

 NATIONAL
GEOGRAPHIC
LEARNING

OUR WORLD

SECOND EDITION

SAMPLER

A **BEST-SELLING** series for young learners of English
Up to 216 Classroom Hours / Level | Pre-A1 to B1
ELTNGL.com/OurWorld2e



Achieve more with *Our World*, Second Edition, a best-selling seven-level series for young learners of English.

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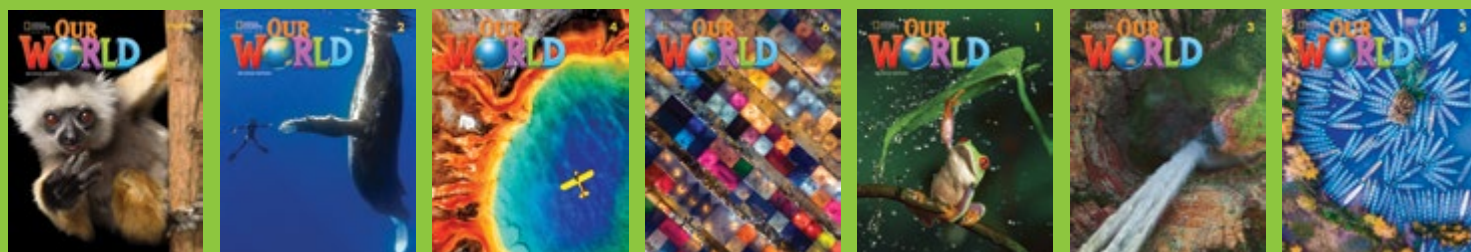
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[CLICK HERE](#) FOR BRITISH ENGLISH SAMPLE CONTENT



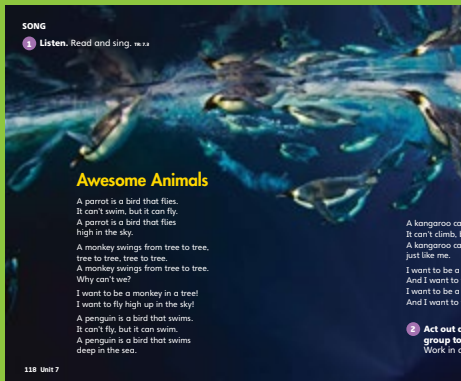
DUCT OVERVIEW



Learn more about the world through cross-curricular topics that challenge learners and deepen their understanding of the world in English.



Help learners do more through collaborative projects, extensive critical thinking and visual literacy work, and activities that inspire meaningful thinking and sharing.



Our World truly brings the world into the classroom and improves learning outcomes, motivating learners to use English to show the world what they can do — and achieve more.



LEARN YOUR WORLD

Experience more of the real world with content that motivates learners to use English, including surprising photography, meaningful stories and readings, immersive video, and incredible National Geographic Explorers.

Perfect for the content-rich classroom, *Our World* includes everything you need for a balanced, four-skills curriculum, lots of cross-curricular exposure, and extensive skills and literacies practice.

Starter

- 8 units
- 6 lessons per unit

Levels 1-6

- 9 units
- 10 lessons per unit

UNIT CLOSE UP

Unit Opener

Cross-curricular topics, with unit goals and a goal-setting activity, are introduced through stimulating photos that encourage speaking and discussion.

Vocabulary 1

Target vocabulary is presented in meaningful contexts to help students build fluency and confidence to discuss relevant real-world topics.



VOCABULARY 1

1 Listen and read. 10:11

2 Listen and repeat. 10:12

Inventions are everywhere. Look around you. What inventions can you see?

One of the first inventions was the **wheel**. More than five thousand years ago, it was difficult to move things. People had to push or pull them along the ground. That was a **problem**. Then someone found a **solution**—the wheel. It changed our lives.

Flexibility is not an invention. It always existed in nature—in lightning, for example. But scientists discovered it and worked out how to use it. Scientists used **imagination** and **creativity** to make new inventions such as electric lights. When **scientists** were **invented**, electricity became even more **useful**. Now we can't imagine our lives without battery-powered inventions such as computers and cell phones.

a battery

electricity

a wheel

Some inventions were invented ten **centuries** before they became really useful. One example was the **airplane** which was invented in 1783. It was not until 1903 that the Wright brothers were riding in a **airplane** in New York. From then on, the **airplane** had to open its **wings** to stop the **engine** from the **airplane** by hand. But in 1903, the Wright brothers came up with a **motorized** **airplane**. They tried to call her **Orion**, but **failed**. People thought **motorized** **airplanes** would **disrupt** **airlines** and **cause** **problems**.

An **airplane** is used by **millions** of people today. However, there's **some** **discussion** about **other** **flights**. The **first** **flights** led to the **hot** **air**. They finally **succeeded** in 1903. But others, say **Alberto** **Santos** **Dumont** **flights**. Santos-Dumont had the world's **first** **public** **flight** in 1906 **near** **Paris**. He flew his plane 200 meters (656 ft.).

1 Ask and answer. Work with a partner. What did you learn?

When did the largest **airplane** fly?

What was a **plane** in 1903?

115

Song

Original songs support the unit theme, model natural rhythm and intonation, and incorporate target vocabulary and grammar.

SONG

1 Listen, read, and sing. 18-19

Inventions

Creativity!
Electricity!
Creativity changes the world!
Inventions solve problems.
Problems that we need to have are good.
The wheel and the cell phone
help to make our world go around.
Inventions are useful
every day, in every way.
Computers, cars, and airplanes
help to make our world go around.

CHORUS

You used to have to walk
to get from place to place.
Now you can go wherever you want
with a car or a plane.
You used to have to sail
to get across the sea.
Now we fly across the sky.
Inventions are the reason why.

CHORUS

Imagination and ideas
can change the world, every day.
Can you solve a problem?
Can you help our world today?

CHORUS

118 Unit 7

2 Discuss. Work with a partner.

1. What inventions are mentioned in the song?
2. Which invention do you think is the most important? Why?

119

GRAMMAR 1

1 Read. Complete the sentences. Check the true sentences.

1. In the 1900s, people _____ (use) _____
by candlelight.

2. Before the invention of cars, people _____
(ride) horses to the city.

3. The invention of the plane, people _____
(not / travel) by air.

4. In the 1900s, people _____
used calls with a cell phone.

5. _____ (not / have) computers
before the invention of the computer.

6. _____ (not / have) electricity
before the invention of the light bulb.

7. _____ (not / have) electricity
before the invention of the light bulb.

8. _____ (not / have) electricity
before the invention of the light bulb.

9. _____ (not / have) electricity
before the invention of the light bulb.

10. _____ (not / have) electricity
before the invention of the light bulb.

2 Write. What about you? Write five sentences about when you were younger. Write two that aren't true. Use these words to help you.

clothes food games books
music TV shows toys vacations
bathers and skirts free-time activities

1. _____

2. _____

3. _____

4. _____

5. _____

3 Read your sentences. Work with a partner. Take turns.

What was his / her job to do in the past?

That's not true! You did not _____ to _____ you to _____ I saw you _____

120

Grammar 1

Target grammar is presented and practiced in context, with natural examples of real-world language and opportunities for real communication using all four language skills.

Vocabulary 2 / Grammar 2

Additional thematic vocabulary and target grammar are presented with sticker activities and communicative grammar games.

VOCABULARY 2

1 Listen and repeat. 18-19

Complete. Then listen and check your answers. 18-19

more 18%

120

GRAMMAR 2

1 Write. Complete the sentences. Check the true sentences.

1. You need to have creativity to invent things. _____ (you) _____
What do you do with this invention? _____ (you) _____

2 Write. Write about these inventions.

1. I built a car that _____ (you) _____
2. I invented a book that _____ (you) _____

121

Reading

Meaningful, relevant real-world readings, with infographics, 'Weird But True' facts, and graphic organizers, develop language through cross-curricular topics such as science, nature, history, art, culture, music, and sports.

READING

1 Listen and read. 18-19

YOUNG and Creative

Did you know that a teenager had the first idea for a television? And a 10-year-old boy invented the top truck? Kids and teens are great inventors because they have a lot of creativity and imagination.

1938 At the age of 10, Reginald Denny invented a solution to the problem of air pollution in cities. Growing up in Montreal, he suffered from asthma caused by the polluted air. Air pollution is a big problem. Three million people die each year. Reginald's invention is an air pollution cleaning tower that is 4.5 meters (15 ft) high. The tower sucks in air and takes out the particles of dust and carbon. The particles are collected and can even be reused. Reginald's dream is to build thousands of the towers and improve the quality of air in cities.

1950 Canadian high school student Ross Macdonald was 19 when she invented the "Yellow Flashlight." The flashlight uses heat from the human body and changes it into light. It doesn't need batteries. She thought of the idea when she heard about a friend who read the Philippines. Her friend was doing badly in school. She needed to do her homework at night but there was no electrical light in her house. A "Yellow Flashlight" invention would help solve the problem of the 1.2 billion people in the world who still have no electricity in their homes.

1990 When Frank Tappan was eleven, he left a cup of milk with soda and a stick in his yard. That night he forgot about it. It was a very cold night. When he went outside the next morning he found something amazing: a "Frankstick!"

1993 Louis Braille had an accident when he was three. The accident left him blind. At that time, it was hard for blind children to read. They had to touch raised letters. But it was easy to confuse a Q with an O, an S, an H, and so on. When he was fifteen, Louis invented an alphabet that could read Braille. The Braille alphabet was a big success.

2 Read and write. Write the name of the invention.

1. It's something you eat.
2. It can help people who live in big cities.
3. It's something a blind person can use to read.
4. It's useful if you don't have electricity.
5. It's helped by accident.

3 Read and write. Complete the chart.

Name	When	What	Why
Reginald Denny	in 1938 when he was 10 years old	an air pollution cleaning tower	he had asthma caused by air pollution

4 Discuss the questions. Work in groups of three. Do you have the same opinion? Which was the most interesting? Why? Which invention was the most useful? Why?

122 Unit 7

MISSION

Use your imagination and creativity to solve problems.

The Great Invention Challenge. Solve with your imagination. Use your creativity. The three winners are the top three inventors.

Think, Pair, Share.

- What are some typical problems in your daily life?
- Can you solve any of these with an invention? Make any useful or fun ideas.
- What invention does everyone like best? Discuss it as a class.

19 In science, it's always a long chain of ideas. Many succeed, but in between you often fail... science is entirely based on curiosity.

Psychologist Eric Steiner, *Journal of Personality and Social Psychology*

127

Writing

Students are introduced to a variety of writing types through level-appropriate models and provided opportunities to share their work.

WRITING

1 Read. Read this fact and opinion text. Use support the opinion in the first paragraph!

A Good Idea

In my opinion, ability rules are a great idea to use. You write an idea and stick it on you or on your notebook. And they come off easily, people like them because they help you to remember. In my opinion, the story of ability rules is an ability rules have two inventions. Spencer (Spencer) in 1870. It wasn't always, as he didn't know it. But then James Miller, Arthur Fry found it was also, all his notes fell on the floor. He wasn't his remembered (Spencer) that he used the glue on all papers. It wasn't until two more sticks that rules it worked, and it was easy to remove them. Now it's real - real useful - important!

2 Write. Describe an invention. Explain how it works. Include facts to support your opinion.

3 Share. Share your writing. Work in a group.

128 Unit 7

PROJECT

Design a superpower app.

1. Choose your own superpower - something that makes life better. Design an app to help you achieve it.
2. Sketch out your ideas for your app in 3-4 pictures.
3. Share your ideas in a small group. Ask your friends how you can improve your ideas.
4. Present your finished app design to the class.

Now I can ...

- talk about inventions.
- talk about your habits.
- describe how to use an invention.
- write facts and opinions about a famous invention.

129 Unit 7

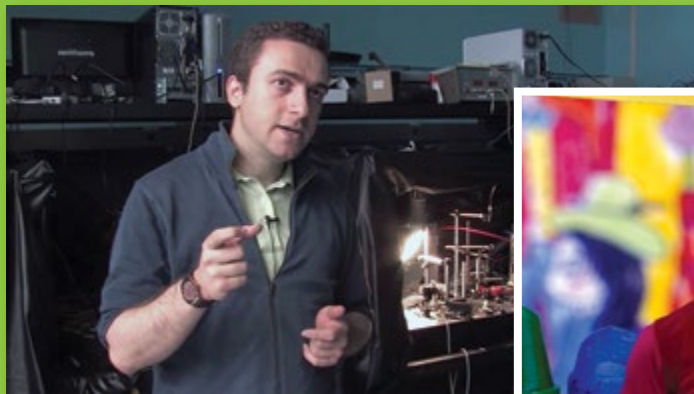
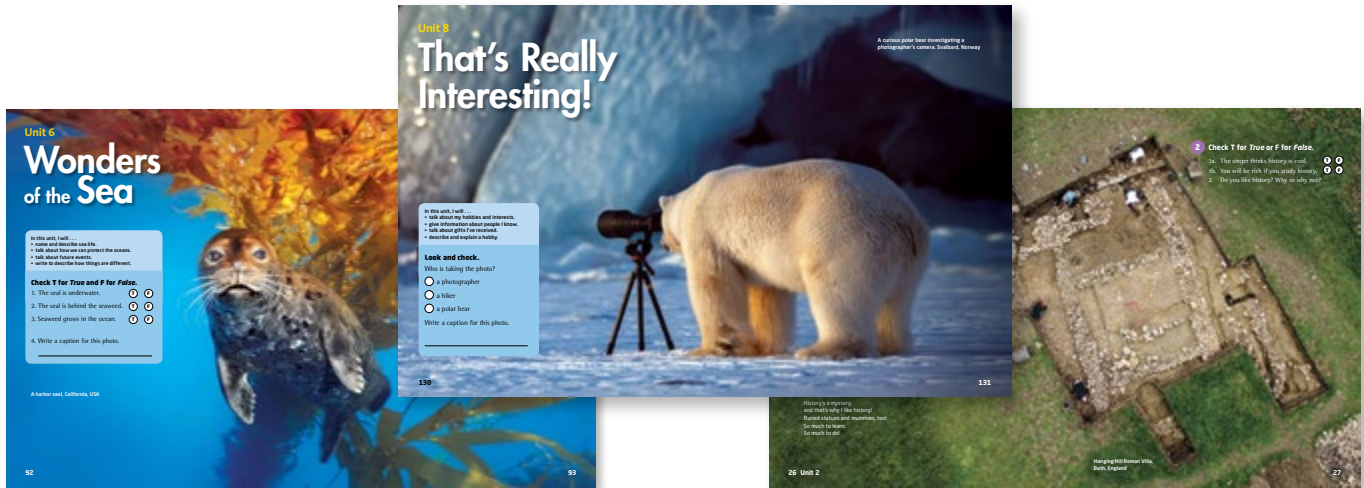
Value/Mission

In levels 1-3, 'Think, Pair, Share.' routines help students consider universally-recognized values. In levels 4-6, the routines help students consider the missions of National Geographic Explorers and discuss and share their thoughts with classmates.

EXPERIENCE MORE, LEARN MORE

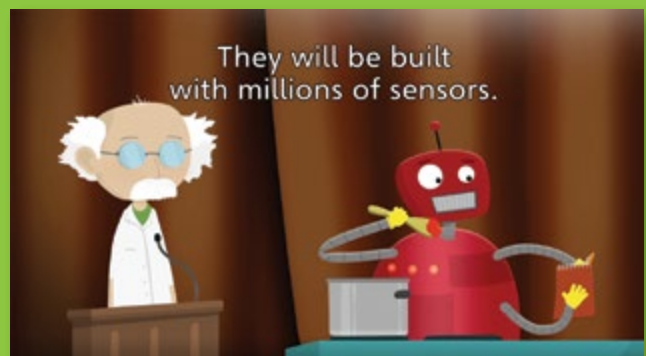
Real World, Real Knowledge

More real-world content, readings, and photos in every unit means your students will gain even more authentic world exposure and cross-curricular knowledge.



Watch and Learn

Short videos for every lesson mean more opportunities to extend lesson content, support different learning styles, and bring the world into the classroom.



GRAMMAR I

Possessive adjectives

I	have			My			
You		black	hair.	Your	hair	is	black.
He	has			His			
She				Her			

1 Listen and read. (Circle) TR 7.4

- My nose is small. Your nose is small.
- My eyes are green. Her eyes are green.
- Your hands are small. His hands are small.
- Her mouth is red. His mouth is red.
- Our hands are small. Their hands are small.

2 Listen and read. (Circle) TR 7.5

- Her / His feet are small.
- His / My feet are big.
- Her / His hands are big.
- His / Her hands are small.
- Is your / my nose small?



GRAMMAR I

Possessive adjectives TR 7.5

My hair is brown. **My** eyes are brown.
Your hair is brown. **Your** eyes are brown.
His hair is brown. **His** eyes are brown.
Her hair is brown. **Her** eyes are brown.

1 Look and listen. Write the number in the box. TR 7.6



2 Write sentences.

- His eyes are blue. (eyes/blue)
- _____ (hair/long)
- _____ (eyes/brown)
- _____ (hair/short)



Grammar, In-Depth and In-Context

Ground grammar in reality with natural examples of real-world language, lots of practice and presentation, and expanded grammar charts in the **Workbooks, Grammar Books, and Classroom Presentation Tools.**

Read More, Know More

Reading lessons, new **Extended Readings**, and **Unit Readers** mean more opportunities for reading practice, more exposure to real people and places, and more story-telling fun.



This woman is a doctor!
 She listens to your heart.
 A nurse often helps her.
 She's really very smart.



There are so many different jobs.
 These jobs are just a few.
 Someday when you grow up,
 what do you want to do?



EXTENDED READING

1 Listen and read. TR 8.2

Oceans of Plastic: TIME FOR ACTION

Plastic is useful. It's in a lot of things we use every day, from clothes to pens, and bottles to toys. But there's a problem. Most plastic is not biodegradable and a lot of it ends up in our oceans.

How big is the problem?

There are fifty more than 5 trillion—that's 5,000,000,000,000—bits of plastic in the world's oceans. Every ocean and every beach has plastics from large objects to tiny pieces called microplastics. Tons of plastic enter the ocean every year. At this rate, by 2050 there will be more plastic than fish in our oceans!

How does plastic harm animals?

Fish, sea turtles, and birds think plastic is food, and they eat it. The plastic stays in their stomachs. Dead seabirds are found with stomachs full of plastic. Whales, dolphins, and seals get tangled up in plastic packaging or fishing nets. It's estimated that millions of ocean animals die each year because of plastic garbage in oceans around the world.

Is there any good news?

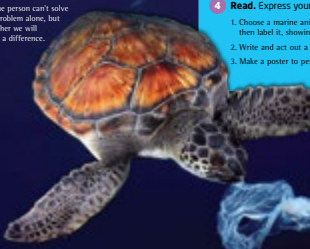
Yes! Scientists, schools, businesses, and everyday people are taking action. Some countries have banned plastic bags. Scientists are developing

new biodegradable plastics. Many communities are trying to use less plastic and recycle more. Kids and young people are playing their parts, too, from Boyan Slat, 23, who is developing an ocean sweeping machine, to kids around the world working to make their schools "zero plastic."

What can you do?

- Don't use plastic bags.
- Don't litter.
- Don't use plastic straws.
- Get a refillable water bottle. Don't buy plastic bottles.
- REUSE.

One person can't solve the problem alone, but together we will make a difference.



2 Read. Match to make sentences.

1. Plastic in our oceans
2. In 2050, our oceans
3. Each year millions of
4. Kids and young people

3 Read. Answer the questions.

1. How do you think about it?
2. Which do you think is the most important?
3. How are people taking action?

4 Read. Express your opinion.

1. Choose a marine animal and label it, showing where you find it.
2. Write a poster to persuade people to take action.

READING

1 Listen and read. TR 8.3

Take Care of Your BRAIN!

We all know that it's important to exercise, but we don't always want to do it. Some people think that exercising every day is too hard, or that it takes too long. They think they don't have time to exercise every day.

Well, here's some good news! If you exercise for only ten minutes a day, your body and your brain will feel better! In fact, some scientists believe that ten minutes of exercise every day can make you think faster and smarter!

Exercise isn't the only thing that's good for your brain. Scientists believe that spending time outside is also great for your brain and your body. They know that your brain relaxes when you're outdoors in a natural place like a forest. Some scientists think people should take a "forest bath," or spend time in an outdoor place, whenever they can.

Even laughing is good for your brain! When you laugh, especially if you laugh out loud, your brain gets more blood than when you're sad! Your whole body can feel better for up to 45 minutes after a good laugh!

Think about it. Are you taking good care of your brain? Do you get enough exercise? Do you spend enough time outdoors? Do you laugh enough?



Healthy Habits
 A "forest bath" is a person who studies the effects of laughter on the human body.

2 Read and underline.

1. Exercise is good / bad for your body and brain.
2. If you exercise for ten hours / minutes a day, your brain will feel better.
3. You have to be outdoors / indoors to take a forest bath.
4. Your body can feel better for 45 minutes after you laugh / exercise every day.
5. It's important to watch TV / exercise every day.

3 Write. Why is exercise good for...

your body?	your brain?

4 Ask and answer. Work with a partner. Do you like to exercise? What do you like to do?

I like to exercise.

Me, too! I like to jump rope and play outdoors.



DO MORE, ACHIEVE MORE

Now I can ...

- identify different kinds of transportation.
- describe ways of traveling.
- compare and contrast.

Make and Show

A variety of **Projects** build 21st century skills through independent research, discussion, presentations, craft, design, and explaining ideas and opinions, with **'Now I can...'** statements that help students understand what they have accomplished.

PROJECT

1 Make a class bar graph about favorite types of transportation.

1 Cut out a 10 cm (4 in.) square piece of paper.

2 Write your name and draw your favorite type of transportation.

3 With your class, make a bar graph for your pictures.

4 Glue your pictures in place.

Our class really likes bikes. It's our favorite transportation.

Now I can ...

- identify different kinds of transportation.
- describe ways of traveling.
- compare and contrast.

56 Unit 3

57

Sound It Out

Introduce the sounds and letters of English and explore sound/spelling relationships with the **ABC Book**, **Phonics Books**, and **The Sounds of English flashcards**.

Trace and match.

Aa apple

Bb book

Cc cat

Dd dog

Unit 4

1 Listen. Then listen and repeat. 18-22 and 23

Aa 1. apple 2. cap

3. pan 4. bag 5. lamp

2 Trace and say.

3 Do you hear **a**? Listen and (circle) Yes or No. 18-24

1. Yes No 2. Yes No 3. Yes No 4. Yes No

4 Do you hear the word with **a** one or two times? Listen and (circle) 1 or 2. 18-24

1. 2. 3. 4.

1 2 1 2 1 2 1 2

Ee

5 Listen. Then listen and repeat.

6 Trace and say.

7 Do you hear **e**? List

1. Yes No 2. Yes

8 Do you hear **a** or **e**? Listen and write **a** or **e**. 18-24

1. 2. 3. 4.

n ck b t w b p n

elephant

Sounds of English 28

Prepare, Assess, Progress

Help students show what they've learned and prepare for exams with customizable unit quizzes, mastery tests, final exams, and a placement test, available through the online **ExamView® Assessment Suite**.

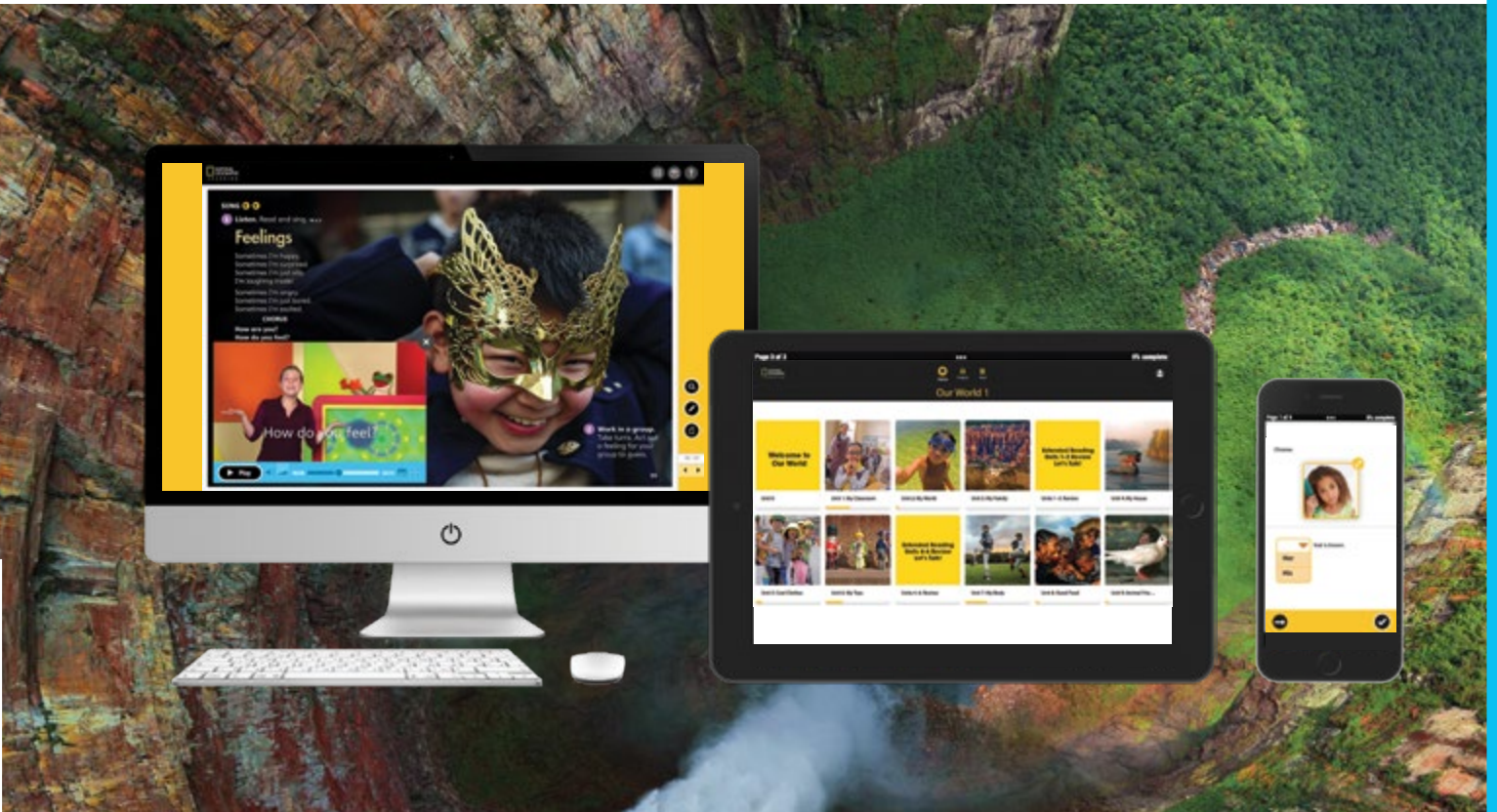
ExamView Assessment Suite interface showing a reading and listening activity page with a classroom scene and multiple-choice questions.

ExamView Assessment Suite interface showing a classroom scene and a question about a laptop.

ExamView Assessment Suite interface showing a table of data and a question about a picture.

TEACH MORE EFFECTIVELY

IN-CLASS AND AT-HOME SUPPORT



ONLINE PRACTICE

Keep students engaged with lots of games for practice, workbook activities for assessment prep, and audio and video resources.

learn.ELTNGL.com



Classroom Presentation Tool

Enrich your lessons with interactive Student's Book, Workbook, and Grammar Workbook pages with embedded audio, video, and activities and lots of games.

Classroom Management System

Manage your classroom and track students' Online Practice progress with assignment creation, messaging, progress reporting, and online Classroom Presentation Tool access.

learn.ELTNGL.com

Professional Development Site

Improve your teaching and get the most out of *Our World* with free professional development videos and downloadable teacher training materials tackling the needs and challenges of the young learner teacher.

ELTNGL.com/OurWorldPD

ONE SERIES, TWO OPTIONS

Choose the experience that's best for your classroom with *Our World's* two-strand curriculum.



Pre-A1– B1 | Up to 6 hours/week
7 Levels | American and British English

Perfect for the content-rich classroom, with more content, longer units, a balanced, four-skills curriculum, and lots of project work.

Units

Nine,
16-page units
per level

Vocabulary

Up to 24
words per unit

Reading

Longer readings;
Extended Reading
lessons

Writing

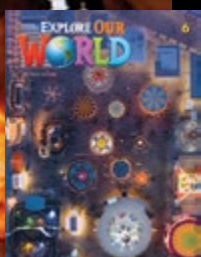
Writing lessons in
Student's Book

Phonics

Phonics Books
available

Projects

Projects in
every unit



Pre-A1– A2 | Up to 3 hours/week
7 Levels | American English

Perfect for the communicative classroom, with shorter units and a focus on listening, speaking, and pronunciation.

Units

Eight,
10-page units
per level

Vocabulary

Up to 17
words per unit

Reading

Shorter
readings

Writing

Writing instruction and
practice in Workbooks

Phonics

Sounds of English
in Song lesson;
Phonics Books
available

Projects

Projects available
online

THE BIG PICTURE

MATERIALS FOR EVERY CLASSROOM



For Learners:

- Student's Book
- Student's eBook
- Workbook
- Combo Split
- Grammar Workbook
- Phonics Book
- ABC Book
- Readers
- Online Practice Platform
- Online Student Resources

For Teachers:

- Lesson Planner with Student's Book Audio CD and DVD
- Classroom Presentation Tool
- ExamView Assessment Suite
- Flashcards with The Sounds of English
- Posters
- Big Books
- Phonics Teacher's Guide with Audio CDs
- Learning Management System for Online Practice
- Online Teacher Resources

For the ISBN list see [page 84](#)

Scope and Sequence



UNIT 0

Welcome to Our World
p. 4

1

My Classroom
p. 10

2

My World
p. 26

3

My Family
p. 42

4

My House
p. 62

CONTENT AREA CONNECTION	Social and Instructional Language, Language Arts	Language Arts, Social Studies	Language Arts, Social Studies	Social and Instructional Language, Language Arts
GOALS SC: 1	<ul style="list-style-type: none"> name things in the classroom talk about things in the classroom say the color and number of things 	<ul style="list-style-type: none"> name things in nature talk about natural things ask where things are 	<ul style="list-style-type: none"> name family members talk about family members use numbers to talk about my family 	<ul style="list-style-type: none"> talk about things in a house say where things are talk about actions
VOCABULARY 1 & 2 SC: 2–3	<i>board, classroom, clock, computer, crayon, map, paper, pen, pencil, table</i> <i>book, chair, desk, eraser, picture</i> Strategy: Alphabetical order	<i>bird, butterfly, grass, mountain, ocean, river, rock, sky, sun, tree</i> <i>bush, cloud, flower, moon, star</i> Strategy: Ending -s	<i>baby, brother, father, grandfather, grandmother, mother, my family, parents, photo, sister</i> Strategy: Compound words <i>big, old, short, small, tall, young</i> Strategy: Antonyms	<i>bathroom, bed, bedroom, dining room, kitchen, lamp, living room, mirror, sofa, TV</i> Strategy: Classifying and Categorizing <i>cleaning, cooking, eating, sleeping, taking a bath, watching TV</i> Strategy: Base words and the Suffix -ing
GRAMMAR 1 & 2 SC: 6–7	Yes / No questions with it's What and How many	to be: is, are Where and in or on	to have He / She and questions with who	Yes / No questions with Is there...? Present progressive: He / She is + verb-ing
READING	Drawing and Writing Strategy: Compare and contrast	Rainbows Strategy: Use visuals to support comprehension	Families Are Different Strategy: Make connections to personal experience	Houses Are Different Strategy: Make connections to personal experience
WRITING	Make a name tag. Focus: Using capital letters, introducing themselves	Write about nature, then color. Focus: Writing short sentences with <i>is</i> and <i>are</i>	Draw and write about your family. Focus: Writing about families	Draw and write about your bedroom. Focus: Writing about bedrooms
VALUE	Work hard in school.	Enjoy nature.	Love your family.	Be neat.
PROJECT	Make a counting book.	Make a mural about nature.	Make a family photo poster.	Make a plan of rooms in a house.
EXTENDED READING	Cave Paintings	pp. 58–59		A Shape Poem
REVIEW	Units 1–3	pp. 60–61		Units 4–6

ADDITIONAL VIDEO Game: Sc. 5; Review: Sc. 8; Song: Sc. 9; Viewing: Sc. 10; Story Time: Sc. 11; Wrap Up: Sc. 12

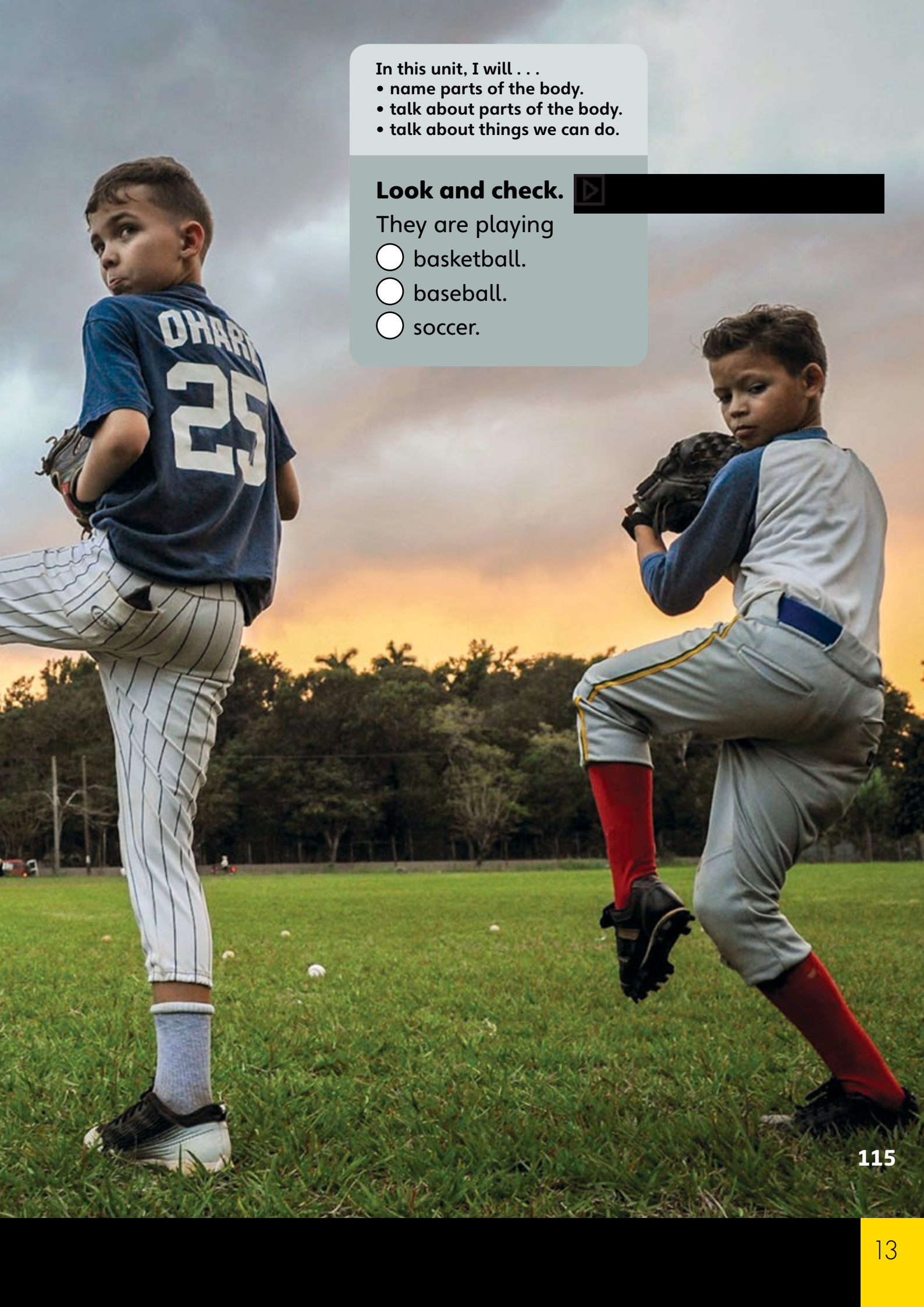


5 Cool Clothes p. 78	6 My Toys p. 94	7 My Body p. 114	8 Good Food p. 130	9 Animal Friends p. 146
Language Arts, Social Studies	Social and Instructional Language, Language Arts	Health and Physical Education, Social Studies	Health and Physical Education, Social Studies	Social Studies
<ul style="list-style-type: none"> • talk about clothes • talk about the colors of clothes • say what people are wearing 	<ul style="list-style-type: none"> • talk about toys • talk about things people want • talk about owning things 	<ul style="list-style-type: none"> • name parts of the body • talk about parts of the body • talk about things we can do 	<ul style="list-style-type: none"> • name food • talk about things we like and don't like to eat • talk about my favorite food 	<ul style="list-style-type: none"> • name animals • talk about what animals can do • talk about what we want to do
<i>dress, gloves, hat, jacket, pants, shirt, shoes, skirt, socks, T-shirt</i> <i>brown, closet, pink, purple, shelf</i> Strategy: Using a dictionary	<i>ball, bike, car, drum, game, kite, puppet, top, train, truck</i> <i>board game, doll, puzzle, robot, teddy bear</i> Strategy: Compound words	<i>arm, ear, eye, feet, foot, hair, hand, head, leg, mouth, neck, nose</i> <i>jump, long, run, strong, walk</i> Strategy: Using a dictionary	<i>apple, banana, cheese, pizza, chicken, cookie, egg, fish, orange, rice, salad, sandwich, soup</i> <i>lemonade, milk, orange juice, tea, water</i> Strategy: Multiple-meaning words	<i>cat, chicken, cow, dog, donkey, duck, frog, goat, horse, rabbit, sheep, turtle</i> <i>climb, crawl, fly, see, swim</i> Strategy: Using a dictionary
Present progressive: <i>am / are / is + verb-ing</i> Questions with <i>that</i> and <i>those</i>	Simple present of <i>want</i>: <i>I / you / he, she</i> Questions with <i>this</i> and <i>these</i>	Possessive adjectives Ability with <i>can</i>	<i>Like</i> with count and noncount nouns Indefinite articles: <i>a, an</i>	Present progressive: <i>they are + verb-ing</i> <i>want + infinitive</i>
Clothes Are Fun! Strategy: Compare and contrast	We ♥ Teddy Bears (We Love Teddy Bears) Strategy: Visualize	Sculptures Are Fun Strategy: Identify main idea and details	Fun Food Strategy: Summarize	Animal Babies Strategy: Scan text for information
Write about clothes. Focus: Writing about clothes	Draw and write about your favorite toy. Focus: Writing about a favorite toy, using periods at the end of sentences	Draw and write about a costume. Focus: Writing about a costume	Draw and write about your favorite foods. Focus: Writing about favorite foods	Draw and write about your favorite animal. Focus: Writing about favorite animals
Take care of your clothes.	Share your toys.	Be clean.	Eat good food.	Be good to animals.
Dress a stick puppet.	Make a cup-and-ball toy.	Make a robot.	Make a placemat.	Make a class book about animals.
pp. 110–111		Dog Is Lucky!	pp. 162–163	
pp. 112–113		Units 7–9	pp. 164–165	

My Body



Havana, Cuba



In this unit, I will . . .

- name parts of the body.
- talk about parts of the body.
- talk about things we can do.

Look and check.



They are playing

- basketball.
- baseball.
- soccer.



• a foot

• a leg

1 Listen and say.

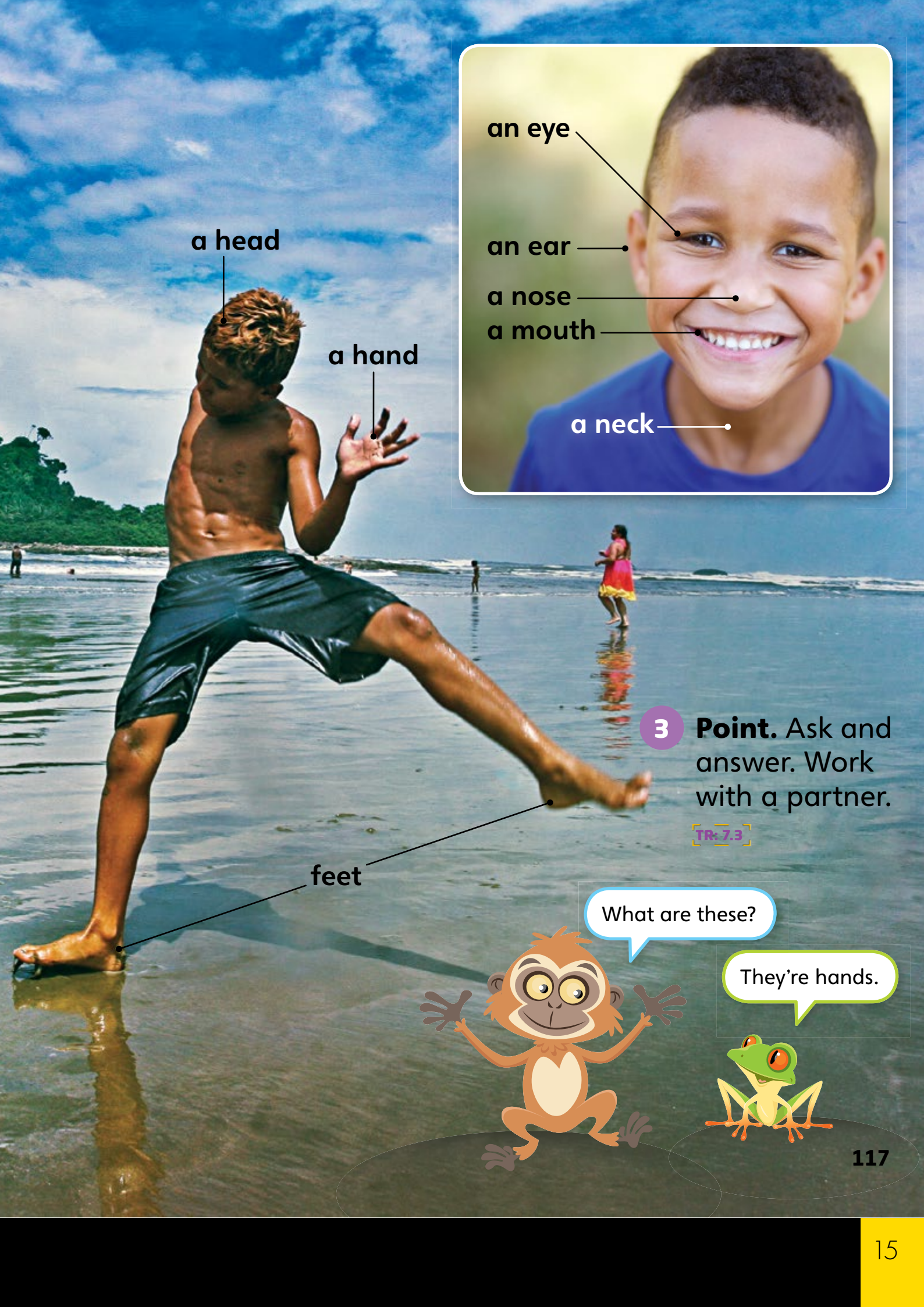
TR: 7.1

2 Listen.

Point and say. TR: 7.2

hair •

an arm •



a head

a hand

feet

an eye

an ear

a nose

a mouth

a neck

3

Point. Ask and answer. Work with a partner.

[TR: 7.3]

What are these?

They're hands.



1 Listen. Read and sing. TR: 7.4

My Body

**My body, my body!
It's fun to move my body!
My body, my body!
Can you dance with me?**

Legs, legs. Move your legs.
Legs, legs. Move your legs.
Legs, legs. Move your legs.
Can you walk with me?

Feet, feet. Move your feet.
Feet, feet. Move your feet.
Feet, feet. Move your feet.
Can you jump with me?

CHORUS

Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Can you sing with me?

Hands, hands. Move your hands.
Hands, hands. Move your hands.
Hands, hands. Move your hands.
Can you clap with me?

CHORUS

My body, my body!
I love to move my body!
My body, my body!
Can you dance with me?



Yavi Chico, Bolivia



2 Sing again.
Hold up pictures.



Possessive adjectives [TR: 7.5]

My hair is brown.

Your hair is brown.

His hair is brown.

Her hair is brown.

My eyes are brown.

Your eyes are brown.

His eyes are brown.

Her eyes are brown.

1 Look and listen. Write the number in the box. [TR: 7.6]



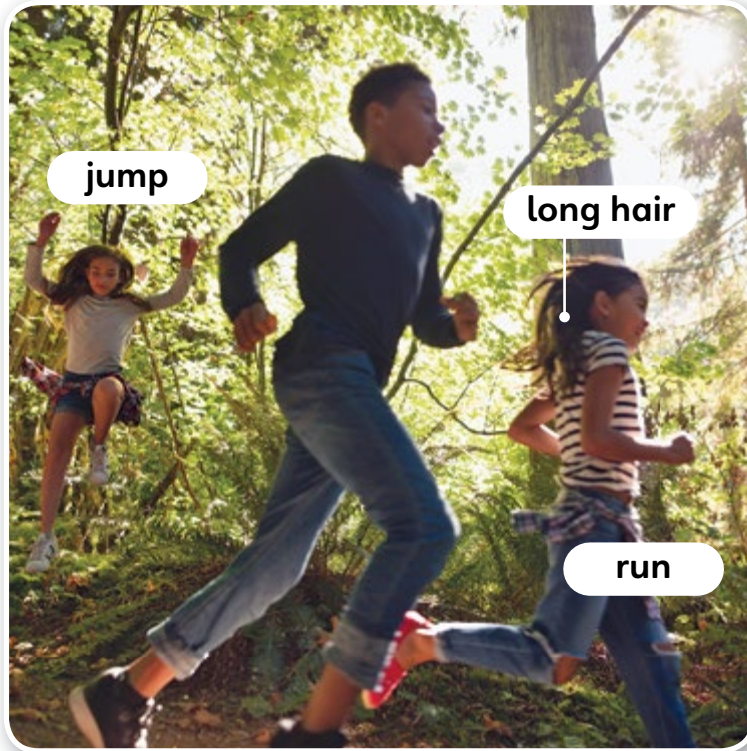
2 Write sentences.

1. *His eyes are blue.* _____ (eyes/blue)
2. _____ (hair/long)
3. _____ (eyes/brown)
4. _____ (hair/short)





1 Listen and say. TR: 7.7



2 Point and say. Work with a partner.

3 Say and stick. Work with a partner. TR: 7.8

Number 1. His legs are long.



Yes, they're long. My turn.



1

2

3

4

5

122 Unit 7

Ability with can [TR: 7.9]

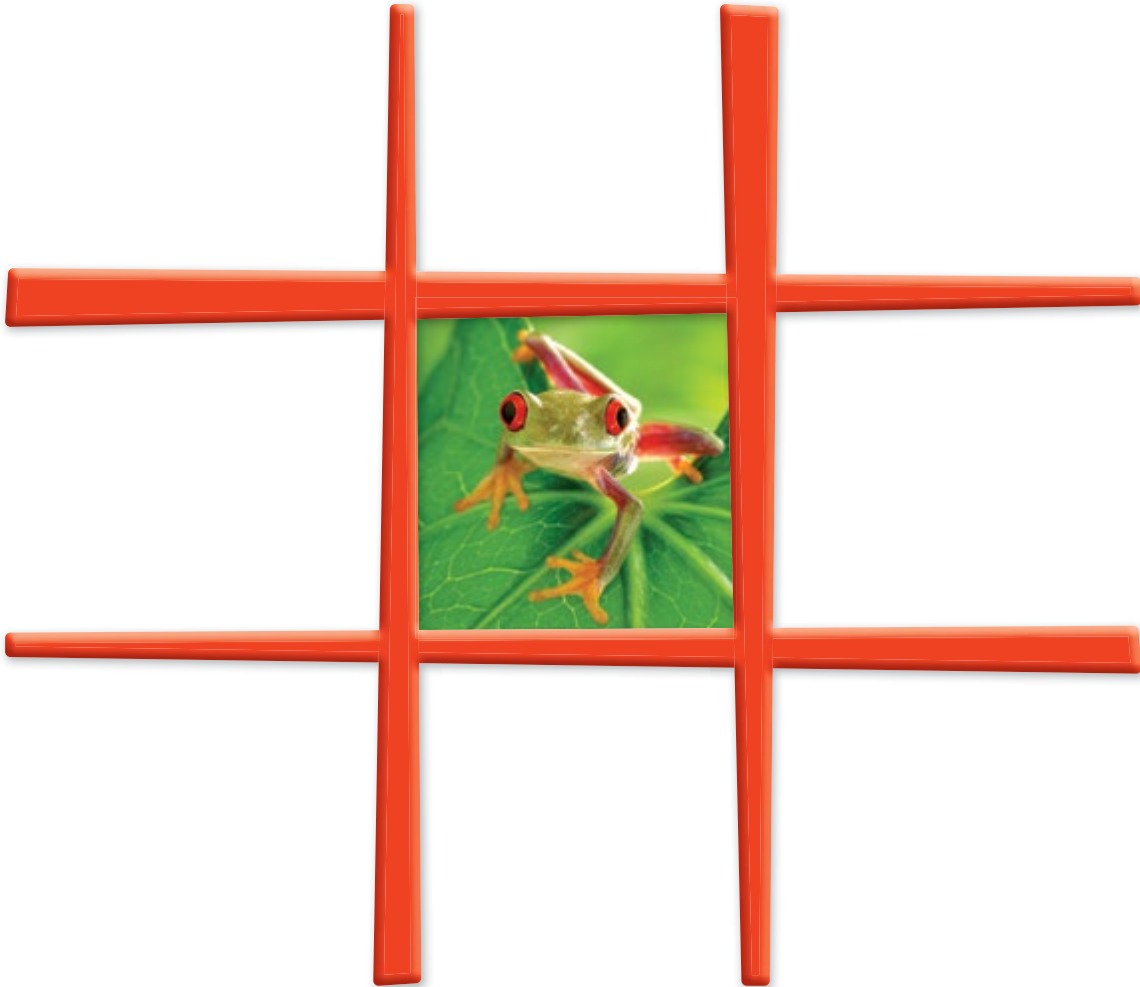
I **can** walk.

Can you run?

She **can** jump.

Yes, I **can**. I have strong legs!

- 1 **Play a game.** Cut out the pictures in the back of the book. Glue. Listen and play. [TR: 7.10]



- 2 **Write.** Look at the pictures. Write *yes* or *no*.

1. Can the boy run? _____

2. Can the baby jump? _____

3. Can the mother cook? _____



1 Listen and read. [TR: 7.11]

Sculptures Are FUN

Some artists draw and paint. Some artists make sculptures. They make people and animals. Look at the man with a hat. His arms and legs are big. His horse's head is small. Look at the balloon dog. Its legs are big. Its ears are long. Artists can make many fun things!



Fernando Botero's *Man on a Horse*

2 Listen and read. Circle. [TR: 7.12]

1. There is **one two** dog sculptures.
2. The balloon dog's legs are **big. old.**
3. The horse's head is **big. small.**

Jeff Koons' *Balloon Dog*



3 Read and check ✓.

MAN	legs	arms
big	✓	
small		

DOG	legs	ears
big		
long		

4 Look. Circle and write.

1. My robot **doesn't have** **has** hair.

It **doesn't have** **has** _____ head.

It **doesn't have** **has** _____ eyes.

2. My robot **doesn't have** **has** ears.

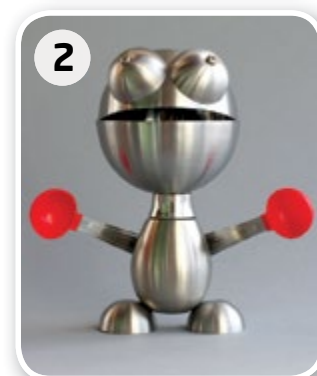
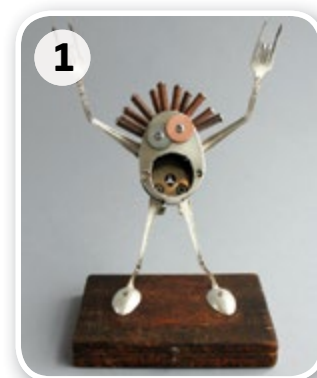
It **doesn't have** **has** _____ big hands.

It **doesn't have** **has** _____ short legs.

3. My robot **doesn't have** **has** _____ eyes.

It **doesn't have** **has** _____ long arms.

It **doesn't have** **has** _____ leg.



5 Ask and answer. Work with a partner. Choose robots. Talk about them. How are your robots the same or different?

WRITING

1 Read.

My name is Antoni. I have two eyes, one nose, and one mouth. I have two arms and two legs. My spider costume has eight eyes and eight legs. I like spiders. I'm a cool spider!



2 Write. Draw a costume. Then write about it.

A large empty rounded rectangle for drawing a costume.

I'm _____ . I have _____ .

I have _____ .

My _____ costume has _____ .

_____ .

3 Share. Work in a group. Talk about your picture.



VALUE

Be clean.

Wash your hands and
body. Brush your teeth.

Think. Pair. Share.

How do you keep clean?

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PROJECT

Make a robot. Work with a partner.



Cut out the body.




Cut out a card.



Write the numbers.



Cut out or draw parts.
Glue them.



Look! Our robot has two heads and five eyes!

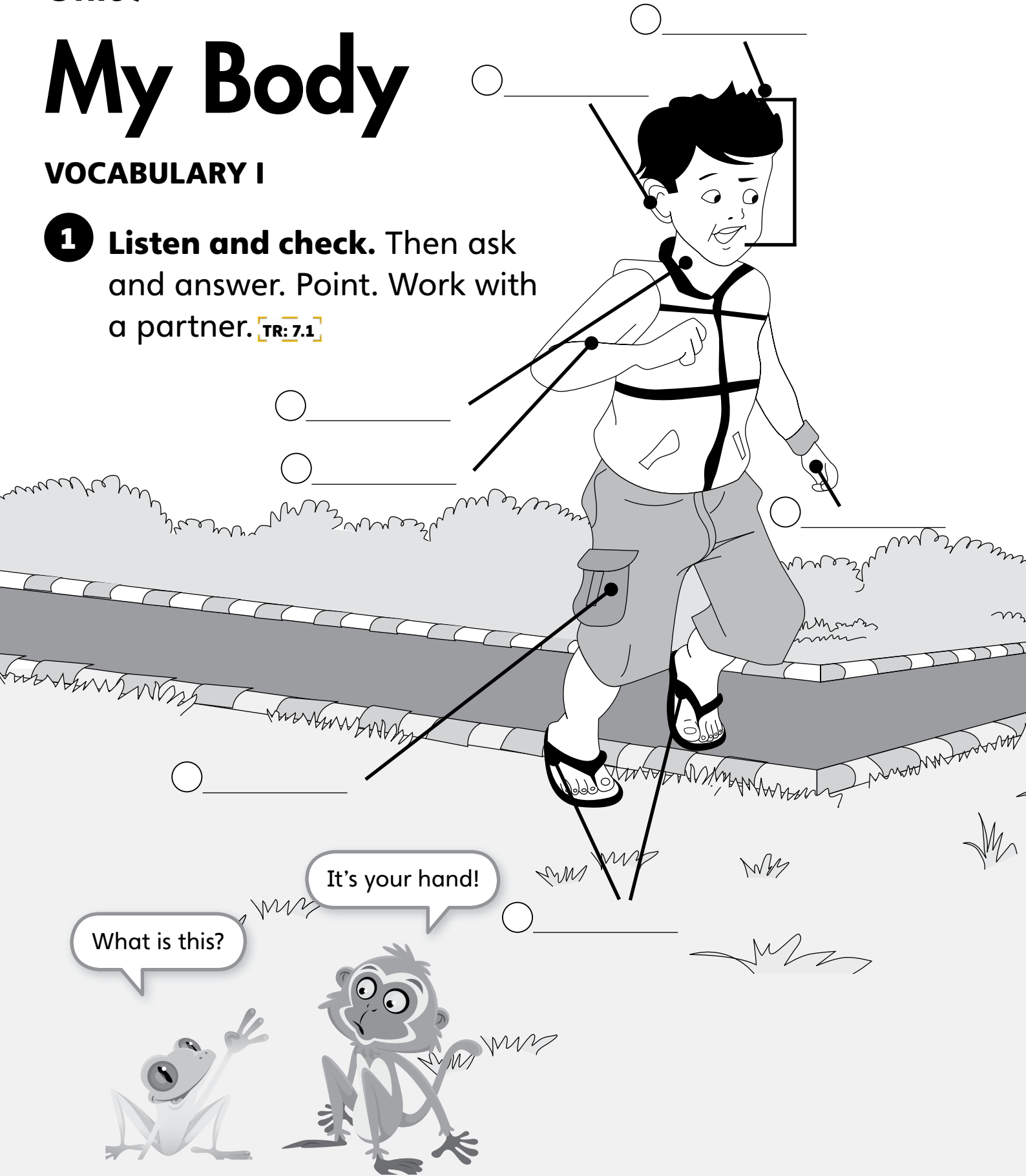
Now I can . . . 

- name parts of the body.
- talk about parts of the body.
- talk about things we can do.

My Body

VOCABULARY I

1 Listen and check. Then ask and answer. Point. Work with a partner. **TR: 7.1**



○ _____
○ _____

○ _____

○ _____

What is this?

It's your hand!



2 Look and write.

- | | |
|--------|---------|
| an arm | a hand |
| an ear | a head |
| an eye | a leg |
| feet | a mouth |
| a foot | a neck |
| hair | a nose |

SONG

1 Listen to the song. Write. Use words from the box. **TR: 7.2**

clap feet hands jump
legs mouth sing walk



1. Legs, legs. Move your _____.

Can you _____ with me?

2. Feet, feet. Move your _____.

Can you _____ with me?

3. Mouth, mouth. Move your _____.

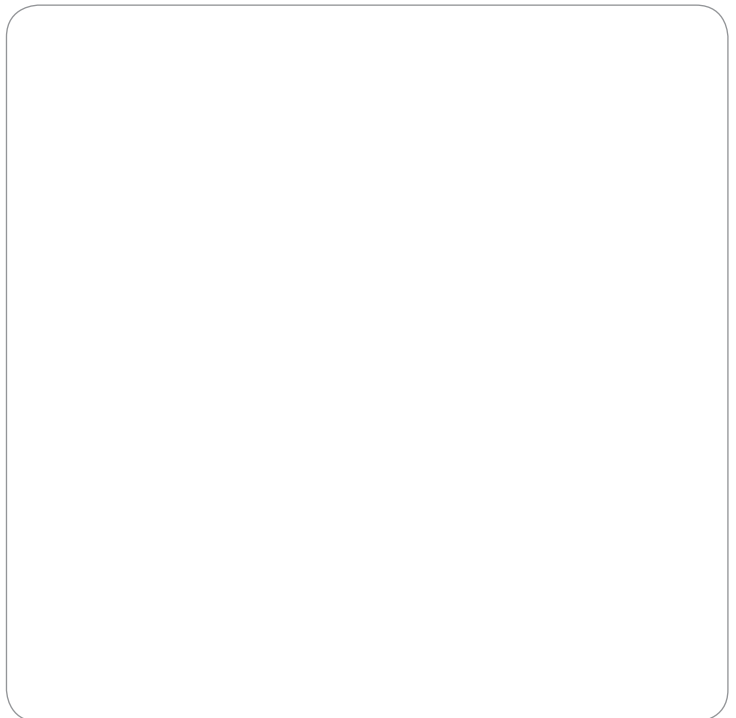
Can you _____ with me?

4. Hands, hands. Move your _____.

Can you _____ with me?

2 Listen and draw.
Add labels. Use words
from the box. **TR: 7.3**

body
feet
hands
legs
mouth



GRAMMAR I

Possessive adjectives

I	have	black	hair.	My	hair	is	black.
You				Your			
He	has			His			
She				Her			

1 Listen and read. Circle. TR: 7.4

- | | |
|--------------------------|------------------------|
| 1. My nose is small. | Your nose is small. |
| 2. My eyes are green. | Her eyes are green. |
| 3. Your hands are small. | His hands are small. |
| 4. Her mouth is red. | His mouth is red. |
| 5. Our hands are small. | Their hands are small. |

2 Listen and read. Circle. TR: 7.5

- Her / His feet are small.
- His / My feet are big.
- Her / His hands are big.
- His / Her hands are small.
- Is your / my nose small?



3 Look. Write about the girl and her grandfather.
Use words from the box.

Her His

1. She is short.

_____ legs are short.

_____ arms are short.

2. He is tall.

_____ feet are big.

_____ hands are big.

3. Look at her head.

_____ hair is black.

_____ mouth is small.

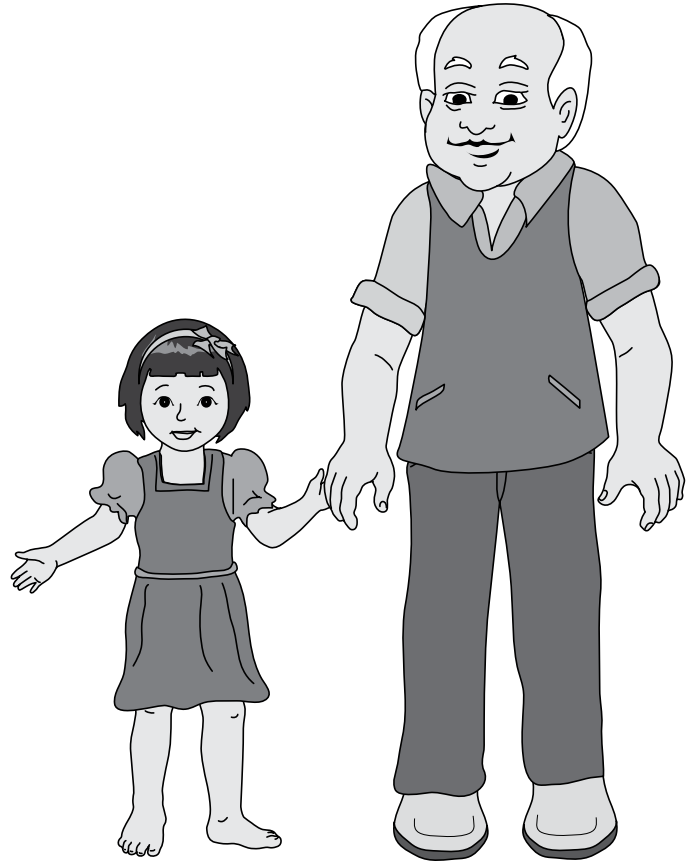
_____ nose is small.

4. Look at his head.

_____ hair is white.

_____ mouth is big.

_____ nose is big.



4 What about you? Write about your head.

1. _____ hair is _____.

2. _____ mouth is _____.

3. _____ nose is _____.

4. _____ eyes are _____.

VOCABULARY 2

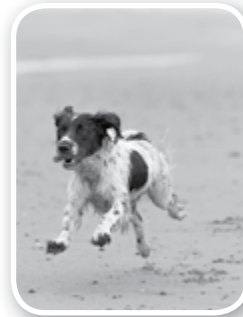
1 Look and read. Circle.



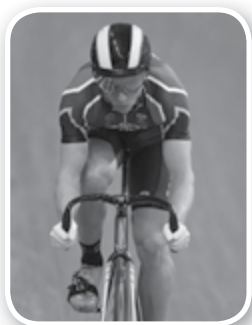
1. walk run



2. run jump



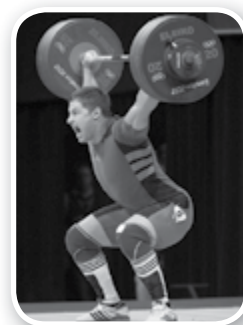
3. walk run



4. strong legs
small legs



5. short neck
long neck



6. strong arms
short arms

2 Read and check. Then ask a partner.

	Me	My partner
strong legs		
long legs		
jump		
long hair		
walk		
strong hands		
run		

My legs are strong.
Are your legs strong?



Yes. My legs are strong,
too. Can you run?



GRAMMAR 2

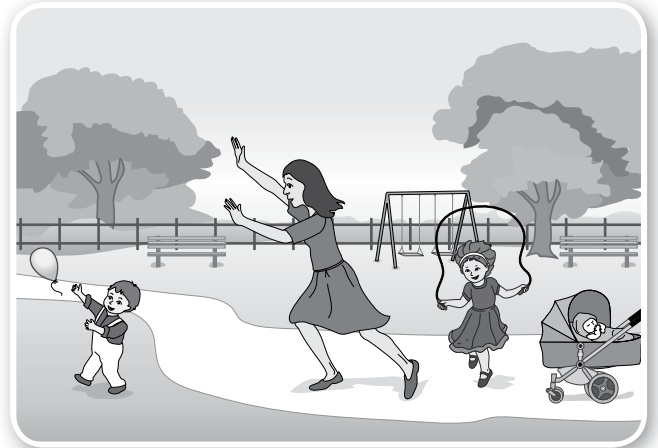
Ability with *can*

I	can	draw.
He/She		

Question			Answer	
Can	you	draw?	Yes,	I can.
	he/she			he/she can.

1 Listen. Write. TR: 7.6

- No. He _____ walk.
- _____ his sister jump?
- Yes, she _____ run.
- _____ the baby run?



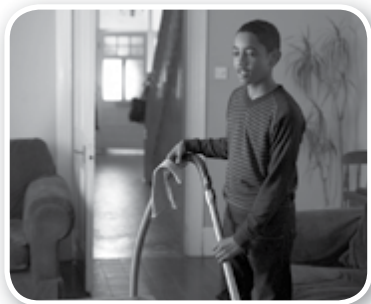
2 Look at the photos. Read. Write.



- Can the father cook?
_____, he _____.



- Can the baby sister cook?
_____, she _____.



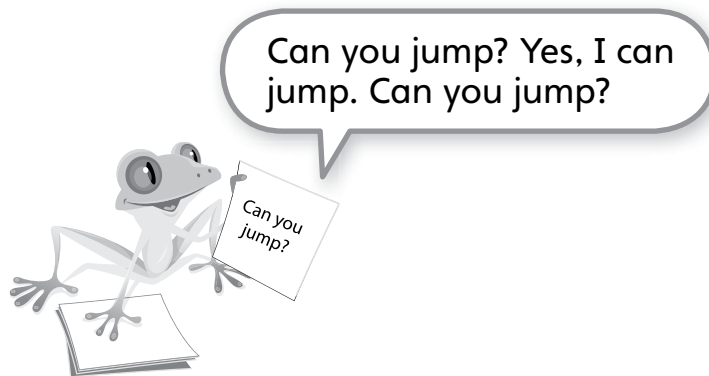
- Can the brother clean?
_____, he _____.



- Can she watch TV?
_____, she _____.

GAME TIME!

- 1 Play a game.** Cut out the cards in the back of the book. Take a card. Read the question. Answer. Take turns.



- 2 Read and match.** Write fun sentences.

Can you	walk	on the grass?
Can a baby	run	in the ocean?
Can a mother	jump	on one foot?
Can he	cook	on two feet?
Can she	sleep	in a river?
Can I	eat	in a kitchen?
		in a bedroom?

1. *Can you cook in a kitchen?*

2. _____

3. _____

4. _____

- 3 Read the questions in Activity 2.** Write answers.

1. _____

2. _____

3. _____

4. _____

READING

1 Listen and read. TR: 7.7

Polar Bears



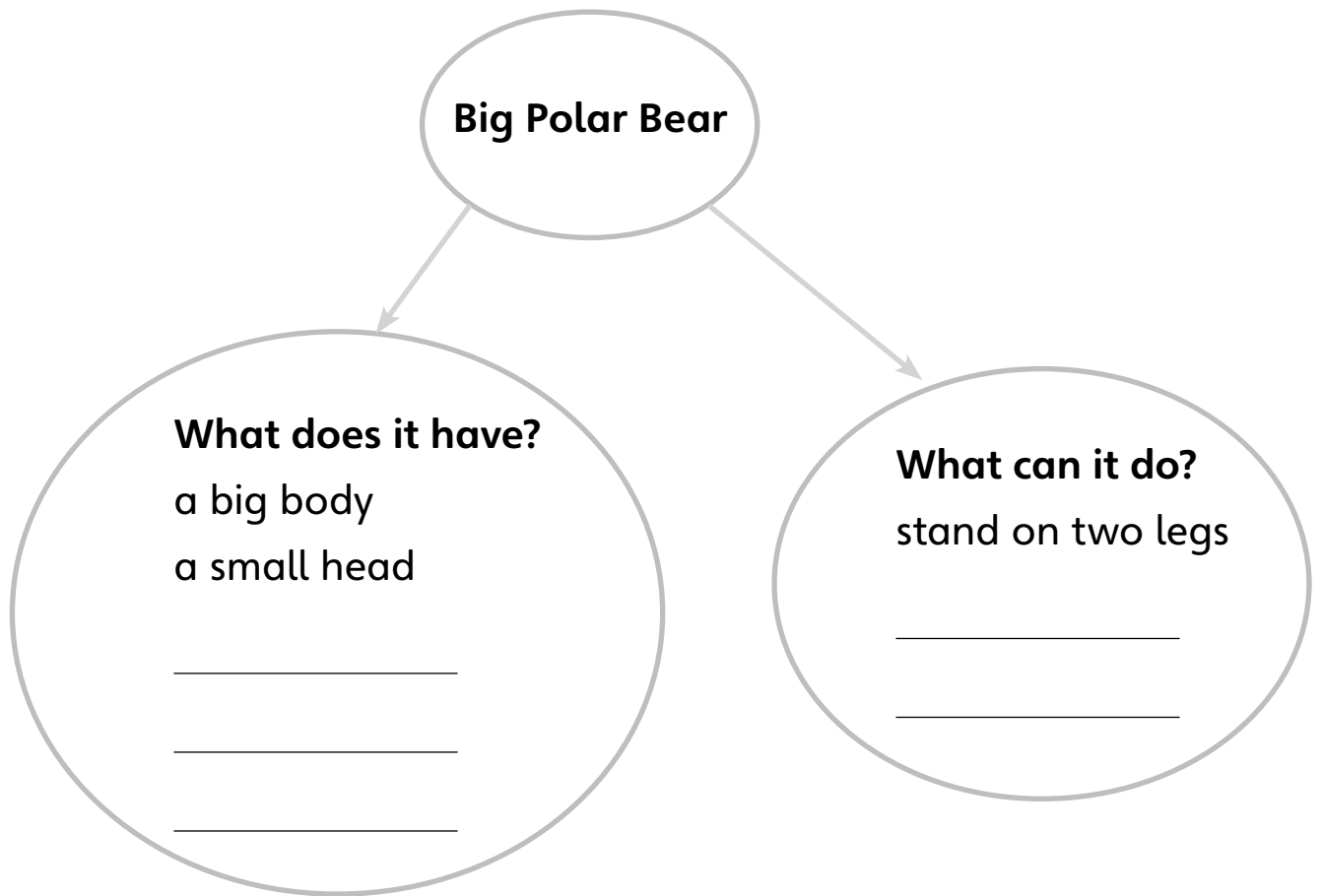
These bears are polar bears. The small polar bears are babies. Their legs are short. Their mother is big. She has a big body. Her head is small. Her eyes and ears are small. Polar bears can walk and jump. Their legs are strong. A polar bear can stand on two legs!

2 Read. Circle.

1. A mother polar bear is **big.** / **small.**
2. Baby polar bears are **big.** / **small.**
3. Polar bears have strong **arms.** / **legs.**
4. A mother polar bear has a **big** / **small** head.
5. A mother polar bear has a **big** / **small** body.
6. Baby polar bears have **short** / **long** legs.



3 Look at the chart. Read. Write.



4 Read and write.

1. A big polar bear has a _____ head.
2. It has _____ legs.
3. A big polar bear can stand on _____.

5 What about you? What do you have? What doesn't a polar bear have? Write.

I have _____.

A polar bear doesn't have _____.

WRITING

- 1 Draw a picture of yourself.** Write about your body.
Use words from the box.

arms ears eyes feet foot hair
hands head legs mouth neck nose

My name is _____.

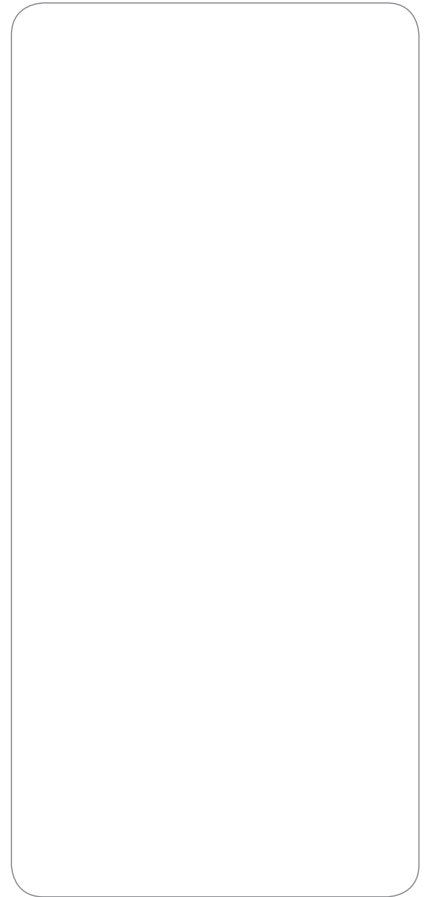
I have _____.

I have _____.

My _____ is _____.

My _____ is _____.

I have _____.



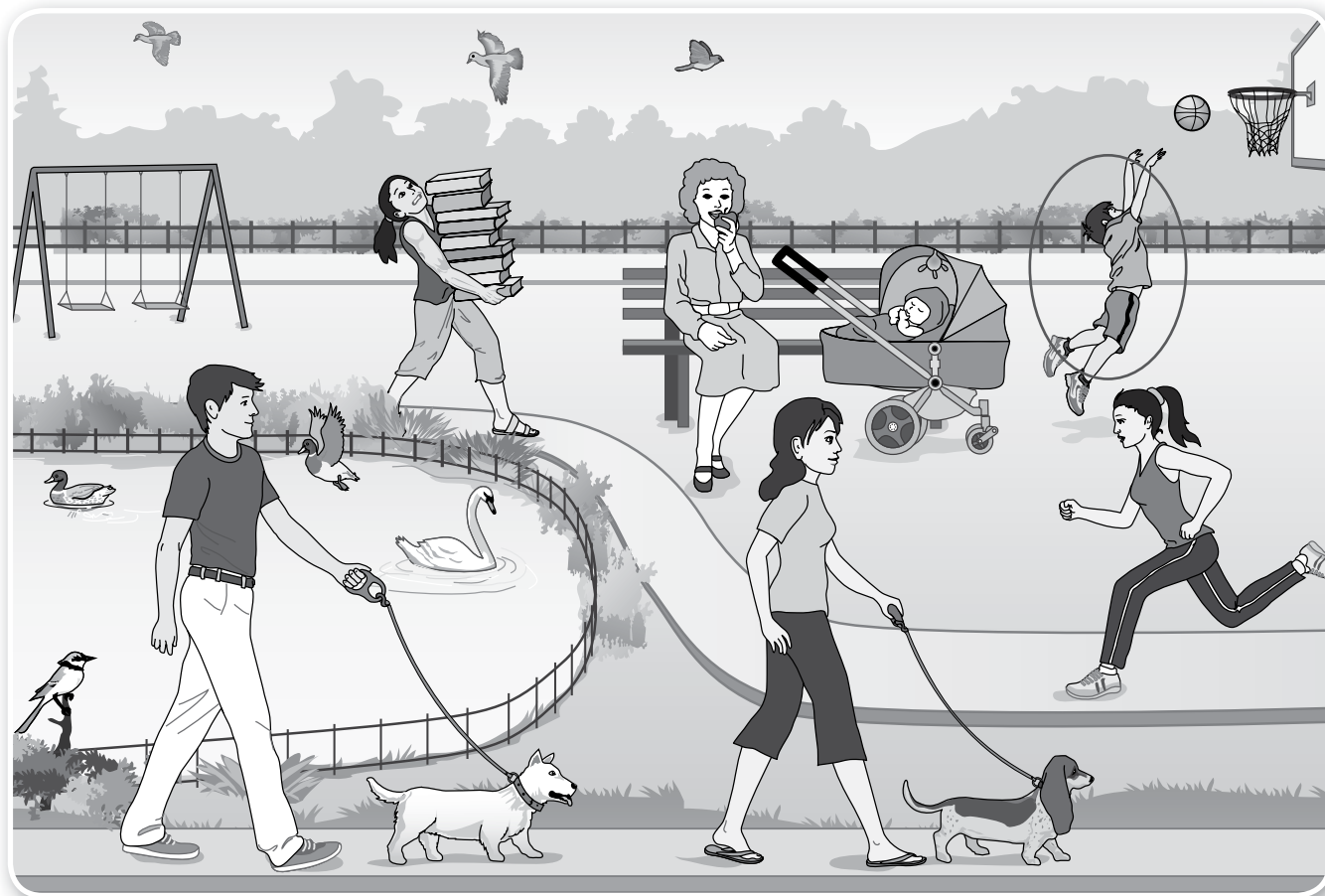
- 2 Look and write.**

Who? What?	<i>has, have, is, are</i>
She	has short hair.
I	have long hair.
My hair	is brown.
Her hair	is black.
Her eyes	are green.

1. He _____ long legs.
2. Her legs _____ short.
3. My eyes _____ brown.
4. His nose _____ small.

UNIT 7 REVIEW

1 Read. Look at the picture. Circle.



1. He can jump.
2. His legs are long.
3. Its neck is long.
4. Its ears are long.
5. Her arms are strong.

2 Look at the picture. Read. Write.

1. Who can run? _____
2. Who can eat? _____
3. Who can sleep? _____
4. Who can jump? _____

In This Unit

Theme This unit is about parts of the body and physical activities.

Content Objectives

Students will

- identify and describe parts of the body.
- identify physical activities.

Language Objectives

Students will

- name parts of the body.
- talk about parts of the body.
- talk about things we can do.

Vocabulary

Vocabulary 1 *an arm, an ear, an eye, feet, a foot, hair, a hand, a head, a leg, a mouth, a neck, a nose*

Vocabulary 2 *jump, long hair, run, strong arms, walk*

Grammar

Grammar 1 Possessive adjectives

Grammar 2 Ability with *can*

Reading

Sculptures Are Fun

Writing Write about a costume.

Value Be clean.

Project Make a robot.

UNIT OPENER

Objectives

Students will

- look at a photo for information.
- complete a sentence.

Resources Video Sc. I—Introduction; Home-School Connection Letter; Unit Opener Poster; World Map Poster; Classroom Presentation Tool

Pacing Guides LIU7

○ 2–3 Hours ● 3–4 Hours ● 4–6 Hours

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Unit 7

My Body



Havana, Cuba

114

Introduce ○ ● ●

- Have students open their books to pp. 114–115 and look at the photo. Ask questions such as the following:
 - What do you see?* (three boys, balls, trees, grass)
 - What are they doing?* (standing on one leg, throwing balls)
 - What game are they playing?* (baseball)
- **Set the stage** Have students stand up. Play a game of “Teacher Says.” Give a series of commands for students to move their bodies. Begin most of those commands with “Teacher says,” while occasionally giving a command without saying it. If students move when you don’t say “Teacher says,” they are out of the game and must sit down.
- Use commands like the following: *lift your leg, shake your foot, raise your hand, touch your head, open your mouth, blink your eyes, jump, walk in place, etc.*

In this unit, I will . . .

- name parts of the body.
- talk about parts of the body.
- talk about things we can do.

Look and check.

They are playing

- basketball.
- baseball.
- soccer.



115

BE THE EXPERT

About the Photo

This photo shows three boys in the motion of throwing baseballs in Havana, Cuba. Baseball is the national sport of Cuba. It was introduced in the 1860s by Cuban students who had attended colleges in the United States. Nemesio Guillot is credited with making the sport popular by founding the island's first baseball team, the Habana Baseball Club.

During the time of Spanish occupation, baseball was often banned by authorities who wanted Cubans instead to attend bullfights as a sign of loyalty to Spain. The sport then became a symbol of Cuban pride and independence.

Our World in Context

Cuba is an island nation just off the coast of Florida, located where the Gulf of Mexico, the Atlantic Ocean, and the Caribbean Sea meet. It was the second island visited by Christopher Columbus in 1492 on his first journey to the Americas. He claimed it for Spain, and the island remained under Spanish control until the late 1800s, when Cubans fought a war for independence.

Cuba is 1,250 kilometers (780 miles) long and is the largest island in the Caribbean. It has a tropical climate with rainy and dry seasons, affected by shifting ocean currents.

Related Vocabulary

baseball, throw

- Guide students through the activity on p. 115. Read aloud the sentence stem and each answer choice one at a time. For each choice, ask students to raise their hands if they think the answer is true. Then confirm the correct answer.
- **Explain** Read the caption on p. 114 aloud and point to Cuba on the World Map Poster. Explain *These boys live in Cuba. They are playing baseball. Do you play baseball? Do you play another sport?* Discuss students' answers.
- Gesture to your body, pointing from your head to your feet. Say *This is my body. In this unit, we're going to learn words for parts of the body.*

VOCABULARY I

Objective

Students will

- name parts of the body.

Vocabulary *feet, hair, an eye, a leg, an arm, a mouth, a hand, a foot, a head, a nose, an ear, a neck*

Content Vocabulary *left, right*

Resources TR: 7.1–7.3; Flashcards 85, 86, 88, 90, 92, 114–125; Sound Card 9; Video Sc. 2—Vocabulary Ia, Sc. 3—Vocabulary Ib; Activity Worksheet 7.1; Workbook pp. 80–81, TR: 7.1; Online Practice

Materials picture books, children's dictionary (optional)

VOCABULARY I

a foot

1 Listen and say.

TR: 7.1

2 Listen.

Point and say. TR: 7.2

a leg

hair

an arm



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Warm Up

- **Preteach** Clap as you chant *We clap with our hands!* Have students repeat several times. Then hold up your right hand and say *This is my hand.*
- On the board, draw a large outline of a hand. Write *hand* in the middle. Say *We do many things with hands.* Form groups of four. Ask students to brainstorm things people do with their hands, such as clap, write, and color. Have students come to the board and add words to the hand outline. As students add words, ask them to complete the sentence frame *We _____ with hands.*

Present

- Say *Open your books to pages 116 and 117.* Point to the boy's hand on the ground. Say *Look at his hand! He's using his hand to hold his body up!* When you say *body*,

outline the boy's entire body. Show the pictures on pp. 116–117 and say *These pictures show parts of the body.* Point to the boy's head. Say *a head.* Then point to your own head. Say *This is my head. Now point to your head.* Repeat with each body part shown on p. 116.

- Point to the inset picture on p. 117. Say *This picture shows parts of the face.* Point to and say each word in the inset photo as you point to the same part of your face. Say *This is my nose. Now point to your nose.*
- Point to the picture of the dancing boy on p. 117. Say *Look! He has brown hair.* Point to your hair. Say *I have (brown) hair. Point to your hair. What color is it?* Say *His hand is at the end of his arm.* Say *arm* as you make a sweeping motion down toward your hand. Say *Point to your arm. Now point to your hand.* Say *His feet are at the ends of his legs.* Say *legs* as you make a sweeping motion down toward your feet. *Point to your legs. Now point to your feet.*

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3 Point. Ask and answer. Work with a partner.

TR: 7.3

BE THE EXPERT

Vocabulary Strategy

Using a Dictionary Learning how to use a dictionary is an important lesson for any language learner. Explain to students that words in a dictionary are listed in alphabetical, or ABC, order.

Guide words at the top left and top right corners show the first and last words on each page. Readers can find definitions for words that come between those words in alphabetical order.

Give students practice finding words in a dictionary. Open a dictionary and read the guide words at the top. Then ask students if a certain word could be found on that page.

Related Vocabulary

body, face

Practice

- 1 Have students open their books to p. 116. Say *It's time to listen and say. Look at the picture on this page.* Play TR: 7.1. Pause after the first item and have students repeat. Say *I have a right foot* and pick up and shake your right foot. Have all students repeat the sentence and pick up and shake their right feet. Repeat with *left foot*. Then continue TR: 7.1 pausing after *I have a head*.
- Point to the picture of the boy dancing on p. 117. Continue TR: 7.1. Point to each body part as it's named. Pause after *I have two feet*.
- Next, point to the inset picture of the boy. As you play the rest of TR: 7.1, walk around the room to make sure that students are pronouncing the words correctly. Listen for *an* with *ear* and *eye*. Replay TR: 7.1 and have students say each term after they hear it.
- 2 Say *Now listen. Then point and say. Point to pictures on both pages.* Put students in pairs and have them point to the correct body parts in the pictures as you play TR: 7.2. Walk

around the room, offering help as needed. Regroup students as a class. Replay TR: 7.2 and have students point to and say each term.

- **Explain** Hold up two fingers. Say *We have two feet*. Hold up one finger and say *We have one head*. Make a two-column chart on the board with the headings **We have 1** and **We have 2**.
- Model the first example in each column with *head* and *feet*. Then have students tell you how to complete the chart. Point to a word in the chart. Have a student say the word and point to the appropriate place on his or her body, or to one of the pictures in the book.

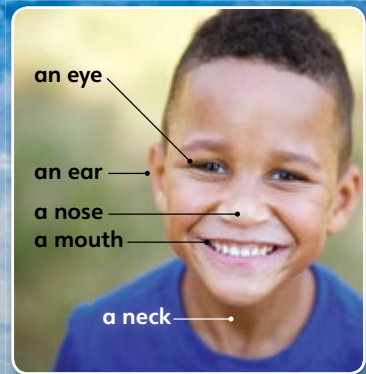
VOCABULARY I

1 Listen and say.

TR: 7.1

2 Listen.

Point and say. TR: 7.2



3 Point. Ask and answer. Work with a partner.

TR: 7.3



We have 1	We have 2
head	feet
neck	arms

- If students ask where hair should appear in this chart, explain that we have many strands of hair—so many that we can't count them. Demonstrate by pointing to your own hair or the hair of a student. Add the word to a third column, or to the side of the chart.

Wrap Up

- Put Flashcards I14–I25 face down on a desk. Have a student come to the front of the class. Say *Let's play a game. Pick a card. Don't show it! Then point to the part on your body. Class, you guess the word.* Model with Flashcard I21 (a head). Then have students take turns choosing a card until all students have had a turn.

Recap

- On the board, draw a word web. Include the term **My Body** in the center circle. Draw a secondary circle and ask *What word can I write here?* Continue adding circles and words until students have said all or most of the vocabulary words.

Apply

- Have students open their books to p. 117. Point to the dialogue at the bottom of the page and say *Look at Mia the Monkey and Freddy the Frog! Let's listen to what they're saying.* Read the question and answer aloud, or play TR: 7.3. Hold up your hands. Ask students the question and have them answer.
- Write the following on the board:

What are these? They're _____.
What is this? It's _____.

- Model asking and answering the question about other body parts, such as your eyes and neck.

- Form pairs. Have students use the questions and sentence frames on the board to ask and answer questions. Say *Point to a part of your body and ask “What are these?” or “What is this?”* Point to the sentence frames and say *Your partner answers with “They’re” or “It’s.”* Point to your ear and ask *What’s this?* If students have difficulty, use Flashcards I14–I25 to review the target words.
- **Expand** Review the names of each clothing item as you hand out Flashcards 85, 86, 88, 90, and 92. Say *Let’s play a game. I’ll say and show a part of the body. You hold up the correct clothes.* Hold up Flashcards I17 and I20–I22 for *feet, hand, head, and leg.* As students hold up the matching card, say *Yes, we wear (gloves) on our (hands).*

Extend

- Use the classic children’s dance “The Hokey Pokey” to give students practice following directions and understanding the parts of the body. First, have students form a circle. Then show them how to tell left from right. Hold your arms straight out in front of you, with your palms facing away from you and the thumbs of each hand at right angles to the rest of your fingers. Have students copy you. Say *Look at your hands. Look for the letter L. That letter shows the left side of your body. Your right side is the other side of your body.*
- Call as you act out the lyrics *Put your left foot in. Put your left foot out. Put your left foot in. And shake it all about!* Vary the instructions to include *left arm, right foot,* and so on.

Wrap Up

- On the board, draw an outline of a face, including eyes, nose, ears, and mouth. Form pairs. Have students copy the outline and label the face parts. Repeat with an outline of a body. Pairs can show and tell about their drawings with another pair.

Review

- For additional practice, direct students to Activity Worksheet 7.1.

BE THE EXPERT

The Sounds of English

Single sounds: /h/ The /h/ sound is uncommon in many languages, but is used in many common English words (*have, how, here*). Because the sound is very different from the other sounds of English, it may be difficult for your students. To pronounce /h/, place your tongue at the bottom of your mouth, with the tip behind your bottom teeth, and breathe out quickly.

Use Sound Card 9 (*hippo*).

Example words: hat, hair, hand, head

Teaching Tip

There may be cultural or sensitivity issues that make students uncomfortable pointing to their bodies or other people’s bodies. Carefully assess students’ comfort levels before initiating an activity. Appropriate alternatives include pointing to photos or pictures in a book, including favorite picture books, with large pictures of the characters. A character’s face and body parts may be used instead.

Workbook and Online Practice

Vocabulary I

Formative Assessment

Can students

- name parts of the body?
Hold up Flashcards I14–I25 and have students name them. Then say the words and ask students to point to the correct picture.

SONG

Vocabulary in the song

Vocabulary 1 *a leg, feet, a mouth, a hand*

Vocabulary 2 *walk, jump*

Grammar in the song

Grammar 1 Possessive adjectives

Grammar 2 Ability with *can*

Resources TR: 7.4; Flashcards I17, I20, I22, I23; Video Sc. 9—Song; Workbook p. 82, TR: 7.2–7.3; Online Practice

Material note cards

SONG

1 **Listen.** Read and sing. TR: 7.4

My Body

My body, my body!
It's fun to move my body!
My body, my body!
Can you dance with me?

Legs, legs. Move your legs.
Legs, legs. Move your legs.
Legs, legs. Move your legs.
Can you walk with me?

Feet, feet. Move your feet.
Feet, feet. Move your feet.
Feet, feet. Move your feet.
Can you jump with me?

CHORUS

Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Mouth, mouth. Move your mouth.
Can you sing with me?

Hands, hands. Move your hands.
Hands, hands. Move your hands.
Hands, hands. Move your hands.
Can you clap with me?

CHORUS

My body, my body!
I love to move my body!
My body, my body!
Can you dance with me?

118 Unit 7



Yavi Chico, Argentina

Use the Song

- **Build background** Perform a few dance steps or just a simple rhythmic stepping from side to side with a light swinging arm motion. Ask *Can you dance with me?* Give the motion to rise and see if students can follow along for a few steps.
- Move your arms while you dance. Say *I move my arms. Do you?* Have students move their arms. Then move your legs while you dance. *I move my legs. Do you?* Have students move their legs. Move your feet while you dance. *I move my feet. Do you?* Have students move their feet. Then give the signal to sit down. Say *I move my body. You move your body, too. We dance.*
- **1 Act it out** Play TR: 7.4 and act out each verse, such as moving your legs and pretending to walk for the first verse. Play the song again and have students act out the song with you. Finally, play the song a third time, and have students act out the moves and sing along.
- **2** Put students in four groups and give each group one of the following Flashcards I17 (feet), I20 (a hand), I22 (a leg), and I23 (a mouth). Play TR: 7.4 and have the group with the appropriate card hold it up when they hear the verse with their word.
- Play TR: 7.4 again and have group members sing and act out their verses. The whole class should sing and act out the chorus and final verse.



2 **Sing again.**
Hold up pictures.

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BE THE EXPERT

Teaching Tip

Grouping Some students may be able to sing or read the song after listening to it the first time. Be sure they comprehend what they are saying. If they do, you may want to pair them with students who are struggling. Students with different strengths and abilities help one another learn.

Workbook and Online Practice

Song

Use It Again

- **Vocabulary 1** Play **TR: 7.4** and, as each body part is mentioned in the song, have students point to it on their bodies. Then point to your legs and say *I move my legs!* Ask students to do the same. Continue in the same manner, having students act out an action and complete the sentence frame. *I move my _____ for the vocabulary words feet, mouth, and hand.*
- **Vocabulary 2** Give each student two note cards. Have students write *walk* on one and *jump* on the other and draw a picture for each. Say *Listen to the song. When you hear one of your words, hold up your card.* Play **TR: 7.4**. Make sure students hold up their cards so you can see them.
- **Grammar 1** Put students in pairs. Play the song and have students point to themselves each time they hear the word *my* and point to their partners each time they hear the word *your*.
- Sing the song with students. Pause for each instance of *my* or *your*, and have students sing the word.
- **Grammar 2** Draw students' attention to the question at the end of each verse: *Can you (walk, jump, sing, clap, dance) with me?* Say *Everybody stand up.* Have students sing or say each question, performing each action as they do so.

GRAMMAR I

Objective

Students will

- use *my*, *your*, *his*, and *her* to describe themselves and others.

Grammar 1 Possessive adjectives

Resources TR: 7.5–7.6; Video Sc. 6—Grammar I; Workbook pp. 83–84, TR: 7.4–7.5; Grammar Workbook pp. 30–31; Online Practice

Materials several colors of chalk or markers, drawing paper, colored pencils or crayons

GRAMMAR I

Possessive adjectives TR: 7.5

My hair is brown.

Your hair is brown.

His hair is brown.

Her hair is brown.

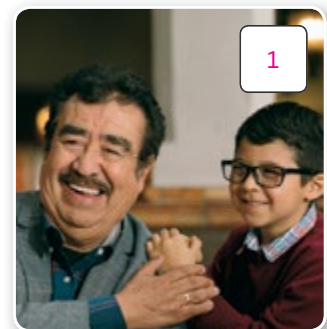
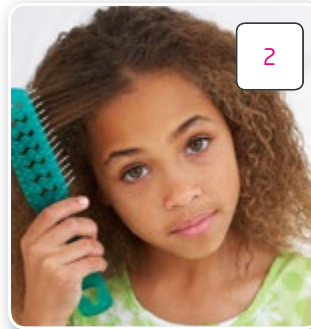
My eyes are brown.

Your eyes are brown.

His eyes are brown.

Her eyes are brown.

1 Look and listen. Write the number in the box. TR: 7.6



120 Unit 7

Warm Up

- **Set the stage** Point to your eyes and say *I have (blue) eyes*. Ask the class *What color eyes do I have?* (blue) Point to your hair and say *I have (black) hair*. Then ask *What color hair do I have?* (black)
- Point to a female student and ask *(Miji), what color hair do you have?* Say to the student *You have (brown) hair*. Then say to the class *(Miji) has (brown) hair. She has (brown) hair*. Ask the class *What color hair does (Miji) have?* (brown) Repeat the process with a male student.
- Say *Now we're going to learn more ways to talk about how you and other people look.*

Present

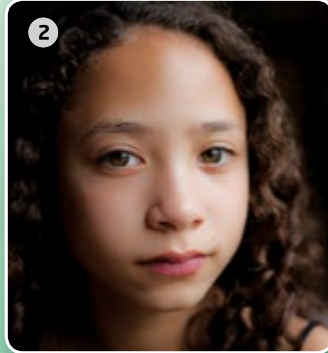
- Have students open their books to p. 120. Point to the yellow grammar box at the top. Read the text. Play TR: 7.5 twice. During the second playing, ask students to read along.
- **Model** Point to your own hair and say *My hair is (black)*. Point to a student and say *Your hair is (brown)*. Point to your own eyes and say *My eyes are (blue)*. Point to a student and say *Your eyes are (brown)*.
- Draw the following chart on the board:

I	you	a girl	a boy
my	your	her	his

230 Unit 7

2 Write sentences.

1. His eyes are blue. _____ (eyes/blue)
2. Her hair is long. _____ (hair/long)
3. Her eyes are brown. _____ (eyes/brown)
4. His hair is short. _____ (hair/short)



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BE THE EXPERT

Our World in Context

The range of natural hair colors includes shades of blond, red, brown, and black. Hair color is determined by the amounts of two natural pigments (colors) in the body: dark brown and reddish. The more dark brown pigment that exists, the darker a person's hair will be.

The range of natural eye colors includes blue, gray, green, hazel, and brown. The amount of natural pigments in the body determines eye color.

Grammar in Depth

Possessive adjectives (words like *my*, *your*, *his*, and *her*) are used to describe ownership:

my hair, your eyes, his shoes, her bike

Possessive adjectives come before nouns.

(*My hair is brown. Your eyes are blue.*)

The same form is used with both singular and plural nouns:

My sister is short. My brothers are tall.

- **Explain** Say *When I talk about me, I use my. When I talk about you, I use your. When I talk about a girl, I use her. When I talk about a boy, I use his.*
- Form pairs. Have partners choose to be Student 1 or Student 2. Say *Student 1, talk to your partner. Tell about your hair. Tell about your partner's hair.* (My hair is black. Your hair is brown.) *Student 2, tell about your eyes. Think of someone else. Tell about his or her eyes.* Point to a boy's desk. Ask *Is this his desk or her desk?* Point to a girl's pencil. Ask *Is that her pencil or his pencil?*

Practice

- 1 Have students open their books to p. 120. Read the directions aloud. Hold up your book and point to the four boxes. Play only the first item on **TR: 7.6**. Say *I listen to number one. I look for the picture of someone who is old. Here it is.*

Point to the fourth picture. *It's the boy with his grandfather. I write number one in that box.* Write *I* in the box and show your answer to students. Say *You do the rest.* Play the other three items on **TR: 7.6**. When students are finished, review what each picture shows.

- 2 Say *Now write sentences.* Point to the words in item 1. Say *eyes, blue.* Then point to the boy in picture 1. Ask *What color are his eyes?* (His eyes are blue.) Point to the answer in item 1 and say *His eyes are blue.* Have students complete items 2–4.

GRAMMAR I

Possessive adjectives TR: 7.5

My hair is brown.

Your hair is brown.

His hair is brown.

Her hair is brown.

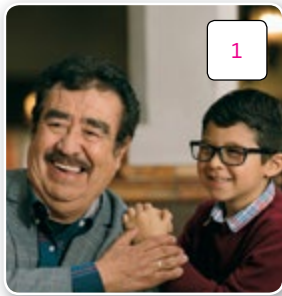
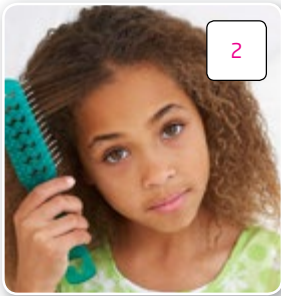
My eyes are brown.

Your eyes are brown.

His eyes are brown.

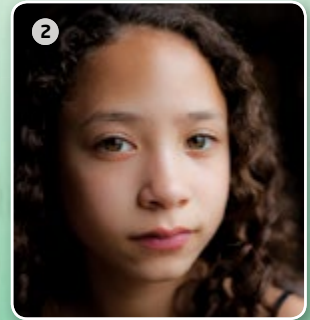
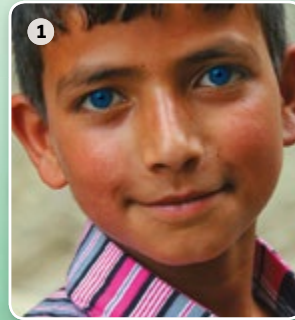
Her eyes are brown.

1 Look and listen. Write the number in the box. TR: 7.6



2 Write sentences.

1. His eyes are blue. _____ (eyes/blue)
2. Her hair is long. _____ (hair/long)
3. Her eyes are brown. _____ (eyes/brown)
4. His hair is short. _____ (hair/short)



- Review the items by having a student read each sentence aloud and having others point to the pictures.

- When pairs finish, call on students to read their sentences. Write all of the possible sentences on the board. Label the girl *her* and the boy *his*. Then draw lines to connect each sentence with one of the drawings. Write labels around the pictures, such as *her shirt*, *her feet*, *his pants*, and *his hair*.

Wrap Up ●●

- Draw outline figures of a boy and girl on the board. Give them both hair but different-sized feet and hands. Use chalk or markers to draw different-colored pants and shirts. Say and write the following sentence frames and have students work in pairs to complete them:

Her _____ *are* _____.

Her _____ *is* _____.

His _____ *are* _____.

His _____ *is* _____.

Recap ●●

- List these vocabulary words on the board: *arm*, *ear*, *eye*, *feet*, *foot*, *hair*, *hand*, *head*, *leg*, *mouth*, *neck*, *nose*. Point to the all of the word *head*. Ask *How do we talk about a girl's head?* (*her head*) Then point to the word *hand*. Ask *How do we talk about a boy's hand?* (*his hand*) Continue alternating between a boy and a girl until you have asked about all of the vocabulary words.

Apply

- Write *his* and *her* on the board. Hand out drawing paper and colored pencils or crayons to each student. Say *Draw a picture of a boy or a girl. Color your picture. Then write about your picture.* Model the activity. Draw a picture of a boy with black hair, brown eyes, a white shirt, and blue pants. Say *This is my brother.* Write sentences on the board, such as *His hair is black. His shirt is white.* Read the sentences aloud.
- Allow time for students to draw their pictures. Walk around the room as students work to make sure they are writing sentences that include *his* or *her*. Then call on students to present their drawings to the class and read their sentences aloud.

Extend

- Play the Name Game. Model first with yourself, changing voices and positions as you ask the question *Is your name (Mrs. Cho)?* and answer *No, my name is (Mrs. Shah).* Go around the room asking each student a question. Vary the questions to include the names of other students, as in *Is her name (Graciela)? Is his name (James)?* Repeat the correct answer. Say, for example, *Yes, his name is (James).*
- In large classes, act out the game for students. Break students into groups and have them play the game.

Wrap Up

- Form groups of four and have students count off. Say *Student 1, talk about yourself using my. Student 2, talk about a person you're addressing using your. Student 3, talk about a boy. Student 4, talk about a girl.* Draw a body on the board with small feet, big eyes, and a silly nose. As you point to each body part, have group members take turns identifying it using *my*, *your*, *his*, and *her*. As needed, provide these examples: *My feet are small. Your feet are small. His feet are small. Her feet are small.*

BE THE EXPERT

Teaching Tip

Grouping When students work in groups, be sure each one plays an active role. One way to ensure this is by having groups count off and assigning each group member a specific task by number.

You might also consider assigning tasks based on students' strengths. For example, a student who is skilled at writing might be assigned the task of taking notes. A student who displays drawing skills might be given the task of creating illustrations.

When group members take an active role in the learning process, they are more likely to master important concepts and remember what they learn.

Workbook and Online Practice

Grammar I

✓ Formative Assessment

Can students

- use *my*, *your*, *his*, and *her* to describe themselves and others?

Ask questions such as *Are my eyes brown? Are your arms short? Is his hand big? and Is her hair black?* Have students answer in complete sentences.

VOCABULARY 2

Objectives

Students will

- use action words.
- describe parts of the body.

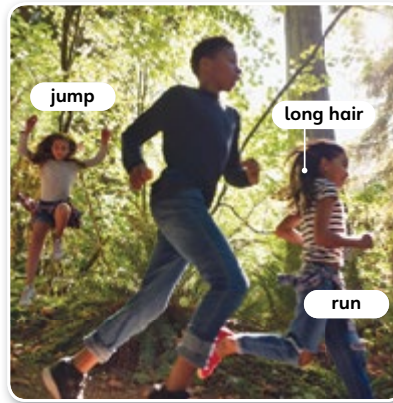
Vocabulary *long hair, strong arms, jump, run, walk*

Content Vocabulary *short*

Resources TR: 7.7–7.8; Video Sc. 4—
Vocabulary 2; Activity Worksheet 7.2;
Workbook p. 85; Online Practice

VOCABULARY 2

1 Listen and say. TR: 7.7



2 Point and say. Work with a partner.

3 Say and stick. Work with a partner. TR: 7.8

Number 1. His legs are long.



Yes, they're long. My turn.

1

2

3

4

5

122 Unit 7

Warm Up

- **Recycle** On the board, write *sit down, stand up, point, and clap*. Act out each term as you say it aloud. Have students repeat each action and term.
- Say *One person pretends to do something. You guess what it is. Watch me. I do this* (clap your hands). *You say "You are clapping."* Have students choose a word from the board to act out. Then say *Today, we will learn words for other ways to move.*

Present

- **Give examples** Point to your legs and feet and say *I use my legs and feet to walk*. Walk around the front of the class. Say *You use your legs and feet to walk, too*. Say *I use my legs and feet to jump*. Jump up and down. Say *You use your legs and feet to jump, too*. Say *I use my legs*

and feet to run. Run in place. Say *You use your legs and feet to run, too*.

- Draw a stick figure on the board with short legs. Say *His legs are short*. Then draw a stick figure with long legs. Say *Her legs are long*. Write *short* and *long* under the corresponding figures. Then draw two faces, one with long hair and one with short hair. Say *long* and *short* as you write them under the pictures. Ask *Is her hair short? Is his hair long?*
- Demonstrate *strong* by piling up many books. Pretend to strain as you lift the pile, or make multiple attempts at lifting, with some huffing, puffing, and wiping of your brow before you succeed. When you lift the pile, say *I am strong! I have strong arms*. Lift one arm, bend it at the elbow, and flex your muscle. Say *This arm is strong*.

Practice

- **1** Say *Turn to page 122. It's time to listen and say*. Play TR: 7.7 and have students repeat the words. Jump in place and ask *Did I run or jump?* If students have difficulty, play TR: 7.7 again.

234 Unit 7

- Point to the pictures. Encourage students to answer your questions using details in the pictures. Say *Point to the picture. Answer in a complete sentence.* Ask *Who is running?* (He is running. She is running. They are running.) *Who has long hair?* (She has long hair.) *Who is walking?* (She is walking. He is walking. They are walking.) *Who's jumping?* (She is jumping.) *Who has strong arms?* (She has strong arms.)
- 2 Read the directions aloud. Point to the pictures on p. 122. Explain *I point to the boy with the books. I read the words strong arms. That boy has strong arms.* Form pairs. Say *Now you point and say. Take turns.*

Apply

- 3 Read the directions aloud and say *It's time for stickers.* Help students locate the stickers. Play **TR: 7.8.** Point to the monkey and say *It's Mia the Monkey and Eddie the Elephant!* Read the model dialogue aloud. Then say *I find the sticker of a boy with long legs. I peel off that sticker and put it on number one.*
- Form pairs. Have partners work together to complete the activity.

Extend

- Group students. Write *run, walk, and jump* on the board. Say *Where do you run, walk, or jump? Write sentences.* Provide models on the board: *I run in the park. I walk to school. I jump in the grass.* Have groups write at least three sentences. Then have group members read their sentences aloud.

Wrap Up

- Write *strong* and *long* on the board. Then write the following:

walk	jump	run
walks	jumps	runs
walking	jumping	running

- Say *Use one word from the board in a sentence.* (He's walking.) Then say *Use two words in one sentence.* (He's walking and jumping.) *Use three words in one sentence.* (She is walking, jumping, and running.) Continue the challenge to include four and five words. Write students' sentences on the board. Read the sentences aloud and have students clap when they hear the target words.

Review

- For additional practice, direct students to Activity Worksheet 7.2.

BE THE EXPERT

Our World in Context

Many animals are skilled jumpers. The common house mouse can jump more than 30 centimeters (12 inches) high. The jumping viper snake, native to Central America, is only about 0.6 meters (2 feet) long but can jump 1 meter (3 feet) to attack its prey. Australian red kangaroos can jump a length of 8 meters (25 feet).

Workbook and Online Practice

Vocabulary 2

Formative Assessment

Can students

- use action words?
Act out walking, running, and jumping.
Ask *What am I doing?*
- describe parts of the body?
Draw a figure with long legs and long hair.
Say *Tell me about her legs. Tell me about her hair.* Act out picking up something heavy.
Say *Tell me about my arms.*

GRAMMAR 2

Objective

- Students will
- make sentences with *can*.

Grammar Ability with *can*

Resources TR: 7.9–7.10; Video Sc. 7—Grammar 2; Graphic Organizers: Four-column chart, Word web; Activity Worksheet 7.3; Workbook p. 86, TR: 7.6; Grammar Workbook pp. 32–33; Online Practice

Materials scissors, glue

GRAMMAR 2

Ability with *can* TR: 7.9

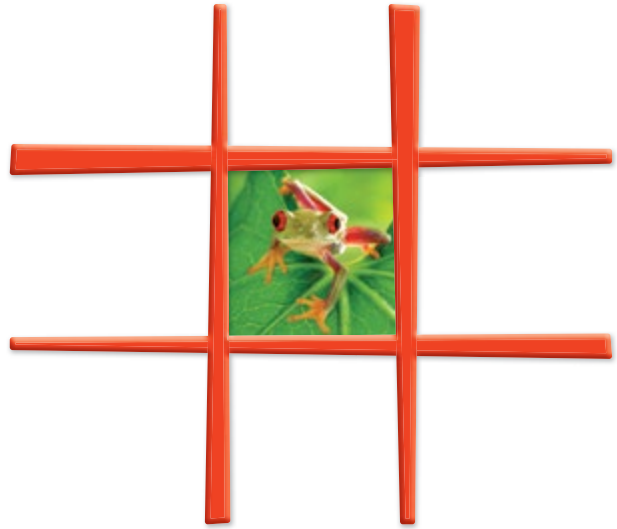
I **can** walk.

Can you run?

She **can** jump.

Yes, I **can**. I have strong legs!

- 1 **Play a game.** Cut out the pictures in the back of the book. Glue. Listen and play. TR: 7.10



- 2 **Write.** Look at the pictures. Write *yes* or *no*.

1. Can the boy run? _____ *yes* _____
2. Can the baby jump? _____ *no* _____
3. Can the mother cook? _____ *yes* _____

123

Warm Up

- **Preteach** Walk across the room. Say *I can walk*. Jump once or twice. Say *I can jump*. Run across the room. Say *I can run*. *I can read, write, listen, and sing, too*. *I can do many things*. Ask *Can you do many things?* Model the answer *Yes, we can*. Have students join you in saying and acting out *We can jump. We can read*.

Present

- Point out the grammar box on p. 123 and play TR: 7.9. Say *We're learning a new word today. The word is can*. Write *can* on the board.
- Make a four-column chart on the board. Brainstorm activities with students and list them on the board. (ride a bike, jump rope) Have students copy the chart and use the activities to fill in the first column.

Then put students in groups of three. Have them use *can* to ask and answer questions about the activities. Have them record what they hear in their charts. Tell students to add a column to record what they can do.

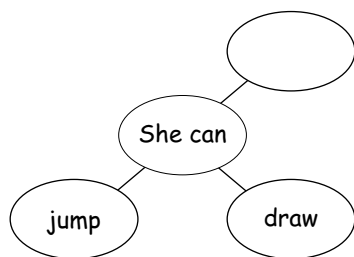
	I can	(Luis) can	(Sara) can
ride a bike	✓	✓	✓
jump rope	✓		✓
cook	✓	✓	

- Have groups take turns sharing their charts with the class.

Practice

- 1 Say *Turn to page 179. Let's cut out the pictures*. As students find the pictures, walk around the room and give out scissors and glue.

- Have students turn to p. 123 and find Activity 1. Say *First, let's write numbers.* Model numbering the grid from 1 to 4 and 6 to 9. Begin at the top left, and follow along from left to right as if reading. Point out that the frog is where 5 would be.
- Say *Now listen, then glue. Let's try one together.* Play only number 1 on **TR: 7.10**. Model *I hear number one. I find number one.* Point to the top left square that you labeled 1. *She says "I can jump." I find the picture of a girl jumping. I glue it here.* Say *Now you do it.* Play the rest of **TR: 7.10**. To help them remember what they hear, suggest that students quietly repeat what the boy and girl say.
- **Expand** Point to the pictures for *jump*, *read*, and *draw*. Say *These pictures show what the girl can do.* On the board, make a word web with **She can** in the center. Have students use their pictures to name action words for the web. Add each action to the web and ask students to tell what the girl can do. Repeat the activity with a **He can** web and the words *run*, *sing*, and *write*.



Apply ● ● ●

- **2** Point out Activity 2 on p. 123. Form pairs and have each pair use the pictures from Activity 1 to answer the questions. Have them write *yes* or *no*.

Extend ● ●

- Have students look back at the picture on the top right of p. 122. Ask *What can the children do?* Say *Tell me in writing. Write three sentences. Tell what each one can do.* (She can jump rope. He can run. She can walk.)

Wrap Up ● ● ●

- Form pairs. Say *What can you do? Let's show, not tell, two things you can do.* Say *Other pairs guess what you can do.* Model by acting out the action of writing. Ask *What can I do?* (You can write.) Give pairs a few minutes to decide what to act out, and then have them join other pairs to act out and identify actions using the sentence frame *You can _____*.

Review ●

- For additional practice, direct students to Activity Worksheet 7.3.

BE THE EXPERT

Grammar in Depth

We use the modal verb *can* to talk about ability. In a statement, it comes before the base form of the verb and is the same for all persons: *I/you/he/she can jump rope.*

In a *yes/no* question, *can* comes first:

Can you jump rope? We often reply with a short answer: *Yes, I can.* Students who want to answer *no* can say *No, I can't.* *Can't* is the contracted form of *cannot*.

Teaching Tip

Correcting students is necessary, but it's important to provide feedback in a positive way. Consider using nonverbal cues. For example, you can use gestures to indicate errors, or even make a tiny red "flag" and hold it up when students make a grammar error.

The gentlest way to correct students is to restate their response correctly and ask them to repeat it. The goal is to keep students motivated. Always acknowledge what students do well to reinforce learning and build confidence.

Workbook and Online Practice

Grammar 2

✓ Formative Assessment

Can students

- make sentences with *can*?
Ask *Can you draw? Can he run? Can she jump?*
Have students answer in complete sentences.

READING

Objectives

- Students will
- describe sculptures.
 - identify main idea and details.

Reading Strategy Identify Main Idea and Details

Academic Language *main idea, details*

Content Vocabulary *artist, balloon, dog, horse, sculptures*

Resources TR: 7.11–7.12; Workbook pp. 88–89, TR: 7.7; Online Practice

Materials a figurine or object to convey the idea of sculpture, pictures of different robots

READING

1 Listen and read. TR: 7.11

Sculptures Are FUN

Some artists draw and paint. Some artists make sculptures. They make people and animals. Look at the man with a hat. His arms and legs are big. His horse's head is small. Look at the balloon dog. Its legs are big. Its ears are long. Artists can make many fun things!



Fernando Botero's
Man on a Horse

2 Listen and read. Circle. TR: 7.12

1. There is **one** **two** dog sculpture.
2. The balloon dog's legs are **big**. **old**.
3. The horse's head is **big**. **small**.

Jeff Koons'
Balloon Dog



124 Unit 7

Warm Up

- **Build background** Point to the sculptures on p. 124. Say *These photos show sculptures. Sculptures are art.* Show the sculpture or object you brought to class. Say *A sculpture is a thing. I can touch it.* Touch it. *I can walk around it. I can look all around it.* Walk around it. Write the word *sculpture* on the board and say it slowly, syllable by syllable. Say *Say it with me. Sculpture.*

Present

- 1 Have students open their books to p. 124. Say *Let's read the title together.* Hold up your book, point to the title, and say *Sculptures Are Fun. Sculptures are art. How are they fun? Let's find out.*
- **Read together** Play TR: 7.11 once and have students listen. Then play TR: 7.11 a second time, telling students to read along as they listen. Pause after sentence 5. Say *Look at the man with the hat. Tell me about his arms and legs.* (They're big.) Play sentence 6 and pause. Say *Tell me about his horse's head.* (It's small.) *Let's write those words on the board.*

man

horse

big arms and legs

small head

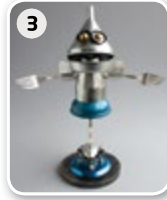
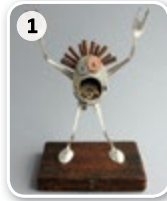
3 Read and check ✓.

MAN	legs	arms
big	✓	✓
small		

DOG	legs	ears
big	✓	
long		✓

4 Look. Circle and write.

- My robot **doesn't have** **has** hair.
It **doesn't have** **has** 1 head.
It **doesn't have** **has** 2 eyes.
- My robot **doesn't have** **has** ears.
It **doesn't have** **has** 2 big hands.
It **doesn't have** **has** 2 short legs.
- My robot **doesn't have** **has** 2 eyes.
It **doesn't have** **has** 2 long arms.
It **doesn't have** **has** 1 leg.



5 Ask and answer. Work with a partner. Choose robots. Talk about them. How are your robots the same or different?

BE THE EXPERT

About the Photos

Jeff Koons's *Balloon Dog* is not made from a balloon. Like many of his sculptures, it's made of stainless steel. Koons wants viewers to walk around the dog and see their reflections in it.

Fernando Botero's sculpture *Man on Horse* is typical of the oversized people and animals in his sculptures and paintings.

Both Botero and Koons use humor in their art, helping to make modern sculpture accessible to all.

Teaching Tip

If students are engaged and interested by the art in these photos, take advantage of the "teachable moment." For example, you can review and recycle vocabulary (Does the dog have eyes? Does it have a neck? Does it have feet?).

Consider having interested students use clay or another suitable material to sculpt their own figures of people or animals. Hands-on activities help students make personal connections to lesson content and enhance their learning experience.

- Continue **TR: 7.11**, pausing after sentence 8. Say *Tell me about the dog's legs.* (They're big.) Play sentence 9 and pause. Say *Tell me about its ears.* (They're long.) Ask *Are the dog's legs big or small?* (They're big.) If students have difficulty answering the question, replay sentences 7–9.
- 2 Point to Activity 2 on p. 124. Say *Now let's listen and read. Then circle the answer.* Model the activity for students by completing item 1. Play **TR: 7.12**, pausing after item 1. Read the sentence aloud. Say *I'll look at the pictures. Then I'll count the dog sculptures.* Hold up the book so students can see p. 124. Point to the dog sculpture and count it by saying *One. There is only one dog sculpture. There are two other sculptures, but they are not dogs. I'll circle the word one. You circle it, too.*

- Have students complete items 2 and 3 on their own. Review the correct answers with the class.

Practice

- 3 Have students open their books to p. 125 and look at Activity 3. Say *Now we'll read and check. The first one is done. Let's look at it.* Say *The green box says Man. Next to Man is the word legs. Look at the sculpture of the man and horse on page 124. Look at his legs. Are they big or small?* Point to the headings **big** and **small**. Say *They're big. I check that box.*

READING

1 Listen and read. TR: 7.11

Sculptures Are FUN

Some artists draw and paint. Some artists make sculptures. They make people and animals. Look at the man with a hat. His arms and legs are big. His horse's head is small. Look at the balloon dog. Its legs are big. Its ears are long. Artists can make many fun things!



Fernando Botero's *Man on a Horse*

2 Listen and read. Circle. TR: 7.12

1. There is **one** **two** dog sculpture.
2. The balloon dog's legs are **big.** **old.**
3. The horse's head is **big.** **small.**

Jeff Koons' *Balloon Dog*



3 Read and check ✓.

MAN	legs	arms
big	✓	✓
small		

DOG	legs	ears
big	✓	
long		✓

4 Look. Circle and write.

1. My robot **doesn't have** **has** hair.
It **doesn't have** **has** 1 head.
It **doesn't have** **has** 2 eyes.
2. My robot **doesn't have** **has** ears.
It **doesn't have** **has** 2 big hands.
It **doesn't have** **has** 2 short legs.
3. My robot **doesn't have** **has** 2 eyes.
It **doesn't have** **has** 2 long arms.
It **doesn't have** **has** 1 leg.



5 Ask and answer. Work with a partner. Choose robots. Talk about them. How are your robots the same or different?

Wrap Up

- Have students complete the box by looking at the man's arms. Then say *Now let's look at the next green box. It says Dog. Look at the dog's legs on page 124. Are they big or small?* Have students complete the activity on their own. When they are finished, review each answer.
- 4 Say *Now look at Activity 4. Let's look, circle, and write the answer. Look at number one.* Read the first sentence aloud with both answer choices. Say *Look at picture one.* Point to the picture and say *This robot has hair. I circle has.* Read the complete sentence aloud.
- Model a process for circling and writing the answers for the rest of item 1. Say *Now you try it.* Have students complete the activity on their own. When students are finished, review each answer in the same manner that you modeled.

- Put students in pairs and have them pick one of the sculptures they read about, draw it, and write two or three sentences describing it. Then have pairs share their pictures and sentences with the class.

Recap

- Write the following on the board:

Man	Horse	Dog
big arms and legs	small head	big legs and long ears

- Have students look for more details that describe the man, horse, and dog. Say *I'm going to say some words about the man, the horse, or the dog. When you hear the words, say "man," "horse," or "dog."*
- Model the activity by saying *Big legs. Look at the board, or in your books, on page 124. Who has big legs? (the man, the dog) The man and dog have big legs, so you say "man" and "dog." Ready?* Have students say the words aloud.

Apply

- **5** Form pairs. Hold up your book and point to the robots on p. 125. Say *Pick a robot: Robot 1, Robot 2, or Robot 3.* Say *Talk about your robot.* Say and write on the board the following questions to help students get started: *Does your robot have eyes? How many eyes does it have? Does it have hands? What color are they? Does it have hair? Does it have legs? How many legs does it have?*
- Allow time for pairs to discuss their chosen robots. Ask *Is your robot the same as or different from your partner's robot?* Have students refer to the questions on the board to help them answer.
- **Expand** Bring in pictures of different robots, with and without arms, legs, heads, and feet. Ask students to tell you if the robots have arms, legs, heads, and feet. On the board, make a list of details for these robots. Write **Robots** at the top of the list.

Extend

- Write the following details on the board:

red hands	one leg	hair
big mouth	two eyes	a long mouth
two legs	two arms	long arms

- Divide the class into three groups. Assign each group one of the robots on p. 125. Ask students to cover Activity 4 so they can't see it, choose the words on the board that describe their assigned robot, and use those words to write two or three sentences about the robot. Model sentences for students by saying *My robot has hair. It has a big mouth. It has two legs.*

Wrap Up

- Write the following on the board:

The horse has _____.
The man has _____.
The dog has _____.

- Ask students to read the sentence frames and complete each sentence with a phrase about the horse, the man, or the dog on p. 124.

BE THE EXPERT

Reading Strategy

Identify Main Idea and Details The main idea is the most important point in a passage or text. The main idea is often stated in a sentence that appears at or near the beginning of the first paragraph. Sometimes the main idea appears elsewhere. The title of a passage may give clues about the main idea, as with *Sculptures Are Fun*. Supporting details are usually found within the body of the text. Details tell more about the main idea of the passage.

Related Vocabulary

art, museum

Workbook and Online Practice

Reading

✓ Formative Assessment

Can students

- describe sculptures?
Point to a sculpture on p. 124. Ask *What does it have?*
- identify main idea and details?
Ask *What's fun about the dog sculpture?*

WRITING

Writing Write about a costume.

Objectives

Students will

- view a writing model.
- draw and write about a costume.

Content Language spider, costume

Resources Workbook p. 90; Online Practice

Workbook and Online Practice

Writing

✓ Formative Assessment

Can students

- draw and write about a costume?
Have students share their pictures and write two new sentences about them.

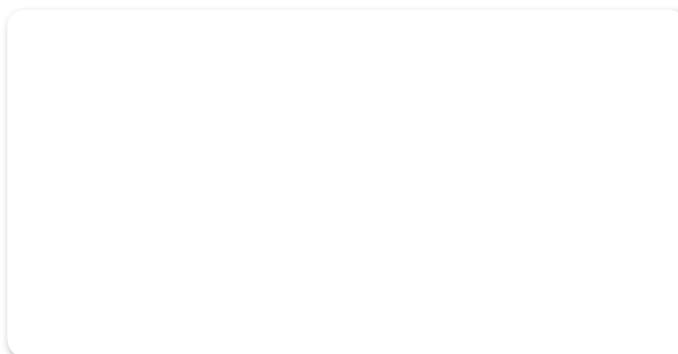
WRITING

1 Read.

My name is Antoni. I have two eyes, one nose, and one mouth. I have two arms and two legs. My spider costume has eight eyes and eight legs. I like spiders. I'm a cool spider!



2 Write. Draw a costume. Then write about it.



I'm _____, I have _____.

I have _____.

My _____ costume has _____.

3 Share. Work in a group. Talk about your picture.

126 Unit 7

Present

- **Contextualize** Pretend to put on a costume. Say *I put on my costume. I'm a spider! I have eight legs!* Act out putting on one leg at a time. *I put on one leg at a time!*
- Write *costume* on the board. Say it aloud with students. Say *A costume is clothes you wear. You wear the clothes to pretend to be something. You can pretend to be a robot. What other things can you pretend to be?* Say *Today, you'll draw and write about a costume. Let's read first.*
- **1** Have students open their books to p. 126. Say *Look at the picture. What is it?* (a boy) *Yes, it's a boy. He's wearing a costume. How many legs does he have?* (eight) *That's right. Eight! He has eight legs! A spider has eight legs!* Then read the words aloud. Reread and have students read aloud with you.

Write

- **2** Point to the empty box on p. 126. Say *Draw your costume here.* Give students enough time to draw.

- Write the following on the board:

head	nose	leg	ear
hair	mouth	feet	neck
eye	arm	hand	

- Point to the words on the board. Say *Let's read the words.* Read aloud with students. Point to the writing frames on p. 126 and say *Write about your costume here.* Point to the first sentence frame and say *Start with your name.* Point to the second sentence frame and say *Tell about the parts of your body.* Tell students to use some of the words on the board in their sentences. Remind them to use the writing model on the top of the page as a guide for their own sentences.

242 Unit 7

Be clean.

Wash your hands and body. Brush your teeth.



Think. Pair. Share.
How do you keep clean?

127

VALUE

Value Be clean.

Objectives

Students will

- read about body-related values and activities.
- talk about how they keep clean.

Academic Language copy

Resource Value Poster

BE THE EXPERT

Teaching Tip

Leveling Check in with students on a regular basis to determine their level of proficiency with each set of vocabulary words and grammar structures. Students may learn certain topics very quickly but need additional help with others. Don't assume that a student who has been successful in the past will not need intervention in the future.

Related Vocabulary

faucet, sink, water

Share ●

- 3 Divide the class into four or five groups. Point to Activity 3 at the bottom of p. 126. Say *Talk about your pictures. Use your sentences.* Walk around and ask questions, prompting students to describe their pictures.

Value ○●●

- Have students open their books to p. 127. Ask *What's in the photo?* (a sink, a faucet, hands, water) Say *It's a boy. He's washing his hands with water.* Point to the title and say *Look at the title. What does it say?*

Think

- Have students read the value statement on p. 127 aloud. (*Be clean.*) Ask *How does a person get clean?* Allow students to share their ideas aloud.
- Have a student read the sentences under the value statement. Ask *How often do you do these things?*

Pair

- Have students look at the picture. Ask *How is the boy getting clean?* (washing his hands) Ask *When do you wash your hands?*
- Put students in pairs. Have them ask and answer the question at the bottom of the page. Students should write notes or draw pictures of their partner's answers.

Share

- Have students take turns sharing their partner's answers to the question aloud. Encourage the rest of the class to listen carefully. After everyone shares, ask *What things do we use to keep clean?* Make a list on the board.

PROJECT

Objectives

Students will

- make a robot.
- name parts of the body.
- complete the Unit 7 Quiz.

Resources Flashcards I14–I25; Assessment: Unit 7 Quiz; Activity Worksheet 7.4

Materials scissors, glue, markers or crayons, colored construction paper, heavy card stock

PROJECT

Make a robot. Work with a partner.



1 Cut out the body.



2 Cut out a card.



3 Write the numbers.



4 Cut out or draw parts. Glue them.

128 Unit 7

Prepare

- Review vocabulary by holding up Flashcards I14–I25 and asking *What's this?* or *What are these?* After students name each body part, use the word in a complete sentence, such as *Yes, my head is on my neck.*
- Say *Open your books to pages 128 and 129.* Hold up the book and point to the robot on p. 129. Say *This is a robot. Today, you will make a robot.* Ask *How many heads does the robot have?* (two) *How many eyes does it have?* (five) *How many legs and feet does it have?* (three) *What color are its arms?* (yellow)
- Have students work in pairs to plan their robots. Say *Now we will make robots.*
- Write the following steps on the board:

1. Cut out the body.
2. Cut out a card.
3. Write the numbers.
4. Cut out or draw parts. Glue them.

- Have students look at the first picture on p. 128. Hand out colored paper and say *Cut out your robot's body.* Model cutting out a large shape for the robot's body. Give time for pairs to do the same.
- Point to the second picture. Hand out card stock to each pair and say *Cut out the same shape you cut out before.* Model cutting out the same shape (but smaller) that you cut out in step 1.
- Point to Eddie the elephant in the third picture. Say *Eddie is writing numbers.* Explain that students should write numbers to plan how many body parts to include. They should write four numbers between 1 and 6 to show how many heads, arms, and legs their robots will have. Model this step, if necessary.

244 Unit 7

Look! Our robot has two heads and five eyes!



Now I can . . .

- name parts of the body.
- talk about parts of the body.
- talk about things we can do.

129

- Point to the fourth picture. Say *Cut out or draw the body parts.*
- Say *Now make your robot! Glue the parts together and color.*
- **Modify** Help students be realistic. You might suggest that students make no more than four of any one body part.

Share

- Write on the board: *Its name is _____ . It has _____ heads. It has _____ eyes.* Students can use these frames as they present.
- After each pair introduces its robot, have the class ask two questions about the robot. Have each partner answer one question.

Review

- For additional practice, direct students to Activity Worksheet 7.4.

BE THE EXPERT

Our World in Context

Robots are now a reality. One example is that scientists have invented a “robotfish” named Grace. Grace has been developed to swim in the world’s waterways, flapping its tail when it needs extra energy. An internal pump pushes water in and out of Grace’s body, allowing the robotfish to glide through water. A battery pack system helps Grace move upward and downward. Grace is designed to monitor water conditions, including temperature and levels of pollution.

Teaching Tip

Think carefully about the mix of students you group for a project. Place students with different language abilities together. Placing a more fluent student with a student who is still struggling will help give both students a chance to learn from each other’s abilities.

Project Rubric

- ✓ Did students create a robot plan?
- ✓ Did students cut out and glue their robot parts?
- ✓ Did students accurately tell about their robot’s body parts?

Now I Can

Ask questions such as the following:

- *What is this? or What are these?*
- *What color is your hair? What color are your eyes?*
- *What can you do with your feet?*

Workbook and Online Practice

Unit Review

✓ Assessment: Unit 7

Give the Unit 7 Quiz. Hand out the quiz and go over the instructions with the students. The quiz should take 15–20 minutes.

Project 245

VIDEO

Vocabulary 1a *an arm, a hand, a leg, feet*

Vocabulary 1b *a head, an eye, a nose, a mouth, an ear*

Vocabulary 2 *jump, walk, run*

Grammar 1 Possessive adjectives

Grammar 2 Ability with *can*

Song *My Body*

Viewing parts of the body; actions and words that describe the body

Story Time *My Body, Your Body*

Resources Video Sc. 1–12; World Map



Before You Watch

- Play Scene I: Introduction. Say *This video is about the body*. Draw a teddy bear on the board and have students tell you what to add. Label the parts of its body, including its eyes, nose, mouth, ears, arms, hands, legs, and feet.

While You Watch

- Have students look and listen for target words that name parts of the body and actions. Say *Write each word you see and hear on a sheet of paper*.

After You Watch

- Put students in pairs and have them compare their lists. Then play “Who Heard?” Chant *Who heard (clap, clap) this word (clap, clap): Jump*. Model the answer: *I heard (clap, clap) this word (clap, clap): Jump*. Repeat the activity for each target word that students listed.

Zoom In

Vocabulary

- Point to each word and ask the class to say it as it appears. Pause the video as Freddy the frog practices each vocabulary word for a body part. Play the video again to hear what Freddy says.

Grammar

- As students watch the boy and girl doing different tasks, ask relevant questions, such as *Can he walk? Can she run?* Ask as many questions as possible. Cover up the sentences on the screen, if possible.

Song

- Use the song to review words that name parts of the body. As you play the song, have students point to each body part on themselves or in a picture. Then replay the song. Have students copy each action that Anna and Freddy perform.

Viewing

- Stop after each animal to ask questions such as *Are its ears small?* (elephant) *Are its legs long?* (giraffe) *Is its mouth big?* (lion) *What can it do?* (kangaroo, cheetah) Have students answer in complete sentences.

Story Time

- View Scene II: Story Time. Pause each time Anna says something about a body part, such as “My eyes are brown. Are your eyes brown, too?” Have students answer the question.
- View *My Body, Your Body* a second time, without pausing. After students have viewed the video twice, play it again and pause at still images. Ask questions such as *Are her eyes brown? Is his mouth big?*



My Body, Your Body

Read as children and animals compare parts of their bodies. Are the girl's eyes like the frog's? Is the boy's mouth like the hippo's? Is the girl's hair like the llama's?

Before You Read

- **Predict** Hold up the Reader. Say *Look at the title. Let's read it together. My Body, Your Body. What do you think this is about? Let's read to find out!*
- **Introduce the strategy** Say *We can tell how things are the same.* Point to your hair and say *I have hair.* Point to a student's hair and say *(Abdul) has hair. We both have hair.*
- Say *We can also tell how things are different. I have (brown) hair. (Abdul) has (black) hair. Our hair is different.*
- Draw a Venn diagram on the board with the labels **What the child says** and **What the animal says.** Say *Look and listen to what the children and animals say.* Point to the first circle and say *Write what the child says.* Point to the second circle and say *Write what the animal says.*

While You Read

- Read the book aloud to students. Stop every few pages to ask questions and help students fill in the Venn diagram.
 - p. 4: *What color are the girl's eyes?* (brown)
 - p. 5: *What does the frog say?* (My eyes are red.)
- Add this information to the diagram. Continue with other pages in the book.

After You Read

- Put students in pairs and have them compare their Venn diagrams and discuss any differences. Then complete the overlap part of the Venn diagram as a class. Ask *What do the children and animals both have?* Have students help you add things that are the same, such as two eyes, one head, and one body.

UNIT 7 READER

Text Type nonfiction text

Reading Strategy Compare and Contrast

Vocabulary *an eye, a mouth, hair, long hair, an ear, a nose*

Academic Language *both, different, same*

Grammar Possessive adjectives; Ability with *can*

Resources Video Sc: II—Story Time;
Graphic Organizer: Venn diagram

BE THE EXPERT

Reading Strategy

Compare and Contrast Students compare things to tell how they are alike; they contrast things to tell how they are different. Words such as *both, alike, and same* signal similarities. Words such as *but, however, and unlike* signal differences.

Help students grasp the concepts of *alike* and *different* by holding up two familiar classroom objects, such as a magazine and a book, and discussing ways they are similar and different.

Text Background

My Body, Your Body is a nonfiction text. The purpose of a nonfiction text is to inform readers about a topic. Information in a nonfiction text may be organized into different sections with different headings. Nonfiction texts often include text features such as photos, drawings, tables, charts, diagrams, and other visual aids that help readers better understand the subject matter.

Scope and Sequence



UNIT 0

Welcome to Our Class
p. 4

1

A Helping Hand
p. 10

2

My Place in the World
p. 26

3

On the Move!
p. 42

4

Our Senses
p. 62

CONTENT AREA CONNECTION	Social and Instructional Language, Social Studies	Language Arts, Social Studies	Technology and Engineering, Social Studies	Science, Language Arts, Health and Physical Education
GOALS ▶ SC: 1	<ul style="list-style-type: none"> talk about caring for others describe daily routines talk about how many times people do things 	<ul style="list-style-type: none"> talk about my town ask for help give directions 	<ul style="list-style-type: none"> talk about different kinds of transportation describe how people travel compare and contrast 	<ul style="list-style-type: none"> talk about the senses talk about how things look, feel, taste, sound, and smell talk about the past
VOCABULARY 1 & 2 ▶ SC: 2–4	<i>carry, feed my pet, give my pet a bath, goldfish, hamster, help, hold hands, hug, pick up, protect, take care of my pet, teach</i> Strategy: Context Clues <i>come home, do my homework, have a snack, make my bed, take a shower</i>	<i>bakery, drugstore, hospital, movie theater, museum, park, police station, post office, restaurant, supermarket, toy store, train station</i> Strategy: Compound Words <i>library, mall, stadium, swimming pool, zoo</i> Strategy: Comparing sounds: /l/ and /r/	<i>airplane, bus, ferry, helicopter, hot-air balloon, motorcycle, sailboat, scooter, ship, subway, taxi</i> Strategy: Compound Words <i>coast downhill, get off, get on, park, pedal uphill</i> Strategy: Grouping	<i>beautiful, delicious, dry, hard, loud, quiet, rough, smooth, soft, sticky, terrible, ugly</i> Strategy: Antonyms <i>bitter, salty, sour, spicy, sweet</i> Strategy: Sound combinations: Combinations with /s/
GRAMMAR 1 & 2 ▶ SC: 5–6	<i>before and after</i> Adverbs of frequency	Can for requests and offers Giving directions	too for agreeing but as a contrast	Sense verbs was / were
READING	<i>Caring for Baby Elephants</i> Strategy: Identify sequence of events	<i>Eye in the Sky</i> Strategy: Text features	<i>Hot-Air Balloons</i> Strategy: Sequence of events	<i>Amazing Animal Senses</i> Strategy: Compare and contrast
WRITING	Write about taking care of people or animals. Focus: Use time-order words; write about taking care of others.	Write about a special place. Focus: Write about a special place I know.	Write about transportation. Focus: Use <i>but</i> to show that two connected ideas are different.	Write about summer. Focus: Use <i>and, but, and or</i> to connect sentences.
VALUE	Take care of others.	Explore your town.	Be safe on the street.	Use your senses.
PROJECT	Make a collage.	Make My World circles.	Make a class bar graph about favorite types of transportation.	Write a Five Senses poem.
EXTENDED READING	The Lion and the Mouse	pp. 58–59		The Gingerbread Man
REVIEW	Units 1–3	pp. 60–61		Units 4–6

▶ **ADDITIONAL VIDEO** Song: Sc. 7; Viewing: Sc. 8; Story Time: Sc. 9; Wrap Up: Sc. 10

				
5 Animal Habitats p. 78	6 What's for Dinner? p. 94	7 Feeling Fit p. 114	8 Let's Celebrate p. 130	9 My Weekend p. 146
Language Arts, Science	Health and Physical Education, Social Studies	Health and Physical Education	Social Studies, Music and the Performing Arts	Health and Physical Education, Language Arts
<ul style="list-style-type: none"> name animal habitats say what animals look like talk about animal homes 	<ul style="list-style-type: none"> name foods talk about quantities talk about favorite meals 	<ul style="list-style-type: none"> name parts of the body talk about the past talk about good and bad habits 	<ul style="list-style-type: none"> talk about celebrations and festivals tell what happened in the past talk about cultural traditions 	<ul style="list-style-type: none"> talk about free-time activities talk about the past talk about hobbies
<i>cave, desert, forest, grasslands, hive, ice, island, mud, nest, rain forest, snow, underground, web, wetlands</i> Strategy: Compound Words <i>fur, horns, pouch, tongue, wings</i> Strategy: Analogies	<i>bag of rice, bottle of oil, bowl of sugar, box of cereal, bunch of bananas, can of soda, glass of juice, jar of olives, loaf of bread, piece of cake</i> Strategy: Context clues <i>buy, compare, money, price, put away</i> Strategy: Sound categories: Vowels	<i>back, bend, bone, chest, elbow, fingers, knee, muscle, shoulder, stomach, stretch, toes</i> Strategy: Analogies <i>eat fruit, eat junk food, eat vegetables, get exercise, get rest</i>	<i>celebrate, costume, dance, decorations, dress up, feast, fireworks, lantern, mask, parade, party, remember</i> Strategy: Using a Dictionary <i>balloons, birthday cake, candles, invitation, present</i>	<i>busy, eat out, exciting, go on a picnic, go to the beach, go to the movies, interesting, lose, stay home, text my friends, visit a museum, win</i> Strategy: Using a Dictionary <i>go fishing, go hiking, go horseback riding, go ice skating, go swimming</i>
Why ...? Because ... Infinitive of purpose	some and any a few and a little	Simple past: Yes / No questions and short answers too and enough	Simple past: regular verbs Simple past: irregular verbs	Simple past: wh- questions and negative go + verb + -ing
<i>Amazing Rain Forests</i> Strategy: Visualize	<i>What's for Lunch</i> Strategy: Connect text to personal experience	<i>Take Care of Your Brain!</i> Strategy: Identify main idea and details	<i>November Celebrations</i> Strategy: Scanning text for information	<i>Wow! Look at That!</i> Strategy: Identifying an author's purpose
Write about an animal you like. Focus: Use <i>it's</i> and <i>its</i> correctly.	Write about your favorite meal. Focus: Write a topic sentence to tell a main idea.	Write about keeping fit. Focus: Use <i>because</i> to explain reasons.	Write about a celebration. Focus: Use details to describe a celebration or festival.	Write about a good weekend. Focus: Use words to show the order of events.
Help protect animal habitats.	Eat good food.	Keep fit.	Celebrate your culture.	Try new things.
Make a mobile of an animal habitat.	Organize a Taste Test Day.	Make a Good Habits poster.	Make a parade mask.	Make a class scrapbook.
pp. 110–111		The Paralympics	pp. 162–163	
pp. 112–113		Units 7–9	pp. 164–165	

Let's Celebrate



The Carnival of Oruro, Oruro, Bolivia



In this unit, I will . . .

- talk about celebrations and festivals.
- tell what happened in the past.
- talk about cultural traditions.

Look and check.



1. These people are
 - celebrating.
 - resting.
2. They are wearing colorful
 - costumes.
 - bathing suits.

1 Listen and read. TR: 8.1

2 Listen and say. TR: 8.2

People all over the world have special celebrations. They take time to remember the past, meet family and friends, eat food, and have fun!

a costume



a feast



a mask



a lantern



a party



fireworks





3 Work with a partner. Ask and answer.



1 Listen. Read and sing. **TR: 8.3**

Celebrate!

We went to a carnival.
Everyone was there!
We dressed up, sang some songs,
and watched a parade.

But best of all,
we danced to music,
wonderful music.
We danced to music
all day long.

CHORUS

**We danced to music,
wonderful music.
We danced to music
all day long.**

Did you like the food?
Yes, I liked the food.
Did you dress up?
Yes, I went as a frog.

CHORUS

Did you like the costumes?
Yes, I liked the costumes.
Did you see any masks?
Yes, we saw some masks.

CHORUS



Rio de Janeiro, Brazil

2 Work in a group. Put the words in the order you hear them in the song.



parade



food



dress up



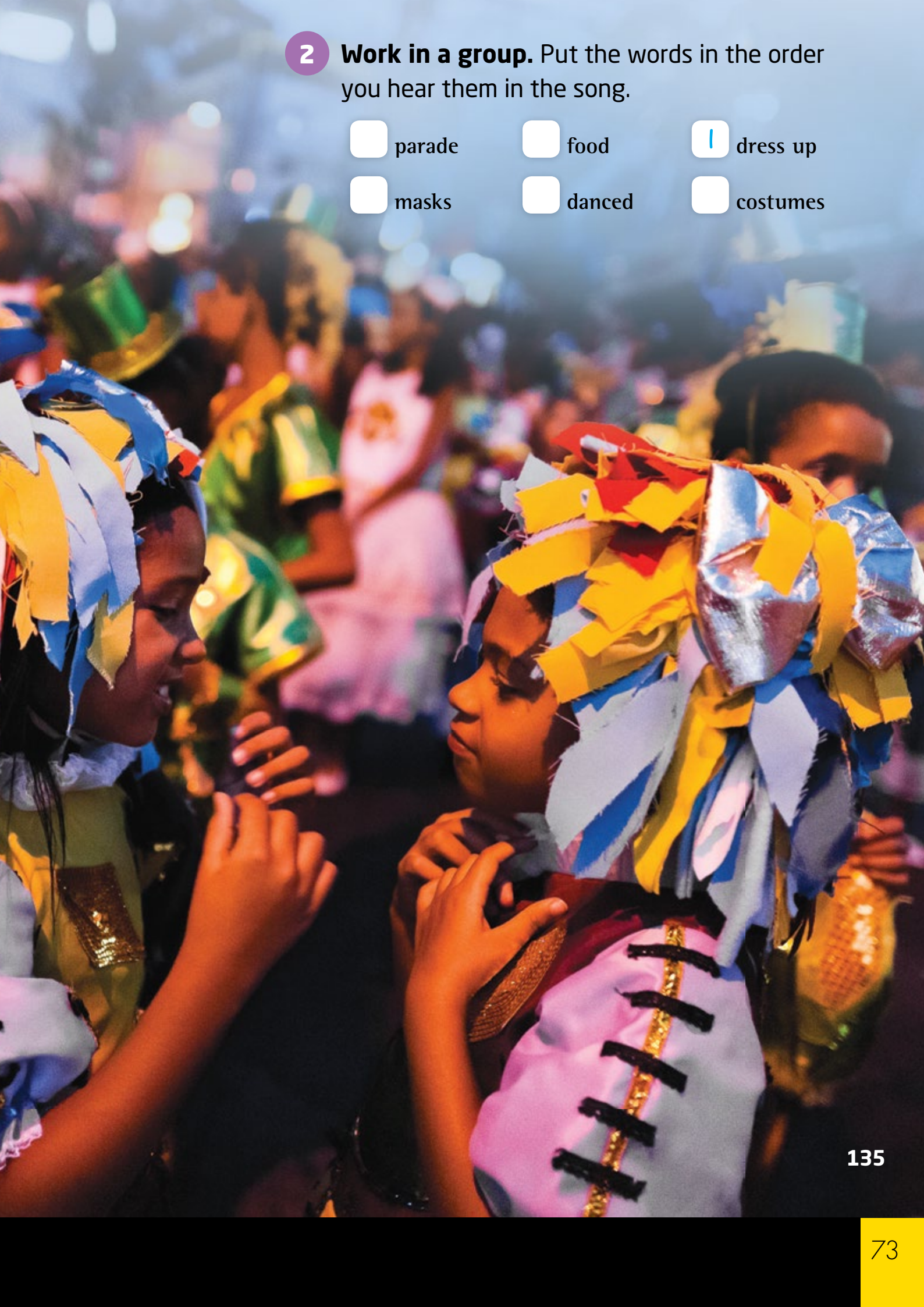
masks



danced



costumes



Simple past: regular verbs TR: 8.4

Did you **watch** the parade?

Yes, we **watched** the parade.

Did you **like** the music?

Yes, we **liked** it a lot!

1 Read and write. Complete the sentences. Use these words.

dress up

like

listen

play

watch

Yesterday . . .

1. I _____ in my favorite costume. I was a superhero!
2. The parade was great. We _____ to music from many countries.
3. I _____ the food and the dancing. It was fun!
4. After dinner all the children _____ games.
5. At night we _____ the fireworks. They were incredible!



2 Write true sentences. Think of a celebration.

Use these words.

celebrate dance like listen play watch

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

3 Ask questions about your celebrations.

Work with a partner.

Did you play games
at the party?



Yes, we played
games. It was fun.

VOCABULARY 2

1 Listen and say.

Read and write. [TR: 8.5]



a present



a birthday cake



candles



an invitation



balloons

1. You write this on paper. You give it to your friends. _____
2. It tastes sweet. It usually has candles on top. _____
3. They are usually round. They have air inside. _____
4. They are long and thin. You put them on a birthday cake. _____
5. You use colorful paper to wrap it. You give it to people on their birthdays. _____

2 Listen and stick. [TR: 8.6]

1

138 Unit 8

2

3

4

5

Simple past: irregular verbs TR: 8.7

Did you **go** to the parade?

Yes, I **went** to the parade.

Did you **see** the fireworks?

Yes, I **saw** the fireworks.

Did you **eat** cake at the party?

Yes, I **ate** a piece of cake.

1 Match. These verbs change when you talk about the past. Draw lines. Work with a partner.

sing

wrote

drink

gave

wear

had

have

took

write

sang

give

drank

take

wore

2 Play a game. Cut out the cards in the back of the book. Play with a partner. Match and say sentences.



1 Listen and read. TR: 8.8

November Celebrations

The Day of the Dead is a big festival in Mexico. People celebrate it on the first day of November. They remember and celebrate the dead people in their families. They sometimes decorate the cemeteries with skeletons in special costumes. Families take a big feast to the cemetery, and they light candles and play music. People give candy and chocolate in the shape of skulls. For Mexicans, skulls and skeletons are not scary, and the festival is not sad. The Day of the Dead is a time for fun and happy celebrations.

In Thailand, the festival of Yi Peng usually happens in November, too. On the first day, there is a parade and people wear beautiful costumes. People make lanterns out of rice paper. They light small candles inside them. On the night of the festival, thousands of bright lanterns go up into the sky. People believe that the lanterns are taking away the bad things in their lives. People also decorate their homes and gardens with paper lanterns. And on the last day, there are fireworks.



Day of the Dead



Festival of Yi Peng



In 2002 a candy company made chocolate fireworks! 60 kg (132 lb.) of chocolate went up into the sky!



2 Read. Check **T** for *True* and **F** for *False*.

1. The Day of the Dead is a sad festival in Mexico. (T) (F)
2. On the Day of the Dead, families eat food at the cemeteries. (T) (F)
3. At Yi Peng, there is a parade and there are fireworks. (T) (F)
4. There is only one lantern in the sky at the Yi Peng festival. (T) (F)
5. Both the Day of the Dead and the festival of Yi Peng are usually celebrated in November. (T) (F)

3 Read. Complete the chart.

	Day of the Dead	Yi Peng
When is it?		
Why do they celebrate it?		
What do people do?		

4 Work with a partner. Look at the photographs. What do you see? What do you like?



WRITING

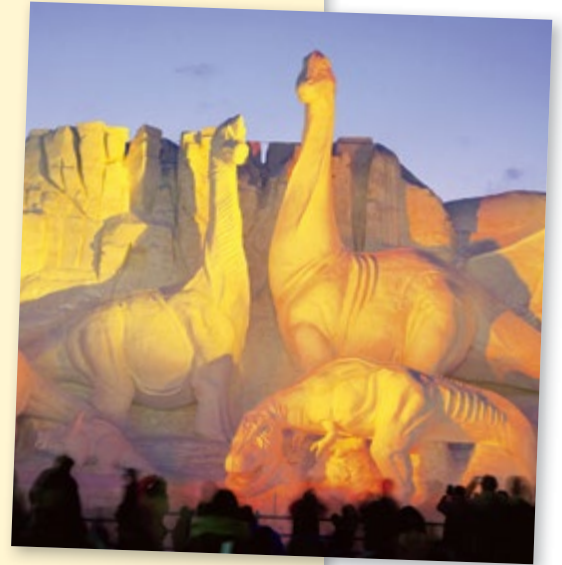
- 1 Read.** What title does Hiro use for his writing? A title tells you what you are reading about. It's usually short and simple. In the body text of this description, Hiro uses words that describe what he saw, heard, and did.

The Sapporo Snow Festival by Hiro

Every year we have a snow festival. It's in February, in the winter. This year the festival was fantastic. There was a lot to do, and we had so much fun.

I went to the festival with my brother and sister. It was very cold! I wore a snowsuit, boots, gloves, and a hat. We saw some beautiful snow sculptures. My favorite was a sculpture of two big dinosaurs. They looked so real and so scary!

We played on the snow slides and in a snow maze, too! In the evening, we listened to music, ate steamed buns, and drank hot tea to get warm.



- 2 Write.** Write about a celebration or festival. Think about what you wore, what you saw, and what you did.
- 3 Share your writing.** Work in a small group. Listen and fill in the chart.

Name	Celebration or festival	What did people see and do?



Celebrate your culture.

Enjoy your traditions and festivals.

Think. Pair. Share.

How do you celebrate your culture?



San Sosti, Italy

PROJECT

Make a parade mask.

Decorate it and describe it to the class.



Choose a celebration.



Do research.



Collect materials.



Decorate your mask.



I made the eyes with white, blue, and yellow paper.

Now I can . . .



- talk about celebrations and festivals.
- tell what happened in the past.
- talk about cultural traditions.



7 Levels CEFR Pre-A1 to B1
True Beginner to Pre-Intermediate
American and British English
Up to 6 Teaching Hours/Week

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Workbook with Online Practice	9780357373583	9780357373590	9780357373606	9780357373613	9780357373620	9780357373637	9780357373644
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Online Practice Electronic Access Code	9780357108185	9780357108178	9780357108161	9780357108154	9780357108147	9780357108130	9780357108123
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B Combo Split	9780357039984	9780357040003	9780357040027	9780357040041	9780357040058	9780357040089	9780357040102
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SECOND EDITION

CEFR Correlations

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2		■	■	
3		■	■	
4			■	■
5			■	■
6				■

	Pre-A1	A1	A2
Starter	■		
1	■	■	
2		■	■
3		■	■
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Cover Photo: A red-eyed tree frog, native to Central and South America, on a branch in the rain.

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