

2nd Edition
My First 3
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 5 Family Trips

STEP 1 Warm-up

Write the words to complete the story.

had traveled put up roasted

The Camping Trip

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

Write Yes or No.

- Did Dad's family go fishing last weekend? _____
- Did they pack some marshmallows? _____
- Did they sleep in a hotel? _____

STEP 2 Word Practice

Choose and write the word(s).

barbecue cabin lake swimming

- My family went to the _____ last weekend.
- We stayed in a _____ by the lake.
- We went _____ in the lake.
- We had a _____ for dinner.

cable car ski trip snowboarding skied

- My family went on a _____ last weekend.
- My mom and dad _____ together.
- My brother and I took a _____ lesson.
- We rode a _____ to the mountain top.

museum seafood sightseeing visited

- My family _____ Boston last weekend.
- We went _____ around the city.
- We went to the science _____ too.
- We ate _____ for dinner.

STEP 3 Grammar Practice

Circle the number and say the sentences.

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

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

Write the correct past form of the verb.

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

STEP 4 Writing Practice

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

had stayed look visited watched went

Idea Web:

- My family: Ha Tien Island last weekend
- We: a plane to the island, at a hotel, bike riding around the island, a sunrise, a wonderful trip

- _____
- We _____
- _____
- _____
- _____
- _____

Unit 5 Family Trips

Words and Sentences

Write the word(s) and the sentence.

- My family _____ Boston last weekend.
- We went _____ around the city.
- We went to the science _____ too.
- We ate _____ for dinner.
- My family went on a _____ last winter.
- My mom and dad _____ together.
- My brother and I took a _____ lesson.
- We rode a _____ to the mountain top.

Choose and write the word. Rewrite the sentence.

swimming barbecue lake cabin

- We went to the _____ last weekend.
- We stayed in a _____ by the lake.
- We went _____ in the lake.
- We had a _____ for dinner.

Unscramble and write the word.

1 c i m p i n g _____ trip
2 e s e p i n g _____ bag

Look and write the sentences.

We went _____ last weekend.
We _____
We _____

Digital Teacher's Manual

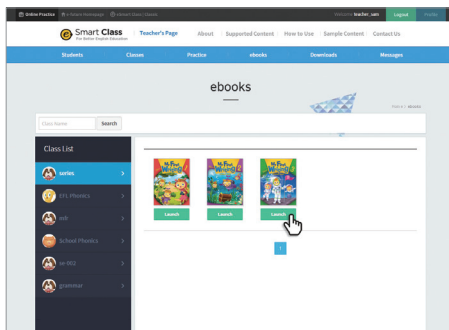
- Complete and detailed lesson plans
- A variety of teaching tips and outside-the-box activity ideas
- Answer keys for the Student Book and Workbook
- Photocopiable placement, midterm, final, and unit tests
- Photocopiable worksheets for every unit

www.eSmartClass.net

My First Writing Online

www.eSmartClass.net

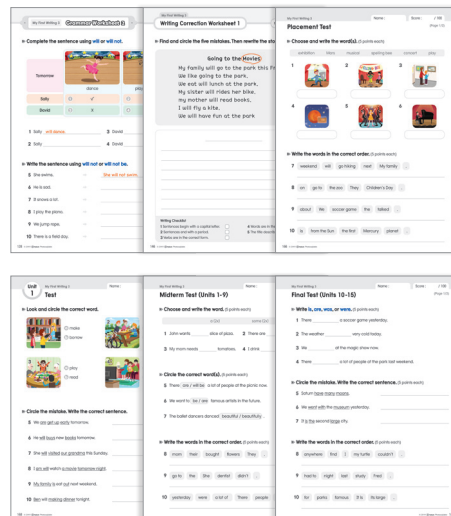
E-book for classroom use



Downloadable Teacher Resources

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

Worksheets and Tests



Warm-up

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

6-Step Writing Process

Step 1

Unit 5 Family Trips

STEP 1 Warm-up

A Write the words to complete the story.

had traveled put up roasted

The Camping Trip

My family went on a camping trip last weekend.

We _____ to Mount Tuca.

We were very excited.

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

We _____ the tent in the mountains.

We built a campfire at night.

We _____ marshmallows.

We told ghost stories.

We _____ a great time.

B Write Yes or No.

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

Step 2

STEP 2 Word Practice

Choose and write the word(s).



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



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



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

Step 3

STEP 3 Grammar Practice

A Circle the number and say the sentences.



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

B Write the correct past form of the verb.

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

Word Practice

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

Grammar Practice

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

Welcome to

My First Writing



Your Writing

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

Step 6

STEP 6 Your Writing

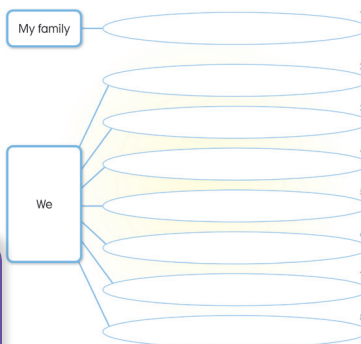
Look at your idea web in Step 5. Draw and write your story.

Draw a picture of your story.

Step 5

STEP 5 Your Idea Web

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



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

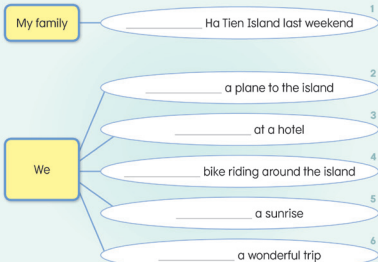
lake	ski trip	city tour	Island
went to the lake stayed in a cabin went fishing went swimming had a barbecue	went on a ski trip went to a ski resort skied together took a snowboarding lesson rode a cable car to the top	visited (city name) near (the sea) went sightseeing went to the museum ate (seafood)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

Step 4

STEP 4 Writing Practice

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

had stayed took visited watched went



- 1 _____
- 2 We _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Your Idea Web

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

Writing Practice

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

Scope and Sequence

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



	Unit (Writing Topic)	Vocabulary	Grammar
The Best and the Worst	10 My Best Day	• happy events	• common verbs (past tense) • prepositions: with, against, to, about
	11 My Worst Day	• unhappy events or moments	• common verbs (past tense) • helping verbs: couldn't, had to
	12 The Best Vacation	• things to do on vacation • words related to vacations	• by (transportation) • on foot
	Writing Project 4 Thank You Notes		Note Writing
The World and Beyond	13 A City	• cities around the world • words describing specific cities • things in the cities	• grammar link and review
	14 A Country	• countries in the world • words describing specific countries • big numbers	• superlatives
	15 A Planet	• planets in the solar system • words describing planets • things on specific planets	• grammar link and review
	Writing Project 5 A Planet Report		Report Writing



Objectives

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

Grammar

- Common verbs (future tense)

Materials

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

Lesson 1

Student Book pp. 6-9

Lead-in**Picture Talk**

Materials: N/A

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

Unit 1

Weekend Events

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

will buy will do will have will go

Sunday Fun

Tomorrow is Sunday.

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

First, we will go to the shopping mall.

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

My dad will buy new shoes.

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

We will have pizza for lunch.

Then, we will go and see the circus.

We **will have** fun tomorrow.**B Check True or False.**

1 Cody is excited about tomorrow.

True ☒False ☐

2 Cody's family will eat lunch at home.

True ☐False ☒

3 Cody's family will watch a movie.

True ☐False ☒

6

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

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

B Check True or False.

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

STEP 2 Word Practice

Choose and write the word.



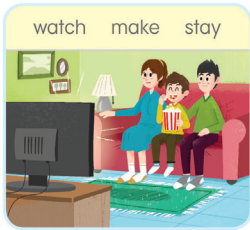
- 1 We will go to the library tomorrow.
- 2 We will borrow interesting books.
- 3 We will read the books at home.



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



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



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

7

Extension Activity

High Noon

Materials: paper, pencils

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

STEP 2 Word Practice

Choose and write the word.

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

Teaching Tip

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

STEP 3 Grammar Practice

A Write the correct form of the verb.

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

B Circle the mistake. Write the correct sentence.

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

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

Ss: *Yes, they do.*

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

Ss: *Tomorrow is in the future.*

- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write the correct form of the verb.

I will buy a new bike tomorrow.
We will watch a movie tomorrow.

He will go to a park tomorrow.
They will play soccer tomorrow.

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

B Circle the mistake. Write the correct sentence.

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

8

Extension Activity Grammar Roll

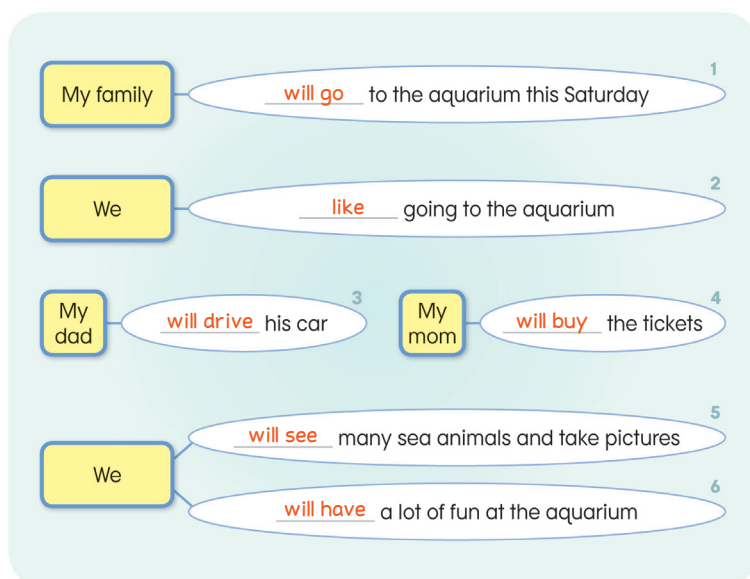
Materials: two dice

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

STEP 4 Writing Practice

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

like will buy will drive will go will have will see



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

9

Wrap-up

Materials: N/A

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

Homework

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

Answer Key on page 112

>> **Grammar Worksheet 1**

Photocopiable from page 127

Answer Key on page 142

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 10-11

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

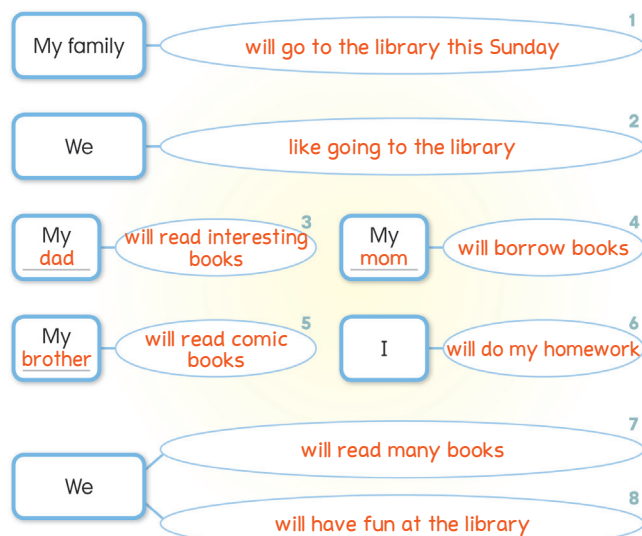
Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



*Answers may vary.

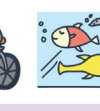
Word Bank

To Teachers:

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



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



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

10

STEP 5 Your Idea Web

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

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

T: Which ideas did you write down?

Ss: My family will go to the theater.

STEP 6 Your Writing

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

Draw a picture of your story.

At the Library

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

**Answers may vary.*

Writing Checklist

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



11

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 1 Test

Photocopiable from page 168
Answer Key on page 188

Homework

>> Writing Correction Worksheet 1

Photocopiable from page 146
Answer Key on page 161

STEP 6 Your Writing

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

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

Objectives

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

Grammar

- Will / Will not

Materials

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

Lesson 1

Student Book pp. 12-15

Lead-in**Picture Talk**

Materials: N/A

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

Unit 2

School Events

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

will run will be will have will play

Field Day

We have a field day at school every year.

Next Friday is the field day.

We will not have any classes.

We **will play** sports all day.We **will run** a 100 m race.

We will do long jumps.

We will play tug-of-war.

There **will be** many prizes too.We **will have** so much fun.**B Write Yes or No.**

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

Yes

Yes

No

12

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

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

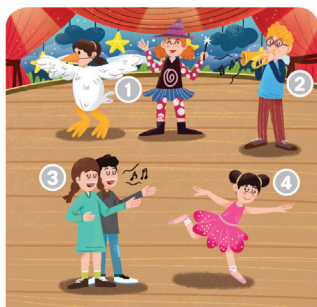
B Write Yes or No.

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

STEP 2 Word Practice

Choose and write the word(s).

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



Tomorrow is the talent show.

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

Next Sunday is Children's Day.

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



Next Thursday is the field day.

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

13

Extension Activity

Slam It

Materials: paper, pencils

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

Activity Adaptation

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

STEP 2 Word Practice

Choose and write the word(s).

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

Teaching Tip

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

STEP 3 Grammar Practice

A Rewrite the sentence using **not**.

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

B Circle the correct word(s).

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

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

Ss: We use the future tense.

T: Is many used with singular or plural nouns?

Ss: It is used with plural nouns.

- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Rewrite the sentence using **not**.

We will go to school. She will be sad.	We will not go to school. She will not be sad.
---------------------------------------------------------	-----------------------------------------------------------------

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

B Circle the correct word(s).

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

14

Extension Activity Tennis

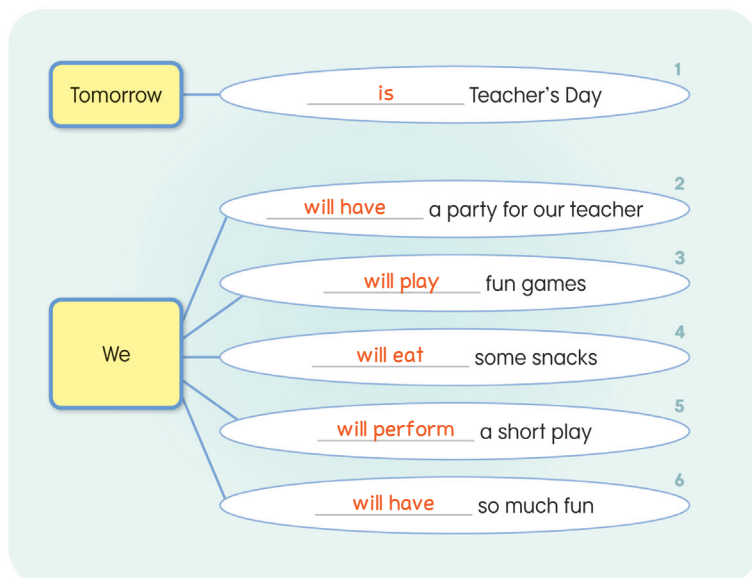
Materials: a ball

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

STEP 4 Writing Practice

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

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



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

15

Wrap-up

Materials: N/A

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

Homework

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

Answer Key on page 113

>> **Grammar Worksheet 2**

Photocopiable from page 128

Answer Key on page 142

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 16-17

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



**Answers may vary.*

Word Bank

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

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

16

STEP 5 Your Idea Web

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

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

T: Which ideas did you write down?

Ss: We will have a sack race.

STEP 6 Your Writing

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

Draw a picture of your story.

Fun Field Day

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

**Answers may vary.*

Writing Checklist

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



17

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 2 Test

Photocopiable from page 169
Answer Key on page 188

Homework

>> Writing Correction Worksheet 2

Photocopiable from page 147
Answer Key on page 161

STEP 6 Your Writing

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

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

Objectives

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

Grammar

- Common verbs (future tense)

Materials

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

Lesson 1

Student Book pp. 18-21

Lead-in**Picture Talk**

Materials: N/A

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

Unit 3**Our Dreams****STEP 1 Warm-up****A Write the sentences to complete the story.**

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

Our Dreams

Ella wants to be a movie star.

She will act in the movies.

She will make wonderful movies.

Finn wants to be a sports player.

He will be a baseball player.

He will play on the national team.

I want to be a scientist.

I will work in a lab.

I will discover new things.

B Read and match.

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

18

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

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


B Read and match.

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

STEP 2 Word Practice

Choose and write the word.


doctor writer books help write work



1 I want to be a doctor.

2 I will work at a hospital.

3 I will help sick people.




4 She wants to be a writer.

5 She will write wonderful stories.

6 She will make children's books.


teacher pianist concerts famous teach be



7 I want to be an English teacher.

8 I will teach English to children.

9 I will be a good teacher.



10 He wants to be a pianist.

11 He will be famous.

12 He will have concerts around the world.

19

Extension Activity

Write the Same Word

Materials: a board, a marker, paper, pencils

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

STEP 2 Word Practice

Choose and write the word.

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

Teaching Tip

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

STEP 3 Grammar Practice

A Circle the number and say the sentences.

- Have students turn to page 20.
- Go over the words given under **Subject**, **Verb**, and **Others** with students.
- Ask students to circle the number of sentences that they can make with the first subject, *I*.
- If necessary, ask students questions to guide them along.
T: *Do we say I want or I wants?*
Ss: *We say I want.*
- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *He* and *Amy and Tom*.
- Here are the sentences that can be made with each subject:

① I – 4 sentences

I will be famous.

I will discover new things.

I want to be a scientist.

I want new things.

② He – 2 sentences

He will be famous.

He will discover new things.

③ Amy and Tom – 3 sentences

Amy and Tom will be famous.

Amy and Tom will discover new things.

Amy and Tom want new things.

B Circle and write the correct word(s).

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

STEP 3 Grammar Practice

A Circle the number and say the sentences.



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

B Circle and write the correct word(s).

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

20

Extension Activity Hot Potato

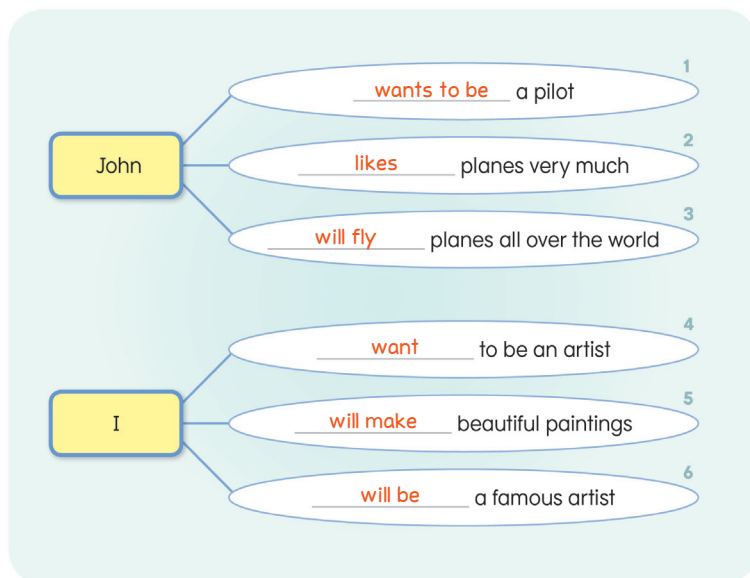
Materials: a ball

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

STEP 4 Writing Practice

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

likes want wants to be will be will fly will make



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

21

Wrap-up

Materials: N/A

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

Homework

>> Workbook 3: pages 12-15

Answer Key on page 114

>> Grammar Worksheet 3

Photocopiable from page 129

Answer Key on page 142

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 22-23

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



*Answers may vary.

Word Bank

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



artist
paint pictures



doctor
help sick people



movie star
act



pianist
have concerts



pilot
fly planes



scientist
discover new things



teacher
teach



writer
write stories

22

STEP 5 Your Idea Web

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

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

T: Which ideas did you write down?

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

STEP 6 Your Writing

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

Draw a picture of your story.

Our Dreams

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

**Answers may vary.*

Writing Checklist

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



23

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 3 Test

Photocopiable from page 170
Answer Key on page 188

Homework

>> Writing Correction Worksheet 3

Photocopiable from page 148
Answer Key on page 161

>> Writing Project 1

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

STEP 6 Your Writing

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

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

Writing Project 1

Style

- Schedule Writing

Objective

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

Materials

- Pencils
- Colored pencils

Lesson 3

Student Book pp. 24-25

Lead-in

Mind Reader

Materials: paper, pencils

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

Writing Project 1

Schedule Writing

Weekend Plans

A Directions

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

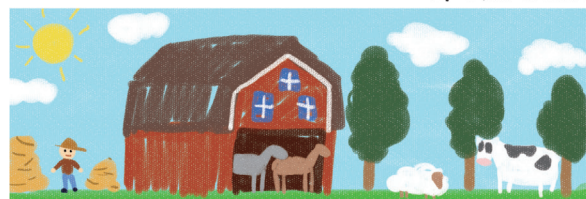
Let's Do It



B Project Model

My Family's Weekend Plans

By Clara Lee



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

24

STEP 1 Preparation

B Project Model

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

Your Project

My Family's Weekend Plans

By Julie Hulme



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

**Answers may vary.*

25

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

Fortune Strips

Materials: a pouch, paper, pencils

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

Homework

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

STEP 2 Writing

Your Project

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

Objectives

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

Grammar

- Be verbs (past tense)

Materials

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

Lesson 1

Student Book pp. 26-29

Lead-in**Picture Talk**

Materials: N/A

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

Unit 4

Family Events

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

baked gave sang went

My Grandma's Birthday

Last Saturday was my grandma's birthday.

She became 75 years old.

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

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

My dad **gave** her a gift.

Ella, Finn, and I made her birthday cards.

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

Grandma was very happy.

We had a nice time at Grandma's.

B Check True or False.

- 1 Cody's family was at home last Saturday.

True ☐False ☒

- 2 Last Saturday was Cody's grandma's birthday.

True ☒False ☐

- 3 Cody's grandma was happy.

True ☒False ☐

26

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

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

B Check True or False.

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

STEP 2 Word Practice

► Choose and write the word(s).



bride wedding day went wore

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



brought went were first birthday

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



family get-together relatives cooked was

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

27

Extension Activity

High Noon

Materials: paper, pencils

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

STEP 2 Word Practice

► Choose and write the word(s).

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

Teaching Tip

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

STEP 3 Grammar Practice

A Write the correct past form of the Be verb.

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

B Choose and write the past form of the verb.

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

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

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

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

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

- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write the correct past form of the Be verb.

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

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

B Choose and write the past form of the verb.

bought came cooked gave sang went

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

28

Extension Activity Grammar Roll

Materials: two dice

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

STEP 4 Writing Practice

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

bought cooked had made was were

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

29

Wrap-up

Materials: N/A

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

Homework

>> Workbook 3: pages 16-19

Answer Key on page 115

>> Grammar Worksheet 4

Photocopiable from page 130

Answer Key on page 142

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 30-31

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

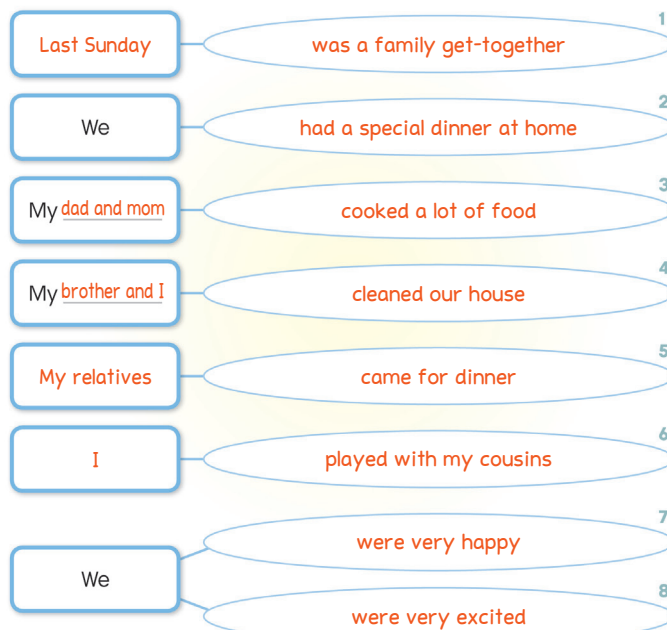
Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



**Answers may vary.*

Word Bank

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

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

30

STEP 5 Your Idea Web

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

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

T: Which ideas did you write down?

Ss: She wore a wedding dress.

STEP 6 Your Writing

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

Draw a picture of your story.

My Family Get-together

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

**Answers may vary.*

Writing Checklist

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



31

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 4 Test

Photocopiable from page 171
Answer Key on page 188

Homework

>> Writing Correction Worksheet 4

Photocopiable from page 149
Answer Key on page 161

STEP 6 Your Writing

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

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

Objectives

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

Grammar

- Common verbs (past tense)

Materials

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

Lesson 1

Student Book pp. 32-35

Lead-in**Picture Talk**

Materials: N/A

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

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

had traveled put up roasted

The Camping Trip

My family went on a camping trip last weekend.

We **traveled** to Mount Tuca.

We were very excited.

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

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

We built a campfire at night.

We **roasted** marshmallows.

We told ghost stories.

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

- 1 Did Cody's family go fishing last weekend? **No**
- 2 Did they pack some marshmallows? **Yes**
- 3 Did they sleep in a hotel? **No**

32

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

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

B Write Yes or No.

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

STEP 2 Word Practice

Choose and write the word(s).



barbecue cabin lake swimming

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



cable car ski trip snowboarding skied

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



museum seafood sightseeing visited

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

33

Extension Activity

Slam It

Materials: paper, pencils

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

Activity Adaptation

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

STEP 2 Word Practice

Choose and write the word(s).

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

Teaching Tip

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

STEP 3 Grammar Practice

A Circle the number and say the sentences.

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

① I – 4 sentences

I was at the lake.

I had seafood for dinner.

I went swimming at the lake.

I went swimming last summer.

② She – 4 sentences

She was at the lake.

She had seafood for dinner.

She went swimming at the lake.

She went swimming last summer.

③ We – 3 sentences

We had seafood for dinner.

We went swimming at the lake.

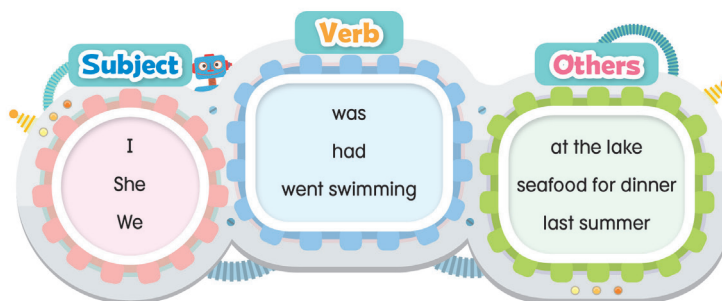
We went swimming last summer.

B Write the correct past form of the verb.

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

STEP 3 Grammar Practice

A Circle the number and say the sentences.



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

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

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

B Write the correct past form of the verb.

1 go We **went** sightseeing around the city.

2 are There **were** a lot of people at the park.

3 am I **was** very excited at the museum.

4 walk We **walked** to the beach together.

5 eat They **ate** ice cream after dinner.

6 stay She **stayed** at a hotel for two days.

7 is The barbecue **was** delicious.

8 take We **took** a train to the national park.

34

Extension Activity Tennis

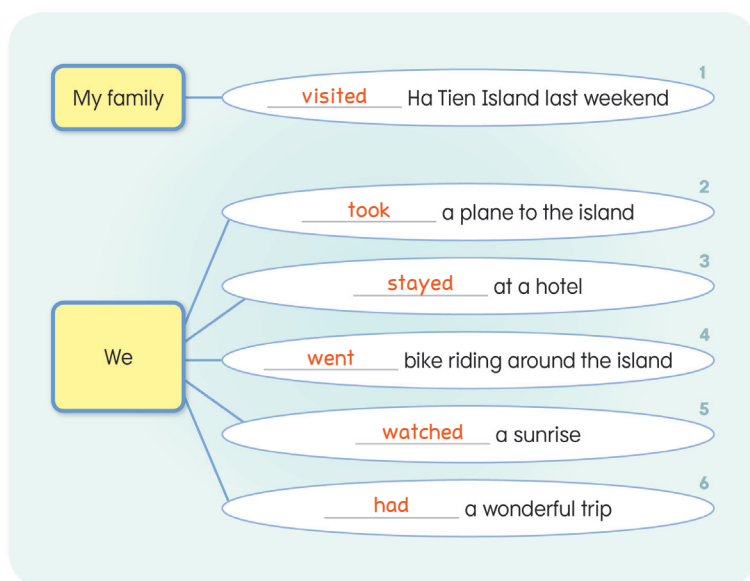
Materials: a ball

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

STEP 4 Writing Practice

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

had stayed took visited watched went



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

35

Wrap-up

Materials: N/A

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

Homework

>> Workbook 3: pages 20-23

Answer Key on page 116

>> Grammar Worksheet 5

Photocopiable from page 131

Answer Key on page 143

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 36-37

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

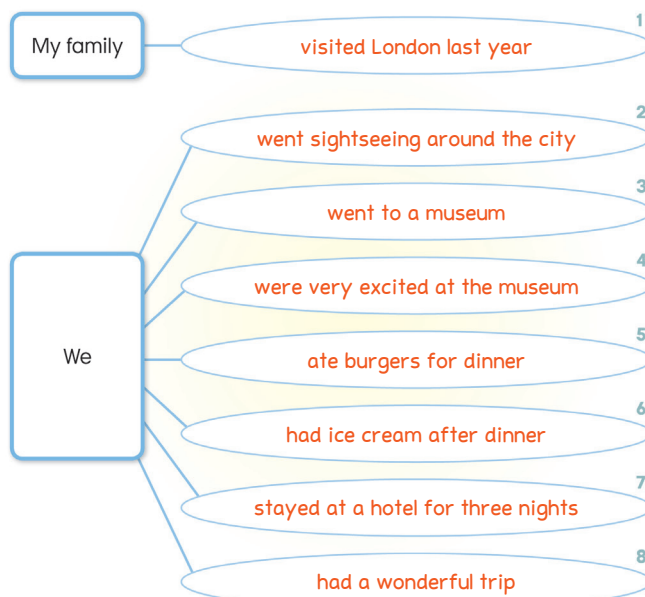
Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



**Answers may vary.*

Word Bank

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

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

36

STEP 5 Your Idea Web

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

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

T: Which ideas did you write down?

Ss: We went fishing at the lake.

STEP 6 Your Writing

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

Draw a picture of your story.

City Tour

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

**Answers may vary.*

Writing Checklist

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



37

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 5 Test

Photocopiable from page 172
Answer Key on page 189

Homework

>> Writing Correction Worksheet 5

Photocopiable from page 150
Answer Key on page 162

STEP 6 Your Writing

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

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

Objectives

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

Grammar

- Common verbs (past tense)
- Adverbs

Materials

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

Lesson 1

Student Book pp. 38-41

Lead-in**Picture Talk**

Materials: N/A

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

Unit 6

Enjoying Arts

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

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

The Rap Concert

My family went to a concert last Friday.

It was a rap concert for kids.

It was at Arts Center.

The kids made their own rap music.

They rapped very well.

Ella, Finn, and I were excited.

We like rap music very much.

Mom and Dad enjoyed the concert too.

We all had a great time.

B Read and match.

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

38

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

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

B Read and match.

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

STEP 2 Word Practice

A Look and write the word.

exhibition

musical

play

concert



1 We saw a school play.

2 We went to an art exhibition.



3 We went to a piano concert.

4 We saw a musical.

B Choose and write the word(s).

singers

students

paintings

pianist

very much

very well

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

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

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

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

5 Everyone liked the concert very much.

6 The dancers were great. They danced very well.

39

B Choose and write the word(s).

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

Extension Activity

Write the Same Word

Materials: a board, a marker, paper, pencils

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

STEP 2 Word Practice

A Look and write the word.

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

Teaching Tip

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

STEP 3 Grammar Practice

A Write the words in the correct order.

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

B Circle the correct word(s).

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

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

Ss: It is used with singular nouns.

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

Ss: It goes with beautifully.

- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Write the words in the correct order.

She sang very well . He played the piano wonderfully .	We liked the concert very much . They sang beautifully .
-------------------------------------------------------------------------	---------------------------------------------------------------------------

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

B Circle the correct word(s).

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

40

Extension Activity Hot Potato

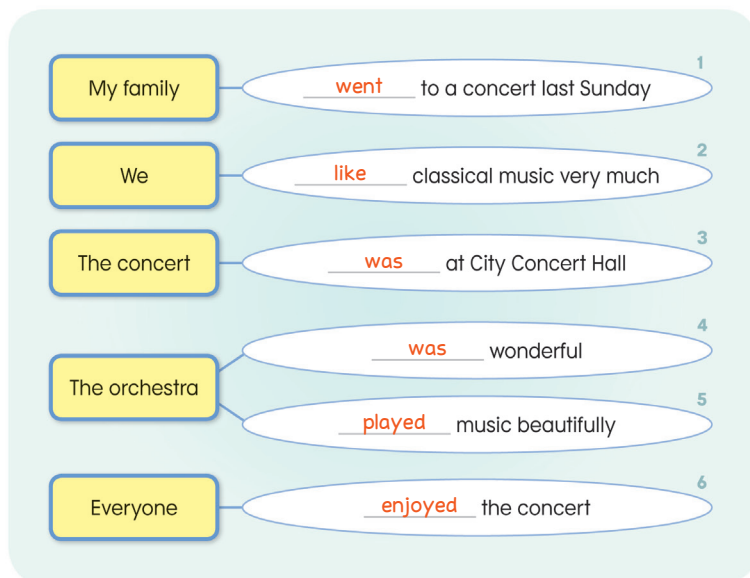
Materials: a ball

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

STEP 4 Writing Practice

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

enjoyed like played was (2x) went



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

41

Wrap-up

Materials: N/A

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

Homework

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

Answer Key on page 117

>> **Grammar Worksheet 6**

Photocopiable from page 132

Answer Key on page 143

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 42-43

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



**Answers may vary.*

Word Bank

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

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

42

STEP 5 Your Idea Web

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

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

T: *Which ideas did you write down?*

Ss: *The pianist played beautifully.*

STEP 6 Your Writing

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

Draw a picture of your story.

My School Play

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

**Answers may vary.*

Writing Checklist

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



43

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 6 Test

Photocopiable from page 173
Answer Key on page 189

Homework

>> Writing Correction Worksheet 6

Photocopiable from page 151
Answer Key on page 162

STEP 6 Your Writing

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

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

Writing Project 2

Style

- Journal Writing

Objective

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

Materials

- Pencils
- Colored pencils

Lesson 3

Student Book pp. 44-45

Lead-in

Two Truths, One Lie

Materials: paper, pencils

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

Writing Project 2

Journal Writing

My Diary

A Directions

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

Let's Do It



B Project Model

Date: June 2, 2019



Dear Diary,

Today was a very special day.

We had a family get-together at my house.

My uncles and aunts came for dinner.

I played with my cousins all afternoon.

We had a lot of fun together.

I want to see them again soon.

Bye, Diary! Danny

44

STEP 1 Preparation

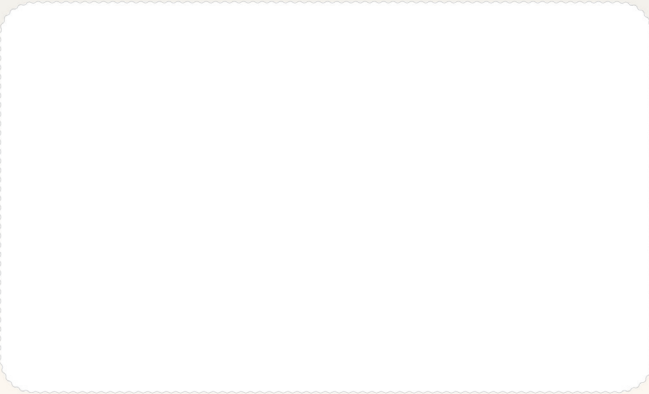
B Project Model

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

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

Your Project

Date: May 12, 2019



Dear Diary,

Today was Mother's Day.

My brother and I cooked breakfast for Mom.

We cooked a lot of food.

We made a "Thank you" card for Mom.

My dad bought my mom flowers.

My mom was very happy.

Bye, Diary!

Jane

**Answers may vary.*

45

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

Two Lies, One Truth

Materials: paper, pencils

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

For example:

1) *I rode a horse.*

2) *I ate a spider.*

3) *I went to Paris.*

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

Homework

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

STEP 2 Writing

Your Project

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

Objectives

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

Grammar

- Did / Didn't

Materials

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

Lesson 1

Student Book pp. 46-49

Lead-in**Picture Talk**

Materials: N/A

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

Unit 7

Being Sick**STEP 1 Warm-up****A Circle the words to complete the story.****Catching a Cold**

Ella didn't feel well yesterday.

She catch / caught a cold.

She have / had a high fever.

My mom is our doctor.

She checked Ella.

She gave Ella some cold medicine.

Ella take / took the medicine.

She stayed in / on bed.

She slept all day.

B Check True or False.

1 Ella was sick yesterday.

True ☒False ☐

2 Ella's dad gave her medicine.

True ☐False ☒

3 Ella slept all day.

True ☒False ☐

46

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

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

B Check True or False.

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

STEP 2 Word Practice

A Look and write the word(s).

sore throat headache stomachache toothache fever runny nose

1



He has a toothache.

2



She has a headache.

3



He has a stomachache.

4



She has a fever.

5



He has a runny nose.

6



She has a sore throat.

B Choose and write the word.

dentist stomach flu medicine

1 I had a stomachache. Mom rubbed my stomach.

2 My brother had a toothache. He went to the dentist with Mom.

3 My sister caught the flu. She stayed in bed all day.

4 I had a sore throat. Dad gave me some medicine.

47

B Choose and write the word.

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

Extension Activity

High Noon

Materials: paper, pencils

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

STEP 2 Word Practice

A Look and write the word(s).

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

Teaching Tip

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

STEP 3 Grammar Practice

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

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

B Rewrite the sentence in the past tense.

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

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

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

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

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

- Go over the answers together after students have finished.

STEP 3 Grammar Practice

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

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

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

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

B Rewrite the sentence in the past tense.

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

48

Extension Activity Grammar Roll

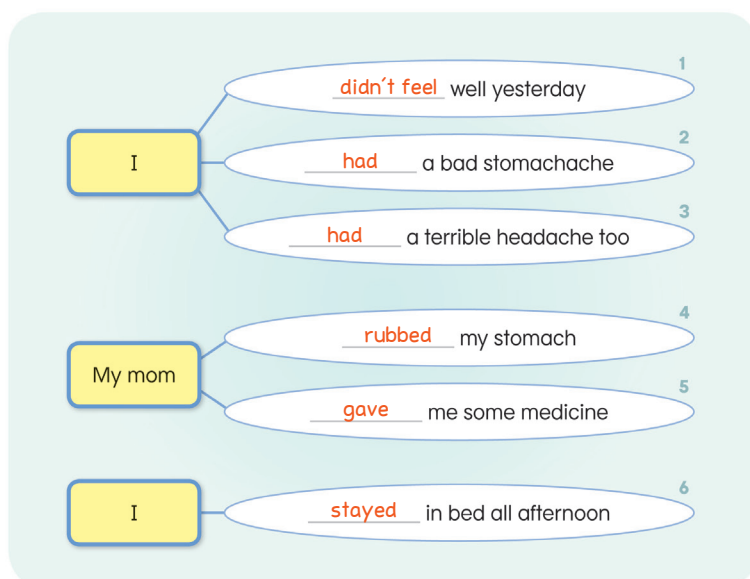
Materials: two dice

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

STEP 4 Writing Practice

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

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



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

49

Wrap-up

Materials: N/A

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

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

S2: *She caught a cold.*

S3: *She had a high fever.*

S4: *Ella took the medicine.*

Homework

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

Answer Key on page 118

>> **Grammar Worksheet 7**

Photocopiable from page 133

Answer Key on page 143

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 50-51

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

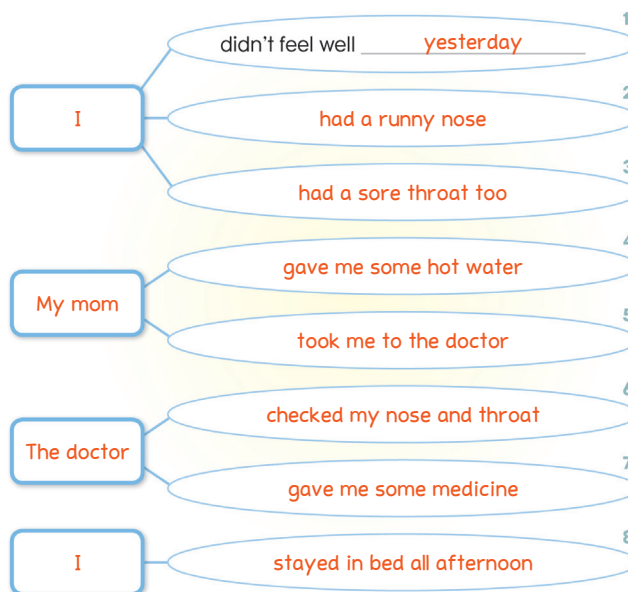
Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



*Answers may vary.

Word Bank

To Teachers:

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



fever



headache



runny nose



sore throat



stomachache



toothache



dentist



doctor



nurse



flu



medicine



in bed

50

STEP 5 Your Idea Web

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

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

T: Which ideas did you write down?

Ss: My brother had a runny nose.

STEP 6 Your Writing

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

Draw a picture of your story.

A Bad Cold

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

*Answers may vary.

Writing Checklist

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



51

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 7 Test

Photocopiable from page 174
Answer Key on page 189

Homework

>> Writing Correction Worksheet 7

Photocopiable from page 152
Answer Key on page 162

STEP 6 Your Writing

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

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

Objectives

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

Grammar

- Prepositions: *in*, *on*

Materials

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

Lesson 1

Student Book pp. 52-55

Lead-in**Picture Talk**

Materials: N/A

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

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

wear collect say on

Halloween

Halloween is my favorite holiday.

It is October 31st.

It is a fun holiday for children.

My friends and I Halloween costumes.

We go around the neighborhood.

We knock on doors and "Trick or treat!"We candy and chocolates.

Other children come to our house too.

My dad gives them candy and chocolates.

B Write Yes or No.

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

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

Choose and write the word(s).



for free activities June 1st presents

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



December 25th exchange write put up

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



light welcome watch August 13th

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

53

Extension Activity

Slam It

Materials: paper, pencils

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

Activity Adaptation

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

STEP 2 Word Practice

Choose and write the word(s).

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

Teaching Tip

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

STEP 3 Grammar Practice

A Write in or on.

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

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

Ss: *No, it is in April.*

T: *Is April Fool's Day on January 1st?*

Ss: *No, it is on April 1st.*

- Go over the answers together after students have finished.

B Circle the correct word(s).

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

STEP 3 Grammar Practice

A Write in or on.

in December in 2021	on December 25 th on Christmas
------------------------	----------------------------------------------

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

B Circle the correct word(s).

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

54

Extension Activity Tennis

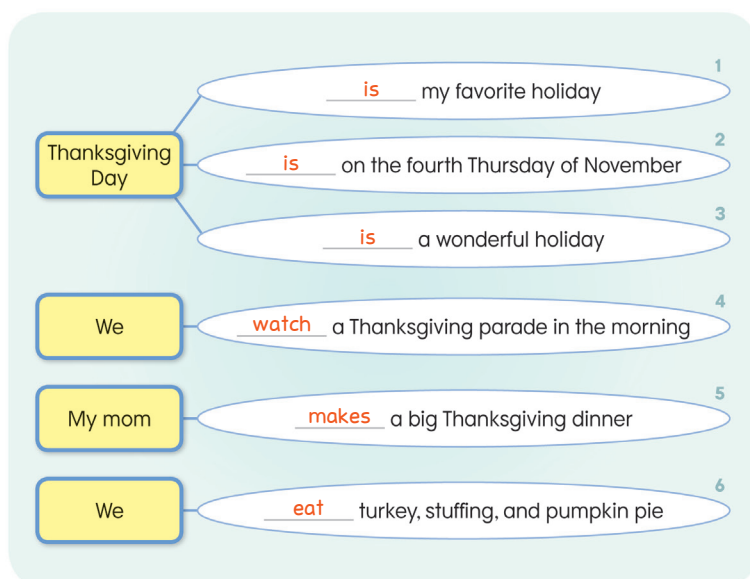
Materials: a ball

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

STEP 4 Writing Practice

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

eat makes watch is (3x)



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

55

Wrap-up

Materials: N/A

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

S1: *Halloween is my favorite holiday.*

S2: *It is on October 31st.*

S3: *We go around the neighborhood.*

S4: *We collect candy and chocolates.*

Homework

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

Answer Key on page 119

>> **Grammar Worksheet 8**

Photocopiable from page 134

Answer Key on page 143

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 56-57

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

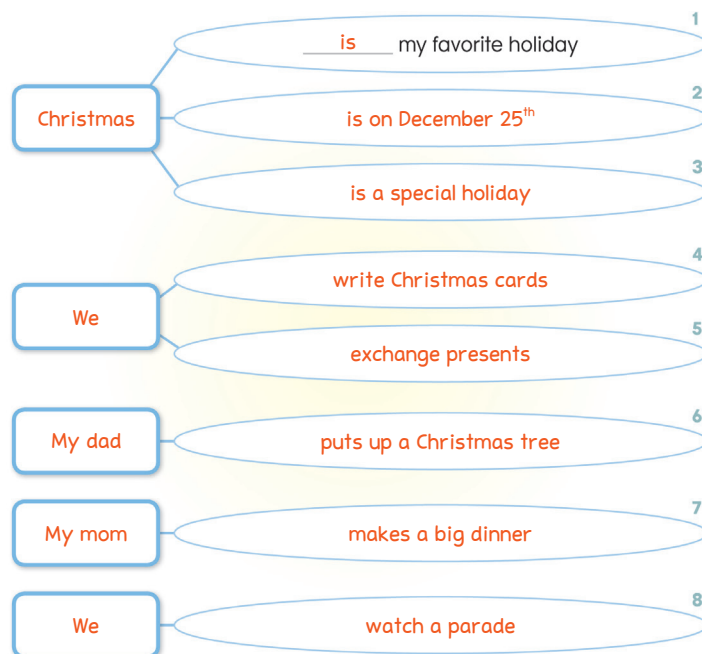
Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

► Make your idea web about your favorite holiday.



*Answers may vary.

Word Bank

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

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

56

STEP 5 Your Idea Web

► Make your idea web about your favorite holiday.

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

T: Which ideas did you write down?

Ss: We light *mukaebi* fire.

STEP 6 Your Writing

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

Draw a picture of your story.

A Special Holiday

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

**Answers may vary.*

Writing Checklist

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



57

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 8 Test

Photocopiable from page 175
Answer Key on page 189

Homework

>> Writing Correction Worksheet 8

Photocopiable from page 153
Answer Key on page 162

STEP 6 Your Writing

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

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

Objectives

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

Grammar

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

Materials

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

Lesson 1

Student Book pp. 58-61

Lead-in**Picture Talk**

Materials: N/A

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

Unit 9

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

some slice to make on

Making SandwichesI want **to make** lunch for my family today.

I like making turkey sandwiches.

I need some bread.

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

I also need some lettuce and tomatoes.

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

Next, I put turkey and cheese on the lettuce.

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

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

B Check True or False.

- | | | |
|-----------------------------------------------------|------------------------------------------|-------------------------------------------|
| 1 Cody wants to make hamburgers. | True <input type="checkbox"/> | False <input checked="" type="checkbox"/> |
| 2 Cody's mom will make lunch today. | True <input type="checkbox"/> | False <input checked="" type="checkbox"/> |
| 3 Cody needs two slices of bread for each sandwich. | True <input checked="" type="checkbox"/> | False <input type="checkbox"/> |

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.



cut spread put bread

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



top put peel dish

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



bake sprinkle spread cheese

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

59

Teaching Tip

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

Extension Activity

Write the Same Word

Materials: a board, a marker, paper, pencils

- 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 *cheese*, students might want to write *pizza* 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.

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

Note:

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

STEP 3 Grammar Practice

A Circle the number and say the sentences.

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

① I – 4 sentences

I want the sandwiches.
I want to make sandwiches.
I want tomatoes in the sandwich.
I will make the sandwiches.

② We – 4 sentences

We want the sandwiches.
We want to make sandwiches.
We want tomatoes in the sandwich.
We will make the sandwiches.

③ My dad – 2 sentences

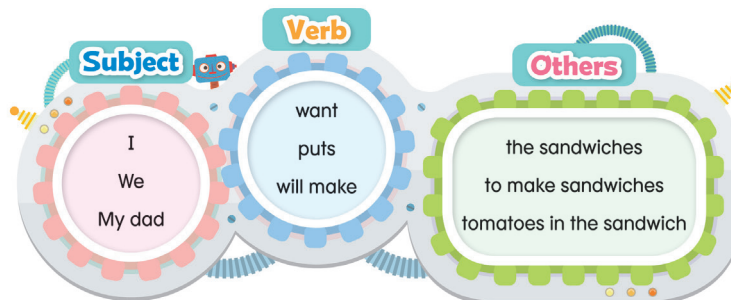
My dad puts tomatoes in the sandwich.
My dad will make the sandwiches.

B Write a or some.

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

STEP 3 Grammar Practice

A Circle the number and say the sentences.



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

B Write a or some.



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

60

Extension Activity Hot Potato

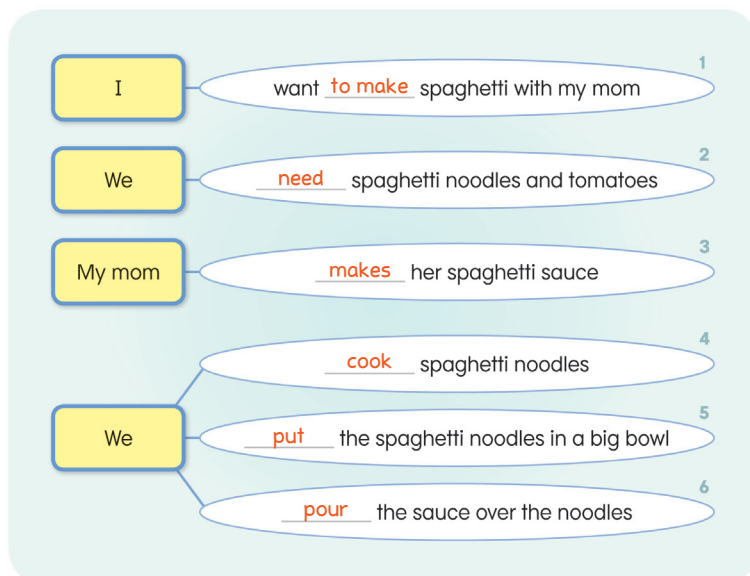
Materials: a ball

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

STEP 4 Writing Practice

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

cook makes to make need pour put



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

61

Wrap-up

Materials: N/A

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

Homework

>> Workbook 3: pages 36-39

Answer Key on page 120

>> Grammar Worksheet 9

Photocopiable from page 135

Answer Key on page 144

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 62-63

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

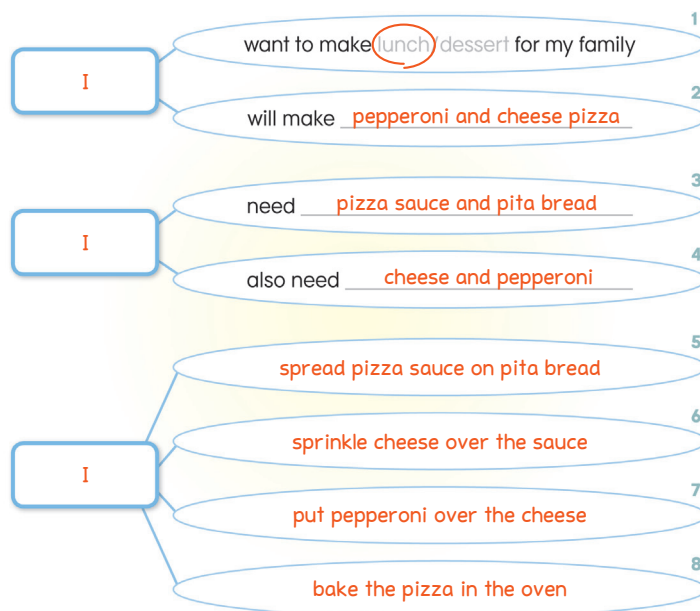
Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



**Answers may vary.*

Word Bank

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

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

62

STEP 5 Your Idea Web

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

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

T: Which ideas did you write down?

Ss: I put the ice cream on the banana.

STEP 6 Your Writing

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

Draw a picture of your story.

Pizza Time

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

Writing Checklist

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



63

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 9 Test

Photocopiable from page 176
Answer Key on page 189

Homework

>> Writing Correction Worksheet 9

Photocopiable from page 154
Answer Key on page 163

STEP 6 Your Writing

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

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

Writing Project 3

Style

- Sequence Writing

Objective

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

Materials

- Pencils
- Colored pencils

Lesson 3

Student Book pp. 64-65

Lead-in

Shopping List

Materials: paper, pencils

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

Writing Project 3

Sequence Writing

My Snack Recipe

A Directions

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

Let's Do It



B Project Model

Easy Banana Milkshake

By Carlos Lano

1



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

2



Blend everything
together.

3



Pour the milkshake
into a glass.

4



Enjoy your milkshake.

64

STEP 1 Preparation

B Project Model

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

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

Your Project

Strawberry Kiwi Fruit Pops

By Aaron Little

1

Put into the blender:

1 cup of milk, 3 kiwis, 10 strawberries

Blend everything together.

2

Pour the mix into molds.

3

Put the molds into the freezer.

Wait 4 to 6 hours.

4

Enjoy your fruit pops.

**Answers may vary.*

65

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

Make-your-own Dish

Materials: a board, a marker, paper, pencils

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

Homework

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

STEP 2 Writing

Your Project

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

Objectives

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

Grammar

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

Materials

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

Lesson 1

Student Book pp. 66-69

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 66.
2. Have students look at the picture and ask them questions about it.

T: *Where did Cody's class go on a field trip?*

Ss: *His class went to the space science museum.*

T: *What did they try on?*

Ss: *They tried on spacesuits.*

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

Unit 10

My Best Day

STEP 1 Warm-up

A Circle the words to complete the story.

My Best Day

Yesterday is / was my best day.

My class went on a field trip.

We went to / at the space science museum.

There was / were interesting things at the museum.

We saw real space shuttles.

We tried on spacesuits.

We talked to / at a real astronaut.

We learned many things about space travel.

The museum was a very exciting place.

B Check True or False.

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

True ☒False ☐True ☒False ☐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).



against scored won soccer game

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



watched party invited presents

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



class spelled spelling bee prize

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

67

Extension Activity

High Noon

Materials: paper, pencils

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

STEP 2 Word Practice

► Choose and write the word(s).

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

Teaching Tip

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

STEP 3 Grammar Practice

A Circle the number and say the sentences.

- Have students turn to page 68.
- Go over the words given under **Subject**, **Verb**, and **Others** with students.
- Ask students to circle the number of sentences that they can make with the first subject, *We*.
- If necessary, ask students questions to guide them along.
T: Which verbs can go with *We*?
Ss: *Won* and *went* can go with *We*.
- Then have students say the sentences out loud.
- Repeat the same steps for the subjects *My friends* and *The magic show*.
- Here are the sentences that can be made with each subject:

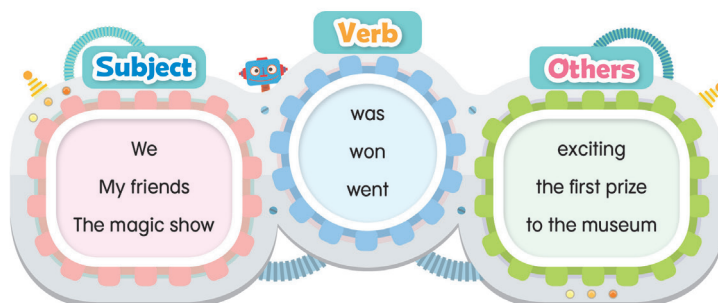
- ① We – 2 sentences
We won the first prize.
We went to the museum.
- ② My friends – 2 sentences
My friends won the first prize.
My friends went to the museum.
- ③ The magic show – 1 sentence
The magic show was exciting.

B Circle the correct word.

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

STEP 3 Grammar Practice

A Circle the number and say the sentences.



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

B Circle the correct word.

I played with my friends. We played against another team.	I talked to Mary. We talked about the party.
----------------------------------------------------------------------------	---------------------------------------------------------------

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

68

Extension Activity Grammar Roll

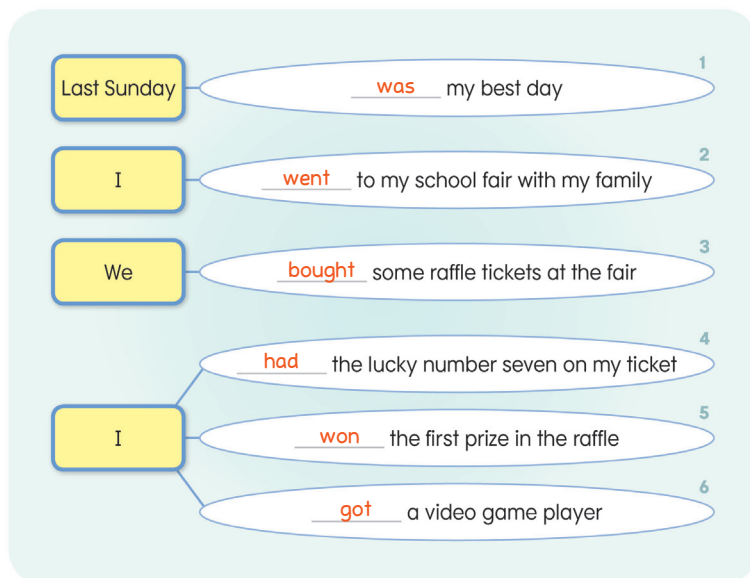
Materials: two dice

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

STEP 4 Writing Practice

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

bought got had was went won



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

69

Wrap-up

Materials: N/A

1. Ask students to open their books to page 66.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.

S1: Yesterday was Cody's best day.

S2: His class went on a field trip.

S3: They saw real space shuttles.

S4: They talked to a real astronaut.

Homework

>> Workbook 3: pages 40-43

Answer Key on page 121

>> Grammar Worksheet 10

Photocopiable from page 136

Answer Key on page 144

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 70-71

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



**Answers may vary.*

Word Bank

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

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

70

STEP 5 Your Idea Web

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

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

T: Which ideas did you write down?

Ss: We bought some raffle tickets.

STEP 6 Your Writing

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

Draw a picture of your story.

The Soccer Game

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

Writing Checklist

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



71

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 10 Test

Photocopiable from page 179
Answer Key on page 190

Homework

>> Writing Correction Worksheet 10

Photocopiable from page 155
Answer Key on page 163

STEP 6 Your Writing

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

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

Objectives

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

Grammar

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

Materials

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

Lesson 1

Student Book pp. 72-75

Lead-in**Picture Talk**

Materials: N/A

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

T: *Did Cody catch his school bus?*Ss: *No, he missed his school bus.*T: *What kind of test was at school?*Ss: *There was a math test at school.*

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

My Worst Day**STEP 1 Warm-up****A Write *couldn't* or *had to* to complete the story.****My Worst Day**

Today was my worst day.

I woke up late this morning.

I missed my school bus.

I **had to** walk to school.

There was a math test at school.

I didn't do well on the test.

Then I lost my favorite pen.

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

I was unhappy all day.

B Write Yes or No.

1 Did Cody get up late today?

Yes

2 Did Cody take the school bus to school?

No

3 Did Cody find his favorite pen?

No

72

STEP 1 Warm-up**A Write *couldn't* or *had to* to complete the story.**

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

B Write Yes or No.

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

STEP 2 Word Practice

► Choose and write the word(s).



gave had had to stay took

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



couldn't find got out looked lost

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



fell off embarrassing rode were

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

73

Extension Activity

Slam It

Materials: paper, pencils

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

Activity Adaptation

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

STEP 2 Word Practice

► Choose and write the word(s).

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

Teaching Tip

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

STEP 3 Grammar Practice

A Read and match. Discuss your choices.

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

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

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

B Circle the correct word(s).

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

STEP 3 Grammar Practice

A Read and match. Discuss your choices.

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

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

B Circle the correct word(s).

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

74

Extension Activity Tennis

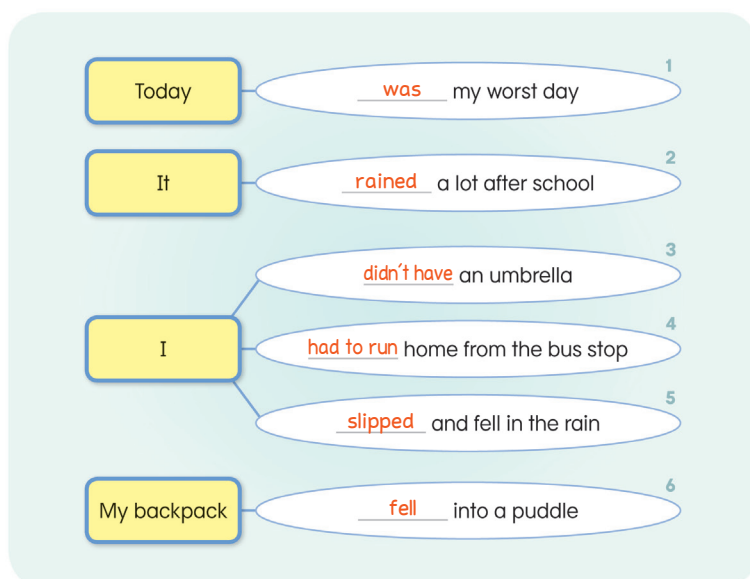
Materials: a ball

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

STEP 4 Writing Practice

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

didn't have fell had to run rained slipped was



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

75

Wrap-up

Materials: N/A

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

Homework

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

Answer Key on page 122

>> **Grammar Worksheet 11**

Photocopiable from page 137

Answer Key on page 144

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 76-77

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

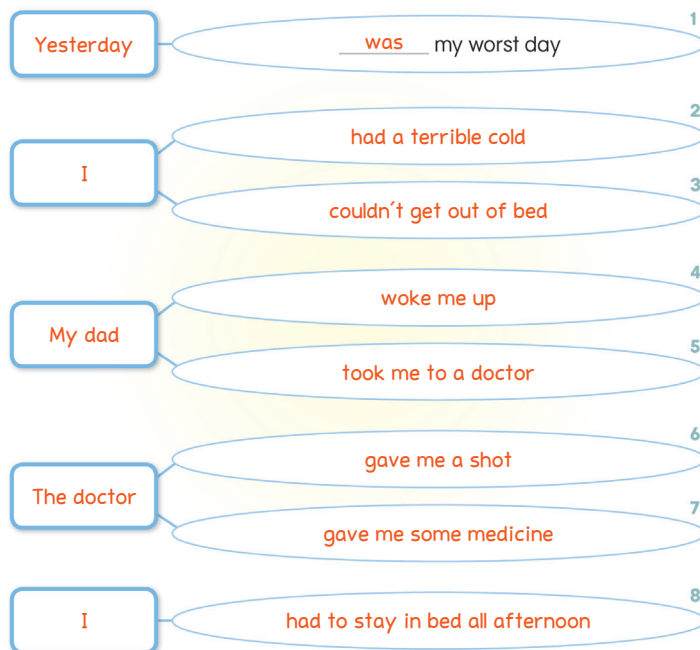
Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



*Answers may vary.

Word Bank

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

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

76

STEP 5 Your Idea Web

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

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

T: Which ideas did you write down?

Ss: It rained a lot.

STEP 6 Your Writing

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

Draw a picture of your story.

A Terrible Cold

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

**Answers may vary.*

Writing Checklist

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



77

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 11 Test

Photocopiable from page 180
Answer Key on page 190

Homework

>> Writing Correction Worksheet 11

Photocopiable from page 156
Answer Key on page 163

STEP 6 Your Writing

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

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

Objectives

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

Grammar

- by (transportation)
- on foot

Materials

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

Lesson 1

Student Book pp. 78-81

Lead-in**Picture Talk**

Materials: N/A

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

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

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

Vacation in Egypt

My family had a vacation in Egypt last summer.

We went there by plane.

We saw many things in Egypt.

We saw the amazing pyramids.

They were really huge.

We also saw the Great Sphinx of Giza.

It was half-human and half-lion.

We had a lot of fun in Egypt.

It was the best vacation ever.

B Read and match.

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

78

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

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

B Read and match.

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

STEP 2 Word Practice

► Choose and write the word(s).



Machu Picchu

visited vacation spent by

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



Grand Canyon

tour dry Arizona cacti

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



picnic movies board games at

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

79

Extension Activity

Write the Same Word

Materials: a board, a marker, paper, pencils

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

STEP 2 Word Practice

► Choose and write the word(s).

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

Teaching Tip

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

STEP 3 Grammar Practice

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

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

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

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

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

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

B Circle the correct word.

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

STEP 3 Grammar Practice

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

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

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

**Answers may vary.*

B Circle the correct word.

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

80

Extension Activity Hot Potato

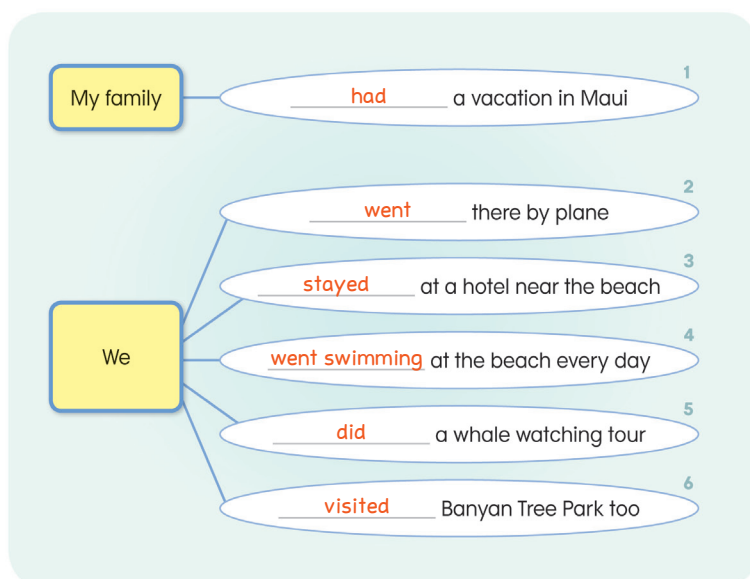
Materials: a ball

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

STEP 4 Writing Practice

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

did had stayed visited went went swimming



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

81

Wrap-up

Materials: N/A

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

Homework

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

Answer Key on page 123

>> **Grammar Worksheet 12**

Photocopiable from page 138

Answer Key on page 144

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 82-83

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

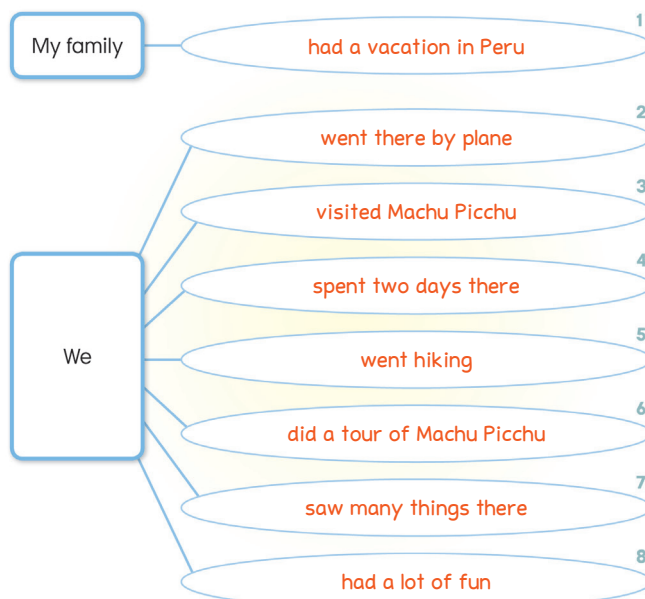
Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

► Make your idea web about your best vacation.



**Answers may vary.*

Word Bank

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

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

82

STEP 5 Your Idea Web

► Make your idea web about your best vacation.

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

T: Which ideas did you write down?

Ss: We spent a week there.

STEP 6 Your Writing

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

Draw a picture of your story.

Vacation in Peru

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

Writing Checklist

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



83

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 12 Test

Photocopiable from page 181
Answer Key on page 190

Homework

>> Writing Correction Worksheet 12

Photocopiable from page 157
Answer Key on page 163

STEP 6 Your Writing

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

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

Writing Project 4

Style

- Note Writing

Objective

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

Materials

- Pencils

Lesson 3

Student Book pp. 84-85

Lead-in

Post-it Everywhere

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

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

Writing Project 4

Note Writing

Thank You Notes

A Directions

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

Let's Do It



B Project Model

Thank You Notes

By Amy Kim

To: Mom

Thank you for making dinner every day.

To: Dad

Thank you for driving me to the library.

To: Grandma

Thank you for baking my favorite cookies.

To: Jenny

Thank you for coming to my birthday party.

To: My Teacher

Thank you for teaching me English.

84

STEP 1 Preparation

B Project Model

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

Thank You Notes

By Annie Chen

To: Mom

Thank you for making ham sandwiches.

To: Dad

Thank you for baking cookies every Sunday.

To: My teacher

Thank you for teaching me French.

To: Mike

Thank you for inviting me to your party.

To: Jenny

Thank you for giving me birthday presents.

**Answers may vary.*

85

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

Post-it Forward

Materials: post-it notes, pencils

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

Homework

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

STEP 2 Writing

Your Project

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

Objectives

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

Grammar

- Link and review
- Comparatives
- Superlatives

Materials

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

Lesson 1

Student Book pp. 86-89

Lead-in

Picture Talk

Materials: N/A

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

Unit 13

A City

STEP 1 Warm-up

A Write the words to complete the story.

theaters coast languages visiting

Lively New York

New York is the largest city in the US.

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

About 8.6 million people live in the city.

People in New York are from all over the world.

They speak many different **languages**.

New York is famous for tall skyscrapers.

There are many **theaters** and museums too.People like **visiting** New York City.

There are a lot of fun things to do.

B Check True or False.

1 New York is the largest city in the world.

True ☐False ☒

2 People only speak English in New York.

True ☐False ☒

3 There are many tall buildings in New York.

True ☒False ☐

86

STEP 1 Warm-up

A Write the words to complete the story.

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

B Check True or False.

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

STEP 2 Word Practice

► Choose and write the word(s).



Auckland

yachts Island million harbors

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



Amsterdam

canals capital bikes 750,000

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



Barcelona

church second largest hosted popular

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

87

Extension Activity

High Noon

Materials: paper, pencils

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

STEP 2 Word Practice

► Choose and write the word(s).

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

Teaching Tip

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

STEP 3 Grammar Practice

A Circle the number and say the sentences.

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

① It – 2 sentences

It is in the city.

It is on the coast.

② Many people – 4 sentences

Many people are in the city.

Many people are on the coast.

Many people live in the city.

Many people live on the coast.

③ There – 1 sentence

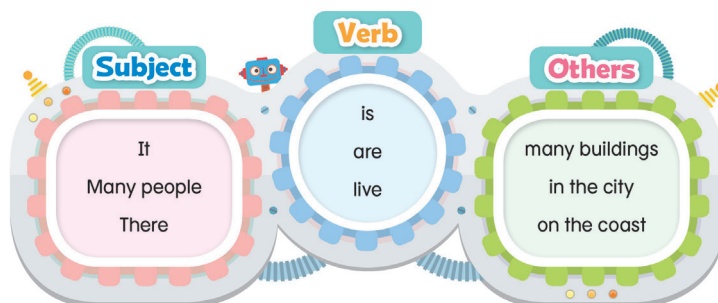
There are many buildings.

B Circle the correct word.

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

STEP 3 Grammar Practice

A Circle the number and say the sentences.



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

B Circle the correct word.

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

88

Extension Activity Grammar Roll

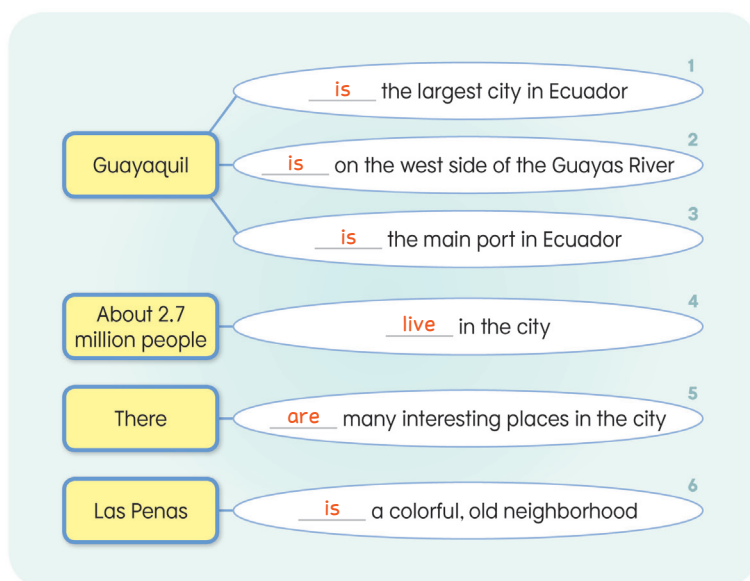
Materials: two dice

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

STEP 4 Writing Practice

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

are is (4x) live



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

89

Wrap-up

Materials: N/A

1. Ask students to open their books to page 86.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.
S1: *New York is the largest city in the US.*
S2: *The city is famous for tall skyscrapers.*
S3: *People like visiting New York.*
S4: *There are a lot of fun things to do.*

Homework

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

Answer Key on page 124

>> **Grammar Worksheet 13**

Photocopiable from page 139

Answer Key on page 145

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 90-91

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

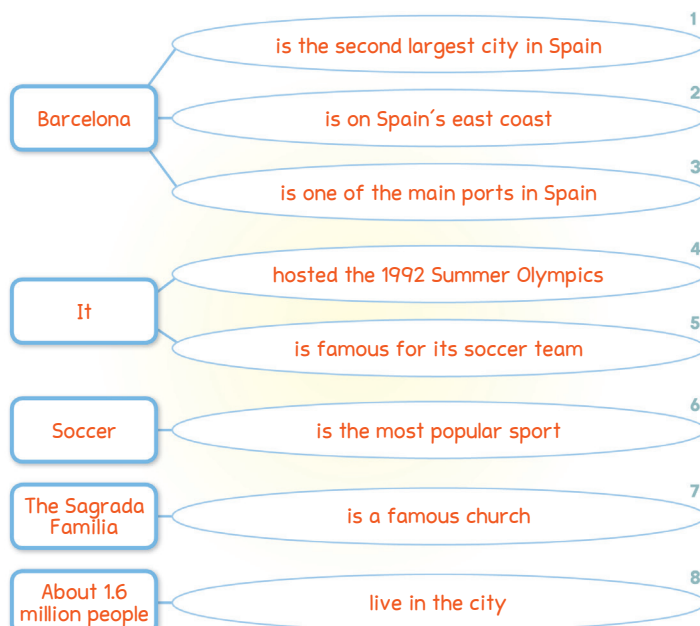
Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



**Answers may vary.*

Word Bank

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

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

90

STEP 5 Your Idea Web

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

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

T: Which ideas did you write down?

Ss: It is the largest city in Ecuador.

STEP 6 Your Writing

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

Draw a picture of your story.

Barcelona, Spain

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

**Answers may vary.*

Writing Checklist

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



91

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 13 Test

Photocopiable from page 182
Answer Key on page 191

Homework

>> Writing Correction Worksheet 13

Photocopiable from page 158
Answer Key on page 164

STEP 6 Your Writing

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

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

Objectives

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

Grammar

- Superlatives

Materials

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

Lesson 1

Student Book pp. 92-95

Lead-in

Picture Talk

Materials: N/A

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

Unit 14

A Country

STEP 1 Warm-up

A Write the words to complete the story.

capital inventions history countries

Big China

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

China is located in East Asia.

About 1.4 billion people live in China.

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

It is the second largest city.

The largest city in China is Shanghai.

China has a long **history**.Four great **inventions** are from China.

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

B Write Yes or No.

1 Is China the largest country?

No

2 Does China have a long history?

Yes

3 Was paper invented in China?

Yes

92

STEP 1 Warm-up

A Write the words to complete the story.

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

B Write Yes or No.

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

STEP 2 Word Practice

► Read the chart and complete the sentences.

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

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



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



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



93

Extension Activity

Slam It

Materials: paper, pencils

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

Activity Adaptation

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

STEP 2 Word Practice

► Read the chart and complete the sentences.

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

Teaching Tip

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

STEP 3 Grammar Practice

A Complete the sentence using the given word.

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

B Write the correct word.

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

T: How many digits are in one thousand?

Ss: There are four digits in one thousand.

T: How many zeroes does a billion end with?

Ss: A billion ends with nine zeroes.

- Go over the answers together after students have finished.

STEP 3 Grammar Practice

A Complete the sentence using the given word.

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

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

B Write the correct word.

thousand = 1,000

million = 1,000,000

billion = 1,000,000,000

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

94

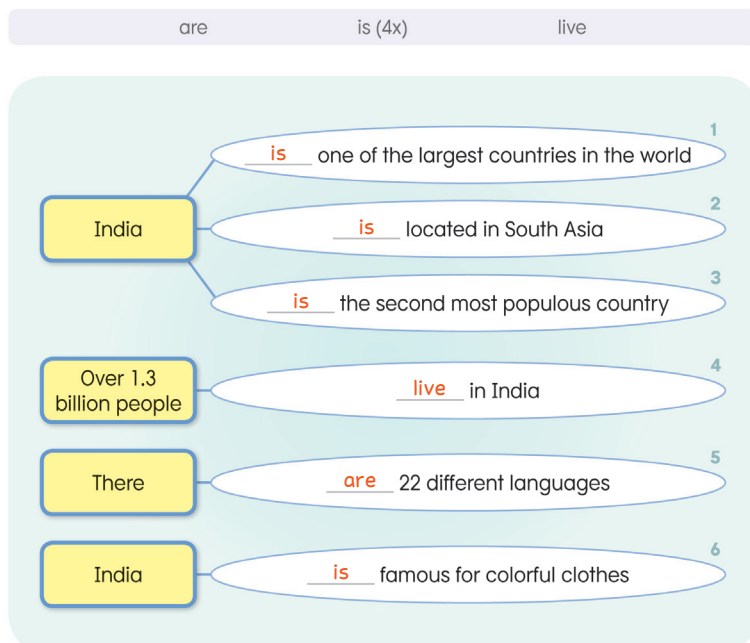
Extension Activity Tennis

Materials: a ball

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

STEP 4 Writing Practice

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



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

95

Wrap-up

Materials: N/A

1. Ask students to open their books to page 92.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.
S1: *China is located in East Asia.*
S2: *About 1.4 billion people live in China.*
S3: *China has a long history.*
S4: *The largest city in China is Shanghai.*

Homework

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

Answer Key on page 125

>> **Grammar Worksheet 14**

Photocopiable from page 140

Answer Key on page 145

STEP 4 Writing Practice

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

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

Lesson 2

Student Book pp. 96-97

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

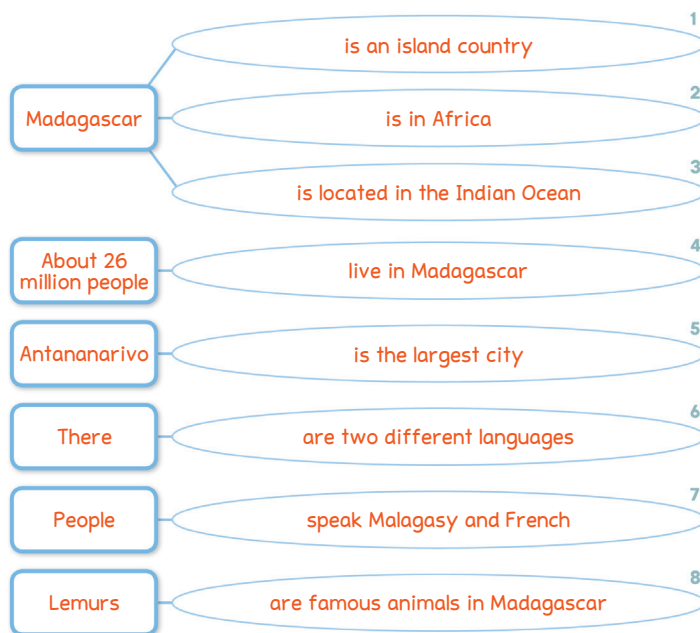
Brainwriting

Materials: a board, a marker, paper, pencils

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

STEP 5 Your Idea Web

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



**Answers may vary.*

Word Bank

To Teachers:

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

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

96

STEP 5 Your Idea Web

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

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

T: Which ideas did you write down?

Ss: India is located in South Asia.

STEP 6 Your Writing

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

Draw a picture of your story.

An Island Country

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

Writing Checklist

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



97

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 14 Test

Photocopiable from page 183
Answer Key on page 191

Homework

>> Writing Correction Worksheet 14

Photocopiable from page 159
Answer Key on page 164

STEP 6 Your Writing

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

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

Objectives

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

Grammar

- Link and review
- Superlatives
- Comparatives

Materials

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

Lesson 1

Student Book pp. 98-101

Lead-in

Picture Talk

Materials: N/A

1. Ask students to open their books to page 98.
2. Have students look at the picture and ask them questions about it.

T: *What is the mountain on Mars called?*
 Ss: *It is called Olympus Mons.*
 T: *How many moons does Mars have?*
 Ss: *It has two moons.*
3. Encourage students to point at the picture when answering the questions.

A Planet

STEP 1 Warm-up

A Write the sentences to complete the story.

Mars has two moons. It looks red from space.

The Red Planet

Mars is the fourth planet from the Sun.

It is smaller than Earth.

It looks red from space.

Mars' surface is very dry and rocky.

Mars has the largest mountain in the solar system.

It is called Olympus Mons.

It is 24 km high.

Mars has two moons.

They are Deimos and Phobos.

Phobos

Olympus Mons

Deimos

B Read and match.

- | | |
|------------------------|---------------------------|
| 1 Mars is ... | a ... two moons. |
| 2 Mars' surface is ... | b ... smaller than Earth. |
| 3 Mars has ... | c ... dry and rocky. |

98

STEP 1 Warm-up

A Write the sentences to complete the story.

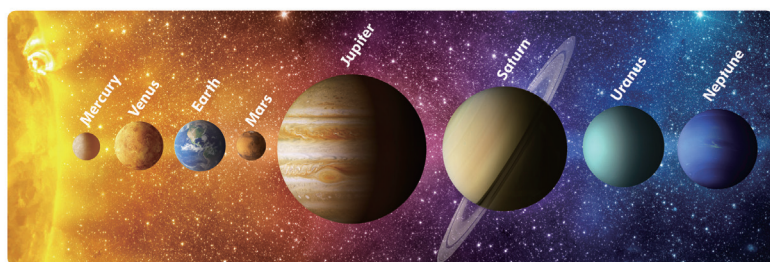
- Have students read and complete the story by writing the correct sentences in the blanks.
- Read the completed story together after students have finished.

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).



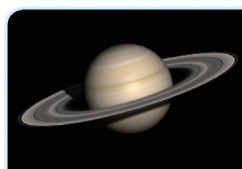
oceans
moon

- 1 Earth is the third planet from the Sun.
- 2 There is life on Earth.
- 3 There are many oceans on Earth.
- 4 It has one moon.



small moons
Jupiter

- 5 Jupiter is the fifth planet from the Sun.
- 6 It is the largest planet in the solar system.
- 7 It has many bands on its surface.
- 8 It has four large moons and many small moons.



second largest
sixth

- 9 Saturn is the second largest planet from the Sun.
- 10 It is the sixth planet in the solar system.
- 11 It has beautiful rings.
- 12 It has many moons.

99

Extension Activity

Write the Same Word

Materials: a board, a marker, paper, pencils

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

STEP 2 Word Practice

► Choose and write the word(s).

- Have students turn to page 99.
- Go over the picture of the planets of the solar system with students.
- Have students complete the sentences by filling in the blanks with the correct words chosen from the word banks.
- Go over the answers together after students have finished.

Teaching Tip

- After completing the exercise, have students sketch their own map of the solar system and label it with the names of the planets.

STEP 3 Grammar Practice

A Read and match.

- Have students turn to page 100.
- Ask students to read and correctly match the parts of each sentence.
- If necessary, ask students questions to guide them along.

T: *Where are the eight planets?*

Ss: *They are in the solar system.*

T: *Is there life on Earth?*

Ss: *Yes, there is life on Earth.*

- Go over the answers together after students have finished.

B Circle the correct word.

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

STEP 3 Grammar Practice

A Read and match.

- | | |
|-------------------------------------|----------------------------|
| 1 Venus is the second planet ... | a ... in the solar system. |
| 2 There are eight planets ... | b ... than Earth. |
| 3 Uranus has ... | c ... from the Sun. |
| 4 Mars is smaller ... | d ... 27 moons. |
| 5 There is life ... | e ... from the Sun. |
| 6 Mercury is the smallest planet... | f ... of Saturn. |
| 7 Neptune is the eighth planet ... | g ... on Earth. |
| 8 Titan is the largest moon ... | h ... in the solar system. |

B Circle the correct word.

- Saturn have / has many moons.
- Venus is smaller / smallest than Earth.
- Earth look / looks blue from space.
- There is / are life on Earth.
- There is water / waters on Earth.
- Mercury is a / the first planet from the Sun.
- Mars is / are called the Red Planet.
- Jupiter has many / much bands on its surface.

100

Extension Activity Hot Potato

Materials: a ball

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

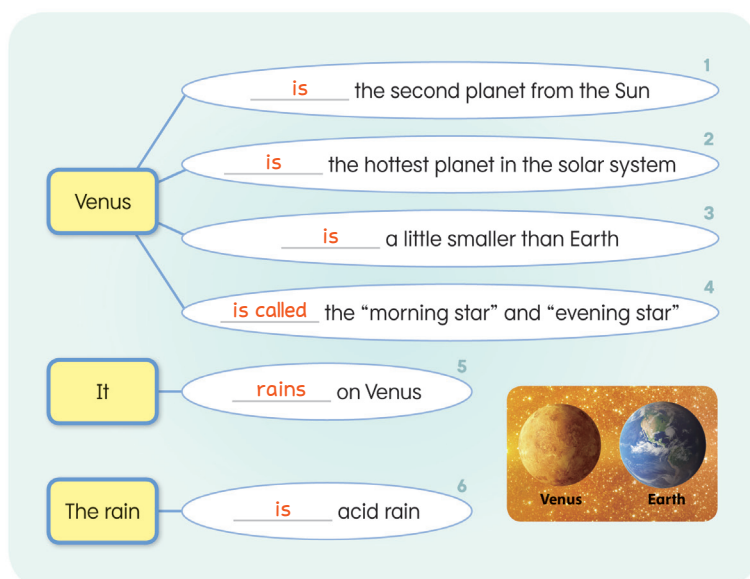
STEP 4 Writing Practice

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

is (4x)

is called

rains



- 1 Venus is the second planet from the Sun.
- 2 It is the hottest planet in the solar system.
- 3 It is a little smaller than Earth.
- 4 It is called the "morning star" and "evening star."
- 5 It rains on Venus.
- 6 The rain is acid rain.

101

Wrap-up

Materials: N/A

1. Ask students to open their books to page 98.
2. Have students look at the picture and read the text silently for 30 seconds.
3. Have students cover the text with a piece of paper.
4. Ask students to take turns making a sentence about the picture.
S1: *Mars is the fourth planet from the Sun.*
S2: *It is smaller than Earth.*
S3: *Mars' surface is very dry and rocky.*
S4: *They are Deimos and Phobos.*

Homework

>> Workbook 3: pages 60-63

Answer Key on page 126

>> Grammar Worksheet 15

Photocopiable from page 141

Answer Key on page 145

STEP 4 Writing Practice

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

- Have students turn to page 101.
- Ask students to complete the idea web by filling in the blanks with the correct words chosen from the word bank.
- Then have students write the sentences using the information in the idea web.
- Go over the answers together after students have finished.

Lesson 2

Student Book pp. 102-103

Lesson Link

Sentence Bee

Materials: N/A

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

Lead-in

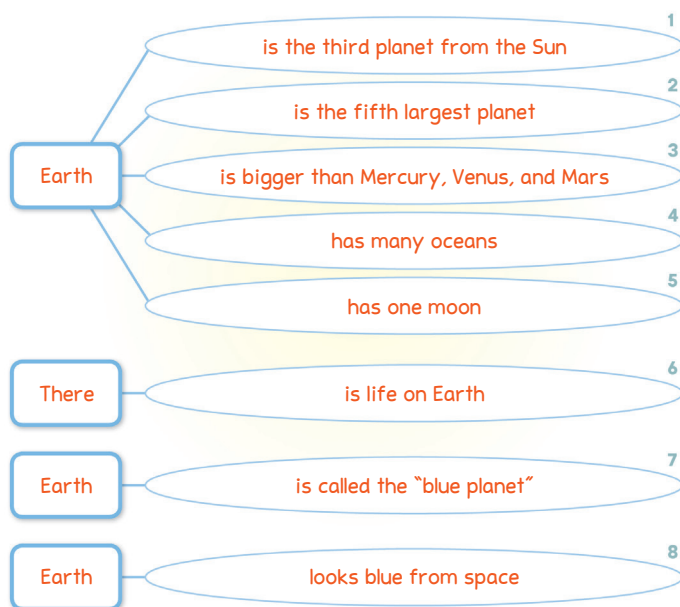
Brainwriting

Materials: a board, a marker, paper, pencils

1. Before students have opened their books to page 102, write the topic of the idea web on the board.
2. Divide students into groups of four.
3. Have each student write down three ideas related to the topic on a piece of paper.
4. Ask students to pass their paper to the next student in their group.
5. Have students then read the ideas written on the paper and write three more ideas that build upon them.
6. Continue this pattern until students receive back their original paper. Then ask students to share the ideas written on their paper with the class.

STEP 5 Your Idea Web

► Make your idea web about a planet in the solar system.



**Answers may vary.*

Word Bank

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

Earth	Jupiter	Saturn	Venus
<ul style="list-style-type: none"> • 3rd planet from the Sun • life on Earth • many oceans • one moon 	<ul style="list-style-type: none"> • 5th planet from the Sun • largest planet • many bands on the surface • 4 large moons and many small moons 	<ul style="list-style-type: none"> • 6th planet from the Sun • second largest planet • beautiful rings • many moons 	<ul style="list-style-type: none"> • 2nd planet from the Sun • hottest planet • smaller than Earth • called "morning star" and "evening star"

102

STEP 5 Your Idea Web

► Make your idea web about a planet in the solar system.

- Have students open their books to page 102.
- Following the example in Step 4, ask students to complete the idea web by coming up with their own words.
- Tell students they may refer to the word bank for helpful suggestions when necessary.
- After students have finished, ask them to share some of their ideas with the class.

T: Which ideas did you write down?

Ss: It is the second largest planet.

STEP 6 Your Writing

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

Draw a picture of your story.

The Blue Planet

- 1 Earth is the third planet from the Sun.
- 2 It is the fifth largest planet.
- 3 It is larger than Mercury, Venus, and Mars.
- 4 It has many oceans.
- 5 It has one moon.
- 6 There is life on Earth.
- 7 Earth is called the "blue planet."
- 8 Earth looks blue from space.

**Answers may vary.*

Writing Checklist

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



103

Teaching Tip: Peer Editing

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

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

>> Unit 15 Test

Photocopiable from page 184
Answer Key on page 191

Homework

>> Writing Correction Worksheet 15

Photocopiable from page 160
Answer Key on page 164

>> Writing Project 5

Ask students to choose one planet in the solar system and find fun facts about it.

STEP 6 Your Writing

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

- Have students turn to page 103.
- Ask students to draw a picture that represents their ideas from Step 5.
- Then ask students to write out their ideas in full sentences to complete their story.
- Have students check their writing conventions by completing the writing checklist.

Writing Project 5

Style

- Report Writing

Objective

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

Materials

- Pencils
- Colored pencils

Lesson 3

Student Book pp. 104-105

Lead-in

Space Senses

Materials: N/A

1. Divide students into groups of three to four.
2. Ask groups to discuss what they imagine outer space to be like.
3. Encourage students to organize their discussions according to the five senses by asking them questions. For example, *What can you see? Can you hear anything? What does it smell like?*
4. After their discussions have finished, have groups take turns sharing their ideas with the class.

Writing Project 5

Report Writing

A Planet Report

A Directions

- 1 Choose a planet in the solar system.
- 2 Find some facts about the planet.
- 3 Draw and write about the planet.

Let's Do It



B Project Model

Saturn

By Steve Hayashi



Saturn is the sixth planet from the Sun.
It is the second largest planet in the solar system.
It takes 29.5 years to orbit the Sun.
We can see Saturn's rings with a telescope.
There are many moons around Saturn.
Titan is the largest moon of Saturn.

104

STEP 1 Preparation

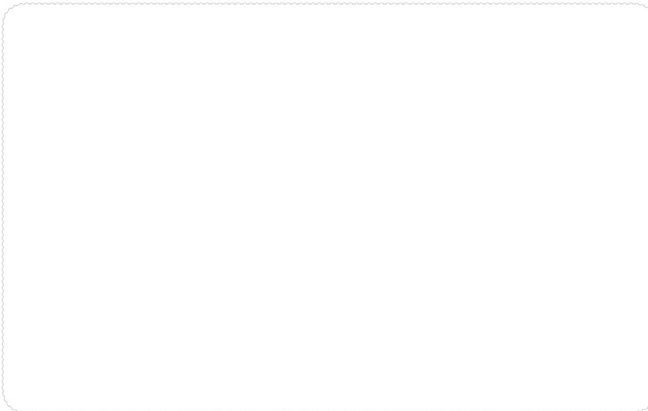
B Project Model

- Have students open their books to page 104.
- Draw students' attention to the project model.
- Ask students questions about the sample planet report.
 - T: *How many years does it take for Saturn to orbit the Sun?*
Ss: *It takes 29.5 years.*
 - T: *Which is Saturn's largest moon?*
Ss: *Titan is Saturn's largest moon.*
- Read the sentences in the report together with students.

Your Project

Mercury

By Ben Lee



Mercury is the first planet from the Sun.

It takes 88 days to orbit the Sun.

It is the smallest planet in the solar system.

Mercury doesn't have a moon.

Mercury is the second hottest planet.

Venus is hotter than Mercury.

**Answers may vary.*

Extension Activity

Show and Tell

Materials: N/A

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

Wrap-up

Planet Postcards

Materials: card stock, pencils

1. According to the sample below, have students make postcards with card stock.
2. Ask each student to choose one planet of the solar system.
3. Pretending to be on their chosen planet, have students write a postcard to a person in their life.
4. Once students have finished writing, ask them to share their postcards with the class.



Homework

- Ask students to give their postcards from *Planet Postcards* to the person whom they chose to write to.

STEP 2 Writing

Your Project

- Have students turn to page 105.
- Ask students to draw a picture of their planet in the frame.
- Have students write about their planet using the fun facts that they found for homework.

Unit 1

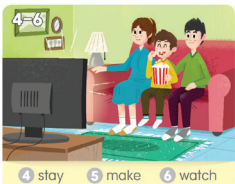
Weekend Events

Words and Sentences

A Write the word and the sentence.



- We will go to the park.
We will go to the park.
- We will eat lunch at the park.
We will eat lunch at the park.
- We will ride our bikes at the park.
We will ride our bikes at the park.



- We will stay at home.
We will stay at home.
- We will make some popcorn.
We will make some popcorn.
- We will watch a movie.
We will watch a movie.



- We will visit our grandparents.
We will visit our grandparents.
- We will play board games together.
We will play board games together.
- We will bake cookies together.
We will bake cookies together.

4

B Choose and write the word. Rewrite the sentence.

read borrow go



- We will go to the library.
We will go to the library.
- We will borrow interesting books.
We will borrow interesting books.
- We will read the books at home.
We will read the books at home.

C Unscramble and write the word.

- h o s i p p i n g shopping mall
- t h i e o s c clothes and shoes

D Look and write the sentences.



- Tomorrow is Sunday.
- We will go to the shopping mall.
- We will buy clothes and shoes.
- We will have pizza for lunch.

5

Grammar Practice

A Write the correct form of the verb.

- play We will play soccer tomorrow.
- go camping My family will go camping this weekend.
- eat We will eat dinner at Grandma's house tomorrow.
- visit My cousins will visit us this weekend.
- write I will write a letter to my friend tonight.
- ride We will ride our bikes at the park tomorrow.
- fly I will fly a kite at the park this weekend.



B Circle the mistake. Write the correct sentence.

- She will does her homework. She will do her homework.
- We will go at the library. We will go to the library.
- He is watch a movie tomorrow. He will watch a movie tomorrow.
- It is saturday tomorrow. It is Saturday tomorrow.
- They are eat out tomorrow night. They will eat out tomorrow night.
- We will making dinner together. We will make dinner together.

6

Wrap-up Writing

Look and write the sentences.



- My family will stay at home this weekend.
- We will make some popcorn.
- We will watch a movie together.
- We will play a board game.



- My family will go to the library this weekend.
- We will borrow books.
- We will borrow magazines.
- We will watch a movie at the library.



- My family will go to the shopping mall.
- We will buy some new clothes.
- We will go to our favorite restaurant.
- We will have pizza for lunch.

(Draw your family's weekend plans.)

*Answers may vary.

7

Unit 2

School Events

Words and Sentences

A Write the word(s) and the sentence.



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



- 5 They will cheer for their team. They will cheer for their team.
- 6 They will run a relay. They will run a relay.
- 7 They will jump rope. They will jump rope.
- 8 They will have a sack race. They will have a sack race.

8

B Choose and write the word. Rewrite the sentence.

watch go drink get

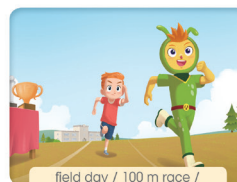


- 1 They will go to an amusement park. They will go to an amusement park.
- 2 They will watch a magic show. They will watch a magic show.
- 3 They will get presents. They will get presents.
- 4 They will drink milkshakes. They will drink milkshakes.

C Unscramble and write the word(s).

- 1 a t l i n e t talent show
- 2 i e f d l a d y field day

D Look and write the sentences.


 field day / 100 m race /
long jumps / tug-of-war

- Next Friday is the field day.
- We will run a 100 m race.
- We will do long jumps.
- We will play tug-of-war.

9

Grammar Practice

A Rewrite the sentence using not.

- 1 I will go to the library. I will not go to the library.
- 2 We will be sad. We will not be sad.
- 3 They will watch a movie. They will not watch a movie.
- 4 There will be a party. There will not be a party.
- 5 She will be at home. She will not be at home.
- 6 He will play the piano. He will not play the piano.

B Circle the correct word(s).

- 1 There is / are a talent show at school every year.
- 2 My mom will bake / bakes cookies for us tomorrow.
- 3 My brothers are / will be very excited now.
- 4 The field day will be / is fun tomorrow.
- 5 There is / will be a lot of food at the party tomorrow.
- 6 We will watch two movie / movies this weekend.
- 7 There are / will be many children here now.



10

Wrap-up Writing

Look and write the sentences.


 talent show / sing together /
dance together / piano

- Tomorrow is the talent show.
- We will sing together.
- We will dance together.
- We will play the piano.


 field day / jump rope /
sack race / cheer for our team

- Next Friday is the field day.
- We will jump rope.
- We will have a sack race.
- We will cheer for our team.

3

 (Draw your school event
in the future.)

- Next Sunday is Children's Day.
- We will get presents.
- We will go to an amusement park.
- We will watch a magic show.

*Answers may vary.

11

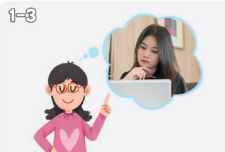
Unit 3

Our Dreams

Words and Sentences

A Write the word and the sentence.

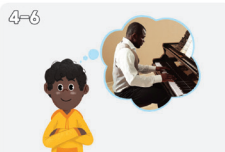
1-3



1 writer 2 write 3 books

- She wants to be a writer.
She wants to be a writer.
- She will write wonderful stories.
She will write wonderful stories.
- She will make children's books.
She will make children's books.

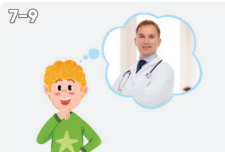
4-6



4 pianist 5 famous 6 concerts

- He wants to be a pianist.
He wants to be a pianist.
- He will be famous.
He will be famous.
- He will have concerts around the world.
He will have concerts around the world.

7-9



7 doctor 8 work 9 help

- I want to be a doctor.
I want to be a doctor.
- I will work at a hospital.
I will work at a hospital.
- I will help sick people.
I will help sick people.

12

B Choose and write the word. Rewrite the sentence.

teach

be

teacher

1-3



- I want to be an English teacher.
I want to be an English teacher.
- I will teach English to children.
I will teach English to children.
- I will be a good teacher.
I will be a good teacher.

C Unscramble and write the word.

1 i m v o e

movie star

2 s o p r s t

sports player

D Look and write the sentences.

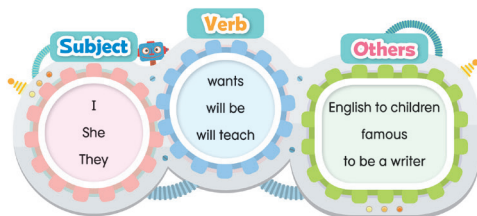

 movie star / sports player /
scientist / discover new things

- Ella wants to be a movie star.
Finn wants to be a sports player.
I want to be a scientist.
I will discover new things.

13

Grammar Practice

A Make and write the sentences.



- I will be famous.
- I will teach English to children.
- She wants to be a writer.
- She will be famous.
- She will teach English to children.
- They will be famous.
- They will teach English to children.

B Circle and write the correct word(s).

- be / am I will be a good soccer player.
- act / acts He will act in the movies.
- be / to be She wants to be a doctor someday.
- a / an Nate will be an artist in the future.

14

Wrap-up Writing

Look and write the sentences.


 artist / draw pictures /
make beautiful paintings /
famous

- She will be an artist in the future.
She will draw pictures.
She will make beautiful paintings.
She will be famous.


 movie star / act in the movies /
make great movies /
make lots of money

- He will be a movie star in the future.
He will act in the movies.
He will make great movies.
He will make lots of money.



(Draw your future dream.)

- I will be an English teacher in the future.
I will work at a school.
I will teach English to children.
I will be a good teacher.

*Answers may vary.

15

Unit 4

Family Events

Words and Sentences

A Write the word(s) and the sentence.



- 1 wedding day 2 went
3 bride 4 wore

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



- 5 family get-together 6 was
7 relatives 8 cooked

- 5 Last Saturday was a family get-together.
Last Saturday was a family get-together.
6 It was at our house.
It was at our house.
7 Our relatives came for a special dinner.
Our relatives came for a special dinner.
8 My mom cooked a lot of food all day.
My mom cooked a lot of food all day.

16

Grammar Practice

A Write was or were.

- 1 We were at my grandma's house yesterday.
2 I was very tired after school yesterday.
3 They were busy every day last week.
4 She was happy yesterday at the shopping mall.
5 He was at the library all day yesterday.
6 There were a lot of children at the party yesterday.



B Choose and write the past form of the verb.

ate became made went wore wrote

- 1 make We made a birthday card for Mom.
2 write I wrote a letter to my cousin.
3 eat He ate ice cream after dinner.
4 go They went to a shopping mall together.
5 become She became six years old yesterday.
6 wear We wore jackets to the park.

18

B Choose and write the word(s). Then rewrite the sentence.

brought first birthday went were

1-4



- 1 Last Sunday was my cousin's first birthday.
Last Sunday was my cousin's first birthday.
2 We went to my uncle's house.
We went to my uncle's house.
3 There were a lot of people.
There were a lot of people.
4 They all brought gifts for my cousin.
They all brought gifts for my cousin.

C Unscramble and write the word.

1 b i n a d y i r

birthday cake

2 e g w n d i d

wedding dress

D Look and write the sentences.



grandma's birthday /
Grandma's house / birthday cake /
Happy Birthday

- Last Saturday was my grandma's birthday.
We went to Grandma's house.
My mom baked her a birthday cake.
We all sang Happy Birthday.

17

Wrap-up Writing

Look and write the sentences.



cousin's birthday /
birthday party / gifts /
Happy Birthday

- Yesterday was my cousin's birthday.
We went to her birthday party.
We all gave her gifts.
We all sang Happy Birthday.



Mother's Day / breakfast /
flowers / letter

- Last Sunday was Mother's Day.
We cooked breakfast for Mom.
We bought her flowers.
We wrote a "Thank you" letter.

3

(Draw your family event.)

- Last Saturday was a family get-together.
We went to our grandparents' house.
Our relatives came for a special dinner.
We ate delicious food together.

*Answers may vary.

19

Unit 5

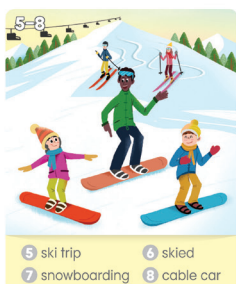
Family Trips

Words and Sentences

A Write the word(s) and the sentence.



- 1 My family visited Boston last weekend.
My family visited Boston last weekend.
- 2 We went sightseeing around the city.
We went sightseeing around the city.
- 3 We went to the science museum too.
We went to the science museum too.
- 4 We ate seafood for dinner.
We ate seafood for dinner.



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

20

B Choose and write the word. Rewrite the sentence.

swimming barbecue lake cabin



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

C Unscramble and write the word.

1 c i m a p n g

camping trip

2 e s e p l i g n

sleeping bag

D Look and write the sentences.



- We went on a camping trip last weekend.
- We put up the tent.
- We built a campfire at night.
- We roasted marshmallows.

21

Grammar Practice

A Make and write the sentences.



- 1 I ate Chinese food.
- 2 I went snowboarding last winter.
- 3 He ate Chinese food.
- 4 He went snowboarding last winter.
- 5 We were excited.
- 6 We ate Chinese food.
- 7 We went snowboarding last winter.

B Write the past form of the verb.

- 1 have We had seafood for dinner every day.
- 2 walk We walked a lot around the city.
- 3 are My brothers were happy all day.
- 4 build My dad built a campfire at night.

22

Wrap-up Writing

Look and write the sentences.



- My family went to Hainan Island last month.
- We took a plane to the island.
- We stayed at a hotel.
- We went sightseeing around the island.



- My family went on a ski trip last month.
- We stayed at a ski resort.
- We skied together.
- We had a lot of fun.



- My family went on a camping trip last weekend.
- We put up the tent.
- We built a campfire at night.
- We had a barbecue for dinner.

(Draw your family trip.)

*Answers may vary.

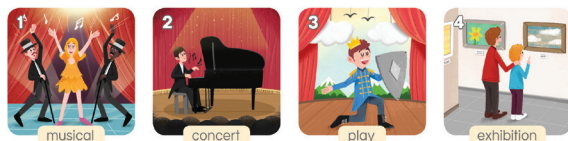
23

Unit 6

Enjoying Arts

Words and Sentences

A Write the word and the sentence.



- 1 We saw a musical. We saw a musical.
 2 We went to a piano concert. We went to a piano concert.
 3 We saw a school play. We saw a school play.
 4 We went to an art exhibition. We went to an art exhibition.

B Choose and write the word. Rewrite the sentence.

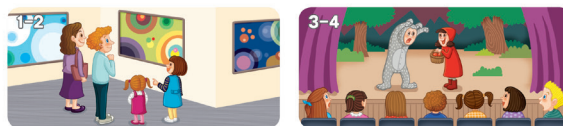
artists dancers musicians singers actors

- 1 The singers sang beautifully. The singers sang beautifully.
 2 The dancers danced very well. The dancers danced very well.
 3 The musicians played great music. The musicians played great music.
 4 The artists painted very well. The artists painted very well.
 5 The actors performed beautifully. The actors performed beautifully.

24

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

paintings very well very much enjoyed



- 1 We enjoyed the art exhibition. We enjoyed the art exhibition.
 2 There were many paintings. There were many paintings.
 3 We liked the play very much. We liked the play very much.
 4 The kids performed very well. The kids performed very well.

D Unscramble and write the word.

- 1 e c r o c t n rap concert
 2 c m i s u rap music

E Look and write the sentences.



rap concert / Arts Center /
excited / rap music

- We went to a rap concert last Friday.
 It was at Arts Center.
 We were excited.
 We like rap music very much.

25

Grammar Practice

A Write the words in the correct order.

- 1 performed The very well kids .
The kids performed very well.
 2 exhibition We very much liked the .
We liked the exhibition very much.
 3 They excitingly drums the played .
They played the drums excitingly.
 4 wonderfully the pictures painted The artist .
The artist painted the pictures wonderfully.

B Circle the correct word(s).

- 1 He sees / saw a musical last Sunday.
 2 We liked the rap concert very much / very well.
 3 They went to three exhibition / exhibitions last month.
 4 The musicians played wonderful / wonderfully music.
 5 The ballet dancers danced beautiful / beautifully.
 6 The students performed very much / very well in the school play.

26

Wrap-up Writing

Look and write the sentences.



piano concert / concert hall /
piano very well /
enjoyed the concert

- 1 My family went to a piano concert yesterday.
 It was at the concert hall.
 The pianist played the piano very well.
 We enjoyed the concert.



musical / my school /
sang wonderfully /
liked the musical

- 2 My family saw a musical yesterday.
 It was at my school.
 The students sang wonderfully.
 We liked the musical very much.

3
 (Draw your family's
art-themed event.)

- My family went to a rap concert last Saturday.
 It was at Arts Center.
 The kids made their own rap music.
 We were very excited.

*Answers may vary.

27

Unit 7

Being Sick

Words and Sentences

A Write the word and the sentence.



- 1 He has a stomachache. He has a stomachache.
 2 He has a toothache. He has a toothache.
 3 She has a headache. She has a headache.

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

fever runny nose sore throat



- 1 She has a sore throat. She has a sore throat.
 2 She has a fever. She has a fever.
 3 He has a runny nose. He has a runny nose.

28

C Choose and write the word. Rewrite the sentence.

dentist stomach flu medicine



- 1 My mom rubbed my stomach. My mom rubbed my stomach.
 2 He went to the dentist. He went to the dentist.
 3 Mom gave me some medicine. Mom gave me some medicine.
 4 She caught the flu. She caught the flu.

D Unscramble and write the word.

- 1 e v f r e high fever
 2 d m i e n i c e cold medicine

E Look and write the sentences.



- Ella didn't feel well yesterday.
 She caught a cold.
 She had a high fever.
 Mom gave her some cold medicine.

29

Grammar Practice

A Write the verb using didn't.

- 1 stay Kelly didn't stay in bed.
 2 take Tom didn't take any medicine.
 3 go We didn't go to the hospital.
 4 catch John and Mike didn't catch a cold.
 5 have Amy didn't have a high fever.
 6 sleep They didn't sleep very well.

B Write the verb in the past tense.

- 1 go They went to school.
 2 doesn't eat She didn't eat ice cream.
 3 doesn't do My brother didn't do his homework.
 4 rub My mom rubbed my stomach.
 5 have I had a bad headache.
 6 take He took some cold medicine.
 7 don't feel We didn't feel well yesterday.



30

Wrap-up Writing

Look and write the sentences.



- He didn't feel well yesterday.
 He had a headache.
 He had a runny nose.
 He took some medicine.



- She didn't feel well yesterday.
 She had a high fever.
 She had a sore throat.
 She stayed in bed all day.



- I didn't feel well yesterday.
 I had a stomachache.
 I took some medicine.
 I slept all day.

(Draw yourself being sick in the past.)

*Answers may vary.

31

Unit 8

Holiday Fun

Words and Sentences

A Write the word(s) and the sentence.



- 1 June 1st 2 activities
3 presents 4 for free

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



- 5 December 25th 6 put up
7 write 8 exchange

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

32

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

watch welcome August 13th light



- 1 Obon in Japan starts on August 13th.
Obon in Japan starts on August 13th.
- 2 We light mukaeji fire outside our house.
We light mukaeji fire outside our house.
- 3 We welcome our ancestors to our home.
We welcome our ancestors to our home.
- 4 We watch an Obon festival dance.
We watch an Obon festival dance.

C Unscramble and write the word.

1 h d o i a y l

fun holiday

2 a o h e l l e n w

Halloween

D Look and write the sentences.



fun holiday / October 31st /
Halloween costumes /
candy and chocolates

- Halloween is a fun holiday.
- It is on October 31st.
- We wear Halloween costumes.
- We collect candy and chocolates.

33

Grammar Practice

A Write in or on.

- 1 Children's Day in Costa Rica is on September 9th.
- 2 Family Day is in February in Canada.
- 3 Thanksgiving Day started in 1621 in the US.
- 4 People eat special meals on December 31st in Mexico.
- 5 My favorite holiday is in the winter. It's Christmas.
- 6 Children wear fun costumes on Halloween.



B Circle the correct word(s).

- 1 People plant trees in on Arbor Day.
- 2 Kids do many fun activity activities on Children's Day.
- 3 I will get got some presents on Christmas last year.
- 4 Thanksgiving Day is in on the fall.
- 5 They will go went trick-or-treating again next year.
- 6 We visit on a old temple on New Year's Day.
- 7 They watch watched an Obon festival dance last year.

34

Wrap-up Writing

Look and write the sentences.



November / wonderful holiday /
special dinner /
turkey and pumpkin pie

- Thanksgiving is in November.
- It is a wonderful holiday.
- My mom makes a special dinner.
- We eat turkey and pumpkin pie.



June 1st / exciting holiday /
many presents / fun activities

- Children's Day is on June 1st in China.
- It is an exciting holiday.
- We get many presents.
- We do many fun activities.

3

(Draw your favorite holiday.)

- Halloween is on October 31st.
- It is a fun holiday.
- We wear Halloween costumes.
- We collect candy and chocolates.

*Answers may vary.

35

Unit 9

Cooking

Words and Sentences

A Write the word and the sentence.

1-4 peanut butter and jelly sandwich



- 1 put
- 2 spread
- 3 bread
- 4 cut

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

5-8 banana split



- 5 peel
- 6 dish
- 7 put
- 8 top

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

36

B Choose and write the word. Rewrite the sentence.

cheese sprinkle bake spread

1-4 pepperoni and cheese pizza



- 1 I spread pizza sauce on pita bread. I spread pizza sauce on pita bread.
- 2 I sprinkle cheese over the sauce. I sprinkle cheese over the sauce.
- 3 I put pepperoni slices over the cheese. I put pepperoni slices over the cheese.
- 4 I bake the pizza in the oven. I bake the pizza in the oven.

C Unscramble and write the word.

1 r e b d a

a slice of bread

2 s w d a c n i h

turkey sandwich

D Look and write the sentences.

turkey sandwiches / bread /
turkey and cheese /
lettuce and tomatoes

- I want to make turkey sandwiches.
- I need some bread.
- I need some turkey and cheese.
- I also need some lettuce and tomatoes.

37

Grammar Practice

A Make and write the sentences.



- 1 I want the sandwiches.
- 2 I want to make sandwiches.
- 3 I want lettuce in the sandwich.
- 4 I will make the sandwiches.
- 5 My dad puts lettuce in the sandwich.
- 6 My dad will make the sandwiches.

B Write a or some.

- 1 Amy wants a slice of pizza for lunch.
- 2 We need some tomatoes and lettuce.
- 3 There are some egg sandwiches on the table.
- 4 There is a jar of pizza sauce in the refrigerator.
- 5 I had a scoop of ice cream after lunch.

38

Wrap-up Writing

Look and write the sentences.

spaghetti / spaghetti noodles /
spaghetti sauce /
cook the noodles /
heat the spaghetti sauce /
put the noodles / pour the sauce

- I will make spaghetti for lunch.
- I need some spaghetti noodles.
- I also need some spaghetti sauce.
- First, I cook the noodles.
- Next, I heat the spaghetti sauce.
- Then, I put the noodles in a big bowl.
- After that, I pour the sauce over the noodles.

2

- I will make peanut butter and jelly sandwiches for lunch / dessert.
- I need some peanut butter and jam.
- I also need some bread.
- First, I put peanut butter on a slice of bread.
- Next, I spread jam on another slice of bread.
- Then, I put the slices of bread together.
- After that, I cut the sandwich in half.

(Draw your favorite
lunch or dessert.)

*Answers may vary.

39

Unit 10

My Best Day

Words and Sentences

A Write the word(s) and the sentence.



- 1 spelling bee 2 class
3 spelled 4 prize

- 1 There was a spelling bee at school.
There was a spelling bee at school.
- 2 My class played against another class.
My class played against another class.
- 3 We spelled the words correctly.
We spelled the words correctly.
- 4 My class won the first prize.
My class won the first prize.



- 5 invited 6 party
7 watched 8 presents

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

40

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

scored won soccer game against



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

C Unscramble and write the word.

1 e i s n c e c

science museum

2 t s h t u e l

space shuttle

D Look and write the sentences.



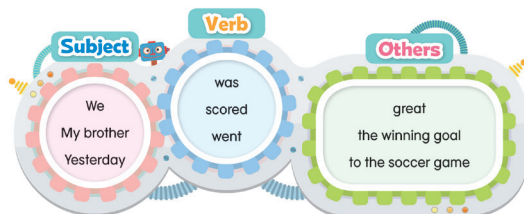
space science museum /
space shuttles /
space suits / a real astronaut

- We went to the space science museum.
- We saw real space shuttles.
- We tried on space suits.
- We talked to a real astronaut.

41

Grammar Practice

A Make and write the sentences.



- 1 We scored the winning goal.
- 2 We went to the soccer game.
- 3 My brother was great.
- 4 My brother scored the winning goal.
- 5 My brother went to the soccer game.
- 6 Yesterday was great.

B Circle and write the correct word.

- 1 against / to We played the game against another school.
- 2 about / with I went to the museum with my friends.
- 3 against / to He wanted to talk to Mary at school.
- 4 about / with We talked about my field trip at dinner.
- 5 against / with She watched the magic show with her sister.

42

Wrap-up Writing

Look and write the sentences.



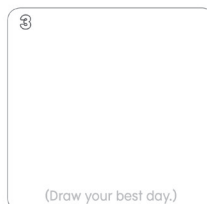
best day / spelling bee /
the words correctly /
the first prize

- Yesterday was my best day.
- There was a spelling bee at school.
- I spelled the words correctly.
- I won the first prize.



best day / soccer game /
another school /
the winning goal

- Yesterday was my best day.
- There was a soccer game.
- We played against another school.
- I scored the winning goal.



(Draw your best day.)

- Yesterday was my best day.
- I had my birthday party at an indoor playground.
- We watched a magic show.
- I got many great presents.

*Answers may vary.

43

Unit 11

My Worst Day

Words and Sentences

A Write the word(s) and the sentence.



- 1 got out 2 looked
3 couldn't find 4 lost

- 1 My dog got out of the house.
My dog got out of the house.
2 I looked everywhere for him.
I looked everywhere for him.
3 I couldn't find him anywhere.
I couldn't find him anywhere.
4 My dog was lost for three days.
My dog was lost for three days.



- 5 had 6 took
7 gave 8 had to stay

- 5 I had a terrible stomachache.
I had a terrible stomachache.
6 My mom took me to a doctor.
My mom took me to a doctor.
7 The doctor gave me a shot.
The doctor gave me a shot.
8 I had to stay in bed all afternoon.
I had to stay in bed all afternoon.

44

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

embarrassing were fell off rode



- 1 I rode my bike to the park.
I rode my bike to the park.
2 There were many people.
There were many people.
3 I fell off my bike.
I fell off my bike.
4 It was so embarrassing.
It was so embarrassing.

C Unscramble and write the word.

1 l o s c o h

school bus

2 r i o f t a e v

my favorite pen

D Look and write the sentences.



- Today was my worst day.
I missed my school bus.
I didn't do well on my math test.
Then I lost my favorite pen.

45

Grammar Practice

A Write couldn't or had to.

- 1 It rained all day yesterday. I couldn't go out and play.
2 I missed the school bus. I had to walk to school.
3 I lost my library card. I couldn't borrow any books.
4 I had a bad toothache. I had to see the dentist.
5 I had a lot of homework. I couldn't watch my favorite cartoon.
6 I had a big test at school today. I had to study last night.



B Choose and write the word.

everywhere late well there off us

- 1 My dad took us to the science museum.
2 I didn't do well on the test.
3 We looked everywhere for Amy's cat.
4 I fell off my bike. It was embarrassing.
5 We woke up late and missed the bus.
6 There were a lot of people at the park.

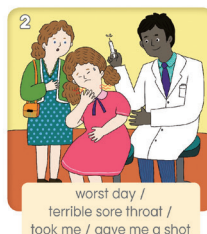
46

Wrap-up Writing

Look and write the sentences.



- Yesterday was my worst day.
It rained a lot after school.
I didn't have an umbrella.
I fell into a puddle.



- Yesterday was my worst day.
I had a terrible sore throat.
My mom took me to a doctor.
The doctor gave me a shot.

3

(Draw your worst day.)

- Yesterday was my worst day.
I rode my bike to the park.
I fell off my bike.
It was so embarrassing.

*Answers may vary.

47

Unit 12

The Best Vacation

Words and Sentences

A Write the word and the sentence.

1-4



- 1 vacation 2 by
3 visited 4 spent

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

5-8



- 5 Arizona 6 dry
7 cacti 8 tour

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

48

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

board games picnic at movies

1-4



- 1 We had a vacation at home.
We had a vacation at home.
- 2 We played board games.
We played board games.
- 3 We watched movies.
We watched movies.
- 4 We had a picnic in the backyard.
We had a picnic in the backyard.

C Unscramble and write the word.

1 y m a p i d r s

amazing pyramids

2 n s x i p h

Sphinx of Giza

D Look and write the sentences.



vacation in Egypt / by plane /
amazing pyramids /
Great Sphinx of Giza

- My family had a vacation in Egypt.
- We went there by plane.
- We saw the amazing pyramids.
- We also saw the Great Sphinx of Giza.

49

Grammar Practice

A Look, choose, and write the words.

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



- 1 We went to the island by boat.
- 2 They go to work by subway.
- 3 She usually goes to the mall by car.
- 4 He went to Paris by plane.
- 5 They went to Tokyo by train from Osaka.
- 6 We go everywhere on foot in our neighborhood.

B Circle the correct word.

- 1 We spend / spent two days on the island last week.
- 2 The weather is / was very hot yesterday.
- 3 My dad went to work by / in car.
- 4 They have / had a lot of fun yesterday.
- 5 Everyone was at / in home last weekend.
- 6 We stay / stayed at a hotel last Friday.
- 7 She usually goes to school by / on foot.

50

Wrap-up Writing

Look and write the sentences.



vacation at home /
watched movies /
picnic in the backyard /
best vacation

- My family had a vacation at home.
- We watched movies.
- We had a picnic in the backyard.
- It was the best vacation ever.



vacation in Hawaii /
by plane / stayed at a hotel /
beach every day

- My family had a vacation in Hawaii.
- We went to Hawaii by plane.
- We stayed at a hotel.
- We went to the beach every day.

3

(Draw your best vacation.)

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

*Answers may vary.

51

Unit 13

A City

Words and Sentences

A Write the word(s) and the sentence.

1-4



- 1 second largest 2 church
3 popular 4 hosted

- 1 Barcelona is the second largest city in Spain.
Barcelona is the second largest city in Spain.
- 2 The Sagrada Família is a famous church.
The Sagrada Família is a famous church.
- 3 Soccer is the most popular sport in Barcelona.
Soccer is the most popular sport in Barcelona.
- 4 Barcelona hosted the 1992 Summer Olympics.
Barcelona hosted the 1992 Summer Olympics.

5-8



- 5 capital 6 750,000
7 canals 8 bikes

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

52

B Choose and write the word. Rewrite the sentence.

million yachts harbors Island

1-4



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

C Unscramble and write the word.

1 k s y c s e r a p r

tall skyscraper

2 h a e t r e f s

theaters and museums

D Look and write the sentences.



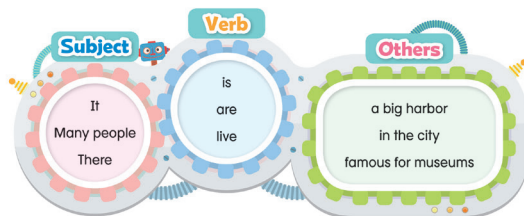
largest city / 8.6 million people /
tall skyscrapers /
theaters and museums

- New York is the largest city in the US.
About 8.6 million people live in the city.
It is famous for tall skyscrapers.
There are many theaters and museums too.

53

Grammar Practice

A Make and write the sentences.



- 1 It is a big harbor.
- 2 It is in the city.
- 3 It is famous for museums.
- 4 Many people are in the city.
- 5 Many people live in the city.
- 6 There is a big harbor.

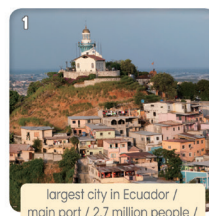
B Circle and write the correct word.

- 1 million / millions About 3 million people live in the city.
- 2 filling / filled The harbors are filled with yachts.
- 3 by / for It is famous for large parks.
- 4 a / the It is the tallest building in the city.
- 5 are / is People are from all over the world.

54

Wrap-up Writing

Look and write the sentences.



largest city in Ecuador /
main port / 2.7 million people /
many interesting places

- Guayaquil is the largest city in Ecuador.
- It is the main port in Ecuador.
- About 2.7 million people live in the city.
- There are many interesting places in the city.



capital of the Netherlands /
750,000 people / many canals /
famous for its canals

- Amsterdam is the capital of the Netherlands.
- About 750,000 people live in the city.
- There are many canals.
- Amsterdam is famous for its canals.

5

(Draw a city in the world.)

- Barcelona is the second largest city in Spain.
- The Sagrada Família is a famous church.
- Soccer is the most popular sport in Barcelona.
- Barcelona hosted the 1992 Summer Olympics.

*Answers may vary.

55

Unit 14

A Country

Words and Sentences

A Write the word(s) and the sentence.

1-4



- 1 Central Europe 2 8.5 million
3 German, French 4 chocolate

- 1 Switzerland is located in Central Europe.
Switzerland is located in Central Europe.
- 2 About 8.5 million people live in Switzerland.
About 8.5 million people live in Switzerland.
- 3 They speak German, French,
Italian, and Romansh.
They speak German, French, Italian, and Romansh.
- 4 Switzerland is famous for its chocolate.
Switzerland is famous for its chocolate.

5-8



- 5 Indian Ocean 6 26 million
7 Malagasy 8 lemurs

- 5 Madagascar is in the Indian Ocean.
Madagascar is in the Indian Ocean.
- 6 About 26 million people live in Madagascar.
About 26 million people live in Madagascar.
- 7 They speak Malagasy and French.
They speak Malagasy and French.
- 8 Lemurs are famous animals in Madagascar.
Lemurs are famous animals in Madagascar.

56

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

Spanish North America tacos and burritos 130 million

1-4



- 1 Mexico is located in North America.
Mexico is located in North America.
- 2 About 130 million people live in Mexico.
About 130 million people live in Mexico.
- 3 They speak Spanish.
They speak Spanish.
- 4 Tacos and burritos are famous Mexican foods.
Tacos and burritos are famous Mexican foods.

C Unscramble and write the word.

1 a t p c i a l
2 o i s t r h y

capital city
long history

D Look and write the sentences.



East Asia / 1.4 billion people /
capital city / long history

China is located in East Asia.
About 1.4 billion people live in China.
Beijing is the capital city of China.
China has a long history.

57

Grammar Practice

A Complete the sentence using the given word.

- 1 large China is one of the largest countries in the world.
- 2 rich Qatar is one of the richest countries in the world.
- 3 warm Malaysia is one of the warmest countries in the world.
- 4 cold Finland is one of the coldest countries in the world.
- 5 small San Marino is one of the smallest countries in the world.
- 6 beautiful South Africa is one of the most beautiful countries in the world.
- 7 big Russia is one of the biggest countries in the world.



B Write the correct word.

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

- 1 4,000 = four thousand
- 2 23,000 = twenty-three thousand
- 3 830,000,000 = eight hundred thirty million
- 4 10,000,000 = ten million
- 5 695,000 = six hundred ninety-five thousand
- 6 72,000,000,000 = seventy-two billion

58

Wrap-up Writing

Look and write the sentences.

1



North America /
130 million people /
capital / Spanish

Mexico is located in North America.
About 130 million people live in Mexico.
Mexico City is the capital city of Mexico.
They speak Spanish.

2



South Asia /
one of the largest countries /
1.3 billion people /
22 different languages

India is located in South Asia.
It is one of the largest countries in the world.
Over 1.3 billion people live in India.
There are 22 different languages.

3



(Draw the flag of a country.)

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

*Answers may vary.

59

Unit 15

A Planet

Words and Sentences

A Write the word(s) and the sentence.

1-4



- 1 Sun 2 life
3 oceans 4 moon

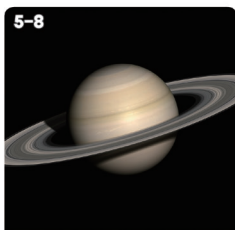
1 Earth is the third planet from the Sun.
Earth is the third planet from the Sun.

2 There is life on Earth.
There is life on Earth.

3 There are many oceans on Earth.
There are many oceans on Earth.

4 It has one moon.
It has one moon.

5-8



- 5 sixth 6 second largest
7 rings 8 many

5 Saturn is the sixth planet from the Sun.
Saturn is the sixth planet from the Sun.

6 It is the second largest planet in the solar system.
It is the second largest planet in the solar system.

7 It has beautiful rings.
It has beautiful rings.

8 It has many moons.
It has many moons.

60

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

many bands Jupiter biggest planet small moons

1-4



1 Jupiter is the fifth planet from the Sun.
Jupiter is the fifth planet from the Sun.

2 It is the biggest planet in the solar system.
It is the biggest planet in the solar system.

3 It has many bands on its surface.
It has many bands on its surface.

4 It has four large moons and many small moons.
It has four large moons and many small moons.

C Unscramble and write the word.

1 s r o a l

solar system

2 a h e r t

planet Earth

D Look and write the sentences.



Mars is the fourth planet from the Sun.
It is smaller than Earth.
Mars has two moons.
They are Deimos and Phobos.

fourth planet /
smaller than Earth /
two moons / Deimos and Phobos

61

Grammar Practice

A Choose and complete the sentence.

from the Sun 27 moons in the solar system on Earth

- 1 There are eight planets in the solar system.
2 Neptune is the eighth planet from the Sun.
3 There is water on Earth.
4 Uranus has 27 moons.

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

- 1 second planet ~~the~~ is Venus the Sun from .

Venus is the second planet from the Sun.

- 2 blue ~~look~~ Earth from looks space .

Earth looks blue from space.

- 3 is the smallest Mercury ~~on~~ planet the solar system in .

Mercury is the smallest planet in the solar system.

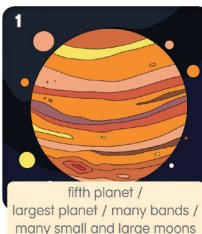
- 4 than Earth bigger Neptune ~~biggest~~ is .

Neptune is bigger than Earth.

62

Wrap-up Writing

Look and write the sentences.



fifth planet /
largest planet / many bands /
many small and large moons

Jupiter is the fifth planet from the Sun.
It is the largest planet in the solar system.
It has many bands on its surface.
It has many small and large moons.



second planet / hottest planet /
smaller than Earth /
"morning star"

Venus is the second planet from the Sun.
It is the hottest planet in the solar system.
It is smaller than Earth.
It is called the "morning star".



(Draw a famous planet.)

Earth is the third planet from the Sun.
There is life on Earth.
There are many oceans on Earth.
It has one moon.

*Answers may vary.

63

Name: _____

» Write the correct form of the verb.

- 1 go We _____ to the aquarium next Friday.
- 2 stay My family _____ at home next week.
- 3 bake My grandma _____ a pie tomorrow morning.
- 4 ride David and I _____ bikes next Sunday.
- 5 play Cindy _____ board games tomorrow night.
- 6 watch My students _____ a movie tomorrow.

» Circle the mistake. Write the correct sentence.

- 7 I borrow books next week.



- 8 James will stays at home tomorrow.

- 9 It is tuesday tomorrow.

- 10 She will sees animals at the zoo next weekend.

Name: _____

► Complete the sentence using **will** or **will not**.

Tomorrow		
	dance	play the trumpet
	1 ✓ 3 X	2 X 4 ✓
Sally		
David		

* ✓ -> will, X -> will not

1 Sally will dance. 3 David _____

2 Sally _____ 4 David _____

► Write the sentence using **will not** or **will not be**.5 She swims. → She will not swim.

6 He is sad. → _____

7 It snows a lot. → _____

8 I play the piano. → _____

9 We jump rope. → _____

10 There is a field day. → _____

Name: _____

► Choose and complete the sentence using **will**.

help

write

act

discover

fly

- 1 Alice wants to be a pilot. She will fly planes.
- 2 Ben wants to be a movie star. He _____ in the movies.
- 3 Cindy wants to be a scientist. She _____ new things.
- 4 Lisa wants to be a writer. She _____ interesting stories.
- 5 Paul wants to be a doctor. He _____ sick people.

► Circle the mistake. Write the correct sentence.

- 6 I wants to be a pianist.

- 7 They will are artists in the future.

- 8 Lena will has piano concerts in Europe.

- 9 John teach math to children in the future.

- 10 He will is a baseball player.

Name: _____

► Write the correct past form of Be verb.

- 1 I _____ at home all day yesterday.
- 2 We _____ excited at our brother's wedding.
- 3 There _____ many people at the movie theater.
- 4 He _____ tired after the basketball game.
- 5 Sally _____ pretty at her wedding.
- 6 They _____ happy at the birthday party last night.
- 7 Jack _____ thirsty after the sack race.

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

- 8 cook cooked We yesterday some snacks .
-

- 9 came Judy comes last week to my house .
-

- 10 gives You a present gave to your teacher .
-

Name: _____

► Choose the correct picture. Write the past form of the verb.

1 ☒ A We **go** went to the cabin.2 ☐ We **have** _____ a barbecue.3 ☐ My mom and dad **ski** _____.4 ☐ We **stay** _____ in a cabin.5 ☐ My brother and I **take** _____
a snowboarding lesson.

► Circle the mistake. Write the correct sentence.

6 I eat some pizza for dinner yesterday. _____7 My family visits Jeju island last year. _____8 Mark watches a sunset last night. _____9 Jen travels to London last winter. _____10 They roast a chicken last weekend. _____

Name: _____

► Write the correct past form of the verb.

- 1 dance My friend _____ on stage last Sunday.
- 2 play He _____ the piano last night.
- 3 buy I _____ some flowers for my mom yesterday.
- 4 perform Emily _____ well in the play last week.
- 5 go Fred _____ to a violin concert last month.
- 6 enjoy They _____ the musical last Friday.

► Circle the correct word(s).

- 7 Amy sang and danced (beautiful / beautifully) .
- 8 We like the show (very much / very well) .
- 9 The students rapped (interesting / interestingly) .
- 10 Tony played the cello (wonderful / wonderfully) .

Name: _____

» Write the sentence using **didn't**.

1 The doctor checked my eyes. → _____

2 She had a fever last night. → _____

3 Ken doesn't catch a cold. → _____

4 You don't have a sore throat. → _____

5 They played outside. → _____

» Write the correct past form of the verb.

6 go I _____ to see a doctor last week.

7 have Lucy _____ a runny nose last night.

8 doesn't take Tom _____ any medicine at home.

9 don't stay You _____ in bed.

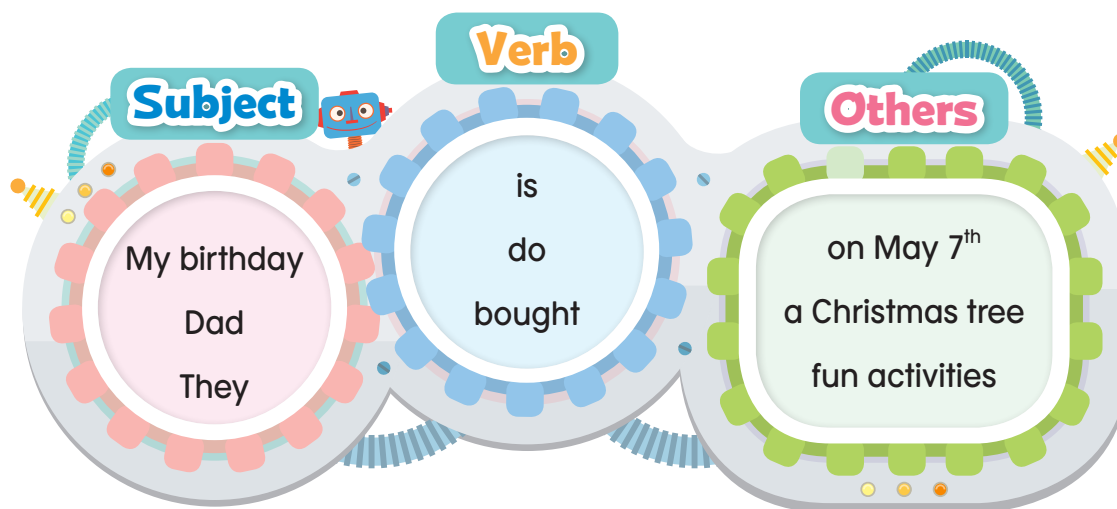
10 don't feel She _____ well last night.

Name: _____

► Write in or on.

- 1 Halloween is _____ October 31st.
- 2 We traveled to New York _____ January.
- 3 My favorite holiday is _____ May. It is Children's Day.
- 4 I visited my grandma _____ New Year's Day.
- 5 My family enjoyed turkey _____ Thanksgiving Day.
- 6 They plant trees _____ Arbor Day.

► Make and write the sentences.



- 7 My birthday _____
- 8 Dad _____
- 9 They _____
- 10 They _____

Name: _____

►► Choose and write the words.

a slice of (3x)

a glass of (2x)

a scoop of

- 1 I put some cucumbers on a slice of bread.
- 2 She needs _____ ice cream on the apple pie.
- 3 Liam drinks _____ orange juice every morning.
- 4 Sandra ate _____ cheese and some cookies last night.
- 5 My brother had _____ milk and some popcorn yesterday.
- 6 You add _____ ham over the cheese.

►► Circle the correct word(s).

- 7 Mom made a / some spaghetti sauce.
- 8 She needs two slice of / slices of bread.
- 9 I drank some / a glass of milk yesterday.
- 10 Jay added a scoop of / slice of cheese.

Name: _____

► Choose the correct picture. Write the past form of the verb.



1 ☐ I **invite** _____ my friends to my birthday party.

2 ☐ My class **play** _____ against another class in a spelling bee.

3 ☐ We **spell** _____ the words correctly.

4 ☐ We **watch** _____ a magic show.

5 ☐ We **win** _____ the first prize in the spelling bee.



► Circle the correct word.

6 My sister played tennis **about / against** Mom.

7 He wanted to talk **about / with** the movie last night.

8 Sam did his homework **with / to** me. I helped him.

9 Maria talked **against / to** the artist at the museum.

10 My team raced **about / against** another team last Tuesday.

Name: _____

► Choose and write the correct sentence.

He couldn't find it anywhere.

She had to see a dentist.

I had to stay in bed.

He couldn't go camping.

She had to run to the bus stop.

1 Mike lost his new hat. He couldn't find it anywhere.

2 Jessica got up late. _____

3 I got the flu. _____

4 Ben caught a bad cold yesterday. _____

5 My mom had a toothache. _____

► Make and write the sentences.



6 I _____

7 I _____

8 There _____

9 The doctor _____

10 The doctor _____

Name: _____

► Choose and complete the sentences about your family.

by plane

by subway

by car

by bus

by train

on foot

- 1 My mom usually goes to the market _____.
- 2 My dad goes to work _____.
- 3 My family goes to Grandpa's house _____.
- 4 My family sometimes travels to other countries _____.
- 5 My family goes to the park _____.
- 6 My family goes to the movie theater _____.

► Circle the mistake. Write the correct sentence.

- 7 They went to Canada on plane.

- 8 Our vacation in China was a best.

- 9 My brothers always go to church in foot.

- 10 Lucy and I went swim at the beach.

Name: _____

►► Circle the correct word.

- 1 New York is the **largest / larger** city in the US.
- 2 There are many tall **skyscraper / skyscrapers** in the town.
- 3 Baseball is the **most / more** popular sport in the country.
- 4 Chicago is **smallest / smaller** than New York.
- 5 The city is famous **for / in** its traditional food.
- 6 About two **million / millions** people live in the city.

►► Circle the mistake. Write the correct sentence.

- 7 There are many interesting place in the country.

- 8 Barcelona is the second large city in Spain.

- 9 The harbor are filled with ships.

- 10 It is in the south coast of the country.

Name: _____

► Complete the sentence using the superlative form of the adjective.

- 1 famous Paris is one of the most famous cities in the world.
- 2 long The Nile River is one of the _____ rivers in the world.
- 3 high K2 is one of the _____ mountains in the world.
- 4 strong A gorilla is one of the _____ animals in the world.
- 5 beautiful Australia is one of the _____ countries in the world.
- 6 fast A falcon is one of the _____ birds in the world.

► Choose and write the word.

thousand

million (2x)

billion

- 7 5,000 = five _____
- 8 6,000,000 = six _____
- 9 35,000,000,000 = thirty-five _____
- 10 79,000,000 = seventy-nine _____

Name: _____

► Choose the correct picture. Circle the correct word.



1 ☒ A Earth is the three / third planet from the Sun.

2 ☐ Jupiter has many band / bands on its surface.



3 ☐ Jupiter is the five / fifth planet from the Sun.

4 ☐ There is life on / at Earth.

► Circle the mistake. Write the correct sentence.

5 Mars look red from space.

6 Mars is small than Earth.

7 There are many ocean on Earth.

8 Saturn is the six planet from the Sun.

9 It have many moons and beautiful rings.

10 It has the larger mountain in the solar system.

Unit 1

- 1 will go
- 2 will stay
- 3 will bake
- 4 will ride
- 5 will play
- 6 will watch
- 7 borrow I will borrow books next week.
- 8 stays James will stay at home tomorrow.
- 9 tuesday It is Tuesday tomorrow.
- 10 sees She will see animals at the zoo next weekend.

Unit 2

- 1 Sally will dance.
- 2 Sally will not play the trumpet.
- 3 David will not dance.
- 4 David will play the trumpet.
- 5 She will not swim.
- 6 He will not be sad.
- 7 It will not snow a lot.
- 8 I will not play the piano.
- 9 We will not jump rope.
- 10 There will not be a field day.

Unit 3

- 1 will fly
- 2 will act
- 3 will discover
- 4 will write
- 5 will help
- 6 wants I want to be a pianist.
- 7 are They will be artists in the future.
- 8 has Lena will have piano concerts in Europe.
- 9 teach John will teach math to children in the future.
- 10 is He will be a baseball player.

Unit 4

- 1 was
- 2 were
- 3 were
- 4 was
- 5 was
- 6 were
- 7 was
- 8 ~~cook~~ We cooked some snacks yesterday.
- 9 ~~comes~~ Judy came to my house last week.
- 10 ~~gives~~ You gave a present to your teacher.

Unit 5

- 1 A, went
- 2 A, had
- 3 B, skied
- 4 A, stayed
- 5 B, took
- 6 eat. I ate some pizza for dinner yesterday.
- 7 visits. My family visited Jeju island last year.
- 8 watches. Mark watched a sunset last night.
- 9 travels. Jen traveled to London last winter.
- 10 roast. They roasted a chicken last weekend.

Unit 6

- 1 danced
- 2 played
- 3 bought
- 4 performed
- 5 went
- 6 enjoyed
- 7 beautifully
- 8 very much
- 9 interestingly
- 10 wonderfully

Unit 7

- 1 The doctor didn't check my eyes.
- 2 She didn't have a fever last night.
- 3 Ken didn't catch a cold.
- 4 You didn't have a sore throat.
- 5 They didn't play outside.
- 6 went
- 7 had
- 8 didn't take
- 9 didn't stay
- 10 didn't feel

Unit 8

- 1 on
- 2 in
- 3 in
- 4 on
- 5 on
- 6 on
- 7 My birthday is on May 7th.
- 8 Dad bought a Christmas tree.
- 9 They do fun activities.
- 10 They bought a Christmas tree.

Unit 9

- 1 a slice of
- 2 a scoop of
- 3 a glass of
- 4 a slice of
- 5 a glass of
- 6 a slice of
- 7 some
- 8 slices of
- 9 a
- 10 slice of

Unit 10

- 1 A, invited
- 2 B, played
- 3 B, spelled
- 4 A, watched
- 5 B, won
- 6 against
- 7 about
- 8 with
- 9 to
- 10 against

Unit 11

- 1 He couldn't find it anywhere.
- 2 She had to run to the bus stop.
- 3 I had to stay in bed.
- 4 He couldn't go camping.
- 5 She had to see a dentist.
- 6 I couldn't find her anywhere.
- 7 I gave him a shot.
- 8 There was a test at school.
- 9 The doctor couldn't find her anywhere.
- 10 The doctor gave him a shot.

Unit 12

- 1 by bus
- 2 by subway
- 3 by train
- 4 by plane
- 5 on foot
- 6 by car
- *Answers may vary.
- 7 on They went to Canada by plane.
- 8 a Our vacation in China was the best.
- 9 in My brothers always go to church on foot.
- 10 swim Lucy and I went swimming at the beach.

Unit 13

- 1 largest
- 2 skyscrapers
- 3 most
- 4 smaller
- 5 for
- 6 million
- 7 place There are many interesting places in the country.
- 8 large Barcelona is the second largest city in Spain.
- 9 are The harbor is filled with ships.
- 10 in It is on the south coast of the country.

Unit 14

- 1 most famous
- 2 longest
- 3 highest
- 4 strongest
- 5 most beautiful
- 6 fastest
- 7 thousand
- 8 million
- 9 billion
- 10 million

Unit 15

- 1 A, third
- 2 B, bands
- 3 B, fifth
- 4 A, on
- 5 look Mars looks red from space.
- 6 small Mars is smaller than Earth.
- 7 ocean There are many oceans on Earth.
- 8 six Saturn is the sixth planet from the Sun.
- 9 have It has many moons and beautiful rings.
- 10 larger It has the largest mountain in the solar system.

Writing Correction Worksheet 1

Name: _____

► Find and circle the five mistakes. Then rewrite the story.

Going to the Movies

My family will go to the park this Friday.

We like going to the park.

We eat will lunch at the park.

My sister will rides her bike.

my mother will read books.

I will fly a kite.

We will have fun at the park

Writing Checklist

1 Sentences begin with a capital letter. ☐

2 Sentences end with a period. ☐

3 Verbs are in the correct form. ☐

4 Words are in the correct order. ☐

5 The title describes the story. ☐

Writing Correction Worksheet 2

Name: _____

► Find and circle the five mistakes. Then rewrite the story.

Teacher's Day

We have Children's Day every year
tomorrow is Children's Day.

We will get presents.

We will goes to an amusement park.

We will watch a magic show.

We will milkshakes drink.

We will have so much fun.

Writing Checklist

- 1 Sentences begin with a capital letter. ☐
- 2 Sentences end with a period. ☐
- 3 Verbs are in the correct form. ☐

- 4 Words are in the correct order. ☐
- 5 The title describes the story. ☐

Writing Correction Worksheet 3

Name: _____

► Find and circle the five mistakes. Then rewrite the story.

Our Toys

harry wants to be a doctor.

He will help sick people

Emily want to be a writer.

She will make children's books.

I to want be an English teacher.

I will teach English to children.

I will be a good teacher.

Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Verbs are in the correct form. ☐4 Words are in the correct order. ☐5 The title describes the story. ☐

Writing Correction Worksheet 4

Name: _____

» Find and circle the five mistakes. Then rewrite the story.

My Aunt's Wedding Day

last Sunday was my cousin's birthday.
We went to my uncle's house
There were a lot of people.
My mom brought nice gifts for cousin my.
My dad make my cousin a birthday cake.
I made my cousin a birthday card.
We were very happy.

Writing Checklist

- 1 Sentences begin with a capital letter. ☐
2 Sentences end with a period. ☐
3 Verbs are in the correct form. ☐

- 4 Words are in the correct order. ☐
5 The title describes the story. ☐

Writing Correction Worksheet 5

Name: _____

► Find and circle the five mistakes. Then rewrite the story.

City Trip

my family went on a ski trip last weekend.

We go to a ski resort.

We were excited.

My mom and dad skied together

My brother and I took a snowboarding lesson.

rode We a cable car to the mountain top.

We had a good time.

Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Verbs are in the correct form. ☐4 Words are in the correct order. ☐5 The title describes the story. ☐

Writing Correction Worksheet 6

Name: _____

» Find and circle the five mistakes. Then rewrite the story.

The Exhibition

My family went to a musical Sunday last.

we like musicals very much.

The musical was at City Theater

The singers sang and dance beautifully.

It was very fun.

Mom, Dad, and I enjoyed the musical.

We all had a great time.

Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Verbs are in the correct form. ☐4 Words are in the correct order. ☐5 The title describes the story. ☐

Writing Correction Worksheet 7

Name: _____

► Find and circle the five mistakes. Then rewrite the story.**Catching a Toothache**

I am sick yesterday.

I caught the flu

I had a high fever.

My mom is our doctor.

She me checked.

she gave me some medicine.

I slept all day.

Writing Checklist**1** Sentences begin with a capital letter. ☐**2** Sentences end with a period. ☐**3** Verbs are in the correct form. ☐**4** Words are in the correct order. ☐**5** The title describes the story. ☐

Writing Correction Worksheet 8

Name: _____

» Find and circle the five mistakes. Then rewrite the story.

Mother's Day in China

children's Day in China is my favorite holiday.

It is June on 1st.

We do fun activities.

We get presents from our parents

We watches movies for free.

We go to parks for free too.

We all like Children's Day.

Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Verbs are in the correct form. ☐4 Words are in the correct order. ☐5 The title describes the story. ☐

Writing Correction Worksheet 9

Name: _____

► Find and circle the five mistakes. Then rewrite the story.

Making Breakfast

I want to make dessert for my family.

I will make a banana split

I need a banana, ice cream, and whipped cream.

first, I peel a banana and cut it in two.

Next, I puts the banana in a long dish.

Then, I put three scoops of ice cream on the banana.

After that, add I whipped cream on top of the ice cream.

Writing Checklist

1 Sentences begin with a capital letter. ☐**2** Sentences end with a period. ☐**3** Verbs are in the correct form. ☐**4** Words are in the correct order. ☐**5** The title describes the story. ☐

Writing Correction Worksheet 10

Name: _____

» Find and circle the five mistakes. Then rewrite the story.

The Magic Show

Last Friday was my day best.
There was a spelling bee at school.
There was four teams.
my class played against three other classes.
We spelled all the words correctly.
We won the first prize
The spelling bee was very exciting.

Writing Checklist

- 1 Sentences begin with a capital letter. ☐
- 2 Sentences end with a period. ☐
- 3 Verbs are in the correct form. ☐

- 4 Words are in the correct order. ☐
- 5 The title describes the story. ☐

Writing Correction Worksheet 11

Name: _____

► Find and circle the five mistakes. Then rewrite the story.

My Wedding Day

today was my worst day.

It was cold.

It rained a lot

My dog got out of the house.

I look everywhere for him.

I couldn't him find anywhere.

My dog was lost for ten hours.

Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Verbs are in the correct form. ☐4 Words are in the correct order. ☐5 The title describes the story. ☐

Writing Correction Worksheet 12

Name: _____

» Find and circle the five mistakes. Then rewrite the story.

Vacation in Egypt

My family had a vacation in Arizona last year.

we went there by plane.

The weather is very hot and dry.

We saw many cacti there

They huge were.

We did the Grand Canyon tour.

We had a lot of fun in Arizona.

Writing Checklist

1 Sentences begin with a capital letter. ☐2 Sentences end with a period. ☐3 Verbs are in the correct form. ☐4 Words are in the correct order. ☐5 The title describes the story. ☐

Writing Correction Worksheet 13

Name: _____

► Find and circle the five mistakes. Then rewrite the story.**The City of Amsterdam**

amsterdam is the capital of the Netherlands.
It is largest the city in the Netherlands.
About 750,000 people live in the city
People in Amsterdam is from all over the world.
Amsterdam is famous for its canals.
Many people ride their bikes around city the.
There are a lot of fun things to do.

Writing Checklist

- 1** Sentences begin with a capital letter. ☐
- 2** Sentences end with a period. ☐
- 3** Verbs are in the correct form. ☐

- 4** Words are in the correct order. ☐
- 5** The title describes the story. ☐

Writing Correction Worksheet 14

Name: _____

» Find and circle the five mistakes. Then rewrite the story.

A Country in South America

mexico is located in North America.

Mexico is the eleventh most populous country
in the world

Mexico is the second most populous country
in Latin America.

About 130 million people in live Mexico.

They speaks Spanish.

Tacos and burritos are famous Mexican foods.

Many people like Mexican food.

Writing Checklist

- 1 Sentences begin with a capital letter. ☐
- 2 Sentences end with a period. ☐
- 3 Verbs are in the correct form. ☐

- 4 Words are in the correct order. ☐
- 5 The title describes the story. ☐

Writing Correction Worksheet 15

Name: _____

► Find and circle the five mistakes. Then rewrite the story.**The Smallest Planet**

jupiter is the largest planet in the solar system.

It is the fifth planet from the Sun.

It is between Mars and Saturn.

It is mostly made of gas

It have many bands on its surface.

It has a big red spot.

It has four large moons and many moons small.

Writing Checklist**1** Sentences begin with a capital letter. ☐**2** Sentences end with a period. ☐**3** Verbs are in the correct form. ☐**4** Words are in the correct order. ☐**5** The title describes the story. ☐

Writing Correction Worksheet Answer Key (Units 1-4)

Unit 1

Going to the Park

My family will go to the park this Friday.

We like going to the park.

We **will eat** lunch at the park.

My sister will **ride** her bike.

My mother will read books.

I will fly a kite.

We will have fun at the park.

Unit 2

Children's Day

We have Children's Day every year.

Tomorrow is Children's Day.

We will get presents.

We will **go** to an amusement park.

We will watch a magic show.

We will **drink milkshakes**.

We will have so much fun.

Unit 3

Our Dreams

Harry wants to be a doctor.

He will help sick people.

Emily **wants** to be a writer.

She will make children's books.

I **want to** be an English teacher.

I will teach English to children.

I will be a good teacher.

Unit 4

My Cousin's Birthday

Last Sunday was my cousin's birthday.

We went to my uncle's house.

There were a lot of people.

My mom brought nice gifts for **my cousin**.

My dad **made** my cousin a birthday cake.

I made my cousin a birthday card.

We were very happy.

Writing Correction Worksheet Answer Key (Units 5-8)

Unit 5

Ski Trip

My family went on a ski trip last weekend.

We went to a ski resort.

We were excited.

My mom and dad skied together.

My brother and I took a snowboarding lesson.

We rode a cable car to the mountain top.

We had a good time.

Unit 6

The Musical

My family went to a musical last Sunday.

We like musicals very much.

The musical was at City Theater.

The singers sang and danced beautifully.

It was very fun.

Mom, Dad, and I enjoyed the musical.

We all had a great time.

Unit 7

Catching the Flu

I was sick yesterday.

I caught the flu.

I had a high fever.

My mom is our doctor.

She checked me.

She gave me some medicine.

I slept all day.

Unit 8

Children's Day in China

Children's Day in China is my favorite holiday.

It is on June 1st.

We do fun activities.

We get presents from our parents.

We watch movies for free.

We go to parks for free too.

We all like Children's Day.

Writing Correction Worksheet Answer Key (Units 9-12)

Unit 9

Making Dessert

I want to make dessert for my family.

I will make a banana split.

I need a banana, ice cream, and whipped cream.

First, I peel a banana and cut it in two.

Next, I put the banana in a long dish.

Then, I put three scoops of ice cream on the banana.

After that, I add whipped cream on top of the ice cream.

Unit 10

The Spelling Bee

Last Friday was my best day.

There was a spelling bee at school.

There were four teams.

My class played against three other classes.

We spelled all the words correctly.

We won the first prize.

The spelling bee was very exciting.

Unit 11

My Worst Day

Today was my worst day.

It was cold.

It rained a lot.

My dog got out of the house.

I looked everywhere for him.

I couldn't find him anywhere.

My dog was lost for ten hours.

Unit 12

Vacation in Arizona

My family had a vacation in Arizona last year.

We went there by plane.

The weather was very hot and dry.

We saw many cacti there.

They were huge.

We did the Grand Canyon tour.

We had a lot of fun in Arizona.

Writing Correction Worksheet Answer Key (Units 13-15)

Unit 13

The City of Amsterdam

Amsterdam is the capital of the Netherlands.

It is **the largest** city in the Netherlands.

About 750,000 people live in the city.

People in Amsterdam **are** from all over the world.

Amsterdam is famous for its canals.

Many people ride their bikes around **the city**.

There are a lot of fun things to do.

Unit 14

A Country in **North** America

Mexico is located in North America.

Mexico is the eleventh most populous country in the world.

Mexico is the second most populous country in Latin America.

About 130 million people **live in** Mexico.

They **speak** Spanish.

Tacos and burritos are famous Mexican foods.

Many people like Mexican food.

Unit 15

The **Largest** Planet

Jupiter is the largest planet in the solar system.

It is the fifth planet from the Sun.

It is between Mars and Saturn.

It is mostly made of gas.

It **has** many bands on its surface.

It has a big red spot.

It has four large moons and many **small moons**.



Placement Test Information

The *My First Writing 3* Placement Test has been designed to help teachers accurately place students in the appropriate level of the series by evaluating students' existing knowledge. The test questions come directly from *My First Writing 3*.

This paper-based test has been designed to be photocopiable.



How to Administer the Placement Test

- 1 Print or photocopy the test pages.
- 2 Make sure students are comfortable and know how to complete the questions.
- 3 Once students have finished the test, use the scoring rubric to help place them in the appropriate class. There are 20 questions, and each question is worth 5 points.



Scoring Rubric

Score	Placement Recommendation
0-20	The student is not ready to begin <i>My First Writing 3</i> . The student will benefit from studying <i>My First Writing 2</i> first.
21-40	The student knows some of the skills covered in <i>My First Writing 3</i> . Starting <i>My First Writing 3</i> following a review of <i>My First Writing 2</i> is the recommended course of action.
41-70	The student is ready to begin studying <i>My First Writing 3</i> .
71-80	The student knows the majority of skills covered in <i>My First Writing 3</i> . Starting <i>My Next Writing 1</i> following a review of <i>My First Writing 3</i> is the recommended course of action.
81-100	The student is ready to begin <i>My Next Writing 1</i> . Visit www.efuture-elt.com for more information.

Placement Test

(Page 1/2)

► Choose and write the word(s). (5 points each)

exhibition

Mars

musical

spelling bee

concert

play

1



2



3



4



5



6



► Write the words in the correct order. (5 points each)

7

weekend

will

go hiking

next

My family

.

8

on

go to

the zoo

They

Children's Day

.

9

about

We

soccer game

the

talked

.

10

is

from the Sun

the first

Mercury

planet

.

► Circle the correct word(s). (5 points each)

11 We are / will be happy now.

12 She will swims / swim in the competition.

13 I drink a / some glass of milk.

14 He didn't do very good / well.

► Look, circle, and write the word. (5 points each)



15 My family had _____ vacation in Hawaii.

- ☐ a ☐ an ☐ some

16 We went to Hawaii _____ plane.

- ☐ with ☐ on ☐ by

17 We _____ at a hotel.

- ☐ staying ☐ stayed ☐ are stay

► Correct the underlined mistake. Write the correct sentence. (5 points each)

E.g. China is one of the largest country. → China is one of the largest countries.

18 We go to the park yesterday. → _____

19 The singer sang wonderful. → _____

20 Amy don't play outside yesterday. → _____

Test

► Look and circle the correct word.



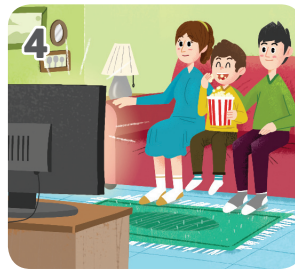
- a make
b borrow



- a eat
b fly



- a play
b read



- a go
b watch

► Circle the mistake. Write the correct sentence.

5 We are get up early tomorrow.

6 He will buys new books tomorrow.

7 She will visited our grandma this Sunday.

8 I am will watch a movie tomorrow night.

9 My family is eat out next weekend.

10 Ben will making dinner tonight.

Test

► Look and write the letters in the correct order.



y l p a



h w t c a



r n i k d



h r e c e

► Circle the correct word(s). Rewrite the sentence.

E.g. We are / will be very happy now.

→ We are very happy now.

5 Sue will have / has fun tomorrow.

→ _____

6 There will be / is a field day next year.

→ _____

7 Jim will be / is very excited now.

→ _____

8 He is / will be very sad tomorrow.

→ _____

9 She watch / watches movies all day.

→ _____

10 They will go not / not go to school.

→ _____

Test

► Choose and write the word(s).

doctor

movie star

writer

scientist

teacher

pianist

1



2



3



4



5



6



► Write the words in the correct order.

7

doctors

Amy and Tom

in the future

be

will

.

8

will

buildings

build

I

beautiful

.

9

She

swim

in

will

the Olympics

.

10

runner

will

the fastest

be

John

.

Test

► Look and circle the correct words.



- 1
- a wedding day
 - b first birthday



- 2
- a Mother's Day
 - b family get-together



- 3
- a first birthday
 - b Mother's Day



- 4
- a wedding day
 - b Mother's Day

► Circle the mistake. Write the correct sentence.

5 He is at the library yesterday.

6 My dad cooks dinner last Sunday.

7 They was at home last weekend.

8 My friends sang a song for I.

9 I writed a letter to my cousin yesterday.

10 We making a birthday card last night.

Test

► Look and write the letters in the correct order.



n b c i a



r i t p

ski _____



u o t r

city _____



e m r c f a i p

► Circle the correct word(s). Rewrite the sentence.

5 We go / went swimming yesterday. → _____

6 They were / ate ice cream last night. → _____

7 He stayed / walked at a hotel. → _____

8 She will be / was happy yesterday. → _____

9 My dad built / build a campfire. → _____

10 You took / ate a train last month. → _____

Test

► Look and circle the correct word.



- a painting
b play



- a exhibition
b painter



- a concert
b museum



- a gallery
b musical

► Circle the correct word(s). Rewrite the sentence.

5 He played the piano wonderful / wonderfully . → _____

6 The play was excitingly / exciting . → _____

7 I liked the movie very much / very well . → _____

8 We played beautifully / beautiful music. → _____

9 Jay had / has a great time yesterday. → _____

10 We see / saw a musical last week. → _____

Test

► Choose and write the word(s).

headache

fever

toothache

runny nose

sore throat

stomachache

1



2



3



4



5



6



► Write the words in the correct order.

7

rub

Dad

stomach

didn't

my

.

8

a

had

bad

I

stomachache

.

9

in

all day

stayed

bed

Tom

.

10

feel

today

didn't

We

well

.

Test

► Look and write the words.

for free

put up

June 1stDecember 25th

1 Children's Day in China is on _____.

2 Christmas is on _____.



3 Children go to the movies and parks _____ on Children's Day in China.

4 People _____ a Christmas tree.

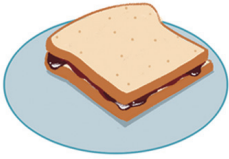
► Circle the mistake. Write the correct sentence.

5 Family Day is on February in Canada. _____6 My favorite holiday is at the winter. _____7 Thanksgiving started at 1621. _____8 Children wear costumes in Halloween. _____9 Children's Day in Korea is at May 5th. _____10 They visit temples at New Year's Day. _____

Test

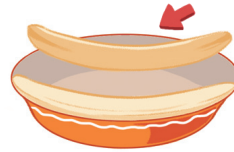
► Look and circle the correct word(s).

1



- a butter
b sandwich

2



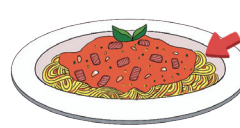
- a scoop
b dish

3



- a cheese
b lettuce

4



- a spaghetti
b banana split

► Circle the correct word. Rewrite the sentence.

5 My mom bought an / some oranges. → _____

6 Joe ate a / some slice of cheese. → _____

7 We want an / some chocolate. → _____

8 They need a / some peanut butter. → _____

9 There is a / some jar of honey. → _____

10 I had a / some scoop of ice cream. → _____

Midterm Test (Units 1-9)

(Page 1/2)

►► Choose and write the word. (5 points each)

a (2x)

some (2x)

- 1 John wants _____ slice of pizza. 2 There are _____ egg sandwiches.
3 My mom needs _____ tomatoes. 4 I drink _____ glass of water.

►► Circle the correct word(s). (5 points each)

- 5 There are / will be a lot of people at the picnic now.
6 We want to be / are famous artists in the future.
7 The ballet dancers danced beautiful / beautifully .

►► Write the words in the correct order. (5 points each)

- 8 mom their bought flowers They .
-

- 9 go to the She dentist didn't .
-

- 10 yesterday were a lot of There people .
-

► **Circle the mistake. Write the correct sentence.** (5 points each)

11 I will goes camping this weekend.

12 People plant trees in Arbor Day.

13 She will not bakes cookies for us tomorrow.

14 They liked the movie very well.

► **Choose and write the sentence.** (5 points each)

visited

took

watched

stayed

went

had

My family

_____ Bali last weekend

15

We

_____ a plane to Bali

16

_____ at a nice hotel

17

_____ bike riding around the hotel

18

_____ a sunrise

19

_____ a wonderful time

20

15 _____

18 _____

16 _____

19 _____

17 _____

20 _____

Test

► Look and write the word(s).

won

soccer game

spelled

prize



1 There was a _____ at school.

2 My class won the first _____.



3 We _____ the words correctly.

4 We _____ the soccer game.

► Circle the mistake. Write the correct sentence.

5 My brother went about the museum. _____6 They played to another team. _____7 I learned with planets in science class. _____8 Kate played about her friends yesterday. _____9 He raced to his mom, and he won. _____10 We talk about John last week. _____

Test

► Look and write the word(s).

fell off

had

had to stay

rode



1 I _____ a terrible stomachache.

2 I _____ my bike to the park.



3 I _____ in bed all evening.

4 I _____ my bike. It was so embarrassing.

► Circle the mistake. Rewrite the sentence(s).

5 Ann was sick. She couldn't went to work. _____6 My room was messy. I had to cleans it. _____7 Kate woke up very lately this morning. _____8 The doctor gave he a shot yesterday. _____9 There were an English test at school. _____10 We had on finish our homework by today. _____

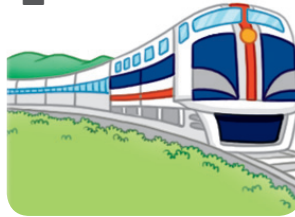
Test

► Look and circle the correct word.



- a vacation
b backyard

2



- a plane
b train



- a beach
b picnic



- a cacti
b pyramids

► Circle the mistake. Write the correct sentence.

5 I usually go to school by foot.

6 Sally did many fun things in home.

7 My dad goes to work on car.

8 We went to the island in boat.

9 They go to Grandma's house at train.

10 Cody goes to the library at subway.

Test

► Look and write the word.

Island

harbors

canals

capital



1 Amsterdam is the _____ of the Netherlands.

2 Auckland is on New Zealand's North _____.



3 Amsterdam is famous for its _____.

4 Auckland has two _____ around it.

► Circle the mistake. Write the correct sentence.

5 Many people live on the city.6 New York is largest than Chicago.7 About six millions people live in the city.8 Seoul is famous by its subway system.9 He is the good soccer player ever.10 There are many tall building in the city.

Test

► Look and write the word(s).

tacos

chocolate

Central Europe

North America



1 Mexico is located in _____.

2 Switzerland is located in _____.



3 Burritos and _____ are famous Mexican foods.

4 Switzerland is famous for its _____.

► Circle the mistake. Write the correct sentence.

5 There are five thousands people here.

6 Brazil is one of the bigger countries.

7 One of the coldest countries are Finland.

8 Sudan is one of the hottest country.

9 Singapore is one of the most small countries.

10 It is one of the most beautifulest countries.

Test

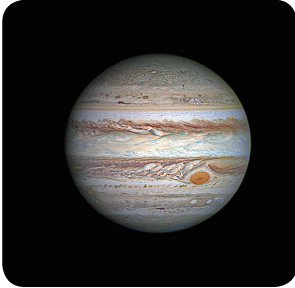
► Look and write the word.

sixth

largest

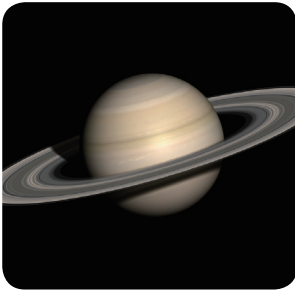
bands

rings



1 Jupiter is the _____ planet in the solar system.

2 Saturn has beautiful _____.



3 Jupiter has four large moons and many _____.

4 Saturn is the _____ planet from the Sun.

► Circle the correct word. Rewrite the sentence.

5 Uranus have / has 27 moons.



6 Mercury is smaller / smallest than Earth.



7 There is water / waters on Earth.



8 Earth look / looks blue from space.



9 Venus is a / the hottest planet.



10 There are / is no life on Jupiter.



Final Test (Units 10-15)

(Page 1/2)

» Write **is, are, was, or were**. (5 points each)

- 1 There _____ a soccer game yesterday.
- 2 The weather _____ very cold today.
- 3 We _____ at the magic show now.
- 4 There _____ a lot of people at the park last weekend.

» Circle the mistake. Write the correct sentence. (5 points each)

- 5 Saturn have many moons. _____
- 6 We went with the museum yesterday. _____
- 7 It is the second large city. _____

» Write the words in the correct order. (5 points each)

- 8 anywhere find I my turtle couldn't .

- 9 had to night last study Fred .

- 10 for parks famous It is its large .

► Choose and write the word. (5 points each)

on

by

to

against

11 Finn talked _____ his mother. 12 I go to school _____ foot.

13 They went there _____ train. 14 Ann raced _____ Jenny.

► Choose and write the sentence. (5 points each)

slipped

was

didn't have

fell

had to run

rained

Today

_____ my worst day

15

It

_____ a lot after school

16

I

_____ an umbrella

17

_____ home from the bus stop

18

_____ and fell in the rain

19

My
backpack

_____ into a puddle

20

15 _____

18 _____

16 _____

19 _____

17 _____

20 _____



Test Answer Key

Placement Test	188
Unit Tests (Units 1-9)	188
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Unit Tests (Units 10-15)	190
Final Test	191

Answer Key

Placement Test

- 1 play
- 2 spelling bee
- 3 exhibition
- 4 Mars
- 5 musical
- 6 concert
- 7 My family will go hiking next weekend.
- 8 They go to the zoo on Children's Day.
- 9 We talked about the soccer game.
- 10 Mercury is the first planet from the Sun.
- 11 are
- 12 swim
- 13 a
- 14 well
- 15 a
- 16 c
- 17 b
- 18 We went to the park yesterday.
- 19 The singer sang wonderfully.
- 20 Amy didn't play outside yesterday.

Unit 1 Test

- 1 b
- 2 a
- 3 a
- 4 b
- 5 are. We will get up early tomorrow.
- 6 buys. He will buy new books tomorrow.
- 7 visited. She will visit our grandma this Sunday.
- 8 am will. I will watch a movie tomorrow night.
- 9 is. My family will eat out next weekend.
- 10 making. Ben will make dinner tonight.

Unit 2 Test

- 1 play
- 2 watch
- 3 drink
- 4 cheer
- 5 will have. Sue will have fun tomorrow.
- 6 will be. There will be a field day next year.
- 7 is. Jim is very excited now.
- 8 will be. He will be very sad tomorrow.
- 9 watches. She watches movies all day.
- 10 not go. They will not go to school.

Unit 3 Test

- 1 scientist
- 2 doctor
- 3 writer
- 4 pianist
- 5 movie star
- 6 teacher
- 7 Amy and Tom will be doctors in the future.
- 8 I will build beautiful buildings.
- 9 She will swim in the Olympics.
- 10 John will be the fastest runner.

Unit 4 Test

- 1 a
- 2 b
- 3 a
- 4 b
- 5 is. He was at the library yesterday.
- 6 cooks. My dad cooked dinner last Sunday.
- 7 was. They were at home last weekend.
- 8 I. My friends sang a song for me.
- 9 wrote. I wrote a letter to my cousin yesterday.
- 10 making. We made a birthday card last night.

Unit 5 Test

- 1 cabin
- 2 trip
- 3 tour
- 4 campfire
- 5 went We went swimming yesterday.
- 6 ate They ate ice cream last night.
- 7 stayed He stayed at a hotel.
- 8 was She was happy yesterday.
- 9 built My dad built a campfire.
- 10 took You took a train last month.

Unit 6 Test

- 1 (b)
- 2 (a)
- 3 (a)
- 4 (b)
- 5 wonderfully He played the piano wonderfully.
- 6 exciting The play was exciting.
- 7 very much I liked the movie very much.
- 8 beautiful They played beautiful music.
- 9 had Jay had a great time yesterday.
- 10 saw We saw a musical last week.

Unit 7 Test

- 1 toothache
- 2 headache
- 3 stomachache
- 4 fever
- 5 runny nose
- 6 sore throat
- 7 Dad didn't rub my stomach.
- 8 I had a bad stomachache.
- 9 Tom stayed in bed all day.

- 10 We didn't feel well today.

Unit 8 Test

- 1 June 1st
- 2 December 25th
- 3 for free
- 4 put up
- 5 on Family Day is in February in Canada.
- 6 at My favorite holiday is in the winter.
- 7 at Thanksgiving started in 1621.
- 8 in Children wear costumes on Halloween.
- 9 at Children's Day in Korea is on May 5th.
- 10 at They visit temples on New Year's Day.

Unit 9 Test

- 1 (b)
- 2 (b)
- 3 (a)
- 4 (a)
- 5 some My mom bought some oranges.
- 6 (a) Joe ate a slice of cheese.
- 7 some We want some chocolate.
- 8 some They need some peanut butter.
- 9 (a) There is a jar of honey.
- 10 (a) I had a scoop of ice cream.

Midterm Test

- 1 a
- 2 some
- 3 some
- 4 a
- 5 are
- 6 be
- 7 beautifully
- 8 They bought their mom flowers.
- 9 She didn't go to the dentist.
- 10 There were a lot of people yesterday.
- 11 goes. I will go camping this weekend.
- 12 in. People plant trees on Arbor Day.
- 13 bakes. She will not bake cookies for us tomorrow.
- 14 well. They liked the movie very much.
- 15 My family visited Bali last weekend.
- 16 We took a plane to Bali.
- 17 We stayed at a nice hotel.
- 18 We went bike riding around the hotel.
- 19 We watched a sunrise.
- 20 We had a wonderful time.

Question Index (Midterm Test)

Question	Unit	Question	Unit
1	U9	11	U1
2	U9	12	U8
3	U9	13	U2
4	U9	14	U6
5	U2	15	U5
6	U3	16	U5
7	U6	17	U5
8	U4	18	U5
9	U7	19	U5
10	U4	20	U5

Unit 10 Test

- 1 soccer game
- 2 prize

- 3 spelled
- 4 won
- 5 about. My brother went to the museum.
- 6 to. They played against another team.
- 7 with. I learned about planets in science class.
- 8 about. Kate played with her friends yesterday.
- 9 to. He raced against his mom, and he won.
- 10 talk. We talked about John last week.

Unit 11 Test

- 1 had
- 2 rode
- 3 had to stay
- 4 fell off
- 5 went. Ann was sick. She couldn't go to work.
- 6 cleans. My room was messy. I had to clean it.
- 7 lately. Kate woke up very late this morning.
- 8 he. The doctor gave him a shot yesterday.
- 9 were. There was an English test at school.
- 10 on. We had to finish our homework by today.

Unit 12 Test

- 1 a
- 2 b
- 3 b
- 4 b
- 5 by. I usually go to school on foot.
- 6 in. Sally did many fun things at home.
- 7 on. My dad goes to work by car.
- 8 in. We went to the island by boat.
- 9 at. They go to Grandma's house by train.
- 10 at. Cody goes to the library by subway.

Unit 13 Test

- 1 capital
- 2 Island
- 3 canals
- 4 harbors
- 5 on Many people live in the city.
- 6 largest New York is larger than Chicago.
- 7 millions About six million people live in the city.
- 8 by Seoul is famous for its subway system.
- 9 good He is the best soccer player ever.
- 10 building There are many tall buildings in the city.

Unit 14 Test

- 1 North America
- 2 Central Europe
- 3 tacos
- 4 chocolate
- 5 thousands There are five thousand people here.
or There are five people here.
- 6 bigger Brazil is one of the biggest countries.
- 7 are One of the coldest countries is Finland.
- 8 country Sudan is one of the hottest countries.
- 9 most small Singapore is one of the smallest countries.
- 10 beautifulest It is one of the most beautiful countries.

Unit 15 Test

- 1 largest
- 2 rings
- 3 bands
- 4 sixth
- 5 has Uranus has 27 moons.
- 6 smaller Mercury is smaller than Earth.

- 7 water There is water on Earth.
- 8 looks Earth looks blue from space.
- 9 the Venus is the hottest planet.
- 10 is There is no life on Jupiter.

Final Test

- 1 was
- 2 is
- 3 are
- 4 were
- 5 have Saturn has many moons.
- 6 with We went to the museum yesterday.
- 7 large It is the second largest city.
- 8 I couldn't find my turtle anywhere.
- 9 Fred had to study last night.
- 10 It is famous for its large parks.
- 11 to
- 12 on
- 13 by
- 14 against
- 15 Today was my worst day.
- 16 It rained a lot after school.
- 17 I didn't have an umbrella.
- 18 I had to run home from the bus stop.
- 19 I slipped and fell in the rain.
- 20 My backpack fell into a puddle.

Question Index (Final Test)

Question	Unit	Question	Unit
1	U10	11	U10
2	U12	12	U12
3	U10	13	U12
4	U11	14	U10
5	U15	15	U11
6	U10	16	U11
7	U14	17	U11
8	U11	18	U11
9	U11	19	U11
10	U13	20	U11



AWARD CERTIFICATE

This award is presented to

for successfully completing My First Writing 3.

Signature _____

Date _____