

# UNIT 1

# I Love Reading



## Unit Overview

### Themes

The importance of libraries  
The benefits of reading

### Synopsis

In this unit, students will explore why reading is important. They will learn about different types of books and how we can learn from them. They will discuss the benefits of sharing books, and also the benefits of libraries as places to learn and as social places. Students will plan and prepare a conversation recommending a book and write a book report.



### Vocabulary

adventure, biography, boring, complicated, exciting, famous, fantasy, interesting, novel, popular, science fiction

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### Think It Over

Review and Reflection

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### Explore Language

Simple Past: Regular and Irregular Verbs

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## Language Book

### Write About It

A Book Report  
Word Building: adverb endings

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### Global Citizenship

Why do communities need libraries?  
art, English, geography, health, history, math, music, P.E. (physical education), science, technology

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### Talk About It

Conversation: asking for and offering help and advice

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### Explore Language

Adverbs of Manner

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**Think Together**

Why is reading important?

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**Visible Thinking**

Question Starts

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**Nonfiction**

Informational Text: *Learning and Your Brain*

Words in Context: lobes, workout, cells, fibers, messages, connecting, creative

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**Literacy Book**

**Fiction**

Fantasy: *The Beginning of Alice's Adventures*

Words in Context: sleepy, chased, fell, shelves, corner

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**Reading Skill**

Skimming a text

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**Spelling Pattern**

-er

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**Language and Literacy Connections**

The connecting theme in Unit 1 is learning and having fun through reading.

	Language	Literacy
<b>Vocabulary</b>	Set 1: books and reading; adjectives Set 2: school subjects	Fiction: exciting, interesting, novel, geography Nonfiction: math, music, P.E.
<b>Grammar</b>	Simple Past: Regular and Irregular Verbs Where did you go yesterday? I went to the library. We looked for books about robots. Adverbs of Manner I read quickly. You really do read carefully!	Fiction Alice sat by the river. Alice got up, quickly, and chased after him.
<b>Skills</b>	Pronunciation: /sk/ and /gr/	Reading: skimming a text Spelling Pattern: -er
<b>International English</b>		vest/waistcoat; center/centre; fiber/fibre; visualize/visualise

## Lesson 1 Walkthrough: Vocabulary

This lesson introduces the theme of the unit and presents and practices the first vocabulary set.

### Warm Up

Warm Up activities are either language or topic-based. Their purpose is not to pre-teach new vocabulary, but to engage students, activate prior knowledge, and prepare students cognitively for the lesson ahead. The digital **Enhanced Teacher's eBook (ETB)** also contains Two-Minute Review activities to recall previously taught language or skills. These activities are quick to do, so time is not taken away from the rest of the lesson, and are easy to integrate into a classroom routine. You can choose to do both the Two-Minute Review and the Warm Up or just one or the other, to suit the needs of your class.

### Activity A Picture Dictionary Scene

**Activity A** presents the first lexical set (eight to twelve words) through a picture dictionary scene. This scene is designed to support learning by providing word–picture association. Alongside this, its purpose is to get students thinking about the unit topic, reviewing language, and making connections to their own world. The scene includes key characters from the corresponding **Literacy Book** unit and the previous unit of the **Language Book** for students to identify. This is to help students make connections between the two books, between units, and between the topics and characters, to show how communities work.

The new language is contextualized aurally in a dialogue. The audio includes at least six of the target vocabulary items to encourage students to explore the image and develop discrimination skills. Students should be encouraged to point to the pictures or words as they hear them mentioned. The process of listening, searching for, and finding vocabulary items helps students to engage with the target language. **Literacy Book** Links are highlighted in the digital **Enhanced Teacher's eBook (ETB)**.

There is always a gist or comprehension question to focus students and help them understand the general meaning of the dialogue. The digital **ETB** provides further comprehension check questions to explore the picture and audio in more detail.

### Activity B Drill & Controlled Vocabulary Practice

**Activity B** is a drill and provides initial practice of all the target vocabulary. Pausing the audio will give all students enough time to say the words and enable you to give immediate feedback on pronunciation. For ideas on how to make language drills fun, see **TB p. 23**.

The listen and number task asks students to write numbers next to the vocabulary items in the picture in the order they hear them mentioned. This gets students thinking about the target language, which will help them to learn it.

### Activity C Visualization

**Activity C** is a visualization activity and offers a different pathway for students to interact with the target language. The audio prompts students to create their own mental images of the vocabulary and to do actions where appropriate. This personalized approach makes learning more meaningful and therefore more memorable. Students are not expected to articulate (in English) what they have visualized because sometimes this may be harder than the target word. However, a variety of pair-/class-work activities for exchanging ideas have been provided to give students a means for creative output. See **TB p. 21** for how to set up a visualization activity.

### Activity D Controlled Practice & Critical Thinking

**Activity D** provides further language practice by getting students to interact with the picture dictionary. Critical thinking skills are developed as students complete a categorization task such as a chart, graphic organizer, or Venn diagram, and sometimes more than one answer is possible.

### Activity E Song

**Activity E** is always a song connected to a unit theme and provides additional context for the target language: any words not in the dialogue in **A** will be contextualized here. There is a fill-in-the-blank activity, where students are encouraged to predict the answers before listening to check. The song allows students to have fun with the language and helps them to learn through rhythm, rhyme, and repetition. There is usually a link to a Social and Emotional Learning (SEL) competency.

The song is supported by an animated video with the lyrics displayed to encourage heads-up participation. When the song lends itself to it, encourage students to invent actions or movements to do while singing: a Total Physical Response (TPR) approach will help them to learn and retain the new language. Additional Video Focus ideas are provided in the digital **ETB**.

### Cool Down

The Cool Down is a final game or activity that provides an opportunity to wrap up the lesson. It reviews and reinforces the lesson objectives.

## Vocabulary

## Lesson Objectives

- to learn book genre vocabulary and adjectives: *adventure, biography, fantasy, novel, science fiction; boring, complicated, exciting, famous, interesting, popular*
- to sing a song about libraries

## Materials

Audio Tracks 3 to 6; Video; a selection of book covers (Cool Down, CD)

## Warm Up

Write anagrams of the book titles from the picture in Lesson 1 on the board and have students work in pairs to unscramble them. Give students two or three minutes; for example, *bRoot kaMer* (*Robot Maker*); *The luCod piSh* (*The Cloud Ship*). Then ask students what they think the books are about.

 **A TRACK 3 TB p. 213 Listen and find. Who gets books for Kareem?** 

- Have students look at the picture and say what they see. Ask questions to prompt discussion: *What are these children doing? What books can you see? What's on the walls?*
- Tell students they are going to listen to Kareem and his friends talking about library books. Play the audio and have students point to the words or pictures as they listen.
- Ask the comprehension question *Who gets books for Kareem?* and elicit the answer. Play the audio again for students to check.

## Answer

Millie, two other friends (Adam, and Lucy,) and ROBO find books for Kareem.

 **B TRACK 4 TB p. 213 Listen, say, and number the pictures in A.**

- Play the audio and have students point to the pictures and say the words.
- Tell students to listen again and write numbers next to the words in the picture. Do the example together (*interesting*). If students need more time to write their answers, pause the audio.
- Check answers by calling out a number and having students call out the word. Alternatively, project the answers using the TTL.

## Answers

1 *interesting* 2 *science fiction* 3 *complicated*  
4 *novel* 5 *popular* 6 *biography* 7 *exciting*  
8 *fantasy* 9 *famous* 10 *adventure* 11 *boring*

 **C TRACK 5 TB p. 213 Close your eyes. Listen, visualize, and say.** 

- Prepare students for the visualization (see TB p. 21).
- Play the audio, allowing students to visualize the ideas as they listen. Make sure students know not to speak until they hear the word *say*. Put your finger to your lips if necessary.
- Have students talk about their ideas in pairs. Then have some students share their ideas with the class.

**D Look and write.** 

- Students are going to categorize the vocabulary. This encourages critical thinking, because students must group words in a logical or meaningful way. Point to the table and have students notice the examples.
- Tell students to write the words in the table. Then check answers as a class. You could project the answers using the TTL. Point out that *novels* and *biographies* are in the plural form here as they are count nouns and we're talking about them in a general sense. The other genres are used as adjectives, and we can use them with a noun, e.g. "fantasy stories," "science fiction books."

## Answers

Kinds of books: *novels, biographies, adventure, fantasy, science fiction*

How to describe books: *interesting, exciting, boring, complicated, popular, famous*

 **E TRACK 6 TB p. 213 Listen and complete. Then watch and sing.**

- Point to the song title *The Library*. Ask *What can you do in the library?* and elicit suggestions. Then play the song once, allowing students to listen and enjoy it.
- Explain to students that some parts of the words are missing and they have to complete them. Ask *Can you guess what words they are?* Encourage students to look at the first letter as a clue. Play the song again, this time pausing for students to write their answers.
- Check answers as a class.
- Play the song video and encourage students to sing and move to the music as they watch.

## Answers

1 *novel* 2 *adventure* 3 *exciting* 4 *fantasy* 5 *boring*  
6 *famous* 7 *biography* 8 *interesting*

## Cool Down

Bring in a selection of books from the five different genres, or project images of book covers onto the board. Assign each of the genres to an area of the classroom by placing signs on the walls. Show students a book cover and have them decide which genre it is and move to the appropriate area of the classroom. Tell students if they were correct. Any students who moved to a different area of the classroom sit down. Repeat with other book covers. The last students standing win.

## Lesson 2 Walkthrough: Explore Language

The grammar lessons present and practice the target structures using a simplified inductive approach. This encourages the students to think about the patterns of language and to make and test assumptions through carefully staged and scaffolded activities. By laying the groundwork for the kinds of tasks they will do in higher levels, they are supported to become independent thinkers from the very beginning.

### Activity A Contextualized Presentation

**Activity A** presents the lesson's grammar focus through the context of a dialogue or story. Students listen and read, but the target language is not highlighted at this point. The gist or comprehension question gives students a reason to listen and supports them to understand the story. The digital **ETB** provides questions to check students' comprehension. If you don't use the **ETB**, ask simple comprehension questions to help students make connections with prior knowledge and personalize the scenario.

### Activity B Grammar Analysis Table

**Activity B** is a grammar table with sections for students to fill out, focusing on form. Most of the sentences come from the dialogue in Activity A; if they are not there, the answers will be filled in, with the key word(s) highlighted to provide a model. Students need to identify the sentences and copy the missing words, thereby drawing their attention to the grammar structure and to language patterns. The teacher's notes help you to scaffold the discussion for the first four units, after which students are encouraged to take the lead in identifying and discussing the grammar patterns and completing the table. However, the **ETB** provides additional Support notes, should you prefer to continue leading the grammar discussion.

Attached to the table is a language tip, pointing out additional information related to the grammar point that needs further support. There are three types of tip:

- **Remember** when students have most likely already seen this language feature, e.g. contractions.
- **Look** a new, additional piece of information about the grammar, e.g. a spelling pattern or anomaly.
- **Watch Out** highlights typical mistakes learners make.

### Activity C Inductive Analysis

**Activity C** is a continuation of the language analysis, as students are asked to focus on the meaning and usage of the grammar structure. Concise concept statements are given to explain how the language is used. Students have to think critically to choose between different options, which helps them to interact with the language. Encourage students to discuss their ideas in pairs before checking answers as a class. First language (L1) can be used to support this task when language in the concept statements is above level.

### Activity D Drill: Sentence Level

See **TB p. 40**.

### Activity E Controlled Practice: Written

See **TB p. 40**.

### Activity F Freer Practice: Communication

See **TB p. 40**.

## Explore Language

### Lesson Objectives

- to review the simple past: regular and irregular verbs
- to practice book genre vocabulary and adjectives

### Materials

Audio Tracks 7 and 8

### Warm Up

Ask students if they do group projects at school and what they are about. If students don't do group projects, have them say what topics they are interested in studying.

#### A TRACK 7 TB p. 214 Listen and read. What's Gavin's project about?

- Remind students of the picture scene on pp. 10–11. Ask *What was Kareem's project about?* (robots) Tell students that they are going to listen to Kareem talking to a new friend, Gavin, about his project. Play the audio and have students follow the dialogue in their books.
- Ask the gist question *What is Gavin's project about?* and elicit the answer. Play the audio again for students to check. Ask if students can remember what Kareem read about (the first robot).

#### Answer

Gavin's project is about frogs.

#### B Look at A. Complete.

- Write or project the table onto the board. Tell students that the sentences they need are all in the dialogue.
- Look at the first question in the table. Ask *Is the question about the present or the past? What makes you say that?* Elicit that *yesterday* tells us the question is about the past. Explain that words like *yesterday* and *last week* tell us that we need the simple past.
- Refer students to the dialogue in A. Have students find the question and notice which word is missing in the table (go). Complete this together. Elicit that this verb is the base form, not the past form. Draw students' attention to the verb in orange. Ask *Which word do we need to make a question in simple past?* (did)
- Have students work in pairs to complete the rest of table. Check answers as a class. Encourage students to notice the regular and irregular forms. Elicit more regular and irregular verbs in the simple past.
- Review verb forms in the questions. Ask *Is the verb in the simple past?* (No, the auxiliary verb *do* is in the simple past; the main verb is the base form.) Point out that this is the same for negative sentences, e.g. *I didn't see you.*
- Review the short answer forms.

- Draw students' attention to the Grammar tip *Watch Out*. Ask students what they notice about the two forms of *read*. (They look the same.) Then say *I read my book in class every morning. / I read my book yesterday*. Write the two sentences on the board. Ask students how they know which form is being used; elicit *time words* and underline *every morning* and *yesterday*. Drill the different pronunciation of each form: /ri:d/ and /red/.
- If you feel that students need more guidance, the **ETB** provides a differentiation activity to help you support students as they explore the grammar table.

#### Answers

go; went; looked; Did; find; did

#### C Think and discuss. Then choose.

- Review the meaning of *now* and *before* with students. Draw a clockface with the current time on the board and elicit this is *now*. Then draw a clockface with the time showing five minutes before. Elicit this is *before*.
- Have students work in pairs to discuss the question. Refer them to the table in B for examples of verbs in the simple past. Then check the answer.

#### Answer

before now

#### D TRACK 8 TB p. 214 Listen and say.

- Tell students they're going to practice saying the structures. Play the audio, having students repeat each sentence chorally.
- For ideas on how to vary the drill, see TB p. 23.

#### E Help Millie write in her diary. Look and complete.

- Review what a diary is by asking *Do you write a diary? Why do people write diaries? Is a diary fiction or nonfiction?* Encourage students to share their ideas.
- Tell students that they have to help Millie complete a diary entry about her day at the library.
- Have students complete the activity individually. Remind them to use the dialogue in A and the table in B to help them. Check answers as a class.

#### Answers

1 went 2 looked 3 didn't want 4 didn't see  
5 found 6 borrowed

#### F Play a chain game. Talk about yesterday.

- Brainstorm activities that students like to do and write them on the board. Elicit each verb or phrase in the simple past.
- Demonstrate the activity first, using the prompt from the page, and continue it with several students. Then divide the class into groups of three to play the game (see TB p. 25).

#### Cool Down

Play *Mime It!* (see TB p. 26) by having students mime activities they did the previous day.



## Lesson 3 Walkthrough: Global Citizenship

This lesson presents and practices the second vocabulary set, practices listening for gist and specific details, and gives students the opportunity to learn about the lives of other children around the world and to make connections with their own lives.

### Opening Question

The **opening question** takes the place of the Warm Up and is designed to activate interest and curiosity in the Global Citizenship topic by helping students to make connections to prior knowledge. Don't correct students at this point or give too much feedback, as the lesson is structured so that they develop ideas to discuss at the end of the class.

### Activity A Contextualized Vocabulary

**Activity A** presents the new vocabulary through eye-catching photos or pictures, to provide a real-world context. There is a contextualized listening activity which presents some of the target language through a dialogue or monologue. This listening activity provides an introduction to the Global Citizenship part of the lesson on the facing page. Students will be able to make connections between this audio and the audio for D and E.

### Activity B Drill & Controlled Vocabulary Practice

See TB p. 34.

### Activity C Controlled Vocabulary Practice: Written

**Activity C** is a fill-in-the-blank, matching, or read and circle activity to encourage students to think critically about the new vocabulary and to use it through controlled practice.

### Visualization

There is a visualization audio track for this vocabulary set on the TTL. See TB p. 34

### Activity D Listening for Gist and Main Idea

**Activity D** provides input for the Global Citizenship discussion at the end of the lesson. There are usually two speakers for each lesson who explore the Global Citizenship theme in connection to different countries around the world. Students listen for the main idea of the audio topic and answer a gist question.

Before they listen, give students some time to look at the pictures. You could let them find the countries mentioned on a world map and ask them what they already know about these countries to activate prior knowledge. Tell students to listen out for key vocabulary they recognize. Explain that thinking about these words in order will help them to understand what the listening is about and answer the gist question. Some of the new vocabulary from Activity A is always recycled here.

### Activity E Listening for Details

**Activity E** encourages students to listen out for specific details. Ask them how many of the questions they can answer from information they have remembered from D, but reassure them that this is not a memory test and that it doesn't matter if they don't remember. Then play the audio again, so they can listen and check their answers and answer any questions they missed.

Encourage further discussion and personal response to what they heard by analyzing the answers (e.g. why something was false) and having students talk about what they found interesting or surprising.

### Discussion Questions

The **discussion questions** address the key holistic learning concepts that run through the unit. Ultimately, the discussion can be done in pairs with some whole-class input at the end, although you may wish to have a whole-class discussion for the initial units to allow students to become familiar with the activity. The Global Citizenship strand at this level encourages students to think about how they can get involved in their community, and how their community can have an impact on the wider world, and on them.

There is usually one personalization question and one question that asks students to look further and see the bigger picture. Deal with each one in turn, giving students time to think and discuss in their pairs or small groups. Allow use of LI for new words and more complex ideas as this will enable students to express themselves and develop a clearer understanding of the key concepts. You can also challenge students to provide sentences beyond their ability by translating words and phrases from LI into English.

Bring the class back together to discuss the conclusions they have reached. Use graphic organizers on the board to present students' ideas. Revisit the opening question and see if students answer it differently now. In-depth ideas to help you structure each discussion as well as project ideas can be found in the digital **ETB**.

### Competencies

Icons in the teaching notes highlight which activities in the **Language Book** are connected to one of the five competencies: Me, Act, Think, Learn, and Communicate. For more information see TB p. 19.

## Global Citizenship

### Lesson Objectives

- to learn school subjects vocabulary: *art, English, geography, health, history, math, music, P.E. (physical education), science, technology*
- to explore how we can share books in the local community
- to practice listening for gist and details

### Materials

Audio Tracks 9 to 11; Audio Track A; a globe or map (Activity D)

### Opening Question

Ask the opening question: *Why do communities need libraries?* Elicit ideas and encourage students to think about who goes to libraries and the different things they can do there. Remind them of the picture they saw in Lesson 1. Ask *Who was there? What did they do?*

### A TRACK 9 TB p. 214 Listen to Linda talk about her library. How does it grow?

- Tell students they are going to listen to a girl named Linda talking about her library. Play the audio and have students point to the words or pictures as they listen.
- Ask the gist question: *How does it grow?* Elicit what students understand by *grow*. *Does the library get bigger?* Play the audio again for students to check.

### Answer

The library grows because children and their parents give books they don't want anymore.

### B TRACK 10 TB p. 214 Listen, say, and number the pictures in A.

- Play the audio and have students point to the pictures and say the words.
- Tell students to listen again and number the pictures in the order they hear them. Do the example together (science).
- Check answers by asking volunteers to call out the numbers and asking others to respond. Alternatively, project the answers using the TTL. Ask questions to check students understand each word.

### Answers

1 science 2 math 3 history 4 geography 5 English  
6 technology 7 art 8 music 9 health  
10 P.E. (physical education)

### TRACK A TB p. 214 Visualization

The TTL has a visualization audio track for this vocabulary set. (See TB p. 21.)

### C Read and complete.

- Students are going to complete the sentences with the vocabulary from A. Look at the example together. Point out that students can use the words in the sentence to help them identify the missing word.
- Have students complete the sentences individually. Then check answers as a class.

### Answers

1 history 2 geography 3 P.E. 4 English 5 science  
6 health

### D TRACK 11 TB p. 214 Now listen to Skyla and Rishi. Why do these libraries travel to different places?

- Tell students they are going to listen to Skyla from the Netherlands and Rishi from India talking about libraries. Ask *Where are these countries?* Use a map to find them.
- Ask students to look at the pictures of the children and speculate about what each child is reading. Ask *Are the books fiction or nonfiction? Are they reading for fun? Do you think they like the book? Is it their book, or is it from the library?*
- Ask the gist question *Why do these libraries travel to different places?* Play the audio and elicit answers.

### Answers

These libraries travel so that people who don't live near libraries can borrow books.

### E Listen again. Check (✓) the correct country.

- Listening for details: have students look at the questions before they listen again to see how many things they remember. Then play the audio and have students check the correct country.
- To check answers, read each question and have students raise their right hand for *India* and their left hand for *The Netherlands*.

### Answers

1 The Netherlands 2 India 3 The Netherlands  
4 India 5 India

### Discussion Questions

- Draw students' attention to the discussion questions: *What things can you do at your library? How can we share books in our communities?* Have a Group Time discussion (see TB p. 21).
- Return to the opening question to ask again *How do libraries bring people together?* Focus on the concept of how important books are and different ways of sharing books. Encourage students to think about libraries as social places where people can meet and share ideas about what they read. See **ETB** for extension activities and projects.

### Cool Down

Have students talk about their favorite books in pairs. Write questions on the board to help scaffold the discussion: *What's the title? What kind of book is it? What's it about?*

## Lesson 4 Walkthrough: Explore Language

This lesson presents and practices the second grammar structure(s) and has the same structure and purpose as Lesson 2.

### Activity A Contextualized Presentation

See TB p. 36.

### Activity B Grammar Analysis Table

See TB p. 36

### Activity C Inductive Analysis

See TB p. 36

### Activity D Drill: Sentence Level

**Activity D** is a drill of four to five sentences/questions to allow students to familiarize themselves with the new language. Drills give students intensive practice in hearing and saying new phrases.

The first time you play the audio, focus on pronunciation. Then play it again, this time encouraging students to concentrate on intonation. Using different activities will help you to keep drills fun and stop them from becoming repetitive. For ideas on how to vary the drill, see **TB p. 23**.

### Activity E Controlled Practice: Written

**Activity E** is a controlled practice activity and gives students some heads-down time to use the new grammar structure. Encourage students to do this as independently as possible, using the table in Activity B, so that they can process what they have learned and you can assess their level of understanding.

### Activity F Freer Practice: Communication

**Activity F** allows students to practice the target language through a freer, more communicative activity or game. Where there is text inside speech bubbles, this provides a model, but make sure students understand that they can choose what to say. This is a chance for students to communicate and collaborate while using and practicing the target language. Students learn more by working with different people, rather than the same friend each time. One way to achieve this is by giving students a word or picture card and asking them to find another student with the same card. Students with matching cards will work together in the activity.

Throughout the digital **ETB** there are ideas to differentiate lesson content in a mixed ability class. *Support* ideas suggest a simpler pathway for completing an activity or provide scaffolding to enable less-confident students to complete the activity. *Challenge* ideas encourage more-confident students to use additional language to take activities further. For more activity-specific differentiation ideas see **TB p. 24**.

## Explore Language

### Lesson Objectives

- to learn adverbs of manner
- to review adjectives
- to practice school subjects vocabulary

### Materials

Audio Tracks 12 and 13

### Warm Up

Play *Word Tennis* by saying different adjectives of manner (see TB p. 27). In this version students can think of animals or activities that they associate with each adjective.

#### A **TRACK 12 TB p. 214 Listen and read.** What did Lena learn about penguins?

- Tell students that they are going to listen to Millie talking to her friend Lena about books they're reading. Ask *Can you remember which book Millie had in Lesson 1?* Elicit the answer (*Robot Tales*) or have students look back and find the answer. Play the audio and have students follow the dialogue in their books.
- Ask the comprehension question *What did Lena learn about penguins?* and elicit the answer. Play the audio again for students to check. Ask *Does Lena read quickly?* (no) Play the audio again to check if necessary.

#### Answer

Lena learned that penguins are birds but they can't fly.

#### B Look at A. Complete.

- Write or project the table onto the board. Tell students that the sentences are all in the dialogue.
- Point to the three words in orange on the left-hand side of the table. Have students look back at A to find out who is a quick/slow/careful reader. (Millie, Lena, Lena) Elicit actions for each adjective. Ask *What kinds of words are these?* (adjectives) *What do we use adjectives for?* (to describe things, animals, or people)
- Have students work in pairs to complete the rest of the table. Check answers as a class. Have students notice the adjective and adverb forms.
- Draw students' attention to the Look box. Point out that most adjectives can be turned into adverbs by adding *ly*. Remind students of the spelling rule to drop the *y* and change it to an *i* before adding the *ly*. Note: spelling rules are practiced in the Write About It lesson.

#### Answers

quickly; slowly; carefully

#### C Think and discuss. Then choose.

- Review nouns and verbs with students: a noun is an object or a person and a verb is an action. Elicit some examples of both.
- Have students work in pairs to discuss the sentences. Refer them to the table in B for examples of adjectives and adverbs. Then check answers.
- Have students demonstrate walking *quickly*, *slowly*, and *carefully*. Point out that these words answer the question *How ...?* Elicit an example, e.g. *How do you read?*

#### Answers

1 adjective 2 adverb 3 how

#### D **TRACK 13 TB p. 214 Listen and say.**

- Tell students they're going to practice saying the new structures. Play the audio, having students repeat each sentence chorally.
- Play it again and have students do actions to demonstrate each sentence after they say it.
- For ideas on how to vary the drill, see TB p. 23.

#### E Read and choose.

- Read the example, including both options. Point out the verb *talk* and ask *Do we need an adjective or an adverb?* (adverb) Elicit which option is the adverb (quietly).
- Have students circle the correct words in their books.
- Check answers as a class by acting out each sentence in a random order and having students call out the correct word.

#### Answers

1 quietly 2 slowly 3 easy 4 carefully 5 quickly  
6 happy

#### F Choose and say. Make sentences about you, your family, and friends.

- Focus on the two boxes. Elicit what kinds of words are in each box (verbs and adverbs). Ask *Do we usually put the adverb before the verb or after?* (after)
- Students will play in groups. Set a time limit. Each group should try to make up as many sentences as they can in the time allotted. Tell students that the sentences need to be grammatically correct and make sense. When you call *Time!*, someone from each group reads their sentences aloud. Correct sentences receive one point each. Continue for as long as time and interest allow, reusing verbs and adverbs if necessary. The group with the most points is the winner.

### Cool Down

Write a sentence on the board. Then call out adverbs and have students read the sentence in that way to their partner. Suggested adverbs: *quickly*, *slowly*, *quietly*, *loudly*, *happily*, *excitedly*, *angrily*, *beautifully*

**Next Lesson:** Tell students to find two books they like and bring them to class for the next lesson.

## Lesson 5 Walkthrough: Take the Stage / Talk About It

The first productive skills lesson is dedicated to speaking and functional language. Take the Stage lessons present and practice a presentation. Talk About It lessons present and practice a conversation. The productive task is modeled by a child or children in a video, which shows the students what they are going to do themselves and helps to bring the language alive. Ideally the video should be watched in class. However, if this isn't possible, use the Flipped Classroom Approach (see **TB p. 15**) and have students watch the video before the lesson.

Building students' confidence in speaking is a key part of the language-learning classroom and the activities are carefully staged to help them analyze the language, brainstorm their own ideas, and plan what they will say. Performing successfully, in a conversation or a presentation, helps ensure learners are receptive to future learning.

### Activity A Video Showcase

**Activity A** asks students to watch the video and answer a gist or comprehension question. Ask some additional comprehension questions to make sure students understand the video. This is important because the video models the spoken practice students will do later on in the lesson. Comprehension questions have been provided in the digital **ETB**. The digital **ETB** also provides a Video Focus idea in every speaking lesson. There is a *Watch* callout question which encourages students to notice something about the model presentation/conversation in the video (e.g. body language). This feature is often picked up in the *Reflect* callout. Notes for the *Watch* callout are provided in the **ETB**.

### Activity B Functional Language

**Activity B** asks students to watch the video again, this time with their books open; the functional language is highlighted for students to notice. Students can try to do the activity from memory first and then check their answers when you re-play the video. Giving students a critical thinking task, such as analyzing and categorizing the key phrases, will help them to prepare for structuring their presentation or conversation later in the lesson.

### Pronunciation

**Pronunciation** activities in the **Language Book** are about communicating clearly and intelligibly. Students will practice saying sounds and words accurately, first by watching and copying your mouth movements and then by listening to and repeating the audio. The sounds featured here have been chosen because they are difficult for many non-native speakers and may require additional practice. Students are then encouraged to identify other words with the same sounds and practice saying them.

### Activity C Planning

**Activity C** is the planning stage of the presentation or conversation; it allows students to personalize their ideas using the functional language from the video. It is important to teach students to brainstorm ideas and plan before giving a presentation. C helps them prepare their ideas before organizing them in D. You could use a cooperative learning routine to encourage students to generate ideas (see **TB p. 42**).

### Activity D Preparation

**Activity D** is where students use their ideas from C to prepare a presentation/conversation, guided by the template provided in the book. Students will prepare presentations individually and conversations in pairs. Often students are asked to choose one or two ideas to take forward from C. Encouraging students to make choices is an important part of this course, because it promotes engagement and critical thinking.

In this level, students are encouraged to write notes to prepare for a presentation, rather than writing it out in full.

### Activity E Practice and Production

**Activity E** is an opportunity for students to practice with a partner and perform or present. For the presentation lessons, a few students each lesson to perform to the class—keep a record so each student gets a chance to perform over the course of the year. If students don't perform to the whole class, have them perform to each other in small groups. At this age, it may not be appropriate to ask students to reflect on how their peers did, in order to avoid any negative comments; instead suggest ways of appreciating each other's efforts, e.g. by clapping or saying *Good job!* For the conversation lessons, it is enough that they have the conversation with a friend; they don't need to perform it. You can go round to monitor and offer praise and support.

The activity ends with a *Reflect* callout feature for students to think about how they did. Encourage them to be honest here and tell them that it is easy to forget to do things when we are nervous, but that speaking gets easier with practice! Notes for the *Reflect* callout are provided in the digital **ETB**.

## Talk About It

### Lesson Objectives

- to prepare and practice a conversation about recommending a book
- to recognize and reproduce /sk/ and /gr/

### Materials

Video; Audio Track 14; books students have brought in from home (Activity C)

### Warm Up

Have students think about when they go to the library or a bookstore. Write on the board *cover*, *title*, *author*, and *type of book* and have students discuss which is the first thing they think about when choosing a book; for example, *I look for a nice picture on the cover / I like an interesting title / I look for authors that I know.*

### A TB p. 238 Watch and listen. Which book does Rania choose?

- Tell students they are going to watch a video of a conversation between a girl named Rania and her friend Natalia choosing a book to read. Write the titles on the board: *Lily B on the Brink of Cool*; *Little Queen*; and *Sarah, Plain and Tall*.
- Ask the comprehension question *Which book does Rania choose?* Ask students to look at the titles and guess which book she chooses. Play the video and then check the answer. Ask more comprehension questions; for example, *What kinds of books does Rania like?* (novels and history) Play the video again and encourage students to notice the girls' body language while they watch.

### Answer

*Sarah, Plain and Tall*

### B Watch again. Check (✓) the phrases you hear.

- Have students read the phrases.
- Play the video again and have students check the phrases they hear. Check answers as a class.
- Look at the example together. Explain that *Why don't you ...?* is a way of making a suggestion. Can students find a similar phrase? (*How about ...?*) Ask *How does Rania decide?* (She says, "OK, let's get it.") *How does she show she's interested?* (She says, "It sounds great.") Have students find two questions we use to find out more about a book (What's it about?; What happens?).
- Summarize the functions of the phrases by reiterating that in the dialogue students hear the speakers give suggestions, ask for information, give opinions, and make decisions.

### Answers

1; 2; 3; 4; 6; 7; 9

### Pronunciation /sk/ and /gr/

#### TRACK 14 TB p. 214 Listen and say.

Demonstrate the two sounds first. Isolate each phoneme in the cluster and elicit how to pronounce it (/s/; /k/). Then put the two sounds together slowly /sk/ and have students repeat it. Do the same for /gr/.

Play the audio and have students repeat the words.

Say *These words are used in the video. What other words do you know with these sounds?* Elicit ideas (e.g. *sculpture/ grandma*) and write them on the board in two columns. Drill the pronunciation of each word.

#### Suggested Answers

/sk/ scooter, skirt, skate, skating, sky; /gr/ grandpa, grandparents, grass, gray, grocery, grab, grumpy

### C Plan. Think about two books to recommend. Complete.



- Tell students they are going to prepare a conversation about recommending books. Project the infographic using the TTL or write the headings on the board. Do an example with a book most students will know. Elicit the information and complete the infographic. Encourage students to think about the benefits of reading the book.
- Students are now going to plan recommendations about the two books they have brought in. Have them complete the notes about their books individually.

### D Prepare your conversation. Use your ideas from C and the phrases from B.

- Play the video again as a model.
- Project and fill in the template with the class using your example plan from C. Ask questions to elicit ideas, e.g. *How can you suggest a book? What do you want to know about the book? Does it sound good?* Then ask two volunteers to demonstrate the conversation.
- Have students choose one of their books. Then tell them to work in pairs to prepare conversations, using their notes in C and phrases from B. Students will need to prepare two conversations: one where they recommend a book and one where their partner recommends a book. Remind them to include questions and be ready to answer questions about their book.

### E Practice with a friend.

- Have students practice their conversations as many times as they like. Remind them to take turns, look at their partner, and listen when their partner is speaking.

### Cool Down

Ask students if they heard about a book they would like to read during the lesson. Give them the opportunity to look at each other's books and make a note of any they would like to read. You will find ideas for a book-swapping scheme in the Writing lesson.

## Lesson 6 Walkthrough: Write About It

The second productive skills lesson focuses on the mechanics of writing, e.g. punctuation, word-building, and sentence-building. There is always a model text, as well as a brainstorm/planning stage, for the final production task. The structure of the lesson is similar to Lesson 5.

### Activity A Contextualized Writing Mechanics

**Activity A** presents the lesson's writing focus through a model text. It is important to ask students comprehension questions to ensure they have understood the text, since they will be expected to produce their own writing based on this model by the end of the lesson. Some additional comprehension questions are provided in the digital **ETB**. The teaching notes take an inductive approach, by encouraging students to look at the model and notice the mechanic.

### Activity B Controlled Practice

**Activity B** builds on A by having students practice using the target writing mechanic. Encourage them to use the model in A as a guide.

### Activity C Planning

**Activity C** teaches students to brainstorm and plan before writing by providing a graphic organizer to help students collate their ideas. Stronger students can be given the Challenge printout from the Resource Bank, which has another column/section to complete.

### Activity D Production: Writing Task

**Activity D** is the productive writing task. Encourage students to do a draft version, then either peer or self-correct, before writing their final version, since research shows that feedback is more useful between drafts and it gets students into the habit of self-correcting. As well as the Challenge printouts, mentioned for C, there are two other writing printouts, which can be downloaded and printed from the Resource Bank: the Standard template can be used by most students for their final written piece. Less-confident students can have the Support printout which gives them more scaffolding to complete the same task as the rest of the class. Stronger students should be encouraged to expand on the model given in A by recycling language from previous lessons and giving more examples where relevant.

As with the Speaking lesson, there is a *Reflect* callout, which relates to the mechanic explored in A and B. Focus on this callout before students write their final draft and give students time to self-correct their work where necessary. Notes are provided in the digital **ETB**.

### Cool Down

Cool Down activities give closure to the lesson. They are designed to get students thinking about what they learned and might include a game to review new language and concepts, or provide an opportunity to share classwork completed during the lesson.

## Write About It

### Lesson Objectives

- to learn the spelling of adverbs ending in *-ly*
- to plan and write a book report

### Materials

(Optional) Support, Standard, and Challenge writing printouts from the Resource Bank, one per student (Activities C and D)

### Warm Up

Write some of the following adjectives on the board and give students two minutes to find as many as they can in their books. Students can work in pairs and should call out when they have found all the adjectives. Adjectives: *exciting, complicated, boring, interesting, popular, famous, quick, slow, easy, difficult, noisy, quiet, new, clean, surprised, angry, tired.*

#### A Read the book report. Underline the adverbs of manner.

- Introduce students to the concept of a book report. Say *After you read a book, you can write about it to show other people what it is about. Ask What does the writer of the book report think about the book?* Give students one or two minutes to read the book report and answer the question. (She really likes it.) Then ask *What information do we find out from the book report?* (title, author, main characters, what happens, the writer's opinion) Have students notice the drawing and elicit that it is the writer's favorite part of the story. Ask *Why is a book report useful to read?* (it tells you about the book and gives an opinion and recommendation to help you decide if you want to read it).
- Have students look quickly at the report and find an adverb. Then have them work individually to read the report again and underline the adverbs.
- Check answers as a class. Ask *Does the book report make you want to read the book? Why or why not?* Encourage students to share their ideas with the class.

#### Answers

angrily; easily; quickly

#### B Change the adjectives into adverbs. Complete.

- Have students look at the adjectives in the box. Check meaning by having students act out each one (e.g. *angry*—make an angry face).
- Ask students how we can make *angry* into an adverb (*angrily*). Write both adjective and adverb forms onto the board. Ask *How does it change? What is different?* Elicit that adverbs end in *-ly*. Ask *Is anything else different?* Help students notice the spelling change. If necessary, underline the *y* in *angry* and the *i* in *angrily*. Repeat with the next adjective, *careful*. Elicit that this time there are no spelling changes. Ask *When do we make a spelling change?* (when the adjective ends in *y*)

- Have students write the adverbs in the table using A to help them. Then project the answers using the TTL and check them as a class.

#### Answers

angrily; easily; happily  
carefully; cleverly; loudly; quietly; quickly; sadly; slowly

#### C Think about a book you read. Complete the story map.

- Tell students they are going to plan their own book reports. They can use the book that they used in the Lesson 5 or a different one. Tell students that, if they prefer, they can write a book report on a book they don't like.
- Project the story map using the TTL and do an example using the book report in A. Elicit which information should go in each box of the Story Map. Then tell students to make a story map for the book they have chosen. Remind students that they don't need to write full sentences. Challenge printouts can be handed out now.

#### D Write your book report.

- Have students write their book reports in their notebooks or on paper using their ideas from C. Support printouts can be handed out now.
- Have students self-correct or exchange their work with a friend and peer-correct. You can put a checklist of things for students to look out for on the board (e.g. spelling, use of adjectives and adverbs, verb forms, punctuation).
- Have students write their final versions neatly on paper or on the Standard printouts from the Resource Bank. They can draw a picture of their favorite part of the story/book.

### Cool Down

Play *Twenty Questions* (see TB p. 27) with a book your students will know. This could be one of the books you have discussed during the unit. Alternatively, display three different book covers using the projector or at the front of the classroom.

Example questions: *Is it fiction? Is it a novel? Is the main character a (boy)? Is it about (animals)? Can you read it quickly?*

## Lesson 7 Walkthrough: Think It Over

The final lesson in the **Language Book** encourages students to reflect on what they have learned and what they want to explore further. Students are not expected to articulate all their ideas in English. It is important that the students reflect for themselves rather than being told what they studied as this gives them another opportunity to develop as independent thinkers while also beginning to take responsibility for their learning and learning styles. This lays the groundwork for Assessment for Learning and Learning to Learn approaches. At this level, their responses will help you to adapt future lessons to suit your students' needs and to make targeted suggestions for further practice. It also serves as a home-school connection tool, allowing parents to see and engage with their children's learning.

### What did I do?

This question focuses students on the activities they did during the unit, both in and outside of the **Language Book**. Help them to recognize that they are able to do a lot of different things, and bring in props to trigger memories.

Encourage students to make a personal and creative response to the question by choosing activities to draw or write about. This allows you to see what students found interesting and challenging, and what they feel they've achieved. Ask students to think about why they enjoyed certain activities and didn't enjoy others. Ask them how they felt when they were doing something they found difficult and how they felt when they had finished the task.

### What did I learn?

The purpose of this question is to find out what students think they have learned, rather than what *you* think they have learned. Explain that ideas can be content-related, as well as to do with language. In early units, brainstorm ideas on the board for students to choose from or to help them think of others. In later units, have students discuss their ideas in pairs, but be careful not to pair quieter students with dominant ones, as it is important for each student to have the opportunity to make a personal response.

The digital **ETB** provides differentiation activities to support this question.

### How did I learn? / What was my favorite part?

These two questions alternate across the units. Their purpose is to help students to begin to identify personalized learning strategies.

For *How did I learn?* encourage students to think about what helped them to remember something, e.g. repeating something a lot of times in a drill or through a cooperative learning routine, using the **Student's App** on **Navio** at home, or creating a mental picture of the vocabulary.

*What was my favorite part?* gets students to personalize their learning. Encourage them to notice that our favorite part is often the way we learn best. Have students think about how they can make the learning more enjoyable for themselves. This helps them to start taking responsibility for their personal learning journey.

### How well did I do?

This question asks students to evaluate their own progress. However, answers will only be valuable if students feel they can be honest. You may find it helpful to explain what it means to analyze ourselves and to provide some concrete examples to help them understand, e.g. *if you can remember 20 words, color in five books. If you can remember one or two, color in one book.* Let them know that it's OK to color in one book; it just means they need to do more practice. You can suggest targeted practice to suit different students' needs, such as the grammar printouts from the Resource Bank or the **Student's App** on **Navio**.

### What can I do next?

Encourage students to think of all the different ways they can continue their English learning journey outside of the classroom, including use of new media, e.g. apps, video games, vlogs. Brainstorm ideas as a class. In Units 1 and 2, you can use the suggested words as prompts. Encourage students to be creative with their ideas and to make suggestions based on the things they identified as enjoyable. Follow up in the next lesson by asking questions, e.g. *What did your mom say when you sang the song? Tell me about the English movie you watched.*

### Looking Forward

This features a teaser question about the next unit creating excitement and interest, and linking the characters from one setting to the next. This raises awareness of people in a global world having different roles in different situations. Brainstorm possible answers and review these predictions in the first lesson of the next unit to see who was correct.

### Further Review and Recycling

Regular recycling of new language helps increase exposure and build confidence and understanding.

**Put It Together** communicative games come after every two units, providing an opportunity to review and recycle the language learned in the previous lessons. These fun activities are designed to encourage students to use the language in context and to want to play again and again.

**Plays** review and recycle language from Units 1–5 and Units 6–10 in amusing contexts which could be used as performance pieces mid-year or end-of-year.

## Think It Over

### Lesson Objectives

- to review what has been learned in the unit
- to reflect on the unit and their own progress
- to think about learning strategies and how to continue learning at home

### Warm Up

Ask students what the unit theme was (reading/libraries) and write it in the middle of the board. Brainstorm any words or phrases students can think of that relate to the topic. This is a chance to review language and themes from the unit and to bring the topic back into focus. Encourage students to think about the things we read and why, and the importance of books.

**Read the questions and draw or write your answers.**

- Give students time to think about and discuss activities in the unit before they complete each question. Explain that they can choose either to write a few words or sentences or to draw a picture. Allowing students to make a personal response will help them retain knowledge and engage with the learning points.

#### What did I do?

- Give students a few minutes to look back through the unit at the different activities they did. Ask questions about the unit or write questions on the board for students to discuss in pairs or small groups; for example, *What types of books can you read at a library? What types of texts did you look at?*
- Encourage students to identify something in the unit that they found challenging or something that was particularly memorable for them. Students can draw or write about their chosen activity.

#### What did I learn?

- Ask questions about the unit to help students think about what they learned; for example, *What new words do you know? What sentences can you say about the past? What did you learn about libraries? What did you learn about reading? What did you learn about other countries?* Elicit ideas from the class and discuss them together.
- Encourage students to draw a picture or write sentences about their learning outcomes.

#### How did I learn?

- Ask students how they learned the book genre and adjectives in Lesson 1. Elicit ideas (e.g. by listening to the song, by classifying the words, by doing the visualization). Encourage students to think about the spelling and pronunciation of the new words. Ask *What helps you remember how to say and write the new words?*
- Encourage students to think about how they learned throughout the unit (e.g. how they learned the grammar structures and understood their function).
- Have students draw or write about the activities that helped them learn.

#### How well did I do?

- Tell students to color in the number of books that best expresses how well they have learned the unit content (i.e., the more books they color, the more they feel they have learned). Ask *What do you understand? What do you need to practice more?* Encourage students to look back through the unit to see how much they remember, what they did well, and what they found difficult.

#### What can I do next?

- Brainstorm ideas with the class about what they can do to continue to learn (e.g. watch the video again, play the chain game on p. 13 of the **Language Book** again, talk about favorite and least favorite book genres, write another book report). Encourage them to suggest their own ideas for different activities they can do.
- Draw students' attention to the options in the box. Encourage students to think about what they can do at home to improve their English using the verbs in the box as prompts. Some suggestions are: sing the song to a family member; find out more about different types of libraries, find out more about the Netherlands and India, share your completed Think It Over page with your family, and talk to your friends about different books and what they recommend.
- Ask students to choose one or more activities from the list (sing, find out more, share, talk) that they will do to practice their English and share their ideas with a friend.

### Looking Forward

Draw students' attention to the character at the bottom of the page. Ask *Who's this?* and elicit what they remember about her (Millie appears in Vocabulary, p. 10, and in Explore Language 2, p. 16; she did a project about robots; she read a book about penguins; she reads quickly).

Draw students' attention to Millie's question: *Where do I go next?* Encourage students to make predictions about where she goes next and what Unit 2 is about. Tell students they will find out the answer in Lesson 1 of the next unit.

## Lesson 1 Walkthrough: Get Ready to Read

There are two sections to this lesson: Section 1 is always a Visible Thinking Routine (VTR). See **TB p. 19** for more on VTRs. Section 2 contains pre-reading activities and previews a reading skill which will be explored in more detail in later lessons. The teaching notes on this page are flexible, so you can tailor lessons to suit your learners. You can either choose to do the VTR and pre-reading activities in one lesson, or alternatively spend longer developing the VTR discussion and start the next lesson with the pre-reading activities, then go straight into the reading. There is no Cool Down activity in the main teaching notes, but an extension activity may be used as a Cool Down.

### Warm Up

**Warm Up** activities are designed to generate interest in the topic and activate schema to help students make connections between their own experiences and the readings. Activities are purposely not vocabulary-focused to give the **Literacy Book** a distinct first language (L1) feel. The **ETB** provides a quick Two-Minute Review activity for each Lesson 1, which provides a link between the previous unit and the existing unit. You can choose to do both the Two-Minute Review and the Warm Up or just one or the other, to suit the needs of your class.

### Activities A, B, C Visible Thinking Routine: Question Starts / See, Think, Wonder / Think, Pair, Share

**Activities A, B, and C** relate to a Visible Thinking Routine (VTR). Each routine uses a striking image connected to the unit's topic to foster thoughtful and constructive classroom discussions.

For Question Starts and Think, Pair, Share, give students a minute to look at the picture and encourage them to think about what they can see. Have them share their ideas and write useful words on the board. This provides students with a bank of vocabulary to draw on during the discussion part of the routine. Make sure students have enough time to think about their own ideas before they discuss in pairs or groups, as this will lead to a richer discussion.

For See, Think, Wonder, allow students to think silently for one minute at each step of the routine. Then take ideas from the class. After the first flurry of ideas, encourage students to keep looking and to see more things. Explore the difference between students seeing on their own and seeing things together (group discovery). You can allow some discussion in L1 here, but try to re-formulate the students' ideas into simple English. Avoid leading students to an answer by keeping supporting questions open, e.g. *What (else) do you see/think/wonder about the picture? What colors / shapes do you see? Why do you think that?*

Model class discussions for each of the VTRs are provided in the teaching notes. When students are sharing their ideas, encourage other students to say if they agree or not, using language like: *Us too. / We agree. / We have a different idea. / Really?* Make sure you write down students' questions and ideas on construction paper or post-it notes, so you can revisit them later on in the unit.

### Transition

The **Transition** is a discussion question or questions designed to move you smoothly between the two sections of this lesson (VTR and pre-reading activities). This helps students make connections between the ideas they explored in the VTR and the reading. Alternatively, you can use this question as a Warm Up, if you decide to start the pre-reading activities in the next lesson.

### Activity D Activate Schema

**Activity D** poses a discussion question for students to apply the work they did in the VTR even more closely to the unit's topic. Have students discuss the question in pairs before sharing their ideas as a class. You can write up their ideas and suggestions in graphic organizers on the board, to develop critical thinking skills.

### Activity E Skill Preview

**Activity E** previews the unit's reading skill. This will be addressed fully in the second Get Ready to Read lesson. You are not expected to actively teach the skill in Lesson 1. The goal is to introduce the concept gently and attune students to look for and/or use it as they read.

## Get Ready to Read

## Lesson Objectives

- to activate prior knowledge about books and reading
- to guide enquiry and deepen understanding through a Question Starts Visible Thinking Routine (VTR)
- to preview the reading skill of skimming a text

## Materials

(Optional) VTR printout from the Resource Bank (Activities A, B, C)

## Warm Up

Do a *Gradient Line* to engage students in the topic of reading (see TB p. 26). Ask questions about different reading materials; for example, *I (love) reading comics. How much do you like reading comics?*

 Question Starts  

**A** Think about the picture. Then brainstorm questions. Write a list.

Students are going to do a Question Starts VTR to explore the image of the girl who is reading.

- Have students look at the picture for a minute and then say what they can see. If students don't know a word in English, ask them to describe what they see so you can provide the word.
- Draw students' attention to the question words. Ask *What questions do you have about the picture?*
- Give students a few minutes to write questions in their notebooks, based on the prompts.
- Encourage students to raise their hands to suggest questions. Write all suggestions on the board, helping students correct their questions when needed.

**B** Look at your list from A. Which questions seem the most interesting? Discuss them with the class.

- Ask students to look at their list of questions individually and identify the questions they would most like to know the answers to.
- Tell students that they are going to practice negotiation skills by working as a group to decide which three questions they want to ask. Have students work in groups of three to review the questions and discuss possible answers. This will help them decide which questions they think are the most interesting. Have students write the questions in their books. Then discuss them as a class and decide on the most interesting questions.

Here's an example of this part of the routine.

**Teacher:** Which questions seem the most interesting? What do you really want to know?

**Student A:** What book is she reading?

**Teacher:** What do you think?

**Student A:** A school book.

**Teacher:** Does everyone agree?

**Student B:** No, I don't think she's studying.

**Teacher:** Why do you say that?

**Student B:** She's sitting in a big chair. There's no desk.

**Student C:** I think it's a novel. It looks long!

**Teacher:** Great, what else do you want to know?

**Student B:** Who drew the light bulb?

**C** What new ideas or questions do you have now? Talk about your ideas with your partner.

- Encourage students to think about ideas and questions about books and reading globally. They shouldn't limit their ideas to what they see in the picture. Refer students to the example questions and give them a couple of minutes to think of their own questions. Then have students share their questions in pairs and discuss any possible answers.

## Transition

Have students tell a partner about a fictional book they have read recently, giving information about the characters and the setting.

**D** Think and discuss. How does reading take us to other times and places?  

- Use one of the examples from the transition activity to focus on where and when a book may be set. Ask *Have you read a book set in the past or the future? Have you read a book set in a different country? What did you learn?*
- Have students work in pairs to discuss books they have read set in a different time or place. Then have them share their ideas with the class. Encourage them to say what they learned or experienced from reading the book.

**E** Look quickly at the story on the next page, but don't read all the words. Answer the questions.

In this activity students will preview the skill of skimming a text to get the gist of the story.

- Have students look at the first page of the story. Encourage them to look at the pictures and focus on "big" content words rather than "small" grammar words. This will help them look through the text more quickly.
- Give them one or two minutes to answer the questions individually. Then have students discuss their ideas in pairs.

## Answers

1 Alice feels bored. 2 She sees a rabbit.

Now read **The Beginning of Alice's Adventures**

## Lesson 2 Walkthrough: Reading 1, Fiction

The reading lessons aim to support the development of literacy and to foster a love of reading, to encourage students to become lifelong readers. In every unit, there is one fiction and one nonfiction text to engage and appeal to different interests and learners. In addition, one reading in each unit is supported by a video. Digital storytelling is helpful because it transcends language and culture by engaging students in a way that is both visual and auditory, as well as textual. Learners can make connections to previous experiences more easily, think critically about new information, and use their own knowledge to fill in any gaps in understanding. Videos can be used as part of the overall reading strategy: as a way of engaging students with the text; as part of the process of analysis; and as a tool to help them interact with the text on a more personal level. The digital **ETB** provides extension activities for each video lesson. If you aren't able to play the video in class, use the Flipped Classroom approach and have students watch it at home prior to the lesson (see **TB p. 15**).

### Warm Up

This **Warm Up** allows you to review the ideas generated at the end of the previous lesson in preparation for the reading. Alternatively, if you are carrying the lesson straight on from the previous page, use this activity to transition between the pre-reading and reading part of the lesson.

### Reading Approach

#### First Reading: Engage with the Text

The purpose of the first reading stage is to engage students and help them become familiar with the text. This sets the scene for the comprehension and analysis work that will come next. Before they read, encourage students to identify things in the pictures that they find interesting, surprising, or unusual. Engagement is more important than vocabulary at this stage, so it's fine for students to point if they are unable to name what they see.

For this first exposure to the text read it out loud, play the video, or have students listen to the audio and follow along in their books. To help students feel comfortable and enjoy watching/listening to the story, have everyone seated in a circle at the front of the class. This is a great opportunity for students to see and hear how to read fluently and with expression, so if you are reading, do character voices and use facial expressions where appropriate. Pause only to ask prediction questions, which can help to motivate students and encourage them to want to find out what happens next. Do not spend time analyzing the language at this point, as full comprehension is not necessary for students to enjoy a text.

#### Second Reading: Analyze the Text and Features

Ensure students get to explore the text in a variety of ways to keep them motivated and active participants in the learning process. If you read the text out loud in the first reading stage, have students read chorally in the second stage, or have them read silently with or without the audio.

The purpose of the second reading stage is to analyze the text and features using basic comprehension questions provided in the teaching notes and the callout questions from the colored boxes in the **Literacy Book**. The teaching notes tell you the purpose of the questions, e.g. gist, detail, making connections, personalization, fact, language focus and give ideas about how to exploit them.

The digital **ETB** provides extension activities for checking comprehension further; using the video, and highlighting and exploiting each reading genre.

#### Third Reading: Interact with the Text

The third reading stage gives students the chance to interact with the text on a more personal level. With fiction texts students are encouraged to role-play or act out the text. This activity allows students to explore what characters are thinking and how they are feeling. They can also experiment with different voices and patterns of intonation. For more ideas on using role-play, see **TB p. 23**.

The video or Story Player is available on the Student's App for students to watch again at home.

### International English

This feature exposes students to differences in vocabulary, language, and spelling between American (US) English and British (UK) English. Elicit that the flag with stars and stripes is for the USA (United States of America), and the flag with crosses is for the UK (United Kingdom). Then elicit that in both countries people speak English but that some words are spelled differently, pronounced differently, or are just different! Tell students that they will see mostly American English words used in this course, but that British English is also correct. It is important that while they are aware of the differences, you and they choose one variety of English to use consistently, especially in exams.

To make the most of this feature, set up a class ebook where students can add the international English words and phrases as they appear in the book. This could be a wiki or shared document that students can access and edit at home.

International English words appear in both the **Language** and **Literacy Books**.

## Fiction: *The Beginning of Alice's Adventures*—Fantasy

### Lesson Objectives

- to read fantasy fiction about the characters Alice and the rabbit
- to explore the SEL competency of self-awareness by labeling and recognizing own and others' emotions
- to make a personal connection to the reading

### Materials

Audio Tracks 5 and 6; Video

### Warm Up

Ask students what they know about rabbits. Ask questions: *What do rabbits look like? What do they eat? How do they move?* Then have students look at the pictures on pp. 10–11 and identify what is unusual about the rabbit.

### TRACK 5 TB p. 229 Reading Approach

#### First Reading: Engage with the Text

- Ask students to notice the title, text, and characters on the page and use this information to predict ideas about the story.
- Have students sit in a circle to listen to the story the first time you read it. Read the story to students using facial expressions, gesture, and sound effects (e.g. yawning) or play the audio. Students can interact with the story by copying the gestures.
- Ask prediction questions before turning the page; for example, *Where is the rabbit going? What is at the bottom of the hole?*
- Read the whole story before looking at the Words in Context.

### TRACK 6 TB p. 229 Words in Context

- Play the audio and have students repeat the words.
- Have students race to find the words in the reading.
- Encourage students to **use the pictures to help establish the meaning of the new words**. Have them discuss their ideas in pairs.
- Then bring the class together and use these questions to confirm the meanings.

**sleepy** (p. 10) Say *How do you feel when it's hot and you aren't doing anything?* Have students look at Alice in the first scene. How does she feel? Elicit the synonym *tired*.

**chased** (p. 12) Say *The rabbit runs away. What does Alice do?* Elicit that *run after* and *chase* are synonyms.

**fell** (p. 13) Encourage students to look at the pictures. Ask *What is happening to Alice?* (She's falling.) Elicit that *fell* is the simple past of *fall*.

**shelves** (p. 13) Ask *Where are the books?* (on the shelves) If there are shelves in the classroom, have students point them out.

**corner** (p. 14) Ask *Where did the rabbit run?* (around the corner) *Can Alice see him?* (no) *Why not?* (because there is a wall) You could draw a corner on the board to help comprehension.

### Second Reading: Analyze the Text and Features

- Play the video to consolidate students' understanding of the story.
- Ask some questions to check comprehension: *Who's the main character in the story?* (Alice) *What does she do?* (She follows the rabbit.) The ETB provides more questions.
- Discuss the questions in the green boxes.
  - **Language in Context** (p. 10): *What do you think Goodness me! means?* Make a connection to the SEL competency of labeling and recognizing emotions by asking students how Alice feels when she sees the rabbit (surprised) and why (because it's wearing a waistcoat). Elicit that we say "Goodness me!" when we are surprised.
  - **Fun Fact** (p. 11): *Lewis Carroll wrote Alice's Adventures in Wonderland in 1865. Today, it's in over 170 languages!* Have students suggest some of the languages the book might be in. How many can they think of? You could suggest students visit the local library to see if they have a copy.
  - **Personalization** (p. 13): *Imagine you fell through the Earth. Where would you land?* Accept any suggestions. You could show students a globe and have them see which country is on the opposite side to theirs.
  - **Critical Thinking** (p. 15): *Did the adventure really happen, or did Alice imagine it?* Remind students that in fictional stories anything can happen, even if it is impossible in real life. Take a class vote on this question.

### Third Reading: Interact with the Text

- Have students read and act out the story in groups of three: a narrator, Alice, and the rabbit. Encourage students to use actions and gesture as they read together. For more ideas on using role-play, see TB p. 23.



### International English



Point to the flags and elicit which words are American English and which words are British English. Ask *Why do you think the story uses the British English word?* (Lewis Carroll was a British writer.)

### Cool Down

Have students choose their favorite image, scene, and/or phrase from the story; for example, *I like the colors; I like the repetition of "down, down, down."* Allow students to use LI to justify their choices where necessary.

## Lesson 3 Walkthrough: Explore the Reading

This lesson allows students to explore the previous text further with comprehension, analysis and discussion activities.

### Activity A Reading Comprehension

Start this lesson with oral comprehension questions to remind students about the text. Have a Group Time discussion about the story (see **TB p. 21**). The teaching notes suggest *Wh- questions* you can ask to help students to remember the gist and details of the reading (who, where, what, when, why). Play the video to review the story if you don't want to read the text as a class again.

The lesson then moves on to a heads-down activity which allows you to check students' understanding of the reading. If there are areas that you find students don't understand, you can return to the text and address these before moving on to the analysis part of the lesson.

### Activity B Text Analysis

**Activity B** is an age-appropriate analysis task, which asks students to think critically about what they have read and to consider the causes, problems, solutions, or consequences. They will need to look back at the reading to answer questions. Help students find a strategy for doing this by encouraging them to look at the pictures and scan the text for key words, rather than re-reading the whole text again.

### Activity B/C/D Post Reading Discussion, Writing, & SEL

One activity in each fiction Explore the Reading lesson has a SEL focus. Productive think and write or discuss questions are designed to help students make connections between the text and their own knowledge and understanding of the world through a SEL competency. There are often opportunities here for critical literacy, as students can be encouraged to consider the point of view of different characters.

## Explore the Reading

### Lesson Objectives

- to understand and analyze *The Beginning of Alice's Adventures* through reading comprehension activities
- to explore the SEL competency of self-awareness by labeling and recognizing one's own and others' emotions

### Materials

(Optional) Video or Audio Track 5

### Warm Up

Have students secretly choose a scene from *The Beginning of Alice's Adventures* and act it out silently using gestures and facial expressions. The other students try to find the scene in their books. Do an example with the class and then have students do the activity in pairs. Finally, have students act out the scene with the words. Because they have already focused on the gestures and facial expressions only, they should incorporate them more easily when they act out the scene.

#### A Read and number. Put the events in order.

- If more than one day has passed since students read *The Beginning of Alice's Adventures*, play the video or audio again.
- With books closed, have a Group Time discussion (see TB p. 21) to check students' comprehension of the text. Ask *How does Alice feel at the beginning of the story?* (bored and sleepy) *What did she see?* (a white rabbit) *Why did the rabbit run off?* (He was late.) *Where did Alice fall?* (down a hole) *What did Alice find on the table?* (a key) *Do you think that Alice had more adventures?* (Yes—but this is implied, and students may find it tricky to answer.)
- Have students open their books and look at the first sentence in A. Have students look back at the story and find the event. (It is in the opening sentence and picture.) Say *Which event comes next?* and elicit answers.
- Have students do the rest of the activity individually. Check answers as a class.

### Answers

6, 4, 1, 3, 5, 2

#### B Look and write. How do they feel?

This activity explores the SEL competency of labeling and recognizing one's own and others' emotions.

- Review the meanings of the words in the box by having students use gestures and facial expressions to represent them. Do an example first. Then have students call out examples of things that make them feel this way: *Tests make me worried; When it's raining, I'm bored.*
- Look at the example together, then have students complete the activity. Check answers as a class.

- Ask students how Alice felt at different points in the story. Encourage them to give reasons; for example, *Alice was bored because she had nothing to do.* Then have them say how they would feel and what they would do in the same situation; for example, *I (would) feel bored, too. I would climb a tree.* Use students' suggestions to have them think about how the story could change; for example, *If Alice climbed a tree, would she see the white rabbit? How would the story be different?*

### Answers

1 surprised 2 interested 3 bored 4 worried

#### C Think and discuss. Do you have a big imagination like Alice? What do you imagine?

- Elicit how Alice uses her imagination when she feels bored. Draw a big thought cloud on the board and write students' suggestions inside. Ask *Does Alice have a big imagination?* (yes)
- Draw students' attention to the questions: *Do you have a big imagination like Alice? What do you imagine?* Have two students model asking and answering the questions. Then have students do a Think, Pair, Share routine (see TB p. 20) to explore the questions.
- During the Share part of the routine, encourage students to say *Me, too!* if they imagine similar things to other students. Then ask questions about what some of the students said; for example, *What does (Lara) imagine when she's happy? What does (Juan) imagine when he's bored?*

### Cool Down

Play *Correct the Teacher* (see TB p. 25). Have students make rabbit ears with their hands on their heads for true sentences. Example sentences: *Alice was hot; Alice didn't have anything to do; the rabbit wore a pink waistcoat; the rabbit stopped and looked at his cell phone; Alice fell down a big hole; Alice knew about geography.*

## Lesson 4 Walkthrough: Get Ready to Read

This lesson provides pre-reading activities, including a reading skill focus, to prepare students for the second text.

### Activity A Reading Skill Focus

**Activity A** practices the reading skill that was previewed in Lesson 1. It takes an inductive approach to learning, with students being encouraged to practice the reading skill and notice how it can help them understand the reading before the skill is named in the skills box.

Callouts in colored boxes highlight facts or questions for students to focus on and can be used as a starting point for discussion.

### Activity B Reading Skill Practice

**Activity B** allows students to practice the reading skill from Activity A and apply it to the forthcoming reading. When they have finished, discuss what students think and encourage them to say why they think it.

### Activity C Pre-Reading Discussion

**Activity C** is a discussion question relating to the reading on the next pages. The discussion question personalizes the learning and encourages students to become active participants, by asking them either to connect the reading to their own lives or to think and express opinions. You can vary the activity by using a Cooperative Learning Routine such as a Rally Robin or a Think, Pair, Share (see **TB p. 20**).

### Cool Down

Cool Down activities give closure to the lesson. They are designed to get students thinking about what they learned and might include a game to review reading skills or an activity to encourage students to make a personal response to what they have read.

## Get Ready to Read

### Lesson Objectives

- to practice the reading skill of skimming a text
- to activate prior knowledge about learning and the brain
- to make a personal connection to the reading

### Materials

(Optional) Rulers or measuring tapes (Activity A)

### Warm Up

Have students work in pairs to remember three important things from *The Beginning of Alice's Adventures*. Then have students get together with another pair and compare their ideas. Do they think the same things are important? This helps students practice identifying key ideas that they will develop further in A.

### A Read quickly. Don't read all the words. Write three important pieces of information. Then discuss.

Students are going to practice the reading skill of skimming a text.

- Before students attempt the activity, demonstrate the reading skill with books closed. Display a nonfiction text (ideally an infographic about the importance of reading) on the whiteboard and model skimming for the class. Skimming is a quick reading strategy to get the main idea. When we skim, we look for main ideas. Headings, titles, words in bold, the introductory paragraph, and the topic or first and last sentences of paragraphs can give us useful information about a text. Show how you go through the text looking for main ideas, picking out headings and words in bold and looking at the very beginning and end of the text.
- Draw students' attention to the instructions and check they know what to do. You may wish to set a time limit of one minute to make sure students don't read all the words. Encourage students to write down any words or phrases that jump out at them and that they feel are important.
- When students have finished writing their ideas, discuss as a class. During the class discussion, tally how many students gave the same answers. Then read the skills box. Ask students which words helped them know what the reading was about.

### Answers

Students' own answers

- Point out the fact in the green box, *38 centimeters = 15 inches*. Ask *How big is the door?* See if students can use their hands to show how big they think it is. Ask students which measurements they usually use in LI. You could have students use a ruler or measuring tape to check.

### B Skim *Learning and Your Brain* on the next page. What is it about? Check (✓).

- Draw students' attention to the instructions. Ask *How do we skim?* (We look at the title, headings, captions, and first and last sentences to get the main idea.) Ask *Do we read all the words?* (no) *Which words don't we need to pay attention to?* (the small grammar words, e.g. *a, the, is, are*, etc.) Give students one to two minutes to skim the reading on pp. 18–19.
- Explain that a reading can have more than one main idea. Have students read the options and decide if each one is a main idea in the reading. Check answers as a class.

### Answer

2; 3

### C Think and discuss. What do you know about the brain? What does the brain do?

- Brainstorm with the class what students know about the brain. One way is to make a class KWL (know, want to know, learned) poster. Start by asking students what they know about the brain and record their ideas in the *Know* section.
- Have students discuss their ideas in pairs or small groups.
- Then ask students if they have any questions about the brain. Encourage them to think of *Wh-* questions rather than yes/no questions. Write the questions in the *Want to Know* section of the poster. Discuss with students how they can find out more. Could they research at home? Do they know someone (such as a doctor) who could help explain how the brain works? Can they find any books at school or in a library that have the information? Come back to this poster during the unit and have students add anything they have learned.

### Cool Down

Have students work in groups of four and compare their ideas from C. They can work together to make a spidergram of all the things they use their brains for. Display the spidergrams around the classroom and have students look at the other groups' work. Tell them to find at least one new idea each and to add it to their own spidergram.

Now read **Learning and Your Brain**

## Lesson 5 Walkthrough: Reading 2, Nonfiction

The structure of the reading lessons whether fiction or nonfiction, allows students to be exposed to the text multiple times. This helps them to connect oral and written forms, which is important for the development of reading skills. There is a focus on reading for analysis and pleasure, rather than simple mechanics. Students will gain independence with each reading as you progress through the course.

Fiction texts are laid out to emulate storybooks inspired by ESL/LI materials and expose students to language in context which may be slightly above level. This is because research shows that with the right support, reading slightly above level can significantly improve overall reading skills.

Nonfiction texts give students a chance to learn new concepts and vocabulary, as well as broaden their view of the world. They also often appeal to reluctant readers. Nonfiction texts are laid out to look like nonfiction books, websites, and articles to give a realistic and aspirational feel to the book.

### Warm Up

See **TB p. 50**.

### Reading Approach

The three-step reading approach is the same for fiction and nonfiction texts (see **TB p. 50**). The teaching notes give a lot of different ideas to use within these steps throughout the course.

One reading in each unit includes a Text Focus point written in blue with arrows pointing to the area of the text being highlighted. The teaching notes provide support to help you address these Text Focus points as part of the second reading stage. There is always an additional extension activity in the **ETB** to give students additional practice.

### Words in Context

Each reading lesson has a **Words in Context** box which pulls out certain key words from the text for students to explore in greater detail. It is recommended you look at these Words in Context after the students have read the text at least once through. This is so that the first reading can be about enjoyment and engagement, rather than vocabulary learning. Don't pre-teach these words; it is more valuable to offer students strategies to help them decode the meaning for themselves. Different strategies are suggested in the notes, with more detail on **TB p. 22**.

Introduce a different strategy in each lesson and encourage pairs to use a combination of strategies to help them figure out the meaning of the words. It is fine for students to use LI for this, to enable them to express their thoughts and ideas clearly. Ask students which strategies they used to help them understand the new words.

Then ask questions (provided in the notes) to check understanding and clarify meaning. Effectively you are providing students with tools which will help them to figure out the meaning of other unfamiliar words they encounter in the future.

It should be noted that these words have been highlighted to help students' comprehension of the texts; they are not part of the course's key language and will not appear in any assessment material.

## Nonfiction: Learning and Your Brain—Infographic

### Lesson Objectives

- to read an infographic / informational text about the benefits of reading on the brain
- to make a personal connection to the reading

### Materials

Audio Tracks 7 and 8

### Warm Up

Play *Stand Up, Sit Down* (see TB p. 27) with these statements based on the reading. Have students guess whether they're true or false. *You use one part of your brain when you read* (False); *When you practice something, you get better at it* (True); *Reading is bad for your brain* (False). Don't check answers at this stage.

### TRACK 7 TB p. 230 Reading Approach First Reading: Engage with the Text

- Ask students to notice the title, text, and pictures on the page. Ask *What interesting information about the brain do you think we will learn in the reading?*
- Have students read silently. Remind them that they don't need to know every word. Once they have finished, check the answers from the Warm Up. Have students say which true statement is the most interesting or surprising for them.
- Then, look at the Words in Context.

### TRACK 8 TB p. 230 Words in Context

- Play the audio and have students repeat the words.
- Have students race to find the words in the reading.
- **Use the words around the new words to guess their meaning.** Encourage students to identify other words that mean the same, or that have a connection to the new words (see TB p. 23). Students may come up with the following: lobes/parts; workout/exercise; cells/neurons; fibers/branches; messages/information; connecting/join together; creative/imagination.
- Then bring the class together and use these discussion points to confirm the meanings.

**lobes** (p. 18) Ask *How many lobes, or parts, does the human brain have?* (four). Have students point to them in the picture.

**workout** (p. 18) Say *If you do a lot of sports and exercise, your body is in good shape. If you read and learn, your brain is in good shape. Learning is like going to the gym for your brain. How do you give your body and brain a workout?*

**cells** (p. 20) Encourage students to look at the picture. Explain that all living things (people, animals, and plants) are made of cells and that these work together to make each part of the body.

**fibers** (p. 20) Have students look at the first part of the sentence on p. 20 *Each neuron has a body with fibers.* Ask *Can you see the neuron's body?* Then have them read the second part *like the branches of a tree.* Have students point to the fibers in the picture.

**messages** (p. 20) Say *Neurons send messages* and draw an envelope between two neurons. Elicit or provide synonyms (*information, signals*). Ask what messages students think their brains are sending right now.

**connecting** (p. 20) Have students look at the picture and point out how the neurons are *connecting* to each other.

**creative** (p. 20) Ask *If you have a lot of ideas and you use your imagination, are you creative?* Ask students to give examples of how they are creative.

### International English

Have students notice the spelling differences. Say the words and point out that the pronunciation is the same.

### Second Reading: Analyze the Text and Features

- Play the audio and have students follow along in their books. Check comprehension after each page by asking questions such as *Which part of the brain do you use when you speak?* (the front part)
- Play the audio again and pause to discuss the questions in the green boxes as they appear on the pages.
  - **Critical Thinking** (p. 18): *What parts of your brain do you use when you read?* Have students discuss in pairs which parts of the brain they think they use when reading. Encourage them to look at the images and text to justify their answer (seeing, hearing, speaking).
  - **Fun Fact** (p. 20): *Your brain uses about 20 percent of all your energy!* Ask *Do you think that's a lot?* Tell students that a brain only weighs about two percent of person's body weight. So even if you don't move, you are still using a lot of energy.
  - **Gist** (p. 21): *Why is learning good for your brain?* (It keeps the brain in good shape.)
- Point out the text focus (in blue): *Labels help you understand different parts of the picture.* Have students identify all the labels.

### Third Reading: Interact with the Text

- Now play *Correct the Teacher* (see TB p. 25) with the text. Example sentence: *When you read, different parts of your brain work together like a giraffe!*

### Cool Down

Have students choose one thing they are going to do to try to keep their brain in shape. Offer some suggestions (e.g. read a book, play a musical instrument, do word/jigsaw puzzles, play memory games, learn a foreign language).

## Lesson 6 Walkthrough: Explore the Reading

This lesson follows the same structure as the first Explore the Reading lesson with comprehension, analysis, and discussion activities to explore the second reading text. It also provides further practice of the reading skill.

### Activity A Reading Comprehension

Before doing **Activity A**, have a Group Time discussion (see **TB p. 21**) with books closed to check students' comprehension of the text. This can be a nice routine to have at the beginning of each Explore the Reading lesson.

### Activity B Text Analysis and Practice

**Activity B** usually involves practicing the unit reading skill. Have students answer the questions individually first. Then they can look back at the reading in pairs to check their answers.

### Activity C/D Post-Reading Discussion, Writing & CLIL Focus

One activity in each nonfiction Explore the Reading lesson has a CLIL focus. Productive think and write or discuss questions enable students to learn about a subject area through the reading and to see language used in a real-world context.

Questions can be discussed in pairs or small groups. Then have a class discussion and write students' key ideas on the board in the style of a survey. Display results in a bar graph or tally chart to lay the foundations for reasoning skills and teaching students to analyze data.

### Spelling Patterns

A spelling pattern box is always attached to one of the Explore the Reading lessons in each unit. This highlights a high-frequency letter combination with examples taken from the previous reading.

The spelling activity is supported by audio, but the focus of the activity should be on reading and spelling (there is targeted pronunciation work in the **Language Book**).

Students listen to a set of words with a letter pattern, notice where those letters appear, and complete the words to reinforce understanding. What matters most at this stage is that students are actively thinking about how written words are constructed.

The second part of the audio spells out each word, allowing students to check and correct their spelling. Students should be encouraged to read the words aloud to establish a connection between the sound of the word and the way it is written.

Finally, students find other words within the reading with the same spelling patterns. Making connections with other words reinforces pattern recognition and helps students learn to decode more effectively when reading.

The digital **ETB** provides additional activities to encourage students to spot letter patterns and sort words into groups based on these patterns. See Spelling Patterns, **TB p. 13**.

## Explore the Reading

### Lesson Objectives

- to understand and analyze *Learning and Your Brain* through reading comprehension activities
- to make a personal connection to the reading
- to learn about neuroscience through CLIL (science): exploring how we can keep our brains in shape
- to reproduce and write words with the –er ending

### Materials

Audio Tracks 7 and 9

### Warm Up

Play *Mime It!* (see TB p. 26). Use the following words from the reading: *neuron, strong, speech, connecting, imagination, goal*. Students will have to use their imagination!

#### A Write True or False. Say the page where you found the answer.

- If more than a day has passed since students read *Learning and Your Brain*, play the audio again. Students can follow in their books if they wish.
- With books closed, have a Group Time discussion (see TB p. 21) to check students' comprehension of the text. Ask *Does your brain work hard when you read and learn?* (yes) *What is your brain made up of?* (cells/neurons; water) *How can reading make us more creative?* (It makes connections in the brain stronger.) *What different actions are mentioned in the reading?* (solving math problems, kicking a ball, listening to music, reading)
- Have students open their books and look at the activity. Have a student read the first sentence. Ask *True or false?* (False) Have students look back at the reading and find the sentence with the correct information.
- Have students do the rest of the activity individually. Check answers as a class, making sure students say on which page they found their answer.

#### Answers

1 False; 20   2 True; 20   3 True; 18   4 True; 20  
5 False; 20

#### B Read and color the parts of the brain.

- Place four flashcards for the following colors, each in a different part of the classroom: red, purple, green, and yellow. Refer students to the key on the page. Have students stand in the middle of the classroom. Call out activities that use different parts of the brain; for example, *You taste a cake; You see a cat; You say your name; You listen to the ocean; You touch the table*. Students should go and stand next to the relevant color.

- Have students color a circle inside the different parts of the brain by looking back at the diagrams in the reading. Check answers as a class.

#### Answers

1 red   2 green   3 yellow   4 purple

#### C Think and discuss. Do you give your brain a good workout?

Students are going to do a Think, Pair, Share routine (see TB p. 20) to discuss the question and connect the reading with their own habits. This draws on the CLIL science focus of exploring how we can keep our brains in shape.

- Encourage students to think about the different types of activities that are good for the brain. As an example, ask *Do you read at different times of the day?* Ask students to think about when they could read more. You could suggest that students set themselves a reading target (e.g. read five pages every day). If students are interested, expand the discussion to ask *What do you do well? What do you need to work on? How can you get better?*



#### TRACK 9 TB p. 230 Spelling Pattern –er

Listen and write. Then check your answers.

- With books closed, write the suffix –er on the board and elicit how to pronounce it, making sure students pronounce the schwa correctly.
- Play the first part of the audio and have students repeat each word. Then have them open their books. Play the first part of the audio again and have them complete as many words as they can.
- Then play the second part of the audio for students to check their spelling and complete the words correctly. Have them underline *er* in each word and read them aloud.
- Have students look back at the reading to find more words with the –er ending and write them down in a word list. Give them one or two minutes, then invite students to read a word from their list.

#### Answers

1 computer   2 water   3 answer   4 flower   5 river  
In the reading: together, another, teacher, fiber(s), stronger, other

#### Cool Down

Have students work in pairs to write a silly sentence containing as many –er words as they can, e.g. *flowers and towers get bigger in a river*. They can then perform their sentence to the class or write it on the board and have the other students practice it.

## Lesson 7 Walkthrough: Think Together

This lesson brings the unit full circle to consider the key concept question. This acts as the thread for all the lessons related to the readings. The teaching notes support you to address this question.

### Warm Up

Students are encouraged to revisit the Lesson 1 VTR image to see if their perceptions have changed or shifted now that they know more about the topic. Review their initial ideas and see if students can offer more information or link the image more explicitly to the unit's topic.

In the digital **ETB** there is a Two-Minute Review idea. This is a quick, fun activity which reviews both of the readings in the unit to help students make connections between the two. You can choose to do this instead of, or as well as, the Warm Up.

### Activity A Text Comparison

**Activity A** is a text-to-text comparison task which lays the foundations for more communicative comparison analysis in higher levels. Learning how to compare and contrast is an important skill which has been shown to: improve students' ability to memorize content; develop higher-order thinking skills; strengthen comprehension skills; and improve writing skills.

If you have not done the Two-Minute Review, it may be beneficial to have students brainstorm what they remember about both texts before you start.

### Activities B/C Speaking Routine

**Activities B** and **C** have a text-to-world base. Students are first given time to think and make connections to prior knowledge. They then explore ideas through a cooperative learning routine, such as Rally Robin, Three-step Interview, or Numbered Heads Together (see **TB p. 20**). Cooperative learning routines create opportunities for purposeful communication and collaboration which encourages students to become actively engaged in their learning.

### My Reading Journal

**My Reading Journal** allows students to give a personalized response to the readings and reflect on the unit as a whole. The goal is to foster self-reflection as a learning tool, to help students to see the importance of the learning process, to encourage them to think critically about texts and to express preferences, and motivate and empower them to want to learn more.

## Think Together

### Lesson Objectives

- to make connections between the readings
- to explore the key concept: **Why is reading important?**
- to reflect on the unit and provide personal thoughts and opinions

### Warm Up

Have students look back at the VTR picture on pp. 8–9. Ask them how they think the picture connects to the two readings in the unit. Encourage students to be creative in their answers; e.g. *Maybe the girl's name is Alice; I think the girl is having a dream that she's in a library; The light(bulb) shows she is learning; The book she's reading is about the brain.*

Introduce the key concept question *Why is reading important?* and ask students for their initial thoughts. Write their ideas on the board in a spidergram, to return to later in the lesson.

#### A What different types of things do we read? Why do we read them? Complete the table.

- Brainstorm with the class a list of different types of reading materials. These may include stories, poems, plays, comics, newspapers, maps, instructions, letters, invitations, signs, emails, and advertisements. Elicit other reasons to read besides for fun and information. Have students think about why we read each type of text (e.g. we read a map to know where we are / where to go; we read a sign for information).
- Draw students' attention to the table on p. 23 and look at the two examples.
- Have students complete the table individually. Students can include names of books or other reading materials they have read. Then have students compare their ideas with a friend.

#### Answers

Students' own answers

#### B Think and write. Why is it important to read different things?

- Have students think about the things they read every day and brainstorm some ideas with the class. Ask *Why is it important to read different things?* Encourage students to think about all the text types mentioned in A.
- Give students a few minutes to do the activity individually. Monitor and help by writing any problematic words on the board. Don't check answers yet.

#### Suggested Answer

You can find out different information and opinions; learn about the world; use your imagination; have fun; learn about other people; keep in touch with your friends; and find out about events.



**C Discuss your ideas. Then share with your class.**

**Do a Numbered Heads Together routine.**



- Students are going to discuss their ideas in groups and then share with the class. Set the class up for the Numbered Heads Together routine (see TB p. 20). Students have already written their ideas in B.
- Recap the ideas students shared by referring back to the key concept question. Ask students what else they can add to the spidergram.
- Ask students to decide which idea is the most important for them and why.

### My Reading Journal

#### Did you like the fiction or the nonfiction reading better? Why? Write.

This question focuses on personalization. Ask a volunteer which reading he/she liked best. Elicit ideas about why people might like each one; for example, *The story is funny. I want to know what happens next. / I want to know more about the brain.* Ask *Why are both reading genres important?* Have students complete the sentence about the reading they liked best. Then they can compare with a partner.

#### Example Answer

I liked the (fiction) reading better, because (the story was interesting and the pictures were beautiful).

#### Color the rabbits to rate the unit. Then write a short review.

This task focuses on evaluation. Remind students that in a review we write our opinion about something. Elicit what someone might say if they gave a 5 (rabbits) rating. (*I thought this unit was excellent. I really loved the story.*)

Give students a few minutes to look back through the unit. Have them complete their reading journals individually, monitoring and providing language help when needed. Then ask students what their favorite part of the unit was.

#### Example Answer

I thought this unit was very good. The story was fun, and I want to know what happens to Alice. I learned a lot about the brain.

### Cool Down

Have students work in groups of three to write three quiz questions about the unit. The questions can be about the two readings, the VTR picture, or the Spelling Pattern section. Students can choose to write true or false questions, multiple-choice questions, or challenge questions (e.g. name five words ending in -er). Then they pass the questions to another group to answer.