

UNIT 1

Let's Start with Art



Unit Overview

Themes

Different types of art
The purpose of art

Synopsis

In this unit students will learn about different types of art and ways to describe art. They will find out about how art can help in communities and how to compose a good picture. They will plan and prepare a conversation to describe a piece of art and write a cinquain poem using target language from the unit.



Vocabulary

collage, installation, landscape, mobile, mural, photography, portrait, sculpture, sketch, still life

p. 35

Think It Over

Review and Reflection

p. 47

Explore Language

Quantifiers: *A Little, A Few, All, Most*

p. 37

Language Book

Write About It

Cinquain Poems
Sentence Building: reviewing parts of speech

p. 45

Global Citizenship

Why is art important to people?
background, bright, dark, detailed, foreground, light, pale, shadow, simple

p. 39

Talk About It

Conversation: giving opinions

p. 43

Explore Language

Too and Enough with Adjectives

p. 41





Think Together

Why do people make art?

p. 61

Visible Thinking

See, Think, Wonder

p. 49

Nonfiction

Instructional Text: *My Guide to Photography*
 Words in Context: *frame, element, zoom in, horizontal, vertical*

p. 57

Literacy Book

Fiction

Fantasy: *True Colors*
 Words in Context: *owner, run out of, choice, croissant, exclaims*

p. 51

Reading Skill

Understanding facts and opinions

p. 55

Spelling Pattern

–ent

p. 59



Language and Literacy Connections

The connecting theme in Unit 1 is art and why it is important.

	Language	Literacy
Vocabulary	Set 1: types of art Set 2: describing art	Fiction: portrait, still life Nonfiction: landscape(s), photography, portrait, background, foreground, simple
Grammar	Quantifiers: <i>A Little, A Few, All, Most</i> He only has a little hair. I know a few parents. All the paintings are by our students. Most of his hair is white. Adjectives and Adverbs of Manner This one's too dark. It's not big enough.	Fiction This still life isn't good enough! The fruit and vegetables look real, but they're too boring. Can you show us all of your paintings? Nonfiction I only include a few elements in the photo.
Skills	Pronunciation: silent <i>gh</i> l	Reading: understanding facts and opinions Spelling Pattern: –ent
International English	I kind of like it. / I quite like it.	apartment/flat

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 Book (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 Contextualized Presentation: 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 some of the target vocabulary 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 Book (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 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 in which 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.

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 Venn diagram, table, or graphic organizer, 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 included 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 vocabulary to describe art: *collage, installation, landscape, mobile, mural, photography, portrait, sculpture, sketch, still life*
- to sing a song that explores making different types of art

Materials

Audio Tracks 3 to 6; Video

Warm Up


Ask students to think of all the places in their town or country where they can see art. Elicit suggestions and write them on the board. In pairs have students talk about different pieces of art they have seen; do they have a favorite piece? They can talk about art they have seen on TV or pictures in books.

 **A TRACK 3 TB p. 213** Listen and find. What does Lucas add to some artwork? 

- Have students look at the picture on pp. 10–11 and say what they can see and where it is happening. Ask what the people are doing in the picture (looking at art and making art).
- Play the audio and have students point to the words or pictures as they listen.
- Ask the comprehension question *What does Lucas add to some artwork?* and elicit answers. Play the audio again for students to check.

Answer

Lucas adds his bus ticket to the collage.

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

- Play the audio. 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 (sculpture).
- Check answers by calling out a number and having students call out the word.

Answers

1 sculpture 2 portrait 3 landscape 4 still life
5 collage 6 installation 7 mobile 8 mural
9 sketch 10 photography

 **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 objects as they listen. Make sure students know not to speak until they hear the word *say*.
- Have students draw what they imagined for their partner, who then guesses the word.

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. Draw a Venn diagram on the board to remind students how they work. Elicit why *portrait* goes in the 2D circle and *sculpture* goes in the 3D circle.
- Give students time to complete the activity. Then check answers. You may wish to discuss why a collage can be both 2D and 3D (it depends which materials are used to make it). Can students suggest some materials for 2D and 3D collages?

Answers

2D artworks: *portrait*; landscape; still life; mural; photography; sketch
3D artworks: *sculpture*; mobile; installation
Both: collage

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

- Have students turn their books over so they can't see the song lyrics. Tell them the title of the song is *Art Is for Everyone* and ask them what they think the song will be about and which words will be included. If necessary, prompt students by asking students *What kinds of art do you know?*
- Play the audio and have students raise their hands every time they hear one of their predicted words in the song.
- Have students turn their books back over. Ask *Can you guess what's missing?* Play the song again, this time pausing where necessary for students to write their answers. Point out that all the words they need are on pp. 10–11, so they can check their spelling.
- Play the song video and encourage students to sing along. Then replay the song video and have students sing and do actions for the different types of art as they hear them in the song.

Answers

1 *photography* 2 *sculpture* 3 *collage* 4 *mural*
5 *sketch* 6 *still life* 7 *landscape* 8 *portrait*

Cool Down

Play *Physical Spelling* (see TB p. 26) with the vocabulary from this lesson.

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. In later units, 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 learn how to talk about quantity using *a little*, *a few*, *all*, *most*
- to practice art vocabulary

Materials

Audio Tracks 7 and 8

Warm Up

Ask students to visualize a picture they have on display at home. Have them tell a friend who or what is in their picture.

A TRACK 7 TB p. 213 Listen and Read. Who's Larry drawing?

- Have students look at the pictures on p. 12. Ask them *What can you see? What do you think the people are talking about?*
- Play the audio and have students follow in their books.
- Ask the comprehension question *Who is Larry drawing?* and elicit the answer.

Answer

Larry is drawing his grandpa.

B Look at A. Complete.

- Write or project the table onto the board. Tell students that the sentences they need are all in the story.
- Refer students to the first sentence in the table and have them find it in the story (picture 2). Have students complete the first sentence in the table. Then have them work in pairs to complete the rest of the table.
- Complete the table on the board so that students can check their answers. Ask what kinds of words *hair*, *parents*, and *grandparents* are (nouns). Review the difference between count and noncount nouns (noncount nouns refer to things that cannot be counted, they do not have a plural form, and they are not used with *a/an*).
- Look at the bottom row of the table. Ask which word we use after *Most* (of). Point out that we can also use *of* after *all* but that it is not essential.
- Have students look at the Grammar tip *Remember*. Write on the board *I have a lot of apples. I have some apples. I don't have any apples.* Invite students to draw apples next to the sentences to represent the different quantifiers. Elicit that *any* can also be used for questions.

Answers

a little; a few; All; of

C Think and discuss. Then choose.

- Have students work in pairs to read and discuss the sentences. Tell them they can look at the table and at the story to help them circle the correct options. Then check the answers as a class.
- Elicit that we use *a little* with noncount nouns and *a few* with count nouns. Ask students *Is "some" more or less than "a little" or "a few"? (usually more) Is "a lot of" more or less than "all"? (less)*

Answers

1 small 2 big 3 all

D TRACK 8 TB p. 213 Listen and say.

- Play the audio and have students listen and repeat. For ideas on how to vary the drill, see TB p. 23.

E Choose a picture. Look and write.

- Ask two students to read aloud the example sentences. Have the others listen and point to the activity in the picture.
- Tell students they are going to write some sentences about one of the pictures. Have them choose one picture and write sentences about it—encourage them to use *a little*, *a few*, *all*, or *most* when they can.

Suggested Answers

Picture A: A few children are painting a mural. There are a few paint jars. There isn't any yellow paint. There is some green paint and a little red paint. Most of the objects in the collage are pictures. There are a few stars in the collage. There are a few pictures on the wall. Most of the pictures on the wall are landscapes. There is a lot of water in the vase.

Picture B: A lot of children are painting a mural. There are a few paint jars. There is some yellow paint, a little green paint, and a lot of red paint. There aren't any pictures in the collage. There are a few stars in the collage. There are a lot of pictures on the walls. There is a little water in the vase.

F Look at E. Compare and find the differences.

- Put students into pairs or groups, making sure there is at least one student who wrote about picture A and one who wrote about picture B in each group.
- Have students compare their sentences. Ask them how many differences they found. Invite students to share their sentences with the class.

Cool Down

Play *Correct the Teacher* with sentences about the pictures in E (see TB p. 25); for example, *In picture A, there are a few stars in the collage* (True); *In picture B, there is a lot of water in the vase* (False).



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.

Visualization

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

Activity C Controlled Vocabulary Practice: Written

Activity C is a read and circle or complete activity to encourage students to think critically about the new vocabulary and to use it through controlled practice.

Activity D Listening for Gist & Main Idea

Activity D provides input for the Global Citizenship discussion at the end of the lesson. There are usually two speakers 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 explore 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 **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 vocabulary for describing art: *background, bright, dark, detailed, foreground, light, pale, shadow, simple*
- to explore why art is important to people
- to practice listening for gist and details

Materials

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

Opening Question

This question activates students' prior knowledge. Ask students the opening question: *Why is art important to people?* Give students time to think and elicit ideas. You could prompt students by asking *How might art be important to people in our community?* but don't give students much feedback at this point. They will find out more during the lesson.

A **TRACK 9** TB p. 213 Listen to Jane talk to her art teacher about shadow boxes. Why do people make shadow boxes?

- Ask students if they know what Jane is holding in the picture. Tell students that it is called a shadow box.
- Play the audio and have students point to the words or pictures as they listen.
- Ask the gist question *Why do people make shadow boxes?* Elicit answers, then play the audio again for students to check.

Answer

to tell a story

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 (simple).
- Check answers by asking volunteers to call out the numbers and asking others to respond. Alternately, project the answers using the TTL.

Answers

1 simple 2 detailed 3 foreground 4 background
5 dark 6 light 7 shadow 8 bright 9 pale

TRACK A TB p. 214 Visualization

The Tap & Teach Lessons (TTL) have a visualization audio track for this vocabulary set. (See TB p. 21.)

C Read and choose.

- Project the activity onto the board and look at the example answer. Ask students what words tell us that the answer is *foreground* (in front of the castle).

- Have students complete the activity and then compare answers with a friend. Invite students to come to the board and circle the correct answer.

Answers

1 foreground 2 background 3 dark 4 shadow
5 bright 6 light

D **TRACK 11** TB p. 214 Now listen to Yoko and Juan. Why do people make these artworks?

- To generate interest, have students look at the two pictures and notice where each child is from. Ask students *Where are these countries?* Use a map to find them.
- Have students look at the pictures and ask them what they can see. Ask if they have ever made something like this.
- Listening for gist: Play the audio and have students listen for the answer to the gist question *Why do people make these artworks?* Elicit answers.

Answers

Yoko: To relax, to decorate for the Star Festival

Juan: To express themselves, to make decorations for festivals

E Listen again. Write True or False.

- Listening for details: have students look at the questions and remember what they heard. Ask them to answer as many questions as they can. Play the audio and stop after ... *traditional Japanese art*. Ask why number 1 is false (origami is not Mexican—it's Japanese).
- Play the rest of the audio and have students complete the activity. To check answers, ask individual students to read a sentence aloud and say *True* or *False*. If the answer is false, ask one student to say why it is false.

Answers

1 False 2 False 3 True 4 True 5 True 6 False

Discussion Questions

- Draw students' attention to the discussion questions: *Is art important to you? Why? How does art help us understand each other?* Discuss the questions as a class (see **ETB**).
- Return to the original opening question: *Why is art important to people?* Recap ideas discussed at the beginning of the class and encourage students to share any new ideas.

Cool Down

Put students into teams. Describe the vocabulary items from A and have teams take turns to guess the word; for example, *the front of a picture* (foreground), *when there is no light* (dark). If they guess incorrectly, the other team has the chance to guess and win the point.

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.

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**.

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 Free 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.

Explore Language

Lesson Objectives

- to learn how to use *too* and *enough*
- to practice vocabulary to describe art

Materials

Audio Tracks 12 and 13; three or four pictures to show students (Warm Up, WU)

Warm Up

Show students three or four different kinds of picture (e.g. a portrait, a wildlife picture, and a landscape). Ask students *Do you like the pictures? Why or why not?* Then have students vote for their favorite picture.

A TRACK 12 TB p. 214 Listen and read. Which picture do Larry and Poppy like best?

- Ask students what they can see in the picture and what they think the children are doing (comparing different versions of the same picture on the computer). Establish that one of the children is from p. 12. Play the audio and have students follow the dialogue in their books.
- Ask the gist question *Which picture do Larry and Poppy like best?* and elicit the answer.

Answer

the last picture (bottom right)

B Look at A. Complete.

- Write or project the table onto the board. Tell students that the sentences are all in the dialogue.
- Refer students to the first incomplete sentence in the table and have them find it in the dialogue. Elicit the answer and write it on the board.
- Have students work in pairs to complete the rest of the table.
- Invite students to come to the board to write one word each. Ask *What kinds of words are "dark," "big," and "good"?* (adjectives)
- Refer students to the Grammar tip *Remember*. Point out that *too* + adjective means the same as *not* + adjective + *enough*. Write a sentence on the board and ask students for another sentence with the same meaning, using either *too* or *enough*; for example, *It's not big enough.* (It's too small.) / *I'm too short.* (I'm not tall enough.)

Answers

too; big; enough; close

C Think and discuss. Then choose.

- Give students time to read the sentences, think about their answers, and compare ideas with a friend. Tell them they can look at the table and at the dialogue to help them circle the correct options. Then check answers as a class.

Answers

1 more 2 less

D TRACK 13 TB p. 214 Listen and say.

- Play the audio and have students raise their hands when they hear *too* and *enough*.
- Play the audio again, pausing after each sentence, and have students listen and repeat. For ideas on how to vary drills, see TB p. 23.

E Read and choose.

- Refer students to the first sentence and the example answer. Ask students if *too dirty* means more or less dirty than they want (more—so they need to wash it).
- Have students complete the activity individually and then compare their answers in pairs.
- Check answers as a class.

Answers

1 *too dirty* 2 isn't big enough 3 's too small
4 's too expensive 5 not thin enough

F Are the objects right for the mobile? Look, choose, and say.

- Ask students to say what they can see in the pictures and elicit the numbered items.
- Give students time to think and then have them discuss their ideas with a partner. Encourage them to use *too* and *enough* and the words in the box to express their ideas.
- Ask for ideas from the class.

Suggested Answers

1 *It's too heavy.* / *It's not light enough.* 2 *It's too small.* / *It isn't big enough.* 3 *It's small enough.* / *It isn't too big.* (It's a good choice.) 4 *It's too big.* / *It isn't small enough.* 5 *It's light enough.* / *It isn't too heavy.* (It's a good choice.) 6 *It's too wet.* / *It isn't dry enough.* 7 *It's too dirty.* / *It isn't clean enough.* 8 *It's small/dry enough.* / *It isn't too big/wet.* (It's a good choice.)

Cool Down

Ask students to imagine making a mobile with objects or items they can find in the classroom, in nature, or in their home. Write each place on the board as the center of a different spidergram. Invite students to come to the board and write the name of an object around each place.

Ask students if they think any of the items are not suitable, and encourage them to explain, using *too* or *enough*.

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**).

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

The video models the spoken practice students will do later on in the lesson. There is a gist question on the page and additional comprehension questions can be found 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

Functional language is highlighted for students to notice. Students can try to do the activity in the book from memory first and then check their answers when you replay 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.

International English

This feature exposes students to differences in vocabulary, language, and spelling between American (US) English and British (UK) English. Establish with the students that the flag with the stars and stripes is for the USA and the one with the crosses is for the UK, and that English is spoken in both countries. Remind them that while this is true, some words are different and some words are pronounced the same, but spelled differently. Equally, some words are spelled the same and pronounced differently! Tell students that they will see 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 to use, especially in exams.

Pronunciation

Pronunciation activities in the **Language Book** are about communicating clearly and intelligibly. Students will practice saying sounds and words accurately, by copying you, their teacher, and 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

The planning stage of the lesson allows students to brainstorm lots of ideas before having to speak. Activity 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. 20**).

Activity D Preparation

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.

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

Activity E Practice & Production

This is the productive activity when all students get the chance to speak. For the Presentation lessons, choose 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. Encourage students to show appreciation for 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.

The activity ends with a *Reflect* callout feature for students to think about how they did and circle. 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 giving opinions about art
- to recognize and reproduce words with silent *gh*

Materials

Video; Audio Track I4

Warm Up

Have students look back at the pictures in their **Language Book** and choose one that they like. Have them share it with a partner and say why they like it.

 **A TB p. 238** Watch and listen. Which picture did Stephen paint? 

- Tell students they are going to watch a video of two friends talking about paintings in a home. Ask *Do you think they will have the same opinions?*
- Introduce the comprehension question *Which picture did Stephen paint?* Play the video and check the answer. Ask additional questions; for example, *Whose home are they in?* (Stephen's) Play the video again and have students notice Stephen's body language when he agrees or disagrees.

Answer

the fourth painting (the landscape)

B Watch again. Check (✓) the sentences or questions you hear.

- Have students read the question and sentences.
- Play the video again and have students check the sentences they hear. Read the phrases aloud and have students raise their hands for the ones they checked.
- Read the responses again and ask students to think about the opinion they give: positive, negative, or neutral. Tell them to notice your tone of voice and body language as you say them. Have them say *positive* and raise their hands, *negative* and lower their arms, or *neutral* and put their hands out in front of them. (Positive: 5, 8; Neutral: 7; Negative: 2, 3, 4, 6)

Answers

1; 2; 3; 4; 5; 7



International English



Point to the flags and elicit which phrase is American English and which phrase is British English. Point out that *quite* in American English usually means *a lot*. In British English, depending on intonation, it can mean *a lot* or *kind of*. Ask *Which phrase do we use?*

Pronunciation Silent *gh* I

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

- Hold up your right hand and ask *Left hand or right hand?* Elicit *right*. Write it on the board and say *right*. Have students repeat the word. Ask if they can hear the *g* and *h* in the middle of the word (no—they are silent letters in this word).
- Play the audio and have students repeat the words. Repeat if necessary.
- Say *These words are used in the video. What other words do you know with these sounds?* Have students discuss in pairs to try to remember any other words they know that also have a silent *gh*. Write these on the board and drill all the words at the end.


Suggested Answers

eight, night, neighbor, through, high


C Plan. Choose two pictures in this book. Then complete.



- Tell students they are going to plan their own conversation about pictures.
- Draw or project the table onto the board. Show students a picture you chose from the **Language Book** and ask them to help you by suggesting reasons why you might like it. Complete the table with these opinions.
- Now have students choose two pictures they either like or dislike from the **Language Book** and have them work individually to complete the table with information about the two pictures they have chosen.

D Prepare notes for your conversation. Use your ideas from C and phrases from B. 

- Play the video again as a model.
- Then do an example conversation with the class, using your plan. Build up the conversation by making notes of students' suggestions on the board. Ask questions to help, e.g. *Do you like the picture? Why? Do you agree or disagree?*
- Have students work in pairs to prepare their conversation. They can choose two or three pictures from their plans to talk about.

E Practice with a friend. 

- Have students practice their conversation with their partner as many times as they need to. Remind them to take turns, listen when their partner is speaking, and nod their head to agree or shake their head to disagree. Encourage them to show their partner the pictures in their books as they talk about them. Monitor and provide praise and help as needed.

Cool Down

Ask pairs if they agreed on a picture that they both liked. Make a list of these pictures on the board and have a vote for the class's favorite picture.

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 printout 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 how to identify and use different parts of speech
- to plan and write two cinquain poems

Materials

(Optional) a simple poem to recite to the class (WU); colored pens/pencils; (optional) Challenge, Standard, and Support writing printouts from the Resource Bank, one per student (Activities C and D)

Warm Up

Ask students if they know any poems by heart either in their own language or in English. Invite volunteers to recite a poem they know (in any language). Alternatively, recite a simple poem and ask students what they liked or disliked about it.

A Read the poems. Circle the nouns, adjectives, and verbs.

- Have students look quickly at the poems and say how we can see they are poems even before we read (short lines, no punctuation at the ends of the lines, each new line starts with a capital letter). You can point out that not all poems are like this, but many are. Ask students *Which poem is about the countryside? Which poem is about the city?*
- Check students know what a noun is: something that is an object, a person, a thing, or a place—something we can use as a subject. Have students find and circle all the nouns with a blue pen/pencil. Check answers, then repeat this for the adjectives and verbs. Check the meaning of each first: adjectives describe nouns, and verbs describe actions or events. Have students circle each group using a different color: adjectives in red and verbs in green (or other colors they may have). Ask students what words are not circled in each poem (*in the* and *with*). Point out how easy it is to make a poem just by joining nouns, adjectives, and verbs together.
- Finally, have students read the poems again and decide which one they prefer. Take a vote with a show of hands for the class favorite.

Answers

	Flowers	Rain
Nouns:	colors, field, poppies	people, umbrellas
Adjectives:	big, red	quiet, soft, wet
Verbs:	blowing, smiling, dancing,	falling, dripping, splashing, walking

B Follow the instructions. Complete the poem.

- Read each line of the instructions and ask students to give the corresponding lines from the poems in A.
- Highlight the title “The Beach” and have students close their eyes and imagine being on a beach. Say *What words does it make you think of?*
- Elicit possible adjectives to complete line 2 of the poem in B. Then have students complete their poems individually. Remind them to refer to the instructions. Encourage them to be creative and write something different from their friends!
- Have students compare their finished versions with a friend. Check if they followed the instructions correctly. Ask if any students would like to read their poem to the class.

C Plan. Think about writing poems. Choose two titles and complete.

- Tell students they now have a chance to write two of their own cinquain poems. Point out that two possible titles have been provided, “School” and “Art” but that they can also think of their own title for the third column. Brainstorm some ideas and write their suggestions on the board.
- Tell students to plan one poem on either school or art and one poem on a topic of their choice. Have them follow the instructions in B to complete the table for their two poems. Encourage them to think about the topics they’re writing about and to be as creative as possible. Challenge printouts can be handed out at this point.

D Write your two poems.

- Have students use their plan in C to write a rough draft of each poem in their notebook.
- Have students self-correct or exchange their work with a friend and peer-correct. You can put a checklist of points for students to look out for on the board (e.g. spelling; commas; capital letters; correct use of nouns, adjectives, and verbs).
- Have students correct any mistakes and write their final poems neatly on paper or on the Support and Standard printouts from the Resource Bank. Allow them time to illustrate their poems.

Cool Down

Have students read their poems to the class, without saying the title. Then ask the other students to guess what the title is.

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 learners' needs and to make targeted suggestions for further practice.

What did I do?

This question focuses students on the activities they completed 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 independently 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 the paint pot with five brushes. If you can remember one or two, color in the paint pot with one brush.* Let them know that it's OK to color in the first paint pot; 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, which also shows how people are linked in different ways through different activities and roles in their lives. Brainstorm possible answers and review these predictions in the first lesson of the next unit to see who was correct.

Further Review & 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 mid-year or end-of-year performance pieces.

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

Spell out words from either pp. 10–11 or p. 14. Spell them quite quickly. As soon as students recognize what the word is, they raise their hands. When the majority of students have their hands raised, ask what the word is and then ask if it is a type of art or a word used to describe art. Suggested words: *sculpture* (type), *detailed* (describe), *bright* (describe), *portrait* (type), *collage* (type), *sketch* (type)

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 to either 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 did you sing about? What stories did you read? Where did you hear about paper art?*
- 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?

- Have students talk to a partner about what they remember from the unit—stories, words, phrases, people, types of art.
- Ask questions about the unit to help students think about what they learned; for example, *What did you learn about having a conversation in English? Can you make new questions or answers? What did you learn about art in different countries? What did you learn about writing in English? What else did you learn?* Elicit ideas from the class and discuss them together.
- Encourage students to draw a picture or write sentences about their learning outcomes.
- Have students talk to a friend about what they think they have learned.

How did I learn?

- Ask students how they learned the artwork words in Lesson 1. Elicit ideas (by seeing the words next to the pictures, by doing the visualization activity, by hearing the words in the story, by doing a writing or speaking activity).
- Then ask students about Lesson 3. Encourage students to think about the pronunciation and spelling of the words they learned in this lesson. Ask *What helps you remember how to say/spell these words?*
- Have students draw or write about the activities that helped them learn. Then have them compare their answers in pairs and think about what was similar and what was different in how they learned. Ask *do we all learn in the same way?*

How well did I do?

- Ask students to color in the number of paint pots that represents how well they think they learned the content (i.e. the more pots 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 videos again, sing the song again, talk about pictures they like or don't like, write another poem). 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, for instance, read the stories or poems again, practice using the new words to describe things at home or pictures on websites, listen to English on TV, and act out the dialogues with friends.
- Ask students to choose one or more activities from the list (read, practice, listen, act out) that they will do to practice their English.
- Once students have completed the page in their books, have them discuss with a friend what they drew or wrote. Did they choose the same activities or different ones?
- Ask students if there is one activity from the unit that they would like to repeat now.

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. (Poppy discussed pictures with Larry in Explore Language 2.) Ask *Which after-school club do you think she goes to?* Encourage students to make predictions about Poppy's after-school club and what Unit 2 will be about. Tell students they will find out in the first lesson 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. 20**). 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 alternately 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 provided in the **ETB** 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: See, Think, Wonder / Think, Pair, Share / Step Inside / Question Starts

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 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?*

For Think, Pair, Share, Step Inside, and Question Starts 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.

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? / Good question!* They should also feel able to guide the discussion by asking questions, such as *Why do you say that?* 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. Alternately, 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 art
- to encourage students to observe and interpret through a See, Think, Wonder Visible Thinking Routine (VTR)
- to preview the reading skill of identifying facts and opinions

Materials

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

Warm Up

Ask students to raise their hands if they enjoy art. Elicit different types of art (e.g. painting or drawing pictures, taking pictures, making models or sculptures) and which ones they have tried. Ask *Do you prefer looking at pictures or paintings? Do you know the names of any famous artists?*

 See, Think, Wonder  

A Look at the picture. What do you see?

Students are going to do a See, Think, Wonder VTR to explore the image of a painting.

- Ask students *What do you see?* Give them a minute to look at the picture. Then elicit one or two examples using the phrase *I see ...* before asking students to share in small groups or pairs. Then share ideas as a class. Make sure students limit their answers to what is visible, not how they interpret it.

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

Teacher: What do you see?

Student A: I see a boy and a light.

Teacher: Tell us more about the light. What can you see?

Student A: It's really big. The boy is touching the glass.

Student B: There are butterflies.

Teacher: Great. What else do you see?

Student B: He's in a forest. It's dark!

B What do you think?

- Say *I think the boy is very small. What do you think about the picture?* Elicit a response from a student. Then ask *What makes you say that?* and encourage the student to give a reason.
- Give students one to three minutes to think about the picture silently. Then have students work in small groups to share their ideas before sharing as a class. Encourage them to give reasons for their answers and provide language help when needed.

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

Teacher: What do you think?

Student A: I think this is a dream.

Teacher: What makes you say that?

Student A: (It looks like) the light is flying!

Teacher: What else do you think?

Student B: I think the light is hot.

Student C: I don't think so. His hand isn't burned.

C What do you wonder?

- Say *I wonder why the boy is so small.* Then ask students *What do you wonder? What questions do you have?* Give them one minute to think silently.
- Have students discuss their ideas in groups or as a class. Allow students to be creative and accept all their ideas.

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

Teacher: What do you wonder?

Student A: (I wonder) who the boy is.

Teacher: Good question. What do you think?

Student A: Maybe he's from the future!



Student B: He might be an alien!

Teacher: OK, what else do you wonder?

Student C: Does a giant own the light?

Transition

Ask students if they have ever painted a picture like this. Ask *Do you like it? Do you prefer simple paintings or ones with a lot of things happening?* Have them discuss in small groups.

D Think and discuss. When do you draw pictures and when do you take photos? Why?  

- Have students think about the last time they drew a picture or took a photo. Ask them to think about where they were, and why they drew the picture / took the photo. Have students discuss in pairs.

E Read. Then underline the facts and circle the opinions.

This activity previews the reading skill of understanding facts and opinions.

- Tell students the picture shows Emil, who appears in the next story. Refer students to the text. Have them work in pairs to underline the facts and circle the opinions.
- To check answers, project the text onto the board. Invite students to underline a fact or circle an opinion.

Answers

Facts: I've run out of paint!; It's cheap and she has so many colors.

Opinion: Mrs. Blanche has the best paint.

Now read **True Colors**

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.

There is one fictional and one nonfictional text in each unit. Fictional texts are laid out to emulate storybooks inspired by ESL/L1 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.

Nonfictional 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. Nonfictional texts are laid out to look like nonfiction books, websites, and articles to give a realistic and aspirational feel to the book.

Warm Up

This **Warm Up** allows you to review the ideas generated at the end of the previous lesson in preparation for the reading. Alternately, 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, use character voices and 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; full comprehension is not necessary for students to enjoy a text.

Words in Context, see TB p. 56.

Second Reading: Analyze the Text & 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.

One reading in each unit includes a Text Focus point written in blue, often 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 usually an additional extension activity in the digital **ETB** to give students additional practice.

Third Reading: Interact with the Text

The third reading stage gives students the chance to interact with the text on a more personal level. Activities include discussion and role-play to encourage further exploration of character or plot, or text analysis, e.g. summarizing, writing captions, and diagram construction to compare and contrast information.

The video or Story Player is available on the **Student's App** on **Navio** 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. Establish with the students that the flag with the stars and stripes is for the USA and the one with the crosses is for the UK, and that English is spoken in both countries. Remind them that while this is true, some words are different, and some words are pronounced the same, but spelled differently. Tell students that they will see 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 to use, 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. They could also find an image to illustrate the word. At various points during the year, have a quiz to see how many British and American English words students remember.

Fiction: *True Colors*—Fantasy

Lesson Objectives

- to read a fantasy story about a boy who helps people
- to make a personal connection to the reading

Materials

Audio Tracks 5 and 6

Warm Up

Ask students to name as many things as they can that they use in an art lesson; set a target of ten items. Then ask students to scan the pictures and see if they can find the items they named.

TRACK 5 TB p. 227 Reading Approach

First Reading: Engage with the Text

- Have students look quickly at the title of the story and the pictures and say what they think it is about. Ask why they think the story is called *True Colors* (see Language Note in the ETB).
- Play the audio while students read. Ask students *Who do you think is the most important person in the story? Why?*
- When you come to the end of p. 11, stop and answer the prediction question in the green box: *What is Emil going to paint next?* Elicit suggestions. Ask students *What would you like to paint with True Colors?* Then continue the story and see if students' ideas were correct.
- Ask students *Do you think Emil uses the True Colors paint well? Would you do the same thing?*
- Read the whole text before looking at the Words in Context.

TRACK 6 TB p. 228 Words in Context

- Play the audio and have students repeat the words.
- Have students race to find the words in the reading.
- Tell students they can sometimes **think about whether a word is a noun, adjective or verb to figure out the meaning** (see TB p. 22). Have them discuss their ideas with a partner, using LI if necessary.
- Then bring the class together and use these discussion points to confirm the meanings.

owner (p. 10) Ask students to look at the picture of the shop. Ask them *Whose is the shop?* (Mrs. Blanche's) *Does Mrs. Blanche have a boss?* (No, she is the owner so she works for herself.)

run out of (p. 10) Ask *What happened to Emil's paints?* (He used all of them, so he needs more.) Ask students what things they run out of in their daily life (e.g. battery on their phone).

choice (p. 10) Ask students if the word is a noun/thing or a verb/action (a noun). Ask *What verb is it related to?* (choose) Ask students to finish the definition: *Your choice is the thing that you ...* (choose).

croissant (p. 11) Have students find and point to the croissant in the picture. Ask if they have ever tried a croissant and if they know which country croissants come from (France).

exclaims (p. 12) Ask *Is it a noun or a verb?* (a verb) *What does the verb do here?* (It tells us how Emil speaks.) *How does Emil feel when he exclaims "This is amazing!"?* (excited)

Second Reading: Analyze the Text and Features

- Have students read the story silently. To keep them focused, ask them to look for a phrase that they think says something about Emil's character. Elicit suggestions.
- Ask some questions to check comprehension; for example, *What does the True Colors paint do?* (It makes the paintings into real objects.) *What does Emil like doing with his new paint?* (helping people)
- Discuss the questions in the green boxes.
 - **Language Focus** (p. 13): *What does He saves the day mean?* Ask students if they can give an explanation of the phrase. If they are having difficulty, ask *Were things good or bad before he used his True Colors? How about after?*
 - **Personalization** (p. 15): *When you finish a piece of art, are you always happy with it?* Ask students the question and have them raise their arms to indicate *yes* and lower their arms to indicate *no*. Have students discuss in pairs why they are sometimes not happy with their piece of art and what they do.
- Discuss the text focus: *Why do you think the author chose to make this **fantasy** story happen in a real-life setting instead of a fictional one?* Give students some thinking time, then have them discuss their ideas in pairs.



International English



Point to the flags and elicit that *apartment* is American English and *flat* is British English. Ask *Which word do we use?* Point out that *apartment* is also sometimes used in British English.

Third Reading: Interact with the Text

- Play the audio again and have students repeat the direct speech in the story with appropriate intonation.
- Then have students take turns to read sections of the text in pairs.

Cool Down

Ask students what part of the story they liked best and why.

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 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 C/D Post-reading Discussion, Writing & SEL

One activity in each fiction Explore the Reading lesson has a SEL competency 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 *True Colors* through reading comprehension activities
- to explore the SEL competency of developing relationship skills by providing help to those who need it
- to make a personal connection to the reading

Warm Up

Read the first part of some phrases from the story (pp. 10–15) and have students find and call out the second half of the sentence or phrase; for example, *Have you run out of ...* (paint again?) *You should be careful ...* (with it.) *He decides to start ...* (a new painting.) *Will it come ...* (to life, too?) *I told you to take ...* (the key).

A Read and write True or False.

- Help students remember the story by asking some questions using the five Ws (*where, who, why, what, when*) and *how*: *Where does Emil find the True Colors paint?* (in the art supply store) *Who is the owner of the store?* (Mrs. Blanche) *Why is True Colors special?* (It makes paintings become real.) *How does Emil use the special paint?* (He helps people.) *What makes Emil happy at the end of the story?* (His neighbors like his paintings.)
- Refer students to the first sentence and example answer. Ask them to find something in the text that shows that the answer is false. (Mrs. Blanche uses his name, and Emil says, “You know me too well!”)
- Have students complete the activity, compare their answers with a friend, and say why they chose *True* or *False*.
- Nominate individual students to read a sentence and say *True* or *False*. Ask if everyone agrees.

Answers

1 False 2 False 3 True 4 False 5 True 6 True

B Read and match the sentences to the characters.

- Refer students to the characters and quickly review who each one is. Tell them that the sentences are all things the characters might say and that they should match the sentences to the characters based on what they know from the story.
- Have students complete the activity. Then project it onto the board and have students come and draw lines to match, or ask students to raise their hands to give a number and letter.

Answers

1 b 2 d 3 e 4 a 5 f 6 c

C Think, draw, and write. How would you use True Colors to help other people? Why?

This activity explores the SEL competency of developing relationship skills by providing help to those who need it.

- Give your own example by drawing a quick picture on the board and asking students to guess how to complete the sentence; for example, draw a table with a big bowl of pasta and a salad and your friend looking pleased. Elicit the sentence *I would paint a nice dinner for my friend, because she's always tired at the end of the day* (or similar).
- Give students some thinking time to decide what they would paint to help other people. Have them draw it in the box, then complete the sentence.
- Have students compare their ideas in pairs or small groups. Ask if any students would like to share their idea with the class.
- Draw on the SEL competency of providing help to those who need it. Ask students *Who does Emil help in the story? Is this usually a good way to make friends? Can you think of a time you helped someone? What happened? How did you feel? How else can you help other people? Why is it good to help other people?* Do a Think, Pair, Share routine to discuss the questions (see TB p. 20).

Cool Down

Ask students to leave their books open showing their drawing from C and invite students to walk around the class and look at other students' ideas. Ask them to look for an original or interesting idea, a good picture, or the best way to help someone. After a few minutes, ask students if they found any of these things and which one they liked best.

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

The reading skill that was previewed in Lesson 1 is explored and practiced here. The activity 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.

Activity B Reading Skill Practice

Students practice the reading skill from Activity A before they 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

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

Cool Down

As in the **Language Book**, 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 review the reading skill of identifying facts and opinions
- to activate prior knowledge about how art can help people

Materials

Different genres of music (Activity C)

Warm Up

Pay some compliments to a few students in the class; for example, *I think you're a kind person. Your writing is really neat. Your backpack is a cool color!* Then encourage students to turn to the person or people next to them and pay them a compliment about their clothes, hair, eyes, books, backpack, achievements in class, abilities, or personality (where appropriate).

Ask students *Do you feel good now? It's a great way to start the day and make friends!*

A Read and write *Fact or Opinion*.

Students are going to practice the reading skill of identifying facts and opinions.

- Say *You're my English class, and you're a great class!* Ask students which is a fact and which is an opinion. Ask them if they used facts or opinions to say nice things to their friends in the Warm Up.
- Give students some time to read the sentences and decide if they are facts or opinions.
- To check answers, read the sentences and have students raise their arms and say *Fact!* or lower their arms and say *Opinion!*
- Have students read the skills box about facts and opinions. Ask *Why do you think it's important to recognize the difference between a fact and an opinion?* Have students discuss their ideas in small groups. Elicit some ideas. Guide students to begin thinking about all the different information they might read on websites, blogs, and so on. Are these always completely fact-based? Learning to question things when they read them and being able to distinguish between facts and opinions is an important life skill, as it will help students to make good decisions.

Answers

1 Fact 2 Fact 3 Opinion 4 Fact 5 Opinion

B Look at *True Colors* again. Find three facts and three opinions about Emil and his art.

- Give students some time to look back at the story and find either a fact or an opinion about Emil and his art. Ask for one suggestion for a fact and one for an opinion and ask if the others agree.

- Now have students complete the activity and compare their answers with a friend.
- Invite students to read something they put in either the Facts or Opinions section without saying which it is. Have the others call out Fact or Opinion and check that everyone agrees.

Suggested Answers

Facts

- 1 Emil runs out of paint.
- 2 Emil paints a still life.
- 3 Emil helps the old man.

Opinions

- 1 Emil's work is beautiful.
- 2 Helping people is fun.
- 3 The new paint is amazing.

C Think and discuss. How can art help people?

- Ask students to think of a way that art can help the person who makes it and also how it can help the people who experience it. Guide students to think about different kinds of art (music, drawing, painting, sculpting, modeling, writing, photography, etc) and to consider what kinds of art they enjoy doing and how it makes them feel (both while they are doing it and at the end). Encourage them to think about how doing art helps them to express ideas or emotions. Then have students think about how they feel when they listen to a great piece of music, or look at a beautiful painting. Does it inspire them or make them feel happy/excited? Does it challenge them or make them want to find out more about what the artist was thinking about?
- Bring some different genres of music into class and have students listen and draw, write, or color how it makes them feel. Have students talk about what they wrote or drew with a friend. Encourage students to see how art can develop ideas and imaginative thinking.
- Finally, ask students if they think art helps the people who make it or the people who experience it more. Give students some time to think and then discuss their ideas in small groups.

Cool Down

Read some sentences about your school and have students stand up if it is a fact or sit down if they think it is an opinion; for example, *This school is a great place to learn.* (Opinion) *There are [number] classrooms in this school.* (Fact) *I love coming to school.* (Opinion) *This school is bigger than my last school.* (Fact) *The teachers are really nice here.* (Opinion)

Now read *My Guide to Photography*

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.

One reading lesson 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, have students watch it at home prior to the lesson. See The Flipped Classroom Approach, **TB p. 15**.

Warm Up

See **TB p. 48**.

Reading Approach

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

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

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 on **TB p. 22**.

Introduce a different strategy in each lesson and encourage pairs to use a combination of strategies to help them decode 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: My Guide to Photography—Instructional Text

Lesson Objectives

- to read an instructional text about photography
- to learn about photography through CLIL (arts and humanities): exploring how to compose and take a good photo
- to make a personal connection to the reading

Materials

Audio Tracks 7 and 8; Video; a selection of interesting photos (e.g. landscapes, portraits, wildlife, buildings, sports, etc).

Warm Up

Display a selection of interesting photos. Give students time to circulate and look at them and then have them discuss in pairs how each of the photos makes them feel.

TRACK 7 TB p. 228 Reading Approach

First Reading: Engage with the Text

- Have students look at the photos in the reading and say if they have taken similar ones. Are their photos as good as the ones on the pages?
- Play the video to help students understand the reading. Alternately, play the audio and have students listen and read.
- After each tip, stop the video and ask students to say if they think the tip is easy or difficult to do.
- Then look at the Words in Context.

TRACK 8 TB p. 228 Words in Context

- Play the audio and have students repeat the words.
- Have students race to find the words in the text.
- Tell students they can sometimes **use the sentence or paragraph before to guess the meaning of the new words** (see TB p. 22). Have them discuss their ideas with a partner, using LI if necessary.
- Then bring the class together and use these discussion points to confirm the meanings.

frame (p. 18) Ask students to find another way of saying “the frame” in the same paragraph (*the shape of the photograph*).

elements (p. 18) Ask if they can think of another word to use in place of *elements here* (*things or parts*).

zoom in (p. 19) Ask *If you zoom in on something in your photo, do you make it look bigger or smaller?* (bigger) *What word gives us a clue?* (close)

horizontal/vertical (p. 19) Have students look at the pictures. Ask them which one is longer from side to side (horizontal) and which is longer from top to bottom (vertical). Ask *Which is better for taking a picture of a giraffe?* (vertical)

Second Reading: Analyze the Text and Features

- Play the audio and have students follow along in their books. Ask some questions to check comprehension; for example, *Does Huan Chen like to have many things or few things in her photos?* (few)
- Then discuss the questions in the green boxes.
 - **Personalization** (p. 18): *What kind of photos do you usually take?* Ask students to raise their hands if they often take photos of people, places, nature, sports, or something else and why.
 - **Personalization** (p. 19): *Do you prefer the horizontal or the vertical photo?* Ask students the question and have them raise their hands for vertical and stretch their hands out to the sides for horizontal. Take a vote and then elicit reasons.
 - **CLIL Focus** (p. 20): *Do you have a photo that follows the Rule of Thirds?* Ask for a volunteer to explain the rule of thirds. For homework, have students look for or take a photo that they can display in the next lesson to show this rule.
 - **Personalization** (p. 22): *Do you find tips useful, or do you prefer to do things your own way?* Ask students the question and have them discuss it in pairs. Then tell them to raise their arms to indicate that they find tips useful and lower their arms to indicate they prefer to do things their own way. Encourage them to give examples to back up their opinions.

Third Reading: Interact with the Text

- Play the audio again and have students pretend they are holding a camera and following each of Huan’s tips in real time.

Cool Down

Ask students to look around the classroom and decide what they would like to take a photo of. Ask them to decide which tips can help them make their photo as good as possible. Have students discuss in pairs.

Next Lesson: Ask students to bring in their favorite photo and a photo that shows the rule of thirds for the next lesson.

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 team quiz, or group/ pair discussion 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 & Practice

This text analysis activity usually involves practicing the unit reading skill. Have students answer the questions individually first. Then they can look back on the reading in pairs to check their answers.

Activity C/D Discussion, Writing & 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.

One activity in each nonfiction *Explore the Reading* lesson has a CLIL focus. There are often extension ideas in the **ETB** to explore this further.

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 (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. See **Spelling Patterns, TB p. 13**.

Explore the Reading

Lesson Objectives

- to understand and analyze *My Guide to Photography* through reading comprehension activities
- to practice the reading skill of identifying facts and opinions
- to learn about photography through CLIL (arts and humanities): exploring what makes a good photo
- to make a personal connection to the reading
- to identify and reproduce words with *-ent*

Materials

Video; Audio Tracks 7 and 9; a selection of three or four different photos to show students (e.g. a mountain landscape, a close-up of an insect, a portrait of someone's face, or a blurry picture of a fast-moving car) (Activity C)

TRACK 7 TB p. 228 Warm Up

Ask students if they can remember the tips from the previous lesson about taking good photos (don't worry if they don't remember the exact wording). Write them on the board and ask if they can remember the order they came in in the text. Then play the video or audio to see if they remembered the tips and their order correctly. If students brought in photos displaying the rule of thirds, display them on the wall and give students a minute to circulate and look at each other's work.

A Read and choose the answer.

- Before students open their books, find out what they remember from the reading. Ask *How many tips did Huan give? (five) What does she call the shape of the photo? (the frame) What different formats can you use for your photos? (vertical or horizontal) Why should we follow the rule of thirds? (to make photos more interesting) Where can you put the focus of the photo? (in the foreground or the background)*
- Refer students to the example question and answer, and ask them to find something in the text to justify the answer: (p. 18, I like to fill the frame with only one thing.)
- Have students complete the activity and try to find something in the text to justify each answer. Check answers as a class.

Answers

1 a 2 c 3 b 4 a 5 b

B Read and write *Fact* or *Opinion*.

- Remind students of the difference between facts and opinions with the sentences *You're my English class* (fact) and *You're a fantastic class!* (opinion).
- Give students time to complete the activity. To check answers, read the sentences and have students raise their arms for a fact and lower their arms for an opinion.

- Discuss the sentences in more detail to further explore the CLIL focus of the value of photos as art (not just mementos).

Answers

1 Opinion 2 Opinion 3 Fact 4 Fact 5 Opinion

C Think and write. Describe your favorite photo. Why do you like it?

Students are going to connect the reading to their own experiences. This draws on the art objective of understanding what makes a good photo.

- Choose one of the photos you brought in and elicit how to complete the description from the class. Write this model answer on the board.
- Have students look at their favorite photo and write their own description using the template provided. Point out that they need to try and explain why they like it. If students haven't brought in a favorite photo, they can do this from memory, or choose one of the photos you brought in to describe.
- Ask if any students would like to share their descriptions with the class. You could display all the favorite photos on a wall and have students listen and decide which of the photos their classmate is talking about.

TRACK 9 TB p. 228 Spelling Pattern *-ent*

Listen and write. Then check your answers.

- With books closed, write *-ent* on the board.
- 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 complete as many words as they can.
- Then play the second part of the audio for students to check their spelling and complete any missing words. Ask *Which word sounds different?* (invent: in this word the second syllable is stressed) Have students underline *ent* and notice that it appears at the end of each word. Ask students to read the words aloud.
- Have students scan the text on pp. 18–21 to find more words with a final *ent*. Invite them to read the words aloud then write all the *-ent* words in a word cloud.

Answers

1 present 2 intelligent 3 parent 4 ingredient
5 invent

In the reading: element; experiment

Cool Down

Do a collaborative *Spelling Bee* with the words from the spelling pattern activity. See TB p. 27.

Lesson 7 Walkthrough: Think Together

Think Together 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. Graphic organizers are used throughout the course to help students organize content and ideas and to guide them towards becoming more effective learners.

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 Think, Pair, Share VTR or a cooperative learning routine, such as Roundtable, Three-step Interview, Numbered Heads Together, or Round Robin (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

Students 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 do people make art?**
- to reflect on the unit and provide personal thoughts and opinions

Materials

Large pieces of paper, one per group (Activity B)

Warm Up

Have students look back at the VTR image on pp. 8–9 and ask *Do you now have any new ideas about the image? Do you now have an answer for any of the things you wondered about it?*

Ask *Why do you think the artist made this picture?* Have students work in pairs and then share their ideas with the rest of the class.

A Think and write. Compare and contrast *True Colors* and *My Guide to Photography*. What did you learn?

- Draw or project the Venn diagram onto the board. Ask students to look back at the two readings and try to find one similarity. Elicit a suggestion and write it in the center.
- Have students continue to compare and contrast the two readings in pairs, and then draw and complete the Venn diagram in their notebooks. Encourage them to try to find at least three similarities and differences. To check answers, invite students to come and write one thing in the Venn diagram.
- Finally, ask students to write about one or more things they learned from each reading.

Suggested Answers

True Colors: 1 Is about how helping people is good

2 Emil is a painter and uses a paintbrush and paints.

3 Emil paints a bee;

My Guide to Photography: 1 Is about how to take a good photo

2 Huan Chen is a photographer and uses a camera

3 Huan Chen takes a photo of a butterfly;

Both readings: 1 Are about having fun with art 2 Emil and Huan Chen want to stop their pictures being boring

3 Emil promises to paint a portrait and Huan Chen takes a portrait picture of her brother; What did you learn?:

Students' own answers.

B Think and discuss. Choose one subject you would like to paint or take photos of. Explain why. Do a Roundtable.

- Have students read the instructions. Give one example answer: *I'd like to take one photo of my own face every day. Then I can see how I change in a year!* Point out that not all the ideas have to be brilliant—sometimes simple suggestions help other people think of new creative ideas.

- Set the class up for the Roundtable cooperative learning routine (see TB p. 20).
- Give groups some thinking time. Then designate one person in each group to start and remind them to write what their idea is and why. Point out that they can keep going around the table until they have no more ideas.
- Have groups read and discuss their ideas. Ask each group what they thought their best ideas were.

C Draw the thing you chose in B.

- Ask students to draw one thing they would like to paint or take a photo of in the space provided.
- Ask students *Are you happy with your picture? Is it like you imagined?*
- Ask students how they felt while drawing their picture. Remind students that the purpose of this activity is to reflect on why they make art and how it makes them feel.
- Introduce the key concept question *Why do people make art?* Give students time to think about everything they learned from the readings and their own feelings when making art. Encourage them to write their ideas in a spidergram around the key concept question. Then invite students to share their ideas with the class. Praise students for good thinking and for providing good ideas.

My Reading Journal

How does reading about art make you feel? What do you want to do next?

These questions personalize what students have learned in the unit and encourage them to want to learn more.

Give an example, then give students some thinking time and have them complete their answers. Invite students to share their answers with the class.

Ask *Do you all want to make some art, or do some people want to look at some art?* Point out that enjoying art is also a very valuable way to spend our time!

Example Answer

Reading about art makes me want to do something new! I want to take photos of ten different things on my way home today and then think about how to improve them!

Cool Down

Have students leave their books open with their drawings from C. Encourage them to walk around the classroom, looking at the different drawings. At the end, ask which drawings were interesting or unusual.