

Elementary Conversations in English

Instructor Handbook

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Part 1: Scope and Sequence

Course Description

Welcome to the Conversations in Elementary English course from Transparent Language!

This three-level course is intended for students in grades 3-5, with one level planned per academic year. The course focuses on facilitating natural conversations among students, their families, their teachers, and their friends. Over 30 units, students will encounter and master functional grammar, integrated culture, and everyday dialogues, all along a central storyline that connects the three levels.

The Conversations in Elementary English content was designed as a companion piece for the classroom. Learners in traditional brick-and-mortar schools or those who are homeschooled will find a relevant, effective, engaging course focused around the everyday lives of fellow elementary school-age kids. In the charts that follow, teachers will find a flexible plan of how to incorporate all elements of the course in a blended-learning methodology.

This course is meant to be used by students at various language proficiencies from 0+ to 1+ (low beginner to low intermediate). To best meet this wide range of needs, the Conversations in Elementary English course has three major components per level:

- 1. Grammar:** In each unit, students will learn about English grammar and practice applying it to relevant themes and phrases in a set of online activities.
- 2. Conversations and Culture:** Next, students will read short passages and conversations that contextualize the grammar topics, and learn more about the culture of the United States through thematic activities.
- 3. Suggested Vocabulary:** As a resource for teachers, the instructor handbook provides suggested English vocabulary lists aimed for a 0+ to 1+ proficiency level. This course contains approximately 1,600 suggested words and phrases (15+ vocabulary words/phrases per lesson). The vocabulary provides topical, grammatical, and lexical scaffolding for the related grammar, conversations, and culture lessons that follow.

Course Specifics

- Each **level** of the Conversations in Elementary English course requires approximately **20 hours of independent study** and approximately **10-15 hours of in-class activities**, including the in-class activities suggested in this document. When teachers work the suggested vocabulary into their curriculum, each level requires approximately 40 hours of independent study and approximately 20-30 hours of in-class activities, including the in-class activities suggested in this document.
- The **entire course** requires approximately **60 hours of independent study** with approximately **40-45 hours of in-class activities**, including the in-class activities suggested in this document. With the suggested vocabulary, the entire course requires approximately 120 hours of independent study with approximately 80-90 hours of in-class activities, including the in-class activities suggested in this document.

NOTE: Teachers should review lessons before assigning for the amount and difficulty of the material as well as alignment with planned classroom activities.

Curriculum Map Overview

The purpose of this curriculum map is to provide guidance on how to integrate the Elementary English course into three different school years and age groups of students. It's based on the following premises:

- The academic year is split into two semesters, each ten weeks long.
- Teachers practice topically related and relevant vocabulary with their students before they encounter the grammar, conversations, and culture modules online.
- Students meet in person to do communicative activities, after having completed the online pre-assignments listed below.
- Each grammar lesson and each conversations and culture lesson requires about an hour for the average learner.
- When making recommendations, the course has taken age-appropriateness into account.
 - *For example, make sure students have mastered telling time in their own language before introducing it in English.*
- Students at the lowest level will need longer to complete assignments while students in the higher grades will be able to move faster.
- The curriculum map takes into account the content and flow of the course and divides the material where it naturally occurs.

3rd Grade - Level 1
509 suggested vocabulary items
20 estimated hours of grammar, culture, and conversation practice
39 estimated total hours of study, including suggested vocab practice

Semester 1

Unit 1

Class Schedule	Lesson	Hours of Study
Week 1	Vocabulary Practice (suggested)	2
Week 2	Grammar	2
	Conversations and Culture	

Unit 2

Class Schedule	Lesson	Hours of Study
Week 3	Vocabulary Practice (suggested)	2
Week 4	Grammar	2
	Conversations and Culture	

Unit 3

Class Schedule	Lesson	Hours of Study
Week 5	Vocabulary Practice (suggested)	2
Week 6	Grammar	2
	Conversations and Culture	

Unit 4

Class Schedule	Lesson	Hours of Study
Week 7	Vocabulary Practice (suggested)	2
Week 8	Grammar	2
	Conversations and Culture	

Unit 5

Class Schedule	Lesson	Hours of Study
Week 9	Vocabulary Practice (suggested)	1.5
Week 10	Grammar	2
	Conversations and Culture	

Semester 2

Unit 6

Class Schedule	Lesson	Hours of Study
Week 1	Vocabulary Practice (suggested)	2
Week 2	Grammar	2
	Conversations and Culture	

Unit 7		
Class Schedule	Lesson	Hours of Study
Week 3	Vocabulary Practice (suggested)	2
Week 4	Grammar	2
	Conversations and Culture	
Unit 8		
Class Schedule	Lesson	Hours of Study
Week 5	Vocabulary Practice (suggested)	2
Week 6	Grammar	2
	Conversations and Culture	
Unit 9		
Class Schedule	Lesson	Hours of Study
Week 7	Vocabulary Practice (suggested)	2
Week 8	Grammar	2
	Conversations and Culture	
Unit 10		
Class Schedule	Lesson	Hours of Study
Week 9	Vocabulary Practice (suggested)	1.5
Week 10	Grammar	2
	Conversations and Culture	

4th Grade: Level 2
544 suggested vocabulary items
20 estimated hours of grammar, culture, and conversation practice
38.5 estimated total hours of study, including suggested vocab practice

Semester 1

Unit 1

Class Schedule	Lesson	Hours of Study
Week 1	Vocabulary Practice (suggested)	2
Week 2	Grammar	2
	Conversations and Culture	

Unit 2

Class Schedule	Lesson	Hours of Study
Week 3	Vocabulary Practice (suggested)	1.5
Week 4	Grammar	2
	Conversations and Culture	

Unit 3

Class Schedule	Lesson	Hours of Study
Week 5	Vocabulary Practice (suggested)	2
Week 6	Grammar	2
	Conversations and Culture	

Unit 4

Class Schedule	Lesson	Hours of Study
Week 7	Vocabulary Practice (suggested)	2
Week 8	Grammar	2
	Conversations and Culture	

Unit 5

Class Schedule	Lesson	Hours of Study
Week 9	Vocabulary Practice (suggested)	2
Week 10	Grammar	2
	Conversations and Culture	

Semester 2

Unit 6

Class Schedule	Lesson	Hours of Study
Week 1	Vocabulary Practice (suggested)	1.5
Week 2	Grammar	2
	Conversations and Culture	

Unit 7

Class Schedule	Lesson	Hours of Study
Week 3	Vocabulary Practice (suggested)	2
Week 4	Grammar	2
	Conversations and Culture	

Unit 8

Class Schedule	Lesson	Hours of Study
Week 5	Vocabulary Practice (suggested)	1.5
Week 6	Grammar	2
	Conversations and Culture	

Unit 9

Class Schedule	Lesson	Hours of Study
Week 7	Vocabulary Practice (suggested)	2
Week 8	Grammar	2
	Conversations and Culture	

Unit 10

Class Schedule	Lesson	Hours of Study
Week 9	Vocabulary Practice (suggested)	2
Week 10	Grammar	2
	Conversations and Culture	

5th Grade: Level 3
573 suggested vocab items
20 estimated hours of grammar, culture, and conversation practice
38.5 estimated total hours of study, including suggested vocab practice

Semester 1

Unit 1

Class Schedule	Lesson	Hours of Study
Week 1	Vocabulary Practice (suggested)	2
Week 2	Grammar	2
	Conversations and Culture	

Unit 2

Class Schedule	Lesson	Hours of Study
Week 3	Vocabulary Practice (suggested)	2
Week 4	Grammar	2
	Conversations and Culture	

Unit 3

Class Schedule	Lesson	Hours of Study
Week 5	Vocabulary Practice (suggested)	1.5
Week 6	Grammar	2
	Conversations and Culture	

Unit 4

Class Schedule	Lesson	Hours of Study
Week 7	Vocabulary Practice (suggested)	1.5
Week 8	Grammar	2
	Conversations and Culture	

Unit 5

Class Schedule	Lesson	Hours of Study
Week 9	Vocabulary Practice (suggested)	2
Week 10	Grammar	2
	Conversations and Culture	

Semester 2

Unit 6

Class Schedule	Lesson	Hours of Study
Week 1	Vocabulary Practice (suggested)	2
Week 2	Grammar	2
	Conversations and Culture	

Unit 7

Class Schedule	Lesson	Hours of Study
Week 3	Vocabulary Practice (suggested)	2
Week 4	Grammar	2
	Conversations and Culture	

Unit 8

Class Schedule	Lesson	Hours of Study
Week 5	Vocabulary Practice (suggested)	2
Week 6	Grammar	2
	Conversations and Culture	

Unit 9

Class Schedule	Lesson	Hours of Study
Week 7	Vocab List 1	1.5
	Vocab List 2	
	Vocab List 3	
Week 8	Grammar	2
	Conversations and Culture	

Unit 10

Class Schedule	Lesson	Hours of Study
Week 9	Vocabulary Practice (suggested)	2
Week 10	Grammar	2
	Conversations and Culture	

To Prepare for Class

1. Review this Scope and Sequence document.
2. Review the suggested vocabulary to practice with students before starting the grammar and conversations and culture lessons.
3. Review the grammar they have read about in the courseware in the previously assigned lessons.
4. Review suggested classroom activities in Scope and Sequence and add any others that you want to plan for the group.

Welcome to this Elementary English course! Your students are going on an adventure of learning English with their new friend, Henry Wood. Each unit will teach more words and expressions your students need to talk to their families, go to school, and make new friends.

Please refer to the content reference in the next section to view the contents of each lesson.

3rd Grade Level 1 Overview			
Semester 1			
Unit 1 Nice to Meet You!			
Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Introduce yourself, say how you're doing, and ask how someone else is.	Practice the subject pronouns "I, you, he, she, it, you, we, they".	Learn about how Americans greet each other.	Pair up and create a short dialogue to introduce yourself. Say your name, ask the other person's name, and ask how they're doing.
Ask someone's name.	Practice conjugating and using the simple present forms of the verb "to be": "I am, you are, he/she/it is, you are, we are, they are".		
Say where you're from and ask where someone else is from.			

Unit 2 Me and My Family

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn to count from 1 to 12.	Learn how to say that something belongs to someone, using the possessive adjectives "my, your, his, her, its, your, our, their".	Learn about the American family.	Total physical response: Have students line up by age by asking other students how old they are. Teach the word for "fingers" and have students hold up the right number of fingers.
Say how old you are.	Find out how to make nouns plural by adding "-s" to the end: "sister > sisters".		
Learn to use the question word "Who?"			
Say who is in your family.			

Unit 3 Describing People and Things

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Describe people using common adjectives, like "tall", "happy", and "smart".	Practice conjugating and using the simple present forms of the verb "to have": "I have, you have, he/she/it has, we have, you have, they have".		Practice writing descriptive sentences about people with the correct forms of familiar adjectives.
Describe people by talking about their hair and eye color.	Form negative sentences using "not": "He is not old. > He is not old."		Talk about favorite colors in the class. Have the students sort themselves according to their favorite color. (Make sure they ask, "What is your favorite color?")
Learn how to say what your favorite color is.	Practice forming contractions like "I am > I'm", "we are > we're, you are > you're, she is > she's, it is > it's".		Guess who it is based on the description (hair color, eye color, etc.) OR Have the students sort themselves according to what color hair (or eyes) they have.

Unit 4

What is Your House Like?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Say if you live in a house or apartment.	Practice using "to have" in sentences and questions: "I have...", "Does she have...?"	Learn about an American house and American pets.	"My ideal house": Draw and label the rooms and furniture, which rooms belongs to what family member. Where the pets (if any) sleep, etc.
Describe the rooms in your house.			Students can ask "What is your favorite animal?" and practice saying their favorite animal.
Learn to use the question word "Where?"	Describe things using possessives like "my, your, his, our, their" + an adjective: "Her family is big.", "My favorite animal is...".		Dice game: Place 6 animal pictures on the board or around the room. Write a number 1–6 beside each picture. Divide the class into two teams and call up a student from each group. The teacher rolls the dice and the students match the number on the dice to the number on the board. The student who says the correct name and sound of the animal by that number wins a point for the team.
Learn the English names for different types of animals and the noises they make. What does the dog say?			Extra Credit: Using their own or their parents' cell phones, have students with pets introduce their animals to the class, interview-style. Have them include their pet's name, what kind of animal they are, and what color they are. What sounds do they make (in English)?
Say what your favorite animal is.			

Unit 5

Today I Feel...

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about how you are feeling and ask someone how they are feeling.	Say how you feel and why, using the conjunction "because": "I feel happy because...".		With the group, talk about where people are and what they're doing at different times of the day. How do they feel at those times?
Learn to use the word "because".	Learn to say when things happen, using adverbs of time, like "today" and "on Saturday".		

Semester 2

Unit 6

Let's Eat!

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Express what you like and what you don't like.	Practice forming the present continuous to describe an action happening right now: "I eat > I am eating".	Learn about common American foods and eating habits.	Talk about awesome and scary things! Have students talk about things they like, things they don't like, and things that are scary!
Say if you're hungry or thirsty.	Learn how to ask and answer yes/no questions: "Are you hungry? > Yes, I am hungry. No, I am not hungry."		Practice some food words. What do students like and dislike? Have the students make a list of the "yuckiest" and "yummiest" foods they can think of.
Learn words about food. Yum!			

Unit 7 My Weekly Routine

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn the days of the week.	Get more practice with adverbs of time and the present tense: "Tomorrow, I am going..."; "I sometimes watch TV."		Project: Create a daily routine chart. Have students practice the days of the weeks and common activities by marking them on a chart. Include chores, school, food/meals, fun activities, etc.
Talk about things you do and when you do them.			

Unit 8 In My Free Time

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about what you like to do in your free time, like playing sports and listening to music.	Say what people like to do using "to like/to want" plus an infinitive: "We like to learn English."	Learn about American sports and clubs.	Have kids identify infinitive verbs from a list of verbs.
Use the imperative "Let's" to make simple suggestions.			Practice "to want" + an infinitive verb to talk about what students want to do.
			Have students practice negating verbs that they know. How do you say "I am not."? How do you say "I do not draw."? You can create a "true or false" questionnaire where students can check off the things that they do and do not do.

Unit 9
Making Friends

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn how to say someone is your best friend.	Ask questions using "What?", "Who?", "Where?", "At what time?", "What do you like to do?"		Have students introduce their best friend (real or imaginary) to the class. Play a game like "Is this your ___? No, it is his ___." to practice possessive adjectives and number.
Learn to use the question word "What?"	Get more practice with possessive adjectives: "What is your phone number?"		Get to know your friends with the "two truths and a lie" game. Have students come up with two truths and a lie about themselves. The lies and truths can be about what they look like, certain adjectives, or things they like to do. (Example: Matt doesn't have long hair, He has blue eyes, He likes spiders.)
Learn how to ask for a new friend's phone number.			

Unit 10
Talking About School

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Tell someone you're a student and say what grade you're in.	Say you need to do something by combining "to need" with an infinitive verb: "We need to do our homework."	Learn about American schools.	Total Physical Response: Ask students to line up 1st-12th (If there are more students than that, break the class into smaller groups). Each student should state their place.
Talk about some subjects you learn in school.	Learn ordinal numbers from first (1st) to twelfth (12th).		Talk about types of classes that students go to at school. What classes do they take? What is their favorite? What class is easy?
Learn the words for some common school supplies.			

4th Grade Level 2 Overview

Semester 1

Unit 1 What Time is It?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about the time. Is it early or late?	Review the simple present and present continuous tense of all learned verbs, contractions, and interrogative sentences.	Learn about telling time and typical American schedules.	Practice telling time with a clock or images of a clock. Students should be able to tell "whole hours" (2 o'clock, 5 o'clock, etc.).
Learn to use the question word "When?"			Who can count the highest in the class? Can you have a race to see who can count the fastest?
Learn how to count to 100.			Have students count by evens, odds, etc. Have students state their phone numbers, zip codes, etc.
			Play Bingo!

Unit 2 What Day is it Today?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Ask and answer questions about dates.	Adverbs of time Practice more time expressions: "She likes to read before bed."		With the group, talk about where people are and what they're doing at different times of the day.
Talk about future activities using adverbs of time.	"Future with "going to" Express future actions with "going to": "We are going to do our homework after school."		

Unit 3
Getting Dressed

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn the words for parts of the body.	Start using demonstrative pronouns: "this, that, these, those": "That is my sweater."		Memory: Have the students close their eyes and try to remember what the teacher and their classmates are wearing. Questions can be asked by the teacher, other teams, or a partner.
Describe what you are wearing.			Students can flip through a magazine or book and describe the outfits they see. They should use demonstrative pronouns to say what they like best ("I like this red sweater more than that green sweater.")
Talk about your own and others' possessions.			

Unit 4
Getting Ready for School

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about your morning routine.	Tell people what to do by using the imperative: "Brush your teeth!"	Learn about some typical breakfast foods in the United States.	Students practice conjugating the new verbs and describe where in their house they typically do these things.
Learn some common breakfast foods. What do you like to eat in the morning?			For students: Pretend to be a parent and boss your partner/teacher around. Can you tell them to do something? Don't forget to say "please"! (you can also pretend to be at a restaurant and order food)
Learn how to give a command.			

Unit 5
My Day at School

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Describe a typical day at school.	Find out more about definite and indefinite articles and when to use them: "The window is closed.", "We have a black dog."	Learn about school routines for kids in different grades.	Have students write down their school schedules and what time they have them. Do they have lunch at the same time (before/after)? Do some people have the same classes but at different times?
Identify some school supplies.			Backpack Bingo: Make a scorecard with common school supplies. Working with a partner, students can look through both their backpacks and try to fill up the scorecard with the items they have.
Practice definite and indefinite articles.			

Unit 6
On The Weekend

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about what you do after school and on the weekend.	Practice time expressions to say when things happen: "After lunch, we have recess."	Learn about some fun activities that Americans like to do on the weekend.	Students can do research online to learn more about American foods! What do people in the United States usually eat for breakfast, lunch, and dinner?
Learn some more food words.			In the bag game: Place daily items in a bag. Ask students to pull one out and state "my + object", what action/ verb belongs with it, and which room the activity occurs in in English. *teachers may need to help with additional vocabulary related to household objects (e.g. toothbrush, fork, pillow, etc.)

Unit 7

What Languages Do You Speak?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Say which country someone is from.	Identify location by using prepositions like "in, with, to, from": "My mother is from Mexico."	Learn some facts about famous American landmarks.	Have students say where they are from. They can also say where their friends, family, neighbors, doctors, librarians, etc. are from.
Talk about what languages you speak.			Survey: Have students list out the languages that they speak (they may need help if they speak languages other than what's taught in the course). Practice deriving the language name from the country. You can say (in English) "These men are from China. They speak..." and have the students supply the language.
Say you don't understand something.			Explore the time zones of the world! If students have an internet connection or a map, ask what time is it in certain countries (this can be tricky, it may be easier to stay within 1-2 time zones)
Find out some common prepositions to say where things are or where someone is from.			
Describe some things found in nature.			

Unit 8
Talking to My Family

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn the words for more family members.	Get familiar with the object pronouns "me, you, him, her, it, us, them".		Talk about comparatives in English. The students can compare members of their family by saying who is faster, taller, younger, etc.
Compare members of your family to each other. Who is taller?	Practice using comparative adjectives: "I am taller than him."		Have students create family trees to present to the class.
Practice talking on the phone.			

Unit 9
When I Grow Up...

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Identify other people's jobs.	Practice combining "to want" + "to be" to say what you want to do when you grow up: "She wants to be a scientist."		Students can say what adjectives (qualities) people with certain jobs have to have. (example: The actor is famous, The writer is creative.)
Say what you want to be when you grow up.			Find pictures of famous Americans, like scientists, singers, and athletes. Students can learn verbs and adjectives to describe the work they do and where they work.
			Have students compare and contrast celebrities (He is a man; She is not a man, she is a woman, they are rock stars).
			Have students describe their parent or other adult in their family. What do they look like? What are their jobs (real or pretend)? Where do they work? Help students brainstorm additional vocabulary if needed.

Unit 10
It's My Birthday!

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn some important dates in the United States.	Learn how to form the simple future with "will": "We go to a party. > We will go to a party."	Learn how Americans celebrate different holidays.	Have students identify which holidays occur in which months.
Find out how to ask "What is the date today?"			<p>Talk about holidays in the US: What's your favorite holiday? When is it? What will you do? What do your parents say to get you to help prepare for holidays? (e.g. "Do the dishes!" "Go outside!")</p>
Say when your birthday is and wish someone a happy birthday.			<p>Have students talk about their birthdays: When is it? What will you do? Who will be there? What do you want for your birthday?</p>
			<p>Group Birthday/Holiday Celebration: What do you want for your birthday? With a partner, students can do a drawing of what they each want for their birthday. Give drawings as gifts. Eat cake or some festive food. Sing the Happy Birthday song in English!</p>
			<p>Make a classroom birthday chart. Draw a birthday card and write a message inside.</p>

5th Grade Level 3 Overview

Semester 1

Unit 1 Seasons

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about the seasons and their common activities.	Practice all forms of the simple future.	Learn about some fun things Americans like to do in each season.	Students can write a pen pal letter and say what they like to do/will do in the spring, summer, fall, and winter.
Learn to say what you will do in the future.			

Unit 2 What's Outside?

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Ask and answer questions about the weather.	Learn how to use the simple past of "to be" for "I", "you", "he/she/it": "I was, you were, it was".	Learn about typical climates and weather in different regions of the US.	Have the students write sentences describing how people were in the past (happy, sad, etc). Describe where they were (at school, at home, in the park, etc).
Learn words for parts of our planet.			Have students form past-tense sentence about what they did yesterday morning. They can make a poster or a drawing to go along with the story.
Find out how to say what you did yesterday.			

Unit 3 Travel and Transportation

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Describe some forms of transportation. How do you get around town?	Learn how to use the simple past of "to be" for all pronouns.		Have students say how they get around. If someone drives them, who picks them up from school or sports practice? Who do they usually ride with?
Talk about someone else, using "to be" in the past tense.	Practice forming the simple past for regular verbs by adding "-ed" to the end: "I play > I played".		Pick pictures of places and forms of transportation from a bag and make sentences with them. Students can get partners and ask "Where are you going? How are you getting there?" Students can then put the pictures together and say "I am going to [location]. I am [form of transportation - walking, riding a bike, swimming, etc.]"
Start learning how to use the verb "to go" in the past tense.			

Unit 4 I'm Sick!

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Say you're not feeling well and why.	Learn how to express obligation using "to have to" + an infinitive.		With a partner, students should pretend to be sick and mime how they're feeling (clutching their stomach) and a partner has to say the English phrase for what's wrong (stomachache). Then switch!
Learn some common words about going to the doctor.			
Express obligation or urgency with the phrase "to have to..."			

**Unit 5
Going Shopping**

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about going shopping.	Practice the past tense of "to go".	Learn about going shopping in the United States.	Students make a shopping list and go to the store (for groceries, sporting goods, books, toys etc). They can tell the shopkeeper what they need and ask how much it costs. The shopkeeper and shopper can pay for the imaginary items with play money, if possible. Switch roles halfway through so all students can go shopping.
Ask how much something costs. Is it expensive or cheap?	Learn to express obligation using "to need to" + an infinitive.		
Learn some words related to money.			
Learn to express obligation using the phrase "to need to..."			

Semester 2

**Unit 6
How Do I Get to...?**

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Ask for and give directions.	Practice negative imperatives.	Learn about different kinds of transportation and some typical ways Americans get around.	Practice prepositional phrases in the classroom. Talk about things that are on top of, in, next to, behind, in front of, to the left of, and to the right of other things.
Learn words for some places around town.			Look at a map of the town. What are some of the landmarks? What is near the school? What is near the students' houses?
Practice the imperative mood, to tell people what to do and what not to do.			Have the students give instructions for their route from home to the school to a partner, then switch.

Unit 7 Going Out to Eat			
Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about eating in a restaurant.	Get introduced to the modal verbs "may" and "can".	Learn about eating out in a restaurant.	Brainstorm a list of common ingredients in the class.
Describe some meals you eat with your family.			Have students describe their favorite meal or a typical meal that their family makes. What ingredients are in it?
Learn how to ask polite questions with "May I...?" and "Can I...?"			Have students create a dinner menu for a restaurant. List out 4-5 foods that will be served at the restaurant and what is in them.
Unit 8 All About Technology			
Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn words for different kinds of technology. What do you use at home and what do you use at school?	Start using the modal verb "should".		Divide students into two groups – one group gets to say the "You should..." statement, and the other group gets to respond if they have, haven't, or will do that thing. Rotate through student pairs so everyone gets to ask and to respond.
Tell someone what to do, using the word "should".			
Unit 9 How Do You Say...?			
Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Learn how to ask "How do you say... in English?"	Practice forming sentences/questions with adverbs: "They talk loudly!"		Have students introduce themselves and a friend to someone else. They can make up a story about who they are and what they're doing there.
Learn how to say "I'm sorry."			Students can grab a partner and pretend to be a friend or family member who talks too fast – what would someone say to them to slow them down?

Unit 10

We're Going on Vacation!

Communicative Goals	Grammar	Culture	Teacher's Notes/Classroom Activities
Talk about your travel plans and what you'll do on your summer vacation.	Refresh your knowledge of all the verbs and tenses you've learned in this course.	Learn about school vacations and popular travel destinations for Americans.	Have students plan a surprise trip to the United States for them and their parents (or sibling, or best friend). Where will they go? What will they bring? Why are they going? What will they see? What will they eat? How do they feel about it? Who will pick them up at the airport?
Say what you'll pack in your suitcase.			
Wish someone a good trip!			

Part 2: Content Reference

Level 1

Unit 1, Suggested Vocabulary

Unit 1, Lesson 1

Hello!

I

I am...

you

You are...

How are you?

I am well.

And you?

Are you...?

OK

Are you OK?

Yes.

Goodbye.

Unit 1, Lesson 2

he

He is...

He is American.

she

She is...

student

new student

She is a new student.

girl

My name is...

What is...?

your name

What is your name?

Unit 1, Lesson 3

we

We are...

friend

He meets...

He meets a new friend.

boy

first time

Where...?

Where are you from?

I am from...

the United States

I am from the United States.

English

Unit 1, Lesson 4

they

They are...

family

hug

I ask...

Please.

No.

They shake hands.

Nice to meet you.

Thanks!

when

He waves.

I say...

See you later!

Reading Passage

Henry meets Roxanne, a new student at his school.	
Henry	Hello! What's your name?
Roxanne	Hi! My name is Roxanne.
Henry	My name is Henry.
Roxanne	How are you?
Henry	I am doing well. And you?
Roxanne	I am OK. I am a new student.
Henry	Where are you from?
Roxanne	I am from the United States.
Henry	Me too! I am from Boston.
Roxanne	Nice to meet you.
Henry	Thanks, you too! See you later.
Roxanne	Goodbye!

Unit 2, Lesson 1

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

years

How old are you?

I am... years old.

I am nine years old.

Unit 2, Lesson 2

I have...

a big family

I have a big family.

sister

my sister

my older sister

How many...?

You have...

sisters

How many sisters do you have?

I have three sisters.

She babysits...

brother

her brother

her younger brother

baby

Unit 2, Lesson 3

family reunion

once

picture

a nice picture

family member

Who...?

Who is this?

man

dad

your dad

woman

This is...

mom

This is our mom.

Unit 2, Lesson 4

So...

typical family

only

kid

some kids

They help...

chores

They help with chores.

allowance

We go...

vacation

together

We go on vacation together.

My family has...

My family has dinner.

Reading Passage

Henry and Roxanne talk about Henry's family photo.	
Roxanne	Is that a picture of your family?
Henry	Yes! I have a big family.
Roxanne	How many brothers and sisters do you have?
Henry	I have one older sister and one older brother.
Roxanne	So, how old are you?
Henry	I am eight years old. And you?
Roxanne	I am nine years old. Who is this?
Henry	This is my mom, Kristen. And this is my dad. His name is Daniel.
Roxanne	Wow! You have a nice family!

Unit 3, Lesson 1

color

What color is this?

red

orange

yellow

brown

black

white

What is your favorite color?

My favorite color is...

green

blue

purple

My favorite color is purple.

Unit 3, Lesson 2

Is he...?

ugly

smart

tall

Is he tall?

very

He is very tall.

No way!

young

I'm young.

She's a beautiful woman.

Unit 3, Lesson 3

eyes

I have brown eyes.

straight

brown hair

You have straight brown hair.

He has...

blond hair

We are not...

small

old

We are not old.

Unit 3, Lesson 4

class

We draw...

superhero

good superheroes

She's a funny superhero.

mask

He has a cool mask.

cape

a long cape

curly

short

short red hair

Oops!

My superhero is not bad.

Reading Passage

Henry, Roxanne, and Brian draw superheroes in class.	
Henry	Brian, what is your favorite color?
Brian	My favorite color is green. My superhero is green.
Brian	He has straight red hair and blue eyes.
Henry	Cool! My superhero has an orange cape and a yellow mask.
Henry	He is very funny.
Roxanne	No way! My superhero has a purple cape.
Roxanne	She has curly brown hair. She is smart.
Miss Martinez	Roxanne, is your superhero good or bad?
Roxanne	She's good!
Miss Martinez	Brian, is your superhero tall or short?
Brian	He is not short. He is very tall!

Unit 4, Lesson 1

house

in our house

We have...

room

bathroom

bedroom

living room

We have a living room.

Where is... ?

dog

Where is the dog?

in the backyard

in the kitchen

on the floor

Unit 4, Lesson 2

Where do you live?

I live in...

with my family

I live in a house with my family.

an apartment

in the city

pet

Does she have any pets?

cat

bird

fish

She has a fish.

Unit 4, Lesson 3

animal

My favorite animal is...

snake

fox

frog

or

cats or dogs

Do you like cats?

Yes, I like cats.

What does... say?

cow

horse

pig

chicken

What does a chicken say?

Unit 4, Lesson 4

He writes...

letter

He writes a letter.

pen pal

soon

Write soon!

also

We play...

games

We also play games.

our parents

Our parents watch TV.

The dog sleeps...

bed

The dog sleeps in my bed.

Reading Passage

Henry writes a letter to his pen pal in Texas.

Henry	Dear Joe, Hello!
	I live in a big house with my family and pets. Where do you live?
	In our house, we have four bedrooms.
	My bedroom is blue. What color is your bedroom?
	We have a beautiful backyard.
	We have a small white dog. His name is Max.
	I also have a green frog. His name is Kermit.
	Do you have any pets?
	Write soon! Henry

Unit 5, Lesson 1

Hey!

Good morning.

How are you feeling?

I feel...

excited

brave

happy

because

I feel happy because...

recess

I feel happy because I have recess.

Unit 5, Lesson 2

feelings

She does not...

She does not feel...

confused

stupid

angry

She does not feel angry.

sad

I am not sad.

today

cold

Today is not cold.

Unit 5, Lesson 3

test

on Monday

We feel...

scared

He feels...

creative

tired

hot

Today is hot.

He feels tired because today is hot.

Reading Passage

Henry and his family talk about how they feel today.	
Henry	Hey, Mom and Dad! How are you feeling?
Mrs. Wood	Good morning! I feel happy. And you?
Henry	I feel excited because today is hot!
Mr. Wood	Excited? I'm confused.
Henry	Yes! I feel happy because I have recess today!
Emma	I am not excited. I have a test today.
Mr. Wood	Emma, you are very smart. Alex, are you sad?
Alex	No, I feel tired because today is Monday!

Unit 6, Lesson 1

Hey guys!

hungry

I'm hungry!

food

Does he like...?

eggs

He likes...

cereal

milk

cereal with milk

breakfast

He likes cereal with milk for breakfast.

I eat...

bread

banana

orange

Unit 6, Lesson 2

school

school cafeteria

We bring...

lunch

You are eating...

pizza

cheese

She is eating...

soup

sandwich

She is eating a sandwich.

I don't like...

salad

chicken

Yuck!

Unit 6, Lesson 3

thirsty

She's thirsty.

She drinks...

water

He buys...

snack

apple

between lunch and dinner

He eats...

cookies

a lot of cookies

He eats a lot of cookies.

meal

biggest meal

I'm full.

Unit 6, Lesson 4

usually

dessert

I usually eat dessert.

like...

ice cream

Do you want...?

chocolate ice cream

I want chocolate ice cream.

Yum!

weekend

On the weekend...

We eat...

brunch

Reading Passage

Henry and his friends eat lunch in the school cafeteria.	
Henry	I'm hungry!
Brian	I am eating a chicken sandwich.
Roxanne	I'm eating soup and salad.
Henry	Yuck! I do not like salad.
Brian	Do you like pizza?
Henry	Yum! Yes, I like pizza a lot.
Olivia	Henry, do you want my banana?
Henry	No. I'm thirsty! I want water.
Roxanne	Hey guys, do you want ice cream?
Olivia	I'm full. I don't want ice cream.
Henry	I do!
Brian	Me too. We want chocolate ice cream, please!

Unit 7, Lesson 1

day

week

day of the week

What day is it?

Today is...

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

On Fridays...

He gets dressed...

He gets dressed for school.

Unit 7, Lesson 2

We are talking.

always

She walks...

She always walks to school.

Are you going...?

tomorrow

Are you going to school tomorrow?

I'm going...

Yes, I'm going to school.

He runs...

playground

He runs on the playground.

My mom is sleeping...

late

My mom is sleeping late.

Unit 7, Lesson 3

On Saturdays...

pancakes

We eat lots of pancakes.

never

He never eats...

broccoli

sometimes

I watch...

a movie

TV

I sometimes watch TV.

now

We are watching a movie now.

It's fun!

Reading Passage

Henry talks about his weekend activities.

Henry	Today is Friday.
	My sister is feeling tired. She is sleeping.
	My brother is watching TV now.
	I am excited because tomorrow is Saturday.
	We never go to school on Saturday.
	I'm going to sleep late!
	On Saturdays, my family always eats a big breakfast.
	We are going to eat lots of eggs and pancakes!
	On Sundays, I watch TV with my dad.
	My mom and dad sometimes watch a movie with me.
	It's fun!

Unit 8, Lesson 1

sports

Do you play...?

I play...

football

basketball

baseball

at school

I play soccer at school.

hockey

tennis

soccer

popular

million

Three million kids play soccer.

Unit 8, Lesson 2

music

to listen to music

I don't want to play...

an instrument

guitar

piano

In my free time...

to paint

I like to paint.

book

to read a book

before bed

He likes to read a book before bed.

Unit 8, Lesson 3

club

to join a club

She wants to join a club.

after school

Schools have clubs after school.

foreign languages

band

art

photography

hour

about an hour

fee

Clubs have a small fee.

Unit 8, Lesson 4

at recess

She gets to know...

She gets to know a new friend.

game

Let's...

Let's play a game.

really

to draw

to dance

We really like to dance.

Let's dance!

Reading Passage

Roxanne gets to know Henry and his friends on the playground at recess.	
Roxanne	Do you play sports, Henry?
Henry	I play soccer at school. Do you?
Roxanne	No. I play the violin.
Henry	Oh! My sister plays the piano. My dad likes to play the guitar.
Olivia	I really like to listen to music.
Roxanne	Cool! In my free time, I like to paint.
Brian	Me too. I like to draw and paint.
Olivia	Hey guys, do you want to play basketball now?
Brian	I don't want to play. I feel tired.
Henry	OK!
Roxanne	Yes, we want to play! Let's play a game!

Unit 9, Lesson 1

Who are your new friends?

best friend

This is my best friend.

Great!

their

What are their names?

Cool!

What's up?

Not much.

Does she ride...?

bike

Does she ride a bike?

Yes, she rides a bike.

Unit 9, Lesson 2

What do you like...?

to do

What do you like to do?

outside

to play outside

Me too!

phone number

What is your phone number?

My phone number is...

I call...

cell phone

I call on my cell phone.

Unit 9, Lesson 3

He invites...

to hang out

He invites his friend to hang out.

later

Let's hang out later.

Why...

Why don't...

Why don't we invite your new friend?

Great idea.

time

At what time?

At four.

See you soon!

text message

Text me later.

High five!

Reading Passage

Henry invites his friends to his house.	
Narrator	<i>Monday morning:</i>
Henry	Hi, Brian. What's up? What is your phone number?
Brian	Not much. My phone number is (781) 555-3924.
Henry	Let's hang out later at my house.
Brian	I'm excited. Let's invite Roxanne too.
Henry	Cool! See you later!
Narrator	<i>Monday after school at Henry's house:</i>
Mrs. Wood	Henry, who are your new friends?
Henry	This is my best friend, Brian. This is my new friend, Roxanne.
Mrs. Wood	Nice to meet you! What do you like to do?
Brian	We like to run outside in our free time.
Mrs. Wood	Great! Do you want to play in our backyard?
Roxanne	Yes! Let's play with your pets, Henry!
Henry	Great idea. Max and Kermit like to run in their free time too!

Unit 10, Lesson 1

teacher

Mr.

Mrs.

preschool

kindergarten

elementary school

It starts...

It starts around...

Elementary school starts around five years old.

bus

Some kids take the school bus.

We need to...

homework

to do homework

We need to do our homework.

Unit 10, Lesson 2

grade

I'm in the... grade.

first

second

third

fourth

fifth

sixth

seventh

eighth

ninth

tenth

eleventh

twelfth

Middle school starts in sixth grade.

Unit 10, Lesson 3

They are in high school.

subject

My favorite subject is...

science

You hate...

history

boring

You hate history because it is boring.

She enjoys...

math

library

others

Others love...

gym

music

Unit 10, Lesson 4

classroom

Where is my...?

paper

computer

pencil

Where is my pencil?

Here it is!

desk

on the desk

pen

backpack

Where is his backpack?

chair

on the chair

Found it!

Reading Passage

Henry talks about school.

Henry

I love to go to school!

I am in elementary school.

I'm in the third grade.

My teacher is Miss Martinez.

Roxanne and Brian are in my class.

They always take the school bus.

I sometimes walk to school.

In our class, the students have desks.

Our class also has ten computers.

We always need to have a pencil.

My favorite subject is science.

The teacher is very funny.

Roxanne and Brian love art class.

It's their favorite subject.

We hate history class because it is boring.

After lunch, we have recess.

We go outside and talk with our friends.

My friends sometimes run and play football.

After school, I always need to do my homework.

Level 2

Unit 1, Suggested Vocabulary

Unit 1, Lesson 1

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

twenty

twenty-one

twenty-two

thirty

thirty-three

thirty-four

forty

fifty

Unit 1, Lesson 2

sixty

There are...

minutes

There are sixty minutes in an hour.

seventy

eighty

ninety

one hundred

What time is it?

It is... o'clock.

It's 1:00.

It's 8:00 am.

It is early!

It's 11:30 am.

It's noon.

Unit 1, Lesson 3

Monday morning is...

often

crazy

Wait!

time zone

different time zone

watch

His watch says...

It's 9:30 pm.

It is late!

She goes to bed...

before

She goes to bed before 9:30 pm.

Hurry!

It's midnight.

Uh-oh!

Unit 1, Lesson 4

I work...

at 9:00

I work at 9:00 am.

at 1:15

at 2:30 pm

Remember...

clock

to set the clock...

forward

Remember to set the clock 1 hour forward.

spring

in the spring

Set the clock 1 hour back.

fall

in the fall

Of course!

Reading Passage

Henry has a crazy morning.	
Mrs. Wood	Henry! It's late! You need to get dressed for school now!
Henry	What time is it? I feel really tired.
Mrs. Wood	It's 7:15. Your sister, brother, and father are eating breakfast.
Henry	Mom, it's early! I go to school at 8:00.
Mrs. Wood	Yes, but today is Tuesday. You usually walk to school.
Henry	Uh-oh! It is late! I need to eat cereal and run to school.
Mr. Wood	Henry, when is your soccer game?
Henry	Today, after school.
Mr. Wood	At what time? At 3:30?
Henry	No, at 3:45. Are you going?
Mr. Wood	Of course! Here's your backpack. Hurry!
Henry	Mom and Dad, wait! My watch says it's 6:15.
Mrs. Wood	Henry, remember we need to set the clock 1 hour forward!

Unit 2, Lesson 1

When are you going to... ?

to clean

your bedroom

When are you going to clean your bedroom?

I'm going to...

this Tuesday

I'm going to clean my bedroom this Tuesday.

Just kidding!

tonight

next

next Saturday

He is going to watch a movie next Saturday.

maybe

this weekend

They are going to play outside this weekend.

Unit 2, Lesson 2

month

January

February

March

April

May

June

July

August

September

October

November

December

Unit 2, Lesson 3

What is the date?

It's...

January 4th

May 10th

birthday

My birthday is...

August 15th

My birthday is on August 15th.

We're going to...

picnic

to have a picnic

grass

We're going to have a picnic on the grass.

right now

lucky

You're lucky!

Reading Passage

Miss Martinez asks her class about a spring day.	
Miss Martinez	What is the date today?
Roxanne	It's the 20th of March.
Miss Martinez	What day is it?
Brian	Monday!
Miss Martinez	Yes, and...?
Henry	The first day of spring!
Brian	Miss Martinez, when are we going to go outside?
Miss Martinez	We're going outside right now! Let's read a book on the grass.
Roxanne	Yay! I love to be outside.
Henry	Me too! After school, I'm going to play in my backyard with my pets.
Roxanne	You're lucky! I need to clean my bedroom this week. I hate to clean!
Henry	When are you going to clean your bedroom?
Roxanne	I'm going to clean it this Wednesday. And you?
Henry	On June 15th. Just kidding! Maybe next weekend.

Unit 3, Lesson 1

body

back

ear

leg

stomach

fingers

mouth

arm

nose

foot

head

hand

toes

face

Unit 3, Lesson 2

trip

field trip

farm

clothes

What are you wearing?

I'm wearing...

skirt

sandals

shirt

I'm wearing a shirt.

He is wearing...

underwear

T-shirt

shoes

He is wearing shoes.

Unit 3, Lesson 3

Whose... is this?

sweater

hat

Whose hat is this?

This is my mom's hat.

Well...

cool

Well, it's cool today.

that

Whose... is that?

jacket

That is our friend's jacket.

dress

That dress is pretty.

Unit 3, Lesson 4

these

Whose... are these?

shorts

socks

These are her dad's socks.

warm

These socks are warm.

those

Whose... are those?

pants

Those are my pants.

boots

Those boots are black.

Reading Passage

Henry's class goes on a field trip.	
Miss Martinez	Today is our field trip! We are going to see horses, cows, pigs, and chickens on a farm.
Roxanne	I'm excited. I love horses!
Olivia	Roxanne, are you wearing those black shoes on the field trip?
Roxanne	No. I'm wearing these brown shoes in my backpack and this red sweater.
Roxanne	What are you wearing?
Olivia	I'm wearing pants and a jacket because today is cool.
Olivia	I'm wearing these pink socks.
Roxanne	Those pink socks are pretty!
Roxanne	Look! Henry is wearing shorts and a T-shirt.
Henry	Yes. This is my favorite yellow T-shirt.
Roxanne	Henry, today is cool, not hot.
Henry	Well, I'm wearing these boots. My feet are going to be warm.
Olivia	Henry, this blue hat is cool!
Olivia	I need a hat. My ears are cold!
Miss Martinez	OK, class. Let's go! Wait, whose jacket is this?
Roxanne	That's Olivia's jacket!
Henry	Olivia, wait! This is your jacket!

Unit 4, Lesson 1

at home

toast

butter

jelly

oatmeal

quick

type

Oatmeal is a quick type of breakfast.

colorful

fruit

strawberry

yogurt

drink

juice

orange juice

Unit 4, Lesson 2

routine

daily routine

in the morning

I wake up...

at 6:30

but

Wake up!

in the bathroom

teeth

I brush my teeth.

Brush your teeth!

shower

He takes a shower.

toilet

comb

She combs her hair.

Unit 4, Lesson 3

We get dressed.

jeans

new jeans

Get dressed!

I put on...

sneakers

I put on my sneakers.

then

to the kitchen

Then, I go to the kitchen.

apple juice

Drink your apple juice!

Hurry up!

They wait...

They wait for the school bus.

Unit 4, Lesson 4

Do you know...?

diner

Diners serve...

omelette

ketchup

bagels

Kids love...

bacon

syrup

Kids love pancakes with syrup.

sweet

It's sweet!

adults

Adults drink...

coffee

tea

Reading Passage

Henry talks about his daily routine.

Henry

Do you want to know my daily routine?

In the morning, my mom says "Wake up, Henry!"

I usually wake up at 6:30.

Then, I brush my teeth in the bathroom.

At 7:00, my mom says, "Get dressed! It's late!"

I usually wear a shirt, jeans, and sneakers.

Then, I go to the kitchen and eat breakfast with my family at 7:15.

I always eat cereal with milk.

My brother eats eggs with ketchup. Yuck!

My sister loves yogurt with fruit.

I never drink coffee, but my dad drinks coffee every day.

My sister and I like to drink orange juice with our breakfast.

At 7:45, my dad says "Hurry up!"

I take my backpack and jacket, and go to school.

That's my morning! What's your daily routine?

Unit 5, Lesson 1

place

fun place

Are you ready...?

I'm ready for school.

everything

She has everything.

Do you need...?

supplies

I need...

a little...

a little paper

crayons

some crayons

Unit 5, Lesson 2

schedule

What is your schedule?

health

special

special class

swimming

On Thursdays, I have swimming class.

lesson

When does she have a music lesson?

Hmm...

in the afternoon

wrong

What's wrong?

He forgets...

a new notebook

his money

Unit 5, Lesson 3

door

open

The door is open.

We can...

to sit together

We can sit together in the cafeteria.

vegetables

carrot

tomato

cucumber

lemonade

soda

window

closed

The windows are closed.

Open the windows!

Unit 5, Lesson 4

She decorates...

the chalkboard

locker

She decorates her locker with...

a mirror

wallpaper

Students stand...

Pledge of Allegiance

every

every day

They switch...

High school students switch classes.

assembly

meeting

all

all of the school

Reading Passage

Henry and his friends talk on the school bus.	
Henry	Good morning, guys! Are you ready for school today?
Roxanne	Hi Henry! Yes, I'm ready.
Brian	I have everything! My cell phone, my lunch money, my...
Olivia	What's wrong, Brian?
Brian	Uh-oh! I don't have my science homework!
Brian	Mr. Williams is not happy when we forget our homework.
Roxanne	It's OK. Do you need some paper? You can do the homework now.
Brian	I need some crayons, too. Thanks, Roxanne!
Henry	Olivia, what is your schedule? We never see you!
Olivia	It's because I'm in fifth grade and you're in third grade.
Olivia	On Mondays, I have art class and swimming.
Roxanne	When do you have health class?
Olivia	On Tuesdays.
Henry	Hmm. When do you have lunch?
Olivia	At 12:30. I sometimes have a music lesson at lunchtime.
Henry	We have lunch at 12:30 too. Let's eat together in the cafeteria today!
Olivia	OK, great! I have a chicken sandwich for lunch. Yum!

Unit 6, Lesson 1

I study...

in the evening

I practice...

violin

drums

flute

I practice the flute.

She practices...

volleyball

team

football team

He plays on the football team.

video games

They play video games after school.

Unit 6, Lesson 2

table

Please set the table.

We help...

potato

meat

macaroni and cheese

rice

green beans

Eww!

at night

I get ready...

At 9:00, I get ready for bed.

pajamas

Goodnight!

They say, "Sleep tight!"

Unit 6, Lesson 3

What do you do on the weekend?

I hang out with my friends.

camping

They're going camping.

He watches cartoons.

We visit...

We visit our grandparents.

My family is going to eat out.

barbecue

We're going to have a barbecue.

They're busy.

activity

fun winter activities

skiing

ice skating

sledding

Reading Passage

Henry and his family are busy after school.

Henry

After school, I have a snack. I usually eat cookies and milk!

Then, I practice soccer.

In the evening, I do homework and study for tests.

I sometimes play video games.

Emma studies, too. She also practices the piano in the evening.

Alex practices football every day. He plays on the school team.

At 6:00, my mom says, "Please set the table!"

I help Emma set the table for dinner.

This evening we are eating meat with rice and vegetables.

I love carrots but I hate broccoli! Eww!

At 9:00, Emma, Alex, and I get ready for bed.

We put on our pajamas.

Mom and Dad say, "Goodnight, sleep tight"!

What do you do after school?

Unit 7, Lesson 1

country

world

countries of the world

She is from...

China

Mexico

Turkey

They are going to...

Italy

Russia

We live in...

Brazil

Egypt

His parents are...

Mexican

Unit 7, Lesson 2

Do you speak...?

Spanish

Chinese

I speak...

Arabic

At home, I only speak...

German

Japanese

I don't speak...

French

Guess what?

story

wonderful stories

I'm sorry.

We don't understand.

Unit 7, Lesson 3

They take a vacation...

state

Statue of Liberty

gift

There's...

alligator

turtle

lake

next to the lake

There's a turtle next to the lake.

forest

inside the forest

tent

We sleep inside a tent.

river

by the river

Unit 7, Lesson 4

We honor...

president

mountain

on top of the mountain

They are carved...

rock

The faces are carved in rock.

beach

mile

almost a mile

The beach is almost a mile long.

ocean

across the ocean

deep

Reading Passage

Henry's class talks about vacation plans.	
Miss Martinez	Class, next week is our school vacation! We do not have school.
Henry	Yay!
Miss Martinez	Henry, where are you going?
Henry	My family and I are going to New York City. We're going to see the Statue of Liberty!
Miss Martinez	That's great! And you, Roxanne?
Roxanne	I'm going to Mexico with my parents and brother. We're going to the beach!
Miss Martinez	Fun! Do you speak Spanish?
Roxanne	At home, I only speak English.
Roxanne	At school, I speak a little Spanish in my Spanish class.
Miss Martinez	Great! I speak Spanish and English with my parents. They're from Mexico.
Henry	Oh! Olivia's parents are from Mexico. She speaks Spanish too.
Miss Martinez	Wonderful!
Brian	Guess what? I'm going camping next week.
Henry	Cool! Are you camping inside the forest?
Brian	Yes! We'll be next to the lake. We have a tent.
Miss Martinez	Class, I'm happy that you have such wonderful vacation plans!
Miss Martinez	I'm excited to listen to your stories!

Unit 8, Lesson 1

whole

whole family

grandpa

He is kind.

than

He is kinder than her.

aunt

granddaughter

She is pretty.

She is prettier than me.

uncle

He is strong.

He is strong, but I am stronger.

Unit 8, Lesson 2

grandma

My grandma is happier than her.

cousin

fast

I am faster than you!

I'll race you!

to begin

Let's begin!

You are the fastest!

grandson

He is handsome.

more

He is more handsome than them.

no one

No one is taller than you.

Unit 8, Lesson 3

telephone

The telephone is ringing.

call

important call

Pick up the phone!

Who's...?

Who's calling?

Grandma is calling!

What's new?

Nothing.

How's school?

I am learning... in class.

I am learning English in class.

Now I speak a little more.

Talk to you soon!

The end.

Reading Passage

Henry gets an important phone call.	
Roxanne	Henry, let's walk home together.
Roxanne	What are you doing this weekend?
Henry	On Saturday, I'm going to visit my grandparents.
Henry	We are having a family reunion. And you?
Roxanne	I'm going to sleep late and watch cartoons!
Narrator	<i>Henry's cell phone rings.</i>
Roxanne	Henry, who is calling? Pick up the phone!
Henry	Hello?
Grandma Norris	Hi, Henry! It's Grandma. What is new?
Henry	Not much. I'm walking home right now.
Grandma Norris	How is school?
Henry	It's great! I'm learning a lot in science class.
Grandma Norris	Wonderful! On Saturday, we're going to eat out in a restaurant.
Grandma Norris	We can have dessert, too!
Henry	Cool! See you soon! Bye!
Grandma Norris	Bye, Henry!
Narrator	<i>Henry's call ends.</i>
Roxanne	Is that your grandma?
Henry	Yes. She is very kind!
Henry	She says we are going to a restaurant with the whole family.
Henry	My Uncle Paul and Aunt Nancy are going, too.
Roxanne	Do you have cousins?
Henry	Yes, my cousin, Mike, is 10 years old. He is taller than my brother!
Roxanne	Well, guess what? I am faster than you! I'll race you home!

Unit 9, Lesson 1

show and tell

turn

It's her turn.

Sorry!

She is describing...

profession

What do you want to be?

When I grow up...

I want to be...

actress

actor

I want to be an actor...

to act

I want to be an actor because I like to act.

Unit 9, Lesson 2

Does he want to be...?

athlete

Does he want to be an athlete?

scientist

just

He wants to be a scientist, just like his dad.

author

a famous author

rock star

She wants to be a rock star.

Interesting!

She is singing...

She is singing a song.

Unit 9, Lesson 3

artist

firefighter

Her dad is a firefighter.

It's dangerous!

pilot

translator

They are translators.

photographer

I like to take pictures.

camera

millionaire

You make...

You make a lot of money.

Unit 9, Lesson 4

policeman

My uncle is a policeman.

police station

He works at the police station.

doctor

She works...

hospital

She works at the hospital.

chef

We cook...

restaurant

We cook in a restaurant.

Reading Passage

Henry's class has show-and-tell.	
Miss Martinez	Henry, it's your turn to show and tell.
Henry	OK! This is a picture of my family reunion.
Miss Martinez	That's a great picture! Do you want to be a photographer when you grow up?
Henry	I like to take pictures, but when I grow up I want to be a scientist, like my dad.
Miss Martinez	Wonderful! Let's listen to Henry describe his family.
Henry	This is my mom, Kristen. She is an author.
Henry	She loves to read and write.
Henry	This is my Uncle Paul. He is my mom's brother.
Henry	He is a policeman. He works at the police station.
Roxanne	Wow! That's dangerous!
Henry	Yes. My Aunt Nancy is a doctor. She works at the hospital.
Roxanne	Is that your cousin? Is he a rock star?
Henry	It's my cousin, Mike. No, he just plays the drums.
Miss Martinez	Interesting! Now it's your turn, Roxanne.
Roxanne	When I grow up I want to be an actress because I like to act.
Roxanne	I want to be a famous actress and have lots of money!
Miss Martinez	Roxanne! I'm saying that it's your turn to show and tell.
Roxanne	Oops! Sorry!

Unit 10, Lesson 1

holiday

New Year

Happy New Year!

ball drop

Valentine's Day

We give...

cards

flowers

I love you.

Easter

egg hunt

Independence Day

fireworks

cookout

Unit 10, Lesson 2

Halloween

candy

haunted house

costume

Thanksgiving

turkey

pie

pumpkin pie

Christmas

Merry Christmas!

Christmas lights

We leave...

Santa Claus

We leave cookies for Santa Claus.

reindeer

Unit 10, Lesson 3

When is your birthday?

the day after tomorrow

For my birthday, I want...

present

I want lots of presents.

Surprise!

easily

He is easily surprised.

They bring...

cake

birthday cake

candles

There are nine candles on the cake.

Happy birthday!

Thank you very much!

Unit 10, Lesson 4

We celebrate...

We will celebrate...

We will celebrate your birthday.

I will make...

I will make your favorite food.

You will have...

party

You will have a big party.

everyone

Everyone's coming.

I can't...

I can't wait!

He's super excited!

Reading Passage

Henry's mom plans a birthday surprise.	
Mrs. Wood	Good morning, Henry. Hmm... isn't it your birthday soon?
Henry	My birthday is on June 8th. I will be 9 years old!
Mrs. Wood	That's right! We will celebrate your birthday with a soccer party.
Henry	I can't wait! For my birthday, I want a bike and a new soccer ball.
Mrs. Wood	Well, a bike is a lot of money. We'll see.
Henry	Who is coming?
Mrs. Wood	You will have a big party! All your friends are coming.
Henry	I'm super excited!
Mrs. Wood	We will have pizza and chocolate ice cream too.
Henry	Thank you, Mom!
Mrs. Wood	Dad will play the guitar and sing "Happy Birthday." Your birthday cake will be blue with 9 candles.
Henry	Great, Mom! I'm going outside to play now.
Mrs. Wood	Henry doesn't know about our surprise.
Mr. Wood	What surprise?
Mrs. Wood	He wants a bike for his birthday. That big present in the backyard is the bike!
Mr. Wood	Great idea! He will love it!

Level 3

Unit 1, Suggested Vocabulary

Unit 1, Lesson 1

season

springtime

garden

I'm planting...

tree

rose

part

In this part of the country...

flood

rain shower

We will need...

raincoat

umbrella

Look!

rainbow

There's a rainbow!

Unit 1, Lesson 2

summer

pool

She's packing...

bag

She's packing her beach bag.

sunglasses

bathing suit

towel

They will go...

kayaking

fishing

road trip

They will go on a road trip.

concert

outdoor concert

Unit 1, Lesson 3

fair

amusement park

rides

roller coaster

autumn

I will start...

I will start school.

leaf

The leaves change...

The leaves are changing color.

apple picking

hiking

Let's go hiking!

hayride

cider

Unit 1, Lesson 4

winter

snow

snowman

ice

I will wear...

winter jacket

snow boots

gloves

coat

snowball fight

Let's have a snowball fight!

Good luck!

cocoa

fire

fireplace

They will drink cocoa around the fireplace.

Reading Passage

Henry and Joe write pen pal letters about the seasons in Massachusetts and Texas.

Henry	Dear Joe, What's up?
	I will start school next week, on September 6th. It is summer, but fall will be here soon!
	In Massachusetts, the leaves change color.
	My parents will go hiking every weekend because the trees are beautiful!
	Emma, Alex, and I will sometimes hike with them.
	We always go apple picking in October.
	After, my mom usually makes apple pie.
	In this part of the country, we get a lot of snow in the winter.
	You need to wear a winter jacket and snow boots.
	If you visit in the winter, we will go skiing and sledding with my friends. I can't wait!
	What is it like in Texas? Henry
Joe	Dear Henry, It's hot in Texas!
	We start school earlier than you, in August, but I'm going to the beach this weekend.
	I'm packing my beach bag right now.
	If you visit me, you'll need sunglasses and a bathing suit because I have a pool!
	In the summer, there are also a lot of rain showers, just like in the spring.
	Every spring, my mom plants flowers, but sometimes there are floods!
	If you visit, you will need a big umbrella!
Good luck at school next week! Joe	

Unit 2, Lesson 1

weather

What is the weather like?

The weather is nice.

sun

It's sunny.

The weather is bad.

temperature

What's the temperature?

It's... degrees.

It's 70 degrees.

What was...?

yesterday

What was the weather like yesterday?

Yesterday was...

cloud

Yesterday was cloudy.

Unit 2, Lesson 2

Were you... ?

Were you playing...?

I was...

Yes, I was playing outside.

field day

balloon

We won...

Frisbee

tug-of-war

race

relay race

She was...

sick

Bummer!

It sounds...

It sounds like fun!

Unit 2, Lesson 3

Earth

sky

star

moon

island

jungle

waterfall

fresh water

desert

dry place

driest

Deserts are the driest places on Earth.

tornado

It's windy.

Unit 2, Lesson 4

They may have...

hurricane

south

mild

west

earthquake

thunderstorm

rain

It's raining.

north

region

east

blizzard

inch

feet

snowing

Reading Passage

Henry and his friends talk about Field Day.	
Henry	The weather is bad today. It's cold and raining.
Henry	I'm so happy that yesterday was our Field Day.
Roxanne	Yes, Field Day is my favorite day at school!
Brian	Bummer! I was sick and in bed all day.
Brian	What was the weather like yesterday?
Henry	The sky was cloudy and it was windy in the morning.
Henry	Then, at noon, it was sunny!
Brian	What were you doing? Were you playing Frisbee?
Henry	Yes, and I was also playing tug-of-war. My team won!
Brian	Cool! Roxanne, were you running in the relay race?
Roxanne	No, I was playing water balloon volleyball. It was fun!
Brian	You guys are lucky. I was eating soup and watching cartoons all day.
Henry	It sounds like you were having fun too!
Roxanne	Hey! Look outside! There's a big rainbow in the clouds!

Unit 3, Lesson 1

In my town...

people

street

down the street

People walk down the street.

Main Street

sidewalk

on the sidewalk

He drives...

car

work

My dad drives his car to work.

highway

on the highway

train

Her mom takes the train.

Unit 3, Lesson 2

neighborhood

We were...

busy

I walked...

store

Yesterday, I walked to the store.

park

near the park

You went...

plane

subway

rocket

taxi

You went by taxi.

They were...

They were happy to see us.

Unit 3, Lesson 3

They went...

different

They went to a different city.

I talked...

I talked to them.

We visited...

museum

aquarium

We visited the aquarium.

He went...

boat

boat ride

bridge

under the bridge

I went...

I went home.

Reading Passage

Henry describes how he gets around his town.

Henry	In my town, there are a lot of different streets. We live on Main Street.
	People can walk down the street on the sidewalk.
	Yesterday, I walked to a candy store near my house.
	I also have a bicycle. It was my birthday present.
	I sometimes ride my bicycle to the park after school.
	In my neighborhood, many people drive cars.
	My dad drives his car to work every day, but my mom takes the train.
	Yesterday, she went to work very early.
	We were happy to see her at 6:00 when my dad picked her up!
	Outside of my town are many highways. You need to drive on the highway to come to Boston.
	On Saturday, I went to Boston with my grandparents.
	We visited the Museum of Science and went to a movie there.
	Then, we went on a boat ride in the park.
	We were tired, but it was a fun day!

Unit 4, Lesson 1

What's the matter?

I don't feel...

I don't feel so good.

I have a...

cough

sore throat

cold

She's sneezing.

You have a cut.

Ouch!

blood

You're bleeding.

bandage

stomachache

His... hurts.

His stomach hurts.

Unit 4, Lesson 2

office

doctor's office

She has to...

She has to go to the doctor.

nurse

I broke...

I broke my arm.

It hurts!

skeleton

X-ray

You have to wear...

cast

You have to wear a cast.

medicine

We have to take medicine.

Unit 4, Lesson 3

extremely

extremely sick

flu

They have the flu.

I have to...

to stay home

I have to stay home.

thermometer

Let's take your temperature!

fever

headache

He is resting.

He feels better...

already

He feels better already.

Reading Passage

Henry goes to the doctor.	
Henry	Mom, I don't feel so good today. I have to stay home.
Mrs. Wood	Henry, what's wrong?
Henry	My stomach hurts and I have a sore throat.
Mrs. Wood	Let's take your temperature. I have to get the thermometer.
Henry	Uh-oh! Maybe I have the flu!
Mrs. Wood	Maybe. Let's see. You don't have a fever.
Henry	I have a headache too!
Mrs. Wood	Wow, it sounds like you are very sick.
Henry	Yes, I'm extremely sick! I have to go to the doctor!
Mrs. Wood	Let's go.
Narrator	<i>At the doctor's office</i>
Dr. Brown	Hi Henry, how are you?
Henry	I have the flu.
Dr. Brown	OK, let's see. Hmm. You are lucky. You have a bad cold, but not the flu.
Dr. Brown	Mrs. Wood, Henry needs lots of water or tea and he should stay in bed for a couple of days.
Henry	Mom, will I be going to school today?
Mrs. Wood	No, Henry. We have to get you some medicine. Then, let's go home.
Mrs. Wood	You need to rest. I'll make you hot tea and you can play some video games.
Henry	Yay! I feel better already!

Unit 5, Lesson 1

They need to...

to go shopping

They need to go shopping.

grocery store

They need to go shopping at the grocery store.

I need to buy...

groceries

What kind of...?

What kind of cake?

He is going to bake...

He is going to bake a chocolate cake.

ingredients

sugar

flour

Unit 5, Lesson 2

price

How much...?

How much is this?

It costs...

dollar

cents

It costs five dollars.

That's cheap!

sale

It's on sale!

You have to...

dairy

aisle

You have to go to the dairy aisle.

Unit 5, Lesson 3

cashier

cash register

That's expensive!

I need my wallet.

purse

credit card

We went...

bookstore

toy store

We went to the toy store.

I sat...

I even sat...

lap

I even sat on Santa's lap!

Unit 5, Lesson 4

She shops...

market

farmer's market

mall

She shops at the mall.

We need to wait...

in line

We need to wait in line.

They shop...

They just shop...

online

We save up...

We save up our allowance.

building

That big building is the mall.

Reading Passage

Henry and his friends need to bake a cake.	
Narrator	<i>At Henry's house after school</i>
Henry	Hey, guys, I have an idea! Do you want to bake a cake?
Roxanne	Sure! What kind of cake?
Henry	A chocolate cake! It's for my dad's birthday tomorrow. It will be a surprise!
Brian	Cool! Do you have all the ingredients?
Henry	Let's walk to the grocery store because I need to buy them.
Roxanne	Isn't your brother a cashier at the grocery store?
Henry	Yes, he works there. Maybe we'll see him.
Narrator	<i>At the grocery store</i>
Henry	Hi, Alex! We want to make a chocolate cake for Dad.
Henry	We need to buy eggs, milk, butter, sugar, flour, and chocolate.
Alex	OK, guys. You need to go to the baking aisle first.
Alex	Then, you need to go to the dairy aisle.
Henry	Alex! Where is the sugar? We went to aisle 9.
Alex	You went to the wrong aisle, Henry!
Henry	Oops! Found it! Alex, how much is the milk?
Alex	It costs \$2.99.
Roxanne	That's expensive!
Brian	No it isn't. That's cheap. Milk usually costs more.
Alex	It's on sale today!
Henry	Great! We'll see you in a few minutes when we are waiting in line. Thanks, Alex!

Unit 6, Lesson 1

directions

Can you...?

Can you help me?

Yes, I can help you.

How do I...?

How do I get to...?

train station

church

bakery

How do I get to the bakery?

It's nearby.

Turn...

left

Turn left.

Go...

Go straight.

Unit 6, Lesson 2

Where are you going?

stadium

mosque

post office

I'm going to the post office.

Stop!

Don't go...

Don't go there.

You're going...

way

wrong way

Turn around.

Pass by...

pharmacy

movie theater

Pass by the movie theater.

Unit 6, Lesson 3

distance

It's far.

area

rural area

Can we fly?

Actually,...

almost there

Actually, you're almost there.

Walk...

block

Walk four blocks.

right

Turn right.

She made it!

easy

That wasn't easy.

Unit 6, Lesson 4

suburb

average suburb

He sees...

gas station

bank

pizzeria

He sees a pizzeria.

It's close.

traffic

There's lots of traffic!

backward

Don't go backward.

seatbelt

You have to wear a seatbelt.

ferry

Let's take the ferry.

Reading Passage

Henry gives Roxanne directions to the park.	
Henry	Hey, guys! Are you ready to play baseball?
Olivia	Yes! We're ready!
Henry	Where is Roxanne? I don't see her.
Olivia	Henry, your phone is ringing.
Olivia	Pick it up! Maybe it's her.
Henry	Hello? Roxanne? Where are you?
Roxanne	I'm lost! I was walking to the park, but I went the wrong way.
Roxanne	Can you help me? I am next to the library, on Maple Street.
Henry	OK. First, turn left and go straight.
Henry	You will see a church nearby.
Roxanne	Are you sure? I see a restaurant.
Henry	Oops! Stop! Don't go there.
Henry	Turn around and go straight.
Roxanne	OK. Now, I see the church.
Henry	Walk straight for 2 blocks. Pass by the train station.
Henry	Then, turn right.
Roxanne	It's far!
Henry	No, actually you're almost there.
Henry	Go one more block and the park is on the left.
Roxanne	I see you!
Henry	You made it! Now, let's play baseball!

Unit 7, Lesson 1

fancy restaurant

menu

waiter

Can I get...?

Can I get you something?

sir

Excuse me, sir...

May I have...?

glass

a glass of apple juice

refill

free refills

Yes, you may...

Which one...?

Would you like...?

I would like...

corn on the cob

Unit 7, Lesson 2

Can I have...?

Can I have... instead?

coleslaw

hot dog

Can I have a hot dog instead?

waitress

No, you can't.

I'll be...

back

right back

order

I'll be right back with your order.

What's in this?

tomato sauce

onions

It's gross!

I don't want it.

Unit 7, Lesson 3

He grills...

What is he making?

steak

I think...

I think that...

It tastes...

delicious

I think that it tastes delicious!

mayonnaise

mustard

on the table

enough

Do you have enough?

Great service!

tip

extra food

doggy bag

Unit 7, Lesson 4

casual restaurant

drive-through

fast food

french fries

hamburger

chicken nuggets

takeout

Chinese food

slice

deep-dish pizza

manners

You should...

You should take...

elbow

You should take your elbows off the table!

Yes, ma'am.

Reading Passage

Henry goes out to eat with his grandparents.	
Waitress	Hello! My name is Cindy. Can I get you something to drink?
Henry	May I have a glass of apple juice, please?
Waitress	Yes, you may. And you, sir?
Grandpa Norris	I'll have a glass of water, thank you.
Grandma Norris	I'll have a soda.
Grandma Norris	Henry, look at the menu. Do you want chicken nuggets?
Henry	Yuck! I don't like chicken. It's gross!
Grandma Norris	OK, how about a hamburger or a hot dog?
Henry	Yum! I love both, but I'll have a hamburger.
Grandma Norris	Waitress! He'll have a hamburger.
Grandma Norris	I'll have a hot dog. Grandpa will have a steak.
Waitress	You can have corn on the cob or macaroni and cheese with your meal.
Waitress	Which one would you like?
Henry	Can I have corn on the cob? Oh, wait! Can I have french fries instead?
Waitress	Sorry, we don't have any more french fries. I'll be right back with your orders.
Grandma Norris	I love this restaurant. I think barbecue is my favorite type of food.
Waitress	Here's your food!
Grandma Norris	That was fast!
Grandpa Norris	My steak is delicious! How's the hamburger, Henry?
Henry	Well, it's... What's in this? Onions! Gross! I only wanted ketchup on my hamburger!
Grandma Norris	It's OK, Henry. Take them off. The ketchup is on the table.
Grandma Norris	Maybe you want some dessert too?
Henry	Of course! Can I have a cookie, cake, and ice cream?
Grandma Norris	No, you can't! A cookie is enough!

Unit 8, Lesson 1

TV show

news

We're sitting...

couch

We're sitting on the couch.

remote control

Change...

channel

Change the channel.

Turn down...

volume

Turn down the volume.

Fine.

Stop yelling.

You should come...

You should come closer.

Unit 8, Lesson 2

We type...

keyboard

We type on the keyboard.

Did you get... ?

radio

laptop

smartphone

Did you get a new smartphone?

I got...

I got a new smartphone.

It's awesome!

ninja

C'mon!

app

Let's play with your new app!

Press play.

I'm winning!

Unit 8, Lesson 3

technology

She likes technology, especially...

tablet

She likes technology, especially her tablet.

screen

Touch...

Touch the screen.

internet

mouse

Click on...

website

Click on this website.

He should send...

email

He should send an email.

Unit 8, Lesson 4

timing

Perfect timing!

Our teacher gives...

quiz

Our teacher always gives us a quiz.

She's the worst.

computer lab

You shouldn't...

You shouldn't play video games.

We should...

We should study.

If...

If we want...

grade

We should study if we want a good grade.

She got a good grade.

She's the best!

Reading Passage

Henry, Emma, and Alex hang out at home after school.	
Mrs. Wood	Henry, Emma, and Alex, where are you?
Henry	Mom, we're sitting on the couch!
Henry	We're watching our favorite TV show!
Mrs. Wood	Please stop yelling and turn down the volume. I can't hear you!
Henry	Sorry, Mom! You should come closer to the living room.
Emma	Where's the remote control? I want to change the channel.
Emma	I'm tired of watching cartoons.
Alex	Found it! Let's watch the news.
Emma	That's boring!
Alex	OK, fine. Then, let's play video games.
Henry	Did you get a new video game?
Alex	Yes, I got a new one yesterday. It has ninjas. Let's play!
Henry	Emma, where are you going?
Emma	I hate video games. I'm going on the computer.
Emma	I need to go online to look at a website for my history class and write an email to my teacher.
Alex	I'm winning, Henry! C'mon and play!
Henry	Oh wait, Alex! I should study.
Henry	In my technology class my teacher always gives us a test in the computer lab.
Henry	I shouldn't play video games right now because the test is tomorrow!
Alex	Bummer! I'll play a game on my smartphone, then.
Mrs. Wood	Perfect timing! Now it's my turn to watch TV!

Unit 9, Lesson 1

exchange student

She is staying...

She is staying with me for a month.

They say...

What are they saying?

They talk too...

quiet

They talk too fast.

What did you...?

Wait, what did you say?

Speak...

loud

slow

Please speak more slowly.

Now, I understand...

Unit 9, Lesson 2

How do you say...?

in English

How do you say... in English?

politely

siesta

I don't know.

What does... mean?

word

What does that word mean?

In my country...

It's a type of...

break

We relax...

That's different from...

That's different from the United States.

Unit 9, Lesson 3

We will have...

We will have fun...

I go back...

I go back home for lunch.

It's the same...

It's the same as...

in Spain

Can you translate...?

sentence

Can you translate this sentence?

nap

He takes a nap...

He takes a nap at noon.

Sure!

Reading Passage

An exchange student visits Henry's school.	
Olivia	Hey guys, I want you to meet my friend, Laura.
Olivia	She is an exchange student from Spain.
Olivia	Her family is staying with me for a month.
Henry	Nice to meet you, Laura! I'm happy that you are at our school.
Roxanne	Do you speak English? Do you like it here? Do you know our teacher, Miss Martinez?
Laura	Olivia, what are they saying? They talk too fast.
Olivia	Guys, please speak more slowly.
Henry	Sorry! Let's go to recess. Laura will have fun.
Laura	Excuse me, Henry. What does that word mean? Recess?
Henry	It's a type of break after lunch. We go outside and play.
Laura	Fun! In my country we go home for lunch.
Laura	Then, we have a break too. It's called a "siesta".
Roxanne	Wait, what did you say? S-i-e-s....?
Laura	Siesta.
Roxanne	How do you say that in English?
Laura	I don't know, but it's a time to relax. I sometimes take a nap. Then, I go back to school.
Henry	Cool! That's so different from the United States.
Olivia	C'mon, Henry and Roxanne. Let's show her the playground!

Unit 10, Lesson 1

last day

I can't believe...

I can't believe it's the last day of school!

What are you going to...?

What are you going to do?

We're going to travel.

hotel

We're going to stay in a hotel.

camp

Last...

Last summer, I went to camp.

I stayed...

overnight

We had...

We had a lot of fun.

Unit 10, Lesson 2

airport

flight

international flight

The flight leaves...

The flight leaves at noon.

I'm nervous.

I'm nervous about...

I'm nervous about the flight.

The flight is very long.

You should bring...

ticket

phone charger

passport

You should bring your passport.

Unit 10, Lesson 3

spring break

cruise

Don't forget...

headphones

suitcase

Don't forget your suitcase!

We will arrive...

We will arrive at 2:00 p.m.

They will pick us up.

I can't wait to...

again

I can't wait to see them again.

Have...

Have a good trip!

Unit 10, Lesson 4

spot

vacation spot

classmate

She's excited about...

She's excited about vacation.

getaway

adventurous getaway

national park

cabin

They're going to stay in a cabin.

I'll visit...

I'll visit you this summer...

I come back...

When I come back...

I'll visit you this summer when I come back.

Reading Passage

Henry and his friends talk about summer vacation on the last day of school.

Henry	I can't believe it's the last day of school!
Henry	What are you going to do for summer vacation?
Brian	We are going to take a road trip to Maine.
Brian	Last summer I went to a national park there with my family.
Brian	We hiked, biked and went swimming in a lake. We had a lot of fun!
Olivia	I'm going to travel to Mexico to see my family. I need to bring my passport.
Roxanne	I'm excited about vacation, too! We are going to Disney World in Florida.
Henry	You're lucky! Will you drive to Florida or go on a plane?
Roxanne	Drive? Are you crazy? That's too long! We are going on a plane. My mom already got the plane tickets!
Henry	On Saturday, I'm going on a plane for the first time! I'm nervous about the flight because it's very long.
Roxanne	Where are you going?
Henry	My family is going to the Grand Canyon in Arizona. We are staying in a hotel near the Canyon.
Brian	Cool! You have to take lots of pictures!
Henry	What should I bring in my suitcase?
Roxanne	I went on a plane last year, so I know. You should bring shorts, T-shirts, and shoes.
Henry	Of course! I mean for the plane!
Roxanne	You can't bring your suitcase on the plane, but you can bring a backpack.
Roxanne	You should bring headphones and a tablet. You will want to listen to music or watch a movie.
Olivia	Henry, what time is your flight?
Henry	We need to be at the airport at 10:00. The flight leaves at noon.
Roxanne	Maybe I'll see you at the airport, because my flight leaves at noon too!
Olivia	No way! Me too! We'll arrive in Mexico at 5:00. My grandparents will pick us up.

Brian	So, when we come back from these vacations, let's go to the town pool together!
Roxanne	Sure! I can't wait to see you guys again!
Henry	Me too! Have a good trip, everyone! Don't forget to take pictures! Bye!

Part 3: General Teaching Exercises and Suggested Activities

While every class is different, the strategies suggested here can be useful in a variety of situations. Most classes will follow the same general pattern:

- Ice-breaker activities
- Main exercises: skill-targeted, topic-specific, and/or discussion exercises
- Review and conclusion

Each of these sections is covered in more detail below.

It's also important to provide opportunities for all students to contribute and interact, both with you and with each other.

This balance may be accomplished by including activities which require students to work in pairs or groups, as well as those that require individual effort.

Ice-breaker Activities

It is often a good idea to begin the class with one or more quick ice-breaker activities to get students into the right mindset and to assess whether students have actually done the required preparations. If you use more than one ice-breaker activity, organize them from least cognitively burdensome to the most (easiest to most difficult). Try to keep the activities quick and fun.

Some suggested ice-breaker activities:

- Have students identify vocabulary from images related to the lesson they studied before class, or have them match images to word clusters or phrases.
- Have students practice vocabulary usage by producing meaningful sentences using words from the lesson.
- Ask students to make a mind map of main themes of the lesson they studied.
- Show students a series of pictures or a short video without sound and ask them to tell you what the presentation was about, in the language they are learning.

Skill-targeted Teaching Exercises

These activities focus on the four main skills related to language learning: listening, speaking, reading, and writing.

The material used in them may or may not be directly related to the main subject of your lesson, but these exercises can help students practice and hone their abilities. Depending on the needs of your students, you may choose one or more of these skills to focus on in each class.

Listening

Listening activities help students hone their comprehension, build vocabulary, and increase their understanding.

Possible listening activities include:

- **Follow along:** Read a passage aloud to your students, and have them follow along. Pick a subject and a level of difficulty that is appropriate for your class. For example, you might choose a topic related to the main theme of your lesson, or you may choose an article that deals with an issue in current events.
- **Pre-recorded Sound:** Play a pre-recorded sound file, either from a different Transparent Language lesson or from another source, such as SoundCloud (<https://soundcloud.com/>). Again, pick a passage or a video which is interesting and relevant to your students. Lesson Authoring can be used to provide audio sounds both for live classes as well as asynchronous courses.
- **Video:** Play a video with foreign language sound from YouTube or any other source. Ask questions afterwards to confirm the students' understanding of the subject.
- **True/False:** Show your students a visual (or series of visuals), then make statements in the target language. Students must then indicate whether the statements they hear are true or false.
- **Choice:** Show your students a visual representation (authentic documents, images, etc.), then say several descriptive sentences in the foreign language. For each sentence, students must choose the correct item.
- **Information Gap:** Show a passage in the foreign language, with some of the key words omitted. Read the passage out loud, so that students can listen for and fill in the missing words.

Speaking

Speaking skills are critical to practice during class time. The more chances students get to speak aloud, the more confidence they will gain and the better their pronunciation will become.

Some suggested general speaking activities:

- **Modeling:** The goal of this activity is correct pronunciation. You model the pronunciation of words or phrases, and each student repeats it in succession.
- **Picture Identification/Description:** Show your students a visual (or series of visuals), then have them practice vocabulary by identifying each object out loud in the foreign language.
- **Ranking:** Provide your students with chunks of information in the target language (for example, job ads), then have students manipulate them on the whiteboard and discuss the ranking of the items.
- **Round Robin:** This activity has several variations, but the main objective is to have each student say one thing (or phrase) in the target language. The next person builds upon that and the flow continues until everyone has participated. For example, you might present a category (such as “Names of Mammals”) for discussion, then have students take turns going around the group and naming items that fit the category.
- **Compare & Contrast:** Give your students two similar documents or images, then have them state the differences in the target language.
- **Images:** Two students each hold an image. Student A explains the image in target language while student B draws the likeness in the white board and vice versa. Instructors might consider finding images in advance that are relevant to the topic taught during that class session.
- **Line Dance:** Have your students form two concentric circles or two lines facing each other. You ask a question (on any content) and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners, and you pose a second question for them to discuss. Continue with five or more questions.
- **Numbered Heads Together:** Group students into four-person teams, and ask the students in each group to number off from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question. Recognize correct responses and elaborate through discussions.

- **News Reports:** Ask your students to read a newspaper or magazine before coming to class, then report to the class in the foreign language what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.
- **Interviews:** Students are given a topic on which to find an expert to interview or they are given a type of person to interview. An alternative is the ‘pretend’ interview in which the student writes up what an interview with a particular interview might be like, such as interviewing a famous person in the target culture.
- **Comic Strip:** One student recounts a story based on a comic strip. The listener must arrange the comic strip images to match the chronology of the story. The task can be made more difficult by introducing ‘distractors,’ images that don’t belong to the storyline. Thus, the listener must determine which events (images) belong to the story, manipulate them, and arrange them in the proper order in which they occur.
- **Role Play:** Set up a situation, and have students take turns acting out different roles in the dialogue. Depending on the level of your students, you may or may not decide whether to provide a full or limited text of the conversation as support.
- **Debates:** Pose a topic, and have students conduct a debate about the issue. You can have individual students present their opinions, or organize the class into teams assigned to specific sides.

Reading

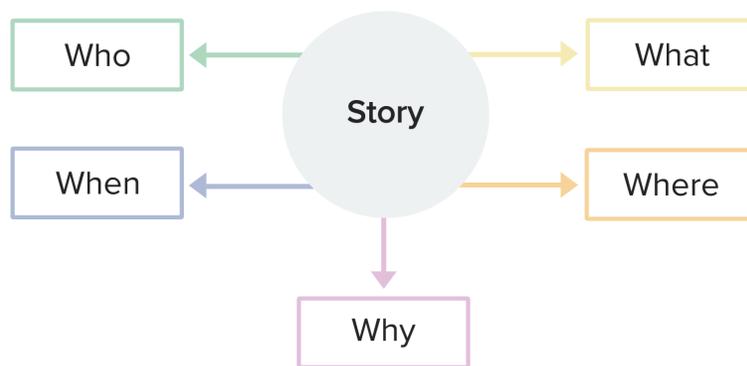
Reading activities help students practice comprehension, familiarize themselves with spelling conventions, and prepare to write their own thoughts, as well as opening up vast new worlds of information, from traditional literature to modern websites and text messages.

Ideas for reading activities might be:

- **Read Aloud:** Give your students a simple passage in the target language, and have them read aloud to the class. Additionally, have students take turns identifying key words and phrases.
- **Forms:** Given authentic text (forms, signs, headlines, etc.), students will read aloud key words and main ideas. Additionally, students should be encouraged to fill out the forms.
- **Tweet Analysis:** Show students a list of Twitter tweets and have them rate them favorite to least favorite and give reasons why, or have them verbally compare and contrast two Twitter tweets on the same topic. Remember that you can use Twitter to find real time conversational phrases. <https://twitter.com/search-home>
- **Text Analysis:** Have students read a short text, such as an advertisement or a set of news headlines, then have them verbally identify key vocabulary, summarize the main ideas, or pick out the strongest and weakest statements, depending on their level and experience.

- **Authentic Document Analysis:** Give your students an authentic document in the target language, then have them ask and answer questions in the target language about it. Alternatively, have them come up with synonyms/antonyms for the vocabulary in the document.
- **Jigsaw:** Assign each student in a team one fourth of a page to read from any text (for example, a social studies text), or one fourth of a topic to investigate or memorize. Each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle.
- **Graphic Organizer:** Ask your students to read a text, then fill out a graphic organizer based on it, similar to the one shown below.

GRAPHIC ORGANIZER



Writing

Writing exercises are often done as homework, but can also be done in class, particularly when combined with speaking or listening activities. Some writing activities work well for individuals, while others lend themselves to group interactions.

Possible writing exercises could include:

- **Information Gap:** Students are given a written task to accomplish, such as filling out a chart or a family tree, but each group member only has part of the necessary information. The students must combine and synthesize their individual bits of information in order to solve a problem or make a decision.
- **Binomials:** Write or type the first half of a common pair of words, such as “Bread and...” Have your students quickly write the first word that comes into their heads (in this case, “butter”). Continue with other “halves” of binomials, but slowly widen the scope so that there may be more than one choice.

- **Stories:** Show students an image or series of images, and have them write short stories based on the pictures. Encourage them to incorporate the vocabulary and grammar that they have been studying. For example, you might ask them to write the story in a specific tense, or include a certain number of words from their vocabulary list.
- **Brainstorming:** Give your students a topic, set of topics, graphic organizer or chart, and have them write in vocabulary words related to each subject, as shown in the example chart below.

Fruit	Vegetables	Meat	Dairy Products	<i>Some or Any</i>
cherries	onion	fish	yogurt	pasta
apples	beans	hot dogs	milk	turkey
fruit	chili pepper	beef	butter	green beans
orange	potato	chicken	ice cream	rice
banana	squash	sausage	cheese	hamburgers

Review and Conclusion

Just like we warm up before a workout, it's a good idea to incorporate some "cool down" exercises into your classroom routine. For you, these activities help check understanding and confirm the students have learned what you intended to teach in that day's lesson. Creating closure at the end of class helps connect ideas and build a bridge between today and tomorrow's learning.

Ideas for some summative activities could include:

- **What have you learned today?:** In the last few minutes of class, pose the open-ended question "What have you learned today?". Students may respond with specific words or phrases, their communicative goals, or a theme that resonated with them personally.
- **Sharing time:** Ask students to share something they worked on today with a partner or in front of the group. This can be an art project, a quick doodle that captures a theme the class discussed, a homework assignment, or something they've written in class.
- **Exit Ticket:** Students write their name, what they've learned, and any open questions they still have on an index card. They can drop the card in pre-labeled containers for "Green Light - Got It!", "Yellow Light - Let's Review!", "Red Light – Stop and Help!", based on how they feel about the day's learning experience.
- **Seeing Similarities:** Students fill in the blank in the following sentence: "This [word, idea, topic, skill] is like _____ because _____."
- **Journal:** At the end of each lesson, students can write a journal entry. This can be free writing on two things of their choice that they learned. You can also suggest the following three prompts: 1. What did I learn today? 2. So what? (What does this help me do? Why is it relevant and useful? Has it changed my thinking or surprised me?) 3. Now what? (How does this fit into what we've learned so far? Can I guess or predict where we'll be going from here?). When the course is over, students can look back through their journals at the measurable progress they've made.