

Welcome Game

A Play in groups.



Any three of the following: dolphin, penguin, shark, whale

**START
HERE**

salad, soup, sandwich

Say three kinds of food that start with "s."

a glass of, a bottle of

Say two ways to complete this: "Can I have _____ juice, please?"

Say these words correctly: *choose, blue, huge.*

Say three animals that can swim.

take the bus, bike to school, walk to school

Go back three spaces.

Say three ways you can get to school.

Say these words correctly: *burger, world, dirty, person.*

sports center, supermarket

Say two places in a town that start with "s."



Say these words correctly: *square, pear, armchair.*



Say three outdoor activities beginning with "s."

Go forward three spaces.

Say the simple past form of these words: *go, see, swim.*

see a shooting star, sleep in a tent, swim in a lake

went, saw, swam

Welcome

In this unit, students will:

- review vocabulary from Level 4.
- review grammar from Level 4.
- review phonics from Level 4.

Twenty-First Century Skills

Collaboration

Help each other review what they learned from Level 4, Welcome Game

Communication

Ask and answer personal questions, Welcome Activity D

Creativity

Write one-that-doesn't-belong puzzles, Welcome Activity B

Critical Thinking

Think about which word in a set doesn't belong, Welcome Activity A

Welcome Game

In this lesson, students will:

- play a game to review vocabulary, grammar, phonics, and spelling they have learned from Level 4.

Resources: eBook, Classroom Presentation Tool, Game Cube, Formative Assessment Strategies Guide

Materials: a foam ball (or piece of paper formed into a ball), index cards, sticky tack, timers

TEACHER TIP

The first step toward personalizing your class is to get to know your students' names and interests. One way is to have them present this information visually, such as by designing their own "coats of arms." Make your own before the class. Cut out a shield shape and divide it into four quadrants. In each, draw something to show what you like, for example, a soccer ball, an open book, a space rocket, a bird. Write your name in the middle. Show the class and tell them about yourself, for example, say *My name's [Natasha] and I like soccer,...* Have students make their own, then use it to introduce themselves to the class and to you.

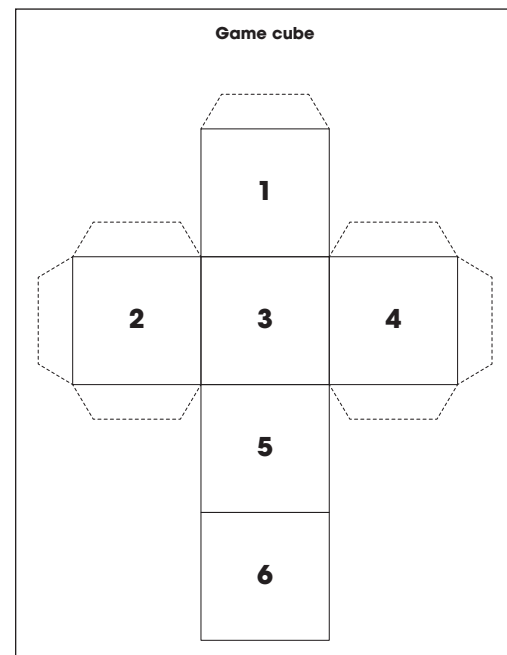
Warm Up

- Say *Hello! Welcome back! My name's [your name]. What's your name?* Hold up the ball and very gently throw it to a student. Prompt him/her to answer and then ask another student his/her name, for example, *My name's [Carmen]. What's your name?* Have students pass the ball around until everyone has answered.
- Say *Last year you learned a lot of words in English.* Put students in pairs to brainstorm as many words as they can remember from last year. If you know what book(s) they used, you could jog their memory by showing them pages from the book. Say *You have two minutes to write as many words as you can remember. Both of you must write a list so you each have a copy.*

- When students finish, put each member of a pair in a group with five or six other students. Ensure each group has paper. Say *Keep your words secret. Take turns to communicate your words. You can't say the word or say it in your language. But you can describe it in English or draw and act it out.* Demonstrate the activity. Say *It's a big car for a lot of people. You see it in the street. It stops for you.* (bus) Then, draw a balloon and act out holding it. Say *You get two points if you use English and one point if you draw it or act it out. The person in your group to say the word first also gets a point. You have five minutes. Play!*
- When students finish, call on them to share their favorite words from the game.

A

- Put students in small groups. Have one student in each group open the book to pp. 4–5 and place it in the middle of the group. Students must also have another Student's Book available to check answers. Ask each student to find a game piece to play with; this can be an eraser, pencil sharpener, or any small object they have. Make sure each group has a timer and hand out a game cube to each group.
- The game cube printout can be found on the Teacher's companion site.



- Say *Take turns to move your game piece by throwing the game cube. If you land on a blue square you must do what it says, but you only have 30 seconds to finish. If you get the correct answer, you can have another turn. You can only move a maximum of three times.* Check that students understand the types of task they must do by asking them the following. Say *Say three rooms in a house.* (kitchen, bathroom, bedroom) *So these are vocabulary tasks. Say these words correctly: tail, skateboard, vacation. These are pronunciation tasks.* Check that students understand *Go forward, Go back, and Miss a turn.* Tell students to call you over if they have any disagreements. The winner is the first student to finish.
- Say *Let's play!* Walk around and check that students understand the tasks and the language.
- When students finish, congratulate the winners. Ask *Which questions were the most difficult? Did you think the phonics questions were easy or difficult? What was your favorite question?*
- **Extra Challenge** Assign one student in each group as the questioner. Have the questioner open the book to pp. 4–5. Have the rest of the group work together to answer all the questions from start to finish as quickly as possible while the questioner asks the questions. Have the questioner show the words to the students for the phonics questions.
- **Extra Support** If students have difficulty, give them a “phone-a-friend” option. Say *You can ask a friend in another group if there is a question you cannot answer.* Students can only do this once.

Extension 1

- Put students in groups of three or four. Hand out one copy of the Level 4 Student's Book to each group. Tell students to take turns to look through the Level 4 Student's Book and note down a topic or a fact. After all the members of the group have finished writing down their topic or fact, have them take turns to say their topic or fact. The other students in the group say what unit it is from, for example, *In this unit, we learned about meerkats.* (Unit 2) Yes!

Extension 2

- Demonstrate this spelling game. Say *I'm thinking of a word we have learned this year. Its first letter is d.* Write *d* on the board. Call on a student on one side of the room to continue spelling the word. If the student asks you what word you are thinking of, say *I can't tell you my word, but if you can think of a word beginning with d say the next letter of that word.* Let's imagine that you were thinking of *dinosaur*, but the student thinks of *dolphin*. He/She can say *D – O –*. Point to the next student to say the next letter. He/She may think of *dolphin*, so he/she could say *D – O – L*. Alternatively, if he/she can't think of a word that starts *D – O –*, he/she can say *Challenge!* to the previous person, who then must reveal the word by spelling it entirely.
- Explain the scoring. Say *Everyone has 5 points. You can win a point by finishing a word and spelling it correctly. When you finish a word, you must say it in a sentence to win your point. But you lose a point if you can't think of a way to continue the word, or you say Challenge! and the student you challenge can spell out their word correctly. If you spell the word incorrectly you also lose a point. You're out when you have 0 points. The winner is the person with the most points at the end.*
- Put students in circles of four to six. Choose one person to think of a secret word and say *I'm thinking of a word. Its first letter is...* Once a word is completed, have the next student in the circle say the first letter of a new word of their choice.



Go forward three spaces.

Say these words correctly:
dolphin, photo, fruit.

Describe a person in a photo in the book.

Say these words correctly: *farm, short, bird.*

Any three of the following:
backache, stomachache, toothache, earache, headache

Any three of the following:
back, shoulder, stomach, tooth, arm, ear, eye, foot, head, leg

Go forward three spaces.

Say three ways to complete this:
"I have a _____ ache."

Say three parts of your body.

Miss a turn.



Miss a turn.

Say three places you can visit during vacation.

Say these words correctly:
banana, travel, holiday.

Go back three spaces.



Any three of the following:
art gallery, fair, museum, theme park, water park, wildlife park

Welcome

A Write the one that doesn't belong.

- | | | | | |
|----------|----------|----------|----------|-----------------|
| 1. busy | hungry | safe | lizard | <u>lizard</u> |
| 2. pasta | bottle | plate | cup | <u>pasta</u> |
| 3. ant | dolphin | kangaroo | panda | <u>dolphin</u> |
| 4. curly | straight | mustache | long | <u>mustache</u> |
| 5. neck | cough | shoulder | stomach | <u>cough</u> |
| 6. chef | juggle | circus | unicycle | <u>chef</u> |

B Write two one-that-doesn't-belong puzzles for your partner.

1. _____
2. _____

C Work in pairs. Complete sentences 1–5 with your own ideas.

1. My favorite sport is...
2. My favorite place is...
3. My favorite possession is...
4. On my last vacation, I...
5. On my next vacation, I want to...

D Ask about your partner's sentences. Write questions with *Where*, *When*, *Who*, and *How often*?



My favorite sport is tennis.

Where do you play?

I play at the sports center.

How often do you play?

Every weekend.

ABOUT THE PHOTO

The boy is playing tennis, a game that dates back to twelfth-century France. This original version was called *jeu de paume* (game of the palm), a handball game that was played indoors. This original version is still played around the world today, but it is called *real tennis* or *royal tennis*. The modern version, as shown in the photo, came about in the 1870s and became popular worldwide in the 1960s.

Welcome

In this lesson, students will:

- review and use vocabulary from Level 4.
- ask and answer personal questions.
- talk about themselves.

Resources: eBook, Classroom Presentation Tool, Workbook pp. 4–5, Workbook Audio Track 0.1, Online Practice, Formative Assessment Strategies Guide

Materials: colored pencils or markers, a soft ball

Warm Up

- Draw a stick figure on the board. Ask *What are some words we can use to talk about people?* Give students a minute to talk in pairs. Then have them share ideas with the class. Write these on the board.
- Say *Tell your partner about two people in your family.* Give students time to talk in pairs. Then call on different students to describe a family member.

A

- This activity practices finding the one that doesn't belong. Ask students, in pairs, to look at the first item and discuss which word doesn't belong. Check answers with the class, ensuring that students give a complete reason. Point out that there can be different reasons, for example: *A dolphin lives in water, but the others don't and An ant, a kangaroo, and a panda have legs, but a dolphin doesn't.* This helps students understand that there is no "right" answer; it is their language that is being assessed.
- Ask students to do the activity individually. Then ask them to check answers and reasons in pairs. Monitor.
- Check answers with the class. Encourage them to give complete reasons and alternatives if possible.
- Focus on one aspect of the assessment. Listen and make note of any problems. Don't interrupt the flow of the activity. Then go back over any issues with the class after the activity.

Assess: Vocabulary (and Grammar)

Excellent performance	uses all the vocabulary; makes a few mistakes; uses simple linkers
Satisfactory performance	uses most of the vocabulary; makes some basic mistakes; uses very simple linkers

B

- Have a student read aloud the instructions. Give students time to write their puzzles.
- When students finish, have them read the words aloud. Have partners tell which doesn't belong.
- **Extra Challenge** Give students a time limit, for example, three minutes. Ask *How many puzzles can you write in three minutes?*

- **Extra Support** Refer students to Activity A. Say *Look at the words. What different topics do you see?* (food, body, animals, the kitchen, and adjectives) *What other topics can you use for your puzzle?* (colors, school subjects, places, activities, and so on) Say *Choose three words from one topic and one from another to make your puzzle.*

C

- Read aloud the instructions. Look at sentences 1–5 with the class. Ask *What are these sentences about?* (Myself) Elicit that students should complete the sentences with information about themselves.
- Have students work together in pairs to complete the sentences.

D

- **Familiarize** Give students practice in identifying a variety of question forms with a word association task. Write on the board: *How often? When? Where? Do you?* Elicit an answer for each question, for example: *How often? three times; Do you? yes/no.* Then say each question type randomly and have students quickly say an appropriate word.
- Read aloud the instructions. Look at sentences 1–5 in Activity C with the class. Go through the example conversation. Point out how the questions are follow-up questions. Have students, in pairs, discuss the question words they could use for sentences 2–5, for example: sentence 2: *Where? Why? How often?*
- In pairs, have students take turns asking and answering. Encourage them to ask two follow-up questions for each prompt. Monitor. Focus on one aspect of the assessment. Listen and make notes of any problems. Don't interrupt the flow of the activity. Then go back over any issues with the class after the activity.

Assess: Interaction

Excellent performance	responds appropriately; needs very little support; generally responds promptly
Satisfactory performance	responds but with some support; prompt but some hesitation and delays

- **Second Chance** Teach or remind students of the phrase *Can you repeat that, please?* Ask students, in their pairs, to create three new questions about another activity. Then put them into new pairs to ask and answer those questions. Ask them to use the phrase *Can you repeat that, please?* Tell partners to then repeat the question. Monitor.

Wrap Up

- Say *There are a lot of ways to practice English.* Then give an example. Say *When you listen to English songs, you learn new words. Can you think of other ways to practice?*
- Have pairs think of at least three ways they can practice English outside the classroom. Write ideas on the board.

Additional Practice: Workbook pp. 4–5, Online Practice

1

Move to the Music!

In this unit, students will:

- talk about musical instruments.
- listen to information about the Recycled Orchestra of Cateura.
- talk about completed actions in the past.
- read an article about Indian music and dance.
- discuss music in different cultures.
- use adverbs of manner to talk about how they do things.
- identify the value of being yourself.
- write an email to a friend.

Language

Vocabulary

cello, classical music, concert, dancer, drums, flute, keyboard, pop music, singer, violin; bang, carry, climb, shout

Grammar

- Simple past: *be* and regular verbs
- Adverbs of manner

Twenty-First Century Skills

Collaboration

Work in pairs to figure out the gist of an audio text, Lesson 1

Communication

Ask a classmate about recent past events, Lesson 2

Creativity

Dance in different ways to identify the value of being yourself, Lesson 6

Critical Thinking

Use the title of a text to make predictions about the text, Lesson 3

In the Unit Opener, students will:

- respond to a photo of a musical performance.
- name three musical instruments.
- discuss which musical instrument they want to learn to play and explain why.

Resources: Home-School Connection Letter, eBook, Classroom Presentation Tool, Formative Assessment Strategies Guide

Introduce the Theme

- Introduce the theme of music and musical instruments by drawing a guitar and a piano on the board. Ask *What's this?* (a guitar) *And this?* (a piano) *What do they make?* (music/sounds)
- Say *In this unit, we're going to look at musical instruments. What musical instruments do you think we'll talk about? Draw six instruments in your notebook now.* Give students time to guess and draw in their notebooks.
- Elicit the words for each instrument on the board. Have students copy them in their notebooks.

A

- **Use the Photo** Tell students to open their books to p. 7 and look at the photo. Ask some simple questions to engage students. For example, ask *What do you think the instrument sounds like? Is it loud or quiet?*
- Have students answer the questions individually, then compare answers in pairs.
- Check answers as a class. Then ask *Have you ever seen drums? What do you use to play drums?* (hands, sticks)

B

- Put students in pairs. Have them work together to name three musical instruments. Encourage them to name instruments that aren't already mentioned in Activity A.
- For question 2, have students talk with their partner about the musical instrument they want to learn to play. Add new vocabulary on the board to support students' answers, for example, *saxophone* or *clarinet*. Encourage students to ask their partner follow-up questions such as *How often would you play? Would you play with other people?*

Note: Ask students to bring any musical instruments they have for Lesson 4.

FORMATIVE ASSESSMENT STRATEGIES

- **Before You Teach** Start each lesson by telling students what they're going to learn, and have them tell you what they know and what they want to learn. Use Formative Assessment Strategies like Concept Maps, Checklists, etc.
- **While You Teach** Model each activity clearly. Monitor students' work and check their understanding constantly. Use Formative Assessment Strategies like Matching Activities, Sentence Prompts, etc. Provide students with timely feedback and support when needed.
- **After You Teach** Wrap up each lesson by having students reflect on their own learning. Use Formative Assessment Strategies like Computer Surveys, Inside-Outside Circles, etc.

1

Move to the Music!



ABOUT THE PHOTO

In this photo, a member of the Yamato Drummers of Japan is performing in Varna, Bulgaria. Yamato is a drum troupe that was formed in Japan in 1993. Since then, they have given over 4,000 performances worldwide. They tour for up to months a year and have performed in over 50 countries. The main instrument featured in their performances is the *taiko*, a large, traditional Japanese drum.

A drummer from Japan performs in Varna, Bulgaria.

A Look at the photo. Circle the correct answers.

1. What is the person doing?
singing / playing a musical instrument / dancing
2. What musical instrument is the person playing?
guitar / keyboard / drums

B Work in pairs. Discuss.

1. Name three musical instruments.
2. Which musical instrument do you want to learn to play? Give one reason why.

Lesson 1 Vocabulary

Practicing for a
classical music
concert, Boston, US

ABOUT THE PHOTO

This photo shows young children performing in Symphony Hall in Boston, Massachusetts, US. These children are learning to play string instruments through an organization called *Project STEP*. The acronym STEP stands for *String Training Education Program*. The program's goal is to provide access to instruments and instruction for children who are typically underrepresented in classical music programs. STEP is demanding and holds students to high standards, while helping to direct these talented young musicians to educational opportunities and careers in classical music.

A Listen and repeat. TR: 1.1



cello



classical music



concert



dancer



drums



flute



keyboard



pop music



singer



violin

B Complete the text with the words from Activity A.

Orchestras are groups of musicians. They give concerts in theaters. They usually play classical music, but they sometimes play pop music, too. The musicians play different instruments like the ^violin, the ^cello, the ^flute or the ^drums. But they don't usually play electric instruments like the keyboard. A singer sometimes sings a song, but there aren't any dancers.

Lesson 1 Vocabulary

In this lesson, students will:

- talk about music and instruments.
- listen and respond to information about the Recycled Orchestra of Cateura.

Resources: Audio Tracks 1.1–1.2, eBook, Classroom Presentation Tool, Graphic Organizer: Pie chart (3 slices), Workbook p. 6, Workbook Audio Track 1.1, Online Practice, Formative Assessment Strategies Guide

Materials: glue, a photo of a full-size orchestra or a video clip of an orchestra playing (optional)

Warm Up

- Write the following questions on the board for students to discuss in pairs. Then invite them to share answers with the class.

Where and when do you listen to music?

Do you like the same music that your family likes?

A

- Tell students to open their books to p. 8. Draw their attention to the small photos. Play **TR: 1.1** and have students repeat the words. Note that the word *cello* is pronounced with a *ch* sound at the beginning (/ˈtʃeləʊ/).
- Point to the small photos again. Ask *Which words are musical instruments?* (drums, violin, flute, cello, keyboard) *Which words are people?* (singer, dancer) *Which words are types of music?* (classical, pop)
- **Extra Challenge** Draw students' attention to the *-er* ending in the nouns *singer* and *dancer*. Elicit *drum/drummer*. Point out that for other instruments, there are different endings: *violin/violinist*, *cello/cellist*, *flute/flutist*, and *keyboard/keyboards*. Write the pairs of nouns on the board for students to copy in their notebooks.

Extension

- Give students the pie chart (3 slices) organizer. Tell them to label the outside of each slice with the following headings: *Instruments*, *People*, and *Types of Music*.
- Tell them to copy the words from Activity A into the correct section. Write words on the board for students to add into each category: *guitar*, *musician*, *rap*, *clarinet*, *rock*, *triangle*, *drummer*, and so on. Choose words that are suitable for your students. For example, if students play the recorder in their music lessons, add that to the list as well. Have students glue the pie chart into their notebooks.

B

- Say *We're going to read a text about orchestras. An orchestra is a group of musicians who play different instruments together. They usually play classical music.* If you wish, show students a photo or a video clip of an orchestra playing.
- Have students complete the text. Point out that items 4–7 have the first letter of the word to help. Then have students compare answers in pairs.
- Check answers as a class. Invite students to read aloud completed sentences from the text.

C

- Say *We're going to listen to a boy talking about the Recycled Orchestra of Cateura. What things do we usually recycle?* (glass, paper, plastic)
- Give students a gist question before their first listening. Ask *Why is this orchestra special?* *Listen and find out* Play **TR: 1.2** once. Then have students discuss ideas in pairs. Have students share their ideas with the class.
- Ask students to read through the items. Play **TR: 1.2** again and have them choose the correct answer. Have students compare answers in pairs before checking as a class.
- **Listening Strategy: Listening for Gist** The first time students listen to an audio text, they should focus on the most important pieces of information. Understanding the main ideas the speaker is talking about—the gist—will then help students pick up details when they listen to the audio a second time.
- **Extra Support** After students compare answers in pairs, you may wish to play **TR: 1.2** again and pause after each answer. Students can then give the correct answer and check anything they haven't understood.

Script for TR: 1.2

Today, I want to tell you about a special musical group. They're children from Asunción, a city in Paraguay in South America. They take things that people don't want, and they make musical instruments from them.

So ... How did the group start? Well, in the past, the children didn't play instruments because they were too expensive. But in 2006, a man named Favio Chavez had an idea. He was an engineer, but he liked teaching music, too. He asked a friend to make instruments from garbage. It wasn't easy, but his friend made a violin from an old paint can. Then they made cellos and flutes, too. They used big cans, forks, spoons, and bottles. All the instruments were from recycled things!

So, what happened next? Fabio started to teach children to play the instruments. There were classes every week, and the children often practiced two hours every day.

First, they played some small concerts. Many people enjoyed them. Then, in 2012, they visited Brazil. It was their first concert in another country! Today, they often play concerts all over the world. They play classical music and pop music, too.

Listen to some of their instruments. What instrument is this? Did you guess? It's a violin! Did you guess? This is a guitar.

Wrap Up

- Divide the class into two teams. Have each team stand in a line in front of the board. Give the first student in each team a pen or piece of chalk. Explain that you are going to act out a word from the lesson and they have to write the word on the board. Act out playing the violin. Give a point to the first team to write *violin* correctly on the board. Repeat with different words. Each time, have different students write on the board. You can ask other students to act out words for you.
- If you have a large class, divide the class into more teams and give each team a piece of paper to write their answer on. The first team to hold up the word spelled correctly wins.

Additional Practice: Workbook p. 6, Online Practice

Lesson 2 Grammar

In this lesson, students will:

- use the simple past to talk about completed actions in the past.

Resources: Audio Tracks 1.3–1.4, eBook, Classroom Presentation Tool, Graphic Organizer: Three-column chart, Workbook p. 7, Workbook Audio Tracks 1.2–1.3, Online Practice, Formative Assessment Strategies Guide

Materials: a soft ball (optional)

Warm Up

- Give students the three-column chart organizer. Tell them to write three questions about music in the first row. For example: *What instruments can you play? Can you play the [keyboard]? Do you prefer classical music or pop music? Who's your favorite singer?*
- Invite students to ask a question and nominate two or three classmates to answer it. Have all students make notes in their chart.

A

- Have students open their books to p. 9. Play **TR: 1.3** once. Have students listen and follow along in their books.
- Play **TR: 1.3** again and pause after *No, they weren't*. Ask *Are the actions happening now or in the past?* (in the past)
- Elicit the present form of each sentence. Write on the board:

I am/he is → I was/he was
I'm not/she isn't → I wasn't/she wasn't
you are/they are → you were/they were
you aren't/they aren't → you weren't/they weren't

- Play the rest of **TR: 1.3**. Ask *What do we add to visit to talk about the past?* (-ed) Say *Listen carefully: I visited, you visited, he visited, we visited, they visited. Does the verb change?* (no) *Do we change the verb after didn't?* (no) *What word do we use to make questions in the past?* (did)
- **Extra Support** Write on the board *visit, play, guess, clap, and love*. Elicit the affirmative, negative, and interrogative forms. Encourage students to say sentences and questions using different subjects, such as: *Yesterday, I played soccer. We didn't play basketball. Did you play basketball?*

Extension

- Write *clap, play, love, watch, and visit* on the board. Elicit the simple past forms. Using a different color, write the phonemic symbols for the different -ed endings (/t/, /d/, and /ɪd/) and say the sounds for students to repeat. Then play a game to check that students can hear the -ed endings. Call out the base form and simple past form of the verbs randomly. Each time students hear an -ed ending, have them wave their hands in the air. For further practice, add more verbs on the board and have students play in small groups.

B

- Have students read the sentences once. Complete the first sentence together as an example. Then have students complete the remaining sentences individually.
- Have students compare their answers in pairs. Then play **TR: 1.4** and have students number the sentences in the order they hear them. Play **TR: 1.4** again, if necessary.
- Check answers as a class, inviting different students to read aloud a sentence each, in the correct order.
- **Extra Challenge** Have students turn each sentence into a question, for example: *Did the audience love the concert?*

Script for TR: 1.4

1. We played many concerts with an American rock band called Metallica.
2. More than 35,000 people watched us at the first concert.
3. The audience loved the concert and they clapped a lot.
4. We visited six different countries in South America.
5. It was an amazing experience!

Extension

- Play a game as a class or in small groups. Have a student say a sentence using the simple past. Then ask another student to repeat the sentence and add one of his or her own. Continue like this around the class. Challenge students to make a chain of more than ten sentences. For example:
Student A: *Yesterday, I visited my grandma.*
Student B: *Yesterday, [Lea] visited her grandma, and I played soccer.*
Student C: *Yesterday, [Lea] visited her grandma, [Tom] played soccer, and I watched TV.*

C

- Write on the board *Yesterday, I ...* To the right of this stem, write ten regular verbs, such as *walk, play, watch, listen, visit, help, dance, brush, cook, and use*.
- Using the verbs from the board, write down three things you did yesterday on a piece of paper. Instruct students to guess by asking, for example, *Did you walk to school yesterday?* Answer with *Yes, I did* or *No, I didn't*.
- Tell students to write three sentences about what they did yesterday in their notebooks. In pairs, have students take turns asking questions to guess their partner's sentences. Monitor to correct any problems with question and answer forms or pronunciation.
- **Extra Challenge** Have students play the game again using different time expressions, for example, *last weekend, or last year*.

Wrap Up

- Ask a student a *yes/no* question in the simple past, such as *Did you watch TV yesterday?* When he or she answers, toss him or her the ball. Have that student then ask another question and toss the ball to a classmate. Continue as time allows or until all students have asked and answered a question.

Additional Practice: Workbook p. 7, Online Practice

Lesson 2 Grammar

A Listen and read. TR: 1.3

Simple past: **be**

It **was** their first concert.

It **wasn't** easy.

Were the instruments expensive?

Yes, they **were**. / No, they **weren't**.

Simple past: regular verbs

In 2012, they **visited** Brazil.

The children **didn't play** instruments then.

Did you **guess**? Yes, I **did**. / No, I **didn't**.

B Write. Use the simple past. Then listen and put the sentences in order. TR: 1.4

be play love watch visit

- 3 The audience **loved** the concert and they clapped a lot.
- 1 We **played** many concerts with an American rock band called Metallica.
- 2 More than 35,000 people **watched** us at the first concert.
- 5 It **was** an amazing experience!
- 4 We **visited** six different countries in South America.

C Think of three things you did yesterday. Then ask your partner if they also did those things.

Did you walk to school yesterday?

No, I didn't.

C Listen to the presentation about the Recycled Orchestra of Cateura. Circle the correct answer. TR: 1.2

1. The orchestra is from **Paraguay** / Colombia in South America.
2. Favio Chavez started the orchestra in **2006** / 2012.
3. They made instruments from old cars / **cans**.
4. There were music classes every day / **week**.
5. They played their first concert in a different country in **2012** / 2020.
6. They played in **Brazil** / Mexico.

Lesson 3 Reading

A Listen and repeat.  TR: 1.5

carry bang shout climb

B Listen and read.  TR: 1.6

Indian Music and Dance

My name is Soumik Datta. My brother, Souvid, is a photographer. We live in England, but we were born in India. We wanted to learn more about dance and music in India, and we wanted to make a movie. So, in 2015, we visited India and saw more than 100 different musicians.

One group of musicians from Karnataka is famous for its dance called "The Kunitha." They wear colorful costumes and many of them play the drums. They sing and jump, too. All the men are farmers, but they love dancing.

We filmed their show. It was incredible! The dancers **carried** big drums and they **banged** them loudly. They all **shouted** and they kicked their feet. Then they played their drums quietly and some of the dancers **climbed** onto the drums to make a tower. Then they banged their drums quickly. It was very exciting.

You can watch these dancers playing their drums in one of our programs. We hope you enjoy it!



C Read the text again. What did Soumik and Souvid see? Circle the correct answer.

1. The dancers carried / *kicked* their drums to the field.
2. They jumped / *climbed* high in the air and *banged* / kicked their feet.
3. Then the dancers banged / *kicked* their drums loudly and shouted / *climbed* loudly, too.
4. Some dancers climbed / *carried* onto the drums.

D Read the text again. Correct the sentences.

1. Soumik's brother is a musician. **1. Soumik's brother is a photographer.**
2. The dancers are all doctors. **2. The dancers are all farmers.**
3. They always play their drums loudly. **3. They sometimes play their drums loudly.**
4. The show was boring. **4. The show was exciting.**

Lesson 3 Reading

In this lesson, students will:

- read and respond to a text about a type of Indian music and dance.
- correct false sentences about the text.

Resources: Audio Tracks 1.5–1.6, eBook, Classroom Presentation Tool, Workbook p. 8, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Tell students to stand in a line facing you. Ask them a question about what they did yesterday using a regular verb. For example, ask *Did you watch TV yesterday?* If their answer is *yes*, they have to say *Yes, I did* and jump to the left; if their answer is *no*, they have to say *No, I didn't* and jump to the right. Ask follow-up questions to students who answer *yes*. Encourage them to answer using complete sentences. For example, ask *What did you watch?* (I watched [cartoons].) After answering, have students stand in a straight line again. Then ask another question. For example, ask *Did you eat breakfast this morning?* Then to follow up, ask *What did you have?*

A

- Have students open their books to p. 10.
- Write the words in the box on the board. Then play **TR: 1.5** and point to the words on the board as they come up. Play **TR: 1.5** again and have students repeat the words as a class. Then invite individual students to repeat the words.

B

- **Use the Photo** Tell students to look at the photo on pp. 10–11. Clarify what is happening. Ask *Where are the people?* (India) Draw students' attention to the caption. Ask *What are they doing?* (playing drums, dancing, shouting)
- Do a pre-reading prediction activity. Say *We're going to read a text called Indian Music and Dance. In your notebooks, write five words you think are in the text.* Tell students to write words that aren't already mentioned in Activity A. After a few minutes, invite students to call out words. Write them on the board.
- Play **TR: 1.6**. Have students follow the text in their books. Then have students check their ideas and mark the words on the board that appear in the text.
- **Reading Strategy: Using the Title to Predict Content** Before reading a text, students should look at the title and think about the topic and vocabulary that might come up in the text. Predicting content can motivate them to engage with the text and help them with their understanding.

C

- Have students look at the first sentence. Ask *Did the dancers carry or kick their drums to the field* (carry) Invite a student to point out the part of the text that confirms the answer. (The dancers carried big drums and...) Have students complete the sentences individually and then compare answers in pairs.
- Check answers as a class by inviting different students to read aloud a sentence each.

D

- Tell students to look at sentence 1. Ask *Is Soumik's brother a musician?* (No, he's a photographer.) Encourage students to answer with a complete sentence.
- Have students correct the sentences individually in their notebooks. Then have them compare answers in pairs.
- Check answers as a class, inviting different students to read aloud the corrected sentences.
- **Extra Challenge** Tell students to write two more false sentences about the text. Have students exchange sentences with a partner and correct them.
- **Extra Support** Ask students to identify where in the text they found the correct information.

Extension

- Invite two students to come to the front with their books. Say *I'm going to read a sentence from the text. Find the sentence in the text quickly. When I stop, tell me the next word. "All the men are ..."* (farmers) Do this two or three times to model the activity. Then divide students into groups of three. Tell them to take turns: one student reads while the other two find and complete the sentence.

Wrap Up

- Write these verbs from the reading text on the board: *be, want, visit, jump, dance, film, carry, bang, shout, kick, play, and climb*. Tell students to write four of the verbs in the simple past in their notebooks. Check that they remember the two past forms of *be* (was, were).
- Play a game. Say a sentence about the Datta brothers or the Kunitha dance with one of the verbs. For example, say *The dancers kicked their feet. / The brothers filmed the dance. / It was exciting to see the dance.* If students have that verb, tell them to cross it out. The winner is the first person to cross out their four verbs.
- If you wish, have students play the game again in small groups with four new verbs each. Have one student in each group say sentences. The student who reads the sentences does not need to write four verbs in his or her notebook. He or she should prepare for the game by thinking of good sentences.

Additional Practice: Workbook p. 8, Online Practice

Lesson 4 Grammar

In this lesson, students will:

- use adverbs of manner to talk about how they do things.
- talk about how they do everyday activities.

Resources: Audio Tracks 1.7–1.8, eBook, Classroom Presentation Tool, Graphic Organizer: Three-column chart, Workbook p. 9, Online Practice, Formative Assessment Strategies Guide

Materials: students' musical instruments, audio clips of four or five different types of music, such as classical, jazz, heavy metal, traditional Chinese music, or pop; pieces of paper with one of the following adjectives written on each: *quick, slow, loud, quiet, beautiful, and horrible*

Warm Up

- Before the lesson, display pieces of paper with the adjectives *quick, slow, loud, quiet, beautiful, and horrible* around the classroom.
- Say *I'm going to play some music. I want to know what you think about the music, so point to the adjective you agree with.* Emphasize the *you* in each phrase. Say *There are no correct or incorrect answers. It's your personal opinion about the music.*
- After playing a piece of music, ask students if they know what type of music it was, whether they like it, and what instruments they could hear. This will review some of the language they learned earlier in the unit.

A

- Tell students to open their books to p. 11. Play **TR: 1.7** once and have students follow along in their books.
- Say *Look. How are the first wo words in blue the same?* (They end in *-ly*.) *What does quietly describe?* (how they played) *What does loudly describe?* (how they banged the drums) To clarify *loudly*, write on the board:

The drums were loud.
The men banged the drums loudly.

- Ask *Do we put the adverb at the beginning or the end of the sentence?* (at the end) *What ending do we use to make an adverb?* (*-ly*) *Which adverb is irregular?* (good/well)
- Play **TR: 1.7** again. Pause after the example sentences for students to repeat them.

B

- Tell students to read the sentences. Then ask *What instrument are the sentences about?* (drums) Find out if anyone in the class can play the drums and ask follow-up questions. For example, ask *Do you play the drums loudly or quietly? Where are the drums? Do you take lessons?*
- Play **TR: 1.8** and have students complete the task individually. Then have them compare answers in pairs.
- Check answers as a class. Ask students to read aloud the completed sentences. Point out that *carefully* has two *ls*.

- **Extra Challenge** Have students write a text either about an instrument they play or any instrument, using three of the adverbs. For example: *I play the violin at school. I play it quietly, and I read the music carefully. I usually play the violin slowly.*

Script for TR: 1.8

1. *The musicians from Karnataka carry big drums and they play them loudly.*
2. *The Karnataka musicians play the drums well!*
3. *The Orchestra of Cateura sometimes plays their drums slowly.*
4. *Pop groups sometimes play their drums quietly when they play slow songs.*
5. *Drummers need to listen carefully to the rhythm.*

Extension

- If students have brought in instruments to share with the class, have them show their instruments and play a few notes. You can then tell them how to play: quickly, slowly, quietly, or loudly, and have them respond.

C

- Ask individual students questions to model the task. For example, ask *How do you eat your breakfast?* A student may reply *I eat my breakfast quietly.* *How do you walk to school?* A student may reply *I walk to school slowly.* Tell students to write their answers to the questions in their notebooks.
- In pairs, have students take turns asking and answering the questions. To close the activity, ask several students a question and find out if they had similar answers to their partner.
- If you have time and would prefer to do this as a mingling activity to provide students with more opportunity to practice, give students the three-column chart graphic organizer. Have them complete the first row with three questions from the activity. Play some music and have students walk around the classroom. Stop the music and ask students to take turns asking and answering the questions with the person nearest them. Have them write their classmate's name and their answers in the chart. To close the activity, ask students to say sentences about their classmates, for example, *[Oscar] walks to school slowly.*
- **Extra Support** Ask all five questions and write the answers on the board to clarify that in the answer, *your* changes to *my*.

Wrap Up

- Have students stand up. Say *I'm going to tell you how to do an action. If I say please, you do the action, but if I don't say please, you don't do the action. If I don't say please and you do the action, you have to sit down.* Give instructions, for example, say *Dance slowly, please./Clap loudly, please./Jump slowly, please./Hop quickly.* Students do the action only if you say *please*.
- After you model the activity, have other students give the instructions, either to the whole class or playing in small groups.

Additional Practice: Workbook p. 9, Online Practice

Lesson 4 Grammar

ABOUT THE PHOTO

The group of dancers from Karnataka is one of more than 100 groups that the Datta brothers documented as part of the *Tuning 2 You* project, an initiative designed to share the work of underrepresented folk artists in rural areas. The project involved a series of films featuring the musicians' sound and background information about them.



Dancers in Karnataka, India

A Listen and read. TR: 1.7

Adverbs of manner

We use adverbs of manner to describe how we do things. They usually go at the end of a sentence.

They played quietly.

They banged the drums loudly.

An important irregular adverb is *good* → *well*.

They played well.

B Listen and circle the correct answer. TR: 1.8

1. The musicians from Karnataka carry big drums and they play them loudly / quietly.
2. The Karnataka musicians play the drums fast / well!
3. The Orchestra of Cateura sometimes plays their drums softly / slowly.
4. Pop groups sometimes play their drums quietly / quickly when they play slow songs.
5. Drummers need to listen carefully / well to the rhythm.

C Ask and answer the questions with a partner.

How do you...

1. eat your breakfast every morning?
2. walk to school?
3. talk to your friends?
4. work in class?
5. do your English homework?

How do you eat your breakfast every morning?

I eat it quickly!