

## Unit 1 We Baked Cookies

### Topic

- Daily activities
- Learn about Poland

### Learning Objectives

- Colors
- Shapes
- Making observations of the photograph
- Using critical thinking skills to compare and contrast the cookies from Poland in the photograph and learning the history of the gingerbread factory in Torun

### Language

- *What colors do you see?*
- *What shape is the big cookie?*

### Overview



Student Book pages 12-13



### Component

- E-book on CWT (Caves WebSource for Teachers)

### Visual Literacy

GCE

#### • Introducing Poland

See *Introducing Global Citizenship Education (GCE)*, Teacher's Manual page 17.

Poland is a country in Central Europe. Warsaw is the current capital of Poland. The Old Town you see in Warsaw today is not original. The original was destroyed in WWII and was rebuilt after the war. In Poland, everyone has a unique holiday for their name. When you look at a Polish calendar, each date has a male and female character associated with the date. Poles celebrate these days as if they are birthdays. If you like music, don't miss Poland. Pol'and'Rock Festival is the largest open-air festival in Europe and the world's most enormous free open-air festival. With a history of over 700 years, The Gingerbread Factory in Torun, Poland, is a popular tourist destination that offers visitors an opportunity to experience the traditional baking of gingerbread cookies. The factory is known for using local ingredients and traditional baking techniques passed down through generations of Polish bakers.

Ask students:

**Q1** Do you like cookies? Why?

**A1** (Possible answer) Yes, I do. Because they are sweet and tasty.  
No, I don't. Because they're too sweet and will cause cavities.

**Q2** What flavor of cookie do you like best?

**A2** (Possible answer) I like chocolate the best.

#### • Think and Answer

See *Teaching Observation and Critical Thinking*, Teacher's Manual page 17.

1. Self-made flashcards: 6 or 8 different colors, each with different shapes.
2. Quickly show all the flashcards to students and put them face down afterward.
3. Encourage students to tell the colors and shapes they can remember by asking them, "How many colors do you remember?" or "What shape is yellow?" etc.
4. Have students open their books and ask, "What colors do you see?", "What shape is the brown cookie?", "What color is the heart-shaped cookie?" etc.
5. Require students to do Q&A using the target language with their neighbors.
6. Walk around the classroom to monitor or assist.

# Unit 1 We Baked Cookies

## Overview

### Topic

- Days / Time
- Daily activities

### Learning Objectives

- Asking someone about their whereabouts at a specific time
- Confirming or telling the things which someone has done

### Language

- *Did you wash the car with your dad?* - *Here are some cookies for you. They look good! When did you bake them?*
- *No, I didn't. I washed the dishes in the kitchen.* - *I baked them last night.*
- *OK.* - *Oh, yummy!*

### Teaching Materials

- 12 vocabulary flashcards of this unit
- Tracks 08-11



Student Book pages 14-15



## Warm-Up

See *Teacher's Manual* pp. 19-23 for details on all Warm-ups and Activities in this book.

1. Play **Red Ball/Yellow Ball** to review the colors for students, which they have learned from the opener of this unit.
2. Substitute the **Ball** with shapes in the same game to encourage students to take more challenges, e.g., "Aaron! Brown circle!"

### A. Listen, point, and say.

See *Teaching Vocabulary*, *Teacher's Manual* page 16.

1. Write the 12 vocabulary items on the whiteboard and number them.
2. Randomly choose a word from the whiteboard, read, and repeat it three times to have students find the number of the word until all the vocabulary is done.
3. Show students the flashcards one at a time and encourage them to try to pronounce the word.
4. Play Track 08 to have students listen to the audio and do finger-point.

**08**

call x2	practice x2	work x2
learn x2	wash x2	yesterday x2
move x2	cry x2	ago x2
bake x2	finish x2	last x2

5. Play Track 08 again and encourage students to point and say simultaneously.

### B. Listen and number.

See *Teaching Vocabulary*, *Teacher's Manual* page 16.

1. Play Track 09, have students listen to the audio, and accomplish the exercise.

**09**

1. learn x2	7. work x2
2. call x2	8. move x2
3. bake x2	9. last x2
4. wash x2	10. cry x2
5. practice x2	11. finish x2
6. ago x2	12. yesterday x2

2. Have students do peer work by swapping textbooks with their neighbors to check the answers and appoint students to provide the answers during the peer work.

3. Have students swap back their textbooks and play Track 09 again for double-checking.

See *Student Book Answer Key*, *Teacher's Manual* pages 128-135.

### C. Listen, point, and circle.

See *Teaching Active Listening*, *Teacher's Manual* page 17.

1. Play Track 10. Have students listen to the audio and encourage them to try to remember some details of the story.

**10**

(pic 1) W: Victor is at Emma's house.  
 B: Their clothes are dirty.  
 W: They are! They finished soccer practice twenty minutes ago.  
 B: Oh fun!  
 W: It's four o'clock. Can you point to the clock?  
 B: Sure!

(pic 2) B: Did Emma wash the car?  
 W: No, she didn't. She just washed the dishes in the kitchen. Victor is eating cookies that Emma baked last night.  
 B: What is Emma's mom, Liz, doing?  
 W: She is coming home. She worked today. Now, can you find her dad, John? Please circle him.  
 B: OK. Why is he all wet?  
 W: He washed the car. It looks so clean now.  
 B: I think he needs a cookie, too! x2

2. Ask students, "Where is Emma's dad?" to check the answer, and have them point out the image they circled. Encourage students to answer extra questions such as, "Did Emma's mom work today?"

### D. Listen to the dialogue.

See *Teaching Conversation*, *Teacher's Manual* page 17.

1. Play Track 11. Have students listen to the audio and remind them to heed the pronunciation and tone.
- 11**
- (blue) Emma: Where were you yesterday?  
 (blue) Victor: I was at Liam's house. We finished our homework together.

## Activities

See *Teacher's Manual* pp. 19-23 for details on all Warm-ups and Activities in this book.

- Play **Don't Laugh** (self-created game) to do a drill of the target language in this unit. Use sentence patterns, "Where were you yesterday?", "Did you \_\_\_\_?", "When did you \_\_\_\_?" as substitute questions and pick up a silly answer like "Yummy!"
- Try **Role-Play**. Have students write their names on a piece of paper, fold it twice, and put it in a box. Randomly draw two name lots from the box at a time and have them do Rock, Scissors, Paper; the winner chooses a role first.

## Extra Practice

*Inside Out 4 Workbook*, pp. 6-7. Have your students do this for homework or in class. See *Teacher's Manual* pp. 136-144 for instructions and answer key.

## Components

You can find the following resources on CWT:

- Flashcards
- Conversation Video

(pink) Victor: Did you wash the car with your dad?  
 (pink) Emma: No, I didn't. I washed the dishes in the kitchen.  
 (pink) Victor: OK.  
 (yellow) Emma: Here are some cookies for you.  
 (yellow) Victor: They look good! When did you bake them?  
 (yellow) Emma: I baked them last night.  
 (yellow) Victor: Oh, yummy!

Now, listen again and repeat.

2. Play Track 11 again and encourage students to softly follow the audio.
3. Split the class into two groups; one represents Emma, and the other represents Victor. Have the groups complete the dialogue; afterward, have the groups swap the role and practice the dialogue again.

*Please note: pink and yellow speech bubbles present new language for this unit; blue speech bubbles review previously taught language or introduce additional dialogue.*

# Unit 1 We Baked Cookies

## Overview

### Topic

- Tasks or housework

### Learning Objectives

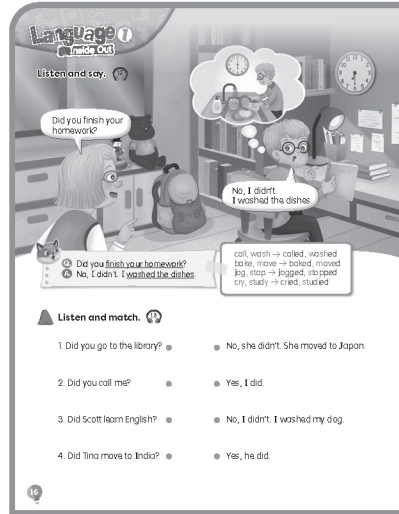
- Checking tasks or housework
- Expressing the actual circumstances
- Building the concept of simple past tense of regular verbs

### Language

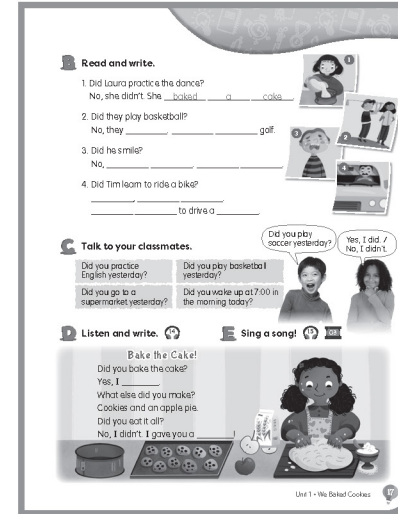
- *Did you finish your homework?*  
*No, I didn't. I washed the dishes.*

### Teaching Materials

- 12 vocabulary flashcards of this unit
- Self-made playing cards of base form verbs and simple past tense verbs are highly recommended
- A few pieces of A4 paper - Tracks 12-15



Student Book pages 16-17



## Warm-Up

Play **Three Times** to review the sentence patterns and vocabulary from page 13 through page 15 to warm up the whole class quickly.

### Listen and say.

See *Teaching Active Listening*, Teacher's Manual page 17.

1. Play Track 12. Have students listen to the audio and remind them to heed the pronunciation and tone.

**12** Jen: Did you finish your homework?  
Liam: No, I didn't. I washed the dishes.  
Did you finish your homework?  
No, I didn't. I washed the dishes.  
call, wash → called, washed  
bake, move → baked, moved  
jog, stop → jogged, stopped  
cry, study → cried, studied

2. Play Track 12 again and encourage students to repeat after the audio.
3. Split the class into two groups to take turns practicing the dialogue.
4. Play **Memory** by using the self-made playing cards of base form verbs and simple past tense verbs as a substitution for the target language and the corresponding pictures.

### A. Listen and match.

See *Teaching Active Listening*, Teacher's Manual page 17.

1. Randomly write the four answers from page 16 on the whiteboard.
2. Ask the questions from page 16 and encourage students to choose an answer on the whiteboard.
3. Play Track 13 and have students listen to the audio and simultaneously draw lines to link the questions and answers correctly.

**13**

1. Did you go to the library?  
Yes, I did. x2
2. Did you call me?  
No, I didn't. I washed my dog. x2
3. Did Scott learn English?  
Yes, he did. x2
4. Did Tina move to India?  
No, she didn't. She moved to Japan. x2

4. Have students do peer work with their neighbors by swapping their textbooks to check the answers.
5. Split the class into two groups and have each group's students compete to write the corresponding questions next to the answers one at a time.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

### B. Read and write.

See *Teaching Reading*, Teacher's Manual page 16.

1. Ask questions and have volunteers give the answers.

2. Guide students to complete the sentences and follow this pattern until all the sentences have been done.
3. Have students do peer work with their neighbors by swapping their textbooks to check the answers.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

### C. Talk to your classmates.

See *How to Practice Language in Groups and Pairs*, Teacher's Manual page 18.

1. Give each student a piece of A4 paper and ask them to copy the questions from part C on it.
2. Encourage students to bring the paper and randomly find their classmates to talk to each other, and have the one who gives the answer put on the signatures by the questions.
3. Walk around the classroom to monitor and see if the students need assistance.

### D. Listen and write.

See *Teaching Active Listening*, Teacher's Manual page 17.

1. Play Track 14 and have students write down the missing words.

**14**

Did you bake the cake?  
Yes, I did.  
What else did you make?  
Cookies and an apple pie.  
Did you eat it all?  
No, I didn't. I gave you a call!

## Activities

Review the past tense verbs by playing **Simon Says** to entertain students before class ends. For example, the teacher, as "Simon," gives commands by saying, "Simon says she washed the dishes." Write down some model sentences on the whiteboard for reference, just in case the game is too challenging for students.

## Extra Practice

*Inside Out 4 Workbook*, pp. 8-9. Have your students do this for homework or in class. See *Teacher's Manual* pp. 136-144 for instructions and answer key.

## Component

You can find the following resource on CWT:  
- Song Video

2. Require students to do peer work to check the answers by swapping textbooks with their neighbors.
3. Play Track 14 again and have students swap their textbooks back to double-check by themselves.

### E. Sing a song!

See *Teaching Songs and Chants*, Teacher's Manual page 18.

1. Play Track 15 and tell students to try humming along to the audio.

**15**

Did you bake the cake?  
Yes, I did.  
What else did you make?  
Cookies and an apple pie.  
Did you eat it all?  
No, I didn't. I gave you a call! x2

2. Divide students into two teams and assign each team the part (Q or A) they should sing.
3. Play Track 15 again and get the two teams to take turns singing along.
4. Encourage the two teams to sing without audio by swapping the singing parts.

# Unit 1 We Baked Cookies

## Overview

### Topic

- Housework or family events

### Learning Objectives

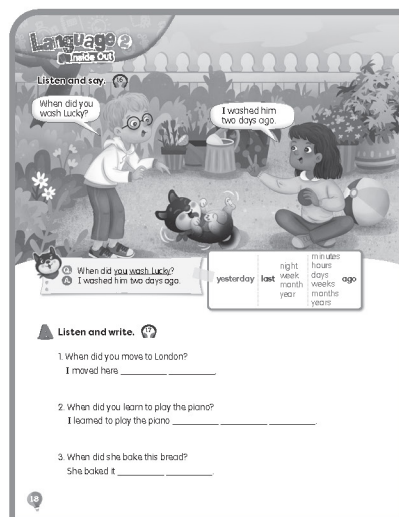
- Checking housework or family events
- Expressing the past experiences
- Building the concept of time expressions for the past tense

### Language

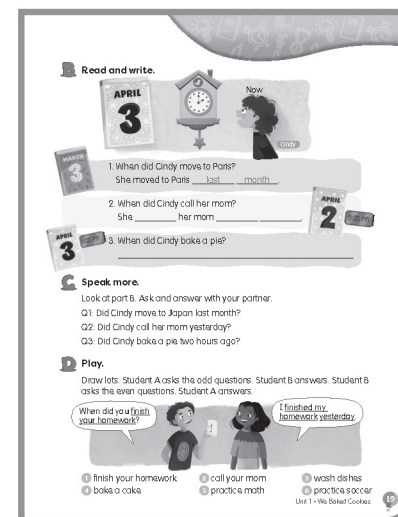
- *When did you wash Lucky?* - *I washed him two days ago.*

### Teaching Materials

- 12 vocabulary flashcards of this unit
- Self-made flashcards of time expressions for the past tense
- Tracks 16-17
- A ball
- Self-made puzzles of the pictures of the six phrases on page 19



Student Book pages 18-19



### B. Read and write.

See *Teaching Reading*, Teacher's Manual page 16.

1. Divide the class into two teams and tell them to pick a name for their team, e.g., Team Space & Team Rocket.
2. Have Team Space read question 1, and Team Rocket answer. By doing this, students can practice how to answer the questions.
3. Draw a vertical line to set apart the whiteboard in two areas, and write a team name in each area.
4. Give each group a whiteboard marker, read question 2, and say, "Ready, set, go!"
5. The first student from each team holds the marker to race to the whiteboard to write the first word of the answer and runs back to the team to pass the marker to the second one.
6. The second one runs to the whiteboard to write the second word of the answer and runs back to the team to pass the marker to the third one, after this manner, until the answer has been completed.
7. The team that completes the answer first wins the game and earns points.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

## Activities

Play **Do a Puzzle** (self-created game).

1. Divide the class into six groups and give each group a set of self-made puzzles of the pictures of the six phrases on page 19.
2. Start the game by saying, "Ready, set, go!" The fastest group that completes the puzzle and shouts the corresponding phrase wins and earns points.
3. Groups swap puzzle sets to continue the game until each group completes all six sets of puzzles.

## Extra Practice

*Inside Out 4 Workbook*, pp. 10-11. Have your students do this for homework or in class. See *Teacher's Manual* pp. 136-144 for instructions and answer key.

## Component

You can find the following resource on CWT:  
- Vocabulary and Grammar Worksheet

## Warm-Up

Review the past tense verbs by playing **The Verb Game** adjusted from The Name Game.

Write a list of the past tense verbs with phrases on the whiteboard. The first student begins by saying, "I baked a cake," and passes the ball to the second one. The second student adds a verb phrase by saying, "She baked a cake, and I played basketball," and passes the ball to the third one. The third student adds a verb phrase by saying, "She baked a cake, he played basketball, and I called my dad." The game continues in this manner.

### Listen and say.

See *Teaching Active Listening*, Teacher's Manual page 17.

1. Play Track 16 and tell students to listen to the audio carefully without opening the textbook.

**16** Liam: When did you wash Lucky?  
Olivia: I washed him two days ago.  
When did you wash Lucky?  
I washed him two days ago.  
yesterday  
last night / last week / last month / last year  
minutes ago / hours ago / days ago / weeks ago / months ago / years ago

2. Place the self-made past tense time expression flashcards on the whiteboard.

3. Encourage students to read out the words they have heard from the audio.
4. Play Track 16 again, requiring students to listen to the audio, read along, and do finger-point simultaneously.
5. Walk around to check that the students are doing it correctly.

### A. Listen and write.

See *Teaching Active Listening*, Teacher's Manual page 17.

1. Play Track 17 and tell students to listen to the audio and write the correct phrases.

**17** 1. When did you move to London?  
I moved here last year. x2  
2. When did you learn to play the piano?  
I learned to play the piano 4 months ago. x2  
3. When did she bake this bread?  
She baked it last night. x2

2. Get students to swap textbooks with their neighbors to do peer work to check the answers.
3. Appoint students to read the three questions and encourage volunteers to provide the answers.
4. Play Track 17 again and have students swap their textbooks back to double-check.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

# Unit 1 We Baked Cookies

## Overview

### Topic

- Silent letters *kn, wr, and mb*

### Learning Objective

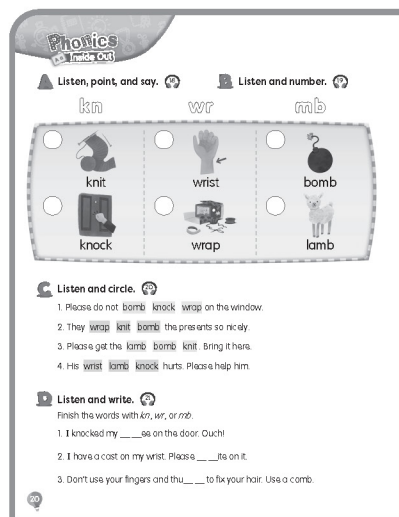
- Learning the words that comprise the letters *kn, wr, and mb*

### Language

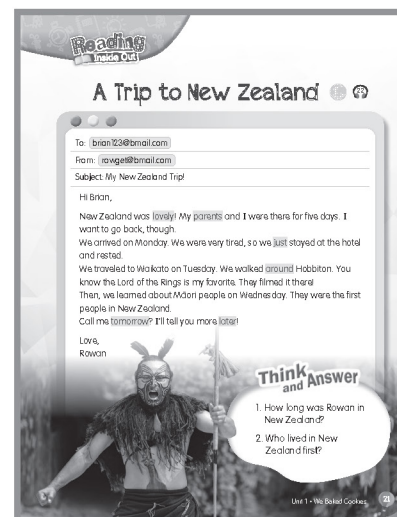
- *knit, knock, wrist, wrap, bomb, lamb*

### Teaching Materials

- Self-made flashcards of the vocabulary *knit, knock, wrist, wrap, bomb, lamb*, and the corresponding pictures
- Tracks 18-21



Student Book pages 20-21



## Overview

### Topic

- Email: *A trip to New Zealand*

### Learning Objectives

- GCE (Cognitive)
- Reading a story that recycles the language from Unit 1

### Key Words

- *lovely, parent, just, around, tomorrow, later*

### Teaching Materials

- A world map - New Zealand map
- Pictures of the Waikato River and Hobbiton
- Self-made vocabulary flashcards: *lovely, parent, just, around, tomorrow, later* - Track 22

## Warm-Up

Play **Vocab Gesture Showdown** (self-created game).

Place the vocabulary flashcards on the whiteboard and have students read along. Explain and practice the gestures with students: shaping a circle with two hands means "True," while shaping an X with two hands means "False." Place a picture next to a vocabulary flashcard and have all the students stand up and answer the questions by using the true or false gestures. Students who have the wrong answer should sit down. Game continues in this manner until there is a winner.

2. Play Track 19 again and get students to swap textbooks with their neighbors for doing peer work to check the answers.

### C. Listen and circle.

See *Teaching Phonics*, Teacher's Manual page 16.

1. Play Track 20 and have students carefully listen to the audio and circle the correct words.

**20**

1. Please do not knock on the window. x2
2. They wrap the presents so nicely. x2
3. Please get the lamb. Bring it here. x2
4. His wrist hurts. Please help him. x2

2. Play Track 20 again and get students to swap textbooks with their neighbors for doing peer work to check the answers.

### D. Listen and write.

See *Teaching Phonics*, Teacher's Manual page 16.

1. Play Track 21 and get students to carefully listen to the audio and fill in the correct letters in the blanks. Play Track 21 again and get students to swap textbooks with their neighbors for doing peer work to check the answers.

**21**

1. I knocked my knee on the door. Ouch! x2
2. I have a cast on my wrist. Please write on it. x2
3. Don't use your fingers and thumb to fix your hair. Use a comb. x2

2. Assess students' spelling and pronunciation by taking down the six vocabulary flashcards from the whiteboard and encouraging volunteers to write the spelling next to the pictures.

For part B-part D, see *Student Book Answer Key*, Teacher's Manual pages 128-135.

## A Trip to New Zealand GCE

See *Teaching Reading*, Teacher's Manual page 16.

1. Introduce New Zealand to students by showing them the map and encouraging them to share anything they know about New Zealand.
2. Play Track 22 and tell students to listen to the content of the email carefully and do a finger-point.

**22**

Hi Brian!  
 New Zealand was lovely! My parents and I were there for five days. I want to go back, though. We arrived on Monday. We were very tired, so we just stayed at the hotel and rested. We traveled to Waikato on Tuesday. We walked around Hobbiton. You know the Lord of the Rings is my favorite. They filmed it there! Then, we learned about Māori people on Wednesday. They were the first people in New Zealand.  
 Call me tomorrow? I'll tell you more later!  
 Love,  
 Rowan

3. Place the pictures of the Waikato River and Hobbiton on the whiteboard to have students recognize the places and say their names.

## Extra Practice

*Inside Out 4 Workbook*, pp. 12-13. Have your students do this for homework or in class. See *Teacher's Manual* pp. 136-144 for instructions and answer key.

## Components

- You can find the following resources on CWT:
- GCE/SEL Worksheet - Me and the World Video
  - Wrap-up Video - Test Bank
  - Games
- COP (Caves Online Practice)

4. Tell students to do peer work with their neighbors to read the email with one another.
5. Place the self-made vocabulary flashcards on the whiteboard. Split the class into two groups and have one student from each group stand in front. Make the vocabulary description randomly and get the two students in the front to run to the whiteboard to touch the flashcards they agree with most. The fastest one wins points.

### Think and Answer

See *Teaching Observation and Critical Thinking*, Teacher's Manual page 17.

1. Tell students to do peer work with their neighbors to take turns asking and answering.
2. Walk around to check their peer work.
3. Encourage volunteers to perform the Q&A.

## Review 1

## Overview

## Topic

- Vocabulary and sentence patterns from Units 1-2

## Learning Objectives

- Asking someone about their whereabouts at a specific time
- Confirming or telling the things which someone has done
- Checking the occurrences in the past
- Describing the past occurrences and the point of time
- Establishing the concept of simple past tense for regular & irregular verbs / time expressions for the past tense
- Building the concept for sense verbs V-ing

## Language

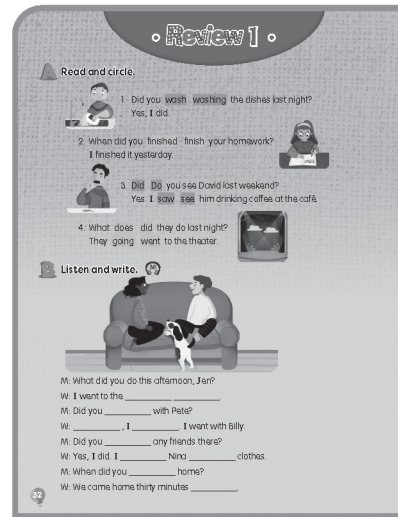
- *Did you wash the car with your dad?*  
*No, I didn't. I washed the dishes in the kitchen.*  
*OK.*
- *Here are some cookies for you.*  
*They look good! When did you bake them?*  
*I baked them last night.*  
*Oh, yummy!*
- *Hey Victor! What did you do yesterday?*  
*I went to the theater and the café yesterday.*
- *Did you see Emma yesterday?*  
*Yes, I did. I saw her studying at the café.*  
*Did you study with her?*  
*No, I didn't. I left. I went home.*

## Teaching Materials

- 24 vocabulary flashcards from Unit 1 and Unit 2
- Track 38
- Some pieces of A3 poster paper, same as the number of students
- A few sets of crayons or colored pens

## Warm-Up

1. Play **Down the Line** to review vocabulary from Units 1-2 and copy the target languages on the whiteboard for reference.
2. Play **Disappearing Text** to review the target language in Units 1-2. Consider having volunteers to be the host to erase the sentences on the whiteboard as well.



Student Book pages 32-33

## A. Read and circle.

See *Teaching Reading*, Teacher's Manual page 16.

Do silent reading and individual writing. Require students to quietly read the sentences and carefully circle the correct words. Invite volunteers to read the sentences aloud and have the class check the answers together.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

## B. Listen and write.

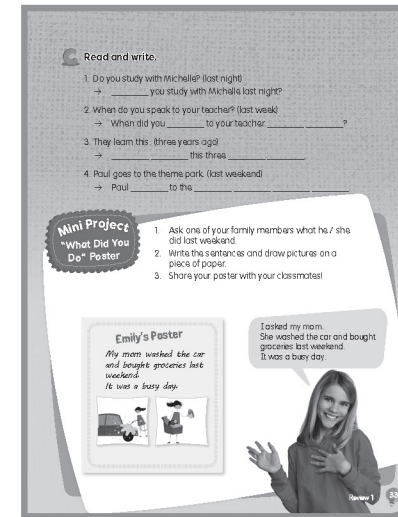
See *Teaching Active Listening*, Teacher's Manual page 17.

1. Play Track 38 and tell students to fill in the blanks with the appropriate words correctly.

38  
M: What did you do this afternoon, Jen?  
W: I went to the department store.  
M: Did you go with Pete?  
W: No, I didn't. I went with Billy.  
M: Did you see any friends there?  
W: Yes, I did. I saw Nina buying clothes.  
M: When did you come home?  
W: We came home thirty minutes ago. x2

2. Play Track 38 again and have students do peer work with their neighbors by swapping textbooks to check the answers.
3. Get students to swap their textbooks back and take turns practicing the dialogue with their neighbors.
4. Monitor the class to see if any assistance is needed.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.



## C. Read and write.

See *Teaching Reading*, Teacher's Manual page 16.

1. Encourage two volunteers to read the sentences. Lead the class to fill in the correct words in the blanks.
2. Follow the manner above to complete the rest of the sentences.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

## Mini Project – “What Did You Do” Poster

See *Teaching Conversation*, Teacher's Manual page 17.

1. Before this lesson, assign students to complete step 1 beforehand.
2. Divide the class into four or five groups and appoint group leaders.
3. Give each group a set of crayons or colored pens.
4. Give each student a piece of A3 poster paper and have them create their poster.
5. Require the group leaders to arrange for the group members to take turns sharing their posters.
6. Monitor the class to see if any help is necessary.

## Extra Practice

*Inside Out 4 Workbook*, pp. 22-23. Have your students do this for homework or in class. See *Teacher's Manual* pp. 136-144 for instructions and answer key.

CLIL Reading 1

Overview

Topic

- Sam's Diary

Learning Objectives

- Knowing the responsibility to the environment
- Learning the method to protect the environment
- Participating in sorting and recycling the garbage
- Establishing the concept of cause and effect
- Distinguishing the meanings of cause and effect

Key Words

- recycle, bin, public, cheer, sign, proud

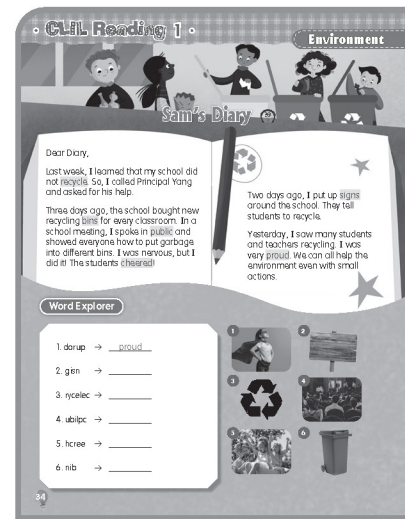
Teaching Materials

- Track 39
- A few pieces of A2 poster paper
- World map

Warm-Up

Play **Flashcards at Dawn** to review the vocabulary and the target languages from Units 1-2.

Slightly adjust the game by requiring students to say the word and make a sentence correctly. Split the class into a few teams and have the other teams battle the winning team. The team that wins in a row scores double.



Student Book pages 34-35

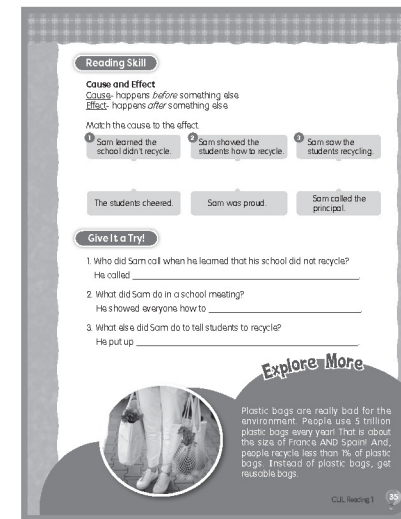
Sam's Diary

See *Teaching Reading*, Teacher's Manual page 16.

1. Split the class into a few teams and give each team an A2 poster.
2. Play Track 39 with closed textbooks and instruct each team to write as much information as they can about Sam.

**39** Dear Diary,  
 Last week, I learned that my school did not recycle. So, I called Principal Yang and asked for his help.  
 Three days ago, the school bought new recycling bins for every classroom. In a school meeting, I spoke in public and showed everyone how to put garbage into different bins. I was nervous, but I did it! The students cheered!  
 Two days ago, I put up signs around the school. They tell students to recycle.  
 Yesterday, I saw many students and teachers recycling. I was very proud. We can all help the environment even with small actions.

3. Have each team share what information they have collected.
4. Play Track 39 again and have each team to write down any further observations using a pen of a distinct color from the one they used previously.
5. Tell each team to swap their poster with their textbooks open and check the information they have written.



6. Provide a rubric for each team's poster, and the team with the highest score wins.

Word Explorer

See *Teaching Vocabulary*, Teacher's Manual page 16.

1. Set a two-minute alarm clock.
2. Require students to unscramble the words.
3. When the alarm goes off, have students swap textbooks with neighbors to check answers.
4. Have students swap back their textbooks and encourage volunteers to provide the correct spelling to double-check the answers.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

Reading Skill

See *Teaching Reading*, Teacher's Manual page 16.

1. Appoint students to read the causes and invite volunteers to tell the effects.
2. Complete matching by following the manner above.
3. Encourage volunteers to share an example of themselves to explain cause and effect.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

Give It a Try!

See *Teaching Reading*, Teacher's Manual page 16.

1. Have students make pairs and take turns to do Q&A to complete the sentences.
2. Do peer work by swapping their textbooks to check the answers.
3. Have students swap their textbooks back and invite volunteers to read the sentences out loud for double-checking.

See *Student Book Answer Key*, Teacher's Manual pages 128-135.

Explore More

See *Teaching Reading*, Teacher's Manual page 16.

1. Display a world map on the whiteboard and write France and Spain next to it.
2. Encourage students to come forward and point out the locations of France and Spain.
3. Have students find the purpose of knowing the location of France and Spain from the passage on the bottom right of page 35.
4. Encourage students to share what they will do to reduce the use of plastic bags. Provide some ideas appropriately.

## Upside Down Lab 1

### Overview

Students will observe that colors change when baking soda meets with turmeric.

#### Materials for each student:

Some baking soda, 1 bowl of room temperature water, 2 paintbrushes, 1 piece of A4 white paper, 1 empty bowl, some turmeric, some rubbing alcohol

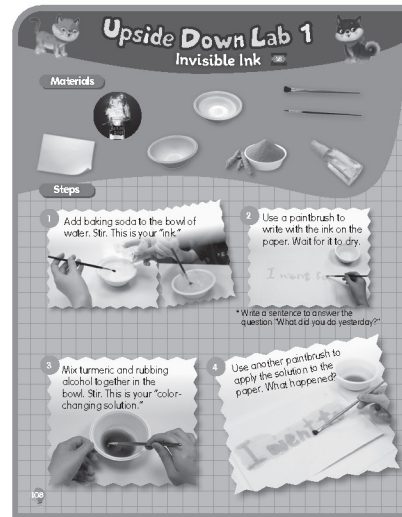
### Warm-Up

Play **Text Survey** (self-created game).

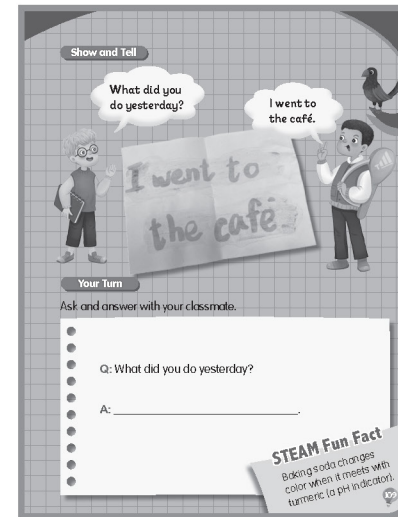
1. Have students bring their textbooks and walk around the classroom to find a partner.
2. Each pair of students takes turns doing Q&A by randomly opening each other's textbook and following the target language on the chosen page.
3. Follow the manner above to continue the game.

### Steps

1. **Add baking soda to the bowl of water. Stir. This is your "ink."** Give each student a small container or a bowl with some water, a little baking soda, and a paintbrush. Start by adding some baking soda into the bowl of water. Gently stir the mixture to ensure that the baking soda dissolves in the water. The result is a clear liquid, which will serve as the "ink."
2. **Use a paintbrush to write with the ink on the paper. Wait for it to dry.** Give each student a piece of A4 white paper. Let students use the "ink" to write their answer to the question, "What did you do yesterday?" It will initially appear invisible. Set the paper aside and allow it to dry.
3. **Mix turmeric and rubbing alcohol together in the bowl. Stir. This is your "color-changing solution."** Combine turmeric and rubbing alcohol in an empty bowl. Stir the mixture thoroughly, creating a "color-changing solution."
4. **Use another paintbrush to apply the solution to the paper. What happened?** Put a different paintbrush in the "color-changing solution." Apply the solution to the paper, covering the areas where you previously used the "ink." You will observe a color change as the turmeric reacts with the baking soda. The areas where you applied the baking soda will turn a different color, making your writing visible.



Student Book pages 108-109



### Show and Tell

1. Have students do Q&A with their neighbors by following the sentence patterns on page 109.
2. Remind students to swap roles to complete the Q&A.

### Your Turn

1. Appoint a student to orally answer the question, "What did you do yesterday?"
2. After the appointed student answers, let him/her randomly invite the next student to continue the Q&A.