

Unit 1 I Want to Know

Overview

Topic

- Traveling to new places
- Learn about Italy

Learning Objectives

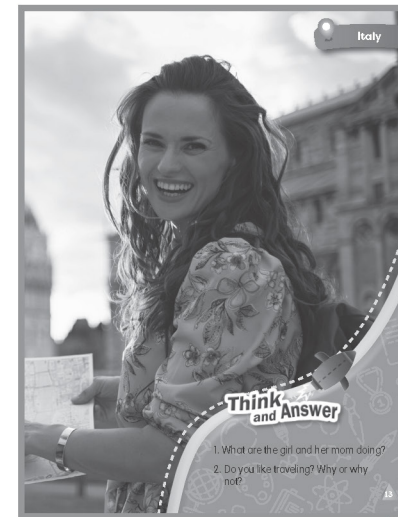
- Making observations of the photograph
- Inferring location based on contextual clues
- Using critical thinking skills to compare and contrast personal lives with those of the people in the photograph

Language

- *What are the girl and her mom doing?*
- *Do you like traveling? Why or why not?*



Student Book pages 12-13



1. What are the girl and her mom doing?
2. Do you like traveling? Why or why not?

Extra Practice

Inside Out 6 Workbook, pp. 6-13. Have your students do this along the unit for homework or in class. See *Teacher's Manual* pp. 146-156 for instructions and answer key.

Components

You can find the following resources on CWT (Caves WebSource for Teachers):

- E-book
- Conversation Video
- Wrap-up Video
- GCE/SEL Worksheet
- Games
- Flashcards
- Song Video
- Me and the World Video
- Vocabulary and Grammar Worksheet
- Test Bank

COP (Caves Online Practice)

Visual Literacy

GCE

• Introducing Italy

See *Teaching Global Citizenship Education (GCE)*, Teacher's Manual page 18.

Italy is a country in the south of Europe. It is a peninsula. That means it is surrounded by water on three sides. The Alps mountains are in the north and the Apennines mountains travel down the length of the country. Lots of Italy is still covered by wilderness and it has many national parks. Many people travel to Italy in order to see its beautiful architecture. The Roman Empire spread from the center of the Italian peninsula, and buildings from that time still exist today.

Italians are very focused on family. In many households, grandparents, parents and children still live together. Food is also a big part of Italian life. Families come together in the afternoon or evening to eat together. Italians are lovers of art, and many well-known artists have come from Italy, like Leonardo da Vinci and Michelangelo. In addition, Italians love soccer.

Ask students:

- Q1** Who are these people? (Follow-up question) Why are they together?
A1 (Possible answers) They are family/a mom and daughter. They want to go somewhere to play.
Q2 What is the woman holding? (Follow-up question) What is that for?
A2 (Possible answers) She is holding a map. It is for finding places/streets/where to go.

• Think and Answer

See *Teaching Observation and Critical Thinking*, Teacher's Manual page 18.

1. Say, *Open your books to page 13. Think and Answer.* Read the first question aloud together. Say, *Let's read number one. What are the girl and her mom doing?* using **TPR** as needed.
2. Ask the question again using natural speed and without referring to the book. Say, *Let's think about it.* Encourage students to answer the question in their own words. If students struggle, ask *What is the woman holding? Why is she touching one part of the map?* Encourage a discussion about maps and how to read them.
3. Say, *Look at your book. Let's read number two.* Read the second question aloud together.
4. Using the same method from before, repeat the question. The second question is a yes/no question, so encourage students to expand more with the follow-up question and support their opinions with examples.

Unit 1 I Want to Know

Overview

Topic

- Activities and locations

Learning Objectives

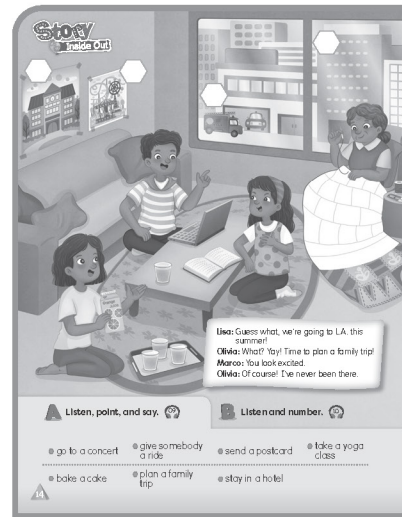
- Understanding the question *How much does it cost to...?*
- Understanding the question *How long does it take to...?*

Language

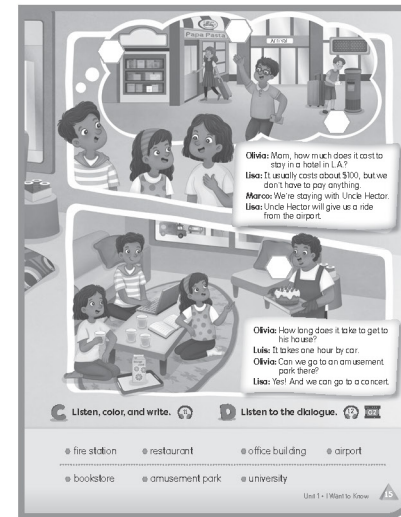
- *How much does it cost to stay in a hotel?* - *How long does it take to get to his house?*
It costs about \$100. It takes one hour by car.

Teaching Materials

- 14 vocabulary flashcards of this unit
- Tracks 09-12



Student Book pages 14-15



Warm-Up

Play **Blobs and Lines**. Try any of these prompts: Line up in alphabetical order by first name. Line up by shoe size. Get together with people who have been to the same country as you. Get together with people who like the same singer as you.

A. Listen, point, and say.

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

1. Introduce the leisure activities and locations vocabulary using flashcards. Show one card at a time and name it. Have students repeat the words and phrases several times each. Ask follow-up questions, such as *Who have you sent a postcard to before?* or *Where is the nearest fire station?*
2. Say, *Open your books to page 14. What's happening in these pictures?* Encourage students to describe elements from the scenes. Direct them to the vocabulary words at the bottom of pages 14-15. Have them read any words aloud that they can. Ask them if they see any depictions that match the vocabulary.
3. Play Track 09. Have students listen, point to the words they hear, and repeat after the audio.

- | | | |
|----|-------------------------|--------------------|
| 09 | go to a concert x2 | fire station x2 |
| | give somebody a ride x2 | restaurant x2 |
| | send a postcard x2 | office building x2 |
| | take a yoga class x2 | airport x2 |
| | bake a cake x2 | bookstore x2 |
| | plan a family trip x2 | amusement park x2 |
| | stay in a hotel x2 | university x2 |

B. Listen and number.

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

1. Ask, *How many new words and phrases are there?* Review the difference between words and phrases as needed. Challenge students by asking if *office building*, *fire station*, and *amusement park* qualify as phrases. Say, *Listen and number the words or phrases as you hear them.*
2. Play Track 10. While students work, place the flashcards onto the board as they appear in the book.

- 10
1. office building - That's a big office building. Many people work there. x2
 2. bake a cake - Luis has baked a cake. It looks yummy. x2
 3. send a postcard - The man is sending a postcard from the airport. He probably is sending it to his family. x2
 4. university - Do you see the poster of a university behind Marco? That's the university he goes to. x2
 5. restaurant - Going to a restaurant at the airport is fun. There are many travelers eating there. x2
 6. amusement park - Look! There is a drawing on the wall. It is an amusement park. x2
 7. bookstore - It's good to get a book at a bookstore before you get on the plane. x2
 8. fire station - The fire station looks quiet. That's good. I guess there are no fires! x2

C. Listen, color, and write.

See *Teaching Active Listening*, Teacher's Manual page 18.

1. Say, *Let's do activity C. Listen, color, and write in the three pictures.* Play Track 11.

- 11
- (pic 1) W: Olivia's mom, Lisa, has some good news to share. The family is going on a vacation to L.A.!
- B: Sounds fun!
- W: And Olivia's grandma is busy making a quilt. Can you color the quilt? Use different colors.
- B: Sure!
- (pic 2) W: Look at the airport. What do you see?
- B: I see a restaurant and a bookstore.
- W: What is a good name for the bookstore? Please write a name on the sign.
- B: OK!
- (pic 3) W: What does Olivia want to do in L.A.?
- B: She wants to go to an amusement park.
- W: How about you? What do you want to do there?
- B: I want to go to Hollywood. Maybe I can see some movie stars! x2

Activities

- Play **Disappearing Text** to review key language from today's lesson, especially anything that was tricky for students.
- Play **Flyswatter** to review the new vocabulary and get students moving. Prompt them to use the new vocabulary in a complete sentence after each round.

2. Ask, *What can you tell me about the first picture?* Encourage students to answer in their own words. Challenge students to relate to the family's travel plans or craft hobbies.
3. Use the same method for the second and third pictures. Encourage students to answer in complete sentences.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

D. Listen to the dialogue.

See *Teaching Conversation*, Teacher's Manual page 18.

Say, *Find activity D. Listen to the dialogue.* Play Track 12. Have students listen. Then have students repeat after the audio. Focus on natural intonation, rhythm, and speed.

Please note: Blue speech bubbles review previously taught language, while pink and yellow speech bubbles introduce new language for this unit.

- 12
- (blue) Lisa: Guess what, we're going to L.A. this summer!
- (blue) Olivia: What? Yay! Time to plan a family trip!
- (blue) Marco: You look excited.
- (blue) Olivia: Of course! I've never been there.
- (pink) Olivia: Mom, how much does it cost to stay in a hotel in L.A.?
- (pink) Lisa: It usually costs about \$100, but we don't have to pay anything.
- (pink) Marco: We're staying with Uncle Hector.
- (pink) Lisa: Uncle Hector will give us a ride from the airport.
- (yellow) Olivia: How long does it take to get to his house?
- (yellow) Luis: It takes one hour by car.
- (yellow) Olivia: Can we go to an amusement park there?
- (yellow) Lisa: Yes! And we can go to a concert. Now, listen again and repeat.

Unit 1 I Want to Know

Overview

Topic

- Costs of objects and activities

Learning Objectives

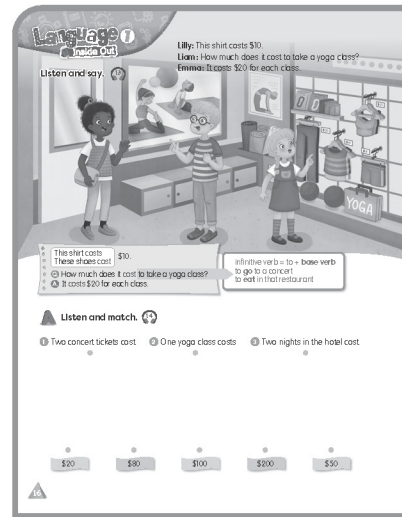
- Asking and answering the question *How much does it cost to...?*
- Describing the cost of objects and activities

Language

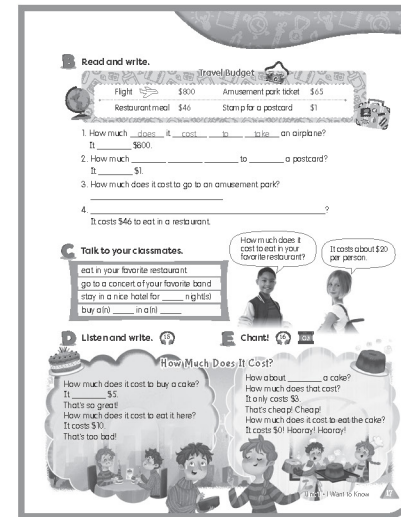
- *This shirt costs \$10.*
- *How much does it cost to take a yoga class?*
It costs \$20 for each class.

Teaching Materials

- 14 vocabulary flashcards of this unit
- Tracks 13-16



Student Book pages 16-17



B. Read and write.

See *Teaching Writing*, Teacher's Manual page 13.

1. Say, *Find activity B. Read and write.* Have students work independently or in pairs. Meanwhile, copy the sentences onto the board as they appear in the book.

2. Say, *Let's check our work. Number one.* Read the question to prompt the answer. Transcribe the answer onto the board, making mistakes to check their attention to detail. Repeat for items #2-4.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

C. Talk to your classmates.

See *Teaching Conversation*, Teacher's Manual page 18.

1. Have students work in small groups or mingle as a whole class. Make up a rule to ensure variety. For example, students must talk to at least one student whose birthday is in the same month as theirs or who ate the same thing for breakfast as they did. Give everyone a set amount of time to converse.
2. Have students ask questions using the list of activities and make their own answers for the prices. Have them report at least one of their answers to the class, depending on your class size and time available.

Activities

- Play **Down the Line** with the activities flashcards. List prices for each activity on the board to ensure variety (\$28 instead of simply \$20). Occasionally call out, *Price check!* and change the prices on the board.
- Play **What's Missing** to review the location vocabulary. After each round, ask students a question, such as *How long does it take to get to the bookstore?* Even though this wasn't reviewed in this lesson, it will prepare students for the next one.

D. Listen and write.

See *Teaching Active Listening*, Teacher's Manual page 18.

1. Say, *Look at the bottom of page 17. How Much Does It Cost?* Read the lyrics aloud with the class, pausing after each blank statement. Ask, *What do you think goes here?* Brainstorm realistic and silly possibilities. Say, *Let's listen and find out.*
2. Play Track 15. Students fill in the blanks in their books when they hear the correct words.

15 How much does it cost to buy a cake?
It costs \$5.
That's so great!

16 How much does it cost to eat it here?
It costs \$10.
That's too bad!
How about baking a cake?
How much does that cost?
It only costs \$3.
That's cheap! Cheap!
How much does it cost to eat the cake?
It costs \$0! Hooray! Hooray!

E. Chant!

See *Teaching Songs and Chants*, Teacher's Manual page 19.

1. Say, *Let's learn the words.* Play Track 16, making note of the rhythm and intonation.
2. Read the lyrics aloud together, focusing on the chant's rhythm. When students are more comfortable, add some actions to reinforce the rhythm, such as snapping fingers or clapping hands. Bring the chant to life by acting it out.

Warm-Up

Play **Frog Hop** to energize students for class. After a round or two of straight numbers, modify it to include vocabulary. For example, instead of saying *three*, students must say *restaurant*. Continue replacing numbers until all vocabulary has been reviewed.

Listen and say.

See *Teaching Active Listening*, Teacher's Manual page 18.

1. On the board, write *How much does it cost to ___? It costs ___ (for/to ___).* With books closed, play Track 13. Emphasize the new language by pointing to the words on the board. Replay the track. Have students mimic the speech, focusing on natural intonation, rhythm, and speed.

13 Lilly: This shirt costs \$10.
Liam: How much does it cost to take a yoga class?
Emma: It costs \$20 for each class.
This shirt costs \$10.
These shoes cost \$10.
How much does it cost to take a yoga class?
It costs \$20 for each class.
infinitive verb = to + base verb
to go to a concert
to eat in that restaurant

2. Say, *Open your books to page 16. Look at the picture at the top.* Ask about the cost of other items for sale. Encourage students to answer in complete sentences.
3. Replay Track 13. Encourage students to speak along with or repeat after the audio.

A. Listen and match.

See *Teaching Active Listening*, Teacher's Manual page 18.

1. Say, *Find activity A. Listen and match.* Preview the activity by asking students to read the prompts. Brainstorm realistic and silly possibilities.
2. Play Track 14. Students draw lines to connect the activities with the correct costs as they listen.

14

1. I want to go to the concert. How much does it cost?
One ticket costs \$50, but you can buy two tickets for \$80. x2
2. How much does it cost to take a yoga class?
It costs \$80 for four classes, so it costs \$20 for each class. x2
3. How much does it cost to stay in that hotel?
It costs \$100 a night. x2

3. Say, *Let's check our work. Number one.* Ask a relevant question to prompt the answer, such as *How much does it cost to go to a concert?* Encourage students to answer in a complete sentence. Repeat for items #2-3.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

Unit 1 I Want to Know

Overview

Topic

- Time required for activities

Learning Objectives

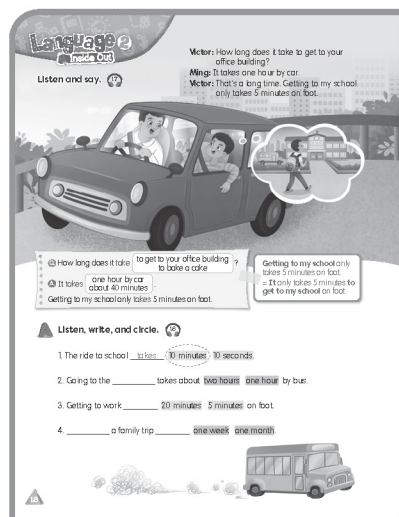
- Asking and answering the question *How long does it take to...?*
- Describing the time needed for activities

Language

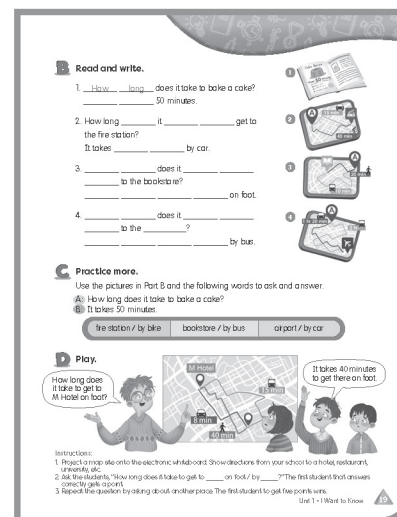
- *How long does it take to get to your office building?*
It takes one hour by car.

Teaching Materials

- 14 vocabulary flashcards of this unit
- Tracks 17-18
- A large paper map if no projector is available



Student Book pages 18-19



Activities

- Play **Down the River** to review the sentence patterns from today's lesson. Alternate between having teams produce the question or the answer.
- Have students make their own maps of their local neighborhood, including at least three locations from the vocabulary set. Have them write how long it takes to go from their home to the various locations. Give students time to ask each other about their maps.

Warm-Up

Play **Telephone** to review the sentence patterns from the previous lesson. Use numbers that are easily mixed up, such as \$15 and \$50. Position the teams as far away from the board as possible, so the last person must get up and run to the board to write or say the answer.

Listen and say.

See *Teaching Active Listening*, Teacher's Manual page 18.

1. On the board, write *How long does it take to ___?* *It takes ___.* With books closed, play Track 17. Emphasize the target language by pointing to the words on the board. Replay the track. Have students mimic the speech, focusing on natural intonation, rhythm, and speed.

17 Victor: How long does it take to get to your office building?
Ming: It takes one hour by car.
Victor: That's a long time. Getting to my school only takes 5 minutes on foot.
How long does it take to get to your office building?
It takes one hour by car.
How long does it take to bake a cake?
It takes about 40 minutes.
Getting to my school only takes 5 minutes on foot.

Getting to my school only takes 5 minutes on foot.
= It only takes 5 minutes to get to my school on foot.

2. Ask students, *How long does it take Victor to get to his school?* Students should answer, *It (only) takes 5 minutes to get to his school on foot.* Ask, *What about you? How long does it take to get to your school?* Challenge students to describe their school commute, including the method of transportation.
3. Say, *Open your books to page 18. Look at the picture at the top.* Encourage students to relate to the picture by asking relevant questions, such as *Who drives you to school?* or *Who has the longest walk to school?* Then replay Track 17. Encourage students to speak along with or repeat after the audio.

A. Listen, write, and circle.

See *Teaching Active Listening*, Teacher's Manual page 18.

1. Say, *Find activity A. Listen, write, and circle.* Preview the activity by asking students to read the prompts aloud. Brainstorm realistic and silly possibilities.
2. Play Track 18. Students write and circle the correct answers as they listen. Meanwhile, copy the prompts onto the board as they appear in the Student Book.

18

1. Can you give me a ride to school?
Sure. How long does it take to get to school from here?
It takes ten minutes. x2
2. How long does it take to get to the university?
It takes about an hour by bus. x2
3. How long does it take to get to your office building?
It takes twenty minutes on foot, and only five minutes by car. x2
4. How long does it take to plan a family trip?
It takes me one month to plan a one-week family trip. x2

3. Say, *Let's check our work. What was number two?* Transcribe the answer, making mistakes to check their attention to detail. Repeat for items #3-4.
See *Student Book Answer Key*, Teacher's Manual pages 136-145.

B. Read and write.

See *Teaching Writing*, Teacher's Manual page 18.

1. Say, *Find activity B. Read and write.* Have students work in pairs or in small groups. Meanwhile, copy the sentences onto the board as they appear in the book.

2. Say, *Let's check our work. What does number one say?* Transcribe the answer onto the board, making mistakes to check their attention to detail. Repeat for items #2-4.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

C. Practice more.

See *Teaching Conversation*, Teacher's Manual page 18.

Have students work in pairs, different from before if pairwork was used in activity B. Give students a set amount of time to converse. If time allows, change up the pairs and repeat the activity. For more structure, set students up for **Dice Game** or **Information Gap**.

D. Play.

See *Teaching Conversation*, Teacher's Manual page 18.

1. Project a map site onto the electronic whiteboard. If technology is unavailable for your classroom, prepare an enlarged copy of a map to put on the board. Show directions from your school to a hotel, restaurant, university, etc.
2. Ask the students, *How long does it take to get to ___ on foot/by ___?* The first student or team that answers correctly gets a point.
3. Repeat the question by asking about another place. The first student or team to get five points wins.

Unit 1 I Want to Know

Overview

Topic

- The different sounds for the vowel teams *ey* and *ue*

Learning Objective

- Learning words that contain different sounds for the vowel teams *ey* and *ue*

Language

- *money, donkey, they, prey, argue, fuel, blue, glue*

Teaching Materials

- Recommend self-made flashcards for the phonics vocabulary
- Tracks 19-22

Warm-Up

Preview all phonics vocabulary with flashcards or words and pictures on the board, emphasizing the graphemes in each. Engage students in contextual learning by asking them follow-up questions, such as *What animal is a donkey like?* or *What things need fuel?*

A. Listen, point, and say.

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

Say, *Open your books to page 20. Find activity A. Listen, point, and say.* Play Track 19. Students point to the words as they hear them and say the names.

19

ey- /i/	ue- /ju:/
/i/- /i/- money x2	/ju:/- /ju:/- argue x2
/i/- /i/- donkey x2	/ju:/- /ju:/- fuel x2
ey- /eɪ/	ue- /u:/
/eɪ/- /eɪ/- they x2	/u:/- /u:/- blue x2
/eɪ/- /eɪ/- prey x2	/u:/- /u:/- glue x2

B. Listen and number.

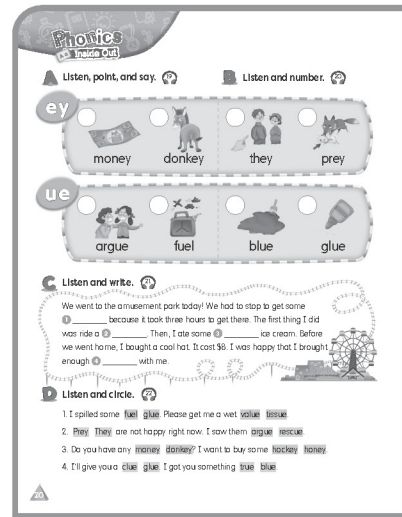
See *Teaching Phonics*, Teacher's Manual page 17.

1. Say, *Take out a pencil. Listen and number.* Play Track 20. Have students write numbers as they listen.

20

1. prey x2	4. they x2	7. blue x2
2. glue x2	5. argue x2	8. money x2
3. fuel x2	6. donkey x2	

2. Say, *Let's check our work. What was first?* Students should answer with ordinal numbers in complete sentences. Write a number next to the word or flashcard on the board according to students' answers. Repeat for items #2-8.



Student Book pages 20-21

3. If any answers are incorrect, say *Something isn't right. Let's listen again.* Replay Track 20 and encourage students to identify the incorrect answer on the board.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

C. Listen and write.

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

1. Say, *Find activity C. Listen and write. Let's read first.* Challenge students to read the sentences aloud.
2. Say, *Let's find out what it says.* Play Track 21. Students write the correct words in their books.

21

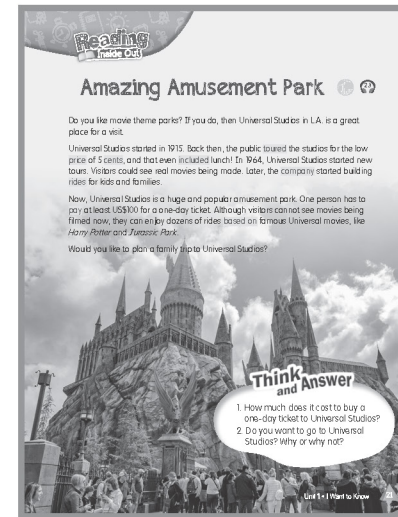
We went to the amusement park today! We had to stop to get some fuel because it took three hours to get there. The first thing I did was ride a donkey. Then, I ate some blue ice cream. Before we went home, I bought a cool hat. It cost \$8. I was happy that I brought enough money with me. x2

3. Say, *Let's check our answers. Exchange books with a partner.* Ask an appropriate question for the first blank, such as *What did you have to stop for?* Challenge students to answer in a complete sentence, then spell the phonics vocabulary word. Repeat for remaining answers.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

D. Listen and circle.

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



1. Say, *Find activity D. Listen and circle.* Play Track 22. Students circle the correct words as they listen. Meanwhile, copy the sentences onto the board as they appear in the book without the answers.

22

1. I spilled some glue. Please get me a wet tissue. x2
2. They are not happy right now. I saw them argue. x2
3. Do you have any money? I want to buy some honey. x2
4. I'll give you a clue. I got you something blue. x2

2. Say, *Let's check our work. What was number one?* Transcribe the answers as students read, making mistakes to check their attention to detail. Repeat with #2-4.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

Amazing Amusement Park GCE

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

1. **Connect with the story.** Before listening to the story, have students look at page 21. Ask open-ended questions, such as *What movie could this amusement park be for?* and *How can you tell?* Read the title aloud. Point out the language they have already learned.
2. **Read along.** Play Track 23. Students listen and follow along in their books. Then have them read along with you, trying to match natural intonation and rhythm.

Overview

Topic

- Story: *Amazing Amusement Park*

Learning Objectives

- GCE (Cognitive)
- Learning about the history and features of Universal Studios

Language

- *tour, price, cent, include, company, ride, pay, based on*

Teaching Materials

- Self-made flashcards for the key words
- Pictures of or realia from theme and amusement parks, such as movies with related parks, tickets, rides, maps, etc.
- Track 23

23

Do you like movie theme parks? If you do, then Universal Studios in L.A. is a great place for a visit.

Universal Studios started in 1915. Back then, the public toured the studios for the low price of 5 cents, and that even included lunch! In 1964, Universal Studios started new tours. Visitors could see real movies being made. Later, the company started building rides for kids and families.

Now, Universal Studios is a huge and popular amusement park. One person has to pay at least US\$100 for a one-day ticket. Although visitors cannot see movies being filmed now, they can enjoy dozens of rides based on famous Universal movies, like *Harry Potter* and *Jurassic Park*.

Would you like to plan a family trip to Universal Studios?

3. **Paired reading and acting.** Students take turns reading sentences in pairs or small groups. Have them act out the story, using the pictures you provide, and/or simply pantomiming the actions.

Think and Answer

See *Teaching Observation and Critical Thinking*, Teacher's Manual page 18.

1. Students work in small groups or pairs, asking each other the questions.
2. Have volunteers report to the class. Challenge students to design their own amusement park and describe some of its highlights to the class.

Review 1

Topic

- Vocabulary and sentence patterns from Units 1-2

Learning Objectives

- Asking and answering the question *How much does it cost to...?*
- Asking and answering the question *How long does it take to...?*
- Describing the cost of objects and activities
- Describing the time needed for activities
- Describing feelings and experiences
- Understanding the difference between *-ing* and *-ed* adjectives
- Using indirect speech to describe what someone has said

Language

- *How long does it take to get to the airport? It takes 30 minutes by train.*
- *How much does it cost to spend one night in this hotel? It costs \$100.*
- *Everyone looks surprised.*
- *She said that it was exciting.*

Teaching Materials

- 28 vocabulary flashcards from Units 1 and 2
- Track 39
- A photo from a family vacation you have taken

Warm-Up

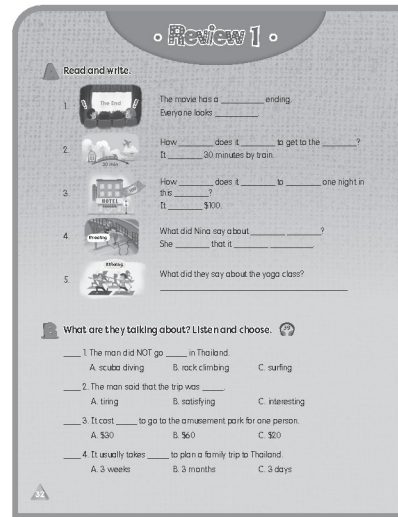
Play **Memory** or **Go Fish** to review vocabulary and sentence patterns from Units 1-2. You can have students create decks of cards as a class activity. For less setup time, try playing **Charades** or **Pictionary**.

A. Read and write.

See *Teaching Writing*, Teacher's Manual page 18.

1. Have students work in small groups or pairs. Give students a set amount of time to complete the work.

Overview



Student Book pages 32-33

2. Say, *Let's check our work. Number one.* Ask a relevant question that will prompt the answer, such as *How is the movie?* Transcribe the answer onto the board, making mistakes to check students' attention to detail. Repeat for #2-5.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

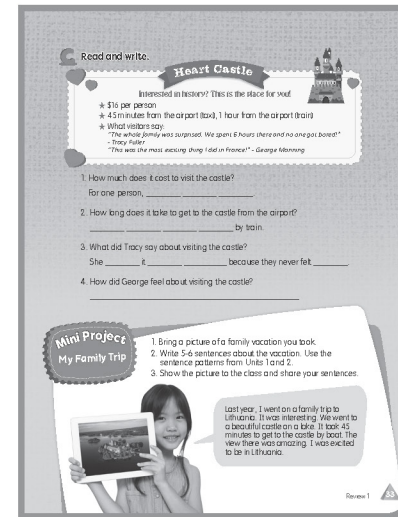
B. What are they talking about? Listen and choose.

See *Teaching Active Listening*, Teacher's Manual page 18.

1. Say, *Find activity B* and read the title aloud. Preview the activity by having students read the prompts aloud. Brainstorm realistic and silly possibilities.
2. Say, *Let's find out what they say.* Play Track 39. Students choose the correct answers as they listen.



1. W: What did you do during the summer vacation?
M: I went on a family trip to Thailand. We went surfing and scuba diving there. x2
2. W: Did you have a good time in Thailand?
M: Yes, I was satisfied. I couldn't ask for a better trip. x2
3. W: What else did you do in Thailand?
M: We went to an amusement park. It cost \$60 for three people. x2



4. W: Maybe I should visit Thailand next summer. How long does it take to plan a family trip there?

M: It's hard to say. It took me three months, but I think three weeks should be enough for most people. x2

3. Say, *Let's check our work.* Ask a relevant question to prompt the answer, such as *What did the man NOT do in Thailand?* Transcribe students' answer onto the board, making mistakes to check their attention to detail. Repeat for #2-4.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

C. Read and write.

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

1. Say, *Find activity C. Read and write.* Have volunteers read the text aloud. Then, students work in pairs different from those in activity A if pairwork was used. Meanwhile, copy the answer prompts onto the board.
2. Say, *Let's check our work.* Have the class read the first question aloud. A volunteer fills in the answer on the board. A new volunteer corrects mistakes if there are any. Repeat for #2-4.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

Extra Practice

Inside Out 6 Workbook, pp. 22-23. Have your students do this for homework or in class. See *Teacher's Manual* pp. 146-156 for instructions and answer key.

Mini Project: My Family Trip

See *Teaching Conversation*, Teacher's Manual page 18.

1. **Bring a picture of a family vacation you took.** Show students a photo from a family vacation you have taken. Similar to the sample text in the Student Book, tell your class about the experience in 5-6 sentences.
2. **Write 5-6 sentences about the vacation. Use the sentence patterns from Units 1 and 2.** Using their own family photos, students write 5-6 sentences about their family vacations.
3. **Show the picture to the class and share your sentences.** Ask volunteers to show their pictures and read their descriptions aloud.

CLIL Reading 1

Topic

Literature: *The Wonderful Wizard of Oz*

Learning Objectives

- Reading a short version of a classic work of literature
- Using some common vocabulary words from the text
- Identifying the setting and characters of a story
- Understanding how stories are organized

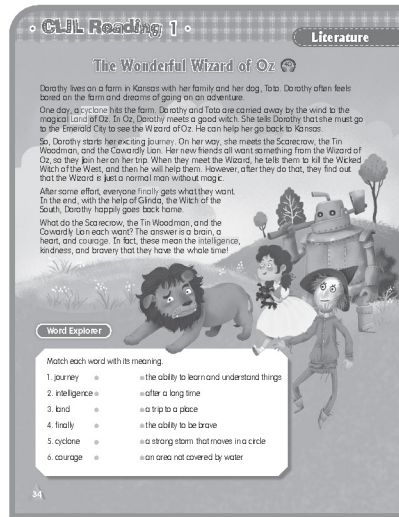
Key Words

- cyclone, land, journey, finally, courage, intelligence

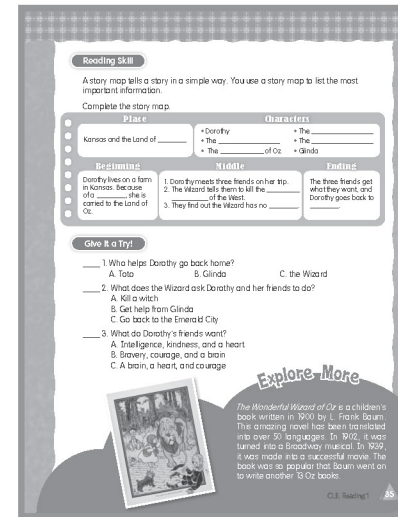
Teaching Materials

- Recommend self-made flashcards for the key words
- Track 40

Overview



Student Book pages 34-35



Warm-Up

Brainstorm the components for a fictional story and list them on the board. Ask students for a setting, a main character, and a problem. Ask for some verbs, nouns, and adjectives that must be included in the story as well. Take turns creating the story aloud where one student can only say one sentence or speak for a short amount of time. The challenge is to finish the story by the time the last student has spoken.

The Wonderful Wizard of Oz

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

1. **Connect with the text.** Before listening to the track, have students look at the pictures on page 34. If any students are familiar with the story, challenge them to briefly retell it. If no one knows the story, ask about each of the characters in the picture and brainstorm what strength and flaw each character might have. Read the title aloud. Point out any language they have already learned.
2. **Read along.** Play Track 40. Students listen to the track and follow along in their books. Then have them read along with you, trying to match natural intonation and rhythm.



Dorothy lives on a farm in Kansas with her family and her dog, Toto. Dorothy often feels bored on the farm and dreams of going on an adventure.

One day, a cyclone hits the farm. Dorothy and Toto are carried away by the wind to the magical Land of Oz. In Oz, Dorothy meets a good witch. She tells Dorothy that she must go to the Emerald City to see the Wizard of Oz. He can help her go back to Kansas.

So, Dorothy starts her exciting journey. On her way, she meets the Scarecrow, the Tin Woodman, and the Cowardly Lion. Her new friends all want something from the Wizard of Oz, so they join her on her trip. When they meet the Wizard, he tells them to kill the Wicked Witch of the West, and then he will help them. However, after they do that, they find out that the Wizard is just a normal man without magic.

After some effort, everyone finally gets what they want. In the end, with the help of Glinda, the Witch of the South, Dorothy happily goes back home.

What do the Scarecrow, the Tin Woodman, and the Cowardly Lion each want? The answer is a brain, a heart, and courage. In fact, these mean the intelligence, kindness, and bravery that they have the whole time!

Word Explorer

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

1. Say, *What are the new words? Read them to me.*
Transcribe students' answers onto the board, asking how to spell the words along the way. Ask, *What does "cyclone" mean?* If students struggle, refer them to the sentence which says *Dorothy and Toto are carried away by the wind.* Discuss what kind of wind could carry people and objects away. Challenge students to identify the differences between a cyclone, a typhoon, and a hurricane. Encourage students to create TPR for *cyclone*, draw a picture on the board, and/or write synonyms. Repeat for remaining new vocabulary.

2. In small groups or pairs, students match the correct word with its meaning.
3. Say, *Let's check our work. What is a journey?*
Transcribe the definition onto the board, making mistakes to check students' attention to detail. Repeat for #2-6.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

Reading Skill

See *Teaching Observation and Critical Thinking*, Teacher's Manual page 18.

1. Draw a story map on the board like the one in the Student Book, labeling each of the five boxes. Refer back to the story created during Warm-Up, reviewing the place and the character(s) students chose. Discuss which parts of the collective story would fall into the beginning, middle, and ending.
2. In small groups or pairs different from the "Word Explorer" activity, have students complete the story maps in their books.
3. Say, *Let's check our work.* Have volunteers fill in the story map on the board.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

Give It a Try!

See *Teaching Observation and Critical Thinking*, Teacher's Manual page 18.

1. Have students complete this activity independently. Then, in small groups or pairs different from the "Reading Skill" activity, students check their answers against others. Give the class a set amount of time to discuss and check their work.
2. Say, *Let's check our work.* Have the class or individual volunteers read the first sentence aloud. Ask a volunteer to answer #1, challenging them to answer in a complete sentence. Repeat for #2-3.

Explore More

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

1. Show students photos of places from the early 1900s (ideally as close to 1900 as possible). Choose photos of places they are familiar with, such as cities or famous landmarks in their local area and places you have previously discussed.
2. Ask students about the differences they notice between the photographed scenes and today.
3. Discuss the purpose and usage of scarecrows. Have students brainstorm a modern cast for *The Wonderful Wizard of Oz*, replacing the Lion, Tin Woodman, and Scarecrow with other animals and/or objects that are more common today.

Writing Corner 1

Overview

Topic

- Postcard

Learning Objectives

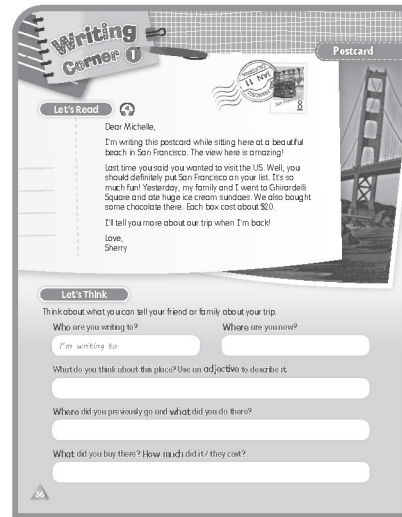
- Describing a new place in a text short enough to fit on a postcard
- Using some of the standard journalism formula to describe visiting a place (what, where, how)

Language

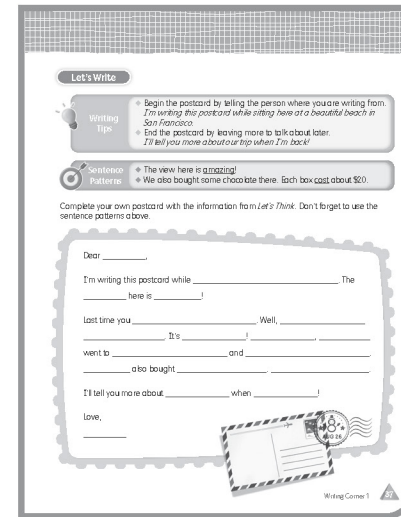
- *The view here is amazing!*
- *We also bought some chocolate there. Each box cost about \$20.*

Teaching Material

- Track 41



Student Book pages 36-37



Warm-Up

Play **List 5** either as a board race or as a less competitive ball-toss activity with all students standing in a circle, ready to toss and catch. Give prompts such as *Tell me 5 adjectives* or *List 5 places to go for fun around here*.

Let's Read

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

1. **Connect with the text.** Preview the text by pointing out the heading "Postcard." Ask, *Do you send postcards? Have you ever received a postcard?* Encourage a discussion of why people do this and what the difference is between a postcard and an email or a longer letter.
2. **Read along.** Play Track 41. Students listen to the track and follow along in their books. Then have them read along with you, trying to match natural intonation and rhythm.

41 Dear Michelle,
I'm writing this postcard while sitting here at a beautiful beach in San Francisco. The view here is amazing!
Last time you said you wanted to visit the US. Well, you should definitely put San Francisco on your list. It's so much fun! Yesterday, my family and I went to Ghirardelli Square and ate huge ice cream sundaes. We also bought some chocolate there. Each box cost about \$20.
I'll tell you more about our trip when I'm back!
Love,
Sherry

Let's Think

See *Teaching Writing*, Teacher's Manual page 18.

1. Say, *It's your turn. Think about a trip you took that you can tell your friend or family about.*
2. Give students time to write in their books. Meanwhile, write your own answers on the board. Write in incomplete sentences without any of the questions for headers, for example *Taroko Gorge* instead of *Where are you now? I'm at Taroko Gorge.*
3. Say, *Let's talk about it.* Read your own answers to the class, or ask a volunteer to read them for you. Ask a few volunteers to read their answers.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

Let's Write

See *Teaching Writing*, Teacher's Manual page 18.

1. Referring back to your answers on the board, say *These are the details, but I need to write complete sentences. I also need to organize the sentences. Can you give me some tips?* Ask a volunteer to read the first "Writing Tip" aloud. Apply that tip to your answers. Repeat with remaining "Writing Tips" and "Sentence Patterns."
2. Say, *It's your turn. Use these writing tips and sentence patterns. Complete your postcard.* Give students time to write in their books. Meanwhile, complete your postcard on the board following the format in the Student Book.
3. Say, *Let's talk about it. This is what I wrote.* Read your finished postcard aloud or have a volunteer read it. Have other volunteers read their postcards aloud.

See *Student Book Answer Key*, Teacher's Manual pages 136-145.

Upside Down Lab 1

Overview

Students will create a small car that is propelled by a magnet.

Materials for each student:

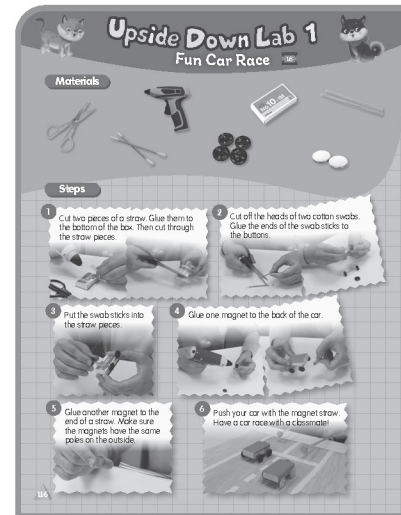
- 1 pair of scissors, 2 cotton swabs, a hot glue gun, 4 identical buttons, a small box (such as a box that would hold staples), 2 small magnets, 2 plastic straws (large enough in diameter to place the stick of the cotton swab through)
- Recommend having extra straws, cotton swabs, a box cutter, and a sheet of A3 paper

Warm-Up

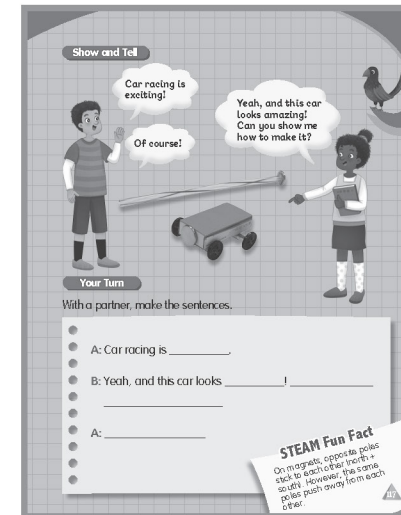
1. Play **Simon Says** to review simple commands and prime students for listening carefully to instructions.
2. Modify **Beetle Drive** so that students draw a car instead of a beetle. Make up the order of parts as you see fit, for example students must roll a 1 first to draw the body of the car or the wheels.

Steps

1. **Cut two pieces of a straw. Glue them to the bottom of the box. Then cut through the straw pieces.** The straw will allow the fixed wheels and axles to rotate freely within. If students struggle with cutting a slit in their straws with scissors, assist with a box cutter.
2. **Cut off the heads of two cotton swabs. Glue the ends of the swab sticks to the buttons.** This will serve as the wheels and axles for the car. However, the wheels will be fixed and unable to rotate freely on the axles.
3. **Put the swab sticks into the straw pieces.** The swab-stick axles should pop through the slits in the straw pieces and remain in place.
4. **Glue one magnet to the back of the car.** The magnet should be small and flat so that the car won't tip over. If the car tends to tip over, put something inside the box (the body of the car) to add some weight to the car.
5. **Glue another magnet to the end of a straw. Make sure the magnets have the same poles on the outside.** Have students test their magnet orientation before gluing the second magnet. By simply holding the second magnet near the first, the car should be pushed forward. If not, have students flip the second magnet around so the other pole faces forward.
6. **Push your car with the magnet straw. Have a race with a classmate!** Have students race their cars on the table, or they can draw a racetrack on a sheet of A3 paper to make the car race more interesting.



Student Book pages 116-117



Show and Tell

In pairs or small groups, students race their cars against each other during a set amount of time. Then have students from each group report to the class about their experience, using adjectives ending in *-ing*. Challenge the class to retell the process of making the car with one student describing only one step.

Your Turn

Students work in pairs to complete the short dialogue. Give them a set amount of time to write and speak. Challenge them to recite their dialogues without looking at their books.