to eat every day.
- 2 Ella's favorite food is pizza.
- 3 Finn's family talks about school and friends.

## Step 1

## Step 2

### STEP 2 Word Practice

#### A Look and write the name of the food.

**Chinese Food**  
dumplings  
noodles  
fried rice



**Italian Food**  
spaghetti  
pizza  
risotto



**Thai Food**  
pad thai  
tom yum goong  
banana pancakes



**Mexican Food**  
burritos  
nachos  
tacos



#### B Complete the sentences about yourself and your friend.

- 1 I like \_\_\_\_\_ food. My favorite food is \_\_\_\_\_.
- 2 My friend likes \_\_\_\_\_ food. Her/His favorite food is \_\_\_\_\_.

## Step 3

### STEP 3 Grammar Practice

#### A Choose and complete the sentence. Discuss your choices.

We go out to eat on special days.  
on Sundays.  
on weekends.  
every day.

on Sundays      on weekdays      on weekends  
 on Christmas Day      on special days      every day

- 1 We go to school \_\_\_\_\_.
- 2 We go out to eat \_\_\_\_\_.
- 3 My dad goes to work \_\_\_\_\_.
- 4 My mom goes shopping \_\_\_\_\_.
- 5 I play with my friends \_\_\_\_\_.
- 6 We get presents \_\_\_\_\_.

#### B Circle the correct word.

- 1 We eat Japanese food on / at every day.
- 2 I get many presents on / at my birthday.
- 3 Alana is in / at her room. She is doing her homework.
- 4 My dad is in / at home. He is making dinner.
- 5 We sometimes go swimming on / in Sundays.

## 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 eating out with your family.

My family goes out to eat on \_\_\_\_\_ 1

We go to a / an \_\_\_\_\_ 2

We like \_\_\_\_\_ food very much 3

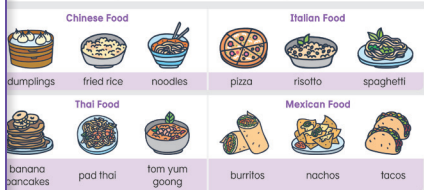
My \_\_\_\_\_ 4

My \_\_\_\_\_ 5

I \_\_\_\_\_ 6

We talk about \_\_\_\_\_ 7

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



## Step 4

### STEP 4 Writing Practice

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

go goes out to eat like (2x) likes (2x)

My family \_\_\_\_\_ on my mom's birthday 1

We \_\_\_\_\_ to a Chinese restaurant 2

We \_\_\_\_\_ Chinese food very much 3

My mom \_\_\_\_\_ dumplings 4

My dad \_\_\_\_\_ noodles 5

I \_\_\_\_\_ fried rice 6

1 My family \_\_\_\_\_

2 We \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_


## 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
 School Fun	1	School Fun	• different school activities	• present simple • don't / doesn't
	2	The School Talent Show	• actions related to a talent show	• can / can't
	3	The School Trip	• words related to amusement parks	• can • prepositions: at, in, on, under
	Writing Project 1 My School Team			Report Writing
Being Outdoors	4	On the School Ground	• playtime activities	• present continuous
	5	At the Beach	• activities at the beach	• comparing present simple with present continuous
	6	In the Mountains	• activities in the mountains	• present continuous
	Writing Project 2 Class Survey: Favorite Games			Report Writing
Special Times	7	Eating Out	• foods from different countries	• like • preposition of time: on
	8	On My Birthday	• expressions related to birthdays • months of the year	• frequency adverbs: always, usually
	9	Movie Time	• different kinds of movies • expressions describing movies	• a / an / some
	Writing Project 3 A Restaurant Fish Mobile			Report Writing





### Unit (Writing Topic)

### Vocabulary

### Grammar

## Wild Animals

10

Land Animals

- different land animals
- words describing land animals

- comparatives

11

Sea Animals

- different sea animals
- words describing sea animals

- on + (body part)

12

Special Birds

- different birds
- words describing birds

- superlatives

**Writing Project 4** An Animal Report

Report Writing

## Famous People and Places

13

Famous People

- famous people
- words describing famous people
- nations and nationalities

- grammar link and review

14

Famous Cities

- famous cities
- words describing famous cities

- grammar link and review

15

Famous Landmarks

- famous landmarks
- words describing famous landmarks

- grammar link and review

**Writing Project 5** A Famous City Report

Report Writing



**Objectives**

- Students can describe various school activities while applying proper writing conventions.
- Students can write in the present simple.
- Students can use the words *don't* and *doesn't* in their writing.

**Grammar**

- Present simple
- Don't / Doesn't

**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: *Do they stay inside at recess?*  
Ss: *No, they go out and play.*  
T: *Do they run around or walk around?*  
Ss: *They run around.*
3. Encourage students to point at the picture when answering the questions.

## Unit 1

## School Fun

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

We run around. It is playtime at school.

**School Fun**

We like recess.

It is playtime at school.

We don't study. We go out and play.

We play hide-and-seek.

We play tag.

We jump rope.

We run around.

We have fun at recess.

**B Write Yes or No.**

- 1 Does Finn like recess?
- 2 Do Finn and his friends study at recess?
- 3 Do Finn and his friends play tag?

Yes

No

Yes

6

**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 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).



- 1 We like lunchtime at school.      3 We go out and play after lunch.  
2 We eat lunch in the cafeteria.      4 We play soccer together.



- 5 We like gym class at school.      7 We jump rope in the gym.  
6 We run in the gym.      8 We play basketball too.



- 9 We like art class at school.      11 We make things with clay.  
10 We draw pictures.      12 We paint pictures.

7

## Extension Activity

### Write the Same Word

Materials: a board, a marker, paper, pencils

- Write a word introduced in Step 2 on the board.
- Ask each student to write one related word on a piece of paper. For example, if the word written on the board is *soccer*, students might want to write *ball* on their piece of paper.
- Have students hold up their pieces of paper and reveal the words that they wrote down to each other.
- Students that wrote the same word as at least one other student stay in the game. Students that did not are out.
- 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 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

- 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 Circle don't or doesn't.

- Have students turn to page 8.
- Ask students to circle the correct words to complete the sentences.
- Go over the answers together after students have finished.

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

- 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: Can I write I drink milk?

Ss: Yes, you can.

T: Can doesn't follow I?

Ss: No, it cannot.

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

① I – 2 sentences

*I play basketball.*

*I drink milk.*

② My teacher – 3 sentences

*My teacher doesn't like milk.*

*My teacher doesn't like basketball.*

*My teacher doesn't like snakes.*

③ We – 2 sentences

*We play basketball.*

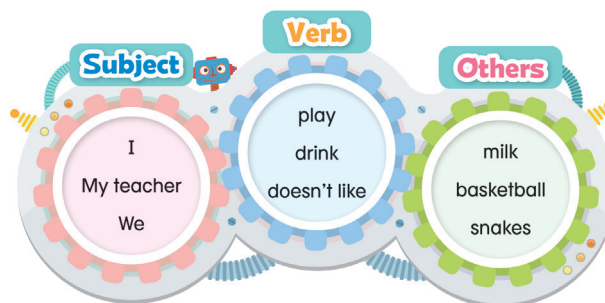
*We drink milk.*

## STEP 3 Grammar Practice

### A Circle don't or doesn't.

- 1 We don't / doesn't play basketball. We play soccer.
- 2 She don't / doesn't study French. She studies English.
- 3 They don't / doesn't make music. They make art.
- 4 He don't / doesn't eat lunch at home. He eats at school.
- 5 I don't / doesn't play the violin. I play the cello.
- 6 You don't / doesn't like singing. You like dancing.
- 7 Judy don't / doesn't like gym class. She likes art class.
- 8 My brothers don't / doesn't like painting. They like playing tag.

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



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

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## Extension Activity Board Race

Materials: a board, markers

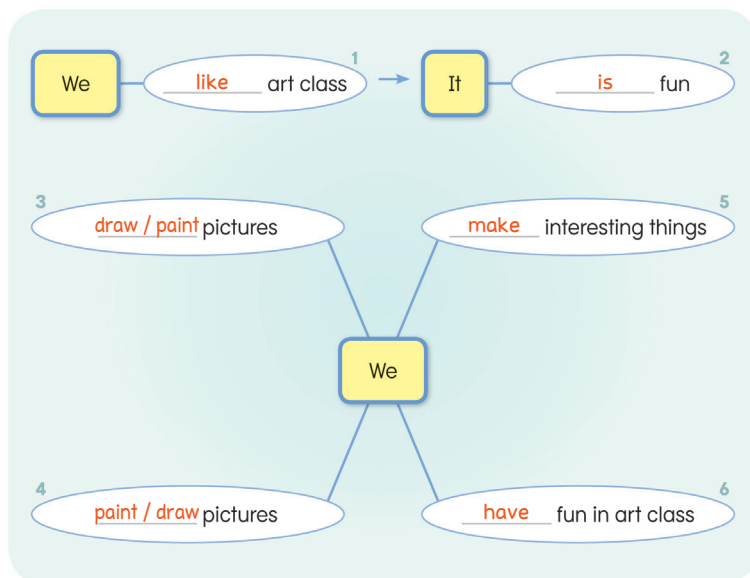
1. Divide the board into two halves and divide the class into two teams.
2. Ask each team to line up in front of one half of the board.
3. Call out a grammar point covered in Step 3 and have each team write as many sentences as possible that use the given grammar point.  
For example, if *doesn't* is called, teams could write *She doesn't play soccer*.
4. Give teams a time limit. For example, one minute. The team that writes more correct sentences within the given time limit wins the round and gets a point.
5. Repeat steps 3-4 with other grammar points. The team with more points at the end wins!



## STEP 4 Writing Practice

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

draw is have like make paint



- 1 We like art class.
- 2 It is fun.
- 3 We draw / paint pictures.
- 4 We paint / draw pictures.
- 5 We make interesting things.
- 6 We have fun in art class.

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: *They don't study.*  
S2: *They play tag.*  
S3: *They run around.*  
S4: *They like recess.*

## Homework

>> **Workbook 2: 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 Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *I play basketball.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

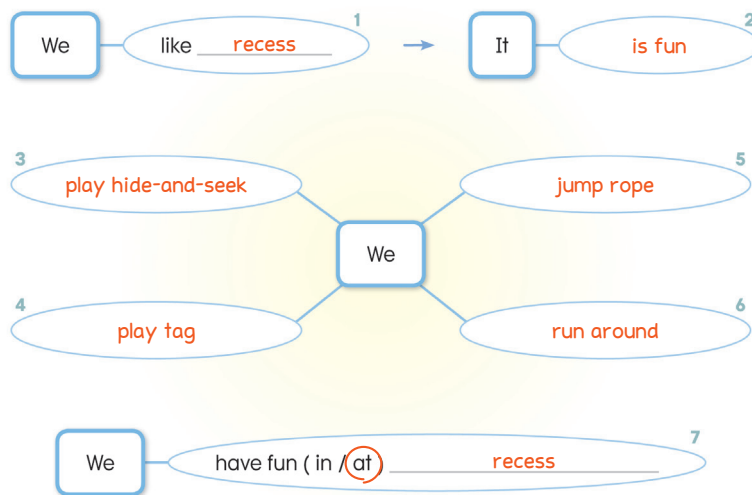
#### Brainwriting

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

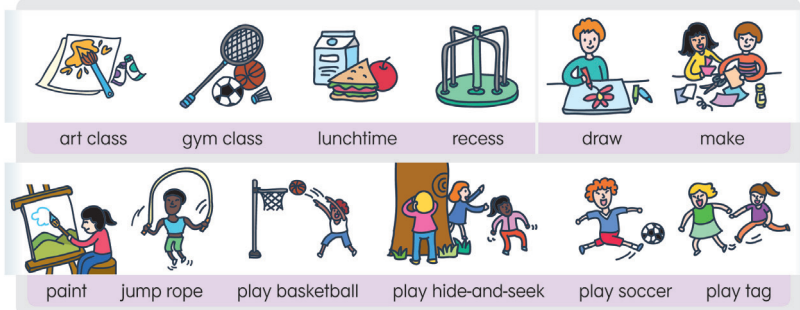
► Make your idea web about a fun class or fun time at school.



*\*Answers may vary.*

#### Word Bank

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



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### STEP 5 Your Idea Web

► Make your idea web about a fun class or fun time at school.

- 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: We like art class.

## STEP 6 Your Writing

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

Draw a picture of your story.

### School Fun

- 1 We like recess.
- 2 It is fun.
- 3 We play hide-and-seek.
- 4 We play tag.
- 5 We jump rope.
- 6 We run around.
- 7 We have fun at recess.

*\*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. ☐



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## 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 fun class or fun time at school 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 actions related to a talent show while applying proper writing conventions.
- Students can use the words *can* and *can't* in their writing.

## Grammar

- Can / Can't

## 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 kind of show is it?*  
Ss: *It's a talent show.*  
T: *What can Dan and Trevor do?*  
Ss: *They can do magic tricks.*
3. Encourage students to point at the picture when answering the questions.

## Unit 2

## The School Talent Show

## STEP 1 Warm-up

## A Circle the words to complete the story.

## The School Talent Show

We are / have a talent show at school today.

We are happy and excited.

We can do / does many things.

Cody can breakdance.

Ella and Poly can sing / sings.

Dan and Trevor can do magic tricks.

I can play / plays the trumpet.

It is a great show!

## B Check True or False.

- 1 The talent show is at the park.
- 2 Ella and Poly can't sing.
- 3 Finn can play the trumpet.

True ☐False ☒True ☐False ☒True ☒False ☐

12

## 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 Choose and write the word.

dance      sing      juggle      jump



- 1 She can jump.      3 They can dance.  
2 He can sing.      4 They can juggle.

### B Look and write the word.

do      play (2x)      ride      tell      walk



- 1 She can ride a unicycle.      4 He can walk on a tightrope.  
2 They can play the violin.      5 They can do magic tricks.  
3 He can tell funny jokes.      6 She can play the drums.

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## B Look and write the word.

- 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.

## 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 Choose and write the word.

- 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 Circle **can** or **can't**.

- Have students turn to page 14.
- Go over the sentences representing *can* and *can't* with students.
- Ask students to circle *can* or *can't* to complete the sentences.
- 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: Which is correct, They is excited or They are excited?

Ss: They are excited is correct.

T: Does can come before or after the verb do?

Ss: It comes before do.

- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Circle **can** or **can't**.

- 1 Kangaroos can / can't jump.
- 2 A horse can / can't run fast.
- 3 Children can / can't fly in the sky.
- 4 A dog can / can't speak English.
- 5 A shark can / can't walk.
- 6 Monkeys can / can't climb trees.
- 7 Cats can / can't play the cello.
- 8 A tiger can / can't drive a car.



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

- 1 Amy play the piano. Amy plays the piano.
- 2 They do excited today. They are excited today.
- 3 Ken like singing and dancing. Ken likes singing and dancing.
- 4 They do can magic tricks. They can do magic tricks. or They do magic tricks.
- 5 Finn can't rides a unicycle. Finn can't ride a unicycle. or Finn rides a unicycle.
- 6 We can plays soccer very well. We can play soccer very well.
- 7 My teacher speak English. My teacher speaks English.
- 8 Olivia and Bella is good friends. Olivia and Bella are good friends.
- 9 Sam tell can funny jokes. Sam can tell funny jokes. or Sam tells funny jokes.

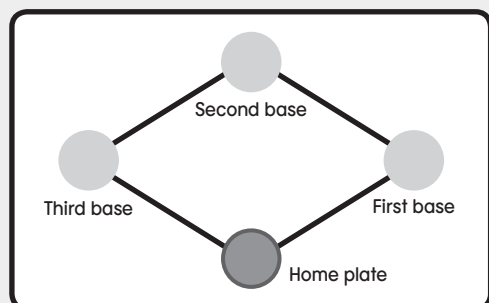
14

## Extension Activity Baseball

Materials: four bases

1. Divide students into Team Home and Team Away.
2. Clear a space and place the bases on the floor in the shape of a baseball diamond.
3. Ask Team Home to gather in the center of the diamond.
4. Ask Team Away to line up behind home plate.
5. Have Team Home "pitch" (ask) grammar-related questions from Step 3 to a student on Team Away one by one. For example, *Can kangaroos jump?*
6. If students from Team Away "hit" (answer) correctly, they may advance one base. When a student reaches home plate, their team scores a run. If students answer incorrectly, they are out.
7. After three outs, teams change rolls. Play three innings. The team with more runs at the end wins!

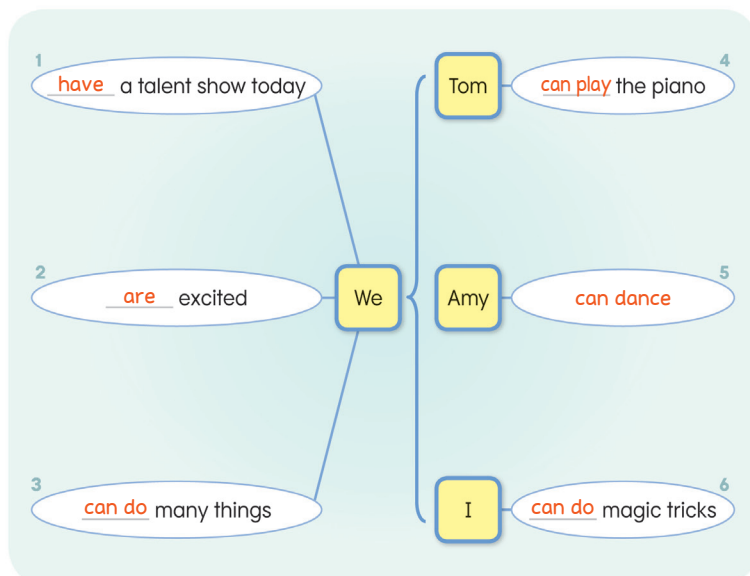
Baseball Diamond



## STEP 4 Writing Practice

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

have      can play      can do (2x)      can dance      are



- 1 We have a talent show today.
- 2 We are excited.
- 3 We can do many things.
- 4 Tom can play the piano.
- 5 Amy can dance.
- 6 I can do magic tricks.

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 talent show at school.*  
S2: *Cody can breakdance.*  
S3: *Ella and Poly can sing.*  
S4: *They can do many things.*

## Homework

>> **Workbook 2: 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 2

Student Book pp. 16-17

### Lesson Link

#### Sentence Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *They can dance.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

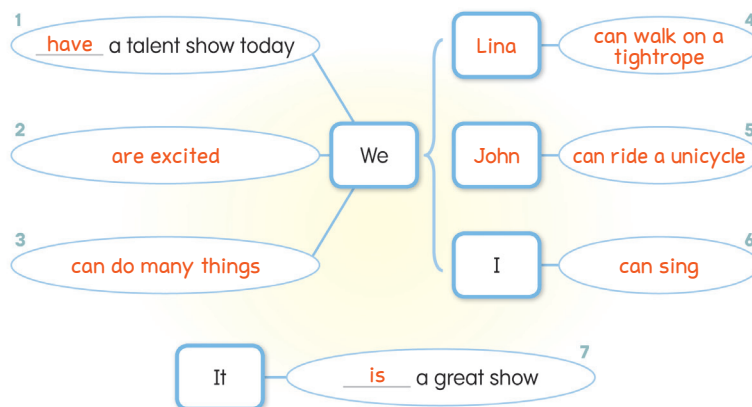
#### Brainwriting

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 talent show.



*\*Answers may vary.*

#### Word Bank

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



dance



jump



juggle



sing



do magic tricks



play the drums



play the violin



ride a unicycle



tell funny jokes



walk on a tightrope

16

### STEP 5 Your Idea Web

► Make your idea web about a school talent show.

- 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 can sing and juggle together.



## STEP 6 Your Writing

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

Draw a picture of your story.

### The School Talent Show

- 1 We have a talent show today.
- 2 We are excited.
- 3 We can do many things.
- 4 Lina can walk on a tightrope.
- 5 John can ride a unicycle.
- 6 I can sing.
- 7 It is a great show.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter. ☐
- 2 My sentences end with a period. ☐
- 3 My words are spaced out properly. ☐



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 talent show 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 activities at an amusement park while applying proper writing conventions.
- Students can use the word *can* in their writing.
- Students can use the prepositions *at*, *in*, *on*, and *under* in their writing.

### Grammar

- Can
- Prepositions: *at*, *in*, *on*, *under*

### 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

- Ask students to open their books to page 18.
- Have students look at the picture and ask them questions about it.  
T: *Where are Ella and Poly?*  
Ss: *They are on the roller coaster.*  
T: *Are they sad and tired?*  
Ss: *No, they are happy and excited.*
- Encourage students to point at the picture when answering the questions.

## Unit 3

# The School Trip

### STEP 1 Warm-up

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

can are on at

#### At the Amusement Park

We are **at** the amusement park today.

It is our school trip.

Ella and Poly **are** on the roller coaster.

They can raise their hands.

Cody is on the trampoline.

He **can** jump high.

I am **on** the water slide.

I can slide down fast.

Everyone is happy and excited.

#### B Read and match.

- |                   |                                    |
|-------------------|------------------------------------|
| 1 Ella is ...     | a ... happy and excited.           |
| 2 Everyone is ... | b ... on the roller coaster.       |
| 3 Cody can ...    | c ... jump high on the trampoline. |

18

### 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 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 words.

roller coaster	water slide	merry-go-round	Ferris wheel	trampoline	Viking ship
raise	slide	go	see	jump	swing



1 Tom is on the trampoline. He can jump high.



2 Ann is on the merry-go-round. She can go round and round.



3 Ken is on the water slide. He can slide down fast.



4 They are on the roller coaster. They can raise their hands.



5 They are on the Ferris wheel. They can see everything.



6 They are on the Viking ship. They can swing back and forth.

19

## Extension Activity

### Spelling Ball

Materials: a ball

1. Ask students to stand in a big circle.
2. Say a word introduced in Step 2 and toss the ball to a student.
3. Have the student say the first letter of the word. Then ask the student to toss the ball to a classmate, who then says the second letter of the word, and then tosses the ball to another classmate, and so on.
4. If students make a mistake, they get one strike. After three strikes, they must sit down.
5. Repeat steps 2-4 with new words. The last student standing wins!

## STEP 2 Word Practice

### Choose and write the words.

- Have students turn to page 19.
- 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 word bank, 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: Which *Be* verb follows *I*?

Ss: The *Be* verb am follows *I*.

T: Is *I can swing on the water slide* correct?

Ss: No, *I can swing back and forth* is correct.

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

① *I* – 3 sentences

*I can swing back and forth.*

*I am excited.*

*I am on the water slide.*

② *Amy* – 3 sentences

*Amy is excited.*

*Amy is on the water slide.*

*Amy can swing back and forth.*

③ *They* – 1 sentence

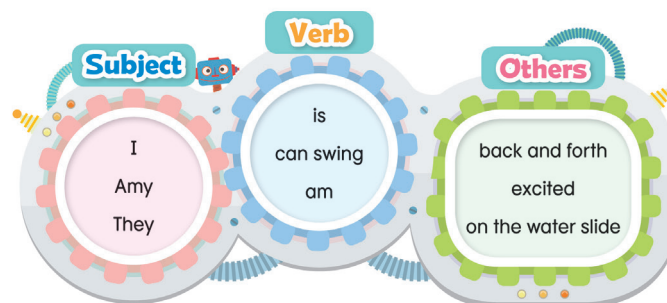
*They can swing back and forth.*

#### B Look and write **at**, **in**, **on**, or **under**.

- Have students look at the pictures and fill in the blanks with the correct preposition.
- 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 "*I*."

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

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

#### B Look and write **at**, **in**, **on**, or **under**.



1 The students are at school. 4 The boys are under the tree.

2 They are on the roller coaster. 5 They are in the classroom.

3 They are in / at the cafeteria. 6 The girl is on the swing.

20

### Extension Activity Picture Telephone

Materials: paper, pencils

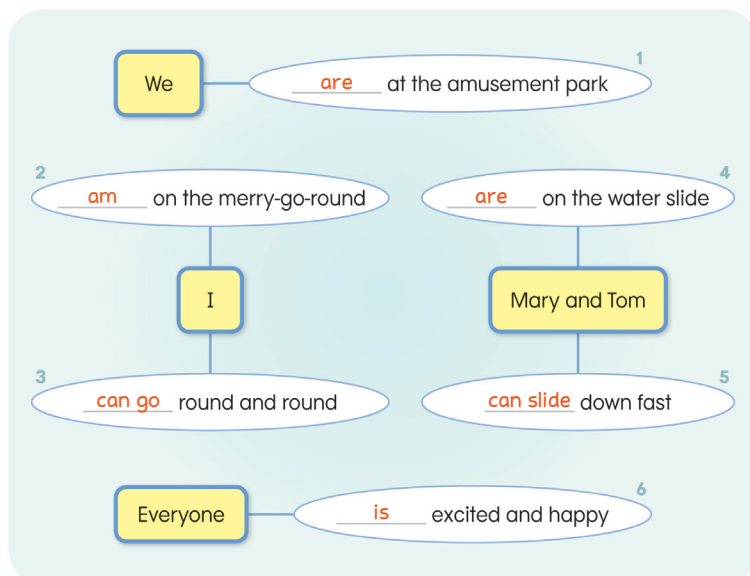
1. Divide students into groups of four to six students.
2. Have each student write two sentences along the top of their paper that use *at*, *in*, *on*, or *under*.
3. Ask students to pass their paper to the next student in their group and have them draw corresponding pictures of the sentences directly underneath them. Have students fold their paper so that the sentences become hidden.
4. Ask students to pass their paper again and have them write corresponding sentences of the pictures directly underneath them. Have students fold their paper so that the pictures become hidden.
5. Continue this pattern until students receive back their original paper. Have students review the sentence-picture chains on their paper and share them with the class.



## STEP 4 Writing Practice

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

are (2x)    can slide    can go    am    is



- 1 We are at the amusement park.
- 2 I am on the merry-go-round.
- 3 I can go round and round.
- 4 Mary and Tom are on the water slide.
- 5 They can slide down fast.
- 6 Everyone is excited and happy.

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: *They are at the amusement park.*  
S2: *Ella and Poly are on the roller coaster.*  
S3: *Cody can jump high.*  
S4: *Everyone is happy and excited.*

## Homework

>> **Workbook 2: 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 2

Student Book pp. 22-23

### Lesson Link

#### Sentence Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *She is on the trampoline.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

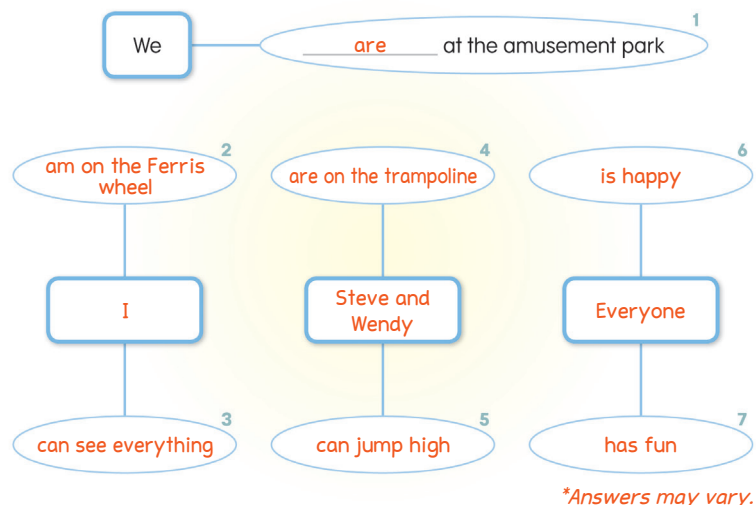
#### Brainwriting

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 a school trip to an amusement park.



#### Word Bank

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



Ferris wheel  
see everything



merry-go-round  
go round and round



roller coaster  
raise (our) hands



trampoline  
jump high



Viking ship  
swing back and forth



water slide  
slide down fast

22

### STEP 5 Your Idea Web

► Make your idea web about a school trip to an amusement park.

- 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: We eat cotton candy and waffles.

## 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 Amusement Park

- 1 We are at the amusement park.
- 2 I am on the Ferris wheel.
- 3 I can see everything.
- 4 Steve and Wendy are on the trampoline.
- 5 They can jump high.
- 6 Everyone is happy.
- 7 Everyone has 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 spelled correctly. ☐



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 a school trip to an amusement park 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 find out about one of their school sports teams.

## 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

- Report Writing

### Grammar

- Students can write a report of their school sports team using descriptive words that they learned in Units 1-3.

### Materials

- Pencils
- Colored pencils
- Decorative supplies (e.g. stickers)

## Lesson 3

Student Book pp. 24-25

### Lead-in

#### Binball

Materials: a bin, a ball

1. Place an empty bin on the floor against a wall.
2. Have students line up roughly one to two meters from the bin.
3. One by one, ask students questions that require them to use grammar points covered in Units 1-3. For example:  
T: *Can a horse climb trees?*  
Ss: *A horse can't climb trees.*
4. If students answer correctly, they may take a turn shooting the ball into the bin. Award students one point for answering the question correctly, and an additional point for successfully shooting the ball into the bin.
5. Play until each student has had a few turns. The student with the most points at the end wins!

## Writing Project 1

Report Writing

### My School Team

#### A Directions

- 1 Find out about your school sports team.
- 2 Draw and decorate the team logo.
- 3 Write about the school team.

Let's Do It



#### B Project Model

### My School Basketball Team

By Mark Chen



**Tigers**  
are the  
**BEST!**

The TIGERS are our school basketball team.  
They are the best team in town!  
They can pass the ball.  
They can dribble the ball.  
They can shoot the ball.  
They are great! Come and watch the game!

24

### STEP 1 Preparation

#### B Project Model

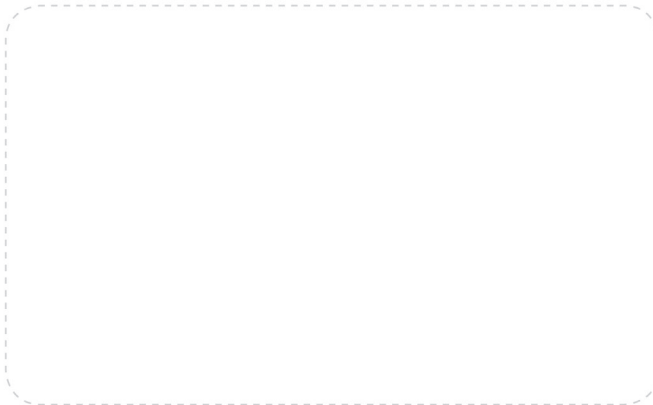
- Have students open their books to page 24.
- Draw students' attention to the project model.
- Ask students questions about the school team logo.  
T: *What is the name of the team?*  
Ss: *The Tigers.*  
T: *Which sport can they play?*  
Ss: *They can play basketball.*
- Read the sentences in the passage together with students.



## Your Project

# My School Baseball Team

By Betty Kim



The STARS are our school baseball team.

They are the best team in town!

They can throw the ball.

They can catch the ball.

They can run around the bases.

They are great! Come and watch the game!

*\*Answers may vary.*

## 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 school team's logo to the class.
3. After showing their picture, have the students tell the class about their school team by reading what they wrote.

## Wrap-up

### Bankball

Materials: a bin, a ball

1. Place an empty bin against a wall.
2. Have students line up roughly one to two meters from the bin.
3. One by one, ask students questions that require them to use grammar points covered in Units 1-3. For example:  
T: *Can you raise your hands on the roller coaster?*  
Ss: *Yes, I can raise my hands.*
4. If students answer correctly, they may take a turn shooting the ball into the bin. Students must bank the ball off the wall for the shot to count. Award students one point for answering the question correctly, and an additional point for successfully shooting the ball into the bin.
5. Play until each student has had a few turns. 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.

25

## STEP 2 Writing

## Your Project

- Have students turn to page 25.
- Ask students to draw and decorate the logo of their school sports team.
- Have students write about their school team by filling in the blanks with the appropriate details.

**Objectives**

- Students can describe playtime activities while applying proper writing conventions.
- Students can write in the present continuous.

**Grammar**

- Present continuous

**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: *What are they playing?*  
Ss: *They are playing kickball.*  
T: *What is the kicker doing?*  
Ss: *He is kicking the ball now.*
3. Encourage students to point at the picture when answering the questions.

**On the School Ground****STEP 1 Warm-up****A Circle the words to complete the story.****Kickball**

It is playtime at school.

We like playing kickball.

It is a / an fun game.Dan is a pitcher.He is rolls / rolling the ball now.

Trevor is a kicker.

He is / are kicking the ball now.

The ball is flying.

I am run / running and catching the ball now.**B Check True or False.**

1 It is lunchtime at school.

True ☐False ☒

2 Finn likes playing kickball.

True ☒False ☐

3 Dan is throwing the ball.

True ☐False ☒

26

**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

### Look and write the words.

hide-and-seek	basketball	tag	badminton
counting	dribbling	chasing	holding
hiding	shooting	running	hitting



They like playing tag.

Amy is "It." She is chasing everyone.

She is running to catch them.



They like playing hide-and-seek.

John is "It." He is counting to 20.

Everyone is hiding.



They like playing badminton.

They are holding rackets.

They are hitting the shuttle.



They like playing basketball.

Ted is dribbling the ball.

Mary is shooting the ball.

27

## 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 *tag*, students might want to write *running* 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

### Look and write the words.

- Have students turn to page 27.
- 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

- 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 Write the correct form of the verb.

- Have students turn to page 28.
- Go over the sentences representing the different forms of Be verb used in the present continuous 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 correct word(s).

- 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 Write the correct form of the verb.

- run The boys are running now.
- play They are playing kickball now.
- catch Matt is catching a ball now.
- throw Bella is throwing a ball now.
- kick She is kicking a ball now.
- jump I am jumping rope now.
- hit He is hitting a shuttle now.
- hide We are hiding under the desk now.
- hold My brothers are holding rackets now.
- fly The birds are flying over the tree now.



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

- Dan do / is doing his homework now.
- We are play / playing tag now.
- I play / am playing after lunch every day.
- We eat / are eating lunch now.
- Amy can jump / jumping high.
- They like ride / riding a bike.
- Ben count / is counting to ten now.

28

### Extension Activity Board Race

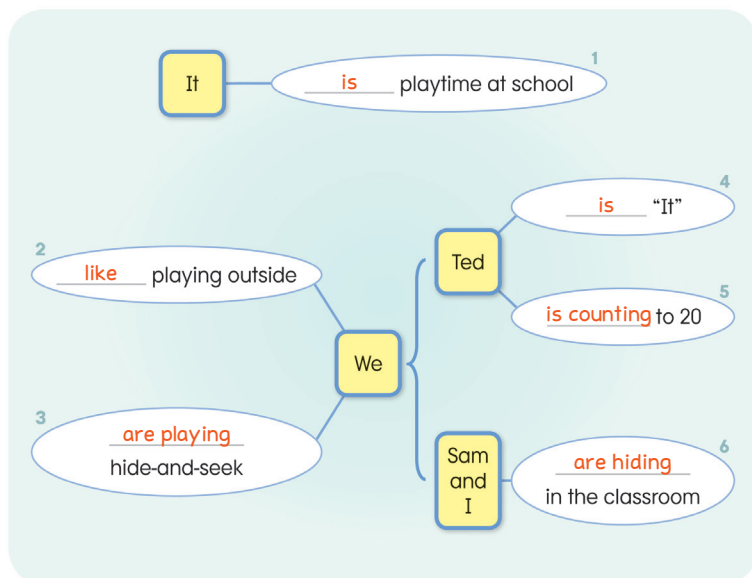
Materials: a board, markers

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.
3. Call out a grammar point covered in Step 3 and have each team write as many sentences as possible that use the given grammar point. For example, if *are playing* is called, teams could write *We are playing tag now*.
4. Give teams a time limit. For example, one minute. The team that writes more correct sentences within the given time limit wins the round and gets a point.
5. Repeat steps 3-4 with other grammar points. The team with more points at the end wins!

## STEP 4 Writing Practice

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

is counting    like    is (2x)    are playing    are hiding



- 1 It is playtime at school.
- 2 We like playing outside.
- 3 We are playing hide-and-seek.
- 4 Ted is "It."
- 5 He is counting to 20.
- 6 Sam and I are hiding in the classroom.

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: *They like playing kickball.*  
S2: *Dan is a pitcher.*  
S3: *Trevor is kicking the ball now.*  
S4: *The ball is flying.*

## Homework

>> **Workbook 2: 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 Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *The ball is flying.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

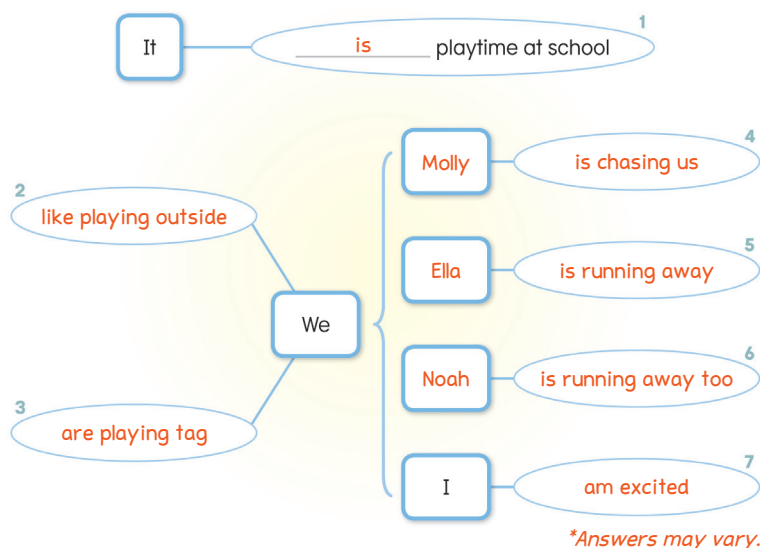
#### Brainwriting

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 playtime activity.



#### Word Bank

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



30

### STEP 5 Your Idea Web

► Make your idea web about a playtime activity.

- 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: We are jumping and counting.



## STEP 6 Your Writing

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

Draw a picture of your story.

### On the School Ground

- 1 It is playtime at school.
- 2 We like playing outside.
- 3 We are playing tag.
- 4 Molly is chasing us.
- 5 Ella is running away.
- 6 Noah is running away too.
- 7 I am excited.

*\*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. ☐



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 playtime activity 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 activities at the beach while applying proper writing conventions.
- Students can distinguish between the present simple and the present continuous.

**Grammar**

- Present simple vs. Present continuous

**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: *Is it winter?*  
Ss: *No, it's summer.*  
T: *What is Finn building?*  
Ss: *He is building a sandcastle.*
3. Encourage students to point at the picture when answering the questions.

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

build sit go and

**At the Beach**

We like going to the beach.

We **go** to the beach in the summer.We wear our swimsuits **and** go into the water.We **build** sandcastles together.We **sit** and relax under the beach umbrella.

We eat ice cream too.

We always have fun at the beach.

**B Read and match.**

- |                                |                             |
|--------------------------------|-----------------------------|
| 1 Finn's family likes ...      | a ... sandcastles together. |
| 2 Finn's family builds ...     | b ... fun at the beach.     |
| 3 Finn's family always has ... | c ... going to the beach.   |

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 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 Choose and write the word(s).

swim collect seashells build sandcastles surf fly kites play volleyball



- 1 We fly kites at the beach. 4 We collect seashells at the beach.  
2 We build sandcastles at the beach. 5 We swim at the beach.  
3 We surf at the beach. 6 We play volleyball at the beach.

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

swimsuit  
suntan  
ice cream  
bike  
crabs

- 1 John likes riding a bike at the beach.  
2 We get a suntan at the beach.  
3 My grandpa catches crabs at the beach.  
4 They eat ice cream at the beach.  
5 I wear a swimsuit at the beach.

33

## 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

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

- Have students turn to page 33.
- 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 Circle and write the correct form of the verb.

- Have students turn to page 34.
- Go over the sentences comparing present simple and present continuous with students.
- Ask students to circle the correct form of the verbs and write them in the blanks to complete the sentences.
- Go over the answers together after students have finished.

#### B Combine the sentences with **and**.

- Ask students to read the sentences.
- Have students combine the sentences using the word *and*.
- If necessary, ask students questions to guide them along.  
T: What does and replace?  
Ss: It replaces the period.  
T: Does and replace anything else?  
Ss: Yes, it replaces We.
- Go over the answers together after students have finished.

### STEP 3 Grammar Practice

#### A Circle and write the correct form of the verb.

We <u>eat</u> every day. He <u>runs</u> every day.	We <u>are eating</u> now. He <u>is running</u> now.
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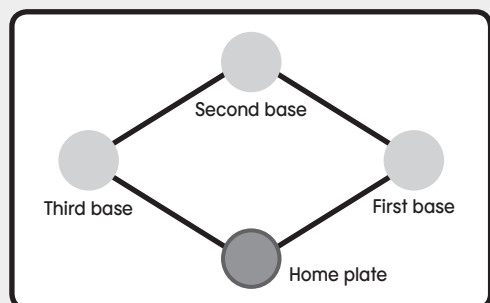
- 1 play / am playing I play baseball every day.
- 2 chases is chasing The cat is chasing a butterfly now.
- 3 collects is collecting Tim is collecting seashells now.
- 4 catch / are catching They catch crabs every day.
- 5 read is reading She is reading a comic book now.
- 6 go / are going We go to the beach every day.

#### B Combine the sentences with **and**.

- 1 We go to the beach. We collect seashells.  
We go to the beach and collect seashells.
- 2 Amy sits under the tree. She reads her book.  
Amy sits under the tree and reads her book.
- 3 They run to the beach. They play volleyball.  
They run to the beach and play volleyball.
- 4 Tom goes home. He relaxes on the sofa.  
Tom goes home and relaxes on the sofa.

34

Baseball Diamond



### Extension Activity Baseball

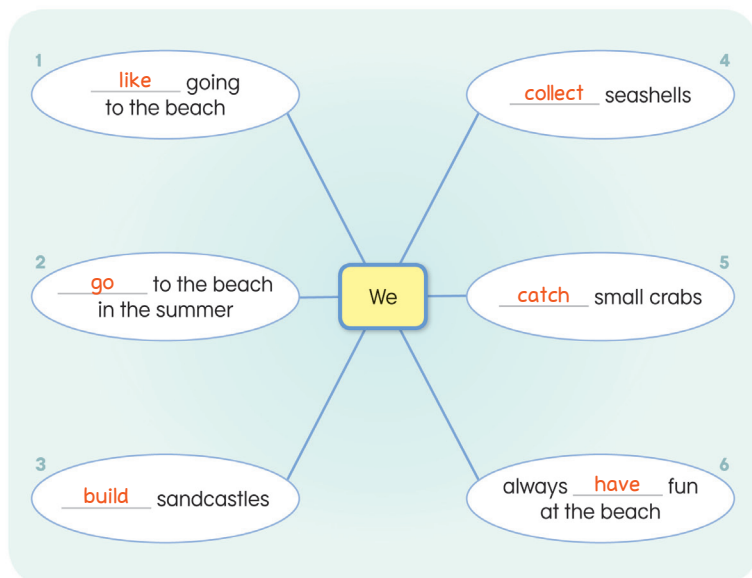
Materials: four bases

1. Divide students into Team Home and Team Away.
2. Clear a space and place the bases on the floor in the shape of a baseball diamond.
3. Ask Team Home to gather in the center of the diamond.
4. Ask Team Away to line up behind home plate.
5. Have Team Home "pitch" (ask) grammar-related questions from Step 3 to a student on Team Away one by one. For example, *He collects or is collecting seashells now?*
6. If students from Team Away "hit" (answer) correctly, they may advance one base. When a student reaches home plate, their team scores a run. If students answer incorrectly, they are out.
7. After three outs, teams change rolls. Play three innings. The team with more runs at the end wins!

## STEP 4 Writing Practice

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

build catch collect go have like



- 1 We like going to the beach.
- 2 We go to the beach in the summer.
- 3 We build sandcastles.
- 4 We collect seashells.
- 5 We catch small crabs.
- 6 We always have fun at the beach.

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: *Finn's family likes going to the beach.*  
S2: *They go into the water.*  
S3: *They build sandcastles together.*  
S4: *They eat ice cream.*

## Homework

>> Workbook 2: 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 Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *He is collecting seashells now.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### 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

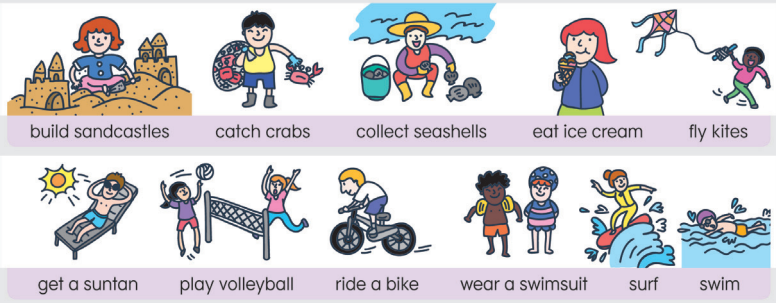
► Make your idea web about going to the beach.



*\*Answers may vary.*

#### Word Bank

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



36

### STEP 5 Your Idea Web

► Make your idea web about going to the beach.

- 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 go to the beach in the summer.

## 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 Beach

- 1 We like going to the beach.
- 2 We go to the beach in the summer.
- 3 We fly kites.
- 4 We ride bikes.
- 5 We wear swimsuits.
- 6 We swim.
- 7 We always have fun at the beach.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter. ☐
- 2 My sentences end with a period. ☐
- 3 My words are spaced out properly. ☐



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 going to the beach 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 activities done in the mountains while applying proper writing conventions.
- Students can write in the present continuous.

**Grammar**

- Present continuous

**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 is Finn's dad wearing?*Ss: *He is wearing hiking boots.*T: *Are they wearing hats?*Ss: *Yes, they are wearing hats.*

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

**In the Mountains****STEP 1 Warm-up****A Write the sentences to complete the story.**

He is carrying a hiking stick.

I have a small backpack.

**Going Hiking**

My dad and I are going hiking today.

We are going to the mountains.

My dad is wearing hiking boots.

He has a big backpack.

He is carrying a hiking stick.

I am wearing hiking boots and a hat.

I have a small backpack.

The weather is great for hiking today.

**B Read and match.**

- |                            |                           |
|----------------------------|---------------------------|
| 1 Finn and his dad are ... | a ... a small backpack.   |
| 2 Finn has ...             | b ... for hiking.         |
| 3 The weather is great ... | c ... going hiking today. |

**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 Choose and write the word(s).

skiing

cave exploring

camping

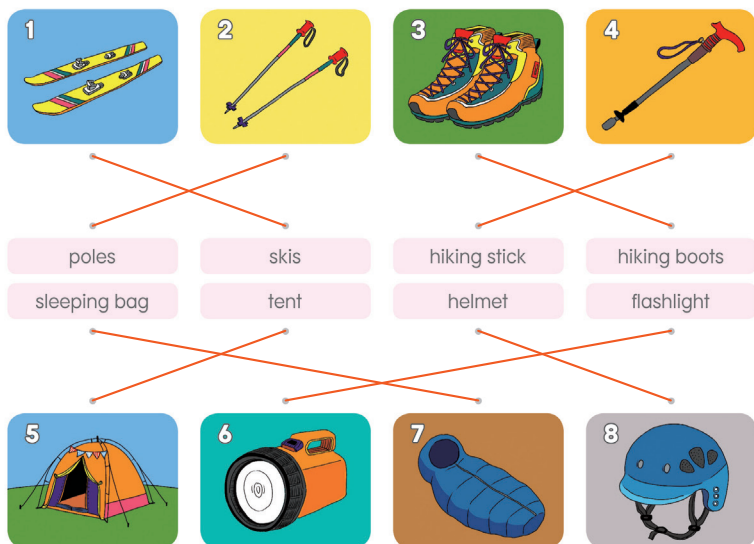
hiking



1 My family is going camping. 3 My family is going skiing.

2 My family is going cave exploring. 4 My family is going hiking.

### B Look and match the words.



39

## B Look and match the words.

- Go over the pictures and words with students.
- Have students look and match the words with the correct pictures.
- Go over the answers together after students have finished.

### Teaching Tip

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

### Extension Activity

#### Spelling Ball

Materials: a ball

1. Ask students to stand in a big circle.
2. Say a word introduced in Step 2 and toss the ball to a student.
3. Have the student say the first letter of the word. Then ask the student to toss the ball to a classmate, who then says the second letter of the word, and then tosses the ball to another classmate, and so on.
4. If students make a mistake, they get one strike. After three strikes, they must sit down.
5. Repeat steps 2-4 with new words. The last student standing wins!

## STEP 2 Word Practice

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

- Have students turn to page 39.
- 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.

## STEP 3 Grammar Practice

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

- Have students turn to page 40.
- 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, *My family*.
- If necessary, ask students questions to guide them along.

T: *Why is My family are going incorrect?*

Ss: *My family is singular.*

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

- ① My family – 2 sentences  
*My family is going to the mountains.*  
*My family is going camping today.*
- ② We – 3 sentences  
*We are going to the mountains.*  
*We are going camping today.*  
*We are wearing hiking boots.*
- ③ Sam – 2 sentences  
*Sam is going to the mountains.*  
*Sam is going camping today.*

### 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.
- 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 "My family."
- 2 I can make 1 2 3 sentence(s) with "We."
- 3 I can make 1 2 3 sentence(s) with "Sam."

### B Circle the correct word.

- 1 We are go / going camping today.
- 2 They are going at / to school now.
- 3 He is wearing long pant / pants.
- 4 She is carrying a / an flashlight.
- 5 They have three tent / tents.
- 6 The weather is / are great for bike riding.
- 7 We go ski / skiing every winter.
- 8 My dad and I am / are hiking in the mountains.

40

## Extension Activity Picture Telephone

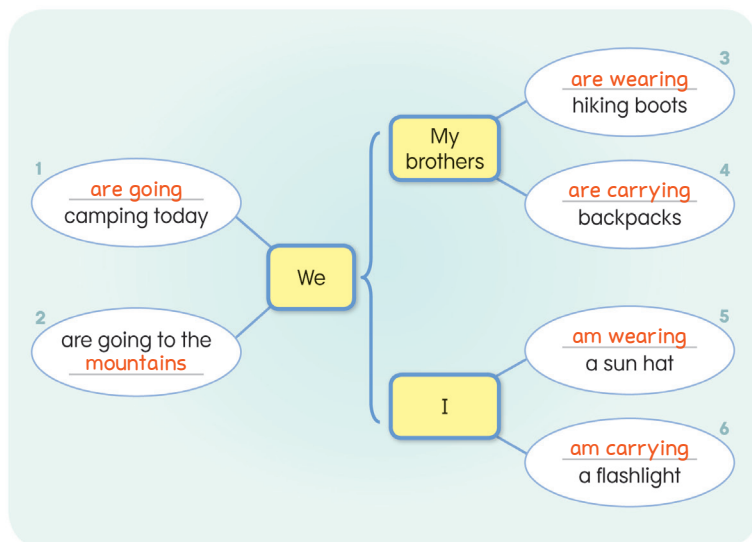
Materials: paper, pencils

1. Divide students into groups of four to six students.
2. Have each student write two sentences in the present continuous along the top of their paper.
3. Ask students to pass their paper to the next student in their group and have them draw corresponding pictures of the sentences directly underneath them. Have students fold their paper so that the sentences become hidden.
4. Ask students to pass their paper again and have them write corresponding sentences of the pictures directly underneath them. Have students fold their paper so that the pictures become hidden.
5. Continue this pattern until students receive back their original paper. Have students review the sentence-picture chains on their paper and share them with the class.

## STEP 4 Writing Practice

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

mountains	am wearing	are wearing
are going	are carrying	am carrying



- 1 We are going camping today.
- 2 We are going to the mountains.
- 3 My brothers are wearing hiking boots.
- 4 They are carrying backpacks.
- 5 I am wearing a sun hat.
- 6 I am carrying a flashlight.

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: Finn's dad has a big backpack.  
S2: Finn's dad is wearing hiking boots.  
S3: Finn has a small backpack.  
S4: Finn is wearing a hat.

## Homework

>> Workbook 2: 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 2

Student Book pp. 42-43

### Lesson Link

#### Sentence Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *She is carrying a flashlight.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### 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 a fun activity in the mountains.



\*Answers may vary.

#### Word Bank

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



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### STEP 5 Your Idea Web

► Make your idea web about a fun activity in the mountains.

- 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: We are going skiing this winter.

## STEP 6 Your Writing

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

Draw a picture of your story.

### In the Cave

- 1 We are going cave exploring today.
- 2 We are going to a cave.
- 3 My sister is wearing a helmet.
- 4 She is carrying a flashlight.
- 5 I am wearing boots.
- 6 I am carrying a rope.
- 7 The weather is great for cave exploring today.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter. ☐
- 2 My sentences end with a period. ☐
- 3 My words are spelled correctly. ☐



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## 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 fun activity in the mountains 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

- Report Writing

### Grammar

- Students can conduct a survey and write a report of their class's favorite games using descriptive words that they learned in Units 4-6.

### Materials

- Pencils
- Colored pencils

## Lesson 3

Student Book pp. 44-45

### Lead-in

#### Classroom Feud

Materials: paper, pencils

1. At the end of the class for Lesson 2 in Unit 6, survey students by asking them five questions related to their favorite things. For example, *What is your favorite animal?*
2. Have students secretly write their answers to the survey questions on a piece of paper and submit it once finished. Tally up students' answers.
3. During the present class, divide students into small teams.
4. Question by question, let teams take turns guessing the most popular answers to each. Teams get points according to the survey answers. For example, if six students answered that their favorite animal is a *monkey*, the team would get six points.
5. Once students have finished guessing all of the answers to the five survey questions, the team with the most points wins!

## Writing Project 2

Report Writing

### Class Survey: Favorite Games

#### A Directions

- 1 Write a fun game in the blank box.
- 2 Survey the class and color the boxes.
- 3 Find out and write about your class's favorite game.

Let's Do It



#### B Project Model

### Favorite Playtime Games

By Ben Gomez

	1	2	3	4	5	6	7	8	9	10
hide-and-seek										
jump rope										
tag										
badminton										
hopscotch										

Three students like hide-and-seek.  
 Five students like jump rope.  
 Eight students like tag.  
 Two students like badminton.  
 Four students like hopscotch.  
 My class's favorite game is tag.

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 survey.
  - T: *How many students' favorite playtime game is badminton?*
  - Ss: *Two students.*
  - T: *What is the class's favorite playtime game?*
  - Ss: *The class's favorite playtime game is tag.*
- Read the sentences about the survey results together with students.

## Your Project

# Favorite Playtime Games

By Amy Lee

	1	2	3	4	5	6	7	8	9	10
hide-and-seek										
jump rope										
tag										
badminton										
kickball										

Two students like hide-and-seek.

Four students like jump rope.

Six students like tag.

Eight students like badminton.

Three students like kickball.

My class's favorite game is badminton.

*\*Answers may vary.*

## Extension Activity

### Show and Tell

Materials: N/A

1. Choose one student to present their project to the class.
2. Ask the student to come to the front and show their survey to the class.
3. After showing their survey, have the student tell the class about their class's favorite games by reading what they wrote.

## Wrap-up

### Classroom Feud II

Materials: paper, pencils

1. At the end of the class for Lesson 2 in Unit 6, survey students by asking them five questions related to their least favorite things. For example, *What is your least favorite color?*
2. Have students secretly write their answers to the survey questions on a piece of paper and submit it once finished. Tally up students' answers.
3. During the present class, divide students into small teams.
4. Question by question, let teams take turns guessing the most popular answers to each. Teams get points according to the survey answers. For example, if three students answered that their least favorite color is *pink*, the team would get three points.
5. Once students have finished guessing all of the answers to the five survey questions, the team with the most points wins!

## Homework

- Ask students to survey their family and friends about a topic of their choice.
- Have students report back next class with the results of their survey.

## STEP 2 Writing

## Your Project

- Have students turn to page 45.
- Ask students to write a fun game in the blank box.
- Have students survey their classmates by asking them what their favorite playtime games are.
- After collecting all of the answers from their classmates, have students write about the results of the survey by filling in the blanks.



## Objectives

- Students can describe foods from different countries while applying proper writing conventions.
- Students can write prepositional phrases using a common preposition of time.
- Students can write about what they like.

## Grammar

- Preposition of time: *on*
- Like

## 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: *What kind of restaurant are they at?*  
Ss: *They're at an Italian restaurant.*  
T: *Which foods are they eating?*  
Ss: *They're eating spaghetti, pizza, and risotto.*
3. Encourage students to point at the picture when answering the questions.

## Unit 7

## Eating Out

## STEP 1 Warm-up

## A Circle the words to complete the story.

## Eating Out

My family goes out to eat on / in special days.

We always go to an Italian restaurant.

We like / are liking Italian food very much.

The food is / are always delicious.

Ella's favorite food is spaghetti.

Cody and I like pizza.

Mom and Dad like risotto.

We eat and talk about many things.

We talk about our / their school and friends.

## B Check True or False.

- 1 Finn's family goes out to eat every day.
- 2 Ella's favorite food is pizza.
- 3 Finn's family talks about school and friends.

True ☐ False ☒True ☐ False ☒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 name of the food.

<b>Chinese Food</b> dumplings noodles fried rice	 1 fried rice	 2 noodles	 3 dumplings
<b>Italian Food</b> spaghetti pizza risotto	 4 risotto	 5 spaghetti	 6 pizza
<b>Thai Food</b> pad thai tom yum goong banana pancakes	 7 banana pancakes	 8 pad thai	 9 tom yum goong
<b>Mexican Food</b> burritos nachos tacos	 10 tacos	 11 nachos	 12 burritos

### B Complete the sentences about yourself and your friend.

- I like Mexican food. My favorite food is tacos.
- My friend likes Chinese food. Her/His favorite food is dumplings.

*\*Answers may vary.* 47

## B Complete the sentences about yourself and your friend.

- Ask students to fill in the blanks with the appropriate details about themselves and their friends.

## Extension Activity

### Write the Same Word

Materials: a board, a marker, paper, pencils

- Write a word introduced in Step 2 on the board.
- Ask each student to write one related word on a piece of paper. For example, if the word written on the board is *pizza*, students might want to write *cheese* on their piece of paper.
- Have students hold up their pieces of paper and reveal the words that they wrote down to each other.
- Students that wrote the same word as at least one other student stay in the game. Students that did not are out.
- 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 name of the food.

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

### Teaching Tip

- After completing the exercise, have students act out eating the various foods in the word banks.

### STEP 3 Grammar Practice

#### A Choose and complete the sentence. Discuss your choices.

- Have students turn to page 48.
- Go over the adverbial and prepositional phrases of time with students.
- Ask students to complete the sentences by writing the correct adverbial and prepositional phrases chosen from the word bank.
- Once students have finished, discuss their answer choices with them.

T: *Why did you not write We go to school on weekends?*

Ss: *We don't go to school on Saturdays or Sundays.*

#### 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 Choose and complete the sentence. Discuss your choices.

We go out to eat **on special days.**  
**on Sundays.**  
**on weekends.**  
**every day.**

on Sundays	on weekdays	on weekends
on Christmas Day	on special days	every day

- 1 We go to school **on weekdays**.
- 2 We go out to eat **on special days**.
- 3 My dad goes to work **every day**.
- 4 My mom goes shopping **on Sundays**.
- 5 I play with my friends **on weekends**.
- 6 We get presents **on Christmas Day**.

*\*Answers may vary.*

#### B Circle the correct word.

- 1 We eat Japanese food **on** / ☐ every day.
- 2 I get many presents **on** / ☐ my birthday.
- 3 Alana is **in** / ☐ at her room. She is doing her homework.
- 4 My dad is **in** / ☐ at home. He is making dinner.
- 5 We sometimes go swimming **on** / ☐ Sundays.

48

### Extension Activity Board Race

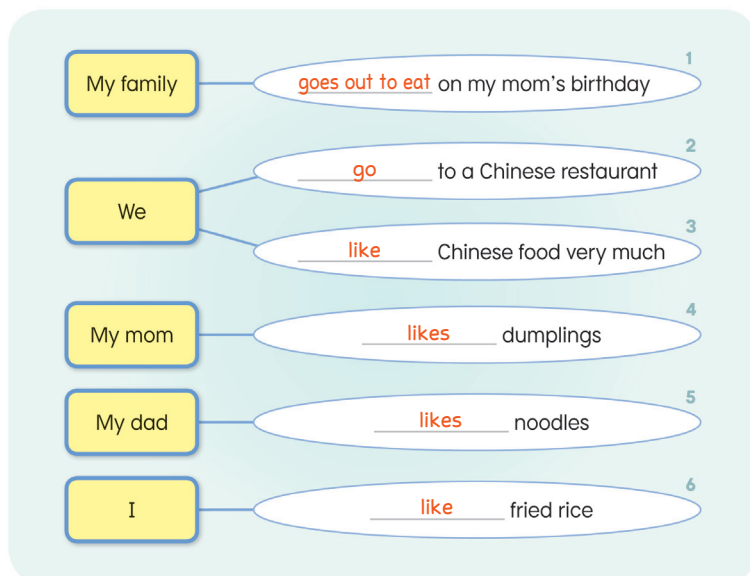
Materials: a board, markers

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.
3. Call out a grammar point covered in Step 3 and have each team write as many sentences as possible that use the given grammar point. For example, if *on Saturdays* is called, teams could write *We go out to eat on Saturdays.*
4. Give teams a time limit. For example, one minute. The team that writes more correct sentences within the given time limit wins the round and gets a point.
5. Repeat steps 3-4 with other grammar points. The team with more points at the end wins!

## STEP 4 Writing Practice

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

go      goes out to eat      like (2x)      likes (2x)



- 1 My family goes out to eat on my mom's birthday.
- 2 We go to a Chinese restaurant.
- 3 We like Chinese food very much.
- 4 My mom likes dumplings.
- 5 My dad likes noodles.
- 6 I like fried rice.

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: *They always go to an Italian restaurant.*

S2: *Cody and Finn like pizza.*

S3: *Ella's favorite food is spaghetti.*

S4: *The food is delicious.*

## Homework

>> **Workbook 2: 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 Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *We get presents on Christmas Day.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

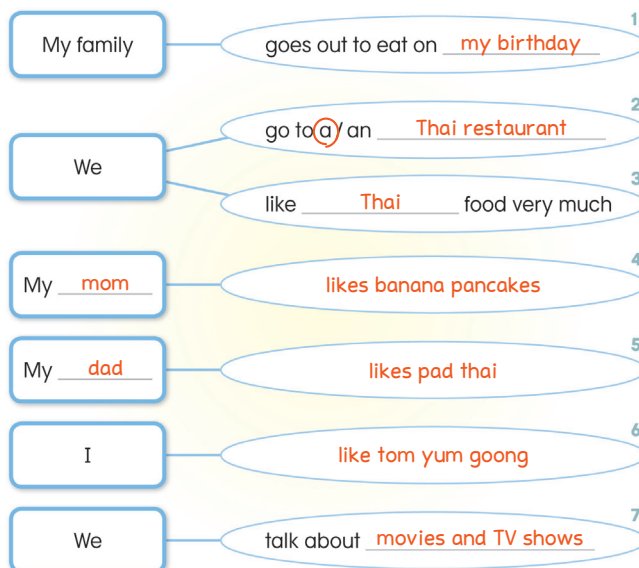
#### Brainwriting

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

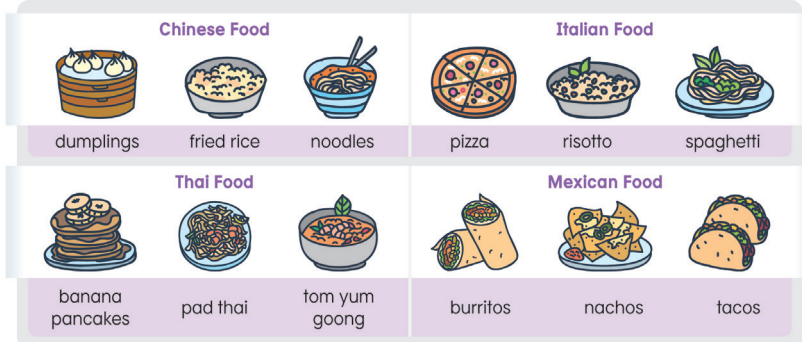
► Make your idea web about eating out with your family.



*\*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 eating out with your family.

- 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 sister likes nachos and salsa.

## STEP 6 Your Writing

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

Draw a picture of your story.

### Eating Out

- 1 My family goes out to eat on my birthday.
- 2 We go to a Thai restaurant.
- 3 We like Thai food very much.
- 4 My mom likes banana pancakes.
- 5 My dad likes pad thai.
- 6 I like tom yum goong.
- 7 We talk about movies and TV shows.

*\*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. ☐



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 eating out with their family 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 activities related to birthdays while applying proper writing conventions.
- Students can use the frequency adverbs *always* and *usually* in their writing.
- Students can write the months of the year.

## Grammar

- Frequency adverbs: *always*, *usually*

## 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: *What are they doing?*  
Ss: *They are having a birthday party.*  
T: *Are there a lot of presents?*  
Ss: *Yes, there are a lot of presents.*
3. Encourage students to point at the picture when answering the questions.

## Unit 8

## On My Birthday

## STEP 1 Warm-up

## A Write the words to complete the story.

play have invite makes

## On My Birthday

My birthday is in June.

We usually **have** a party on my birthday.My dad **makes** a birthday cake.

My mom prepares a lot of food.

Cody and Ella make a birthday banner.

I **invite** my friends.

I get a lot of presents.

We eat the birthday cake.

We **play** many fun games together.

## B Write Yes or No.

1 Is Finn's birthday in the winter?

No

2 Does Finn's family go out to eat on his birthday?

No

3 Does Finn get many presents on his birthday?

Yes

52

## 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

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

make

blow out

get

sing



1 I get many presents.



2 They sing Happy Birthday.



3 I make a wish.



4 I blow out the candles.

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

friends

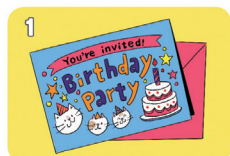
balloons

birthday cake

magic show

birthday banner

movie



1 I invite my friends.



2 Mom makes a birthday cake.



3 Dad puts up balloons.



4 We make a birthday banner.



5 We watch a magic show.



6 We watch a movie.

53

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

- 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.

## 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 Choose and write the word(s).

- Have students turn to page 53.
- 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 with **always** or **usually**.

- Have students turn to page 54.
- Go over the sentences related to frequency adverbs with students.
- Ask students to rewrite the sentences with *always* or *usually*.
- Go over the answers together after students have finished.

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

- Go over the months of the year with students. Ask students questions to help improve their understanding.

T: *What is the tenth month of the year?*

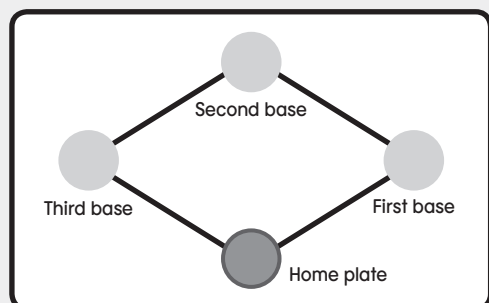
Ss: *It's October.*

T: *Which month comes after December?*

Ss: *January comes after December.*

- Ask students to complete the sentences by filling in the blanks with names of family members and correct months chosen from the word bank.
- Go over the answers together after students have finished.

Baseball Diamond



### STEP 3 Grammar Practice

#### A Rewrite the sentence with **always** or **usually**.

I <b>always have</b> a birthday party. I <b>usually get</b> many presents.	I <b>am always</b> happy at the party. The party <b>is usually</b> on Sundays.
---	---

- |   |         |                            |  |
|---|---------|----------------------------|--|
| 1 | always  | I have a birthday party.   | <u>I always have a birthday party.</u>   |
| 2 | usually | The party is at home.      | <u>The party is usually at home.</u>     |
| 3 | always  | We are happy at the party. | <u>We are always happy at the party.</u> |
| 4 | usually | We play games.             | <u>We usually play games.</u>            |
| 5 | always  | There are many people.     | <u>There are always many people.</u>     |
| 6 | usually | My mom makes a cake.       | <u>My mom usually makes a cake.</u>      |

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

1 January	4 April	7 July	10 October
2 February	5 May	8 August	11 November
3 March	6 June	9 September	12 December

- My birthday is in August.
- My mom's birthday is in September.
- My dad's birthday is in April.
- My sister's birthday is in January.
- My grandfather's birthday is in December.

*\*Answers may vary.*

### Extension Activity Baseball

Materials: four bases

1. Divide students into Team Home and Team Away.
2. Clear a space and place the bases on the floor in the shape of a baseball diamond.
3. Ask Team Home to gather in the center of the diamond.
4. Ask Team Away to line up behind home plate.
5. Have Team Home "pitch" (ask) grammar-related questions from Step 3 to a student on Team Away one by one. For example, *Mom make or makes a cake?*
6. If students from Team Away "hit" (answer) correctly, they may advance one base. When a student reaches home plate, their team scores a run. If students answer incorrectly, they are out.
7. After three outs, teams change rolls. Play three innings. The team with more runs at the end wins!

## STEP 4 Writing Practice

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

cooks bring invite is makes have

1 My birthday is in December.

2 We always have a party on my birthday.

3 I usually invite my friends.

4 My mom cooks a lot of food.

5 My dad makes a birthday banner.

6 My friends usually bring presents.

- 1 My birthday is in December.
- 2 We always have a party on my birthday.
- 3 I usually invite my friends.
- 4 My mom cooks a lot of food.
- 5 My dad makes a birthday banner.
- 6 My friends usually bring presents.

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: *Finn's birthday is in June.*  
S2: *Finn's dad makes a birthday cake.*  
S3: *Cody and Ella make a birthday banner.*  
S4: *They eat the birthday cake.*

## Homework

>> Workbook 2: 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 Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *Mom makes a cake.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

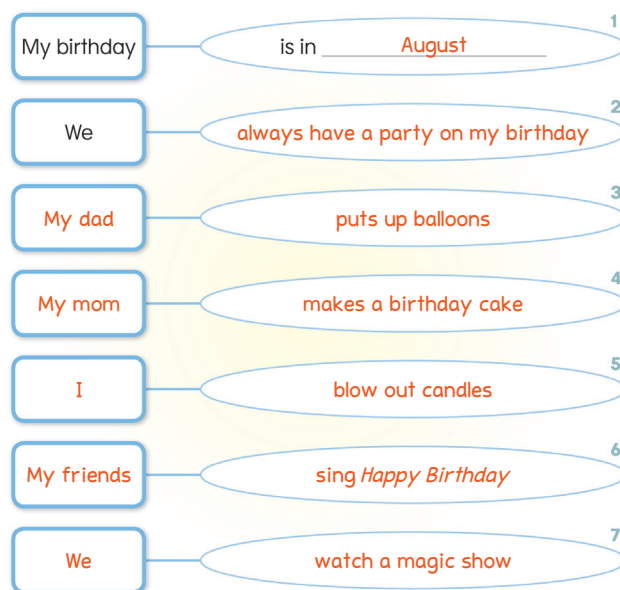
#### Brainwriting

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 birthday.



*\*Answers may vary.*

#### Word Bank

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



56

### STEP 5 Your Idea Web

► Make your idea web about your birthday.

- 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: I always eat cake and ice cream on my birthday.

## STEP 6 Your Writing

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

Draw a picture of your story.

### On My Birthday

- 1 My birthday is in August.
- 2 We always have a party on my birthday.
- 3 My dad puts up balloons.
- 4 My mom makes a birthday cake.
- 5 I blow out candles.
- 6 My friends sing Happy Birthday.
- 7 We watch a magic show.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter. ☐
- 2 My sentences end with a period. ☐
- 3 My words are spaced out properly. ☐



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 birthday 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 different kinds of movies while applying proper writing conventions.
- Students can use the quantifiers *a*, *an*, and *some* in their writing.

## Grammar

- Quantifiers: *a*, *an*, *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

- Ask students to open their books to page 58.
- Have students look at the picture and ask them questions about it.  
T: *Where are they?*  
Ss: *They're at a movie theater.*  
T: *Which snacks are they having?*  
Ss: *They're having popcorn and soda.*
- Encourage students to point at the picture when answering the questions.

## Unit 9

## Movie Time

## STEP 1 Warm-up

## A Write the words to complete the story.

movie some in at

## At the Movies

My family is watching a **movie** today.

We are at Blueberry Movie Theater.

It is **in** Blueberry Shopping Mall.We are watching *Magic Adventures*.

It is an animation movie.

It is about friends and adventures.

The movie starts soon **at** three o'clock.We want **some** popcorn and soda.

Everyone is excited about the movie.

## B Check True or False.

- Finn's family is at the movies.
- Finn's family is watching the movie at night.
- Everyone is scared about the movie.

True ☒False ☐True ☐False ☒True ☐False ☒

58

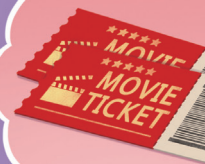
## STEP 1 Warm-up

## 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).

*Frozen*  
snow queen  
animation  
animation movies



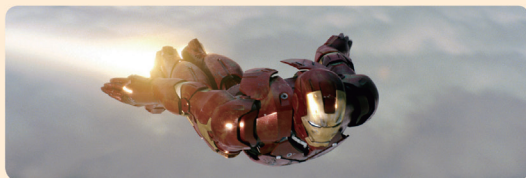
- 1 We are watching Frozen.      3 It is about a snow queen.  
2 It is an animation movie.      4 We like animation movies.

fantasy  
*Harry Potter*  
wizards  
fantasy movies



- 5 We are watching Harry Potter.      7 It is about magic and wizards.  
6 It is a fantasy movie.      8 We like fantasy movies.

action  
superhero  
*Iron Man*  
action movies



- 9 We are watching Iron Man.      11 It is about a superhero.  
10 It is an action movie.      12 We like action movies.

59

## Extension Activity

### Spelling Ball

Materials: a ball

1. Ask students to stand in a big circle.
2. Say a word introduced in Step 2 and toss the ball to a student.
3. Have the student say the first letter of the word. Then ask the student to toss the ball to a classmate, who then says the second letter of the word, and then tosses the ball to another classmate, and so on.
4. If students make a mistake, they get one strike. After three strikes, they must sit down.
5. Repeat steps 2-4 with new words. The last student standing wins!

## STEP 2 Word Practice

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

- 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.

#### Teaching Tip

- After completing the exercise, have students act out some of the character roles in the word banks. For example, *wizards*.

## 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, *The movie*.
- If necessary, ask students questions to guide them along.  
T: *Can movies be excited?*  
Ss: *No, they cannot.*
- 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:

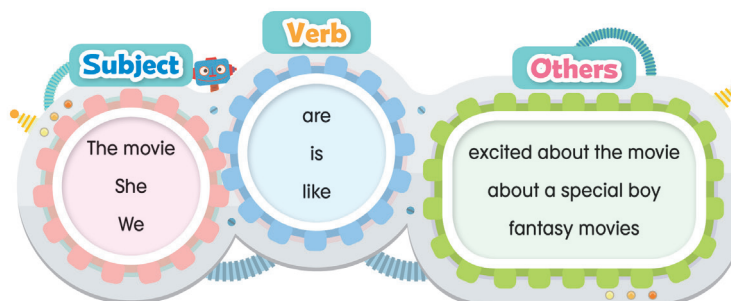
- ① The movie – 1 sentence  
*The movie is about a special boy.*
- ② She – 1 sentence  
*She is excited about the movie.*
- ③ We – 2 sentences  
*We are excited about the movie.*  
*We like fantasy movies.*

### B Write a, an, or some.

- Go over the phrases representing the quantifiers with students.
- Explain to students that the indefinite articles *a* and *an* can also behave as quantifiers and represent the quantity of one.
- Have students complete the sentences by filling in the blanks with *a*, *an*, 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 sentence(s) with "The movie."
- 2 I can make 1 2 3 sentence(s) with "She."
- 3 I can make 1 2 3 sentence(s) with "We."

### B Write a, an, or some.

a candy bar	some popcorn
an apple	some soda
a cookie	some cookies

- 1 We want some candy bars.
- 2 They want some milk.
- 3 My sister is eating a sandwich.
- 4 They want some popcorn.
- 5 We want some soda.
- 6 She is eating an orange.

60

## Extension Activity Picture Telephone

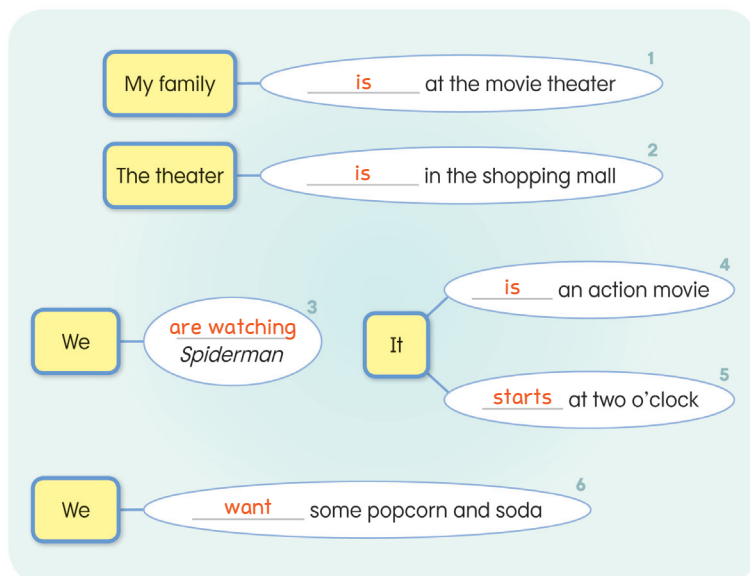
Materials: paper, pencils

1. Divide students into groups of four to six students.
2. Have each student write two sentences along the top of their paper that use *a*, *an*, or *some*.
3. Ask students to pass their paper to the next student in their group and have them draw corresponding pictures of the sentences directly underneath them. Have students fold their paper so that the sentences become hidden.
4. Ask students to pass their paper again and have them write corresponding sentences of the pictures directly underneath them. Have students fold their paper so that the pictures become hidden.
5. Continue this pattern until students receive back their original paper. Have students review the sentence-picture chains on their paper and share them with the class.

## STEP 4 Writing Practice

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

want      are watching      starts      is (3x)



- 1 My family is at the movie theater.
- 2 The theater is in the shopping mall.
- 3 We are watching Spiderman.
- 4 It is an action movie.
- 5 It starts at two o'clock.
- 6 We want some popcorn and soda.

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: *Finn's family is watching a movie today.*  
S2: *They are at Blueberry Movie Theater.*  
S3: *The movie starts at three o'clock.*  
S4: *It is an animation movie.*

## Homework

>> **Workbook 2: 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 2

Student Book pp. 62-63

### Lesson Link

#### Sentence Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *We are eating some popcorn.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

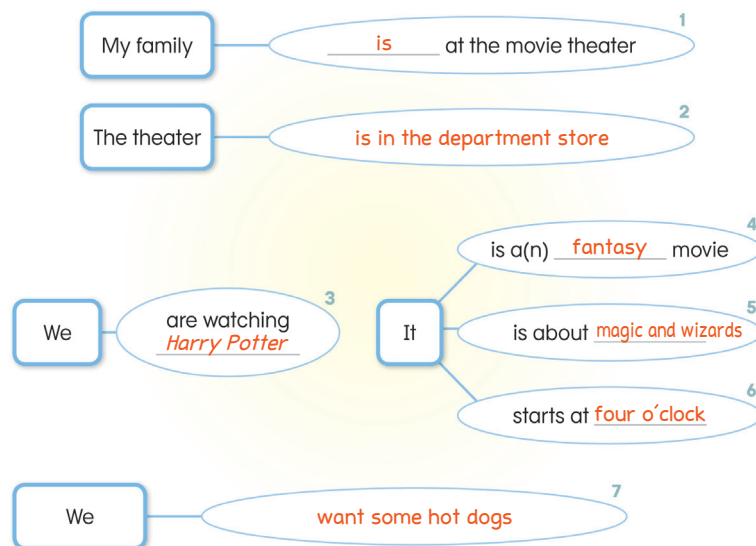
#### Brainwriting

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 going to the movies.

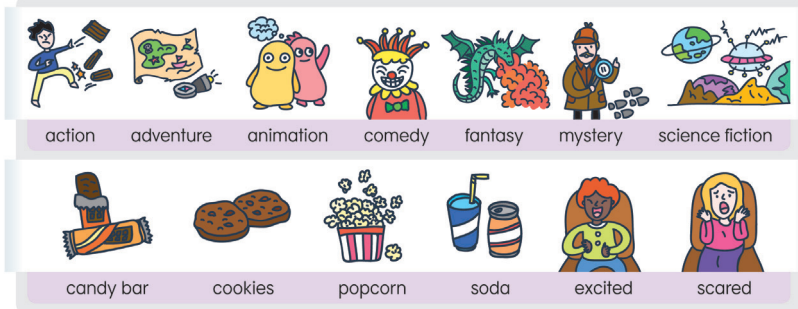


\*Answers may vary.

#### Word Bank

To Teachers:

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



62

### STEP 5 Your Idea Web

► Make your idea web about going to the movies.

- 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: We like adventure movies.

## STEP 6 Your Writing

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

Draw a picture of your story.

### Movie Time

- 1 My family is at the movie theater.
- 2 The theater is in the department store.
- 3 We are watching *Harry Potter*.
- 4 It is a fantasy movie.
- 5 It is about magic and wizards.
- 6 It starts at four o'clock.
- 7 We want some hot dogs.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter. ☐
- 2 My sentences end with a period. ☐
- 3 My words are spelled correctly. ☐



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 going to the movies 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

- Report Writing

### Grammar

- Students can write a report of their family's favorite restaurant using descriptive words that they learned in Units 7-9.

### Materials

- Photocopies of project template
- Pencils
- Colored pencils
- Scissors
- String

## Lesson 3

Student Book pp. 64-65

### Lead-in

#### Go Fish!

Materials: a board, a marker, paper, pencils

1. Write a list of 15 words on the board that were covered in Units 7-9.
2. Divide students into groups of three. Have students in each group make card pairs for each word by writing them on two separate pieces of paper.
3. Have students mix up their cards and deal four cards to each group member, placing the rest of the cards in a pile.
4. Ask students in each group to take turns trying to find matching pairs of cards by asking other students, "Do you have a \_\_\_\_\_?"
5. If students have the card, they must give it to the student asking the question. If not, they must say "Go fish!" and the student who asked the question must then pick up a card from the pile.
6. After all the cards have been matched, the student with the most pairs wins!

## Writing Project 3

Report Writing

### A Restaurant Fish Mobile

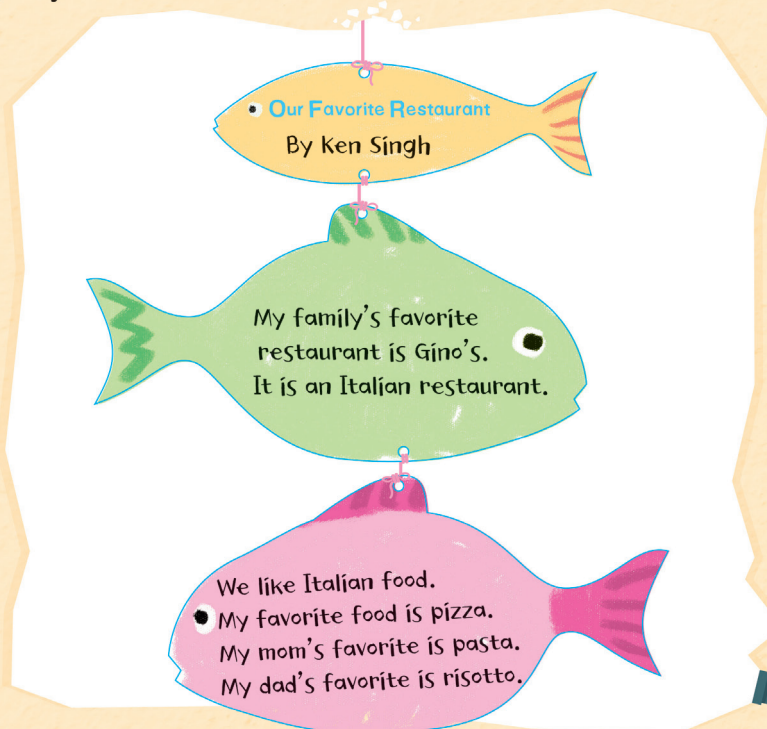
#### A Directions (To Teachers: Photocopy the template on page 65 for your students.)

- 1 Color and write about your family's favorite restaurant.
- 2 Cut out the fish shapes.
- 3 Connect your fish together using string.

Let's Do It



#### B Project Model



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 mobile.
  - T: What kind of restaurant is Gino's?
  - Ss: It is an Italian restaurant.
  - T: What is Ken's mom's favorite food?
  - Ss: Her favorite food is pasta.
- Read the sentences in the report together with students.

## Your Project

### Our Favorite Restaurant

By Emma Murray

My family's favorite restaurant

is Fuji.

It is (a/ an) Japanese restaurant.

We like Japanese food.

My favorite food is sushi.

My mom's favorite is ramen.

My dad's favorite is takoyaki.

*\*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 fish mobile to the class.
3. After showing their mobile, have the students tell the class about their family's favorite restaurant by reading what they wrote.

## Wrap-up

### Go Wish!

Materials: a board, a marker, paper, pencils

1. Write a list of 15 words on the board that were covered in Units 7-9.
2. Divide students into groups of three. Have students in each group make card pairs for each word by writing them on two separate pieces of paper.
3. Have students mix up their cards and deal four cards to each group member, placing the rest of the cards in a pile.
4. Ask students in each group to take turns trying to find matching pairs of cards by asking other students, "Do you have a \_\_\_\_\_?"
5. If students have the card in question, they must give it to the student. If not, they must say "Go wish!" In this case, the student can ask one more question to another student. If the student's second guess is also unsuccessful, then they must pick up a card from the pile.
6. After all the cards have been matched, the student with the most pairs wins!

## 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 65.
- Hand out the photocopies of the project template to students.
- Ask students to write about their family's favorite restaurant by filling in the blanks with the appropriate details.
- Have students color and cut out the fish shapes.
- Have students connect the fish shapes using string to complete their mobile.



**Objectives**

- Students can describe different land animals while applying proper writing conventions.
- Students can write comparatives.

**Grammar**

- Comparatives

**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: *What color are the zebra's stripes?*  
 Ss: *They are black and white.*  
 T: *Are zebras bigger than horses?*  
 Ss: *No, they are smaller than horses.*
3. Encourage students to point at the picture when answering the questions.

**Land Animals****STEP 1 Warm-up****A Circle the words to complete the story.****Striped Zebras**Zebras are wild animal / animals.

They live in Africa.

They have / has black and white stripes.They are big / bigger than donkeys.They are small / smaller than horses.

They run very fast.

They can run up to 53 km per hour.

Zebras live in / on family groups.

Their favorite food is grass.

**B Check True or False.**

1 Zebras are farm animals.

True ☐False ☒

2 Zebras have gray stripes.

True ☐False ☒

3 Zebras live with their family.

True ☒False ☐

66

**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).

moon shape

heavy, short

Asia

hibernate



- 1 Moon bears live in Asia.
- 2 They have a moon shape on their chest.
- 3 They have a heavy body and a short tail.
- 4 They hibernate, or sleep, in the winter.

grass

longer than

Australia

muscular



- 5 Kangaroos live in Australia.
- 6 They have a long, muscular tail.
- 7 Their hind legs are longer than their front legs.
- 8 They eat grass.

meat

larger than

Africa

manes



- 9 Lions live in Africa.
- 10 Male lions have manes.
- 11 Male lions are larger than female lions.
- 12 They eat meat.

67

## 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 *kangaroos*, students might want to write *Australia* 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 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 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 form of the adjective.

- Have students turn to page 68.
- Go over the comparative phrases with students.
- Ask students to complete the sentences by writing the correct comparative form of the adjective given for each.
- If necessary, ask students questions to help guide them along.

T: *Are turtles faster than rabbits?*

Ss: *No, turtles are slower than rabbits.*

- Go over the answers together after students have finished.

#### 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 Write the correct form of the adjective.



An elephant is **bigger than** a fox.  
An elephant is **more powerful than** a fox.



- 1 slow Turtles are **slower than** rabbits.
- 2 fast A tiger is **faster than** a deer.
- 3 large Lions are **larger than** foxes.
- 4 small Cats are **smaller than** kangaroos.
- 5 muscular A lion's body is **more muscular than** a dog's body.
- 6 dangerous Wild animals are **more dangerous than** farm animals.

#### B Circle the correct word.

- 1 The tiger **has** / have dark stripes.
- 2 Bears hibernate **in** / on the winter.
- 3 Cheetahs are **fast** / **faster** than lions.
- 4 Giraffes live **in** / at Africa.
- 5 Elephants have big **ear** / **ears**.
- 6 Kangaroos **has** / **have** short front legs.
- 7 Squirrels' favorite **food** / foods is nuts.



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### Extension Activity Board Race

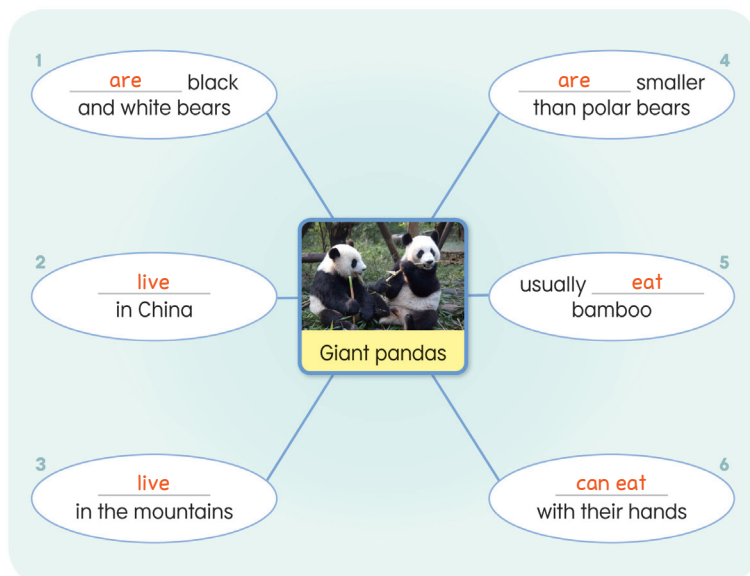
Materials: a board, markers

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.
3. Call out a grammar point covered in Step 3 and have each team write as many sentences as possible that use the given grammar point. For example, if *bigger than* is called, teams could write *An elephant is bigger than a kangaroo*.
4. Give teams a time limit. For example, one minute. The team that writes more correct sentences within the given time limit wins the round and gets a point.
5. Repeat steps 3-4 with other grammar points. The team with more points at the end wins!

## STEP 4 Writing Practice

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

can eat      eat      live (2x)      are (2x)



- 1 Giant pandas are black and white bears.
- 2 They live in China.
- 3 They live in the mountains.
- 4 They are smaller than polar bears.
- 5 They usually eat bamboo.
- 6 They can eat with their hands.

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: *Zebras are wild animals.*  
S2: *Zebras are bigger than donkeys.*  
S3: *Zebras live in family groups.*  
S4: *Their favorite food is grass.*

## Homework

>> **Workbook 2: 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 2

Student Book pp. 70-71

### Lesson Link

#### Sentence Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *Elephants have big ears.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

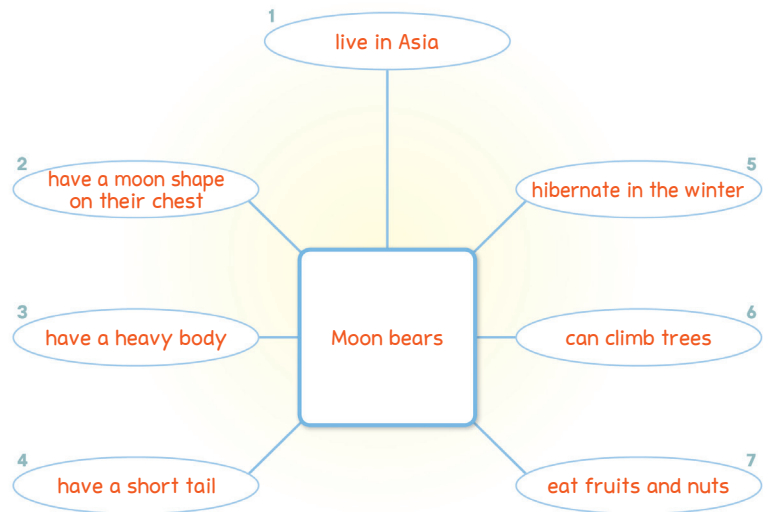
#### Brainwriting

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 a land animal.



*\*Answers may vary.*

#### Word Bank

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



Moon bears

- live in Asia
- a moon shape - chest
- a heavy body
- a short tail
- hibernate



Kangaroos

- live in Australia
- a long, muscular tail
- long hind legs
- short front legs
- eat grass



Lions

- live in Africa
- males - mane
- females - hunt
- eat meat
- swim very well



Giant pandas

- live in China
- live in the mountains
- eat bamboo
- eat with hands
- smaller than polar bears

70

### STEP 5 Your Idea Web

► Make your idea web about a land animal.

- 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: Lions live in Africa.

## STEP 6 Your Writing

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

Draw a picture of your story.

### Moon Bears

- 1 Moon bears live in Asia.
- 2 They have a moon shape on their chest.
- 3 They have a heavy body.
- 4 They have a short tail.
- 5 They hibernate in the winter.
- 6 They can climb trees.
- 7 They eat fruits and nuts.

*\*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. ☐



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## 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 land animal 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 different sea animals while applying proper writing conventions.
- Students can write *on* in combination with body parts.

**Grammar**

- on + (body part)

**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: *How many flippers do manatees have?*  
Ss: *They have two flippers.*  
T: *Is their body round or square?*  
Ss: *It is round.*
3. Encourage students to point at the picture when answering the questions.

**Sea Animals****STEP 1 Warm-up****A Circle the words to complete the story.****Gentle Manatees**

Manatees are wild sea animals.

They have / are large and gray.

They have a round body.

They have / are two flippers.

Their flippers are like their arms.

They have / are a flat tail.

They have whiskers on their face.

They have / are very gentle.

They only eat sea plants.

**B Write Yes or No.**

- 1 Do manatees have a round body?
- 2 Do manatees have arms?
- 3 Do manatees eat fish?

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

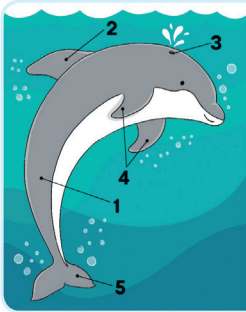
- Have students read and complete the story by circling the correct words.
- Read the completed story together after students have finished.

**B Write Yes or No.**

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

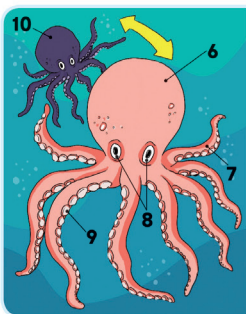
## STEP 2 Word Practice

### Look and write the word.



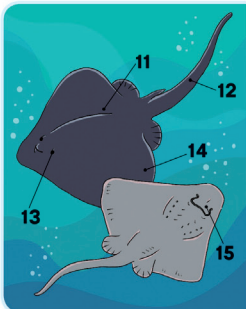
blowhole body flippers fin tail

- 1 Dolphins have a sleek body.
- 2 They have a dorsal fin on their back.
- 3 They have a blowhole on their head.
- 4 They have two flippers.
- 5 They have a powerful tail.



arms head color eyes suckers

- 6 Octopuses have a large head.
- 7 They have eight arms.
- 8 They have two big eyes.
- 9 They have many suckers on their arms.
- 10 They can change their body color.



body eyes fins mouth tail

- 11 Stingrays have a flat body.
- 12 They have a dangerous tail.
- 13 They have two eyes on their topside.
- 14 They have wide fins.
- 15 They have a mouth on their underside.

73

## 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

### Look and write the word.

- Have students turn to page 73.
- Ask students to read the words in the word banks.
- Have students look at the pictures and fill 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 Read and match.

- Have students turn to page 74.
- Go over the phrases that use *on* with students.
- Ask students to read and correctly match the parts of each sentence.
- Go over the answers together after students have finished.

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

- 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*.
- If necessary, ask students questions to guide them along.

T: Which verbs can match with *It*?

Ss: The verbs, *lives* and *has*.

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

① It – 2 sentences

*It lives in the sea.*

*It has a round body.*

② They – 2 sentences

*They are in the sea.*

*They are very dangerous.*

③ A manatee – 2 sentences

*A manatee lives in the sea.*

*A manatee has a round body.*

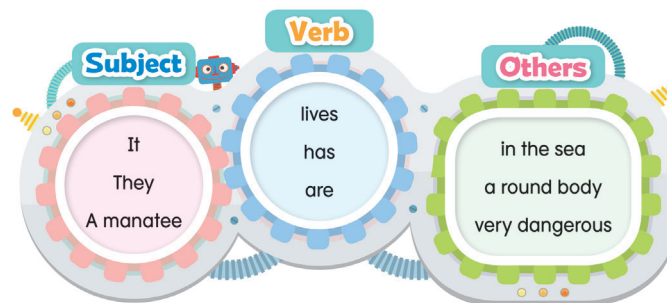
## STEP 3 Grammar Practice

### A Read and match.

on their arms      on their belly      on their side  
on their back      on their head      on their underside

- 1 Octopuses have suckers ...
  - 2 Stingrays have a mouth ...
  - 3 Dolphins have a blowhole ...
  - 4 Dolphins are white ...
  - 5 Dolphins have flippers ...
  - 6 Dolphins have a dorsal fin ...
- a ... on their head.
  - b ... on their side.
  - c ... on their arms.
  - d ... on their belly.
  - e ... on their back.
  - f ... on their underside.

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



- 1 I can make 1 2 3 sentence(s) with "It."
- 2 I can make 1 2 3 sentence(s) with "They."
- 3 I can make 1 2 3 sentence(s) with "A manatee."

74

## Extension Activity Baseball

Materials: four bases

1. Divide students into Team Home and Team Away.
2. Clear a space and place the bases on the floor in the shape of a baseball diamond.
3. Ask Team Home to gather in the center of the diamond.
4. Ask Team Away to line up behind home plate.
5. Have Team Home "pitch" (ask) grammar-related questions from Step 3 to a student on Team Away one by one. For example, *Dolphins have flippers on their head or side?*
6. If students from Team Away "hit" (answer) correctly, they may advance one base. When a student reaches home plate, their team scores a run. If students answer incorrectly, they are out.
7. After three outs, teams change rolls. Play three innings. The team with more runs at the end wins!

## STEP 4 Writing Practice

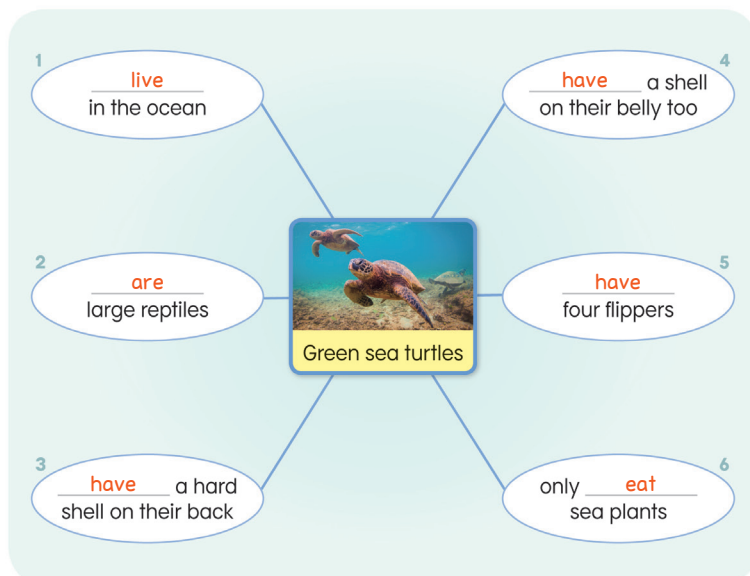
- Choose and complete the idea web.  
Write the sentences using the idea web.

have (3x)

live

eat

are



- 1 Green sea turtles live in the ocean.
- 2 They are large reptiles.
- 3 They have a hard shell on their back.
- 4 They have a shell on their belly too.
- 5 They have four flippers.
- 6 They only eat sea plants.

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: *Manatees are sea animals.*  
S2: *Manatees have a round body.*  
S3: *Manatees have a flat tail.*  
S4: *They only eat sea plants.*

## Homework

>> **Workbook 2: 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 Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *Octopuses have suckers on their arms.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

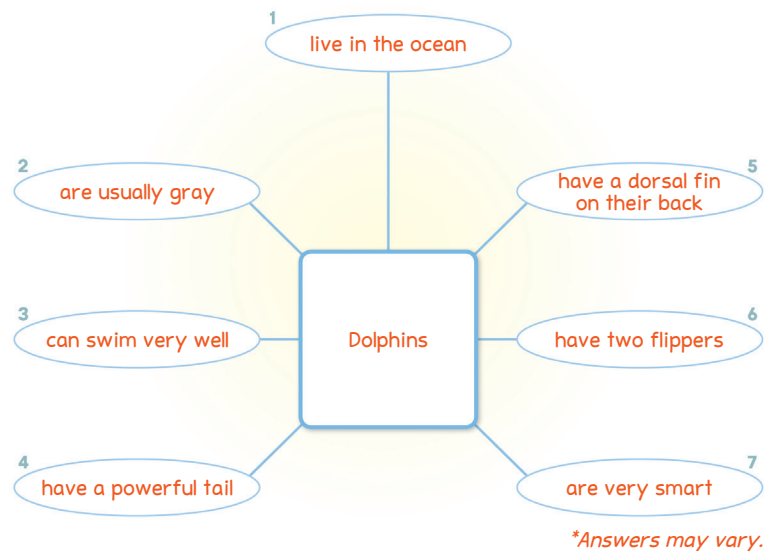
#### Brainwriting

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 a sea animal.



#### Word Bank

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



- a sleek body
- a dorsal fin - back
- a blowhole - head
- two flippers
- a powerful tail



- a large head
- eight arms
- two big eyes
- suckers - arms
- change body color



- a flat body
- a dangerous tail
- eyes - topside
- wide fins
- a mouth - underside



- live in the ocean
- large reptiles
- a hard shell - back
- four flippers
- eat sea plants

76

### STEP 5 Your Idea Web

► Make your idea web about a sea animal.

- 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: Green sea turtles have a hard shell on their back.

## STEP 6 Your Writing

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

Draw a picture of your story.

### A Smart Sea Animal

- 1 Dolphins live in the ocean.
  - 2 They are usually gray.
  - 3 They can swim very well.
  - 4 They have a powerful tail.
  - 5 They have a dorsal fin on their back.
  - 6 They have two flippers.
  - 7 They are very smart.
- \*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter. ☐
- 2 My sentences end with a period. ☐
- 3 My words are spaced out properly. ☐



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 a sea animal 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 different birds while applying proper writing conventions.
- Students can write superlatives.

**Grammar**

- Superlatives

**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: *Do you think peacocks are beautiful?*

Ss: *Yes, I think they are beautiful.*

T: *What do their tail feathers look like?*

Ss: *They look like a fan.*

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

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

nests head birds eyes

**Colorful Peacocks**

Peacocks are large, beautiful **birds**.

They are blue and green.

They have a crest on their **head**.

Peacocks have the most beautiful tail feathers.

The tail feathers open up like a fan.

The tail feathers have beautiful eyespots.

The eyespots look like **eyes**.

Peacocks build their **nests** on the ground.

They can fly, but they can't fly very far.

**B Check True or False.**

- 1 Peacocks are large birds.

True ☒ False ☐

- 2 Peacocks have tail feathers.

True ☒ False ☐

- 3 Peacocks can fly far.

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.

cliffs

powerful

clawed

hunt



- 1 Eagles are large, powerful birds.
- 2 They have clawed feet.
- 3 They hunt during the day.
- 4 They build their nests on high cliffs.

holes

colorful

hooked

voice



- 5 Parrots are colorful birds.
- 6 They have a hooked beak.
- 7 They build their nests in the holes in trees.
- 8 They imitate the human voice.

taller

largest

neck

run



- 9 Ostriches are the largest birds.
- 10 They have a long neck.
- 11 They are taller than a man.
- 12 They can't fly, but they can run fast.

79

## Extension Activity

### Spelling Ball

Materials: a ball

1. Ask students to stand in a big circle.
2. Say a word introduced in Step 2 and toss the ball to a student.
3. Have the student say the first letter of the word. Then ask the student to toss the ball to a classmate, who then says the second letter of the word, and then tosses the ball to another classmate, and so on.
4. If students make a mistake, they get one strike. After three strikes, they must sit down.
5. Repeat steps 2-4 with new words. The last student standing wins!

## STEP 2 Word Practice

### Choose and write the word.

- 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

- After completing the exercise, have students act out the three animals from the exercise based on the words in the word banks.

## STEP 3 Grammar Practice

### A Circle the correct word.

- Have students turn to page 80.
- Go over the regular and superlative sentences with students.
- 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.

### 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 peacocks have colorful feathers?

Ss: Yes, they have colorful feathers.

T: Are owls more small or smaller than albatrosses?

Ss: They are smaller than albatrosses.

- Go over the answers together after students have finished.

## STEP 3 Grammar Practice

### A Circle the correct word.

Eagles are **large** birds.  
Parrots have **colorful** feathers.

Ostriches are **the largest** birds.  
Peacocks have **the most colorful** feathers.

- 1 The albatross has the large / largest wings.
- 2 The ostrich has long / longest legs.
- 3 The bee hummingbird is the small / smallest bird.
- 4 The pelican has the long / longest beak.
- 5 Sparrows are small / smallest birds.
- 6 Crows are smart / smartest birds.
- 7 The falcon is the fast / fastest bird.



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

- 1 Peacocks are colorful tail feathers. Peacocks have colorful tail feathers.
- 2 It is a biggest bird. It is the biggest bird.
- 3 An ostrich can't flying. An ostrich can't fly.
- 4 Owls are small than albatrosses. Owls are smaller than albatrosses.
- 5 Eagles have clawed foot. Eagles have clawed feet.
- 6 Parrots are small than owls. Parrots are smaller than owls.
- 7 Woodpeckers are a strong beak. Woodpeckers have a strong beak.

80

## Extension Activity Picture Telephone

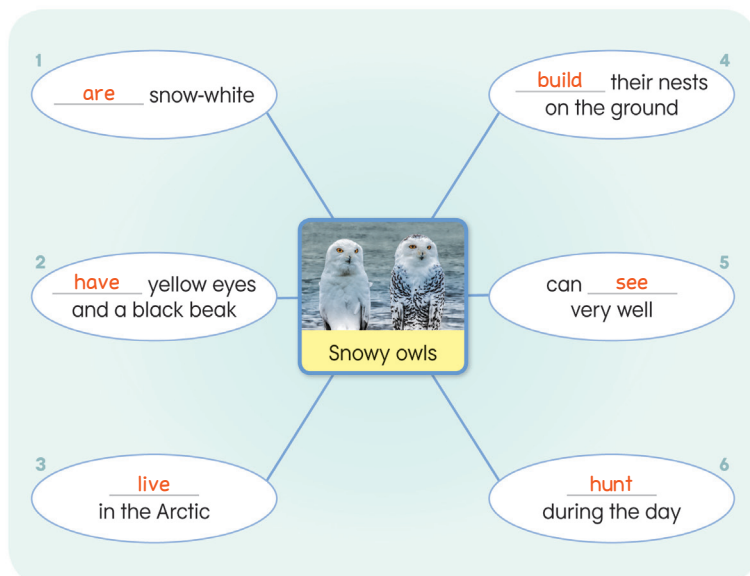
Materials: paper, pencils

1. Divide students into groups of four to six students.
2. Have each student write two sentences along the top of their paper that use a superlative.
3. Ask students to pass their paper to the next student in their group and have them draw corresponding pictures of the sentences directly underneath them. Have students fold their paper so that the sentences become hidden.
4. Ask students to pass their paper again and have them write corresponding sentences of the pictures directly underneath them. Have students fold their paper so that the pictures become hidden.
5. Continue this pattern until students receive back their original paper. Have students review the sentence-picture chains on their paper and share them with the class.

## STEP 4 Writing Practice

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

build are hunt live see have



- 1 Snowy owls are snow-white.
- 2 They have yellow eyes and a black beak.
- 3 They live in the Arctic.
- 4 They build their nests on the ground.
- 5 They can see very well.
- 6 They hunt during the day.

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: *Peacocks are large birds.*  
S2: *Peacocks have beautiful tail feathers.*  
S3: *Peacocks are blue and green.*  
S4: *Peacocks can't fly very far.*

## Homework

>> **Workbook 2: 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 Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *An eagle has clawed feet.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

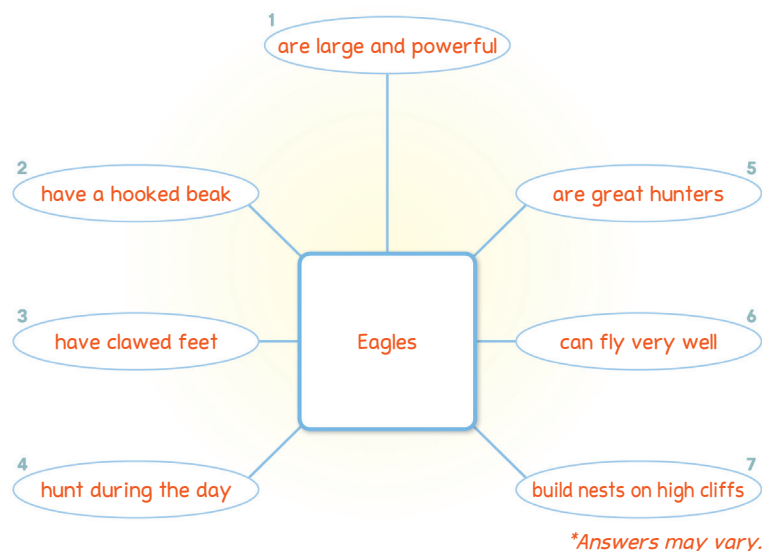
#### Brainwriting

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 a special bird.



#### Word Bank

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



Eagles

- large, powerful birds
- a hooked beak
- clawed feet
- hunt during the day
- build nests on cliffs



Parrots

- colorful birds
- a hooked beak
- build nests in the holes in trees
- imitate human voice



Ostriches

- the largest birds
- a long neck
- taller than a man
- can't fly
- can run fast



Snowy owls

- yellow eyes
- a black beak
- live in the Arctic
- build nests on the ground
- can see well

82

### STEP 5 Your Idea Web

► Make your idea web about a special bird.

- 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: Ostriches can't fly.

## STEP 6 Your Writing

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

Draw a picture of your story.

### Powerful Eagles

- 1 Eagles are large and powerful.
- 2 They have a hooked beak.
- 3 They have clawed feet.
- 4 They hunt during the day.
- 5 They are great hunters.
- 6 They can fly very well.
- 7 They build nests on high cliffs.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter. ☐
- 2 My sentences end with a period. ☐
- 3 My words are spelled correctly. ☐



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 a special bird 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

### >> Writing Project 4

Ask students to find fun facts and a picture about an animal of their choice.

## 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

- Report Writing

### Grammar

- Students can write a report of an animal of their choice using descriptive words that they learned in Units 10-12.

### Materials

- Students' pictures of their animal
- Pencils
- Colored pencils
- Glue

## Lesson 3

Student Book pp. 84-85

### Lead-in

#### Odd Animal Out

Materials: a board, a marker, paper, pencils

1. At their desks, have each student write a list of four animals on their piece of paper, three that are related in some way and one that is not related. For example: *penguin, owl, bear, and ostrich*. In this example, *penguin, owl, and ostrich* are related because they are all birds, and therefore, *bear* would be the odd animal out.
2. After all students have written down their list of four animals, ask students to take turns coming up to the front and writing them on the board.
3. For each list, have other students guess what the odd animal out is. It is possible that some lists may contain multiple answers. Therefore, if possible, ask students to give reasons for their answers.

## Writing Project 4

Report Writing

### An Animal Report

#### A Directions

- 1 Find fun facts about an animal.
- 2 Draw or glue a picture of the animal.
- 3 Write interesting facts about the animal.

Let's Do It



#### B Project Model

### Animal Report



#### Emperor Penguins

By Haruko Yamada

Emperor penguins live in Antarctica.  
They are birds, but they can't fly.  
They don't have wings.  
They have flippers.  
They swim and hunt fish in the water.  
They are the tallest penguins.

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 animal report.
  - T: *Where do Emperor penguins live?*
  - Ss: *They live in Antarctica.*
  - T: *Do they have wings?*
  - Ss: *No, they have flippers.*
- Read the sentences in the report together with students.

# Animal Report

Moose

By Robin Chen

Moose live in Canada.

They are the largest animal in the deer family.

They are taller than horses.

They eat 33 kg of food a day in the summer.

They have very wide feet.

They can swim very well.

*\*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 animal report to the class.
3. After showing their report, have the students tell the class about their animal by reading what they wrote.

## Wrap-up

### Odd Word Out

Materials: a board, a marker, paper, pencils

1. At their desks, have each student write a list of four words on their piece of paper, three that are related in some way and one that is not related. For example: *head, eyes, legs, and arms*. In this example, *eyes, legs, and arms* are related because there are usually more than one of them on a body, and therefore, *head* would be the odd word out.
2. After all students have written down their list of four words, ask students to take turns coming up to the front and writing them on the board.
3. For each list, have other students guess what the odd word out is. It is possible that some lists may contain multiple answers. Therefore, if possible, ask students to give reasons for their answers.

## 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 85.
- Ask students to glue the picture of their animal in the frame.
- If students were unable to bring a picture, ask them to draw the animal instead.
- Have students write about their animal by filling in the blanks with the appropriate details.



**Objectives**

- Students can describe famous people while applying proper writing conventions.
- Students can write about the nations people are from and their nationalities.

**Grammar**

- Link and review
- Nations and nationalities

**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: *What sport does he play?*  
Ss: *He plays soccer.*  
T: *Do you think he is very tall?*  
Ss: *No, he is not very tall.*
3. Encourage students to point at the picture when answering the questions.

**Famous People****STEP 1 Warm-up****A Circle the words to complete the story.****Lionel Messi**

Lionel Messi is a famous soccer player.

He was born in / on Argentina in 1987.

He plays for Spanish team Barcelona.

He also plays for the Argentine national team.

His position has is a forward.

He is not very tall for a soccer player.

He is only 170 cm tall / high.

His nickname is The Flea.

People say he is the world's good / best player.

**B Check True or False.**

1 Messi is a soccer player.

True ☒False ☐

2 Messi was born in Barcelona, Spain.

True ☐False ☒

3 Messi is very tall.

True ☐False ☒

86

**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).

American  
talk show host  
1954  
popular



- 1 Oprah Winfrey is a talk show host.
- 2 She was born in 1954.
- 3 She is American.
- 4 She is rich and popular.

1981  
tennis player  
Switzerland  
started



- 5 Roger Federer is from Switzerland.
- 6 He is a famous tennis player.
- 7 He was born in 1981.
- 8 He started tennis at the age of 8.

France  
English  
actress  
smart



- 9 Emma Watson is an actress.
- 10 She was born in France.
- 11 She is smart and popular.
- 12 She speaks English and French.

China  
started  
concerts  
pianist



- 13 Lang Lang is from China.
- 14 He is a famous pianist.
- 15 He started piano at the age of 3.
- 16 He has concerts around the world.

87

## 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 *pianist*, students might want to write *concerts* 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 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

- After completing the exercise, have students act out the occupations of the four famous people.

### STEP 3 Grammar Practice

#### A Circle and write the correct word.

- Have students turn to page 88.
- Go over the sentences comparing *from (nation)* versus *is (nationality)* with students.
- Ask students to circle the correct words and write them in the blanks to complete the sentences.
- If necessary, ask students questions to help guide them along.

T: *Yao Ming is Chinese, but which country is he from?*

Ss: *He is from China.*

T: *J.K. Rowling is from the UK, but what is her nationality?*

Ss: *She is British.*

- Go over the answers together after students have finished.

#### 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 and write the correct word.

He is from <b>Colombia</b> . He is <b>Colombian</b> .	She is from <b>France</b> . She is <b>French</b> .
--	---

- Germany / **German** Angela Merkel is **German**.
- China** / Chinese Yao Ming is from **China**.
- Brazil** / Brazilian Pele was born in **Brazil**.
- the UK / **British** J.K. Rowling is **British**.
- Japan / **Japanese** Hiroshi Amano is **Japanese**.
- France** / French Yo-Yo Ma was born in **France**.
- the US / **American** Bill Gates is **American**.
- Portugal** / Portuguese Cristiano Ronaldo is from **Portugal**.

#### B Circle the correct word.

- He was born **in** / on 1998.
- She is **America** / **American**.
- They are famous **in** / on Asia.
- She is **a** / **Ø** famous singer.
- He is **the** / **a** best soccer player.
- She has many **fan** / **fans** in South America.



88

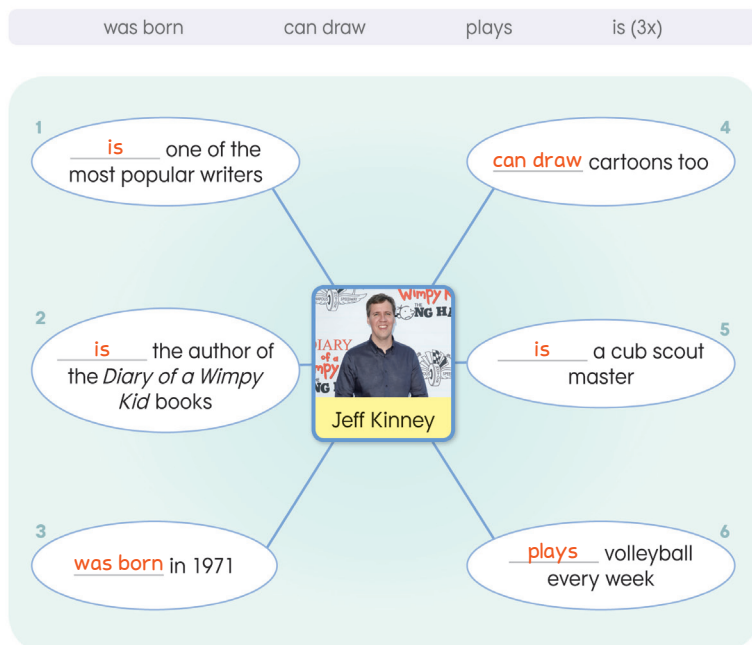
### Extension Activity Board Race

Materials: a board, markers

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.
3. Call out a grammar point covered in Step 3 and have each team write as many sentences as possible that use the given grammar point. For example, if *is from* is called, teams could write *Yao Ming is from China*.
4. Give students a time limit. For example, one minute. The team that writes more correct sentences within the given time limit wins the round and gets a point.
5. Repeat steps 3-4 with other grammar points. The team with more points at the end wins!

## STEP 4 Writing Practice

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



- 1 Jeff Kinney is one of the most popular writers.
- 2 He is the author of the *Diary of a Wimpy Kid* books.
- 3 He was born in 1971.
- 4 He can draw cartoons too.
- 5 He is a cub scout master.
- 6 He plays volleyball every week.

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: *Lionel Messi is a famous soccer player.*  
S2: *He plays for Spanish team Barcelona.*  
S3: *He is only 170 cm tall.*  
S4: *His nickname is The Flea.*

## Homework

>> **Workbook 2: 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 2

Student Book pp. 90-91

### Lesson Link

#### Sentence Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *She is a famous actress.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

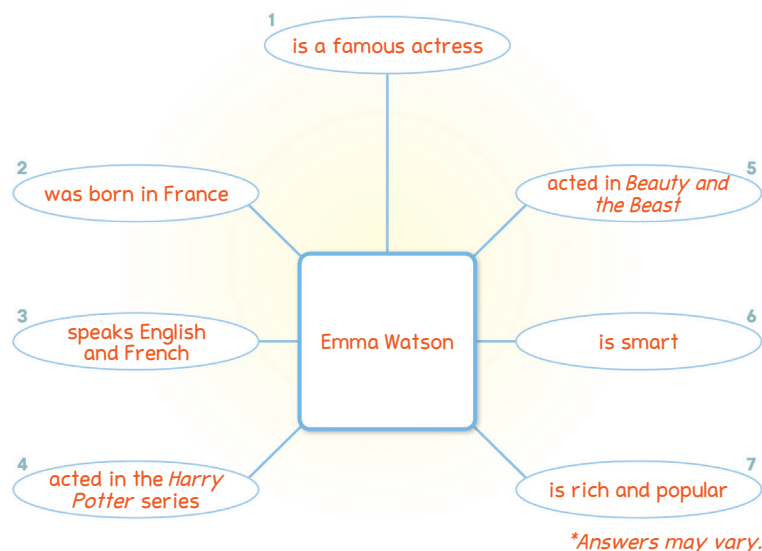
#### Brainwriting

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 famous person.



#### Word Bank

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



Oprah Winfrey

- a talk show host
- American
- born in 1954
- The Oprah Winfrey Show
- rich and popular



Roger Federer

- a tennis player
- from Switzerland
- born in 1981
- started tennis at 8
- many world records



Emma Watson

- an actress
- born in France
- smart and popular
- Speaks English and French
- *Beauty and the Beast*



Lang Lang

- a pianist
- from China
- started piano at 3
- concerts around the world
- inspiration to children

90

### STEP 5 Your Idea Web

► Make your idea web about a famous person.

- 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: He is a famous pianist.

## STEP 6 Your Writing

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

Draw a picture of your story.

### Emma Watson

1 Emma Watson is a famous actress.

2 She was born in France.

3 She speaks English and French.

4 She acted in the *Harry Potter* series.

5 She acted in *Beauty and the Beast*.

6 She is smart.

7 She is rich and popular.

*\*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. ☐



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 famous person 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 famous cities while applying proper writing conventions.
- Students can use prepositions in combination with the names of cities.

### Grammar

- Link and review
- Prepositions + cities

### 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: *Which city is Paris in?*  
Ss: *It is in France.*  
T: *What can you see in the city?*  
Ss: *I can see a tower and a museum.*
3. Encourage students to point at the picture when answering the questions.

## Unit 14

# Famous Cities

### STEP 1 Warm-up

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

city church paintings tower

#### Beautiful Paris

Paris is a **city** in France.

It is the capital of France.

There are many famous places in Paris.

The Eiffel Tower is famous.

It is a tall iron **tower**.

The Louvre is a famous museum.

There are a lot of beautiful **paintings**.

Notre Dame is also famous.

It is an old, beautiful **church**.

#### B Write Yes or No.

- 1 Is Paris a capital city?
- 2 Is the Eiffel Tower a building?
- 3 Is the Louvre a museum?

Yes

No

Yes

### 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.

benches church 6,700 km palace theater steps



Beijing  
China

1 The Great Wall is 6,700 km long.

2 The Forbidden City is an old palace.



New York  
US

3 Central Park has over 9,000 benches.

4 The Statue of Liberty has 354 steps to the top.



Bogota  
Colombia

5 The Cathedral Primada is an old church.

6 The Maloka science museum has a dome theater.

93

## 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 93.
- 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 Circle the number and say the sentences.

- 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, *Paris*.
- If necessary, ask students questions to guide them along.

T: Is *Paris* singular or plural?

Ss: It is singular.

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

① Paris – 3 sentences

*Paris is a big city.*

*Paris has famous places.*

*Paris has beautiful paintings.*

② They – 2 sentences

*They are famous places.*

*They are beautiful paintings.*

③ There – 3 sentences

*There are famous places.*

*There are beautiful paintings.*

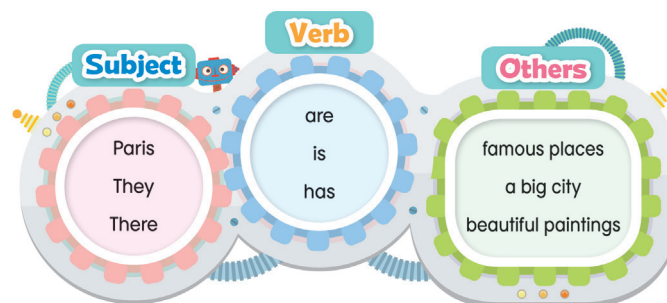
*There is a big city.*

### 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.



- I can make 1 2 **3** sentence(s) with "Paris."
- I can make 1 **2** 3 sentence(s) with "They."
- I can make 1 2 **3** sentence(s) with "There."

### B Circle the correct word.

- Rome is a city **in** / on Italy.
- There are many **place** / **places** to visit.
- Buckingham Palace is **a** / **an** beautiful palace.
- The yellow cabs **is** / **are** famous in New York.
- Tokyo is **the** / **a** largest city in Japan.
- There **It** has a beautiful garden.
- Canberra is the capital of **Australia** / **Australian**.
- There** / **They** are a lot of things in the museum.

94

## Extension Activity Baseball

Materials: four bases

- Divide students into Team Home and Team Away.
- Clear a space and place the bases on the floor in the shape of a baseball diamond.
- Ask Team Home to gather in the center of the diamond.
- Ask Team Away to line up behind home plate.
- Have Team Home "pitch" (ask) grammar-related questions from Step 3 to a student on Team Away one by one. For example, *Rome is a city on or in Italy?*
- If students from Team Away "hit" (answer) correctly, they may advance one base. When a student reaches home plate, their team scores a run. If students answer incorrectly, they are out.
- After three outs, teams change rolls. Play three innings. The team with more runs at the end wins!

## STEP 4 Writing Practice

- Complete the idea web with the correct Be verb.  
Write the sentences using the idea web.

1 London is the capital of the UK

2 There are many things to see

3 Buckingham Palace is a beautiful palace

4 It is famous

5 Portobello Market is the largest open market

6 It is a very busy place

- 1 London is the capital of the UK.
- 2 There are many things to see.
- 3 Buckingham Palace is a beautiful palace.
- 4 It is famous.
- 5 Portobello Market is the largest open market.
- 6 It is a very busy place.

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: *Paris is a city in France.*  
S2: *It is the capital of France.*  
S3: *The Eiffel Tower is famous.*  
S4: *The Louvre is a famous museum.*

## Homework

>> **Workbook 2: pages 56-59**

Answer Key on page 125

>> **Grammar Worksheet 14**

Photocopiable from page 140

Answer Key on page 145

## STEP 4 Writing Practice

- Complete the idea web with the correct Be verb.  
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 Be verbs.
- 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 Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *It is a tall iron tower.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

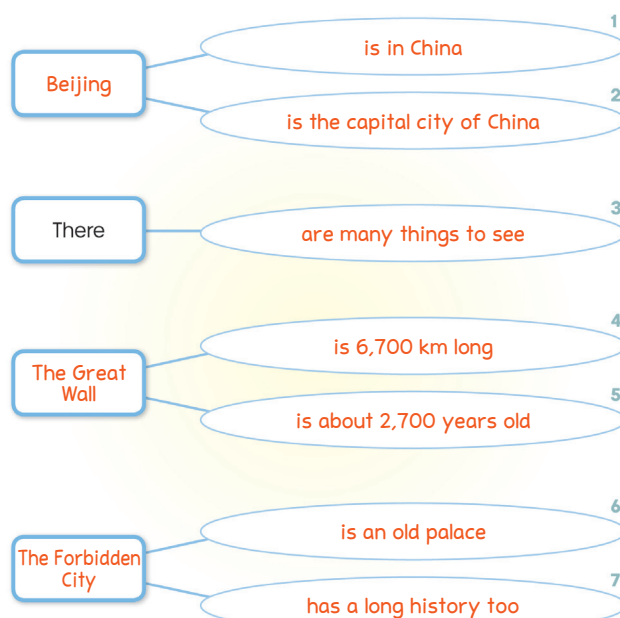
#### Brainwriting

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 famous city.



*\*Answers may vary.*

#### Word Bank

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

Beijing	New York	Bogota	London
<ul style="list-style-type: none"> <li>• in China</li> <li>• a capital city</li> <li>• The Great Wall: 6,700 km long</li> <li>• The Forbidden City: an old palace, a long history</li> </ul>	<ul style="list-style-type: none"> <li>• in the US</li> <li>• the largest city in the US</li> <li>• The Statue of Liberty: 354 steps to the top</li> <li>• Central Park: a large city park, over 9,000 benches</li> </ul>	<ul style="list-style-type: none"> <li>• in Colombia</li> <li>• a capital city</li> <li>• The Cathedral Primada: an old church</li> <li>• Maloka Science Museum: a science museum, a dome theater</li> </ul>	<ul style="list-style-type: none"> <li>• in the UK</li> <li>• a capital city</li> <li>• Buckingham Palace: a beautiful palace</li> <li>• Portobello Market: a large open market, a very busy place</li> </ul>

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### STEP 5 Your Idea Web

► Make your idea web about a famous city.

- 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: London is the capital of the UK.

## STEP 6 Your Writing

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

Draw a picture of your story.

### Beijing

- 1 Beijing is in China.
- 2 It is the capital city of China.
- 3 There are many things to see.
- 4 The Great Wall is 6,700 km long.
- 5 It is about 2,700 years old.
- 6 The Forbidden City is an old palace.
- 7 It has a long history too.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter. ☐
- 2 My sentences end with a period. ☐
- 3 My words are spaced out properly. ☐



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 famous city 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 famous landmarks while applying proper writing conventions.
- Students can use prepositions in combination with the names of landmarks.
- Students can write superlatives.

**Grammar**

- Link and review
- Prepositions + landmarks
- Superlatives

**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: *Is the building thin or wide?*  
Ss: *It is thin.*  
T: *How many floors do you think there are?*  
Ss: *I think there are 200 floors.*
3. Encourage students to point at the picture when answering the questions.

**Famous Landmarks****STEP 1 Warm-up****A Write the sentences to complete the story.**

- People can see the whole city from there.
- It is the tallest building in the world.

**Burj Khalifa**

The Burj Khalifa is a famous building in Dubai.

The building opened in 2010.

*It is the tallest building in the world.*

It is 828 m tall.

There are 163 floors in the building.

People can go up to the observation deck.

It is on the 148<sup>th</sup> floor.

It is the world's tallest observation deck.

*People can see the whole city from there.*

**B Read and match.**

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1 The Burj Khalifa is ...     | a ... on the 148 <sup>th</sup> floor. |
| 2 There are ...               | b ... 163 floors in the building.     |
| 3 The observation deck is ... | c ... the world's tallest building.   |

98

**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

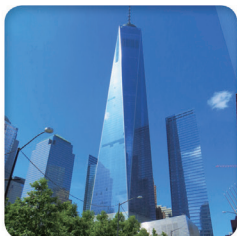
### Choose and write the word(s).

opened

floors

New York

tallest



- 1 One World Trade Center is in New York, US.
- 2 It opened in 2014.
- 3 There are 104 floors in the building.
- 4 It is the tallest building in the city.

pyramid

years

tomb

Egypt



- 5 The Great Pyramid of Giza is in Egypt.
- 6 It is about 4,500 years old.
- 7 It is the tomb of King Khufu.
- 8 It is the largest pyramid in Egypt.

floors

Pisa

built

bell tower



- 9 The Tower of Pisa is in Pisa, Italy.
- 10 It is the bell tower of a church.
- 11 It was built in 1372.
- 12 There are eight floors in the tower.

99

### Teaching Tip:

- After completing the exercise, read a random selection of sentences one by one. Have students point to the landmark that each sentence relates to.

### Extension Activity

#### Spelling Ball

Materials: a ball

1. Ask students to stand in a big circle.
2. Say a word introduced in Step 2 and toss the ball to a student.
3. Have the student say the first letter of the word. Then ask the student to toss the ball to a classmate, who then says the second letter of the word, and then tosses the ball to another classmate, and so on.
4. If students make a mistake, they get one strike. After three strikes, they must sit down.
5. Repeat steps 2-4 with new words. The last student standing wins!

## STEP 2 Word Practice

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

- Have students turn to page 99.
- 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 use of the definitive article *the* before the proper name of a building does not follow an objectively consistent rule. This explains why, for example, *The* does not precede *One World Trade Center*, yet precedes both *Great Pyramid of Giza* and *Tower of Pisa* in the exercise.

## STEP 3 Grammar Practice

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

- Have students turn to page 100.
- 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, *The building*.
- If necessary, ask students questions to guide them along.  
T: *How tall is the building?*  
Ss: *It is 321 m tall.*
- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *People* and *There*.
- Here are the sentences that can be made with each subject:

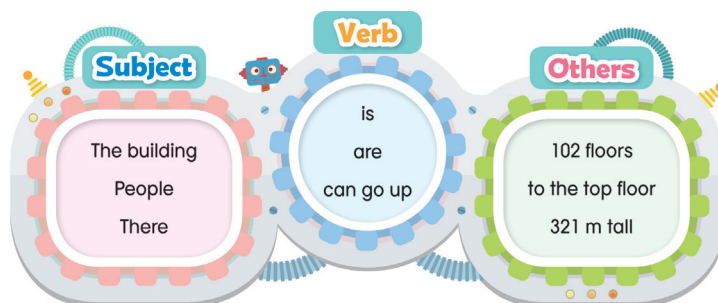
- ① The building – 1 sentence  
*The building is 321 m tall.*
- ② People – 1 sentence  
*People can go up to the top floor.*
- ③ There – 1 sentence  
*There are 102 floors.*

### 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.
- 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 "The building."
- 2 I can make 1 2 3 sentence(s) with "People."
- 3 I can make 1 2 3 sentence(s) with "There."

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

- 1 There are 63 floor in the building. *There are 63 floors in the building.*
- 2 It was built on 1931. *It was built in 1931.*
- 3 It is a largest building. *It is the largest building.*
- 4 The hotel have 32 rooms. *The hotel has 32 rooms.*
- 5 We go can up to the top. *We can go up to the top. or We go up to the top.*
- 6 It has 150 m tall. *It is 150 m tall.*
- 7 It is an famous building. *It is a famous building.*
- 8 The building is 200 year old. *The building is 200 years old.*

100

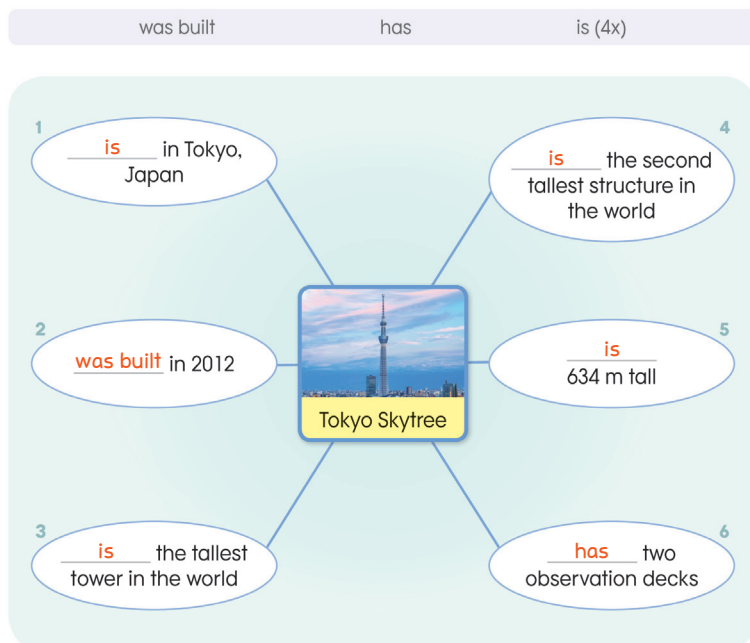
## Extension Activity Picture Telephone

Materials: paper, pencils

1. Divide students into groups of four to six students.
2. Have each student write two sentences along the top of their paper that describe a building or landmark.
3. Ask students to pass their paper to the next student in their group and have them draw corresponding pictures of the sentences directly underneath them. Have students fold their paper so that the sentences become hidden.
4. Ask students to pass their paper again and have them write corresponding sentences of the pictures directly underneath them. Have students fold their paper so that the pictures become hidden.
5. Continue this pattern until students receive back their original paper. Have students review the sentence-picture chains on their paper and share them with the class.

## STEP 4 Writing Practice

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



- 1 Tokyo Skytree is in Tokyo, Japan.
- 2 It was built in 2012.
- 3 It is the tallest tower in the world.
- 4 It is the second tallest structure in the world.
- 5 It is 634 m tall.
- 6 It has two observation decks.

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: *The Burj Khalifa is in Dubai.*  
S2: *The building opened in 2010.*  
S3: *It is 828 m tall.*  
S4: *There are 163 floors in the building.*

## Homework

>> **Workbook 2: 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 Pictionary

Materials: a board, a marker

1. Ask one student to come up to the board.
2. Whisper a sentence covered in Lesson 1 to the student. For example, *It is the largest pyramid in Egypt.*
3. Have the student draw a picture that represents the given sentence.
4. Ask students to guess which sentence the picture represents. The first student to correctly guess the sentence gets to become the next drawer.
5. Repeat steps 2-4, ideally until all students have had a chance to be the drawer.

### Lead-in

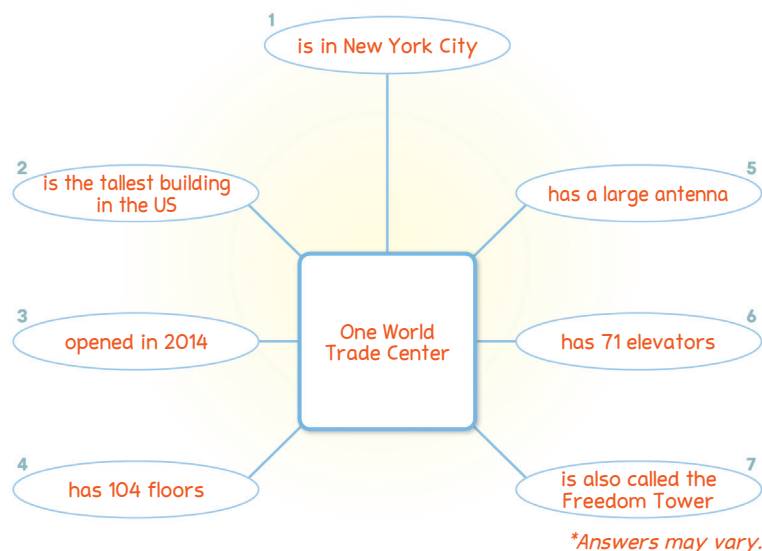
#### Brainwriting

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 famous landmark.



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



One World Trade Center

- New York, US
- opened in 2014
- 104 floors
- 541 m tall
- tallest building in New York



The Great Pyramid of Giza

- Giza, Egypt
- 4,500 years old
- about 140 m tall
- tomb of King Khufu
- largest pyramid in Egypt



The Tower of Pisa

- Pisa, Italy
- a bell tower
- 56 m tall
- built in 1372
- eight floors



Tokyo Skytree

- Tokyo, Japan
- built in 2012
- tallest tower in the world
- 634 m tall
- two observation decks

102

### STEP 5 Your Idea Web

► Make your idea web about a famous landmark.

- 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: There are 104 floors in the building.

## STEP 6 Your Writing

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

Draw a picture of your story.

### A Tall Building

- 1 One World Trade Center is in New York City.
- 2 It is the tallest building in the US.
- 3 It opened in 2014.
- 4 It has 104 floors.
- 5 It has a large antenna.
- 6 It has 71 elevators.
- 7 It is also called the Freedom Tower.

*\*Answers may vary.*

#### Writing Checklist

- 1 My sentences begin with a capital letter. ☐
- 2 My sentences end with a period. ☐
- 3 My words are spelled correctly. ☐



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 famous landmark 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 find fun facts and a picture of a famous city of their choice.

## 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

### Grammar

- Students can write a report of a famous city of their choice using descriptive words that they learned in Units 13-15.

### Materials

- Students' pictures of their city
- Pencils
- Colored pencils
- Glue

## Lesson 3

Student Book pp. 104-105

### Lead-in

#### Which Flag?

Materials: 8 national flag images, tape, paper, pencils

1. Tape one copy of each flag image on the board and write the names of the nations underneath.
2. Divide students into eight teams.
3. Secretly assign one flag to each team.
4. Have each team describe the flag they were assigned by writing three sentences about it on their paper. For example, *There is a red circle in the center.*
5. One by one, have each team read out the sentences describing their flag. Using the flag images on the board as a reference, ask other teams to guess which nation's flag it is. For example, *It's the flag of Japan.*
6. The first team to correctly guess the nation gets a point. The team with the most points at the end wins!

## Writing Project 5...

Report Writing

### A Famous City Report

#### A Directions

- 1 Find fun facts about a famous city.
- 2 Draw or glue a picture of the city.
- 3 Write interesting facts about the city.

Let's Do It



#### B Project Model

### Istanbul in Europe and Asia

By Mary Kim



Istanbul is the largest city in Turkey.  
About 15 million people live in Istanbul.  
Istanbul is a very interesting city.  
There are two parts in the city.  
One part is in Europe and the other part is in Asia.  
There is a long waterway between them.

104

### STEP 1 Preparation

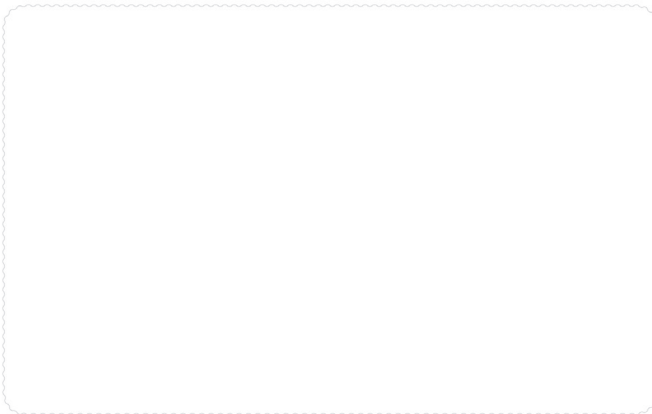
#### B Project Model

- Have students open their books to page 104.
- Draw students' attention to the project model.
- Ask students questions about the sample city report.  
T: *How many people live in Istanbul?*  
Ss: *There are about 15 million people.*  
T: *Is Istanbul only in Asia?*  
Ss: *No, it is in Asia and Europe.*
- Read the sentences in the report together with students.

## Your Project

### An Old City

By Sam Miller



Lisbon is the capital city of Portugal.

About 500 thousand people live in the city.

Lisbon is one of the oldest cities in Europe.

It was built on seven hills.

The longest bridge in Europe is in the city.

It is 17 kilometers long.

*\*Answers may vary.*

## 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 city report to the class.
3. After showing their report, have the students tell the class about their city by reading what they wrote.

## Wrap-up

### Which Nation?

Materials: a board, a marker, paper, pencils

1. Write the names of eight nations on the board.
2. Divide students into eight teams.
3. Secretly assign one nation to each team.
4. Have each team give hints about the nation they were assigned by writing: i) one famous person, ii) one famous city, and iii) one famous landmark. For example, *Leonardo da Vinci is from there. Rome is the capital city. The Tower of Pisa is there.*
5. One by one, have each team read out the hints about their nation. Using the names of the nations on the board as a reference, ask other teams to guess which nation it is. For example, *It is Italy.*
6. The first team to correctly guess the nation gets a point. The team 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.

105

## STEP 2 Writing

## Your Project

- Have students turn to page 105.
- Ask students to glue the picture of their city in the frame.
- If students were unable to bring a picture, ask them to draw the city instead.
- Have students write about their city by writing sentences with the appropriate details on the lines.



## Unit 1

## School Fun

### Words and Sentences

#### A Write the word(s) and the sentence.



- We like lunchtime. We like lunchtime.
- We eat lunch in the cafeteria. We eat lunch in the cafeteria.
- We go out and play after lunch. We go out and play after lunch.
- We play soccer. We play soccer.



- We like gym class. We like gym class.
- We run around in the gym. We run around in the gym.
- We jump rope in the gym. We jump rope in the gym.
- We play basketball. We play basketball.

4

#### B Choose and write the words. Rewrite the sentence.

art class    draw pictures    make things    paint pictures



- We like art class.  
We like art class.
- We draw pictures.  
We draw pictures.
- We paint pictures.  
We paint pictures.
- We make things with clay.  
We make things with clay.

#### C Unscramble and write the word.

- y m g gym class
- r a t art class
- s m i u c music class
- s s r e c e recess

#### D Look and write the sentences.



- We like recess.
- We go out and play.
- We play hide-and-seek.
- We play tag.

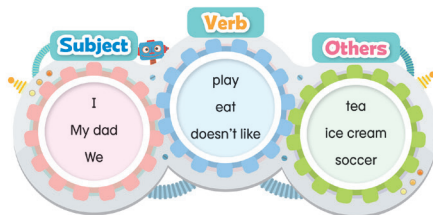
5

### Grammar Practice

#### A Circle and write the correct word.

- don't / doesn't He doesn't play soccer.
- don't / doesn't They don't like scary movies.
- don't / doesn't She doesn't draw comics.
- don't / doesn't We don't have recess today.

#### B Make and write the sentences.



- I play soccer.
- I eat ice cream.
- My dad doesn't like tea.
- My dad doesn't like ice cream.
- My dad doesn't like soccer.
- We play soccer.
- We eat ice cream.

6

### Wrap-up Writing

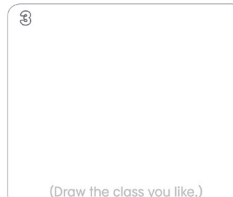
#### Look and write the sentences.



- We like recess at school.
- We go out and play.
- We play tag.
- We play hide-and-seek.



- We like gym class at school.
- We run around in the gym.
- We play basketball.
- We jump rope too.



- We like art class at school.
- We draw pictures.
- We paint pictures.
- We make interesting things.

\*Answers may vary.

7

## Unit 2

## The School Talent Show

## Words and Sentences

## A Write the word(s) and the sentence.



- 1 He can sing. He can sing.  
 2 She can jump. She can jump.  
 3 They can juggle. They can juggle.  
 4 They can dance. They can dance.



- 5 He can walk on a tightrope. He can walk on a tightrope.  
 6 She can jump rope on a pogo stick. She can jump rope on a pogo stick.  
 7 They can do magic tricks. They can do magic tricks.  
 8 They can play the violin. They can play the violin.

8

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

yo-yo tricks

drums

funny jokes

unicycles



- 1 He can tell funny jokes. He can tell funny jokes.  
 2 She can play the drums. She can play the drums.  
 3 They can ride unicycles. They can ride unicycles.  
 4 They can do yo-yo tricks. They can do yo-yo tricks.

## C Look and write the word.

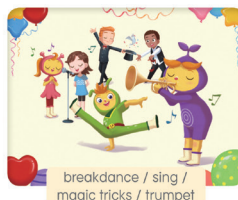


trumpet

magic tricks

jump rope

## D Look and write the sentences.

Cody can breakdance.Ella and Poly can sing.Dan and Trevor can do magic tricks.I can play the trumpet.

9

## Grammar Practice

## A Circle and write the correct word.

- 1 can / can't Birds can fly.  
 2 can / can't Turtles can't run fast.  
 3 can / can't A cat can't bark like a dog.  
 4 can / can't Dolphins can swim.  
 5 can / can't Frogs can jump.  
 6 can / can't A baby can't drive a car.  
 7 can / can't A monkey can climb trees.  
 8 can / can't Snakes can't walk.



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

- 1 We is happy and excited. We are happy and excited.  
 2 She play can the violin. She can play the violin.  
 3 They likes juggling very much. They like juggling very much.  
 4 He can't does magic tricks. He can't do magic tricks.  
 5 Mike can't dances well. Mike can't dance well.  
 6 We has a talent show today. We have a talent show today.

10

## Wrap-up Writing

## Look and write the sentences.

school talent show / dance /  
yo-yo tricks / drumsWe have a school talent show.Amy can dance.Ken can do yo-yo tricks.I can play the drums.school talent show / sing /  
juggle / unicycleWe have a school talent show.Theo can sing.Mila can juggle.I can ride a unicycle.

(Draw your school talent show.)

We have a school talent show.

James can jump on a trampoline.

Ann can do magic tricks.

I can walk on a tightrope.

\*Answers may vary.

11

## Unit 3

## The School Trip

## Words and Sentences

## A Write the word(s) and the sentence.



- 1-2
- 1 She is on the merry-go-round. She is on the merry-go-round.
- 2 She can go round and round. She can go round and round.
- 3 They are on the Viking ship. They are on the Viking ship.
- 4 They can swing back and forth. They can swing back and forth.



- 5-6
- 5 He is on the trampoline. He is on the trampoline.
- 6 He can jump high. He can jump high.
- 7 They are on the roller coaster. They are on the roller coaster.
- 8 They can raise their hands. They can raise their hands.



12

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

Ferris wheel      water slide      slide down      see



- 1 He is on the water slide. He is on the water slide.
- 2 He can slide down fast. He can slide down fast.
- 3 They are on the Ferris wheel. They are on the Ferris wheel.
- 4 They can see everything. They can see everything.



## C Unscramble and write the word.

- 1 s m u a m e e n t amusement park
- 2 c o o s l i h school trip

## D Look and write the sentences.



- Cody is on the trampoline.
- He can jump high.
- I am on the water slide.
- I can slide down fast.

13

## Grammar Practice

## A Write at, in, on, or under.



- 1 The man is on the bench. The bench is under the tree.
- 2 The girls are in the room. They are on the bed.
- 3 The boys are at school. They are on the swings.



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

- 1 Ken and Mike is excited. Ken and Mike are excited.
- 2 The cat is in the swing. The cat is on the swing.
- 3 Amy can raises her hands. Amy can raise her hands.
- 4 We are at the classroom. We are in the classroom.
- 5 I slide can down fast. I can slide down fast.  
or I slide down fast.
- 6 We are on the amusement park. We are at the amusement park.
- 7 They are on school. They are at school.
- 8 The boys is on the roller coaster. The boys are on the roller coaster.
- 9 We are exciting today. We are excited today.
- 10 I can sees everything. I can see everything.

14

## Wrap-up Writing

## Look and write the sentences.



- We are at the amusement park.
- We are on the roller coaster.
- We can raise our hands.
- We are very excited.



- We are at the amusement park.
- We are on the Ferris wheel.
- We can see everything.
- We are happy and excited.

3

(Draw your school trip to  
an amusement park.)

- We are at the amusement park.
- We are on the trampoline.
- We can jump high.
- We are happy and excited.

\*Answers may vary.

15



## Unit 4

## On the School Ground

## Words and Sentences

## A Write the word and the sentence.



- 1 They like playing basketball. They like playing basketball.
- 2 They like playing badminton. They like playing badminton.
- 3 They like playing hide-and-seek. They like playing hide-and-seek.
- 4 They like playing tag. They like playing tag.

## B Write the word and the sentence.



- 1 He is chasing the girl. He is chasing the girl.
- 2 She is running away. She is running away.
- 3 She is holding the racket. She is holding the racket.
- 4 He is hitting the shuttle. He is hitting the shuttle.

16

## C Choose and write the word. Rewrite the sentence.

counting      dribbling      hiding      shooting



- 1 He is dribbling the ball. He is dribbling the ball.
- 2 She is shooting the ball. She is shooting the ball.
- 3 He is counting to 20. He is counting to 20.
- 4 They are hiding under the table. They are hiding under the table.

## D Write about yourself and your friends. \*Answers may vary.

- 1 I like playing badminton.
- 2 My friends like playing hide-and-seek.

## E Look and write the sentences.



Dan is a pitcher.

He is rolling the ball now.

Trevor is a kicker.

He is kicking the ball now.

17

## Grammar Practice

## A Write the correct form of the verb.

- 1 shoot Kevin is shooting the basketball now.
- 2 jump My sister is jumping on the trampoline now.
- 3 count Jim is counting to twenty now.
- 4 hide We are hiding behind a tree now.
- 5 chase Look! My dog is chasing a cat.
- 6 eat They are eating ice cream now.

## B Write the words in the correct order.

- 1 a She holding is racket .  
She is holding a racket.
- 2 hide-and-seek We playing like .  
We like playing hide-and-seek.
- 3 They playing are now kickball .  
They are playing kickball now.
- 4 is lunchtime It now .  
It is lunchtime now.

18

## Wrap-up Writing

## Look and write the sentences.



We are playing tag now.

Amy is "It."

She is chasing everyone.

We are running fast.

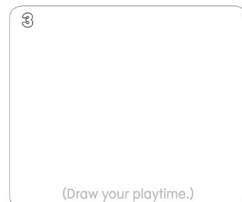


We are playing basketball now.

We are dribbling the ball.

We are throwing the ball.

We are shooting the ball.



We are playing hide-and-seek.

Patrick is counting to 20.

Sara is hiding.

I am hiding too.

\*Answers may vary.

19



## Unit 5

## At the Beach

## Words and Sentences

## A Write the word(s) and the sentence.



build sandcastles

1 We build sandcastles at the beach. We build sandcastles at the beach.



fly kites

2 We fly kites at the beach. We fly kites at the beach.



collect seashells

3 We collect seashells at the beach. We collect seashells at the beach.



swim

4 We swim at the beach. We swim at the beach.



play volleyball

5 We play volleyball at the beach. We play volleyball at the beach.



surf

6 We surf at the beach. We surf at the beach.



go snorkeling

7 We go snorkeling at the beach. We go snorkeling at the beach.



sit and relax

8 We sit and relax at the beach. We sit and relax at the beach.

20

## Grammar Practice

## A Circle the correct form of the verb.

- They eat / are eating ice cream every day.
- We swim / are swimming in the water now.
- Amy goes / is going to the beach every day.
- Theo flies / is flying a kite at the beach right now.
- I build / am building a sandcastle now.
- My dad reads / is reading the newspaper every day.



## B Combine the sentences with and.

- We sit under the beach umbrella. We eat ice cream.  
We sit under the beach umbrella and eat ice cream.
- Tom goes into the water. He swims.  
Tom goes into the water and swims.
- They go to the park. They ride bicycles.  
They go to the park and ride bicycles.
- My mom sits on the chair. She relaxes.  
My mom sits on the chair and relaxes.

22

## B Choose and write the word. Rewrite the sentence.

bikes crabs hats watermelon



1 They wear hats at the beach. They wear hats at the beach.



2 They eat watermelon at the beach. They eat watermelon at the beach.



3 They catch crabs at the beach. They catch crabs at the beach.



4 They ride bikes at the beach. They ride bikes at the beach.

## C Look and write the word.



beach umbrella



swimsuits



seashells

## D Look and write the sentences.



beach / swimsuits /  
the water / sandcastles

We like going to the beach.

We wear our swimsuits.

We go into the water and swim.

We build sandcastles together.



21

## Wrap-up Writing

## Look and write the sentences.



beach / sandcastles /  
seashells / swim

We like going to the beach.

We build sandcastles at the beach.

We collect seashells at the beach.

We swim in the water.



beach / kites /  
volleyball / surf

We like going to the beach.

We fly kites at the beach.

We play volleyball at the beach.

We surf in the water.

3

(Draw your day at the beach.)

We like going to the beach.

We eat ice cream at the beach.

We catch crabs at the beach.

We always have fun at the beach.

\*Answers may vary.

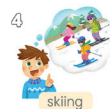
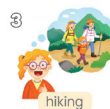
23

## Unit 6

## In the Mountains

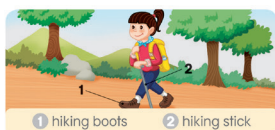
## Words and Sentences

## A Write the word(s) and the sentence.



- 1 My family is going cave exploring. My family is going cave exploring.
- 2 My family is going camping. My family is going camping.
- 3 My family is going hiking. My family is going hiking.
- 4 My family is going skiing. My family is going skiing.

## B Write the word(s) and the sentence.



- 1 She is wearing hiking boots. She is wearing hiking boots.
- 2 She is carrying a hiking stick. She is carrying a hiking stick.
- 3 He has a sleeping bag. He has a sleeping bag.
- 4 He has a tent. He has a tent.

24

## C Choose and write the word. Rewrite the sentence.

helmet

flashlight

poles

skis



- 1 She has poles. She has poles.
- 2 She has skis. She has skis.
- 3 He is carrying a flashlight. He is carrying a flashlight.
- 4 He is wearing a helmet. He is wearing a helmet.

## D Unscramble and write the word.

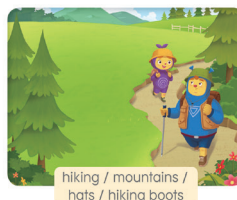
1 i n h g i k

hiking boots

2 t o m s n u n a i

in the mountains

## E Look and write the sentences.



- My dad and I are going hiking today.
- We are going to the mountains.
- We are wearing hats.
- We are wearing hiking boots.

25

## Grammar Practice

## A Circle and write the correct word.

- 1 backpack / backpacks I am wearing a backpack.
- 2 go / going They are going camping.
- 3 is / are My family is going to the mountains.
- 4 am / are My mom and I are wearing hats.

## B Make and write the sentences.

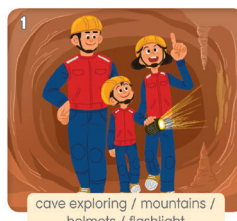


- 1 My family is going camping today.
- 2 My family is going to the mountains.
- 3 We are going camping today.
- 4 We are going to the mountains.
- 5 We are carrying sleeping bags.
- 6 Mila is going camping today.
- 7 Mila is going to the mountains.

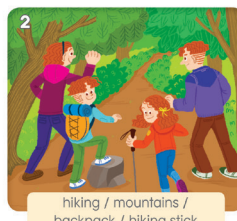
26

## Wrap-up Writing

## Look and write the sentences.



- We are going cave exploring today.
- We are going to the mountains.
- We are wearing helmets.
- I am carrying a flashlight.



- We are going hiking today.
- We are going to the mountains.
- My brother is wearing a backpack.
- I am carrying a hiking stick.

3

(Draw your activity in the mountains.)

- We are going hiking today.
- We are wearing hiking boots.
- My sister is wearing a sun hat.
- I am carrying a hiking stick.

\*Answers may vary.

27

## Unit 7

## Eating Out

## Words and Sentences

## A Write the word(s) and the sentence.



Mexican food

 1 We like Mexican food. We like Mexican food.


burritos

 2 We like burritos. We like burritos.


nachos

 3 We like nachos. We like nachos.


tacos

 4 We like tacos. We like tacos.

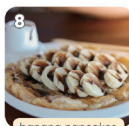

Thai food

 5 We like Thai food. We like Thai food.


tom yum goong

 6 We like tom yum goong. We like tom yum goong.


pad thai

 7 We like pad thai. We like pad thai.


banana pancakes

 8 We like banana pancakes. We like banana pancakes.

28

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

fried rice

pizza

dumplings

spaghetti


 1 We like fried rice. We like fried rice.

 2 We like dumplings. We like dumplings.

 3 We like pizza. We like pizza.

 4 We like spaghetti. We like spaghetti.

## C Unscramble and write the word.

1 n h c e s i e

Chinese food

2 d n e o s o l

noodles

## D Look and write the sentences.



Italian food / spaghetti / pizza / risotto

 We like Italian food very much.

 Ella likes spaghetti.

 Cody and I like pizza.

 Mom and Dad like risotto.


29

## Grammar Practice

## A Read and match. Discuss your choices.

- |                                   |                          |
|-----------------------------------|--------------------------|
| 1 We go to the park ...           | a ... every day.         |
| 2 My mom bakes a special cake ... | b ... on weekends.       |
| 3 My dad drives to work ...       | c ... on my birthday.    |
| 4 We sometimes go shopping ...    | d ... on Children's Day. |
| 5 My dad is usually busy ...      | e ... on weekdays.       |
| 6 We don't go to school ...       | f ... on Saturdays.      |

\*Answers may vary.



## B Circle the correct word.

- My brother and I get lots of presents on / in Christmas Day.
- My brother is in / at his room. He's reading a book.
- My family eats dinner together on / @ every day.
- My mom is on / at the post office right now.
- My dad always makes spaghetti on / @ Fridays.
- We sometimes get up late on / in weekends.
- Everyone is in / at home today.

30

## Wrap-up Writing

## Look and write the sentences.



go out to eat / Italian restaurant / Italian food / pizza

 We go out to eat on weekends.

 We go to an Italian restaurant.

 We like Italian food.

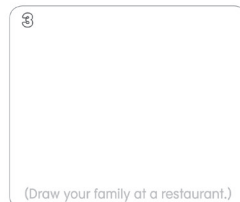
 We like pizza very much.


go out to eat / Thai restaurant / Thai food / pad thai

 We go out to eat on weekends.

 We go to a Thai restaurant.

 We like Thai food.

 We like pad thai very much.


(Draw your family at a restaurant.)

 We go out to eat on weekends.

 We go to a Mexican restaurant.

 We like Mexican food.

 We like tacos very much.

\*Answers may vary.

31



## Unit 8

## On My Birthday

## Words and Sentences

## A Write the word(s) and the sentence.



- 1 They sing Happy Birthday. They sing Happy Birthday.
- 2 I make a wish. I make a wish.
- 3 I blow out the candles. I blow out the candles.
- 4 I get many presents. I get many presents.

## B Write the word(s) and the sentence.



- 1 Mom makes a birthday cake. Mom makes a birthday cake.
- 2 Dad puts up balloons. Dad puts up balloons.
- 3 We make a birthday banner. We make a birthday banner.
- 4 I write invitation cards to my friends. I write invitation cards to my friends.

32

## C Choose and write the word(s). Rewrite the sentence.

ice cream

magic show

movie

game



- 1 We watch a magic show. We watch a magic show.
- 2 We eat ice cream. We eat ice cream.
- 3 We watch a movie. We watch a movie.
- 4 We play a fun game. We play a fun game.

## D Unscramble and write the word.

1 i r d b t h a y

birthday party

2 e p s r n t s e

many presents

## E Look and write the sentences.



- My birthday is in June.
- We usually have a party on my birthday.
- My mom prepares a lot of food.
- I invite my friends.

33

## Grammar Practice

A Rewrite the sentence with **always** or **usually**.

- 1 always I invite my friends. I always invite my friends.
- 2 usually My mom makes a cake. My mom usually makes a cake.
- 3 always My dad helps my mom. My dad always helps my mom.
- 4 usually We watch a movie. We usually watch a movie.
- 5 always The cake is delicious. The cake is always delicious.
- 6 usually There is ice cream too. There is usually ice cream too.



## B Write the months of the year.

- 1 J anuary 7 J uly
- 2 F bruary 8 A ugust
- 3 M arch 9 S eptember
- 4 A pril 10 O ctober
- 5 M ay 11 N ovember
- 6 J une 12 D ecember

34

## Wrap-up Writing

## Look and write the sentences.



- My birthday is in December.
- I usually have a party on my birthday.
- My dad makes a birthday banner.
- My mom makes a cake.



- My birthday is in May.
- I usually have a party on my birthday.
- I invite my friends.
- We play fun games.

3

(Draw your birthday party.)

- My birthday is in August.
- I usually get presents.
- My friends sing Happy Birthday.
- I make a wish.

\*Answers may vary.

35



## Unit 9

## Movie Time

## Words and Sentences

## A Write the word(s) and the sentence.



- 1 Harry Potter
- 2 fantasy
- 3 wizards
- 4 fantasy movies

- 1 We are watching Harry Potter. We are watching Harry Potter.
- 2 It is a fantasy movie. It is a fantasy movie.
- 3 It is about magic and wizards. It is about magic and wizards.
- 4 We like fantasy movies. We like fantasy movies.



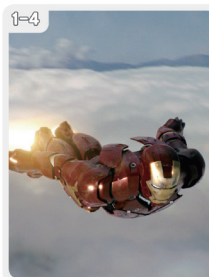
- 5 Frozen
- 6 animation
- 7 snow queen
- 8 animation movies

- 5 We are watching Frozen. We are watching Frozen.
- 6 It is an animation movie. It is an animation movie.
- 7 It is about a snow queen. It is about a snow queen.
- 8 We like animation movies. We like animation movies.

36

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

action      Iron Man      action movies      superhero



- 1 We are watching Iron Man.  
We are watching Iron Man.
- 2 It is an action movie.  
It is an action movie.
- 3 It is about a superhero.  
It is about a superhero.
- 4 We like action movies.  
We like action movies.

## C Unscramble and write the word.

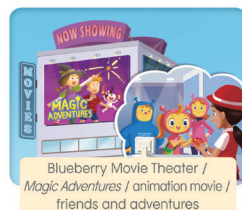
1 e t h a e t r

movie theater

2 c o p r n o p

popcorn

## D Look and write the sentences.



Blueberry Movie Theater /  
Magic Adventures / animation movie /  
friends and adventures

- We are at Blueberry Movie Theater.
- We are watching Magic Adventures.
- It is an animation movie.
- It is about friends and adventures.

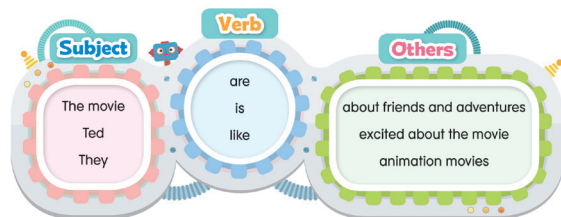
37

## Grammar Practice

## A Write a, an, or some.

- 1 I always eat an apple in the morning.
- 2 She wants some cold water.
- 3 He wants a hamburger for lunch.
- 4 There are some cookies in the jar.
- 5 We want some popcorn and soda.

## B Make and write the sentences.



- 1 The movie is about friends and adventures.
- 2 Ted is excited about the movie.
- 3 They are about friends and adventures.
- 4 They are excited about the movie.
- 5 They are animation movies.
- 6 They like animation movies.

38

## Wrap-up Writing

## Look and write the sentences.



movie theater / Frozen /  
animation movie / three o'clock

- We are at the movie theater.
- We are watching Frozen.
- It is an animation movie.
- It starts at three o'clock.



movie theater / Iron Man /  
action movie / excited

- We are at the movie theater.
- We are watching Iron Man.
- It is an action movie.
- We are excited about the movie.

3

(Draw your family at the  
movie theater.)

- We are at the movie theater.
- We are watching Zootopia.
- It is an animation movie.
- We want some popcorn and soda.

\*Answers may vary.

39

## Unit 10

## Land Animals

## Words and Sentences

## A Write the word(s) and the sentence.



- 1 Australia  
2 muscular  
3 longer than  
4 grass

- 1 Kangaroos live in Australia. Kangaroos live in Australia.  
2 They have a long, muscular tail. They have a long, muscular tail.  
3 Their hind legs are longer than their front legs. Their hind legs are longer than their front legs.  
4 They eat grass. They eat grass.



- 5 Asia  
6 moon shape  
7 round, short  
8 hibernate

- 5 Moon bears live in Asia. Moon bears live in Asia.  
6 They have a moon shape on their chest. They have a moon shape on their chest.  
7 They have a round body and a short tail. They have a round body and a short tail.  
8 They hibernate, or sleep, in the winter. They hibernate, or sleep, in the winter.

40

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

manes meat Africa larger than



- 1 Lions live in Africa. Lions live in Africa.  
2 Male lions have manes. Male lions have manes.  
3 Male lions are larger than female lions. Male lions are larger than female lions.  
4 They eat meat. They eat meat.

## C Unscramble and write the word.

- 1 e a z r b zebra  
2 t i s e r p s black and white stripes

## D Look and write the sentences.



Africa / black and white stripes / bigger / grass

- Zebras live in Africa.  
They have black and white stripes.  
They are bigger than donkeys.  
They eat grass.

41

## Grammar Practice

## A Write the correct form of the adjective.

- 1 large Elephants are larger than polar bears.  
2 tall A giraffe is taller than a camel.  
3 slow Snails are slower than turtles.  
4 small A fox is smaller than a wolf.  
5 dangerous Hippos are more dangerous than crocodiles.  
6 powerful Lions are more powerful than goats.  
7 big Cats are bigger than mice.  
8 long Snakes are longer than lizards.



## B Circle the correct word(s).

- 1 Polar bears live in / on Canada, Alaska, and Greenland.  
2 Kangaroos have strong hind legs / hind leg.  
3 A cat is small / smaller than a tiger.  
4 Wolves live / lives in groups called packs.  
5 A cheetah have / has black spots.  
6 Bears eat meat / meats and plants.

42

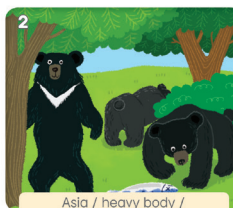
## Wrap-up Writing

## Look and write the sentences.



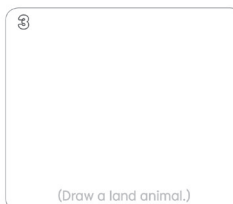
Australia / muscular tail / long hind legs / short front legs

- Kangaroos live in Australia.  
They have a muscular tail.  
They have long hind legs.  
They have short front legs.



Asia / heavy body / short tail / moon shape-chest

- Moon bears live in Asia.  
They have a heavy body.  
They have a short tail.  
They have a moon shape on their chest.



(Draw a land animal.)

- Giant pandas live in China.  
They eat bamboo.  
They eat with their hands.  
They are smaller than polar bears.

\*Answers may vary.

43

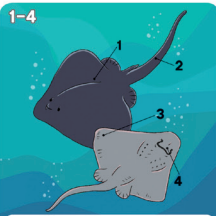
## Unit 11

## Sea Animals

## Words and Sentences

## A Write the word and the sentence.

1-4



- 1 body 2 tail  
3 fins 4 mouth

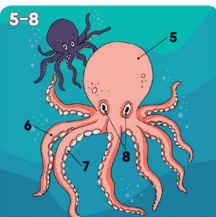
1 Stingrays have a flat body.  
Stingrays have a flat body.

2 They have a dangerous tail.  
They have a dangerous tail.

3 They have wide fins.  
They have wide fins.

4 They have a mouth.  
They have a mouth.

5-8



- 5 head 6 arms  
7 suckers 8 eyes

5 Octopuses have a large head.  
Octopuses have a large head.

6 They have eight arms.  
They have eight arms.

7 They have many suckers.  
They have many suckers.

8 They have two big eyes.  
They have two big eyes.

44

## B Choose and write the word. Rewrite the sentence.

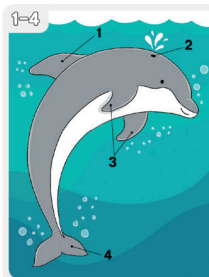
flippers

blowhole

fin

tail

1-4



1 Dolphins have a dorsal fin.  
Dolphins have a dorsal fin.

2 They have a blowhole.  
They have a blowhole.

3 They have two flippers.  
They have two flippers.

4 They have a powerful tail.  
They have a powerful tail.

## C Unscramble and write the word.

1 a m a t n e e

a gentle manatee

2 a n p l t s

sea plants

## D Look and write the sentences.



sea animals / large and gray /  
two flippers / sea plants

Manatees are wild sea animals.

They are large and gray.

They have two flippers.

They only eat sea plants.

45

## Grammar Practice

## A Look and circle the correct words.

1



1 Sharks are white on their underside / on their side.

2



2 Sea turtles have a hard shell on their back / on their belly.

3



3 Whales have a blowhole on their head / on their arms.

## B Make and write the sentences.



1 A stingray lives in the ocean.

2 A stingray has a flat body.

3 Dolphins are very gentle.

4 Dolphins are in the ocean.

5 They are very gentle.

6 They are in the ocean.

46

## Wrap-up Writing

## Look and write the sentences.

1



in the ocean / sleek body /  
blowhole-head / flippers-side

Dolphins live in the ocean.

They have a sleek body.

They have a blowhole on their head.

They have two flippers on their side.

2



in the ocean / large head /  
eight arms / suckers-arms

Octopuses live in the ocean.

They have a large head.

They have eight arms.

They have many suckers on their arms.

3

(Draw a sea animal.)

Green sea turtles live in the ocean.

They are large reptiles.

They have four flippers.

They eat sea plants.

\*Answers may vary.

47



## Unit 12

## Special Birds

## Words and Sentences

## A Write the word and the sentence.

1-4



- 1 colorful
- 2 hooked
- 3 holes
- 4 voice

- 1 Parrots are colorful birds. Parrots are colorful birds.
- 2 They have a hooked beak. They have a hooked beak.
- 3 They build their nests in the holes in trees. They build their nests in the holes in trees.
- 4 They imitate the human voice. They imitate the human voice.

5-8



- 5 largest
- 6 neck
- 7 taller
- 8 run

- 5 Ostriches are the largest birds. Ostriches are the largest birds.
- 6 They have a long neck. They have a long neck.
- 7 They are taller than a man. They are taller than a man.
- 8 They can run fast. They can run fast.

48

## B Choose and write the word. Rewrite the sentence.

clawed cliffs hunt powerful

1-4



- 1 Eagles are large, powerful birds. Eagles are large, powerful birds.
- 2 They have clawed feet. They have clawed feet.
- 3 They hunt during the day. They hunt during the day.
- 4 They build their nests on high cliffs. They build their nests on high cliffs.

## C Unscramble and write the word.

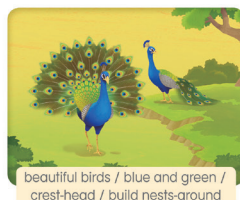
1 a c e p c o k

a colorful peacock

2 f t a r e h e s

tail feathers

## D Look and write the sentences.

beautiful birds / blue and green /  
crest-head / build nests-ground

- Peacocks are beautiful birds.
- They are blue and green.
- They have a crest on their head.
- They build their nests on the ground.

49

## Grammar Practice

## A Circle the correct word(s).

- 1 Woodpeckers have a strong / strongest beak.
- 2 Peacocks have beautiful / most beautiful feathers.
- 3 Ostriches are taller than / tallest a man.
- 4 Mandarin ducks are one of the more colorful / most colorful birds.
- 5 Ostriches lay the big / biggest eggs.
- 6 Falcons are fastest / faster than eagles.
- 7 Parrots are pretty / prettiest birds.



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

- 1 Pelicans has a large beak. Pelicans have a large beak.
- 2 The albatross has a largest wings. The albatross has the largest wings.
- 3 Sparrows are big than hummingbirds. Sparrows are bigger than hummingbirds.
- 4 Peacocks can't flying very far. Peacocks can't fly very far.
- 5 Swans are larger then ducks. Swans are larger than ducks.
- 6 Eagles are powerful bird. Eagles are powerful birds.

50

## Wrap-up Writing

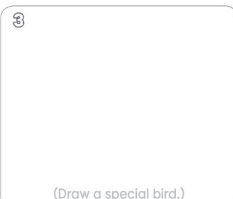
## Look and write the sentences.

pretty birds / colorful feathers /  
hooked beak / human voice

- Parrots are pretty birds.
- They have colorful feathers.
- They have a hooked beak.
- They can imitate the human voice.

largest birds / long legs /  
can run / biggest eggs

- Ostriches are the largest birds.
- They have long legs.
- They can run fast.
- They lay the biggest eggs.



(Draw a special bird.)

- Snowy owls live in the Arctic.
- They have yellow eyes.
- They build nests on the ground.
- They can see well.

\*Answers may vary.

51

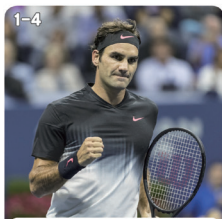


## Unit 13

## Famous People

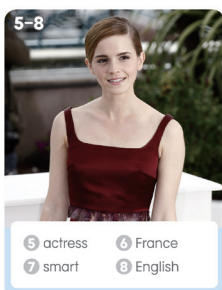
## Words and Sentences

## A Write the word(s) and the sentence.



- 1-4  
 1 Switzerland 2 tennis player  
 3 1981 4 started

- 1 Roger Federer is from Switzerland.  
Roger Federer is from Switzerland.  
 2 He is a famous tennis player.  
He is a famous tennis player.  
 3 He was born in 1981.  
He was born in 1981.  
 4 He started tennis at the age of 8.  
He started tennis at the age of 8.



- 5-8  
 5 actress 6 France  
 7 smart 8 English

- 5 Emma Watson is an actress.  
Emma Watson is an actress.  
 6 She was born in France.  
She was born in France.  
 7 She is smart and popular.  
She is smart and popular.  
 8 She speaks English and French.  
She speaks English and French.

52

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

American China pianist talk show host



- 1 Oprah Winfrey is a talk show host. Oprah Winfrey is a talk show host.  
 2 She is American. She is American.  
 3 Lang Lang is from China. Lang Lang is from China.  
 4 He is a famous pianist. He is a famous pianist.

## C Unscramble and write the word.

- 1 s s e i m Lionel Messi  
 2 g n A r e n a i t Argentina

## D Look and write the sentences.



famous soccer player /  
 Argentina / not very tall /  
 The Flea

- Lionel Messi is a famous soccer player.  
 He is from Argentina.  
 He is not very tall for a soccer player.  
 His nickname is The Flea.

53

## Grammar Practice

## A Circle the correct word(s).

- 1 Lionel Messi is a soccer player. He is Argentina / Argentine.  
 2 Oprah Winfrey is a talk show host. She is from the US / American.  
 3 Jet Li is an actor. He was born in China / Chinese.  
 4 Lorena Ochoa is a famous golfer. She is Mexico / Mexican.  
 5 Adele is a singer. She is the UK / British.  
 6 Juanes is a Latin singer. He is from Colombia / Colombian.



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

- 1 She was born on 2002. She was born in 2002.  
 2 She is a best violinist. She is the best violinist.  
 3 He was born in French. He was born in France.  
 4 He has concert around the world. He has concerts around the world.  
 5 They speak Germany very well. They speak German very well.  
 6 She is born in Japan. She was born in Japan.  
 7 They are Colombia actors. They are Colombian actors.  
 8 He is a smart and popular. He is smart and popular.

54

## Wrap-up Writing

## Look and write the sentences.



talk show host / American /  
 1954 / rich and popular

- Oprah Winfrey is a talk show host.  
 She is American.  
 She was born in 1954.  
 She is rich and popular.



China / famous pianist /  
 piano-age 3 /  
 concerts around the world

- Lang Lang is from China.  
 He is a famous pianist.  
 He started piano at the age of 3.  
 He has concerts around the world.

3

(Glue a picture of a famous person.)

- Roger Federer is a tennis player.  
He is from Switzerland.  
He was born in 1981.  
He has many world records.

\*Answers may vary.

55

## Unit 14

## Famous Cities

## Words and Sentences

## A Write the word(s) and the sentence.

1-4



- 1 the capital
- 2 things to see
- 3 6,700 km
- 4 palace

- 1 Beijing is the capital of China. Beijing is the capital of China.
- 2 There are many things to see. There are many things to see.
- 3 The Great Wall is 6,700 km long. The Great Wall is 6,700 km long.
- 4 The Forbidden City is an old palace. The Forbidden City is an old palace.

5-8



- 5 the largest city
- 6 places to visit
- 7 benches
- 8 354 steps

- 5 New York is the largest city in the US. New York is the largest city in the US.
- 6 There are many famous places to visit. There are many famous places to visit.
- 7 Central Park has over 9,000 benches. Central Park has over 9,000 benches.
- 8 The Statue of Liberty has 354 steps. The Statue of Liberty has 354 steps.

56

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

the capital      church      theater      buildings

1-4



- 1 Bogotá is the capital of Colombia.  
Bogota is the capital of Colombia.
- 2 There are many interesting buildings.  
There are many interesting buildings.
- 3 The Cathedral Primada is an old church.  
The Cathedral Primada is an old church.
- 4 The Maloka science museum has a dome theater.  
The Maloka science museum has a dome theater.

## C Unscramble and write the word.

1 a s p i r e

beautiful      Paris

2 i l e f f e

Eiffel      Tower

## D Look and write the sentences.

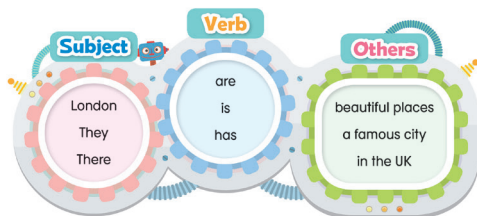
the capital / famous places /  
tall iron tower / famous museum

- Paris is the capital of France.
- There are many famous places in Paris.
- The Eiffel Tower is a tall iron tower.
- The Louvre is a famous museum.

57

## Grammar Practice

## A Make and write the sentences.



- 1 London is a famous city.
- 2 London is in the UK.
- 3 London has beautiful places.
- 4 They are beautiful places.
- 5 They are in the UK.
- 6 There are beautiful places.
- 7 There is a famous city.

## B Circle the correct word.

- 1 Ho Chi Minh City is a / the largest city in Vietnam.
- 2 It is a big park in / on New York.
- 3 There is / are many things to see in the city.
- 4 There / it has 354 steps to the top.

58

## Wrap-up Writing

## Look and write the sentences.

largest city / famous places /  
354 steps / 9,000 benches

- New York is the largest city in the US.
- There are famous places to visit.
- The Statue of Liberty has 354 steps.
- Central Park has 9,000 benches.

the capital / many things /  
6,700 km / old palace

- Beijing is the capital of China.
- There are many things to see.
- The Great Wall is 6,700 km long.
- The Forbidden City is an old palace.



(Write the name of a city.)

- London is in the UK.
- Buckingham Palace is a beautiful palace.
- Portobello Market is a large, open market.
- It is a very busy place.

\*Answers may vary.

59

## Unit 15

## Famous Landmarks

## Words and Sentences

## A Write the word(s) and the sentence.

1-4



- 1 Egypt 2 years  
3 tomb 4 pyramid

- 1 The Great Pyramid of Giza is in Egypt.  
The Great Pyramid of Giza is in Egypt.  
2 It is about 4,500 years old.  
It is about 4,500 years old.  
3 It is the tomb of King Khufu.  
It is the tomb of King Khufu.  
4 It is the largest pyramid in Egypt.  
It is the largest pyramid in Egypt.

5-8



- 5 Pisa 6 bell tower  
7 built 8 floors

- 5 The Tower of Pisa is in Pisa, Italy.  
The Tower of Pisa is in Pisa, Italy.  
6 It is the bell tower of a church.  
It is the bell tower of a church.  
7 It was built in 1372.  
It was built in 1372.  
8 There are eight floors in the tower.  
There are eight floors in the tower.

60

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

tallest opened New York floors

1-4



- 1 One World Trade Center is in New York.  
One World Trade Center is in New York.  
2 It opened in 2014.  
It opened in 2014.  
3 There are 104 floors in the building.  
There are 104 floors in the building.  
4 It is the tallest building in the city.  
It is the tallest building in the city.

## C Unscramble and write the word.

1 a K h f l i a

Burj Khalifa

2 v s i o n o b t e r a

observation deck

## D Look and write the sentences.

famous building / opened /  
observation deck / 148<sup>th</sup> floor

- The Burj Khalifa is a famous building in Dubai.  
It opened in 2010.  
People can go up to the observation deck.  
It is on the 148<sup>th</sup> floor.

61

## Grammar Practice

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

- 1 It was build in 2012. It was built in 2012.  
2 It has a observation deck. It has an observation deck.  
3 It is an oldest building. It is the oldest building.  
4 There is 102 floors in the building. There are 102 floors in the building.  
5 The tower is tall 96 m. The tower is 96 m tall.  
6 It is on the 148<sup>th</sup> floor. It is on the 148<sup>th</sup> floor.

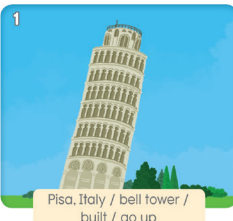
## B Write the words in the correct order. Cross out the extra word(s).

- 1 building ~~has~~ The is tall 321 m .  
The building is 321 m tall.  
2 are There 100 rooms ~~on~~ the palace in .  
There are 100 rooms in the palace.  
3 can go up to the top ~~goes up~~ People .  
People can go up to the top.  
4 is tower It a famous ~~an~~ .  
It is a famous tower.

62

## Wrap-up Writing

## Look and write the sentences.

Pisa, Italy / bell tower /  
built / go up

- The Tower of Pisa is in Pisa, Italy.  
It is the bell tower of a church.  
It was built in 1372.  
People can go up to the top.

Egypt / 4,500 years old /  
largest pyramid / tomb

- The Great Pyramid of Giza is in Egypt.  
It is about 4,500 years old.  
It is the largest pyramid in Egypt.  
It is the tomb of King Khufu.



(Draw a famous landmark.)

- Tokyo Skytree is in Tokyo, Japan.  
It was built in 2012.  
It is the tallest tower in the world.  
It is 634 m tall.

\*Answers may vary.

63

Name: \_\_\_\_\_

» Write **don't** or **doesn't**.

- 1 She \_\_\_\_\_ play basketball.
- 2 They \_\_\_\_\_ drink orange juice.
- 3 Tony \_\_\_\_\_ like drawing.
- 4 We \_\_\_\_\_ have gym class today.
- 5 Linda \_\_\_\_\_ make sandwiches.
- 6 My friends \_\_\_\_\_ study French.
- 7 I \_\_\_\_\_ have fun in art class.

## » Write the words in the correct order. Cross out the extra word(s).

- 8 doesn't don't They at recess have fun .

---

- 9 play Jill don't the violin doesn't .

---


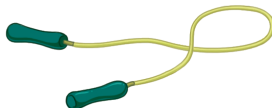

- 10 paint don't We doesn't pictures .

---



Name: \_\_\_\_\_

► Complete the sentence using **can** or **can't**.

	play the trumpet	jump rope	do magic tricks
			
Kevin	① ✓	② ✓	③ X
Ann	④ X	⑤ ✓	⑥ X

\* ✓ -&gt; can, X -&gt; can't

1 Kevin can play the trumpet.

4 Ann \_\_\_\_\_.

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

5 Ann \_\_\_\_\_.

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

6 Ann \_\_\_\_\_.

► Circle and write the correct word.

7 can / can't Zebras \_\_\_\_\_ run fast.

8 can / can't Dogs \_\_\_\_\_ bark.

9 can / can't Eagles \_\_\_\_\_ swim.

10 can / can't Monkeys \_\_\_\_\_ fly in the sky.

Name: \_\_\_\_\_

► Match and write **at**, **in**, **on**, or **under**.

The girl is \_\_\_\_\_ the swing.

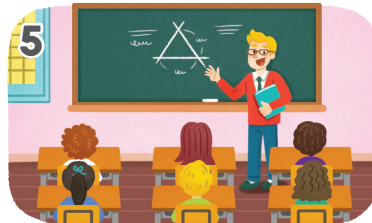
The students are \_\_\_\_\_ school.

They are \_\_\_\_\_ the roller coaster.

The boys are \_\_\_\_\_ the tree.

They are \_\_\_\_\_ the cafeteria.

They are \_\_\_\_\_ the classroom.



► Circle the mistake. Write the correct sentence.

7 David can swings back and forth. \_\_\_\_\_

8 She is in the swing. \_\_\_\_\_

9 My dad raise can his hands. \_\_\_\_\_

10 They can goes round and round. \_\_\_\_\_

Name: \_\_\_\_\_

## ► Write the correct form of the verb.

- 1 play My sisters \_\_\_\_\_ badminton now.
- 2 kick Fred \_\_\_\_\_ the ball now.
- 3 run I \_\_\_\_\_ away now.
- 4 shoot Linda \_\_\_\_\_ the ball now.
- 5 hold He \_\_\_\_\_ a rope now.
- 6 count They \_\_\_\_\_ to ten now.
- 7 fly The ball \_\_\_\_\_ over the fence now.

## ► Write the words in the correct order. Cross out the extra word(s).

- 8 is playing basketball We are playing now .
- \_\_\_\_\_

- 9 a puppy My dad now is chasing are chasing .
- \_\_\_\_\_

- 10 is hiding I under am hiding the chair .
- \_\_\_\_\_

Name: \_\_\_\_\_

## » Write the correct form of the verb.

- 1 play You play volleyball every day.
- 2 collect David \_\_\_\_\_ seashells now.
- 3 eat I \_\_\_\_\_ ice cream every day.
- 4 get Mrs. Hill \_\_\_\_\_ a suntan now.
- 5 build They \_\_\_\_\_ sandcastles now.
- 6 ride He \_\_\_\_\_ a bike every week.
- 7 fly I \_\_\_\_\_ a kite with my dad now.

» Combine the sentences with **and**.

- 8 I sit under the tree. I read books.

---

- 9 Jenny goes into the water. She surfs.

---

- 10 We go to the park. We relax.

---



Name: \_\_\_\_\_

## ► Look and circle the correct word(s).



- 1 We is going / are going cave exploring today.
- 2 We are wear / wearing helmets.
- 3 I am holding / holds a flashlight.



- 4 We are going hike / hiking today.
- 5 My brother is wearing a / an backpack.
- 6 I am holding a hiking stick / hiking sticks.

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

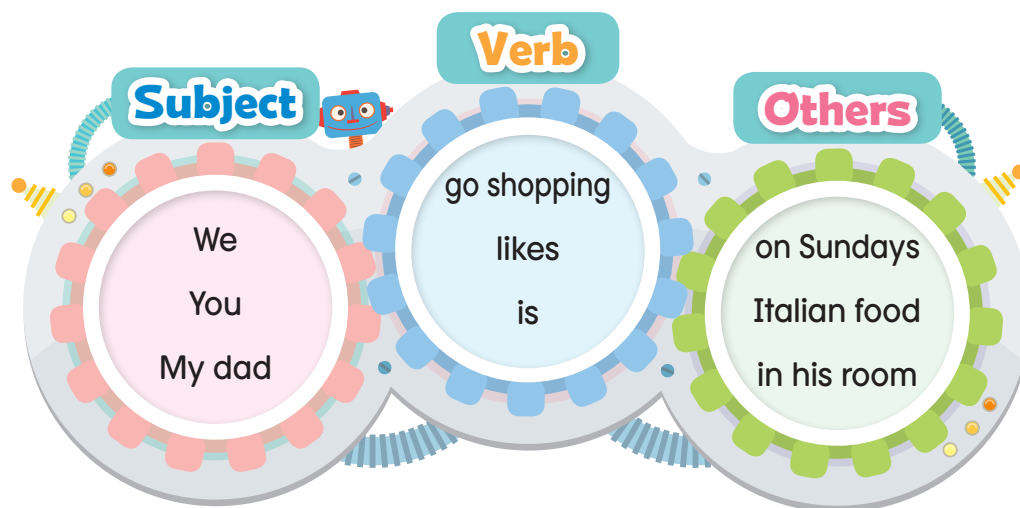
- 7 Sam is wear his hiking boots. \_\_\_\_\_
- 8 We am carrying our sleeping bags. \_\_\_\_\_
- 9 My family is go hiking now. \_\_\_\_\_
- 10 My dad go skiing every winter. \_\_\_\_\_

Name: \_\_\_\_\_

## ►► Circle the correct word.

- 1 He eats Chinese food  weekends.
- 2 I invite my friends to my house  my birthday.
- 3 Sally likes Mexican food. She eats it  every day.
- 4 We are  home. We are watching TV.
- 5 Roy goes camping  Saturdays.
- 6 My family goes to the amusement park  Children's Day.

## ►► Make and write the sentences.



- 7 We \_\_\_\_\_
- 8 You \_\_\_\_\_
- 9 My dad \_\_\_\_\_
- 10 My dad \_\_\_\_\_

Name: \_\_\_\_\_

► Rewrite the sentence with **always** or **usually**.

- 1 **always** I watch movies on Sundays. \_\_\_\_\_
- 2 **usually** He makes a birthday cake. \_\_\_\_\_
- 3 **always** Chocolate ice cream is delicious. \_\_\_\_\_
- 4 **usually** Linda goes to a park at 3 o'clock. \_\_\_\_\_
- 5 **always** Christmas parties are fun. \_\_\_\_\_
- 6 **usually** My dad cooks Italian food. \_\_\_\_\_

► Complete the sentence using **in**.

Sue's birthday	Jack's birthday	Lucy's birthday	Ken's birthday
March 7 <sup>th</sup>	April 1 <sup>st</sup>	May 10 <sup>th</sup>	July 12 <sup>th</sup>

- 7 Sue's birthday is in March.
- 8 Jack's birthday is \_\_\_\_\_.
- 9 Lucy's birthday is \_\_\_\_\_.
- 10 Ken's birthday is \_\_\_\_\_.

Name: \_\_\_\_\_

## ► Choose and write the word.

a

an (2x)

some (3x)

1 Mandy usually eats \_\_\_\_\_ orange in the afternoon.

2 I want \_\_\_\_\_ hot dog.

3 Harry wants \_\_\_\_\_ soda and juice.

4 The students are eating \_\_\_\_\_ cookies now.

5 There is \_\_\_\_\_ popcorn in the box.

6 My sister wants \_\_\_\_\_ apple and some candy bars.

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

7 There is a milk in the bottle.

\_\_\_\_\_

8 Jay makes a strawberry juice.

\_\_\_\_\_

9 He eats some box of popcorn.

\_\_\_\_\_

10 My mom is eating an mango.

\_\_\_\_\_



Name: \_\_\_\_\_

## ► Write the correct form of the adjective.

- 1 fast Rabbits are \_\_\_\_\_ than turtles.
- 2 small Foxes are \_\_\_\_\_ than elephants.
- 3 dangerous Lions are \_\_\_\_\_ than donkeys.
- 4 powerful Tigers are \_\_\_\_\_ than goats.
- 5 long A kangaroo's tail is \_\_\_\_\_ than a moon bear's tail.
- 6 big An elephant's ear is \_\_\_\_\_ than a hamster's ear.

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

- 7 Lizards are short than snakes.

---

- 8 A giraffe is tall than a penguin.

---

- 9 Lions are dangerous than cats.

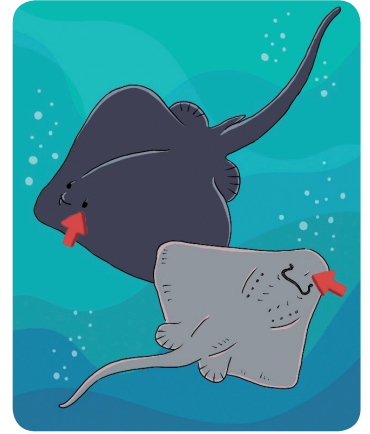
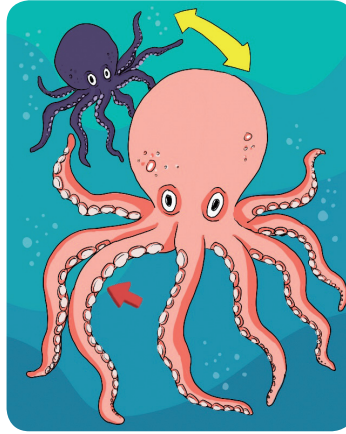
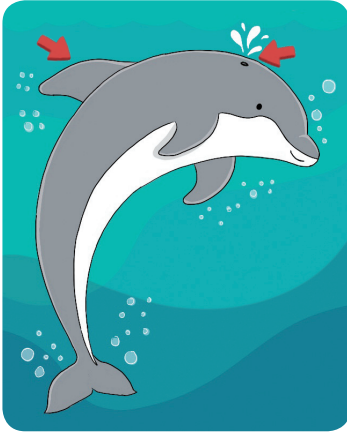
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- 10 Pizza is delicious than risotto.

---

Name: \_\_\_\_\_

## ► Look and circle the correct words.



- 1 Dolphins have a blowhole .
- 2 Dolphins have a dorsal fin .
- 3 Octopuses have many suckers .
- 4 Stingrays have two eyes .
- 5 Stingrays have a mouth .

## ► Circle the correct word.

- 6 They have whiskers  their face.
- 7 It has a shell  its back.
- 8 It  four flippers.
- 9 They live  the ocean.
- 10 They are dark gray  their belly.

Name: \_\_\_\_\_

## ► Write the correct form of the adjective.

- 1 colorful Peacocks have the most colorful feathers.
- 2 big Ostriches' eggs are the \_\_\_\_\_.
- 3 beautiful Canaries have the \_\_\_\_\_ voice.
- 4 large Russia is the \_\_\_\_\_ country in the world.
- 5 long The Nile River is the \_\_\_\_\_ river in the world.
- 6 fast A cheetah is the \_\_\_\_\_ animal in the world.
- 7 powerful A blue whale is the \_\_\_\_\_ animal in the world.

## ► Write the words in the correct order. Cross out the extra word(s).

- 8 fastest The black marlin is the sea animal most fast .
- 

- 9 most slow are the Sloths slowest land animal .
- 

- 10 animal poisonous most poisonous is the The box jellyfish .
-

Name: \_\_\_\_\_

## ► Choose and write the word(s).

1

China

Chinese

2

Argentina

Argentine

3

the UK

British

4

the US

American

5

Canada

Canadian

1 Zhang Ziyi is an actress. She is from China.

2 Lionel Messi is a soccer player. He was born in \_\_\_\_\_.

3 Adele is a singer. She is \_\_\_\_\_.

4 Tom Cruise is an actor. He is \_\_\_\_\_.

5 Justin Bieber is a singer. He was born in \_\_\_\_\_.

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

6 He was born at 1999.

\_\_\_\_\_

7 She speak English and Korean.

\_\_\_\_\_

8 Angela Merkel was born on Germany.

\_\_\_\_\_

9 Emma Watson has many fans in French.

\_\_\_\_\_

10 Lang Lang is born in China.

\_\_\_\_\_



Name: \_\_\_\_\_

## ► Circle the correct word.

- 1 Berlin is a city  Germany.
- 2 Portobello Market is  very busy place.
- 3 Toronto is  largest city in Canada.
- 4 There  many things to see in Rome.
- 5 It  a great palace and park.
- 6 Madrid is the capital of .
- 7 Hyde Park  famous in London.

## ► Write the words in the correct order. Cross out the extra word(s).

- 8
- 

- 9
- 

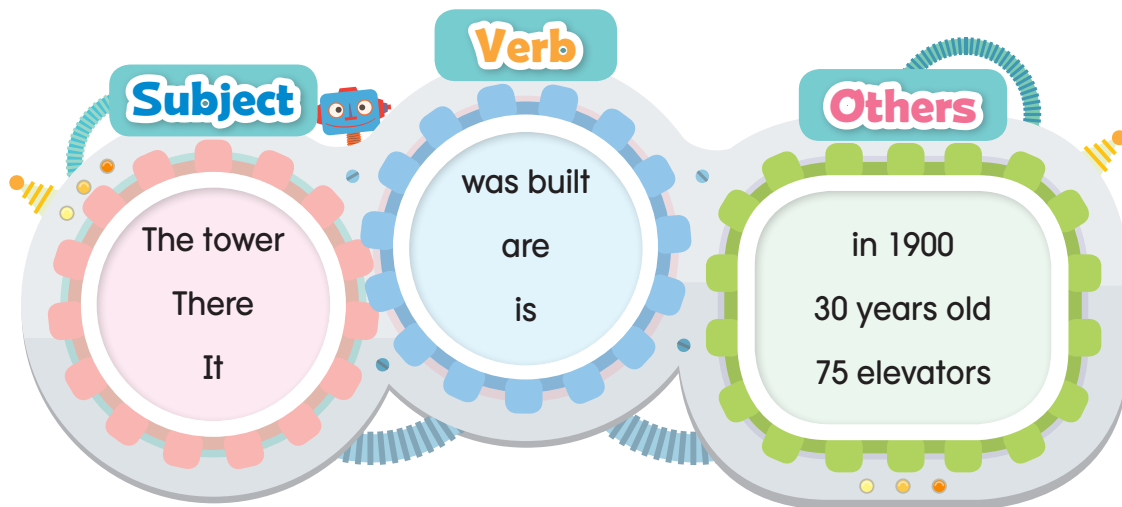
- 10
-

Name: \_\_\_\_\_

## ►► Circle the correct word.

- 1 It was built in / at 1890.
- 2 It is a / the tallest building in Singapore.
- 3 There am / are 50 floors in the apartment.
- 4 The observation deck is on / in the 148<sup>th</sup> floor.
- 5 The tower is 120 m tall / short.

## ►► Make and write the sentences.



- 6 The tower \_\_\_\_\_
- 7 The tower \_\_\_\_\_
- 8 There \_\_\_\_\_
- 9 It \_\_\_\_\_
- 10 It \_\_\_\_\_

## Unit 1

- 1 doesn't
- 2 don't
- 3 doesn't
- 4 don't
- 5 doesn't
- 6 don't
- 7 don't
- 8 ~~doesn't~~, They don't have fun at recess.
- 9 ~~don't~~, Jill doesn't play the violin.
- 10 ~~doesn't~~, We don't paint pictures.

## Unit 2

- 1 Kevin can play the trumpet.
- 2 Kevin can jump rope.
- 3 Kevin can't do magic tricks.
- 4 Ann can't play the trumpet.
- 5 Ann can jump rope.
- 6 Ann can't do magic tricks.
- 7 can
- 8 can
- 9 can't
- 10 can't

## Unit 3

- 1 Students are **at** school.
- 2 The girl is **on** the swing.
- 3 They are **on** the roller coaster.
- 4 They are **in/at** the cafeteria.
- 5 They are **in** the classroom.
- 6 The boys are **under** the tree.
- 7 **swings**, David can swing back and forth.
- 8 **in**, She is on the swing.
- 9 **raise can**, My dad can raise his hands.  
or My dad raises his hands.
- 10 **goes**, They can go round and round.

## Unit 4

- 1 are playing
- 2 is kicking
- 3 am running
- 4 is shooting
- 5 is holding
- 6 are counting
- 7 is flying
- 8 ~~is playing~~, We are playing basketball now.
- 9 ~~are chasing~~, My dad is chasing a puppy now.
- 10 ~~is hiding~~, I am hiding under the chair.

**Unit 5**

- 1 play
- 2 is collecting
- 3 eat
- 4 is getting
- 5 are building
- 6 rides
- 7 am flying
- 8 I sit under the tree and read books.
- 9 Jenny goes into the water and surfs.
- 10 We go to the park and relax.

**Unit 6**

- 1 are going
- 2 wearing
- 3 holding
- 4 hiking
- 5 a
- 6 hiking stick
- 7 wear Sam is wearing his hiking boots.
- 8 am We are carrying our sleeping bags.
- 9 go My family is going hiking now.
- 10 go My dad goes skiing every winter.

**Unit 7**

- 1 on
- 2 on
- 3 Ø
- 4 at
- 5 on
- 6 on
- 7 We go shopping on Sundays.
- 8 You go shopping on Sundays.
- 9 My dad likes Italian food.
- 10 My dad is in his room.

**Unit 8**

- 1 I always watch movies on Sundays.
- 2 He usually makes a birthday cake.
- 3 Chocolate ice cream is always delicious.
- 4 Linda usually goes to a park at 3 o'clock.
- 5 Christmas parties are always fun.
- 6 My dad usually cooks Italian food.
- 7 in March
- 8 in April
- 9 in May
- 10 in July



**Unit 9**

- 1 an
- 2 a
- 3 some
- 4 some
- 5 some
- 6 an
- 7 a, There is some milk in the bottle.
- 8 a, Jay makes some strawberry juice.
- 9 some, He eats a box of popcorn.
- 10 an, My mom is eating a mango.

**Unit 10**

- 1 faster
- 2 smaller
- 3 more dangerous
- 4 more powerful
- 5 longer
- 6 bigger
- 7 short, Lizards are shorter than snakes.
- 8 tall, A giraffe is taller than a penguin.
- 9 dangerous, Lions are more dangerous than cats.
- 10 delicious, Pizza is more delicious than risotto.

**Unit 11**

- 1 on their head
- 2 on their back
- 3 on their arms
- 4 on their topside
- 5 on their underside
- 6 on
- 7 on
- 8 has
- 9 in
- 10 on

**Unit 12**

- 1 most colorful
- 2 biggest
- 3 most beautiful
- 4 largest
- 5 longest
- 6 fastest
- 7 most powerful
- 8 ~~most fast~~, The black marlin is the fastest sea animal.
- 9 ~~most slow~~, Sloths are the slowest land animal.
- 10 ~~poisonous~~, The box jellyfish is the most poisonous animal.

**Unit 13**

- 1 China
- 2 Argentina
- 3 British
- 4 American
- 5 Canada
- 6 at. He was born in 1999.
- 7 speak. She speaks English and Korean.
- 8 on. Angela Merkel was born in Germany.
- 9 French. Emma Watson has many fans in France.
- 10 is. Lang Lang was born in China.

**Unit 14**

- 1 in
- 2 a
- 3 the
- 4 are
- 5 has
- 6 Spain
- 7 is
- 8 ~~have~~. He has beautiful pictures.
- 9 ~~are~~. Paris is the capital of France.
- 10 ~~is~~. There are a lot of places to visit.

**Unit 15**

- 1 in
- 2 the
- 3 are
- 4 on
- 5 tall
- 6 The tower was built in 1900.
- 7 The tower is 30 years old.
- 8 There are 75 elevators.
- 9 It was built in 1900.
- 10 It is 30 years old.

**Writing Correction Worksheet 1**

Name: \_\_\_\_\_

**► Find and circle the five mistakes. Then rewrite the story.****School Fun**

We like lunchtime at school.

it is fun.

We eat lunch in the cafeteria.

We go out and play after lunch

We soccer play.

We play teg.

We have fun at lunchtime.

**School Fun**

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**Writing Checklist****1** Sentences begin with a capital letter. ☐**2** Sentences end with a period. ☐**3** Words are spaced out properly. ☐**4** Words are spelled correctly. ☐**5** Words are in the correct order. ☐

## Writing Correction Worksheet 2

Name: \_\_\_\_\_

» Find and circle the five mistakes. Then rewrite the story.

## A Talent Show

We have a talent show today.

We are excited

We cando many things.

Wendy can play drums the.

andy can tell funny jokes.

I can jaggle.

It is a wonderful show!

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## Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Words are spaced out properly. ☐4 Words are spelled correctly. ☐5 Words are in the correct order. ☐



## Writing Correction Worksheet 3

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

**At the Amusement Park**

we are at the amusement park.  
Jessie and Nate areon the trampoline.  
They can see everything.  
Amy is on the Viking ship  
She can sweng back and forth.  
I am on the roller coaster.  
I raise can my hands.

**Writing Checklist****1** Sentences begin with a capital letter. ☐**2** Sentences end with a period. ☐**3** Words are spaced out properly. ☐**4** Words are spelled correctly. ☐**5** Words are in the correct order. ☐

## Writing Correction Worksheet 4

Name: \_\_\_\_\_

» Find and circle the five mistakes. Then rewrite the story.

## Basketball

It is playtime at school  
We like playing outside.  
We are playingbasketball.  
Mark is dribling the ball.  
Charlie shooting is the ball.  
I am running.  
i am catching the ball.

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## Writing Checklist

- 1 Sentences begin with a capital letter. ☐  
2 Sentences end with a period. ☐  
3 Words are spaced out properly. ☐

- 4 Words are spelled correctly. ☐  
5 Words are in the correct order. ☐

## Writing Correction Worksheet 5

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

## At the Beach

we like going to the beach.

We go to the beach in the summer.

We eat ice cream.

get We a suntan.

We play volleyball

We surfe too.

We have fun at the beach.

## Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Words are spaced out properly. ☐4 Words are spelled correctly. ☐5 Words are in the correct order. ☐

## Writing Correction Worksheet 6

Name: \_\_\_\_\_

» Find and circle the five mistakes. Then rewrite the story.

## Going Skiing

We are goingskiing today.

We are going to a ski resort.

My sisters are wearing goggles

They ski have poles.

I am wearing a helemet.

I am wearing ski boots.

the weather is good for skiing today.

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## Writing Checklist

**1** Sentences begin with a capital letter. ☐**2** Sentences end with a period. ☐**3** Words are spaced out properly. ☐**4** Words are spelled correctly. ☐**5** Words are in the correct order. ☐



## Writing Correction Worksheet 7

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

## Eating Out

My family goes out to eat on Saturdays.  
We go to a Mexicane restaurant.  
We like food Mexican very much.  
My mom and dad like burritos.  
my brother likes nachos.  
I like tacos  
We talk about our grandpa and grandma.

## Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Words are spaced out properly. ☐4 Words are spelled correctly. ☐5 Words are in the correct order. ☐

## Writing Correction Worksheet 8

Name: \_\_\_\_\_

» Find and circle the five mistakes. Then rewrite the story.

## On My Birthday

My birthday is in October.

We have always a party on my birthday.

my grandpa makes a birthday cake.

My mom makes a banner

My brother sings *Happy Birthday*.

I inbite my friends.

Wewatch a movie together.

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## Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Words are spaced out properly. ☐4 Words are spelled correctly. ☐5 Words are in the correct order. ☐

## Writing Correction Worksheet 9

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

## At the Movies

My family is at the movie theater.  
the theater is in the shopping mall.  
We are watching *Frozen*.  
It an is animation movie.  
It is about a snow queen  
It startsat five o'clock.  
We have some hott dogs.

## Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Words are spaced out properly. ☐4 Words are spelled correctly. ☐5 Words are in the correct order. ☐

## Writing Correction Worksheet 10

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

**Kangaroos**

kangaroos live in Australia.  
They have long, muscular tails  
They long have hind legs.  
They have short frontlegs.  
They have long feet.  
They can jump.  
Their favorite food is gress.

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**Writing Checklist****1** Sentences begin with a capital letter.☐**2** Sentences end with a period.☐**3** Words are spaced out properly.☐**4** Words are spelled correctly.☐**5** Words are in the correct order.☐



**Writing Correction Worksheet 11**

Name: \_\_\_\_\_

**► Find and circle the five mistakes. Then rewrite the story.****Octopuses**

Octopuses live in the ocean.  
they have a large head.  
They have a soft body.  
They have eightarms.  
They two have big eyes.  
They have suckers  
They can change their bodi color.

**Writing Checklist****1** Sentences begin with a capital letter. ☐**2** Sentences end with a period. ☐**3** Words are spaced out properly. ☐**4** Words are spelled correctly. ☐**5** Words are in the correct order. ☐

## Writing Correction Worksheet 12

Name: \_\_\_\_\_

► Find and circle the five mistakes. Then rewrite the story.

## Large Ostriches

Ostriches are the largestbirds.  
they live in Africa.  
They have a neck long.  
They are tall.  
They are taller than a man.  
They lay the biggest eggs.  
They can't fly, but they can run fast

## Writing Checklist

- 1 Sentences begin with a capital letter. ☐
- 2 Sentences end with a period. ☐
- 3 Words are spaced out properly. ☐

- 4 Words are spelled correctly. ☐
- 5 Words are in the correct order. ☐

**Writing Correction Worksheet 13**

Name: \_\_\_\_\_

**► Find and circle the five mistakes. Then rewrite the story.****Roger Federer**

roger Federer is a famous tennis player.

He is from Switzerland

He was in born 1981.

He startedtennis at the age of 8.

His nickname is the Swiss Maestro.

He has many world recolds.

Some people say he is the best player ever.

**Writing Checklist****1** Sentences begin with a capital letter. ☐**2** Sentences end with a period. ☐**3** Words are spaced out properly. ☐**4** Words are spelled correctly. ☐**5** Words are in the correct order. ☐

## Writing Correction Worksheet 14

Name: \_\_\_\_\_

» Find and circle the five mistakes. Then rewrite the story.

## New York

new York is a city in the US.

It is the largestcity in the US.

There are many famous places

The Statue of Liberty ispopular.

It has 354 steps to the tap.

Central Park is the city's largest park.

It has over 9,000 benches.

---

---

---

---

---

---

---

---

## Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Words are spaced out properly. ☐4 Words are spelled correctly. ☐5 Words are in the correct order. ☐



**Writing Correction Worksheet 15**

Name: \_\_\_\_\_

**► Find and circle the five mistakes. Then rewrite the story.****The Tower of Pisa**

The Tower of Pisa is in Pisa, Italy

It is the bell tower of a church.

It was built in 1372.

it is about 56 m tall.

The tower has floors eight.

It has 296 or 294 steps.

Many people like the Tower of Pisa.

**Writing Checklist****1** Sentences begin with a capital letter. ☐**2** Sentences end with a period. ☐**3** Words are spaced out properly. ☐**4** Words are spelled correctly. ☐**5** Words are in the correct order. ☐

# Writing Correction Worksheet Answer Key (Units 1-4)

## Unit 1

### School Fun

We like lunchtime **at school**.

**It** is fun.

We eat lunch in the cafeteria.

We go out and play after lunch.

We **play soccer**.

We play **tag**.

We have fun at lunchtime.

## Unit 2

### A Talent Show

We have a talent show today.

We are excited.

We **can do** many things.

Wendy can play **the drums**.

**Andy** can tell funny jokes.

I can **juggle**.

It is a wonderful show!

## Unit 3

### At the Amusement Park

**We** are at the amusement park.

Jessie and Nate **are on** the trampoline.

They can see everything.

Amy is on the Viking ship.

She can **swing** back and forth.

I am on the roller coaster.

I **can raise** my hands.

## Unit 4

### Basketball

It is playtime at school.

We like playing outside.

We are **playing basketball**.

Mark is **dribbling** the ball.

Charlie **is shooting** the ball.

I am running.

**I** am catching the ball.

# Writing Correction Worksheet Answer Key (Units 5-8)

## Unit 5

### At the Beach

We like going to the beach.

We go to the beach in the summer.

We eat ice cream.

We get a suntan.

We play volleyball.

We surf too.

We have fun at the beach.

## Unit 7

### Eating Out

My family goes out to eat on Saturdays.

We go to a Mexican restaurant.

We like Mexican food very much.

My mom and dad like burritos.

My brother likes nachos.

I like tacos.

We talk about our grandpa and grandma.

## Unit 6

### Going Skiing

We are going skiing today.

We are going to a ski resort.

My sisters are wearing goggles.

They have ski poles.

I am wearing a helmet.

I am wearing ski boots.

The weather is good for skiing today.

## Unit 8

### On My Birthday

My birthday is in October.

We always have a party on my birthday.

My grandpa makes a birthday cake.

My mom makes a banner.

My brother sings *Happy Birthday*.

I invite my friends.

We watch a movie together.

# Writing Correction Worksheet Answer Key (Units 9-12)

## Unit 9

### At the Movies

My family is at the movie theater.

**The** theater is in the shopping mall.

We are watching *Frozen*.

It **is an** animation movie.

It is about a snow queen.

It **starts at** five o'clock.

We have some **hot** dogs.

## Unit 10

### Kangaroos

**Kangaroos** live in Australia.

They have long, muscular tails.

They **have long** hind legs.

They have short **front legs**.

They have long feet.

They can jump.

Their favorite food is **grass**.

## Unit 11

### Octopuses

Octopuses live in the ocean.

**They** have a large head.

They have a soft body.

They have **eight arms**.

They **have two** big eyes.

They have suckers.

They can change their **body** color.

## Unit 12

### Large Ostriches

Ostriches are the **largest birds**.

**They** live in Africa.

They have a **long neck**.

They are tall.

They are taller than a man.

They lay the **biggest** eggs.

They can't fly, but they can run fast.

# Writing Correction Worksheet Answer Key (Units 13-15)

## Unit 13

### Roger Federer

Roger Federer is a famous tennis player.

He is from Switzerland.

He was born in 1981.

He started tennis at the age of 8.

His nickname is the Swiss Maestro.

He has many world records.

Some people say he is the best player ever.

## Unit 15

### The Tower of Pisa

The Tower of Pisa is in Pisa, Italy.

It is the bell tower of a church.

It was built in 1372.

It is about 56 m tall.

The tower has eight floors.

It has 296 or 294 steps.

Many people like the Tower of Pisa.

## Unit 14

### New York

New York is a city in the US.

It is the largest city in the US.

There are many famous places.

The Statue of Liberty is popular.

It has 354 steps to the top.

Central Park is the city's largest park.

It has over 9,000 benches.





## Placement Test Information

The *My First Writing 2* 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 2*.

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 2</i> . The student will benefit from studying <i>My First Writing 1</i> first.
21-40	The student knows some of the skills covered in <i>My First Writing 2</i> . Starting <i>My First Writing 2</i> following a review of <i>My First Writing 1</i> is the recommended course of action.
41-70	The student is ready to begin studying <i>My First Writing 2</i> .
71-80	The student knows the majority of skills covered in <i>My First Writing 2</i> . Starting <i>My First Writing 3</i> following a review of <i>My First Writing 2</i> is the recommended course of action.
81-100	The student is ready to begin <i>My First Writing 3</i> . To confirm student level, administer the placement test for <i>My First Writing 3</i> .

# Placement Test

(Page 1/2)

► Choose and write the word. (5 points each)

sandcastle

movie

unicycle

hide-and-seek

tag

flashlight

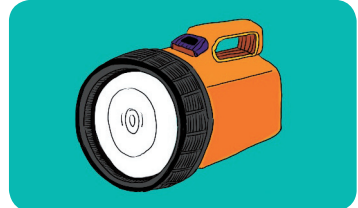
1




2




3




4




5




6




► Write the words in the correct order. (5 points each)

7

eat

He

at home

doesn't

lunch

.

---

8

at

The

school

are

students

.

---

9

happy

I

at the party

always

am

.

---

10

lizards

Snakes

than

are

longer

.

---

► Circle the correct word(s). (5 points each)

11 We eat / are eating lunch now.

12 It was built on / in 1931.

13 They want a / some milk.

14 It has the long / longest beak.

► Look, circle, and write the word. (5 points each)



15 My birthday is \_\_\_\_\_ December.

☐ a on

☐ b in

☐ c at

16 I usually \_\_\_\_\_ a party.

☐ a has

☐ b am having

☐ c have

17 My mom makes a \_\_\_\_\_.

☐ a cake

☐ b balloons

☐ c games

► Correct the underlined mistake. Write the correct sentence. (5 points each)

E.g. Finn can't rides a unicycle.

→ Finn can't ride a unicycle.

18 I am playing baseball every day.

→ \_\_\_\_\_

19 We sometimes go swimming in Sundays.

→ \_\_\_\_\_

20 Tokyo is a largest city in Japan.

→ \_\_\_\_\_

# Test

## ► Choose and write the word.

tag

basketball

soccer

make

lunchtime

draw

1




2




3




4




5




6




## ► Write the words in the correct order.

7

pictures

doesn't

She

draw

.

---

8

don't

art

like

class

They

.

---

9

snakes

doesn't

My

like

teacher

.

---

10

have

We

today

recess

don't

.

---

## Test

► Look and write the letters in the correct order.

1



i g s n

---

2



u p m j

---

3



l g j g e u

---

4



e d a c n

---

► Circle the correct word. Rewrite the sentence.

E.g. Birds can / can't fly.Birds can fly.5 A cat can / can't speak English.

---

6 They do / does magic tricks.

---

7 Ken and Kate like / likes singing.

---

8 Turtles can / can't run fast.

---

9 Frogs can / can't jump high.

---

10 We have / has a talent show.

---



# Test

## ► Choose and write the word(s).

roller coaster

Viking ship

trampoline

Ferris wheel

water slide

merry-go-round

1




2




3




4




5




6




## ► Write the words in the correct order.

7

at

is

My brother

school

.

8

the

The children

tree

under

are

.

9

in

cafeteria

are

the

They

.

10

The

is

the swing

girl

on

.

# Test

## ► Choose and write the word.

hiding

running

chasing

hitting

counting

holding

1




2




3




4




5




6




## ► Write the words in the correct order.

7

holding

racket

They

are

a

.

8

We

playing

are

now

kickball

.

9

now

I

doing

am

my homework

.

10

now

Ken

a ball

throwing

is

.

## Test

► Look and write the letters in the correct order.



t k e i

\_\_\_\_\_



u f s r

\_\_\_\_\_



w i s m

\_\_\_\_\_



h e c a b

\_\_\_\_\_

► Circle the correct word(s). Rewrite the sentence.

5 We eat / are eating apples now.

\_\_\_\_\_

6 Amy go / goes to school every day.

\_\_\_\_\_

7 I go / am going swimming now.

\_\_\_\_\_

8 Mom reads / is reading a book now.

\_\_\_\_\_

9 They surf / are surfing every day.

\_\_\_\_\_

10 Tom flies / is flying a kite right now.

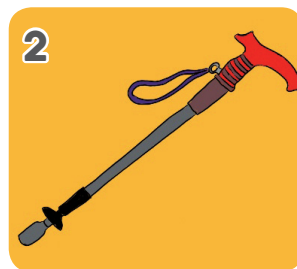
\_\_\_\_\_

# Test

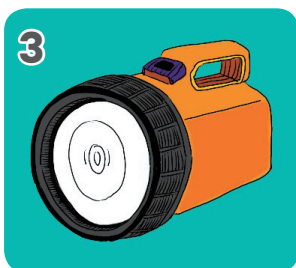
► Look and circle the correct word(s).



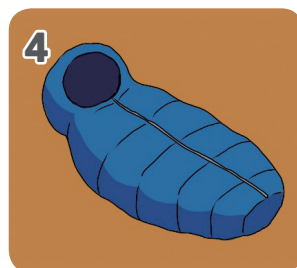
- 1
- a skis
  - b poles



- 2
- a hiking boots
  - b hiking stick



- 3
- a helmet
  - b flashlight



- 4
- a sleeping bag
  - b tent

► Circle the mistake. Write the correct sentence.

5 They have three tent.

---

6 I am carrying a backpacks.

---

7 She is carrying an flashlight.

---

8 My teacher goes ski in the winter.

---

9 My dad and I am wearing gloves.

---

10 Ben is going camp today.

---

## Test

► Look and write the letters in the correct order.

o t a s c  
\_\_\_\_\_z p a i z  
\_\_\_\_\_o e s d n l o  
\_\_\_\_\_a c e n a s p k  
\_\_\_\_\_

► Circle the correct word. Rewrite the sentence.

5 Ted goes skiing on / at weekdays. → \_\_\_\_\_

6 We go out to eat on / Ø every day. → \_\_\_\_\_

7 He makes tacos on / Ø Fridays. → \_\_\_\_\_

8 My dad like / likes Mexican food. → \_\_\_\_\_

9 They go to school on / Ø every day. → \_\_\_\_\_

10 Ella gets up early on / in weekends. → \_\_\_\_\_



## Test

## ► Choose and write the word(s).

cake

movie

balloons

presents

birthday banner

magic show

1



2



3



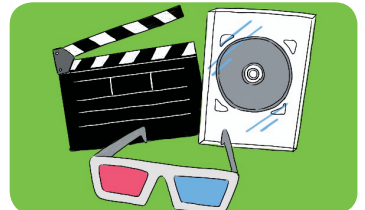
4



5



6



## ► Write the words in the correct order.

7

get up

always

I

six o'clock

at

.

8

is

The party

home

at

usually

.

9

usually

play games

weekends

on

We

.

10

always

They

happy

at the party

are

.

## Test

## ► Choose and write the word.

action

wizards

fantasy

superhero

1 *Iron Man* is about a \_\_\_\_\_.2 *Harry Potter* is about magic and \_\_\_\_\_.3 *Iron Man* is an \_\_\_\_\_ movie.4 *Harry Potter* is a \_\_\_\_\_ movie.

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

5 He wants a popcorn.6 Anna and Sally want an noodles.7 She is eating some orange.8 I want a dumplings.9 They want an hamburger for lunch.10 There are a cookies in the jar.

# Midterm Test (Units 1-9)

(Page 1/2)

## ►► Choose and write the word. (5 points each)

a

an

some (2x)

- 1 We want \_\_\_\_\_ chocolate bars.      2 She is eating \_\_\_\_\_ sandwich.  
3 I eat \_\_\_\_\_ apple in the morning.      4 Sue wants \_\_\_\_\_ popcorn.

## ►► Circle the correct word. (5 points each)

- 5 My mom and I am / are hiking in the mountains.  
6 We eat Italian food on / Ø every day.  
7 Elsa don't / doesn't study French. She studies English.

## ►► Write the words in the correct order. (5 points each)

- 8 many are children always There .
- 

- 9 roller coaster the Boys on are .
- 

- 10 a ball is Matt catching now .
-

► **Circle the mistake. Write the correct sentence.** (5 points each)

11 We are catch crabs now.

\_\_\_\_\_

12 She don't like singing.

\_\_\_\_\_

13 They can't does magic tricks.

\_\_\_\_\_

14 Sally goes shopping in weekends.

\_\_\_\_\_

► **Choose and write the sentence.** (5 points each)

are

have

can play

can juggle

can do (2x)

15 \_\_\_\_\_ a talent show today

16 \_\_\_\_\_ excited

17 \_\_\_\_\_ many things

We

Tony

\_\_\_\_\_ the violin

Ann

\_\_\_\_\_

I

\_\_\_\_\_ magic tricks

15 We \_\_\_\_\_

18 Tony \_\_\_\_\_

16 \_\_\_\_\_

19 \_\_\_\_\_

17 \_\_\_\_\_

20 \_\_\_\_\_

## Test

## ► Choose and write the word(s).

grass

Asia

longer

moon shape



1 Moon bears live in \_\_\_\_\_.

2 Kangaroos eat \_\_\_\_\_.



3 Moon bears have a \_\_\_\_\_ on their chest.

4 Kangaroos' hind legs are \_\_\_\_\_ than their front legs.

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

5 Snails are slow than turtles.6 Squirrels are more lighter than hippos.7 A fox are smaller than a wolf.8 A cheetah have black spots.9 Lions are more big than goats.10 Cheetahs and giraffes live on Africa.

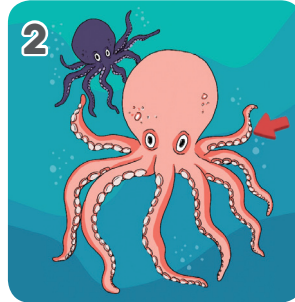


## Test

► Look and circle the correct word.



- a blowhole  
b top



- a mouth  
b suckers



- a fins  
b tail



- a flippers  
b arms

► Circle the correct word. Rewrite the sentence.

5 Sharks are white on / in their belly. → \_\_\_\_\_

6 Sea turtles has / have a hard shell. → \_\_\_\_\_

7 A whale has / have a fin on its back. → \_\_\_\_\_

8 A stingray lives in / on the ocean. → \_\_\_\_\_

9 Dolphins is / are very gentle. → \_\_\_\_\_

10 Manatees have / are sea animals. → \_\_\_\_\_

## Test

► Look and circle the correct word(s).



- 1  
☐ a owls  
☐ b eagles



- 2  
☐ a parrots  
☐ b falcons



- 3  
☐ a ostriches  
☐ b peacocks



- 4  
☐ a penguins  
☐ b snowy owls

► Circle the correct word. Rewrite the sentence.

5 The albatross has  largest wings. → \_\_\_\_\_

6 A tiger is  than a rabbit. → \_\_\_\_\_

7 Ostriches can  fast. → \_\_\_\_\_

8 It  the most colorful feathers. → \_\_\_\_\_

9 Eagles have clawed . → \_\_\_\_\_

10 Falcons are the  powerful. → \_\_\_\_\_

## Test

## ► Choose and write the word(s).

America

English

actress

talk show host



1 Emma Watson speaks \_\_\_\_\_ and French.

2 Oprah Winfrey is a \_\_\_\_\_.



3 Emma Watson is an \_\_\_\_\_.

4 Oprah Winfrey is from \_\_\_\_\_.

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

5 She was born on 2007.

---

6 Hiroshi Amano is Japan.

---

7 They speak Germany very well.

---

8 Finn is a best soccer player.

---

9 I was born in French.

---

10 The pianist is from Chinese.

---

## Test

► Look and circle the correct word(s).



- a** palace  
**b** market



- a** tower  
**b** statue



- a** park  
**b** church



- a** dome theater  
**b** garden

► Circle the correct word. Rewrite the sentence.

5 Bogota is a city **on / in** Colombia.

→ \_\_\_\_\_

6 There are many **places / place** to visit.

→ \_\_\_\_\_

7 Hyde Park **are / is** famous in England.

→ \_\_\_\_\_

8 **There / It** has a beautiful garden.

→ \_\_\_\_\_

9 Rome is the capital of **Italy / Italian**.

→ \_\_\_\_\_

10 **They / There** are many things to see.

→ \_\_\_\_\_

## Test

## ► Choose and write the word(s).

opened

floors

built

bell tower



1 The Tower of Pisa was \_\_\_\_\_ in 1372.

2 One World Trade Center \_\_\_\_\_ in 2014.



3 The Tower of Pisa is the \_\_\_\_\_ of a church.

4 There are 104 \_\_\_\_\_ in One World Trade Center.

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

5 There is 102 floors in the building. \_\_\_\_\_6 The tower is tall 155 m. \_\_\_\_\_7 The hotel have 32 rooms. \_\_\_\_\_8 He go can up to the top. \_\_\_\_\_9 The palace has 200 years old. \_\_\_\_\_10 It is an famous building. \_\_\_\_\_



# Final Test (Units 10-15)

(Page 1/2)

## » Write in or on. (5 points each)

- 1 Zebras live \_\_\_\_\_ Africa.
- 2 Dolphins have a blowhole \_\_\_\_\_ their head.
- 3 My dad was born \_\_\_\_\_ 1975.
- 4 Frogs hibernate \_\_\_\_\_ the winter.

## » Circle the mistake. Write the correct sentence. (5 points each)

- 5 Lisa is a best violinist. \_\_\_\_\_
- 6 My friend is from Colombian. \_\_\_\_\_
- 7 It is a large park on New York. \_\_\_\_\_

## » Write the words in the correct order. (5 points each)

- 8 was Brazil in Pele born .

---

- 9 fastest are the Cheetahs land animals .

---

- 10 go up People the top can to .

---

► Choose and write the word. (5 points each)

are

larger

stripes

has

11 The tiger has dark \_\_\_\_\_.

12 It \_\_\_\_\_ an observation deck.

13 There \_\_\_\_\_ many things to see.

14 Swans are \_\_\_\_\_ than geese.

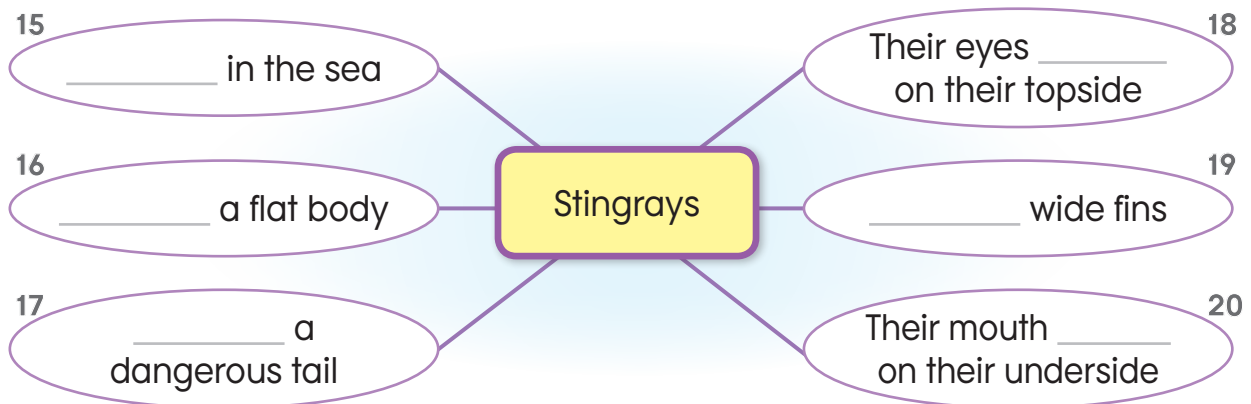
► Choose and write the sentence. (5 points each)

is

are

have (3x)

live



15 Stingrays \_\_\_\_\_

18 Their eyes \_\_\_\_\_

16 They \_\_\_\_\_

19 \_\_\_\_\_

17 \_\_\_\_\_

20 Their mouth \_\_\_\_\_



# Test Answer Key

Placement Test	188
Unit Tests (Units 1-9)	188
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## Answer Key

### Placement Test

- 1 hide-and-seek
- 2 unicycle
- 3 flashlight
- 4 sandcastle
- 5 movie
- 6 tag
- 7 He doesn't eat lunch at home.
- 8 The students are at school.
- 9 I am always happy at the party.
- 10 Snakes are longer than lizards.
- 11 are eating
- 12 in
- 13 some
- 14 longest
- 15 (b)
- 16 (c)
- 17 (a)
- 18 I play baseball every day.
- 19 We sometimes go swimming on Sundays.
- 20 Tokyo is the largest city in Japan.

### Unit 1 Test

- 1 lunchtime
- 2 basketball
- 3 tag
- 4 soccer
- 5 draw
- 6 make
- 7 She doesn't draw pictures.
- 8 They don't like art class.
- 9 My teacher doesn't like snakes.
- 10 We don't have recess today.

### Unit 2 Test

- 1 sing
- 2 jump
- 3 juggle
- 4 dance
- 5 can't. A cat can't speak English.
- 6 do. They do magic tricks.
- 7 like. Ken and Kate like singing.
- 8 can't. Turtles can't run fast.
- 9 can. Frogs can jump high.
- 10 have. We have a talent show.

### Unit 3 Test

- 1 trampoline
- 2 merry-go-round
- 3 water slide
- 4 roller coaster
- 5 Ferris wheel
- 6 Viking ship
- 7 My brother is at school.
- 8 The children are under the tree.
- 9 They are in the cafeteria.
- 10 The girl is on the swing.

### Unit 4 Test

- 1 chasing
- 2 running
- 3 holding
- 4 hitting
- 5 counting
- 6 hiding
- 7 They are holding a racket.
- 8 We are playing kickball now.

- 9 I am doing my homework now.  
10 Ken is throwing a ball now.

### Unit 5 Test

- 1 kite  
2 surf  
3 swim  
4 beach  
5 are eating. We are eating apples now.  
6 goes. Amy goes to school every day.  
7 am going. I am going swimming now.  
8 is reading. Mom is reading a book now.  
9 surf. They surf every day.  
10 is flying. Tom is flying a kite right now.

### Unit 6 Test

- 1 (a)  
2 (b)  
3 (b)  
4 (a)  
5 tent. They have three tents.  
6 backpacks. I am carrying a backpack.  
7 an. She is carrying a flashlight.  
8 ski. My teacher goes skiing in the winter.  
9 am. My dad and I are wearing gloves.  
10 camp. Ben is going camping today.

### Unit 7 Test

- 1 tacos  
2 pizza  
3 noodles  
4 pancakes

- 5 on. Ted goes skiing on weekdays.  
6 Ø. We go out to eat every day.  
7 on. He makes tacos on Fridays.  
8 likes. My dad likes Mexican food.  
9 Ø. They go to school every day.  
10 on. Ella gets up early on weekends.

### Unit 8 Test

- 1 presents  
2 magic show  
3 balloons  
4 birthday banner  
5 cake  
6 movie  
7 I always get up at six o'clock.  
8 The party is usually at home.  
9 We usually play games on weekends.  
10 They are always happy at the party.

### Unit 9 Test

- 1 superhero  
2 wizards  
3 action  
4 fantasy  
5 a. He wants some popcorn.  
6 an. Anna and Sally want some noodles.  
7 some. She is eating an orange.  
8 a. I want some dumplings.  
9 an. They want a hamburger for lunch.  
10 a. There are some cookies in the jar.



## Midterm Test

- 1 some
- 2 a
- 3 an
- 4 some
- 5 are
- 6 Ø
- 7 doesn't
- 8 There are always many children.
- 9 Boys are on the roller coaster.
- 10 Matt is catching a ball now.
- 11 catch. We are catching crabs now.
- 12 don't. She doesn't like singing.
- 13 does. They can't do magic tricks.
- 14 in. Sally goes shopping on weekends.
- 15 We have a talent show today.
- 16 We are excited.
- 17 We can do many things.
- 18 Tony can play the violin.
- 19 Ann can juggle.
- 20 I can do magic tricks.

## Question Index (Midterm Test)

Question	Unit	Question	Unit
1	U9	11	U5
2	U9	12	U1
3	U9	13	U2
4	U9	14	U7
5	U6	15	U2
6	U7	16	U2
7	U1	17	U2
8	U8	18	U2
9	U3	19	U2
10	U4	20	U2

## Unit 10 Test

- 1 Asia
- 2 grass

- 3 moon shape
- 4 longer
- 5 slow. Snails are slower than turtles.
- 6 more lighter. Squirrels are lighter than hippos.
- 7 are. A fox is smaller than a wolf.
- 8 have. A cheetah has black spots.
- 9 more big. Lions are bigger than goats.
- 10 on. Cheetahs and giraffes live in Africa.

## Unit 11 Test

- 1 a
- 2 b
- 3 b
- 4 a
- 5 on. Sharks are white on their belly.
- 6 have. Sea turtles have a hard shell.
- 7 has. A whale has a fin on its back.
- 8 in. A stingray lives in the ocean.
- 9 are. Dolphins are very gentle.
- 10 are. Manatees are sea animals.

## Unit 12 Test

- 1 b
- 2 a
- 3 a
- 4 b
- 5 the. The albatross has the largest wings.
- 6 bigger. A tiger is bigger than a rabbit.
- 7 run. Ostriches can run fast.
- 8 has. It has the most colorful feathers.
- 9 feet. Eagles have clawed feet.
- 10 most. Falcons are the most powerful.

**Unit 13 Test**

- 1 English
- 2 talk show host
- 3 actress
- 4 America
- 5 on. She was born in 2007.
- 6 Japan. Hiroshi Amano is Japanese.
- 7 Germany. They speak German very well.
- 8 a. Finn is the best soccer player.
- 9 French. I was born in France.
- 10 Chinese. The pianist is from China.

**Unit 14 Test**

- 1 a
- 2 b
- 3 b
- 4 a
- 5 in. Bogota is a city in Colombia.
- 6 places. There are many places to visit.
- 7 is. Hyde Park is famous in England.
- 8 It. It has a beautiful garden.
- 9 Italy. Rome is the capital of Italy.
- 10 There. There are many things to see.

**Unit 15 Test**

- 1 built
- 2 opened
- 3 bell tower
- 4 floors
- 5 is. There are 102 floors in the building.
- 6 tall 155 m. The tower is 155 m tall.
- 7 have. The hotel has 32 rooms.
- 8 go can. He can go up to the top.  
or He goes up to the top.

9 has. The palace is 200 years old.

10 an. It is a famous building.

**Final Test**

- 1 in
- 2 on
- 3 in
- 4 in
- 5 a. Lisa is the best violinist.
- 6 Colombian. My friend is from Colombia.
- 7 on. It is a large park in New York.
- 8 Pele was born in Brazil.
- 9 Cheetahs are the fastest land animals.
- 10 People can go up to the top.
- 11 stripes
- 12 has
- 13 are
- 14 larger
- 15 Stingrays live in the sea.
- 16 They have a flat body.
- 17 They have a dangerous tail.
- 18 Their eyes are on their topside.
- 19 They have wide fins.
- 20 Their mouth is on their underside.

**Question Index (Final Test)**

Question	Unit	Question	Unit
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5	U13	15	U11
6	U13	16	U11
7	U14	17	U11
8	U13	18	U11
9	U12	19	U11
10	U15	20	U11



## AWARD CERTIFICATE

This award is presented to

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for successfully completing My First Writing 2.

Signature \_\_\_\_\_

Date \_\_\_\_\_